## THE EFFECTIVENESS OF 'BIG DESCRIBER' ONLINE GAME TO ENHANCE VOCABULARY MASTERY

### THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining The Degree of Bachelor of English Language Education



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## ΜΟΤΤΟ

No fatigue, illness, worry, sorrow, harm, grief, even the prick of a thorn, afflicts a Muslim except that Allah expiates some of his sins by it.

-Bukhari and Muslim-

#### ABSTRACT

Title: The Effectiveness of 'Big Describer'<br/>Online Game to Enhance Vocabulary<br/>MasteryThe researcher: Qowi MillatiStudent Number: 170304612Department: English Education

In learning a language, there are four skills to explore namely listening, speaking, reading, and writing. To master all of them, vocabulary becomes one of the essential aspects to explore. Students are supposed to have many vocabularies in order to perform well in English language learning. There are two variables used in this research; vocabulary mastery as dependent variable and 'Big Describer' online game as independent variable. This study aims to find out if 'Big Describer' online game is effective to improve students' vocabulary mastery. The sample of the research is 50 tenth grader students of MA Asy-Syarifah in the academic year of 2021/2022. They are from 2 different classes, X Language-01 as experimental group and X Language-02 as control group. So there are 25 students from each group participating. The study uses quasi-experimental designs with test as the data collection instrument. There are 2 kinds of tests done, consisting of pre-test at the beginning of the research and post-test at the end of the research. These two tests contain similar test items, test rules, and allocation time. Between the tests, students in each class get 3 meetings of treatment with 'Big Describer' online game for the experimental class, and conventional teaching strategy for the control class. The results of the tests done show the mean score of students in experimental group improves 32.4 points from 55 to 87.4. While the mean score of students in control group improves less than 2 points from 55.4 to 57. Based on the paired samples Ttest done for each group, the sig.(2-tailed) of experimental group is 0.000. Since it is less than 0.05, there is a significant difference

between students' vocabulary mastery before and after the treatment. In opposite, the sig.(2-tailed) of the control group is 0.018 which is more than 0.05, so it is insignificantly improved. Finally it can be concluded that 'Big Describer' online game is effective to improve students' vocabulary mastery.

*Keywords* : vocabulary mastery, high school students, big describer online game

### DEDICATION

In the name of Allah '*AzzawaJalla*, the Lord of this world, the beneficent and the merciful. This research is done because of many supports and motivation. With sincerty and humanity, I dedicate this thesis to:

- My beloved campus, UIN Walisongo Semarang especially Education and Teacher Training Faculty and English Education Department;
- My beloved father and mother (Bapak Mulyono and Ibu Asmini) who always spread their affection, prayer, love and give their advices till the writer finished arranging this thesis. Thank you very much for giving the writer support;
- ✤ My beloved husband, Muhammad Afik;
- My lovely sister Qith'atul Qomariyah who always helps and supports the writer;
- My big family who always spread their support and prayer for the writer in writing this thesis;
- All of my lecturers in UIN Walisongo Semarang especially Education and Teacher Training Faculty and English Education Department who have educated and taught the writer;

- The headmaster and English teachers of MA Asy-Syarifah who have given me a great opportunity to conduct this research;
- All of my friends who always give the writer solution and support to finish this thesis;

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Semarang, 8 October 2021

The Researcher,

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I realize that I couldn't complete this final project without help from others. Many people had helped me during writing this final project and it would be impossible to mention all of them. I wish, however, to give my sincerest gratitude and appreciation to:

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Finally, the writer realized that this thesis is far from the word "perfect", therefore the writer will be happy accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial for everyone.

Semarang, 8 October 2021

The Researcher,

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## CHAPTER 1 INTRODUCTION

This chapter covers the background and limitation of the study, statement of the problems, objective and significances of the study and organization of the thesis.

### 1.1. Background of the Study

Everyone needs communication. Language is one of the mean to use, it functions both as verbal behavior people use to communicate and do some interactions as well as the response (Harmer, 2007). In other words, language functions as a social institution, verbal practice, reflexive practice, teaching medium, communication mean, and school subject as well. English has now been dominantly used around the world, more people use English as an interactional language.

In learning a language, there are four skills to explore namely listening, speaking, reading, and writing. According to Susanti and Zaenuddin (2013), to master all of them, there is a supporting element needed to enhance that is vocabulary. Vocabulary is one of the essential aspects of teaching and learning a language. Furthermore, Hornby (2000) adds that someone's quality of English skills can be determined from both the quantity and quality of the vocabulary they master. Students are supposed to have many vocabularies in order to perform well in English language learning.

This is in line with the argument of Richard and Renandya (2002), which considers vocabulary as a core component of language proficiency providing strong foundation for how well learners perform to speak, listen, read, and write. Therefore, learners may achieve less than their potential skill and may be discouraged from performing language if they do not have extensive vocabulary and strategies for acquiring new vocabulary as well. In addition, Richards (1980) in Munir (2016) argues that vocabulary is words with their meanings, which is obviously important for people to master in language learning. In addition, according to Pora (2003) vocabulary mastery is a must for everyone to understand a text, a conversation, or anything written in English.

In Indonesia, English has been given from the very early stages at formal educational institutions starting from kindergarten of basic level, but most the Indonesian students in High Schools still find difficulties in applying it in real communication. Such conditions might be caused by many factors such as teachers' teaching proficiency, teaching media, teaching method, and the teaching strategy. In accordance with this matter, teachers are expected to provide an excellent way to draw students' attention in learning English vocabulary so that the teaching-learning objectives can be achieved successfully. One of the ways can be by applying efficient and fun strategies while teaching.

Based on the views, the researcher concludes that mastering vocabulary is one of the keys to learn English better. Students need to be exposed to many vocabulary items as input in order to help them having an optimal output. One of the ways to see students' vocabulary achievement is by checking the number of vocabulary they master. Anderson and Nagy (1992, as cited in Susanti and Zainuddin, 2013) argue that junior high school students should acquire in the range of 2000-3000 vocabularies per year, or in a day it is about 6 to 8 new words.

By realizing the importance of exposing vocabularies to students in the learning process, teachers' appropriate teaching or students' learning strategy is needed to apply. It is important for teachers to attract students by the use of interesting media in helping them gain many vocabularies. Furthermore, learning strategies taken by learners to enhance their learning is also needed to be considered (Shi, 2017).

Many kinds of learning strategies to teach vocabulary have been available. One of the ways which are interesting to use is by using learning games. The researcher takes 'Big Describer' in this research. This game provides students with a lot of vocabulary reviews that have been categorized based on topics and allows them to play guessing vocabulary based on the topic they have reviewed. As Perez and Dolotallaz (2016) quote teaching vocabulary through the online game website will be fun for students, and they will unconsciously learn better vocabulary when they get relaxed. It makes the teaching and learning process enjoyable, alive, visible, attractive, and motivating.

Based on the reasons, the researcher intends to implement a new strategy to improve students vocabulary mastery by using 'Big Describer' game for tenth graders of MA Asy-Syarifah in the academic year of 2021/2022.

### 1.2. Limitation of the Study

The limitation of the research is to use 'Big Describer' online game to improve students' vocabulary mastery on writing descriptive text especially dealing with common and concrete nouns.

### **1.3. Statement of the Problems**

How effective is 'Big Describer' online game effective to improve Students' vocabulary mastery?

### 1.4. Objective of the Study

Based on the problem above, the objective of this research is to find out how effective 'Big Describer' online game is to improve students' vocabulary mastery.

## **1.5. Significances of the Study**

This research will be useful both practically and theoretically as follows:

1) Theoretically

The result of this research will give an additional contribution to education and may support or verify the previous research or theory through the use of other strategies in teaching vocabulary. It is also expected to be beneficial for teachers and to be a reference for general readers.

2) Practically

The result of the research is expected to be useful for teachers in applying the alternative way of teaching vocabulary using 'Big Describer' online game strategy in the classroom and for the next researchers as well in conducting further research using 'Big Describer' online game for teaching other skills or combining 'Big Describer' online game with other games or media to teach vocabulary.

For students, the researcher expects it will be

motivation and new insight in enhancing their vocabulary mastery through the use of 'Big Describer' online game.

### 1.6. Hypothesis

From all of the theories that have been discussed above, the hypothesis are formulated as follow:

 $H_0$ : 'Big Describer' online game is not effective to improve vocabulary mastery of tenth graders of MA Asy-Syarifah in the academic year of 2021/2022.

 $H_a$ : 'Big Describer' online game is effective to improve vocabulary mastery of tenth graders of MA Asy-Syarifah in the academic year of 2021/2022.

In this study, the researcher intends to see if H<sub>a</sub> is acceptable. It means 'Big Describer' online game improves students' vocabulary mastery effectively.

#### **1.7. Organization of the Thesis**

The researcher arranges this thesis systematically to ease readers in understanding it. This thesis consists of five chapters. Each is related one to another. The organizations of the thesis are:

Chapter one is the introduction of this study which wraps up the background of the study, scope and limitation of the study, research question, research objective, significances of the study, and organization of the thesis.

Chapter two covers literature review, previous related

studies, conceptual framework, and hypothesis. The literature review presents some theories related to vocabulary as well as vocabulary mastery, types of vocabulary, teaching vocabulary, strategy in teaching vocabulary, vocabulary assessing rubric, advantages and disadvantages of using 'Big Describer' online game strategy. In previous related studies, the researcher reviews the results of previous related studies that have a similar variable with this research. In the conceptual framework, the researcher presents the concept of this research and the hypothesis.

Chapter three is a research methodology which provides the research design, population and sample, instrument and techniques of the data collection, and technique of the data analysis.

Chapter four presents the results of this study. This chapter presents a general description of research location, data analysis and discussion about the effectiveness of 'Big Describer' online game strategy to enhance students" vocabulary mastery at MA Asy-Syarifah in the academic year of 2021/2022.

Chapter five is closing in which the researcher concludes the study results and presents some recommendations.

# CHAPTER II LITERATURE REVIEW, PREVIOUS RELATED STUDY, AND CONCEPTUAL FRAMEWORK

This chapter highlights previous related studies, literature review, conceptual framework, and hypothesis of the study.

### 2.1. Previous Related Studies

There have been many studies conducted dealing with vocabulary mastery. The first study is entitled "Improving Students' Vocabulary Mastery Using Word Mapping Strategy" by Wardani (2015). The action research study has a purpose to see if word mapping strategy is effective in improving vocabulary mastery of 34 twelfth graders of State Vocational School 1 Pamekasan. The researcher uses several research instruments to collect data such as vocabulary tests, observation sheets, and questionnaires. Based on the data obtained, the researcher concludes that students need to enrich their vocabulary mastery in order to perform English skills optimally and word mapping strategy is effectively helpful for this issue. It does not only improve students' score, but also make them more interested in the teaching and learning process.

The second research "Improving Students' Vocabulary Mastery through Numbered Head Together (NHT) Technique

at the Second Grade of SMP Al Birru Parepare" is conducted by Rastina (2020). Its purpose is to find out if Numbered Head Together (NHT) is effective in improving students' vocabulary mastery. The researcher uses a pre-experimental design with one group participating. The total sampling is used consisting of 22 students. From the study, the researcher concludes that NHT can make effective improvements to students' vocabulary mastery. There is a significant difference in students' scores before and after the treatment. Furthermore, from the questionnaire, it can be seen that NHT helps students to participate actively in the teaching and learning process since they are comfortable with the class fun atmosphere.

The next research is done by Budi, Mulyati, and Halim (2021). "The Effect of Word Mapping Strategy on Students' Vocabulary Mastery" is experimental research employing 2 classes of experimental and control group with 15 students in each. The study results reveal word mapping strategy positively contributes to students' vocabulary mastery of tenth-grade students of SMK PGRI Banyuputih. It does not only work for the score, but also for their motivation and activeness in English class. In addition, the strategy also provides students with cooperative learning which improves students' teamwork skill.

Hasanah (2021) conducted research entitled "The

Effectiveness of Tic Tac Toe Game Strategy to Enhance Students' Vocabulary Mastery of Eighth Grade Students of Mts Ma'arif Al-Ishlah Bungkal Ponorogo". It aims to investigate if students' vocabulary mastery can be improved with the application of Tic Tac Toe game. Like the previous one, it is experimental research. Therefore, there are two classes used as the research sample. The experimental class is taught by Tic Tac Toe game, and the control class is taught by the conventional method. The results of the study show that there is a significant difference between students in experimental and those in control group.

The last study is also experimental research. "Improving Students' Vocabulary Mastery by Using Word Chain Game for the Eighth Grade Students of SMP N 2 Bumiayu at Academic Year 2020/2021' carried out by Medina, Lestari, and Yulianti (2021) is designed to solve students' problems in the classroom which is lack of vocabulary mastery using Word Chain game. 60 students of experimental and control groups participate in the study. Based on the research, students' vocabulary score improves significantly from the pre-test to the post-test.

The previously reviewed studies share a similar dependent variable with the present study which is students' vocabulary mastery. Some of them also share a similar design which is experimental research. There have been many different methods or strategies explored by other researchers, but 'Big Describer' online game. Therefore, in this study, the researcher intends to enhance learners' vocabulary mastery through the use of 'Big Describer' online game which has not been discussed yet.

### 2.2. Literature Review

#### 2.2.1. Vocabulary

This part explores the definition of vocabulary and vocabulary mastery, teaching vocabulary, and strategies used in teaching vocabulary.

2.2.1.1. Definition of vocabulary and Vocabulary Mastery

Based on Oxford Learner's Pocket Dictionary (2003), a vocabulary is all words in the language, the sum of words used, understood or commanded by specific people, social groups, occupations, industries, etc. The definition is in line with Webster's. Vocabulary is the sum of words used by people, or a specific purpose or person, or language, books, A collection list of words such as authors and scientific branches, in alphabetical order and definitions (Webster, 1981).

In learning English, vocabulary is one of the

crucial aspects to master in order to have a strong foundation in using English to communicate. The vocabulary choice and teaching vocabulary methods are two important factors that should be focused on. Harmer (2007) says vocabulary has an important role in language learning as it helps students to master language skills and express their idea. When a new vocabulary is intruded, the vocabulary mastery is improved. In line with this, Thornbury (2003) defines words as the language basic social to accompany students' vocabulary mastery. Otherwise, they cannot effectively communicate and express the idea.

Moreover, understanding the vocabulary meaning students produced is important as well. It can be seen when students are given statements or questions and need to respond to them (Harmer, 2007). For example, students know the meaning of 'mouse' and know how to use it in a sentence. They also know what 'mouse' mean, whether it refers to an animal or stuff they need when they use a laptop. Learning vocabulary obviously needs a long process to help students understand the words as well as meaning Schmitt (2010) argues it remains a mystery when talking about the mechanics of vocabulary learning, but the certain thing is that words cannot be instantaneously acquired, at least not for second language adults learners.

Mastering vocabulary, hence, is useful to support the achievement of Students' four English skills. Imama (2017) defines vocabulary mastery as the total amount of words students master and use in communication. Further, Rahmawati (2012) sees vocabulary mastery as a number of words of a language containing meaning, certain form, and usage in a communication context.

The objective of vocabulary mastery is to be the foundation of students' performance in their language skills. As Ratna (2019) states it depends on the quality and quantity of the vocabulary they master. The richer the vocabulary they master, the better skill quality they reach in performing language.

From the theories above, it can be concluded that vocabulary is a basic element in English language learning. Therefore, it is important to expose students to numbers of vocabulary in the classroom. They are also supposed to understand

what they mean and how to use it in sentences. Otherwise, they will get difficulties practicing all English skills or they cannot communicate well can be the worst consequence.

The vocabulary mastery can be divided into four as follows:

#### 2.2.1.2. Listening Vocabulary

It refers to all words people recognize when they listen. It is vocabulary they hear and understand, and mostly refer to words they know. This is the largest source of their vocabulary (Johnson, 2008).

2.2.1.3. Speaking Vocabulary

It refers to all words people can use in speech. In other words, Johnson (2008) describes, that are words they use when they are taking part in a conversation.

### 2.2.1.4. Reading Vocabulary

It includes all the words found when people read texts. Generally it is the largest type because readers tend to expose more words by reading than by listening to speech.

### 2.2.1.5. Writing Vocabulary

It is all the words people employ when they write. It includes many words that are not commonly used in speech. Writers generally use a limited set of words when communicating. According to Frank (1972), in writing vocabulary, there are things to consider namely parts of speech:

1) Noun

It is one of the most important parts of speech. Together with the verb, they make an agreement to help create the sentence core which is essential to every complete sentence. In addition, it may also function as the chief or "head" word in many structures of modification. Example: The cat eats fish.

A noun can be classified into several types as follow:

a. Proper noun

A proper noun starts with a capital letter in writing. It consists of a personal name (e.g.: Anthony, Mr. John), geographic units such as countries, cities, rivers, etc. (e.g.: Eiffel Tower, Mexico, The Great Wall), nationalities and religions (e.g.: Indonesian, Christianity), holidays (e.g.: Valentine Day, Christmas, Thanks-giving Day), time units (e.g.: Tuesday, December), words showing personification or a thing or abstraction treated as a person (eg: Liberty, Nature).

Example: Last week, I visited <u>Tugu Muda</u> in <u>Semarang</u>.

b. Common noun

It refers to group pointing nouns or nouns for a specific type of objects (e.g.: table, car, tree), place (e.g.: classroom, city, beach), class (e.g.: school, score), and general material objects which do not refer to the name of something (e.g.: sugar, rice, snack). Therefore, it is not written with a capital letter unless it is used to start a sentence (Indriastuti, 2009). Example: Anna has just bought this brand new <u>car</u>.

c. Concrete noun

It refers to words of physical objects people can see, touch, and smell. For example: chair and boy.

d. Abstract noun

It includes words for a concept or an idea existing in people's minds only. They cannot be seen, touched, or smelled. For example: happiness, beauty, and justice. e. Countable noun and uncountable noun

A countable noun includes a noun that can be made plural by adding –s or –s at the end of the word (i.e. one girl, two girls). While an uncountable noun does not have the plural form (e.g.: sugar, rice, oil).

f. Collective noun

Frank (1972) lists collective noun for a word for a group of people, animals or objects considered as a single unit. For example: crew, committee, faculty, audience.

2) Pronoun

The literal meaning of it is a word standing for a noun or to replace a specific noun. The traditional definition of pronoun as a word that takes the place of a noun is applicable to some types of pronouns but to others (Johnson, 2008). Example: I have one sister and two brothers. <u>They</u> are lovely.

According to Frank (1972), pronouns are divided into:

a. Personal pronoun

It consists of:

- The first person, including 'I' for singular,

and 'we' for plural.

- The second person, 'you'.
- The third person, 'she' for singular female, 'he' for singular male, 'it' for unknown life or things, and 'they' for anything plural.
- b. Reflexive pronoun

It is a combination form of personal pronoun or impersonal pronoun with –self. For example: myself, yourself, himself, herself, itself, ourselves, and themselves.

c. Demonstrative pronoun

It points out someone or something. For example: this, that, these, those, another, other, the others, some, one, ones, any, all, etc.

d. Interrogative pronoun

It consists of 'who' for persons, 'what' for things, and 'which' for either things or persons.

e. Relative pronoun

It introduces adjective clauses in which they perform as subjects or objects such as 'who' for persons, 'which' for things, 'that' for either persons or things. For example: The girl <u>who</u> stands in front of the building is my sister.

3) Adjective

It is a modifier having the label of comparison grammatical property. It is often indicated by a special adverbial modifier or derivational ending or by that precedes it. The most usual position of its appearance is before the noun it modifies, although it may fill other positions as well.

Example: Dania is smart.

4) Adverb

Some the adverbs go with nouns or prepositions because of their form; some merge with interjections for their ability in expressing emotion and serving as sentence modifiers; some of the others merge with conjunctions due to their ability to perform a connecting function.

Example: I studied English <u>last night</u>.  $\rightarrow$  adverb of time

Frank (1972) divides adverbs into:

a. Adverb of manner

It has the most characteristic adverbial form which is an '-ly' ending added to a descriptive adjective. For example: beautifully, carefully, quickly, etc.

b. Adverb of place and direction

It may include some prepositional forms following the verb. For examples: inside, outside, away, here, there, etc.

c. Adverb of time

It has a fixed boundary in time such as yesterday, today, and tomorrow. Furthermore, a group of words may also function as a single time such as last night, a year ago, the day after tomorrow.

5) Preposition

In traditional grammar, it belongs to a part of speech. However, it is different from other parts of speech for some reasons: (1) each is formed of a small word class that has no formal characteristic endings; (2) each signals syntactic structures functioning as one of the other parts of speech. One prepositional phrase may function as an adverb, adjective or noun. The preposition is an integral part of the prepositional phrase, subsequently, both prepositions and prepositional phrases will be taken up together.

Example: I always wake up at 5.

6) Conjunction

Most of it is derived from other parts of speech especially from prepositions. It is almost similar to preposition, which has no characteristic form they function chiefly as nonmovable structure words joining such units as parts of speech, phrases, or clauses.

Example : Alea wants to visit a park or a florist.

7) Verb

It refers to words describing the action or state of being of the subject. It is the most complex part of speech. Its varied arrangements with nouns determine different sentence types (sentences-statements, questions, commands, or exclamations). It is differentiated into three types as follow:

a. A transitive verb needs a direct object. Only transitive verbs can be changed into passive voice.

Example: Rayna ate the burger.

- b. An intransitive verb does not require an object.
  All linking verbs belong to intransitive.
  Example: Vega is studying now.
- c. Linking verb is followed by adjectives. It

performs as the chief word in the predicate describing the subject. It is an incomplete predication verb, it signals that the real predicate follows.

Example: Afina looks tired.

On the other hand, according to Azar (1989), verbs are categorized into regular and irregular ones.

 Regular: The simple past and past participle forms are formed by adding '-ed' to the basic form.

Table 2.1

**Regular Verb Examples** 

Simple form	Simple past	Past participle
Learn	Learned	Learned
Pick	Picked	Picked
Touch	Touched	Touched

b. Irregular: The simple past and past participle forms are arbitrary or unpredictable. The forms can consist of two similar form with one different form, can be all different, or all the same.

## Table 2.2

## **Irregular Verb Examples**

Simple form	Simple past	Past participle
Meet	Met	Met
Put	Put	Put
Sing	Sang	Sung

## 2.2.1.6. Teaching vocabulary

Before teaching vocabulary, it is important for teachers to identify students need. Otherwise, it will be too wide to focus on because words are of various kinds. According to Nation (2008) there are several reasons why the teacher needs to teach vocabulary based on context: (1) There are many words students need to master; (2) learning vocabulary deals with a long cumulative process requiring meeting words; (3) teaching words need to be limited in theme or scope. In other words, learning vocabulary involves all complete packages of knowing a range of word aspect, including meaning, form and use. Thornbury (2003) states there are many ways to teach vocabulary in the classroom that can be used by the teacher such as: (1) translation, (2) explanation, (3) providing synonym, (4) mentioning antonym, and (5) showing the real related object.

Teaching vocabulary is one of the most concerning parts of teaching EFL Students (Alqahtani, 2015). It deals with an activity acquiring new vocabulary items in order to improve the language students have. Teachers are supposed to consider how to introduce the vocabulary in the classroom. The teacher should know in advance what and how much vocabulary needs to present. According to Thornbury (2003), it is influenced by the following factors:

- a) The learners level whether they are beginner, intermediate, or advanced;
- b) The learner familiarity with the vocabulary;
- c) The learner difficulty of the items;
- d) The teachability (if the words are easy to explain, illustrate, or demonstrate);
- e) If items are being learned for either recognition (in reading and listening) or for production (in speaking and writing).

From the theories above, it means that the teacher should set the limitation in presenting vocabulary. They may divide the materials into some themes or topics, and present vocabulary limited only

based on the topic of that day's meeting. It is to avoid students' confusion as well as to ease teachers in evaluating students' progress in each meeting.

## 2.2.1.7. Strategies to Teach Vocabulary

It refers to the steps taken by students to enhance their learning. All language teachers are encouraged to choose appropriate and applicable learning strategies for students based on their characteristics and school conditions. It should be considered that learning vocabulary is not only about learning new words, but also learning how to use or perform them in communication.

Rahmawati (2012) argues learning vocabulary takes a process. In order to make the process effective, the teacher should create an effective situation and should engage students to perform actively. One of the ways to make students interested in the learning process is by using learning games. It obviously builds a good learning atmosphere and unconsciously pushes the student to participate actively. To conclude, choosing an appropriate learning strategy is very important for teachers to help students in achieving their learning goals.

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# 2.2.2. Advantages and Disadvantages of Teaching with Online Learning Game

Hadfield (1998) defines a game as an activity coming with rules, a purpose and elements of fun. In line with this, Harmer (1991) considers games as an essential thing equipped a teacher, both to support the language practice they provide and to provide the therapeutic effect they have. Games can be used at any level of students to provide an entertaining as well as challenging respite from other classroom activities. In addition, games makes students interested more their English class.

Using games in the teaching and learning process is recommended since it can be used to practice the four English skills and for many types of communications (e.g. encouraging, criticizing, agreeing, explaining) (Wright, Bitteridge, & Buckby, 1997).

Diana (2010) lists the advantages and disadvantages of using games to teach vocabulary as follow:

1) Advantages

The first strength of applying games in theteaching learning process is students get more interested in lessons and pay more attention to the explanation since they are curious. It becomes a golden opportunity for both teacher and the students for the teacher can continue delivering the material without questioning whether students pay attention and students get the points teacher explains. Furthermore, it does not need much time for the teacher to explain and ask students to memorize word by word meaning, since the games give more chances for students to explore material with practical examples in an attractive way.

2) Disadvantages

To control a class situation while applying games is challenging for teachers since the use of games invites students' activeness in the classroom. Students speak, move, or scream during the class activity. It makes noise. Therefore, the teacher needs to set rules to minimize these possibilities. In addition, applying games to a number of students takes a longer time than explaining the material, sometimes the teacher lacks time to summarize and give feedback after the class ends.

#### **2.2.3. 'Big Describer' Online Game Strategy**

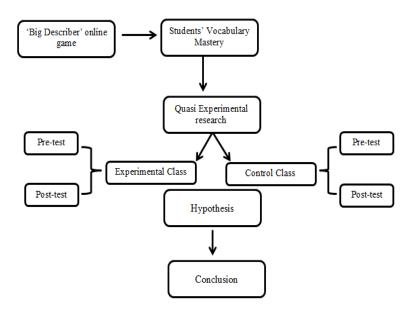
One of the online learning websites namely <u>https://www.gamestolearnenglish.com/</u> provides many

learning games of English. All the images, design, and code were created in 2010 by Owen, a writer and an Irish English teacher. Quoted from his personal website (https://www.owendwyerauthor.com/bio.html), he has got many awards in writing short stories as well as novels. The online learning website aims to provide additional sources for students in practicing English in an engaging and fun way independently. He has been teaching for more than 10 years with different levels as well as ages of students from a number of different countries. Each game available on his website has less-text-based instructions to avoid students of misunderstanding. It is also made in colorful and eye-catching designs with a good quality of pictures and audio. One of the games is selected by the researcher to be used in this study, namely 'Big Describer' which is expected to enhance learners' vocabulary mastery called.

'Big Describer' does not only give students the exercise to practice, but also the review of the materials categorized by topics students can learn before doing the game. There are 31 different topics to explore starting from easier topics such as letters, colors, and numbers to more complex topics such as buildings, transports, and countries. In the review section, animals for example, students will be shown a picture of an animal, the name, and a simple description of the animal. While in the game section, the description will appear with many pictures of animals given as the options. The students just need to click one of them as the answer, then the audio will play pronouncing the answer. There will be the certain score for each answer. In the end, after dealing with all questions, students will be asked to enter their name and country, then their name as well as all of 'Big Describer' players' names will appear ranked based on the score.

## **2.3.** Conceptual Framework

# Figure 2.1 Conceptual Framework of the Study



The figure explains the research conceptual framework. It starts from the aim which is to find out if 'Big Describer' online game has significant effect on students' vocabulary mastery of tenth graders of MA Asy-Syarifah in the academic year of 2021/2022. The design is quasi-experimental research, therefore two classes are taken namely experimental and control classes. Both classes get Pre-test before getting treatments and Post-test after getting treatments. The experimental class gets 'Big Describer' online game as the treatment, while the control class only gets conventional method. From the results obtained, the researcher tests the hypothesis and draws the conclusion.

## CHAPTER III RESEARCH METHOD

This chapter presents research design, population and sample, data collection instrument and technique, and data analysis technique.

#### **3.1. Research Design**

In this study, the researcher uses quantitative research. Muijs (2004) describes quantitative research as collecting numerical data to explain phenomena analyzed by using mathematical formulas. It consists of two types of study, experimental designs and non-experimental designs. The researcher applies experimental designs specifically Quasiexperimental which means to approximate the advantages of true experimental designs with the real problem occuring at the place the researcher conducts the study, for instance to implement a program in the real school setting. It can be seen that before conducting the research, the researcher has investigated learning problems faced by teachers especially dealing with teaching vocabulary.

There will be two kinds of tests given in quasiexperimental designs namely pre-test and post-test. The one given before treatment is provided is a pre-test, while the posttest is done after the treatment. There are two classes joining the study, one is considered as the experimental class, and the other is called the control class. Both classes are selected with random sampling.

In order to obtain the data of students initial ability, the researcher gives pre-test for both experimental and control class. In the following meetings, the researcher provides treatment to them. Students in experimental class are taught by using 'Big Describer' online game as the teaching strategy, while those in control class are taught by using conventional method. The treatment for each class is done for three meetings with different theme of vocabulary. At the end, researcher gives post-test to both groups to see their vocabulary mastery improvement after getting the treatment.

Quasi experimental designs in educational research can mostly be represented as follow:

K1 = Experimental group

- K2 = Control group
- X = Treatment ('Big Describer' online game)
- O = Conventional method

T1 = Pre-test

T2 = Post-test

#### **3.2. Research Variables**

These terms refer to observation research object, often called as a contributing factor research or symptoms to investigate. Kerlinger (2006) defines variables as properties or constructs with varying values to study. In addition, they become symbol on which we put any value or number. While Sugiyono (2012) sees variables as everything the researcher determines to study to obtain information about it then earn conclusions.

Two variables are used in this research, independent and dependent variable. An independent variable is an attribute or characteristic influencing or affecting an outcome or what is called as dependent variable. While a dependent variable belongs to an attribute or characteristic which depends or is influenced by the independent one.

#### Table 3.1

## **Research Variables**

N0.	Variables	Indicators
1	Independent (X):	'Big Describer' Online Game
2	Dependent (Y):	Students' Vocabulary Mastery

## 3.3. Population and Sample

### 3.3.1. Population

It can be also called as generalized large group. It refers to all members of any well-defined class of people, event, or objects used in the research. The population in this study is the tenth graders of MA Asy-Syarifah in the academic year of 2021/2022.

## Table 3.2

## **Research Population**

No	X Grade	Students
1	X Science-01	22
2	X Science-02	32
3	X Language-01	27
4	X Language-02	32
Total	113	

## 3.3.2.Sample

Sample is a portion of a population (Ary, 2010). It is the small part of the population joining as the object of the research.

The researcher uses a random sampling technique by the consideration that everyone in the population has the same probability of being selected as a research object. In most of typical simple random sampling technique, each individual in the population has exactly the same chance of being included. The sample chosen is two classes, X Language-1 and X Language-2. 25 students are taken for each class.

## 3.4. Data Collection Instrument

In this research, the instrument of data collection used subjective test. It is given twice before the treatment is given (pre-test) and after the treatment is done (post-test). The test is in the form of a written test in which there are incomplete paragraphs students need to complete with list of vocabulary given. There a 10 numbers of vocabulary need to be inserted based on the story. The test will be assessed using vocabulary assessing rubric. The scoring rubric has list of information broken down into several different categories.

## 3.5. Data Collection Technique

#### 3.5.1. Documentation

Document refers to any instrument used to measure quantitative data. Books, notes, and transcript can be variables in getting the data (Brown, 2004). In this research, the documentations used by the researcher are in the form of interview and the teaching and learning activity observation video, lesson plans, pictures taken during the study, and the attendance list of the participants.

3.5.2. Test

According to Brown (2004), test is one of methods used to measure someone's ability, performance, or knowledge. It requires a set of procedure, techniques, or items. The method is supposed to be explicit and structured in order to qualify the test. The researcher uses some activities in teaching learning process in conducting this study as follow:

- a. Pre-test is the first activity the researcher gives to students. A filling paragraph test is given to students before the teaching learning process in order to measure their initial ability. In this stage, the researcher intends to know if students' ability of the two groups are at the same level.
- b. Post-test is the last activity done by the researcher to the sample. This test has the same question type to the previous one. The aim is to see if there is a significant improvement of students' vocabulary mastery after receiving some treatment.

After obtaining students' score of the pre-test and post-test, the researcher uses the application of SPSS 23 to measure the test validity and reliability. The data are supposed to be valid and reliable before it can be analyzed more for the study purpose.

## 3.6. Data Analysis Technique

3.6.1. Assumption test

The results of both pre-test and post-test are analysed by the researcher by using set of assumption tests with SPSS 23 application. They consist of normality and homogeneity test.

3.6.1.1. Normality test

It is used to find out if the data distribution is normal, which is seen from either the population or distribution (Brown, 2004).

3.6.1.2. Homogeneity

It is used to investigate if the data distribution is homogenous. It is done before comparing score between groups.

SD formula:

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

Where,

S : standar deviation of a sample

 $\Sigma$  : means 'sum of'

X : each value of data set

 $\overline{X}$ : mean of all values in the data set

N : Number of values in data set.

## 3.6.2. T-test

After making sure the data is normal and homogenous, the hypothesis is supposed to test. The researcher needs to use T-test to find out whether there is significant difference between two variables of the study.

## CHAPTER IV RESULTS

This chapter discusses general description of study location, data description, data analysis, interpretation and discussion.

#### 4.1. General Description of Study Location

The researcher conducts the research at MA Asy-Syarifah for tenth grade in the academic year of 2021/2022. It is located in Mranggen, Demak, Central Java. It has 4 classes for the tenth grade, but the researcher only takes 2 classes for the sample, X Language-1 as the experimental class and X Language-2 as the control class. 25 students of each class are invited to participate the study.

Based on the researcher's observation on Monday, 13<sup>th</sup> September 2021 in MA Asy-Syarifah at X Language-1 and X Language-2, the English teachers often focus directly on students' performance while teaching. Students are asked to either read English texts or speak without given chance to get to know the vocabulary used. In consequence, most students do not really get the point what actually they are learning, what the texts they read are about. Moreover, teacher keeps explaining materials in Bahasa instead of English.

## 4.2. Data Description and Interpretation

The researcher uses quasi-experimental as the study design. Both classes, experimental and control group, join Pretest in the first meeting with the researcher. After that, they receive treatments for the following 3 meetings. Students in experimental class are taught by using 'Big Describer' online game, while students in control class are taught by using conventional method. In day 5 of the meeting, researcher gives them the same type of test to see if there is any significant improvement of the students' vocabulary mastery after receiving treatment.

4.2.1. Research Timeline

The schedule of both experimental and control groups can be seen in the table below:

	of Experimental and Control Class					
NO	Activities	Experimental Class	Control Class			
1	Pre-test	September 20 <sup>th,</sup> 2021	September 22 <sup>nd</sup> , 2021			
2	Treatment 1	September 27 <sup>th,</sup> 2021	September 29 <sup>th</sup> , 2021			
3	Treatment 2	October 4 <sup>th,</sup> 2021	October 6 <sup>th,</sup> 2021			
4	Treatment 3	October 11 <sup>th,</sup> 2021	October 13 <sup>th,</sup> 2021			
5	Post-test	October 18th, 2021	October 21 <sup>st,</sup> 2021			

Table 4.1Research Timelineof Experimental and Control Class

In both classes, the researcher gives the same test items in the Pre-Test and Post-test. Students have to complete a filling paragraph test with 20 numbers of vocabulary items in 20 minutes. The topic of the questions is mixed from 'home', 'places', and 'personal'. Each correct number is scored 5, while each incorrect one is 0. The maximum score students can get is 100 if they get all numbers correct.

After gaining the pre-test data, the researcher measures the validity to make sure the test result is valid. Then, the T-test is counted to check the students' score between groups. The difference of students' score in one group should be insignificant with the other group. It is to make sure their initial ability is in the same level before getting any treatment.

The next step conducted by the researcher is giving treatment. Each class receives 3 meetings in total with different topic per meeting; 'home' for treatment 1, 'places' for treatment 2, and 'personal' for the last treatment. All topics are available on the 'Big Describer' online game website. Both experimental and control group discuss the same material. The difference of the teaching learning process only lies on the strategy used. In experimental class, the researcher uses 'Big

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Describer' online game, while in control class the researcher uses conventional method only.

The researcher meets students only once a week for each class, it is because of a new offline schedule due to pandemic. So the research is completed in 5 weeks, or 6 weeks with the observation.

Post-test is done after the 3 meetings of the treatment. The test item provided in the post-test is different with the pre-test, but still about the same topic which is mixed from home', 'places', and 'personal'. It also contains the same number of questions, 20 numbers for 20 minutes. The maximum score is 100, with 5 score of each correct number.

## 4.2.2. Experimental and Control Class Pre-test Score

The pre-test of experimental class is done on Monday September 20th, 2021. 25 students of the class participate doing the 20-minute test of paragraph filling. The test is done at their own classroom, X Language-01 1t 9 a.m. Before doing the test, the researcher only explains the instruction for completing the test, there is no any explanation of the material given because the researcher wants to measure students' initial vocabulary mastery. The result of students' pre-test in the experimental class is provided in the table below:

## Table 4.2

The table shows, the highest score of the pre-test in experimental class is 75 and the lowest score is 30. The mean score of the experimental class pre-test is 55.

On the other hand, the control class pre-test is done 2 days after the experimental class'. It is on Wednesday September 22<sup>nd</sup> 2021 at 11 a.m. The test also takes place in their classroom which is X Language-02. 25 students of the sample are able to attend the test. Like the experimental class, there is no lesson given by the researcher before the pre-test is done. The test contains the same items with the other class and with the same time allocation. The students' pre-test score in control class has been organized in the table as follows:

#### Table 4.3

NO	STUDENTS' CODE	PRE-TREST
1	CTR-01	40
2	CTR-02	45
3	CTR-03	30
4	CTR-04	55
5	CTR-05	35
6	CTR-06	40
7	CTR-07	60
8	CTR-08	50
9	CTR-09	65

**Pre-test Score of Control Class** 

10	CTR-10	65		
11	CTR-11	55		
12	CTR-12	60		
13	CTR-13	60		
14	CTR-14	60		
15	CTR-15	60		
16	CTR-16	70		
17	CTR-17	65		
18	CTR-18	75		
19	CTR-19	60		
20	CTR-20	60		
21	CTR-21	50		
22	CTR-22	45		
23	CTR-23	75		
24	CTR-24	65		
25	CTR-25	40		
	SUM	1385		
	MEAN	55,4		

The table reveals that the mean score of control group pre-test is higher than the mean in the experimental group. The difference is 0,4 with the same highest and lowest score; 75 and 30. After having the pre-test results of both groups, the researcher needs to measures the independent sample T-test to prove that the mean score difference of the groups is insignificant, or to show that before any treatment given, students' vocabulary mastery level of both classes are the same. In order to use the T-test, the data should be proven normal and homogenous. The measurement results of the pre-test mean score normality for both groups are structured below:

#### Table 4.4

#### **Normality Tests of Pre-test**

			Kolmogorov-Smirnov <sup>a</sup>		Shap	oiro-Wi	lk
GROUP		Statistic	df	Sig.	Statistic	df	Sig.
PRE_TEST	1.00	,223	25	,002	,945	25	,190
	2.00	,207	25	,007	,946	25	,206

a. Lilliefors Significance Correction

The normality test is done to make sure the data distribution obtained is normal. In the column of 'Group', it is written 1.00 which refers to experimental group and 2.00 which refers to control group. To see if the data distribution is normal, the researcher compares the mean significance with 0.05. If the mean significance is less than 0.05, the data distribution is abnormal, while if it is more than 0.05, the data distribution is normal.

Since the sample used in the research is less than 50, the Shapiro-Wilk significance is referred. It can be seen, that the significance of Pre-test for experimental group is 0.190, which is more than 0.05, it means the data distribution is normal. It also works for the control group with significance of 0.206, since it is more than 0.05, the data distribution is normal.

After measuring the normality, the researcher does the homogeneity test to investigate if the data distribution is homogeneous. Both normality and homogeneity tests should be fulfilled before using independent sample T-test. The homogeneity test result is as follows:

Table	4.5

		Levene			
		Statistic	df1	df2	Sig.
PRE_TEST	<b>Based on Mean</b>	,001	1	48	,979
	Based on Median	0,000	1	48	1,000
	Based on Median and with adjusted df	0,000	1	47,991	1,000
	Based on trimmed mean	,001	1	48	,980

The homogeneity of the data distribution can be concluded from the significance column on the row of 'based on mean'. If it is more than 0.05, the data is homogeneous. Based on the table, the significance obtained is 0.979 which is more than 0.05, so the data distribution is homogeneous. The following test done by the researcher is independent sample T-test to find out if students' vocabulary mastery in both groups before the study is at the same level. The T-test result is below:

#### Table 4.6

independent Samples Test for Fre-test of Both Groups							
		Levene's Test for Equality of Variances		t-test for Equality of Means			
				Sig. (2- tailed)			
PRE_TEST	Equal variances assumed	,001	,979	- ,118	48	,907	
	Equal variances not assumed			- ,118	47,979	,907	

**Independent Samples Test for Pre-test of Both Groups** 

The mean different significance can be identified by checking the 'Sig (2-tailed)' column on the 'equal variances assumed' row. If the score is more than 0.05, there is no significant differences between groups' mean score, or in other words if it is less than 0.05, the difference is significant. It results 0.907 which is more than 0.05, it means there is no significant difference of mean score between students in experimental and control class. Before given any treatment by the researcher, their initial vocabulary mastery is at the same level of proficiency.

## 4.2.3. Experimental and Control Class Post-test Score

The post-test of experimental class is conducted on Monday October 18th, 2021 with similar type of test items with pre-test, 20 numbers for 20minutes. The test takes place in X Language-01 at 9 in the morning. The rules of the test is also similar, it does not start with any materials, the researcher only explains the test instruction. The result of experimental class post-test is as follows:

Table 4.7

**Post-test Score of Experimental Class** 

NO	STUDENTS' CODE	POST-TEST
1	EXP-01	95
2	EXP-02	80
3	EXP-03	90
4	EXP-03	85
5	EXP-04	85
6	EXP-06	85
7	EXP-07	95
8	EXP-08	85
9	EXP-09	80
10	EXP-10	85
11	EXP-11	85
12	EXP-12	85
13	EXP-13	85

14	EXP-14	80
15	EXP-15	100
16	EXP-16	95
17	EXP-17	85
18	EXP-18	90
19	EXP-19	85
20	EXP-20	90
21	EXP-21	80
22	EXP-22	90
23	EXP-23	85
24	EXP-24	90
25	EXP-25	95
	SUM	2185
	MEAN	87,4

The table presents the highest score of students' post-test in experimental group is 100, while the lowest score is 80. The sum reaches more than two thousands with mean 87.4. The mean score improvement from the pre-test is 32.4. While the students' score list of control group can be seen below:

## Table 4.8

**Post-test Score of Control Class** 

NO	STUDENTS' CODE	POST-TEST
1	CTR-01	45
2	CTR-02	45
3	CTR-03	40

4	CTR-04	55
5	CTR-05	40
6	CTR-06	45
7	CTR-07	65
8	CTR-08	50
9	CTR-09	65
10	CTR-10	65
11	CTR-11	55
12	CTR-12	60
13	CTR-13	60
14	CTR-14	65
15	CTR-15	60
16	CTR-16	70
17	CTR-17	65
18	CTR-18	70
19	CTR-19	60
20	CTR-20	60
21	CTR-21	50
22	CTR-22	50
23	CTR-23	75
24	CTR-24	65
25	CTR-25	45
	SUM	1425
	MEAN	57

In opposite with students' mean score in the other group, the post-test improvement result in control group is not high. The highest score stays the same with 75, and the lowest score improves 5 points to 40. The sum is less than 1500 with the mean 57. It improves less than 2 points. After that, the researcher measures the test normality and homogeneity. The results are shown below:

#### Table 4.9

## Normality Tests of Post-test

		Kolmogorov- Smirnov <sup>a</sup>			Sha	piro-W	ilk
GROUP		Statistic df Sig.			Statistic	df	Sig.
POST_TEST	1.00	,271	25	,000	,887	25	,010
	2.00	,178	25	,040	,937	25	,129

a. Lilliefors Significance Correction

The Shapiro-Wilk's significance result of Group 1.00 or experimental class is 0.010, since it is more than 0.05, the data distribution is normal. In addition the significance of the Group 2.00 or control class is 0.129 which is also more than 0.05, it is normal. The following test is homogeneity test which results:

### **Table 4.10**

**Homogeneity Tests of Post-test** 

		Levene Statistic	df1	df2	Sig.
POST_TEST	Based on Mean	12,931	1	48	,001
	Based on Median	7,593	1	48	,008
	Based on	7,593	1	42,645	,009

Median and with adjusted df				
Based on trimmed mean	13,030	1	48	,001

The table reviews the significance result is 0.001, since it is less than 0.05, so the data distribution is not homogeneous. It is not a problem since the T-test type the researcher uses to find out significance improvement of each group is Paired-sample T-test which does not require homogeneity of the data. In other words, any data whether it is homogeneous or not can be measured using this formula.

The aim of using Paired-sample T-test is to evaluate if there is any significant improvement of students' vocabulary mastery before and after getting the treatments. Therefore, the researcher uses this formula twice; first to compare the mean score of experimental class pre-test and post-test, second to compare the mean score of control group pre-test and post-test. If the significance obtained is more than 0.05, the  $H_a$  is rejected or there is no any significant difference between students before and after getting the treatment. On the other hand, if the score is less than 0.05,  $H_a$  is accepted, the difference between post-test and pre-test is significant.

Table	4.11
-------	------

	Paired Samples Test of Experimental Class									
		Paired Differences								
				Std.						
			Std.	Error			Sig. (2-			
		Mean	Deviation	Mean	t	df	tailed)			
Pair 1	PRE_TEST -	-	11,37614	2,27523	-14.240	24	,000			
	POST_TEST	32,40000	11,37014	2,21323	-14,240	24	,000			

Paired Samples Test of Experimental Class

The Sig (2-tailed) resulted from the measurement is 0.000, since it is less than 0.05,  $H_a$  is accepted, there is any significant differences between the pre-test and the post-test of students who are taught by using 'Big Describer' game. While the Paired Sample test of control class is formulated as:

#### **Table 4.12**

**Paired Samples Test of Control Class** 

		Pai	Paired Differences				
				Std.			
			Std.	Error			Sig. (2-
		Mean	Deviation	Mean	t	df	Sig. (2- tailed)
Pair 1	PRE_TEST - POST_TEST	- 1,60000	3,13581	,62716	-2,551	24	,018

The Sig (2-tailed) is 0.018, which is more than 0.05, so  $H_a$  is rejected or there is no any significant difference between students before and after getting the

treatment in the control class.

#### 4.3. Discussion

Before implementing the treatments for both groups, the researcher does some preliminary research by interviewing the English teacher, as well as some students of both classes, observing the teacher's teaching learning activity at MA Asy-Syarifah, and conducting a pre-test as the initial ability measurement. From the observation itself, the researcher finds that the English teacher has not really introduced students to vocabulary they get in one meeting, it leads to misunderstanding for some students and their confusion in performing the language either when they listen, speak, read, or write.

The other problem the researcher finds is only several students participate actively in each class. Some of them make an effort to translate words they find in classroom with dictionaries or alfalink, but some of others just ignore or copy their friends' notes. Besides, the monotonous conventional teaching strategy done by the teacher makes students bored in following the lesson. The pre-research results students need to improve their vocabulary mastery by the use of interesting media in the classroom.

The pre-test mean score result of experimental and

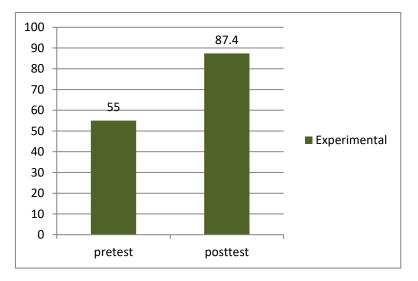
55

control class can be considered, since both classes get under 60. The score is proven insignificantly different, so the students' initial ability is at the same level, and they are in need to improve their vocabulary mastery in order to perform well in English. After implementing 'Big Describer' online game for three meetings in experimental class, the results can be significantly seen. The researcher starts each meeting by stating the vocabulary topic of the day to keep the students focused. In first meeting, the topic is about 'home'. The vocabulary given is limited about things students commonly find at home, like bed, cupboard, mirror, etc. The vocabulary given is taken from the 'Big Describer' online game review. They are enthusiastic to listen and ask questions during the teaching and learning activity. In the end, the researcher evaluates the lesson by inviting students to play together 'Big Describer' online game about 'home'. The researcher has prepared small paper stars, when the researcher shows a question, students are given 5 seconds to think, they have to be quiet, no words are allowed. Then, the researcher counts from one to three and each student raises their hand as fast as possible, the fastest will be chosen, if the answer is correct, he or she will get a star. Otherwise, the question will be given to other students. Student who gets more stars is the winner of the day. Students participate actively in answering each question, the class atmosphere is like a fun English competition. Besides, students seem understand each vocabulary asked well.

The following meeting is about 'places'. After knowing things inside a house, students are introduced to vocabulary dealing with places they can visit outside their house such as parks, garden, office, store, playground, etc. The activities done is in the similar order with the previous meeting. Students are more energetic in the second meeting. To them, being able to give answers in the game session is a champion. The last meeting of the treatment is about 'personal', the vocabulary explored in this meeting is things they use every day since it deals with personal things such as hand phone, wallet, pen, books, bag, etc. This meeting draws students more attention since they feel more familiar with the things, after playing the game students mention other personal things which haven't been discussed from the game.

The post-test mean score of experimental class shows a high improvement of 32.4 points from 55 to 87.4. Most of students finish their test before the time is up. The experimental group's score improvement can be seen in figure 4.1.

Figure 4.1 Experimental Group's Score Improvement



The figure shows clearly students' performance improvement dealing with their vocabulary mastery after getting three meetings of treatment. The result of 'Big Describer' online game implementation shows that students' vocabulary mastery improves. In addition, it also contributes to students' confidence and activeness in the teaching and learning process.

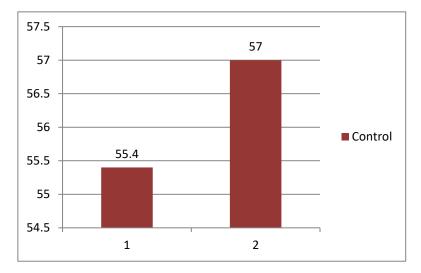
On the other class which is control group, students get the same topic of vocabulary for three meetings: 'home', 'places', and 'personal' but with conventional method. So the researcher starts the lesson by introducing the topic they get for the day, then gives students some leading questions dealing with the topic, for example 'What things do you usually see in your bedroom?', 'What do you usually use in the living room?' to courage students answer. Then, the researcher presents them directly with list of vocabulary items about home. The researcher explains one by one either by translating, explaining, providing synonyms or antonyms as clues, or listing examples in the form of sentences. To evaluate the learning process, the researcher asks random vocabulary students have learnt in each meeting.

The students' response in control class is different with those in experimental class. In the first meeting, most students are still enthusiastic when the researcher opens the lesson, but after the minute of 50, they become bored and participate less actively in the classroom. Only some of them really pay attention on the lesson. In the second meeting, the researcher tries to apply different method by giving each student responsibility to check one vocabulary meaning in the dictionary. Then, they can make a sentence involving the word and discuss with a friend next to them. After that, each of them are invited to write down sentences they make on the whiteboard and let their friends guess the meaning. Students who can answer correctly will get one point. In the end, the researcher provides feedback of the students' performance of the day. The second meeting runs better than the previous one, although some students still find difficulties in understanding word meaning due to some reasons: their friends' unclear example, the unclear language from dictionary they use.

In the last meeting of the treatment with 'personal' theme, the researcher tries to present vocabulary with more interesting way. The researcher presents a word, then uses gestures to explain the meaning. Students are invited to guess the meaning, if it is correct the researcher will strengthen the answer by providing an example in the form of a sentence. If it is incorrect, the researcher will give chance to other students to try, if no one answers, the researcher explains and provides list of sentences. This meeting is tiring for both the researcher and students, since they have wait for their friends one by one to guess each word until finally the answer is correct. It makes students get less enthusiastic during the lesson.

The post-test mean score of control class reveals that students' vocabulary mastery improves less than two points only from 55.4 to 57. Students still get confused in the posttest session. Some of them leave numbers unanswered. The control group's mean score improvement can be seen in figure 4.2.





**Control Group's Score Improvement** 

It is clearly shown from the figure that conventional method does not work well in students' vocabulary mastery improvement. Students need to get interesting and effective strategy to apply in the classroom. Besides, conventional method does not support students to participate actively in the classroom.

Based on the paired sample T-test done for each class, it is also proven that students' vocabulary improves significantly by using 'Big Describer' online game. The Sig (2-tailed) is 0.000 which is less than 0.05. While for the control group, the students' vocabulary mastery is not significantly improved, the Sig (2-tailed) is more than 0.05.

From the interview with some students in experimental class, they argue they enjoy the class very much when they are invited to play 'Big Describer' game. They do not feel like they are learning. Furthermore, they can catch vocabulary meaning and remember easier by the use of the game. The English teacher also adds that by using 'Big Describer' online game students' confidence to perform language improves, their expression while answering questions indicates their understanding for the lessons. Furthermore, the learning website is colorful and each word is followed by a picture which is good.

The implementation of 'Big Describer' online game makes students feel more interested in learning vocabulary, since it builds fun atmosphere. They are not just asked to read a textbook and translate text by themselves which is obviously boring for them, unconsciously their vocabulary mastery improves after playing the game. In experimental group, when the time of the lesson is up, students tend to be upset because they still want to continue having the game. At the last meeting, the researcher shares the website link to let students access the online game by themselves at home.

# CHAPTER V CLOSING

Conclusion and some suggestions are presented in this chapter. The conclusions are built up based on the data analysis results discussed in the previous chapter of this study. The implications create some recommendations or suggestions for both teachers and students. An additional recommendation is also provided to inform as well as guide next researchers to conduct further research in related issues.

#### 5.1. Conclusion

Based on the English subject curriculum of Senior High Schools in Indonesia, English teaching has to fully cover four skills; reading, listening, speaking and writing. Each of them is supported by the language elements to master such as vocabulary, grammar, and pronunciation. In fact, many teachers do not realize vocabulary holds an essential role in students' language performance. Richard and Renandya (2002: 255) define vocabulary as a core component of language proficiency which functions as the basis for how well learners perform the language wither to speak, listen, read, or write. This means all teachers are supposed to provide sufficient input of vocabulary items for students in the classroom. Otherwise, they will find difficulties in using the language. The less vocabulary they have, the more difficult they speak, listen, read, and write. In other words, the more words they know, the easier their words will flow.

The learning problems students in MA Asy-Syarifah get is they do not receive vocabulary exposure from the English teacher in the classroom. Consequently they find difficulties in catching words while listening, understanding texts while reading, and producing sentences while speaking and writing. Therefore, the researcher intends to help them solving the problems by applying 'Big Describer' online game as the learning strategy. To support it, another class taught conventionally is also used to compare. In the pre-test, the mean score of the experimental class is 60, while the control class' is 65. Based on the T-test measurement, the difference is insignificant. It means students' initial ability of the two classes are in the same level and comparable.

The treatment given which is 'Big Describer' online game engages students of experimental class activeness in the classroom. Most of them are enthusiastic guessing answers while doing the game, even some of them report they are addicted in doing the game at home for the other topics which are not discussed for the research. This game makes students relaxed, they feel like they are playing while actually they are also learning at the same time. In the post-test, students in the experimental class finish before the given duration ends.

On the other hand, students in the control group are less-enthusiastic. Some of them refuse to participate in the conventional game done by the researcher (question and answer game). There are only approximately 4 students participate actively for the 3 meetings. While doing the posttest, students still look confused, some of them let several numbers unanswered because they need additional time to finish.

The post-test mean score of experimental group is 87.4, improved more than 30 points from 55 of the pre-test, while the control group mean score is 57, improved 1.6 points from 55.4 of the pre-test. By the paired-sample T-test measurement, the experimental group pre-test and post-test score significance difference is 0,000. Since it is less than 0.05 it is significant. On the other hand, the post-test of control group is insignificant with the pre-test result, it is 0.018, more than 0.05.

The researcher comes to conclusion that 'Big Describer' online game contributes effectively to students' vocabulary mastery improvement and activeness in the teaching and learning process.

65

#### 5.2. Suggestion

By considering the results of the research, the researcher would like to give some recommendations as follow:

1) For Teachers

Regarding the important role of vocabulary in language learning process, teachers are expected to emphasize more on it. There should be certain topic set for each meeting in order to ease both teacher and students in focusing on specific related terms only. Furthermore, to stimulate students' activeness, it is better teacher applies interesting learning strategies or methods. When the class activities are fun, students feel happy to participate without the teacher's forces. If the students have sufficient vocabulary, they perform better in all English skills either when they listen, speak, read, or write.

2) For Students

Students can start actively find additional learning sources from internet. There are many helpful websites or application they can visit for free. By being active finding more supporting materials and practicing, they can improve their skills in English.

#### 3) The Next Researchers

The researcher limits this study on identifying students' average ability in vocabulary mastery and the way improving it by the use of 'Big Describer' online game. Therefore, information dealing with what factors influencing students' vocabulary mastery level and if there are any other effective learning games to teach this skill is not given. Therefore, the next researchers are expected to conduct further research using 'Big Describer' online game for teaching other skills or combining 'Big Describer' online game with other games or media to teach vocabulary. It would be better if interviews or questionnaires are added as the data collection instrument.

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# **APPENDICES**

# Appendix 1

# CURRICULUM VITAE



# A. Identity

Name	Qowi Millati
Student Number	1703046012
Date of Birth	17 February 1999
Address	Kangkung Krajan RT
	02/RW 01, Mranggen,
	Demak
Telephone	085641440109
Email	qowimillati8@gmail.com
Nationality	Indonesia
Sex	Female
Marital Status	Married

# **B.** History Education/Qualification

# 1. Formal Education

a. TK Kenanga Brambang 01(2003-2005)

- b. SD N Karangawen 03(2005-2011)
- c. SMP N 01 Karangawen (2011-2014)
- d. SMA N 01 Gubug (2014-2017)
- e. UIN Walisongo Semarang (2017-2021)

#### Appendix 2

### ABOUT MA ASY-SYARIFAH

MA ASY SYARIFAH berdiri sejak tanggal 24 Juli tahun 2007. Terletak di Jalan kauman Raya 01/04 Brumbung Mranggen Demak. madrasah Aliyah Asy syarifah brumbung Mranggen Demak merupakan lembaga pendidikan dibawah naungan yayasan asy syarifah

MA Asy-Syarifah Brumbung Mranggen Demak adalah sekolah yang beralamat di Jl. Kauman Raya RT.0/IV Desa Brumbung, Kec. Mranggen, Brumbung, Kabupaten Demak 59567. Sekolah swasta yang berakreditasi B. MA Asy-Syarifah Brumbung Mranggen Demak memiliki 2 jurusan yaitu IPA dan Bahasa

#### a. Visi

Terwujudnya pendidikan keagamaan yang berkualitas terutama dalam bidang pendidikan Al-Qur'an, sehingga mampu menjadi pusat unggulan pendidikan Agama Islam dan pengembangan Agama di masyarakat dalam rangka pembentukan watak dan kepribadian santri dan penguasaan keterampilan dalam ilmu-ilmu keagamaan sebagai muslim yang taat dan warga Negara yang bertanggung jawab.

#### b. Misi

Meningkatkan mutu pendidikan, terutama dalam bidang pendidikan Al-Qur'an melalui pengembangan sistem pembelajaran serta peningkatan sumber daya pendidikan secara kuantitatif dan kualitatif.

# LAMPIRAN BERITA ACARA PEMBARUAN DATA EMIS (SARPRAS)

#### SEMESTER GANJIL TAHUN PELAJARAN 2020-2021

### NOMOR LAMPIRAN : 98950/BA.MD.MA/SR-1/2020

# TANGGAL 2020-12-12 11:23:37

Nama Lembaga : MAS ASY-SYARIFAH Status: Swasta NSM / NPSN: 131233210014/20362877

Sarana Listrik :PLN

Ketersediaan Daya : > 6600W

Sarana Internet : Telkom/Speedy

### Ketersediaan Data : Baik

Luas Tanah						
No.	Status	Гапаһ (m <sup>2</sup> ) M Status Sertifik				
	Kepemilikan	Sudah	Belum	Total		
1.	Milik Sendiri	10,950.00	0.00	10,950.00		
2.	Wakaf	0.00	0.00	0.00		
3.	Hak Guna Bangunan	0.00	0.00	0.00		
4.	Sewa/Kontrak	0.00	0.00	0.00		

5.	Pinjam/Menumpa	0.00	0.00	0.00
	ng			
TOTAL		10,950.00	0.00	10,950.00

Penggunaan Tanah						
No.	Penggunaan	Luas Tanah (m') Menurut Status Sertifikat				
		Sudah	Belum	Total		
1.	Bangunan	1,550.00	0.00	1,550.00		
2.	Lapangan Olahraga	43.00	0.00	43.00		
3.	Halaman	30.00	0.00	30.00		
4.	Kebun/Taman	1,500.00	0.00	1,500.00		
5.	Belum digunakan	7,827.00	0.00	7,827.00		
ТОТ	TAL	10,950.00	0.00	10,950.00		

Ketersediaan air bersih dari sumber utama (untuk kebutuhan sanitasi) : Tersedia	Tersedia Ledeng/PAM
Sumber utama air bersih (untuk kebutuhan sanitasi) Kecukupan	Cukup
air bersih (untuk kebutuhan sanitasi) Sumber utama air	Ledeng/PAM
minum	Disediakan
Ketersediaan air minum dari sumber utama jumlah	10
tempat cuci tangan yang berfungsi jumlah tempat	3
cuci tangan yang tidak berfungsi Sabun tersedia di	Ya
tempat cuci tangan	Ya
Adakah jamban dilengkapi fasilitas pendukung untuk siswa berkebutuhan khusus	0
Apakah Sabun dan Air mengalir pada tempat Cuci Tangan Tipe	
Jamban	0
Apakah Jamban yang ada dipisahkan antara Laki dan Perempuan	Baik:5,Rusak:0
jumlah Jamban Laki-laki jumlah	
Jamban Perempuan	Baik:5,Rusak:0
Jamban Bersama/tidak terpisah	Baik:2,Rusak:0
jumlah Toilet Kebutuhan Khusus	0
Sekolah menyediakan pembalut cadangan	Menyediakan dengan cara siswi
jumlah hari dalam seminggu siswa mengikuti kegiatan cuci tangan berkelompok	5

# Ketersediaan Sanitasi pada Semester Ganjil Tahun Ajaran 2020-2021

Sekolah memiliki saluran pembuangan air limbah dan jamban	Ada saluran pembuangan air limbal ke tangki septik atau IPAL	h
Sekolah pernah menguras tangki septik dalam 3 hingga 5 tahun terakhir dengan truk/motor sedot tinja	Ya	
Sekolah memiliki selokan untuk menghindari genangan air	Ya	
Sekolah menyediakan tempat sampah di setiap ruang kelas	Ya	
Sekolah menyediakan tempat sampah tertutup di setiap unit jamban perempuan	Ya	
${ m Sekolah}$ menyediakan cermin di setiap unit jamban perempuan	1	
Sekolah memiliki tempat pembuangan sampah sementara (TPS) yang tertut	up	Ya
Sampah dari tempat pembuangan sampah sementara diangkut secara rutin		Ya
Ada perencanaan & penganggaran untuk kegiatan pemeliharaan dan perawa	tan sanitasi sekolah	Ya
Ada kegiatan rutin yang melibatkan siswa untuk memelihara dan merawat sekolah	fasilitas sanitasi di	Ya

Ada kemitraan dengan pihak luar untuk sanitasi sekolah

Kegiatan Oleh Guru KIE di R. KIE di Pesan KIE di KIE di KIE di # Toilet Kantin Selasâr , R. UKS Kelas Cuci Tangan Pakai Sabun 1. Ya Ya Ya Ya Ya Ya 2. Kebersihan & Kesehatan Ya Ya Ya Ya Ya Ya Menstruasi 3. Pemeliharaan dan Perawatan Ya Ya Ya Ya Ya Ya Toilet Keamanan Pangan 4. Ya Ya Ya Ya Ya Ya 5. Ayo Minum Air Ya Ya Ya Ya Ya Ya

Ya

# Daftar Sarana pada Semester Ganjil Tahun Ajaran 2020-2021

#	Kode Barang	Nama	Baik	Rusak Ringa n	Rusak Berat	Total
1	0001	Meja	381	0	0	381
2	0002	Kursi	525	0	0	525
3	0003	Papan Tulis	38	0	0	38
4	0004	Lemari	190	0	0	190
5	0005	Komputer	48	0	0	48
6	0006	Notebook	1	0	0	1
7	0009	Printer	5	0	0	5

8	0010	Scanner	1	0	0	1
9	0011	Rak	28	0	0	28
10	0012	TempatSampah	118	0	0	118
11	0013	Tempat Cuci Tangan	45	0	0	45
12	0014	jam Dinding	85	0	0	85
13	0015	Simbol Kenegaraan	67	0	0	67
14	0016	Brangkas	6	0	0	6
15	0017	Filling Kabinet	12	0	0	12
16	0018	Tempat Tidur	172	0	0	172
17	0019	Perlengkapan P3K	23	0	0	23

Daftar Ruangan pada Semester Ganjil Tahun Ajaran 2020-2021

#	Jenip	Nama Ruangan	Tahun Bangunan	Panjan g (m)	Leba r (m)	Kondisi	Kepemilikan
1	Ruang Kelas	10MIA2	200 7	7	8	Baik	Milik Sendiri
2	Ruang Kelas	all MIA	200 7	7	8	Baik	Milik Sendiri
3	Ruang Kelas	12MIA1	200 7	7	8	Baik	Milik Sendiri
4	Ruang Kelas	10 MIA 1	200 7	7	8	Baik	Milik Sendiri
5	Ruang Kelas	12MIA2	201 6	7	8	Baik	Milik Sendiri
6	Ruang Kelas	llIBB2	200 7	7	8	Baik	Milik Sendiri
7	Ruang Kelas	10 IBB	200 7	7	8	Baik	Milik Sendiri
8	Ruang Kelas	12 IBB 2	201 4	7	8	Baik	Milik Sendiri
9	Ruang Kelas	121BB1	200 7	7	8	Baik	Milik Sendiri
10	Ruang Kelas	lllBB1	200 7	7	8	Baik	Milik Sendiri
11	Ruang BK		200 7	5	5	Baik	Milik Sendiri

		· · ·					
12	Ruang Serba Guna (Aula)	RUANG AULA	2015	16	8	Baik	Milik Sendiri
13	Toilet/Kama r Mandi Guru	TOILET	2007	3	3	Baik	Milik Sendiri
14	Ruang OSIS	OSS	2007	4	4	Baik	Milik Sendiri
15	Ruang Laboratoriu m Fisika	ruang leb.Fisika	2015	7	7	Baik	Milik Sendiri
16	Ruang Laboratoriu m Kimia	ruang leb. kimia	2015	7	7	Baik	Milik Sendiri
17	Ruang Laboratoriu m Biologi	ruang leb. biologi	2015	7	8	Baik	Milik Sendiri
18	Ruang Laboratoriu m Komputer	ruang leb.komputer	2007	7	8	Baik	Milik Sendiri
19	Ruang Laboratoriu m Bahasa	ruang leb.bahasa	2007	7	8	Baik	Milik Sendiri
20	Ruang Kepala	RUANG KAMAD	2007	4	4	Baik	Milik Sendiri
21	Masjid/Musholl a	Musola	2013	7	8	Baik	Milik Sendiri
22	Kamar AsraMQ Putra	pondok putra	1980	7	7	Baik	Milik Sendiri
23	Kamar AsraMd Putri	pondok putri	1980	8	8	Baik	Milik Sendiri
24	Pos Satpam	pos satpam	2012	4	3	Baik	Milik Sendiri
25	Ruang Guru	RUANG GURU	2007	7	8	Baik	Milik Sendiri
26	Ruang Tatd Usaha	RUANG TU	2007	5	5	Baik	Milik Sendiri
27	Ruang Perpustakaan	RUANG PERPUS	2007	7	8	Baik	Milik Sendiri
28	Ruang UKS	Uks	2007	5	5	Baik	Milik Sendiri

Hormat Kami Kepala Madrasah,

ACHMAD SALIK, S.Ag,M.Pd.I NIP. 131233210014050701 Appendix 3

# DAFTAR GURU MA ASY-SYARIFAH

No.	PEGID	NUPTK	Nama	Kelamin
1	20353003196001		ACHMAD FAIZ RIZKA	L
2	91000067101289	0337745647200103	ACHMAD SALIK	L
3	91000079102797	0548757659200012	AHMAD IMAM NAWAWI	L
4	91000081103493	6739759661200042	AHMAD YUHAD	L
5	20353003191001		ARRIFAI THOHIR SURYA AJI	L
6	91000081109158	3742759660200062	AZIZ MUSLIM	L
7	91000079123681	8433757658200102	IBNU HIDAYAT	L
8	20329150180001	7638758659220002	INDAH SRI WAHYUNINGSIH	Р
9	91000083133378	1452761662300082	JAZIROTUN AFROH	Р
10	91000086133776	5541764665200022	MAHBUB ALWI	L
11	20353003192001		MAHENIA MEILIYANA	Р
12	20353003195001		MARASUDIN SIREGAR	L
13	20353003181001	1353759660220003	Mitsbahatul Hidayati	Р
14	20353003189001		mohammad khotibul umam	L
15	20353003191002		MUHAMAD MISBAHUL MUNIR	L

16	91000068139591	4456746650200013	NUR SALIM	L
17	20353003199001		SHINTA KARNIAWATI	Р
18	91000086162017	1041764666300053	SURYATI	Р
19	91000080172858	2040758660200063	WAHID MASTUR RIYADI	L
20	20353003193001		YUNITA KUSUMANINGRUM	Р
21	20353003186001		YUSUF AFANDI	L

# X MIPA 1 MA ASY-SYARIFAH

NO	NAMA
1	Alya Nurul Fauza
2	Anis Zakiatul Ulya
3	Annisa Rahma Dewi
4	Ata Khoirunnisa'
5	Fatimatuz Zaro
6	Haiva Yasmin Fitria Rahmadani
7	Hidayatu Nisa
8	Kholifatul Masruroh
9	Kumayatul Mila
10	Laila Fittiya Afdanifa
11	Malihatun Nihayah
12	Maulida Nur Aini
13	Nabila Laili Fadhilah
14	Nadin Najwa Nadhila
15	Najiatun Niswah
16	Niha Alfa Masruroh
17	Rismatul Hikmah
18	Salma Aina Firdaus
19	Sely Nabela Salma
20	Sofi Mia Pratiwi
21	Sri Lestari Berdikari
22	Wafa Nihratul Husna

# X MIPA 2 MA ASY-SYARIFAH

NO	NAMA
1	Ahmad Afrizah
2	Ahmad Multazam
3	Aulia Ramadhani
4	Davina Mawarni Putri
5	Dewi Nawang Sih
6	Dina Syafira
7	Eticha Yuyun Kusmiatin
8	Eva Wulan Fitriani
9	Fika Salma Ramadina
10	Fitria Nailil Rahma
11	Iga Ramanda Putra
12	Isnaini Musabbihah
13	Jihan Nabila
14	Lailatul Istiana
15	Maulida Lutfika Anizzala
16	Muhamad Khamaluzzaky
17	Muhamad Nasyith Al Ibriza
18	Muhamad Wildan Rafi Apriyono
19	Muhammad Akbar Asyiq Mulyono
20	Muhammad Ali Sidqon
21	Nabila Rafflesiana
22	Nabilah Laelatul Istianah
23	Nadia Rahma Valencia
24	Nur Maulidiah
25	Nurul Latifatul Ulya
26	Puput Wahyu Maulida

27	Reza Nur Aini
28	Risma Dwi Ananda
29	Salma Zahrotun Nabila
30	Siti Zaenab
31	Yunanda Azifatunnavila
32	Fina Zahara Al Hayya

# Appendix 6

# X BAHASA 1 MA ASY-SYARIFAH

ON	NAMA SISWA
01	Angelyta Maharani
02	Atika Zuhrotun Naufa
03	Azka Nadiba Basiroh
04	Hasna Lathifah
05	Hilyatus Sa'adah
06	Himma Khusna Makfia
07	Husna Sukria Alfi
08	Khafidoh Imroatuzakya
09	Laela Yulfah
10	Lailita Nur Dewi Ibtihal
11	Laksi Putri Arnindita
12	Leny Rulin Harvana
13	Munaya Hasna Rizqina
14	Nadia Aqimil Layaliya
15	Nafila Mufida Al Khoiriyah
16	Nakhli Roudhotus Zahroh
17	Nayla Rizqi Azzahra
18	Neila Falakhuna

19	Rahmada Tiara Nurul Aini
20	Robbi Arini
21	Sania Dwi Prastiwi
22	Shania Ayu Fatiarani
23	Siti Roziqotul Faizah
24	Syifa Aulya Azzahra
25	Tsaniatul Mahmudah
26	Aisyah Nur Faizah

# X BAHASA 2 MA ASY-SYARIFAH

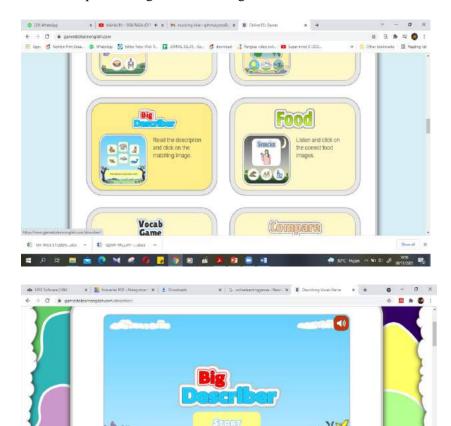
No	NAMA SISWA
01	Abdul Hamid
02	Abdul Tri Suhartono
03	Afida Alya Nafilata
04	Ahmad Imanudin Sulthonil M
05	Ahmad Rifqi Hidayatullah
06	Ahmad Tarmuzi
07	Alisya Safitri
08	Ardi Refandra
09	Chindi Aprilia Dwi Jayanti
10	Firdasari Desfiani
11	Firlia Uzlivatin Nurmasyika
12	Hani' Wulandari
13	Ita Rahayu Ningsih
14	Kharisma Septia Angreani
15	Layinatun Nafisah
16	Muhammad Izzul Auliya A
17	Muhammad Sirojul Munir

18	Muhammad Wahyu Widodo
19	Nadine Khofifah Ardelia
20	Naflacha Ilma Kafa
21	Naila Muzdalifatul Laili
22	Nailil Rahmah
23	Nailul Hana Rahmadhani
24	Nayla Shofwa Aulan Najwa
25	Rodliya Maula Azmi
26	Ridho Saputra
27	Riska Wati
28	Rizka Aulia
29	Rizkia Noor Aulia
30	Siti Aisyah
31	Siti Zuhrotun Nisa'
32	Sofi Rahmawati
33	Syarif Hidayat
34	Tiara Wulan
35	Wulan Safitri

Crime ESL Gameshteri
 A
 Type here to search

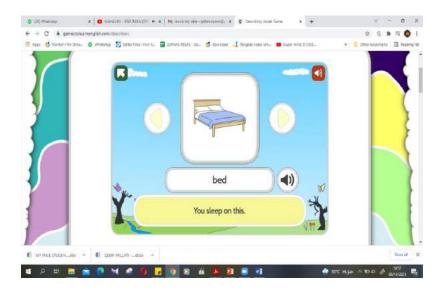
### BIG DESCRIBER ONLINE GAME SCREENSHOTS

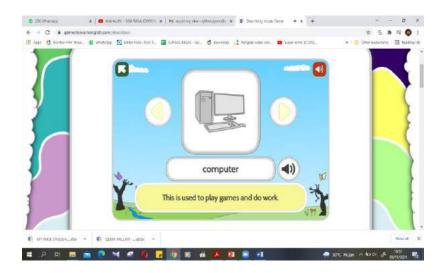
Source: https://www.gamestolearnenglish.com/describer/

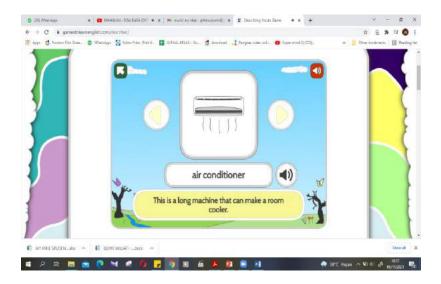


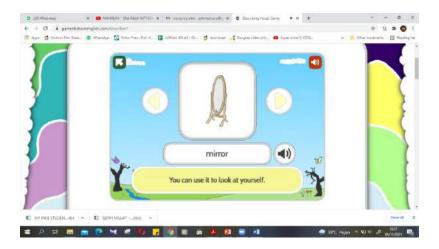
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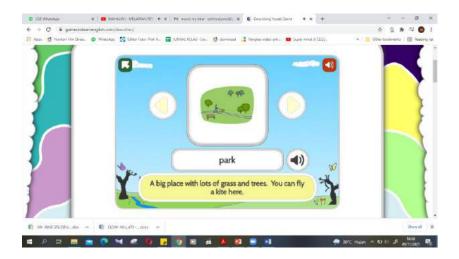


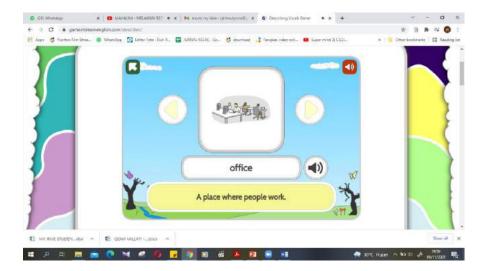


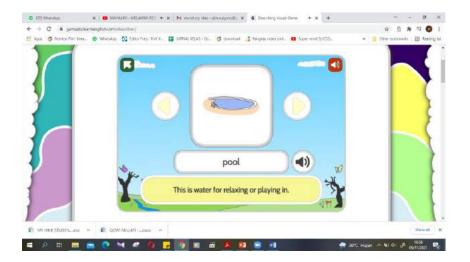


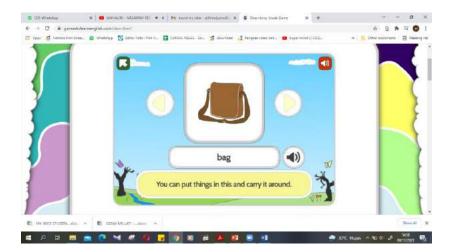


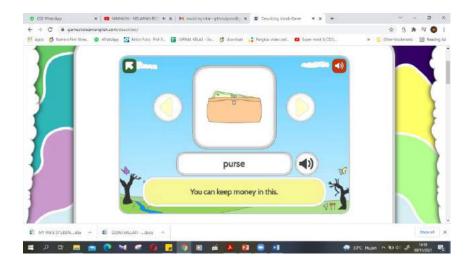


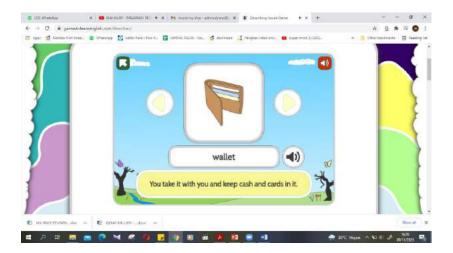




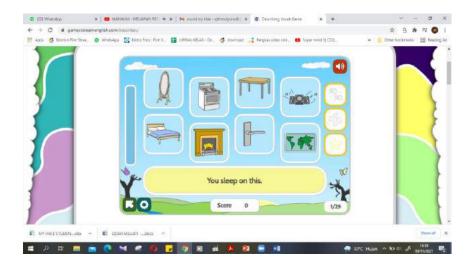


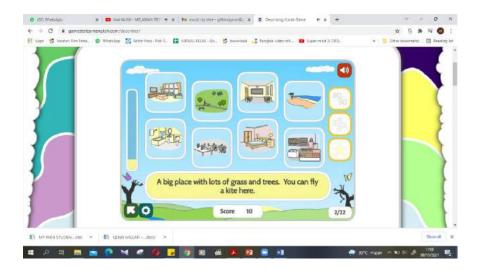


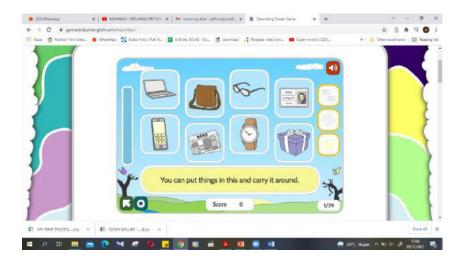












			Personal	- All				
		Name	Score	Date	Location			
	1	Ahsan	56880	2021	Indonesia			
	2	Iluion	56880	2021	Krasnedar			
Score	3	Kezia	56880	2021	Brazil			
56830	- A.	Podiáricoal	56880	2021	Kresnodar			
	5	Thekkk	56880	2021	Frickoff			
A second	6	Danendra	56880	2021	Indonesia	YN		
	7	Catolino	56880	2021	Sandiego	3100		
		Kasyfil	56880	2021	Pluto	5		
	Mar .		(B/AG		CP ş			

#### PRE-TEST AND POST-TEST

Please complete the following descriptive text with the given words below:

AC	Sofa	Living room	Gard en	Cards	Study room
Bed	Stove	Playground	Bag	Flower	Ticket
Shelves	Pictures	Bathroom	Gift	Cushion	Basket
Stereo	Bin	Restaurant	Pen	Cupboard	Kitchen
Windows	Mirror	Shopping centre	Book	Bedroom	Pool

#### **MY HOUSE**

My house is located in Sriwijaya Street No.17. It is white and not very big. It has several rooms inside. The first room I like to spend most of my time is (1)..... where there is a bed and a (2) ..... in which I use to put all of my clothes. I have no (3) ..... so I also study in this room. Next to my bed, my Mom puts small (4) ..... to set all of my school stuffs such as (5) ....., (6) ....., and (7) ...... There is an (8) ..... in my bedroom which makes me feel comfortable doing most of activities in that room. The second room is (9) ..... where I usually watch TV and gather with my

family. Our family (10) ..... are also displayed in this room, from the pictures when my parents got married, when I was still a baby, and the newest picture of us. There is also a big (11) ..... in this room everyone always looks for after taking a bath. There is no AC in the room, but my Dad completes the room with two extralarge (12).... so we can just open them when it is hot. If they are opened, we can see our private (13) ..... and the garden. On Sundays I love to swim in the pool, enjoying the fresh air, fresh water, and the beauty of (14) .... in the garden. In garden, there is a cute ring hung because my little brother likes to play (15) ..... ball while seeing me swimming. My dad plans to make a (16) ..... for him so he can exercise more in a fun way. The next part of my house is (17) ...., my mom's favourite room. To us, this is the best (18) ..... which is always available to serve us for free. I sometimes help her preparing meals for dinner in this room. This room is small with only a (19) .... and a fridge. This room is closed to the (20) .... or we call it as a toilet, the smallest room in my house.

### ANSWER KEY OF PRE-TEST AND POST-TEST

- 1. Bedroom
- 2. Cupboard
- 3. Study room
- 4. Shelves
- 5. Book
- 6. Bag
- 7. Pen
- 8. AC
- 9. Living room
- 10. Pictures
- 11. Mirror
- 12. Windows
- 13. Pool
- 14. Flower
- 15. Baket
- 16. Playground
- 17. Kitchen
- 18. Restaurant
- 19. Stove
- 20. Bathroom

Can be mentioned in different order

# Appendix 11 ATTENDANCE LIST OF EXPERIMENTAL CLASS

ON	NAME OF STUDENTS	PRE	T1	T2	Т3	POST
01	Angelyta Maharani	$\checkmark$		$\checkmark$	$\checkmark$	$\checkmark$
02	Atika Zuhrotun Naufa	$\checkmark$		$\checkmark$	$\checkmark$	$\checkmark$
03	Azka Nadiba Basiroh	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$
04	Hasna Lathifah	$\checkmark$		$\checkmark$		$\checkmark$
05	Hilyatus Sa'adah	$\checkmark$		$\checkmark$		$\checkmark$
06	Himma Khusna Makfia	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$
07	Husna Sukria Alfi	$\checkmark$		$\checkmark$		$\checkmark$
08	Khafidoh Imroatuzakya	$\checkmark$		$\checkmark$		$\checkmark$
09	Laela Yulfah	$\checkmark$		$\checkmark$		$\checkmark$
10	Lailita Nur Dewi Ibtihal	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$
11	Laksi Putri Arnindita	$\checkmark$	$\checkmark$			$\checkmark$
12	Leny Rulin Harvana	$\checkmark$	$\checkmark$		$\checkmark$	$\checkmark$
13	Munaya Hasna Rizqina	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	
14	Nadia Aqimil Layaliya	$\checkmark$	$\checkmark$		$\checkmark$	$\checkmark$
15	Nafila Mufida Al Khoiriyah	$\checkmark$		$\checkmark$	$\checkmark$	$\checkmark$
16	Nakhli Roudhotus Zahroh	$\checkmark$		$\checkmark$	$\checkmark$	$\checkmark$
17	Nayla Rizqi Azzahra	$\checkmark$		$\checkmark$	$\checkmark$	$\checkmark$
18	Neila Falakhuna	$\checkmark$		$\checkmark$	$\checkmark$	$\checkmark$
19	Rahmada Tiara Nurul Aini			$\checkmark$	$\checkmark$	$\checkmark$

20	Robbi Arini		$\checkmark$	$\checkmark$		
21	Sania Dwi Prastiwi			$\checkmark$		
22	Shania Ayu Fatiarani			$\checkmark$		
23	Siti Roziqotul Faizah	$\checkmark$		$\checkmark$		
24	Syifa Aulya Azzahra			$\checkmark$		
25	Tsaniatul Mahmudah			$\checkmark$	$\checkmark$	

PS.

- PRE : PRE-TEST
- T1 : TREATMENT DAY 1
- T2 : TREATMENT DAY 2
- T3 : TREATMENT DAY 3
- POST : POST-TEST

# ATTENDANCE LIST OF CONTROL CLASS

ON	NAME OF STUDENTS	PRE	T1	T2	Т3	POST
01	Abdul Hamid	$\checkmark$		$\checkmark$	$\checkmark$	$\checkmark$
02	Abdul Tri Suhartono	$\checkmark$		$\checkmark$		$\checkmark$
03	Afida Alya Nafilata	$\checkmark$		$\checkmark$	$\checkmark$	$\checkmark$
04	Ahmad Imanudin Sulthonil M	$\checkmark$		$\checkmark$	$\checkmark$	$\checkmark$
05	Ahmad Rifqi Hidayatullah	$\checkmark$		$\checkmark$	$\checkmark$	$\checkmark$
06	Ahmad Tarmuzi	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$
07	Alisya Safitri		$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$
08	Ardi Refandra		$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$
09	Chindi Aprilia Dwi Jayanti		$\checkmark$	$\checkmark$	$\checkmark$	
10	Firdasari Desfiani	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$
11	Firlia Uzlivatin Nurmasyika		$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$
12	Hani' Wulandari		$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$
13	Ita Rahayu Ningsih		$\checkmark$	$\checkmark$	$\checkmark$	
14	Kharisma Septia Angreani		$\checkmark$	$\checkmark$	$\checkmark$	
15	Layinatun Nafisah			$\checkmark$	$\checkmark$	$\checkmark$
16	Muhammad Izzul Auliya A	$\checkmark$		$\checkmark$	$\checkmark$	$\checkmark$
17	Muhammad Sirojul Munir	$\checkmark$		$\checkmark$	$\checkmark$	$\checkmark$
18	Muhammad Wahyu Widodo			$\checkmark$	$\checkmark$	$\checkmark$
19	Nadine Khofifah Ardelia			$\checkmark$	$\checkmark$	$\checkmark$

20	Naflacha Ilma Kafa	 	$\checkmark$		
21	Naila Muzdalifatul Laili	 	$\checkmark$		
22	Nailil Rahmah	 	$\checkmark$		
23	Nailul Hana Rahmadhani	 	$\checkmark$		
24	Nayla Shofwa Aulan Najwa	 	$\checkmark$		
25	Rodliya Maula Azmi	 	$\checkmark$	$\checkmark$	

PS.

- PRE : PRE-TEST
- T1 : TREATMENT DAY 1
- T2 : TREATMENT DAY 2
- T3 : TREATMENT DAY 3
- POST : POST-TEST

### RENCANA PELAKSANAAN PEMBELAJARAN PEMBELAJARAN (RPP) PENELITIAN UNTUK KELOMPOK EKSPERIMENTAL

Nama Sekolah	: MA ASY- SYARIFAH	Kelas/Semester	: X (Sepuluh)/1
Mata Pelajaran	: Bahasa Inggris	Tahun Pelajaran	: 2020/2021
Materi	: Descriptive Text	Alokasi	: 3 X Pertemuan

#### **TUJUAN PEMBELAJARAN**

#### Pertemuan I

- 1. Setelah peneliti menayangkan sebuah video tentang bagianbagian rumah, peserta didik diajak menyebutkan bersama kosakata apa saja yang ditangkap dari tayangan tersebut. Peneliti menambahkan beberapa kalimat contoh penyisipan kosakata tersebut ke dalam teks deskriptif.
- 2. Peneliti mengakses website https://gamestolearenglish.com dan membuka permainan *Big Describer* untuk digunakan bersama peserta didik.
- 3. Peneliti mengajak peserta untuk belajar bersama-sama kosakata yang berkaitan dengan *home*.
- 4. Peneliti mengajak peserta untuk tanya jawab mengenai kosakata yang telah didapat dari *Big Describer*.
- 5. Peserta didik diajak bermain *Big Describer game* mengenai *home*.
- 6. Setelah mengikuti proses pembelajaran, peserta didik mampu merangkai kalimat-kalimat baru yang bisa digunakan dalam kalimat deskripsi menggunakan kosakata yang berkaitan dengan *home*.
- 7. Diberi satu gambar bagian-bagian rumah, peserta didik mampu merangkai kalimat deskripsi lisan mengenai apa

yang ada dan tidak ada di rumah tersebut.

8. Diberi dua gambar bagian-bagian rumah, peserta didik mampu mengidentifikasi perbedaan dari kedua rumah tersebut dengan menyebutkan kosakata yang telah diajarkan.

#### Pertemuan II

- 1. Setelah peneliti menayangkan sebuah video mengenai tempat-tempat yang berbeda, peserta didik diajak menyebutkan bersama kosakata apa saja yang ditangkap dari tayangan tersebut. Peneliti menambahkan beberapa kalimat contoh penyisipan kosakata tersebut ke dalam teks deskriptif.
- 2. Peneliti mengakses website https://gamestolearenglish.com dan membuka permainan *Big Describer* untuk digunakan bersama peserta didik.
- 3. Peneliti mengajak peserta untuk belajar bersama-sama kosakata yang berkaitan dengan *places*.
- 4. Peneliti mengajak peserta untuk tanya jawab mengenai kosakata yang telah didapat dari *Big Describer*.
- 5. Peserta didik diajak bermain *Big Describer game* mengenai *places*.
- 6. Setelah mengikuti proses pembelajaran, peserta didik mampu merangkai kalimat-kalimat baru yang bisa digunakan dalam kalimat deskripsi menggunakan kosakata yang berkaitan dengan *places*.
- Diberi satu gambar peta suatu wilayah dengan berbagai tempat di dalamnya, peserta didik mampu merangkai kalimat deskripsi lisan mengenai apa yang ada dan tidak ada di rumah tersebut.
- 8. Diberi dua gambar peta, peserta didik mampu

mengidentifikasi perbedaan dari kedua wilayah tersebut dengan menyebutkan kosakata yang telah diajarkan.

#### Pertemuan III

- 1. Setelah peneliti menayangkan sebuah video tentang barang pribadi, peserta didik diajak menyebutkan bersama kosakata apa saja yang ditangkap dari tayangan tersebut. Peneliti menambahkan beberapa kalimat contoh penyisipan kosakata tersebut ke dalam teks deskriptif.
- 2. Peneliti mengakses website https://gamestolearenglish.com dan membuka permainan *Big Describer* untuk digunakan bersama peserta didik.
- 3. Peneliti mengajak peserta untuk belajar bersama-sama kosakata yang berkaitan dengan *personal*.
- 4. Peneliti mengajak peserta untuk tanya jawab mengenai kosakata yang telah didapat dari *Big Describer*.
- 5. Peserta didik diajak bermain *Big Describer game* mengenai *personal*.
- 6. Setelah mengikuti proses pembelajaran, peserta didik mampu merangkai kalimat-kalimat baru yang bisa digunakan dalam kalimat deskripsi menggunakan kosakata yang berkaitan dengan *personal*.
- Diberi satu gambar seseorang dan barang-barang yang dimilikinya, peserta didik mampu merangkai kalimat deskripsi lisan mengenai apa yang dimiliki dan tidak oleh orang tersebut.
- 8. Peserta didik mampu membuat teks deskriptif pendek sederhana dengan kosakata yang didapatkan pada 3 pertemuan.

# KEGIATAN PEMBELAJARAN

# Pertemuan 1 Topic: Home

### Kegiatan Awal/Pendahuluan/Pembukaan

- 1) Peneliti memberi salam.
- 2) Peserta didik menonton video https://www.youtube.com/watch?v=m27Cck\_LGHc

### Kegiatan Inti

Scientific Approach	Peneliti	Peserta didik
Observing	<ol> <li>Peneliti meminta peserta didik untuk menyimak video mengenai bagian-bagian rumah.</li> <li>Peneliti memotivasi peserta didik untuk menyebutkan kosakata yang diperoleh dari video.</li> </ol>	<ol> <li>Peserta didik menyimak video mengenai bagian- bagian rumah.</li> <li>Peserta didik menyebutkan kosakata yang diperoleh dari video</li> </ol>

Questioning	2.	Peneliti membimbing peserta didik untuk bertanya tentang makna kosakata yang belum diketahui. Peneliti memberikan peserta didik stimulus untuk mendiskusikan dengan teman sebangku mengenai kosakata- kosakata tersebut. Peneliti memberikan gambar bagian- bagian rumah untuk	1. 2. 3.	didik mempertanyakan makna kosakata yang belum diketahui. Peserta didik berdiskusi dengan teman sebangku mengenai kosakata- kosakata tersebut.
		untuk dideskripsikan.		
Collecting		Peneliti mengajak	1.	Peserta didik menyimak
data		peserta didik	1.	kosakata yang dibahas di
		mengakses		Big Describer website.
		review kosakata	2.	e .
		di Big Describer		Big Describer game
		website.		sesuai instruksi peneliti.

2.	Peneliti mengajak	3.	Peserta didik kembali
	peserta didik		mengecek gambar yang
	bermain Big		diberikan sebelumnya,
	Describer game.		kemudian merangkai
3.	Peneliti meminta		kalimat-kalimat
	peserta didik		sederhana.
	untuk kembali	4.	Peserta didik
	mengecek		membandingkan dua
	gambar yang		gambar dan merangkai
	diberikan		kalimat-kalimat deskripsi
	sebelumnya,		perbandingan sederhana.
	kemudian		
	merangkai		
	kalimat-kalimat		
	sederhana.		
4.	Peneliti		
	memberikan dua		
	gambar berbeda		
	lagi untuk		
	dibandingkan		
	dengan kalimat-		
	kalimat deskripsi		
	sederhana.		

# **Kegiatan Penutup**

- 1. Peserta didik menyimpulkan hasil pembelajaran
- 2. Peserta didik membahas kesulitan dalam melakukan kegiatan pembelajaran
- 3. Peneliti mengemukakan informasi terkait kegiatan pembelajaran yang akan dilakukan di pertemuan berikutnya.

# Pertemuan 2

# **Topic: Places**

## Kegiatan Awal/Pendahuluan/Pembukaan

- 1) Peneliti memberi salam.
- 2) Peserta didik menonton video https://www.youtube.com/watch?v=SxcFXDeH4uU

# Kegiatan Inti

Scientific Approach	Peneliti	Peserta didik
Observing	<ol> <li>Peneliti meminta peserta didik untuk menyimak video mengenai tempat- tempat berbeda.</li> <li>Peneliti memotivasi peserta didik untuk menyebutkan kosakata yang diperoleh dari video.</li> </ol>	<ol> <li>Peserta didik menyimak video mengenai tempat- tempat berbeda.</li> <li>Peserta didik menyebutkan kosakata yang diperoleh dari video</li> </ol>
Questioning	<ol> <li>Peneliti membimbing peserta didik untuk bertanya tentang makna kosakata yang belum diketahui.</li> <li>Peneliti</li> </ol>	kosakata yang belum diketahui.

	mombouilton recent	a 2 Decento didile mongamenti
	memberikan peserta	-
	didik stimulus	s gambar yang diberikan oleh peneliti.
	untuk	olen penenti.
	mendiskusikan	
	dengan temar	n
	sebangku mengena	u
	kosakata-kosakata	
	tersebut.	
	3. Peneliti	
	memberikan	
	gambar peta	a
	wilayah untuk	k
	dideskripsikan	
	tempat-tempat yang	g
	tersedia.	-
Collecting	1. Peneliti mengajak	1. Peserta didik menyimak
data	peserta didik	kosakata yang dibahas di
	mengakses review	Big Describer website.
	kosakata di <i>Big</i>	2. Peserta didik bermain <i>Big</i>
	Describer website	<i>Describer game</i> sesuai
	2. Peneliti mengajak	instruksi peneliti.
	peserta didik	3. Peserta didik kembali
	bermain <i>Big</i>	mengecek gambar yang
	Describer game.	diberikan sebelumnya,
	3. Peneliti meminta	kemudian merangkai
	peserta didik	kalimat-kalimat
	untuk kembali	sederhana.
	mengecek gambar	4. Peserta didik
	yang diberikan	membandingkan dua
	, , ,	

sebelumnya,	gambar dan merangkai
kemudian	kalimat-kalimat deskripsi
merangkai	perbandingan sederhana.
kalimat-kalimat	
sederhana.	
4. Peneliti	
memberikan dua	
gambar berbeda	
lagi untuk	
dibandingkan	
dengan kalimat-	
kalimat deskripsi	
sederhana.	

## **Kegiatan Penutup**

- 1) Peserta didik menyimpulkan hasil pembelajaran
- 2) Peserta didik membahas kesulitan dalam melakukan kegiatan pembelajaran
- 3) Peneliti mengemukakan informasi terkait kegiatan pembelajaran yang akan dilakukan di pertemuan berikutnya.

# Pertemuan 3

# **Topic: Personal**

## Kegiatan Awal/Pendahuluan/Pembukaan

- 1) Peneliti memberi salam.
- 2) Peserta didik menonton video https://www.youtube.com/watch?v=OO8YzazTDkM

# Kegiatan Inti

Scientific Approach	Peneliti	Peserta didik
Observing	<ol> <li>Peneliti meminta peserta didik untuk menyimak video mengenai barang-barang pribadi.</li> <li>Peneliti memotivasi peserta didik untuk menyebutkan kosakata yang diperoleh dari video.</li> </ol>	<ol> <li>Peserta didik menyimak video mengenai barang- barang pribadi.</li> <li>Peserta didik menyebutkan kosakata yang diperoleh dari video</li> </ol>
Questioning	<ol> <li>Peneliti membimbing peserta didik untuk bertanya</li> </ol>	<ol> <li>Peserta mempertanyakan makna kosakata yang belum diketahui.</li> </ol>

	tentang makna kosakata yang belum diketahui. Peneliti memberikan peserta didik stimulus untuk mendiskusikan dengan teman sebangku mengenai kosakata- kosakata- kosakata tersebut. Peneliti memberikan gambar seseorang dengan perlengkapannya untuk diamati apa yang dimiliki.	<ul> <li>dengan teman sebangku mengenai kosakata-kosakata tersebut.</li> <li>3. Peserta didik mengamati gambar yang diberikan oleh peneliti.</li> </ul>
Collecting	1. Peneliti	1. Peserta didik
data	mengajak	menyimak kosakata
	peserta didik	yang dibahas di Big
	mengakses	Describer website.
	review	2. Peserta didik bermain
	kosakata di <i>Big</i>	Big Describer game

г			1	
		Describer		sesuai instruksi
		website.		peneliti.
	2.	Peneliti	3.	Peserta didik kembali
		mengajak		mengecek gambar
		peserta didik		yang diberikan
		bermain Big		sebelumnya,
		Describer		kemudian merangkai
		game.		kalimat-kalimat
	3.	Peneliti		sederhana.
		meminta	4.	Peserta didik
		peserta didik		membandingkan dua
		untuk kembali		gambar dan merangkai
		mengecek		kalimat-kalimat
		gambar yang		deskripsi
		diberikan		perbandingan
		sebelumnya,		sederhana.
		kemudian		
		merangkai		
		kalimat-kalimat		
		sederhana.		
	4.	Peneliti		
		memberikan		
		dua gambar		
		berbeda lagi		
		untuk		
		dibandingkan		
		dengan		
		kalimat-kalimat		
		deskripsi		
		L	1	

sederhana.	
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# **Kegiatan Penutup**

- 1) Peserta didik menyimpulkan hasil pembelajaran
  - 2) Peserta didik membahas kesulitan dalam melakukan kegiatan pembelajaran
  - 3) Peneliti mengemukakan informasi terkait kegiatan pembelajaran yang akan dilakukan di pertemuan berikutnya.

# PENILAIAN

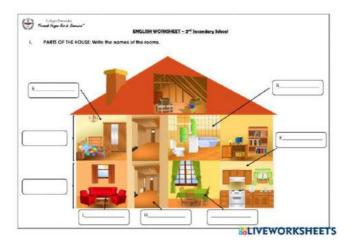
Penilaian	Teknik	Bentuk	
Sikap	Observasi Guru	Dikumpulkan ke Guru	
	Bahasa Inggris dan	Bahasa Inggris	
	Wali Kelas.	(Sikap spiritual dan	
		sikap social)	
Pengetahuan	<ul> <li>Pertemuan I</li> </ul>		
	Tes Lisan	• Tanya Jawab	
Keterampilan	<ul> <li>Pertemuan II</li> </ul>		
	Tes Lisan	• Tanya Jawab	
	<ul> <li>Pertemuan III</li> </ul>	2	
	Penugasan	• Membuat Teks	
		Deskriptif	
		Sederhana	

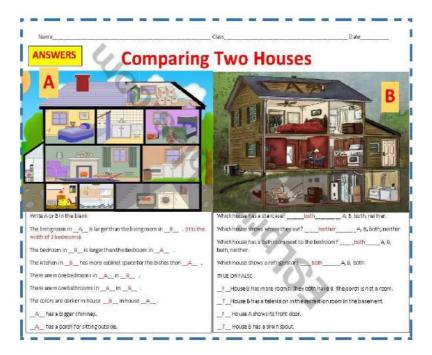
### Refleksi dan konfirmasi:

- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Peserta didik membuat teks deskriptif tempat
- Peneliti menutup kegiatan pembelajaran dengan mengucapkan salam.

### NB:

RPP untuk kelas control hanya berbeda di bagian collecting data di setiap pertemuan, di kelas control tanya jawab secara konvensional









2. Which are missing in the story?



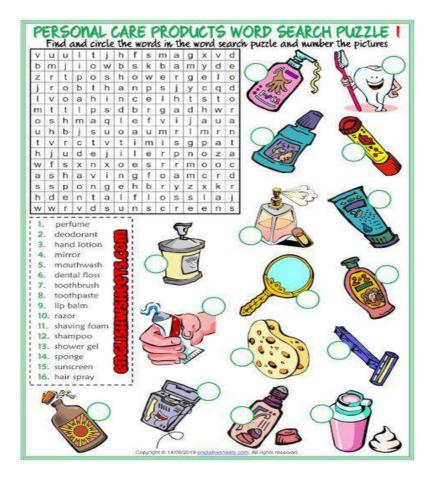




- trash container
   police station
   jail

- courthouse
   bench
- 6. street light 7. ice cream truck
- 8. sidewalk
- 9. curb
- 10. street
- manhole
   bus stop
- taxi/cab/taxicab
   taxi driver/cab driver
   bus

- bus driver
   parking meter
   meter maid
- subway
   subway station







#### **OBSERVATION LETTER**



#### UNIVERSITAS ISLAM NEGERI WALISONGO FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang Telp. 024-7601295 Fax. 7615387 Semarang

Nomor: B-2286/Un.17	7.6/D.1/PG.00/09/2021	10 Agustus
2021		
Lamp : -		
Hal : Mohon Izi	n Riset	
a.n. : Qowi Mill	ati NIM : 1703046012	
Kepada Yth.		
Kepala MA Asy-		
Syarifah		
di tempat		
Assalamu'alaikum Wi	:. Wb.,	
Diberitahukan dengan	hormat dalam rangka penul	isan skripsi,
atas nama mahasiswa :		
Nama	: Qowi Millati	
NIM	: 1703046012	
Alamat	: Desa Kangkung Krajan 02/01 K	ec. Mranggen Kab.
	Demak	
Judul Skripsi	: The Effectiveness of 'Big Desc	
	Enhance Vocabulary Mastery of	MA Asy-Syarifah
	Tenth	
Pembimbing	: Nadiah Ma'mun, M.Pd	

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas mulai dari bulan Agustus 2021 sampai dengan selesai.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr. Wb.



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 15

# DOCUMENTATION











