

**THE USE OF HANGAROO GAME TO IMPROVE STUDENTS'  
VOCABULARY MASTERY AT THE EIGHTH GRADE OF  
SMPN 1 BOSSO**



**IAIN PALOPO**

**A THESIS**

Submitted as a Part of the Requirements for S.Pd. Degree  
in English Language Education Study Program

Written by

**CITRA WIDYASTUTI**

**REG. NUMBER: 16.0202.0138**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2020**

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- 1. Amalia Yahya, S.E., M.Hum**
- 2. Dr. Magfirah Thayyib, S.S., M.Hum**

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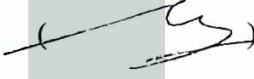



**2020**

## THESIS APPROVAL

This thesis entitled “The Use of Hangaroo Game to Improve Students’ Vocabulary Mastery at the Eighth Grade of SMPN 1 Bosso” which is written by Citra Widyastuti, Reg. Number 16 0202 0138, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on Friday, 04<sup>th</sup> of September 2020 M, coincided with 16<sup>th</sup> Muharram 1442 H, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

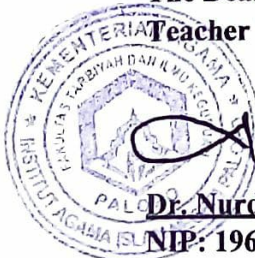
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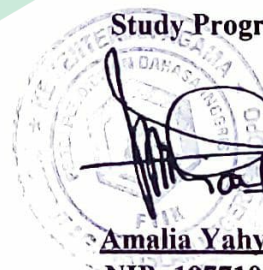
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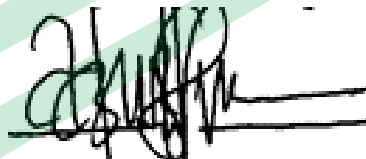
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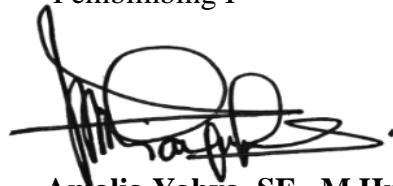
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**Citra Widyastuti**  
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The highest gratitude and thanks to the Almighty God, Allah SWT. because Allah's blessing and guidance so the researcher was able to finish this thesis. The researcher realized that there were still many lack. The researcher expected constructive critical and suggestion from the readers for the improvement and perfection. We never forget convey sholawat and taslim to the great prophet Muhammad SAW, his family, his friends and all people that still do commands of Allah and avoid Allah's prohibitions.

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Palopo 13<sup>th</sup> August 2020

The Researcher

  
Citra Widyastuti

Reg.Num. 16.0202.0138

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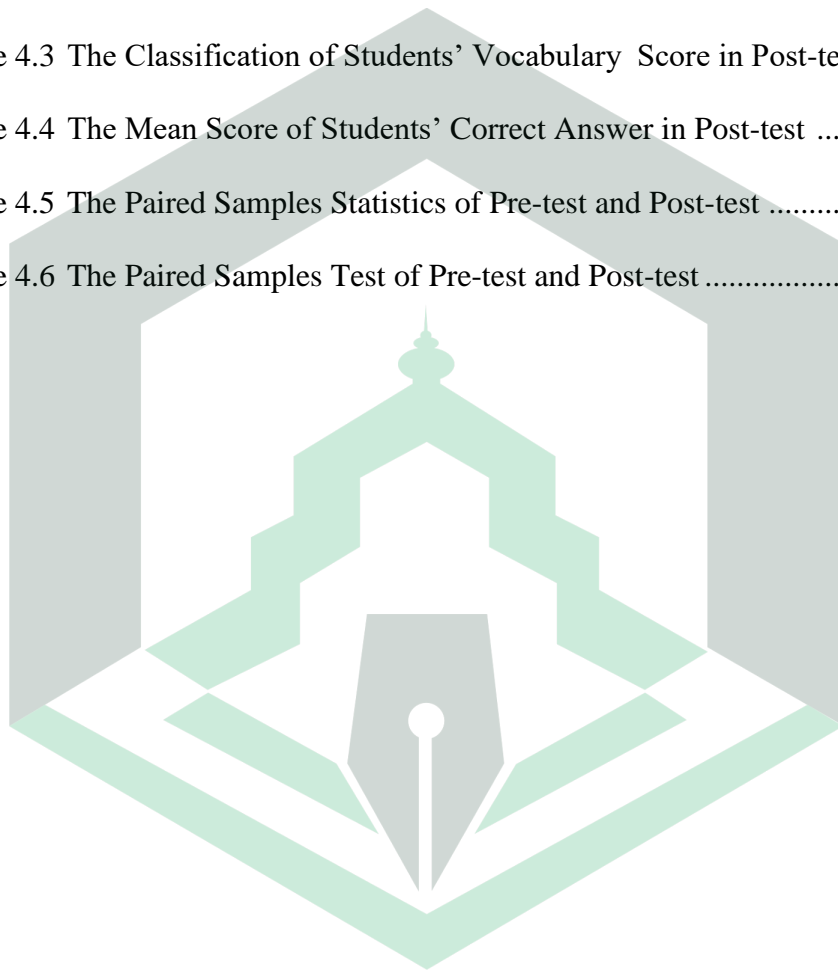
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## ABSTRACT

**Citra Widyastuti, 2020, “The Use of Hangaroo Game to Improve Students’ Vocabulary Mastery at the Eighth Grade of SMPN 1 Bosso”. Thesis English Education Study Program in the State Islamic Studies (IAIN) Palopo. Supervised by: (1) Amalia Yahya, SE., M.Hum (2) Dr. Magfirah Thayyib, S.Pd., M.Hum.**

*Key Words: Improve Vocabulary, Hangaroo Game, Pre-experimental Design*

The researcher focused on the use of Hangaroo game to improve students’ vocabulary at the eighth grade of SMPN 1 Bosso. The research question of this research was does the use of Hangaroo game improve students’ vocabulary at the eighth grade of SMPN 1 Bosso. The objective of this research was to find out whether the use of Hangaroo game is effective to improve students’ vocabulary at the eighth grade of SMPN 1 Bosso.

This research applied pre-experimental. The population of this research was the eighth grade students of SMPN 1 Bosso. The number of population was 23 students. The sample was the eighth grade students consisted of 23 students. The sampling technique in this research was total sampling. The instrument of the research was vocabulary test. The researcher gave pretest and posttest to the students. The data analyzed by using SPSS 22.

The finding of this research showed that the use of Hangaroo game improve students’ vocabulary at the eighth grade of SMPN 1 Bosso. The students’ result of the mean score in pretest was lowest than the mean score in the posttest ( $36.4783 < 51.6957$ ). The researcher found that  $p$  Value was 0.00 than the alpha was 0.05, therefore  $p < \alpha$  ( $0.00 < 0.05$ ). The researcher concluded that the use of hangaroo game can improve the students’ vocabulary.

# CHAPTER I

## INTRODUCTION

### A. *Background*

Vocabulary is the words used to communicate in the language. According to Richards and Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen and write.<sup>1</sup> It means that the first thing we have to learn in English language is vocabulary because it can make learn language skill easier and will be useful for the process of achieving language teaching objectives in other word. Suyanto (2010), said that vocabulary is the words are owned by language and they give a meaning if we use that language.<sup>2</sup>

Considering the important of learning English vocabulary, the teacher should choose an appropriate teaching technique which is suitable for teaching vocabulary in the learning process. A teacher needs various instructional media that will be able to help the students learning English vocabulary.

According to the writer's observation on 25<sup>th</sup> April 2019 at SMPN 1 Bosso, the writer found some problems with students' vocabulary. The teacher said "the students still low in learning English, especially in vocabulary, they do not have many vocabularies, and the lack of media that can be used to attract students' interest in learning vocabulary". The other problem is a teacher still teach vocabulary with drilling list and it can make students bored.

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<sup>1</sup> Jack C. Richards and Willy A Renandya, *Methodology in Language Teaching, An Anthology of Current Practice* (New York: Cambridge University Press, 2002), p. 225.

<sup>2</sup> Kasihani K.E. Suyanto, *English for Young Learners* (Jakarta: PT. Bumi Aksara, 2010), p. 43.



The students' feelings in process of learning will influence their achievement. Therefore, the teacher should have a good and interesting technique to make the students interested and motivated. The technique must be able to make the students active in the teaching and learning process. There are many techniques of teaching English vocabulary to attract the students to follow the lesson well; one of them is using game such as hangaroo game.

According to Hornby (2006), game is an activity or a sport with rules in which people or teams compete against each other.<sup>3</sup> Wright, et al. (2006), stated that game is an activity which is entertaining and engaging, often challenging, and an activity which the learners play and usually interact with others.<sup>4</sup> Furthermore Lee (1995), lists several main advantages when games are used in the classroom, including a welcome break from the usual routine of the language class, motivating and challenging, effort of learning, language practice in the various skills, encourage students to interact and communicate and create a meaningful context for language use.<sup>5</sup>

Prasetiawati (2012), stated that the game of Hangaroo is just like Hangman – guess the hidden phrase to complete a level. Hangaroo fills with thousands of terms and phrases, presented in random order each time you play. Hangaroo is incredibly fun, joyful, and a absolutely interest for adults and children also, since

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<sup>3</sup> Albert Sidney Hornby, *Oxford Advance Learner's Dictionary*, Seventh Edition, (New York: Oxford University Press, 2006), p.612.

<sup>4</sup> Andrew Wright, David Betteridge, and Michael Buckby, *Games ForLanguage Learning*, Third Edition (New York: Cambridge University Press, 2006).

<sup>5</sup> Lee Su Kim, 'Creative Games for the Language Class', *Forum* , 33 (1995), 35.

excluding being fun it should be a good treats for children to find out new words and improve spelling.<sup>6</sup>

Based on the explanation above, the writer is conducting a research with the title “The Use of Hangaroo Game to Improve Students’ Vocabulary Mastery at the Eighth Grade of SMPN 1 Bosso”.

### ***B. Problem Statement***

Based on the explanation in the background above, the writer formulates the research question: Does the use of Hangaroo game improve students’ vocabulary at the Eighth Grade of SMPN 1 Bosso?

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

Relevant to the problem statement, the objective of the research is: To find out whether the use of Hangaroo game is effective to improve students’ vocabulary at the Eighth Grade of SMPN 1 Bosso.

### ***D. Significances of the Research***

There are two significances of this research, namely:

#### 1. Theoretically

The results of this research is expected to be useful or give information for all teachers and learners of English in finding an appropriate method to teach vocabulary.

#### 2. Practically

The results of this research is expected to give a practical effect for teachers and students of SMPN 1 Bosso. The teacher will implement this strategy in

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<sup>6</sup> Nofi Prasetiawati, ‘Teaching Vocabulary Using Hangaroo Game in the Fourth Grade Students Of Elementary School’, *SCRIPTA English Department Journal*, 2012.

teaching, particularly in English teaching. Furthermore, for the readers, the result of the research can be helpful information.

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

The scope of the research is on the effectiveness of using Hangaroo game in improving students' vocabulary at the Eighth Grade of SMPN 1 Bosso. The researcher emphasizes on the vocabulary of the noun, adverb, and adjective.

#### ***F. Definition of Terms***

Some terms are clarified to avoid misunderstanding. The terms are as follows:

##### **1. Vocabulary**

Vocabulary is a main component of language or a word that has the meaning used by people that must be talking about words such as noun, verb, or adjective in language learning.

##### **2. Hangaroo Game**

Hangaroo game is a game that order the user to fulfill the empty space (square form) with the alphabet letter that will be a word based on the clue where uses a kangaroo as the main figure.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous Study*

The researcher describes some researches which are relevant to this research:

1. Ratih Kartika (2015) in her thesis: “The Implementation Of Hangaroo Game in Improving Student's Accounting Learning Activity Class XII Social Program 2 Sma Negeri 1 Pengasih Academic Year Of 2014/2015”. The type of this research is Classroom Action Research. This research is conducted collaboratively in two cycles. The data collection technique in this research used observation and questionnaire. Data analysis technique used quantitative and qualitative data analysis. Based on the research result, it can be concluded that the implementation of Hangaroo Game is able to improved student's accounting learning activity class xii social program 2 at SMA Negeri 1 Pengasih academic year of 2014/2015 that can be proven from the increasing score of Student's Accounting Learning Activity from the cycle I at the amount of 65,24% increased to be 80,16% on the cycle II or increased by 14,92%.<sup>10</sup>
2. Lubhanatul Jannah (2014) in her thesis: “Using Hangaroo Game for Teaching Vocabulary”. This study aims to describe and analyze the effect of using learning model Hangaroo Game on teaching vocabulary at fifth-grade

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<sup>10</sup> Ratih Kartika, ‘The Implementation of Hangaroo Game in Improving Student’s Accounting Learning Activity Class XII Social Program 2 SMA Negeri 1 Pengasih Academic Year of 2014/2015’ (Yogyakarta State University, 2015).

students of SD BUQ Betengan Demak in the subject matter of public place. This research is a quantitative study with an experimental method. The samples in this study are students of class V A as an experimental class, and class V B as a control class. The sampling technique was conducted using random cluster sampling. Data were collected with documentation and test. Before it was treated, both classes are balanced in normality and homogeneity test. Then the two classes are given a different treatment, the experimental class used Hangaroo Game, while the control class does not use the learning models. After the data had been collected, it was found that the t-test score was higher than the t-table. It was meant that the use of Hangaroo Game was an effective technique/method in improving students' vocabulary achievement in SD BUQ Betengan Demak, and the hypothesis is accepted.<sup>11</sup>

3. Eva Faliyanti, Evi Puspita Sari (2018) in their article: "The Influence of Using Hangaroo Game towards Students' Vocabulary Mastery. This research used quasi experimental research consist of experimental class and control class as a sample. To take a sample the researcher used saturated sampling and analyze data used t-test formula. Based on the result of the research they said that there is a positive and significant effect of using Hangaroo Game toward students' vocabulary mastery. In using Hangaroo

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<sup>11</sup> Lubhanatul Jannah, 'Using Hangaroo Game for Teaching Vocabulary' (Walisongo State Institute for Islamic Studies, 2014).

game, students not only learn and receive information from the teacher but also learn from other students.<sup>12</sup>

According to the researches above, there were some similarities and differences between the researches and this research. The similarity of their research were the same as using Hangaroo Game in teaching vocabulary. And the difference from their research that is, in the first research (1) focus on the implementation of hangaroo game indirect learning to improve student's accounting learning activity by using classroom action research, the second research (2) focus on using hangaroo game for teaching vocabulary at elementary school in the subject matter of public place by using quasi-experimental research, and the third research (3) focus to see the influence of using hangaroo game towards students vocabulary mastery at the fourth semester of English Department by using quasi-experimental research. While in this research, the researcher focuses to improve students' vocabulary by using hangaroo game with pre-experimental research in Junior High School.

## ***B. The Concept of Vocabulary***

### **1. Definition of Vocabulary**

Hornby (2000), explain that vocabulary is all the words that a person knows or uses. It is all the words in a particular language or a list of words with their meanings, especially in a book for learning a foreign language.<sup>13</sup> Kaharuddin (2017), said that vocabulary is the foundation of communication skills because it

<sup>12</sup> Eva Faliyanti and Evi Puspita Sari, 'The Influence of Using Hangaroo Game Towards Students' Vocabulary Mastery', *Intensive Journal*, 1 (2018).

<sup>13</sup> Albert Sidney Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p. 1447.

is the tool of illustrating thought, self-expression, translation, and interpretation.<sup>14</sup>

Ozen (2012), said that vocabulary has a crucial role in both language teaching and communication. It is impossible to communicate without words.<sup>15</sup>

Based on the definition of vocabulary above, it can be concluded that vocabulary is a list of words which is used by students to express the ideas. It is a basic element of language to teach. To develop language skills in listening, speaking, reading and writing, the students have to master vocabulary. By mastering vocabulary, language skills can be obtained by students.

## 2. Kinds of Vocabulary

According to Tenry in Kasim K. (2001), vocabulary divided into five parts. There are: a) Active vocabulary refers to number of words which are used by an individual as opposed to the number he/she can understand, b) Active vocabulary refers to words and idiomatic expression necessary for minimal use and working knowledge of a language, c) Passive vocabulary refers to number of words understood by a child as opposed to the number of words used, d) Vocabulary growth refers to number of words that children have from the speed of development depends on intellect and linguistic environment, e) Vocabulary test refers to number of words that sometimes need psychological testing to discover a person's store of understood words.<sup>16</sup>

<sup>14</sup> Andi Kaharuddin and Burhanuddin Arafah, 'Using Need Analysis to Develop English Teaching Materials in Initial Speaking Skills for Indonesian College Students of English', *The Turkish Online Journal of Design, Art, and Communication (TOJDAC)*, 2017.

<sup>15</sup> Baki Ozen, 'Teaching Vocabulary Through Poetry in an EFL Classrome', *International Online Journal of Primary Education*, 1 (2012), 60.

<sup>16</sup> Kasim K, *Teaching English Vocabulary for Young Learners by Using Classroom Simulation Games* (Makassar: Thesis FBS UNM Makassar, 2001).

Meanwhile, according to Good (1959), divided vocabulary into four parts, there are: a) Oral vocabulary refers to words that a person employs them in expressing ideas orally and actively, b) Writing vocabulary refers to words that commonly used in writing, c) Listening vocabulary refers to words that a person can understand when they are heard, d) Reading vocabulary refers to words that someone can recognize them when he finds them in written form.<sup>17</sup>

### **3. The Definition of Noun, Adverb, and Adjective**

#### **a. Definition of Noun**

Noun is a word which represents people, thing, place, plant, animal, idea, etc.<sup>18</sup> Kinds of noun consists of:

- 1) Countable noun is anything that can be counted such as pencil, book, and table, etc.
- 2) Uncountable noun is anything that cannot to count such rice, sugar, salt, and sand, etc.
- 3) Concrete noun is anything that we can see, smell, and touch such as flower, fish, book, etc.
- 4) Abstrack nouns is anything that cannot be seen, smelled, and touched such as beauty, happiness, joy.
- 5) Collective nouns is name of group of people or things such as family, crowd, etc.

<sup>17</sup> Carter V Good, *The Dictionary of Education* (New York: Mc. Graw Hill Book Company, 1959).

<sup>18</sup> Fuad Mas'ud, *Essential of English Grammar-a Practical Guide*, Third Edition (Yogyakarta: BPFE-Yogyakarta, 2005), p. 44.



### **b. Definition of Adverb**

Adverb is a word that adds information to a verb, an adjective, a phrase, or another adverb. Kinds of adverb consist of:

- 1) Adverbs of manner. It answers the question “how” (e.g. well, hard, happy, quickly, etc).
- 2) Adverbs of time. It answers the question “when” (e.g. yesterday, today, soon, etc).
- 3) Adverbs of place and direction. It answers the question “where” (e.g. inside, left, near, etc).
- 4) Adverbs of frequency. It answers the question “how often” (e.g. twice, often, never, etc).
- 5) Adverbs of degree. It answers the question “to what degree” and denote “how much” with respect to adjective or adverb (e.g. hardly, too, strongly).

### **c. Definition of Adjective**

Adjective is a word giving information about noun and pronoun usually appears before the noun it describes. For example: She is beautiful.

Based on the explanation above, this research focuses on major classes: nouns, adverbs, and adjectives which are considered to be taught for students in junior high school because they are appropriate with the material on the syllabus.

## **4. Teaching Vocabulary**

According to Harmer (1988), the techniques of teaching vocabulary which can be applied in classroom are: a) Using realia, the use of real object that can be seen by the students such a real thing in the classroom so that the word can be

easily explained, b) Showing the pictures, they can be a wall pictures, blackboard, drawing, charts, flash cards, table or statistic and the other non-technical visual representation, c) Mime, action and gesture, when the teacher difficult or even possible to explain the meaning of words using the reality or picture d) Enumeration, when the teacher find difficulty in explaining word she/ he can enumerate a word, e) Word association, in teaching new vocabulary, a teacher mentions the things connected to the words, f) Explanation or definition, in this technique, teacher gives an example or definition of a word, g) Translation, when there are no other ways to explain a word, teacher sometimes has to translate that word into the student's language, h) Game, which helps and encourages many learners to sustain their interest and work also help the teacher to know which the language is useful and meaningful.<sup>19</sup>

Based on the explanation above, it can be concluded that to teach English vocabulary at the beginning level; it needs a suitable technique. The teacher must choose the techniques, which make the students easy to understand the material and enjoy in their study. One of the techniques, which can make the students easy to understand the material and enjoy their study, is through the game.

## **5. The Defenition of Game**

Game is a structured form of play, usually undertaken for enjoyment and sometimes used as an educational tools. According to Hornby (2006), game is an activity or a sport with rules in which people or teams compete against each

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<sup>19</sup> Jeremy Harmer, *The Practice of English Language Teaching* (British: Longman, 1988), p. 85.

other.<sup>20</sup> Wright, et al. (2006), stated that game is an activity which is entertaining and engaging, often challenging, and an activity which the learners play and usually interact with others.<sup>21</sup> Furthermore, Richards and Schmidt (2010) explained that game is an organized activity that usually has four properties. They are a particular task or objective, a set of rules, competition between players and the communication between players can be in oral or written. In addition, games are often used as a fluency activity in communicative language teaching and humanistic methods.<sup>22</sup>

From the definitions above, the researcher can conclude that game is an activity that consists of competition which is fun and can be played individually or in team and the communication between individual or team can be done orally or writtenly.

The benefit of using games in learning classrooms as follows:

- a. Games are learner-centered (the student is always in focus).
- b. Games promote a communicative competence.
- c. Games create a meaningful context for language use.
- d. Games increase learning motivation.
- e. Games reduce learning anxiety.
- f. Games integrate many various linguistic skills.
- g. Games encourage creativity and spontaneous usage of the language.

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<sup>20</sup> Albert Sidney Hornby, *Oxford Advance Learner's Dictionary*, Seventh Edition, (New York: Oxford University Press, 2006), p.612.

<sup>21</sup> Andrew Wright, David Betteridge, and Michael Buckby, *Games ForLanguage Learning*, Third Edition (New York: Cambridge University Press, 2006).

<sup>22</sup> Jack C. Richards and Richard Schmidt, *Longman Dictionary OfLanguage Teaching and Applied Linguistics*, Fourth Edition, (Great Britain: Pearson Education Limited, 2010), p. 289.

- h. Games construct a cooperative learning environment.
- i. Games foster participatory attitudes of the students.<sup>23</sup>

### ***C. The Concept of Hangaroo Game***

#### **1. Definition of Hangaroo Game**

According to Prasetiawati (2012), hangaroo game is a form of games wherein students fill in the empty box which is presented with letters forming words as the answers from the clues related to the questions provided or guessing the terms by choosing letters from the alphabet to fill in the empty box. Usually, the materials used in a Hangaroo game include the definition of terms, antonym, synonym, name of tools or things, and so on.<sup>24</sup>

Susanti (2014), hangaroo game is a kind of guessing game. It was useful for checking the students' spelling. The teacher drew some blank boxes in the board and gave simple clues. The teacher asked the alphabet and the students who had the alphabet might put the alphabet in the blank box that was pointed by the teacher. The game played from the simple instruction to the complex one.<sup>25</sup>

Retno (2013), hangaroo game is a game that order the user to fulfill the empty square (square form) with the alphabet letter that will be a word based on the clue. Usually, the clue is about certain category.<sup>26</sup>

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<sup>23</sup> Chen, 'Using Games to Promote Communicative Skills in Language Learning', *TESL Journal*, 2005, 125–132.

<sup>24</sup> Nofi Prasetiawati, 'Teaching Vocabulary Using Hangaroo Game in the Fourth Grade Students Of Elementary School', *SCRIPTA English Department Journal*, 2012, 13.

<sup>25</sup> Yesi Susanti, *Using Communicative Games to Improve the Quality of English Teaching and Learning Process of Grade V Students of SDN Mandapa II Majalengka in First Semester of the Academic Year 2013-2014*. (Yogyakarta: Yogyakarta State University, 2014).

<sup>26</sup> Retno Ekosari Sulistyaningsih, *Implementasi Model Pembelajaran Kooperatif Tipe Permainan Hangaroo Untuk Meningkatkan Aktivitas Belajar Akuntansi Kelas X Ak 3 Program Keahlian Akuntansi Smk Ypkk 2 Sleman Tahun Ajaran 2012/2013* (Yogyakarta: Universitas Negeri Yogyakarta, 2013).

Hangaroo is a game with endless possibilities, as it is limited only to our imagination. One player thinks of a word, and the other tries to guess it by suggesting letters, until either the word is completed. Learning plus having fun is a good combination. The object of this game is students may enjoy learning vocabulary.

The question and answer in this game are using the English language. The name of hangaroo comes from the word kangaroo because this game uses kangaroo as the main figure. In hangaroo game, we should fulfil the empty square by alphabet A-Z, and we have four times chance to make mistakes. Hangaroo game can be used for the learning by doing some modifications that appropriate with the conditions of the class.<sup>27</sup>



Figure of Hangaroo Game

Hangaroo is a game worth to be played by all ages. It is used often by teachers to practice spelling, pronunciation and concentration and just for fun. The

<sup>27</sup> Ratih Kartika, 'The Implementation of Hangaroo Game in Improving Student's Accounting Learning Activity Class XII Social Program 2 SMA Negeri 1 Pengasih Academic Year of 2014/2015' (Yogyakarta State University, 2015), p.24.

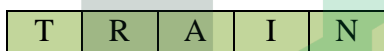
most popular way to play hangaroo games offline is to draw blank letters for the chosen word on a paper or the blackboard and let the players guess the letters.<sup>28</sup>

## 2. The procedure of Hangaroo Game

According to Nikiria (2015), hangaroo game is a game which consists of clues and blank forms. The clues that will help the students to answer and the blank forms have been designed appropriately with the number of letters based on the answer because one box consists of one letter.<sup>29</sup> Example, the clue is a vehicle which runs on a railway. There is a blank form in a piece of papers as many as words which can be decided.



From this the clues, the students guess the answer is train. Then the students fill in the blank form with letters T, R, A, I, N.



Teaching preparation using hangaroo game are as follows:

- a. The teacher takes the material vocabulary according to the sub-topic of the lesson that will be studied in the class.
- b. Teachers choose the word as the clues based on the level of age the students.
- c. The teacher decided the words that will be guessed by the students.
- d. Teacher makes the blank forms in a piece of papers as many as words which are decided and gives the clues about the word.

<sup>28</sup> Nofi Prasetiawati, 'Teaching Vocabulary Using Hangaroo Game in the Fourth Grade Students Of Elementary School', *SCRIPTA English Department Journal*, 2012, 14.

<sup>29</sup> Nikiria, 'The Effectiveness of Hangaroo Game for Teaching Vocabulary' (Muhammadiyah University of Purwokerto, 2015), p. 20.

- e. Teacher divided students in some groups; one group contains four or five students.
- f. Every group can start hangaroo game by filling the blank form with letters forming words as the answers which is readable from the clues related to the questions provided and how to pronounce it.
- g. Ask them to write the word down in their vocabulary notebooks.<sup>30</sup>

### **3. The Advantage of Using Hangaroo Game in Teaching Vocabulary**

According to Prasetiawati (2012), the advantage of using hangaroo game as follows:

- a. It can support students to be interested in teaching English.

For students, using a game in teaching-learning activities are interesting. If they are happy in teaching-learning activities, it can bring positive attitudes such as a feeling of interested in the language that they are learning.

- b. Games can run through the boredom.

Games that used in teaching young learners can provide a pleasant experience for the children so that they may reduce students feel of being burdened.

- c. It can develop their linguistics skill, especially for spelling, pronunciation and concentration.

In the teaching activities, the students feel heeded, because the teacher will always correct their pronunciation, spelling in reading in a piece of paper. They also practice concentration to get the point of the question.

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<sup>30</sup> Nofi Prasetiawati, 'Teaching Vocabulary Using Hangaroo Game in the Fourth Grade Students Of Elementary School', *SCRIPTA English Department Journal*, 2012, 16-17.

- d. Get the students to be cooperative, not competitive.

In this matter, students compete naturally with each other. By using Hangaroo game the students can share the experience with each other and create cooperation among them.<sup>31</sup>

#### **4. The Disadvantage of Using Hangaroo Game in Teaching Vocabulary**

According to Prasetiawati (2012), the disadvantage of using hangaroo game as follows :

- a. Students will be gambling

In teaching using Hangaroo game, the students who face difficulty to answer the questions will gamble by just guessing the answer. The teachers need to make easier and detail clues to make students able to understand the clues.

- b. Not every student feels comfortable

Not every student feel comfortable with the game; even they will be confused with the game if they cannot understand the teacher explanation about how to play the game.

- c. Difficult for a teacher in preparing Hangaroo game

It is difficult for a teacher in preparing Hangaroo game that is uncreative because this game demands the teacher to be creative to make clues as to the question to answer.

- d. It is difficult for a teacher to manage their students in each group when they are playing this game.<sup>32</sup>

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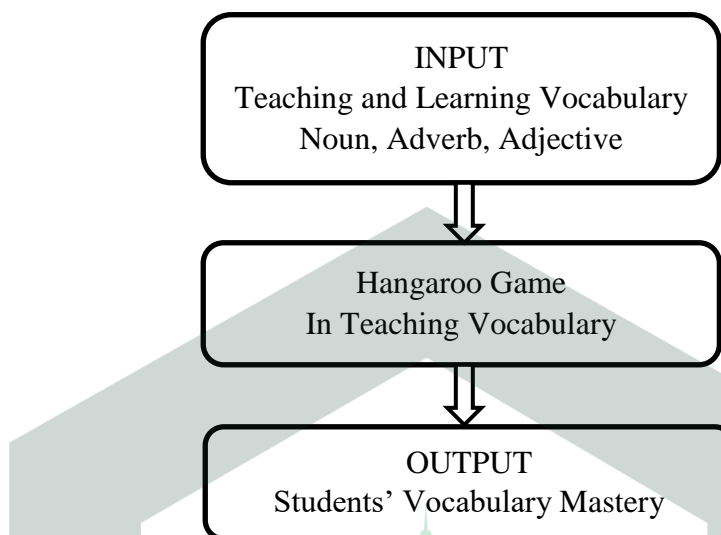
<sup>31</sup> Ibid., p.33.

<sup>32</sup> Ibid., p.35.



#### D. Conceptual Framework

The conceptual framework in this research is shown in the diagram :



The conceptual framework shows the process of the researcher in using the hangaroo game to improve students' vocabulary. Hangaroo game is an effective way to teach students' vocabulary. It can support students to be interested in teaching English and bring positive attitudes, such as a feeling of interested in the language that they are learning. Hangaroo game can develop their linguistics skill, especially for spelling, pronunciation and concentration. Students will compete naturally with each other; the students can share the experience with each other and create cooperation among them. So, Hangaroo game will be more effective to teach vocabulary in learning English.

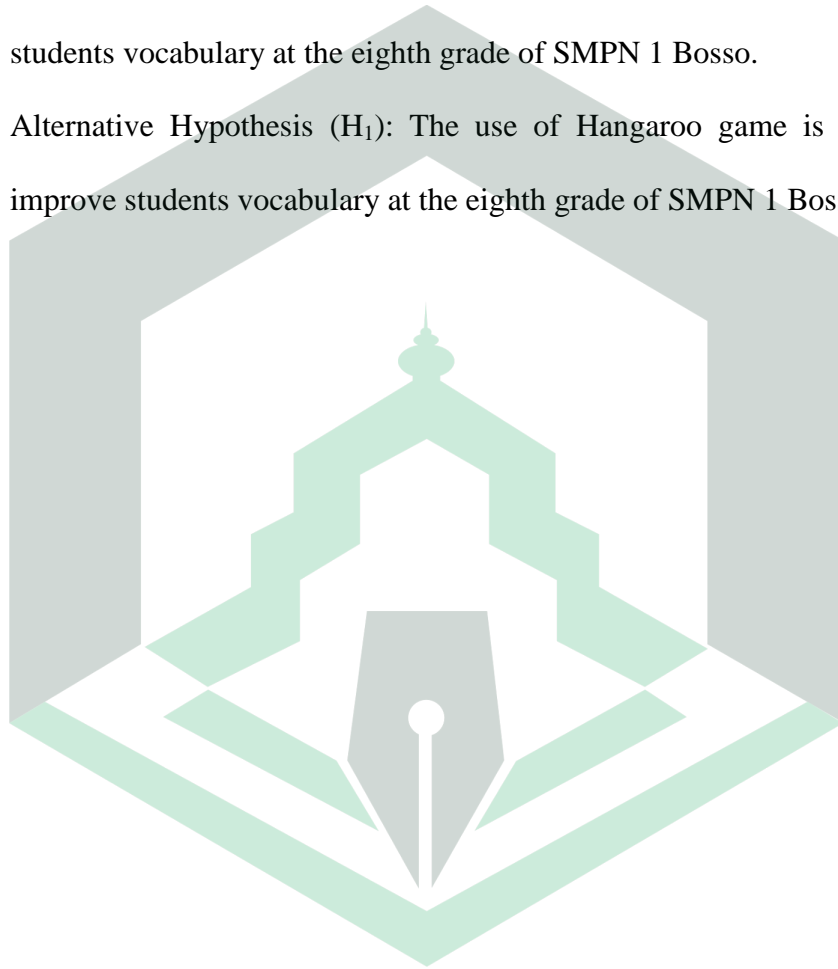
In this research use the pre-experimental method. It aims to improve students' vocabulary through hangaroo game. In teaching and learning activity, many factors that can improve the students' vocabulary, one of them is using hangaroo game. The output of the research is that the students can improve their

vocabulary about noun, adverb, and adjective. Besides that, there is a significant improvement in the students' vocabulary.

### **E. Hypothesis**

The hypothesis of the research was formulated as follows :

1. Null Hypothesis ( $H_0$ ): The use of Hangaroo game is not effective to improve students vocabulary at the eighth grade of SMPN 1 Bosso.
2. Alternative Hypothesis ( $H_1$ ): The use of Hangaroo game is effective to improve students vocabulary at the eighth grade of SMPN 1 Bosso.



### CHAPTER III

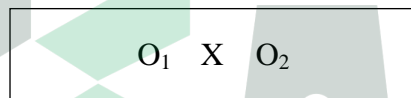
## RESEARCH METHOD

#### A. *Method*

In this research, the researcher applied the pre-experimental method. Pre-experimental is the research to find out the related of cause-effect of the reality.<sup>49</sup> It aims for describing the improvement of students' vocabulary through hangaroo game at eighth grade of SMPN 1 Bosso.

#### B. *Research Design*

The researcher applied pre-test, treatment and post-test design. It aims to find out whether the use of hangaroo game can be effective in improving the vocabulary of the students or not. The design of this research is described as follows:



Where:

$O_1$  : Pre-test

$X$  : Treatment

$O_2$  : Post-test<sup>50</sup>

<sup>49</sup> Masyuhuri and M Zainuddin, *Metodologi Penelitian Pendidikan Pendekatan Praktis Dan Aplikatif*, 3rd edn (Malang: PT. Refika Aditama, 2011).

<sup>50</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Revisi 4th (Jakarta: PT Rineka Cipta, 1998), p. 84.

### ***C. Population and Sample***

#### **1. Population**

The population of this research was the eighth grade students of SMPN 1 Bosso. The number of population was 23 students.

#### **2. Sample**

The sample of this research consists of 23 students. The sampling technique in this research was total sampling because in the eighth grade only has one classes consists of 14 male and 9 female of students. The researcher focused on students' at the eighth grade of SMPN 1 Bosso because they have low vocabulary.

### ***D. Instrument of the Research***

The instrument of this research was vocabulary test, where the test consists of pre-test and post-test. A pre-test was used to measure the students' vocabulary before giving treatments and the post-test was used to measure the students' vocabulary after treatments have been given. The forms of the test was objective test consists of jumbled letters, sentence completion, true or false, and multiple choice. The total number of test was 30 items.

### ***E. Procedure of Data Collection***

The procedure of data collection was described below :

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

The pre-test was done before the treatment. In this case, the researcher asked the students to answer the vocabulary test individually. The researcher distributed vocabulary test consist of 30 items and the students collected their pre-test after doing it.

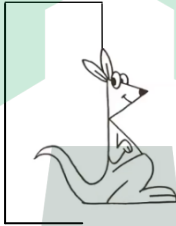
## 2. Treatment

After giving a pre-test, the treatment was given to the students. The treatment was carried out in five meetings. Here is the detail explanation :

- 1) The first meeting, the researcher introduced about Hangaroo game and explained the material relevant with the topic. Then, the researcher gave worksheet of hangaroo game with topic “describing people” for each group.
- 2) The second meeting, the researcher explained the material relevant with the topic and then gave worksheet of hangaroo game with topic “things in the classroom” for each group.
- 3) The third meeting, the researcher explained the material relevant with the topic and then gave worksheet of hangaroo game with topic “transportations” for each group.
- 4) The fourth meeting, the researcher explained the material relevant with the topic and then gave worksheet of hangaroo game with topic “animals” for each group.
- 5) The fifth meeting, the researchers explained the material relevant with the topic and then gave worksheet of hangaroo game with topic “public places” for each group.

The steps on treatment in every meeting are :

- a. Teacher divided students in some groups; one group is contained four or five students or according to the conditions in the classroom.

- b. The teacher gives the clues about the word and gives twenty minutes to answer the question and tells students to discuss together before they answer.
  - c. Every group can start hangaroo game by filling the blank form with letters forming words as the answers which is readable from the clues related to the questions provided.
  - d. After students finish to filling the blank form, the teacher then asks students to write their guesses on the white board one by one for each group.
  - e. If the students can guess correctly, they get the point. If the students cannot guess correctly they do not get the point. For each incorrect guess the teacher draw the hanged kangaroo on the white board as in the illustration.
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- The illustration shows a simple line drawing of a kangaroo hanging from a gallows. The kangaroo is positioned in the center of a large, stylized green and grey geometric shape that resembles a house or a shield. The drawing is enclosed in a black rectangular box.
- f. The points were accumulated in a group.
  - g. The group which gets higher points is the winner.
  - h. At last, the teacher reads the words and is followed by the students and how to pronounce it.

### 3. Post-test

After giving treatment, the researcher gave post-test. The researcher gave a post-test that aims to identify students' vocabulary after giving treatment. The post-test was done after treatment had conducted. The form of post-test was the same level as the pre-test.

### F. *Technique of Data Analysis*

Before analyzing the data, the researcher collected the data and analyzed them by using procedures as follows:

1. Scoring the raw data of pre-test and post-test. Each of the students' correct answer got 1, and the wrong answer got 0.
2. Converting the raw scores to a set of core maximum of 100, using the following formula :

$$\text{Score} = \frac{\text{the total of the student's correct answer}}{\text{the total of items}} \times 100$$

3. Converting the score of the students into values.
4. Classifying the score of the students into the following score classification.<sup>51</sup>

**Tabel 3.1 The Classification Score for Test**

A	81-100	Very Good
B	61-80	Good
C	41-60	Fair
D	21-40	Poor
E	0-20	Very Poor

5. Calculating the mean score, standard deviation, frequency table and test between vocabulary achievement of the pre-experimental by using SPSS 22 for windows evaluation.

<sup>51</sup> Piet A. Sahartian, *Konsep Dasar Dan Teknik Supervisi Pendidikan* (Jakarta: Rineka Cipta, 2000), p. 60.

**CHAPTER IV**  
**FINDINGS AND DISCUSSION**

**A. Findings**

The research findings show the result of the data that have been analyzed statistically. It compares the students' score in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test.

1. The analysis of students' vocabulary score in pre-test

This section shows the classification of the students' vocabulary score in pre-test, the mean score, and standard deviation of students. The researcher presents the data in the tables and calculates the score by using SPSS 22 program. The classification of the students' vocabulary score in pre-test can be seen in table 4.1:

**Table 4.1**  
**The Classification of Students' Vocabulary Score in Pre-test**

No	Classification	Score	Frequency	Percentage
1	Very Good	81-100	-	0 %
2	Good	61-80	3	13.0 %
3	Fair	41-60	7	30.4 %
4	Poor	21-40	7	30.4 %
5	Very Poor	0-20	6	26.1 %
	Total		23	100.0 %



Table 4.1 indicates the students' scores in the frequency of pre-test. It shows that there were none of the students (0%) who obtained very good and there were 3 students (13.0%) obtained good. The other showed that there were 7 students (30.4%) who obtained fair and poor. And there were 6 students (26.1%) who obtained very poor. Based on the data above, it can be seen on the table that the students obtained very poor and poor more than the students obtained fair and good scores. It indicated that students vocabulary still low.

After classifying the students' vocabulary score, the mean score of the students' correct answer can be seen in the following table.

**Table 4.2**  
**The Mean Score of Students' Correct Answer in Pre-test**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	23	7.00	67.00	36.4783	18.90856
Valid N (listwise)	23				

From table 4.2, it shows that the highest score of students is 67.00 and the lowest score is 7.00. Besides, it also indicates that the mean score of students' vocabulary test in pre-test is 36.4783, and the standard deviation error is 18.90856.

## 2. The analysis of students' vocabulary score in post-test

This section shows the classification of the students' vocabulary score in post-test, the mean score, and standard deviation of students. The researcher presents the data in the tables and calculates the score by using SPSS 22 program.

The classification of the students' vocabulary score in post-test can be seen in table 4.3:

**Table 4.3**

**The Classification of Students' Vocabulary Score in the Post-test**

No	Classification	Score	Frequency	Percentage
1	Very Good	81-100	-	0 %
2	Good	61-80	5	21.7 %
3	Fair	41-60	13	56.5 %
4	Poor	21-40	5	21.7 %
5	Very Poor	0-20	-	0 %
Total			23	100.0 %

Table 4.3 indicates the students' scores in the frequency of post-test. It shows that there were none of the students (0%) who obtained very good and there were 5 students (21.7%) obtained good. The other showed that there were 13 students (30.4%) who obtained fair, and there were 5 students (21.7%) who obtained poor. And there was none student (0%) who obtained very poor.

After classifying the students' vocabulary score, the mean score of the students' correct answer can be seen in the following table.

**Table 4.4****The Mean Score of Students' Correct Answer in Post-test****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	23	23.00	80.00	51.6957	13.89714
Valid N (listwise)	23				

From table 4.4, it shows that the highest score of students is 80.00 and the lowest score is 23.00. Besides, it also indicates that the mean score of students' vocabulary test in pre-test is 51.6957, and the standard deviation error is 13.89714.

### 3. The Comparison Between Pre-test and Post-test

Besides showing about the mean score in the subject of vocabulary test, this research also presents the total mean score and standard deviation of in pre-test and post-test, and then compare both of them. The result presents in the table paired samples statistics. It can be seen in table 4.5.

**Table 4.5****The Paired Samples Statistics of Pre-test and Post-test****Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	36.4783	23	18.90856	3.94271
Posttest	51.6957	23	13.89714	2.89775

Table 4.5 shows the mean score of the students pre-test was 36.4783, and the mean score of post-test was 51.6957. Standard deviation of pre-test was

18.90856 and standard deviation of post-test was 13.89714. It means there is improvement of students' vocabulary test using hangaroo game.

**Table 4.6**

**The Paired Samples Test of Pre-test and Post-test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-15.21739	13.06263	2.72375	-20.86610	-9.56868	5.587	22	.000

The hypothesis was tested by using SPSS 22. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is a test to know the significance difference between the results of students' mean score in pre-test and post-test.

The result of statistical analysis for level of significance 0,05 with degree of freedom (df) = N-1, where N = 23, df = 22. The probability value was smaller than alpha ( $\alpha$ )  $0.00 < 0.05$ . It means, the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. So the conclusion is there was a difference in teaching vocabulary before and after using Hangaroo game. Therefore, the researcher concluded that Hangaroo game can increase students' vocabulary mastery of the students at the eighth grade of SMPN 1 Bosso.

## ***B. Discussion***

The discussion deals with argument and further interpretation of the research findings in students' score both pre-test and post-test results of experimental class.

In this case, hangaroo game could interest the students in learning vocabulary. The hangaroo game usually as a game online but in this moment we played this game not as game online but we played the game by adopting hangaroo game which is online game into offline game in the classroom so i made a procedure of hangaroo game, it has a little different with procedure of hangaroo game in online. The teacher divided students into two groups and each group will be given a piece of paper. It contains the blank forms as many as words which are decided and the clues about the word. The students will be given twenty minutes to answer the question and after students finish to filling the blank form, the teacher then asks students to write their guesses on the whiteboard. If the students guess correctly they get the point and if the students cannot guess correctly they do not get the point and the teacher draw the hanged kangaroo on the whiteboard.

Based on the research that had been conducted, the research found that hangaroo game in teaching vocabulary could make the students motivated to learn vocabulary, they enjoyed and they were enthusiastic to guess the word. And even the students ask to be given a topic according to their wish. And for the topic about adjective describing people they feel easier to guess it. Although sometimes they did not find the word in dictionary because there are limitation of words in their dictionary. In addition, the students feel easier to remember about

vocabularies because in learning vocabulary using hangaroo game students can think more creatively to guess the words. It evidence that hangaroo game could help the students to learn vocabulary. To implement hangaroo game in the classroom a dictionary is needed for each students because in reality the hangaroo game will be difficult to implement if the students do not have a dictionary. It causes the students will be difficult to guess the word if they don't use a dictionary.

The researcher takes 3 students as the representation who have different ability. They are students A, B, and C. The first student (student A) answered 15 questions correctly in pre-test and 24 questions correctly in post-test. The second student (student B) before given treatment he answered 6 questions correctly in pre-test and 17 questions correctly in post-test. And the third student (student C) before given a treatment he only answered 2 questions correctly in pre-test and after treatment he answered 14 questions correctly in post-test. From the three students mostly answer the questions about noun in pre-test. It compared to the post-test the students have an improvement where the students not only answer questions correctly about noun but also they answer questions correctly about adjective and adverb.

It has been discussed in Chapter II that hangaroo game in the process of learning uses grouping system and need good cooperation among the students so the students can improve their vocabulary. Prasetiawati (2012) said that hangaroo game used often by teachers to practice spelling, pronunciation, and

concentration, to make students enjoy in learning vocabulary.<sup>55</sup> Kartika (2015) said that by implementing hangaroo game, students ask to be more active in solving the questions from the teacher. They do discussion with their own group. Clever students will explain to less-clever students about the material. Here, the teacher is be facilitator to guide the students in solving the problem. Teacher less dominant in the learning and student's activities is increased. Students feel enjoy and comfortable with the learning so they didn't feel shame to explore their opinion in the class.<sup>56</sup> Rahmawati (2015) said that Hangaroo game can be used as one of teaching media to make teaching English vocabulary more interesting. With the application of this media, the students will be interested and felt enjoyable during the teaching and learning process.<sup>57</sup>

Besides that, Aprianti (2018) said that through hangaroo game could be used to enhance the students' vocabulary mastery and by using hangaroo game, students learned proper the meaning and pronunciation.<sup>58</sup> Faliyanti and Evi Puspita Sari (2018) said that in using hangaroo game students not only learn and receive information from the teacher but also learn from other students.<sup>59</sup> Jannah (2014) said the model of learning with hangaroo games gives positive effect on

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<sup>55</sup> Nofi Prasetiawati, 'Teaching Vocabulary Using Hangaroo Game in the Fourth Grade Students Of Elementary School', *SCRIPTA English Department Journal*, 2012.

<sup>56</sup> Ratih Kartika, 'The Implementation of Hangaroo Game in Improving Student's Accounting Learning Activity Class XII Social Program 2 SMA Negeri 1 Pengasih Academic Year of 2014/2015' (Yogyakarta State University, 2015).

<sup>57</sup> Nila Rahmawati, 'The Use of Hangaroo Game to Teach Vocabulary Mastery for the Fifth Grade Students of SDN 2 Raguklampitan Jepara in Academic Year 2014/2015' (Muria Kudus University, 2015).

<sup>58</sup> Nur Aprianti, 'Enhancing Students' Vocabulary Through Hangaroo Word Game at the Seventh Grade Students of MTs PP DDI As-Salman Allakuang Sidrap'(State Islamic Institute Parepare, 2018).

<sup>59</sup> Eva Faliyanti and Evi Puspita Sari, 'The Influence of Using Hangaroo Game Towards Students' Vocabulary Mastery', *Intensive Journal*, 1 (2018).

the students learning outcomes and can stimulate students to focus and more active in learning activities. So, learning English, especially mastering vocabulary by using the model hangaroo games can be used as an alternative.<sup>60</sup> In addition, hangaroo game can also be a good threat for children to find out new words and improve spelling.

In line with the research above, the implementation of hangaroo game in this research shows the students enjoy in learning vocabulary using hangaroo game. In fact, teaching vocabulary by using hangaroo game at SMPN 1 Bosso, the students got improvement in their score of vocabulary. Therefore, it could be stated hangaroo game in teaching learning vocabulary have solved the students vocabulary problem and improve students vocabulary for the eighth grade students of SMPN 1 Bosso.

In this research, the vocabulary test was given to the students that still have basic for English there is the eighth grade at SMPN 1 Bosso. Besides opportunity after did this research, the researcher also found some problems in this class such as:

1. The students still have difficulties in answer the question about vocabulary (noun, adverb, and adjective) because the students did not understand the meaning of vocabulary. To know the meaning of vocabulary the teacher need to teach new words to students through a variety of methods and other vocabulary learning media that are effective and interesting for students.

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<sup>60</sup> Lubhanatul Jannah, 'Using Hangaroo Game for Teaching Vocabulary' (Walisongo State Institute for Islamic Studies, 2014).



2. The limitations of students to have a dictionary where only 5 from 23 students have a dictionary and it makes the treatment process in the classroom less effective when the students have difficulties and it takes a long time to find the word in dictionary. The teacher can ask students to have a dictionary for themselves to make easier in learning English in the classroom.
3. Some of students were late to enter the classroom when the subject of learning was changed. It is because the students get punishment from the teacher for cleaning the school grounds because they are late coming to school. In this case, the teacher's firmness in enforcing regulations is very important. If once the teacher does not follow the agreed upon rules, the student will break them again.
4. There is a problem with class management, some students were noisy, disturb their friends and also did not listen to the researcher's. A teacher certainly needs to have the right strategy for dealing with students if they are noisy in the classroom such as asking students to re-explain the material presented by the teacher.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

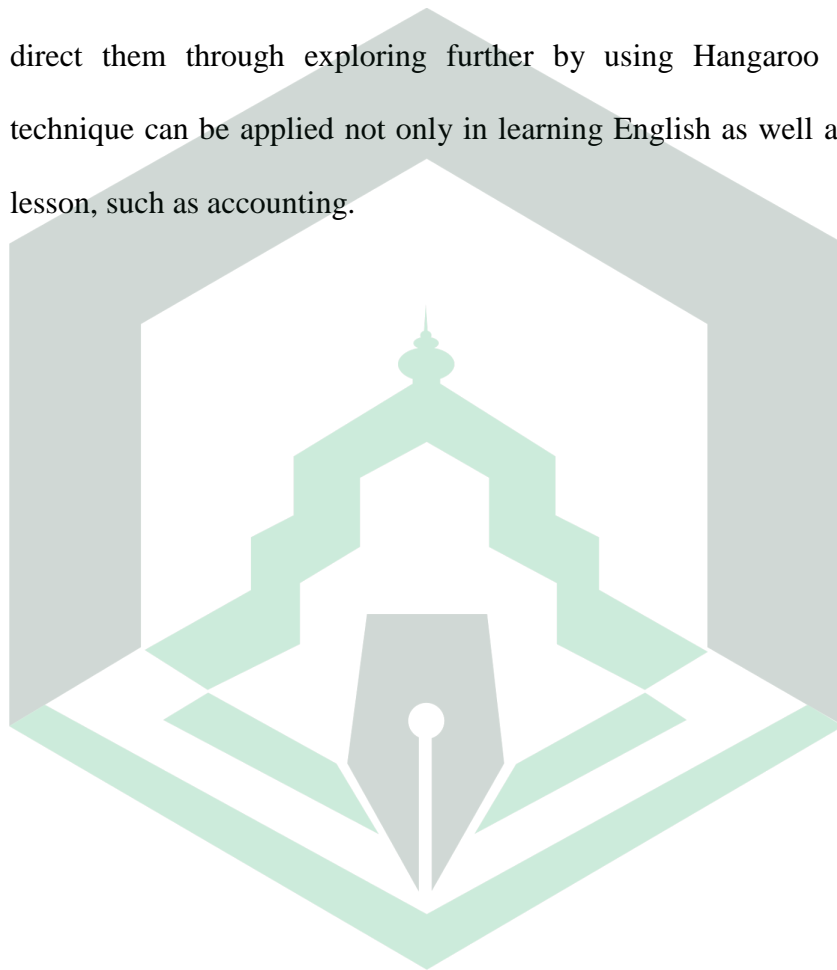
Based on the findings and discussion in the previous chapter, the researcher can conclude that using hangaroo game is effective in improving students' vocabulary mastery at the eighth grade of SMPN 1 Bosso. It could be proven by the result of the research between the students' mean score of pre-test and post-test. In the pre-test, the students' mean score was 36.4783, and the students' mean score in post-test was 51.6957. Besides that, it also can be seen by t-test of the students' vocabulary achievement was smaller than  $\alpha = (0.00 < 0.05)$ . It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted.

#### **B. Suggestion**

Based on the result of data analysis and conclusion, the researcher would like to give some suggestion as follow:

1. For the teacher, hangaroo game can be applied in teaching vocabulary in the classroom. The teacher can design the hangaroo game interestingly and innovatively to make the students more interest in learning. As an example, the teacher may create a hangaroo game by using many kinds of themes. Besides, hangaroo game is not only for English teacher but also for the teacher in another lesson with the same or different rules.

2. For the students, to improve ability in English the students need to know about vocabulary and one way that can be done to improve vocabulary mastery is through a variety of methods and other vocabulary learning media that are effective and interesting for students such as hangaroo game.
3. For the next researcher, they can use this study as a kind of perspective to direct them through exploring further by using Hangaroo game. This technique can be applied not only in learning English as well as in another lesson, such as accounting.



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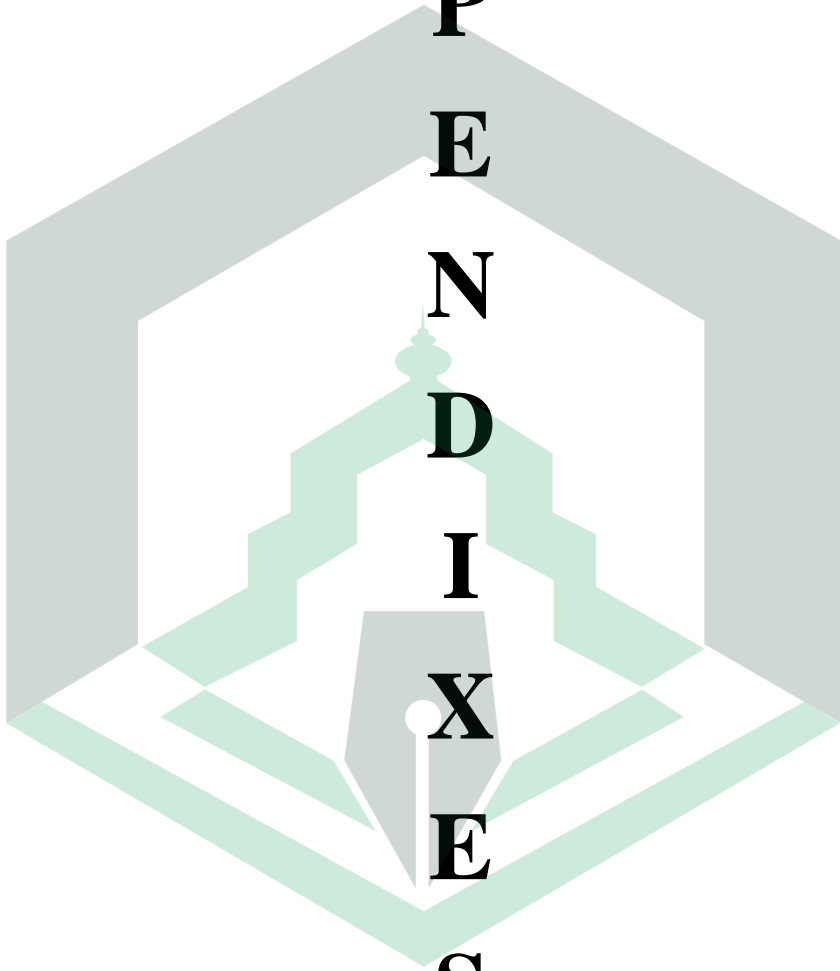
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**A  
P  
P  
E  
N  
D  
I  
X  
E  
S**



**VOCABULARY TEST**  
**Pre-Test**

Name :

Class :

**PETUNJUK**

1. Jumlah soal adalah 30 nomor
2. Waktu yang digunakan untuk menyelesaikan soal adalah 60 menit

**A. Transpose the letters of the word and form another word by using those letters exactly once based on the definition.**

Example: Tea (Teh) → Eat (Makan)

1. Baker (Tukang roti) → ..... (Istirahat)
2. Hose ( kaus kaki) → ..... (Sepatu)
3. Sneak ( Pengecut) → ..... (Ular)
4. Slip (tergelincir) → ..... (Bibir)
5. Thing ( benda) → ..... (malam)
6. Cheater ( penyontek) → ..... (guru)
7. Thicken (mengentalkan) → ..... (dapur)
8. Item (barang) → ..... (waktu)
9. Tried (mencoba) → ..... (lelah)
10. There (sana) → ..... (tiga)

**B. Choose the correct vocabulary word from the box to make a correct sentence.**

**Part 1**

Album	Engineer	Hiking	Letter	Waiter
-------	----------	--------	--------	--------

11. My sister sent me a ..... . There was a picture of the island on it.
12. He's found some old pictures and made an ..... with them.
13. The tourist went to Mount Kilimanjaro because they wanted to go .....
14. A ..... works in a restaurant.
15. The ..... is planning the building.



## Part 2

Summer

Sea

Visitors

House

Garden

### My House

I live in a house near the (16) ..... . It is an old (17) ..... , about 100 years old, it is very small. There are two bedrooms upstairs but no bathroom. The bathroom is downstairs next to the kitchen and there is a living room where there is a lovely old fireplace. There is a (18) ..... in front of the house. The garden goes down to the beach and in spring and (19) ..... there are flowers everywhere. I live with my family and my cat, Bonnie. We also have a lot of (20) ..... . My city friends often visit us.

### C. Pay attention the activities of the animals bellow. Its true or false ?

No	Animal	Activity	T/F
21	Tiger	Bark	
22	Cat	Fly	
23	Butterfly	Swim	
24	Fish	Fly	
25	Snake	Bite	

### D. Choose the correct answer by crossing (x) A,B,C and D

26. We must call the ..... to catch the robber.
- a. hospital                      c. police  
b. post office                    d. ambulance
27. I went to dentist yesterday because my ..... were in pain.
- a. hands                          c. teeth  
b. fingers                         d. ears
28. A rabbit very like eating .....
- a. banana                         c. chili  
b. carrot                          d. bone
29. I always bring a ..... go to school.
- a. whiteboard                    c. chair  
b. table                            d. book
30. Orange contains .....
- a. vitamin A                      c. vitamin C  
b. vitamin B                      d. vitamin D

## VOCABULARY TEST

### Post-Test

Name :

Class :

#### PETUNJUK

1. Jumlah soal adalah 30 nomor
2. Waktu yang digunakan untuk menyelesaikan soal adalah 60 menit

#### A. Transpose the letters of the word and form another word by using those letters based on the meaning.

Example: Credit (kredit) → Direct (Langsung)

1. Last (terakhir) → ..... (Garam)
2. Night (malam) → ..... (Benda)
3. Slip (tergelincir) → ..... (Bibir)
4. Sign (Tanda) → ..... (Menyanyi)
5. Read (membaca) → ..... (Tantangan)
6. Time (waktu) → ..... (Barang)
7. Thicken (mengentalkan) → ..... (Dapur)
8. There (sana) → ..... (Tiga)
9. Tried (mencoba) → ..... (Lelah)
10. Wolf (serigala) → ..... (Unggas)

#### B. Choose the correct vocabulary word from the box to make a correct sentence.

##### Part 1

wings      mall      postman      movie      comics

11. A ..... delivers mail to houses.
12. Funny pictures where people are talking are called .....
13. Birds have ..... to help them fly.
14. I watched a great ..... at the cinema last week.
15. In America, lots of people go to the ..... when they want to go shopping.

##### Part 2

sword      beautiful      tress      forest      tower

## Sleeping Beauty

A long time ago there was a (16) ..... princess. She lived in a very high (17) ..... . A wicked fairy cast a spell and the princess slept for a hundred years. A big (18) ..... grew around the tower. One day a handsome prince came to the tower. He took his (19) ..... and cut the (20) ..... . He saw the princess and woke her with a kiss. The prince married the princess and they lived happily ever after.

### C. Choose the correct answer by crossing (x) A,B,C and D

21. A ..... makes some food.
  - a. Teacher
  - b. Doctor
  - c. Chef
  - d. Lawyer
22. Banana in Indonesian is .....
  - a. Salak
  - b. Pepaya
  - c. Mangga
  - d. Pisang
23. Mr. Dedi is a doctor. He works in .....
  - a. Hotel
  - b. School
  - c. Hospital
  - d. Office
24. We are ..... at SDN 10 Jakarta
  - a. Students
  - b. Artists
  - c. Doctors
  - d. Farmers
25. We often watch ..... in the evening
  - a. Newspaper
  - b. Radio
  - c. Magazine
  - d. Television
26. My mother usually slices some meat with a .....
  - a. Stick
  - b. knife
  - c. Fork
  - d. Spoon
27. To cover your head, you need .....
  - a. Sandals
  - b. Hat
  - c. Clothes
  - d. Shoes
28. A lion is ....., but an elephant is bigger than a lion.
  - a. Small
  - b. Big
  - c. Short
  - d. Tall
29. An ant is ... than a butterfly
  - a. Big
  - b. Bigger
  - c. Small
  - d. Smaller

30. The name of fruit, except...

a. Banana

c. Milk

b. Watermelon

d. Orange



## Appendix 2. Lesson Plan

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Sekolah** : SMPN 1 BOSSO  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VIII  
**Materi** : Descriptive text (Describing People)  
**Alokasi Waktu** : 2x40 menit

#### I. KOMPETENSI INTI

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

#### II. KOMPETENSI DASAR

No	KOMPETENSI DASAR
3	3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.
4	4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana. 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### III. KEGIATAN PEMBELAJARAN

Pertemuan Pertama : 2 JP

TAHAP	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU
KEGIATAN PENDAHULUAN	<ul style="list-style-type: none"><li>❖ Mengucapkan salam dan berdoa</li><li>❖ Menanyakan kondisi siswa</li><li>❖ Mengecek kehadiran siswa</li><li>❖ Menyampaikan indikator pencapaian</li><li>❖ Menyampaikan langkah-langkah pembelajaran</li></ul>	10 menit
KEGIATAN INTI	<ul style="list-style-type: none"><li>- Memberikan penjelasan singkat materi tentang <i>descriptive text</i> (<i>describing people</i>)</li><li>- Memotivasi siswa, mengajukan pertanyaan tentang mendeskripsikan orang termasuk ciri-ciri dan sifatnya sesuai dengan konteks penggunaannya.</li><li>- Meminta siswa mencari kosakata baru yang berkaitan dengan materi (<i>describing people</i>)</li><li>- Membagi siswa kedalam beberapa kelompok yang terdiri dari 4 atau 5 orang.</li><li>- Membagikan selebar kertas kepada setiap kelompok, yang berisi kotak kosong sebanyak jumlah huruf dari kata yang akan ditebak beserta petunjuknya.</li><li>- Memberikan kesempatan kepada siswa untuk memikirkan dan menemukan kata yang sesuai dengan petunjuk yang diberikan.</li><li>- Meminta siswa dari setiap kelompok untuk menuliskan jawabannya masing-masing di papan tulis secara bergiliran.</li><li>- Kelompok yang menjawab dengan</li></ul>	60 menit

	<p>benar mendapatkan poin, sedangkan kelompok yang menjawab salah tidak mendapatkan poin.</p> <ul style="list-style-type: none"> <li>- Guru membaca kata-kata di papan tulis dan kemudian diikuti oleh siswa.</li> </ul>	
KEGIATAN PENUTUP	<ul style="list-style-type: none"> <li>- Menyimpulkan materi pembelajaran</li> <li>- Menanyakan kepada siswa bagaimana perasaan siswa setelah mengikuti pembelajaran hari ini.</li> <li>- Mengucapkan salam</li> </ul>	10 menit

#### IV. MEDIA / ALAT, DAN SUMBER BELAJAR

- Media/Alat : spidol, papan tulis, worksheet
- Sumber Belajar : Kamus Bahasa Inggris dan internet

#### V. PENILAIAN

Tekhnik Penilaian

No	Aspek Yang Dinilai	Tekhnik Penilaian	Waktu Penilaian
1	Pengetahuan	Tes	Individu
2	Menyelesaikan tugas terstruktur	Tertulis/Penugasan	Individu

Mengetahui,  
Guru bidang studi

....., ..... 2019  
Mahasiswa

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NIM 1602020138

## Materi Pembelajaran

### ➤ Hangaroo Game

1. The clues: the opposite of rude

P O L I T E

2. The clues: doesn't like to spend money on other people

S T I N G Y

3. The clues : the opposite of handsome or pretty

U G L Y

4. The clues: someone who is not tall.

S H O R T

5. The clues: hair that is not curly or wavy

S T R A I G H T

6. The clues: hair above the mouth

M U S T A C H E

7. The clues: hair on the chin

B E A R D

8. The clues: have no hair

B A L D

9. The clues: doesn't lie or cheat

H O N E S T

10. The clues: not hardworking

L A Z Y

11. The clues: not afraid or shy

C O N F I D E N T

12. The clues: opposite of short

T A L L

13. The clues: doesn't like meeting new people or speaking in public

S H Y



14. The clues: shares with people

G E N E R O U S

15. The clues: thinks he/she is better than other people

A R R O G A N T

16. The clues: makes people laugh

F U N N Y

17. The clues: can't stand waiting for anything

I M P A T I E N T

18. The clues: never changes his or her mind

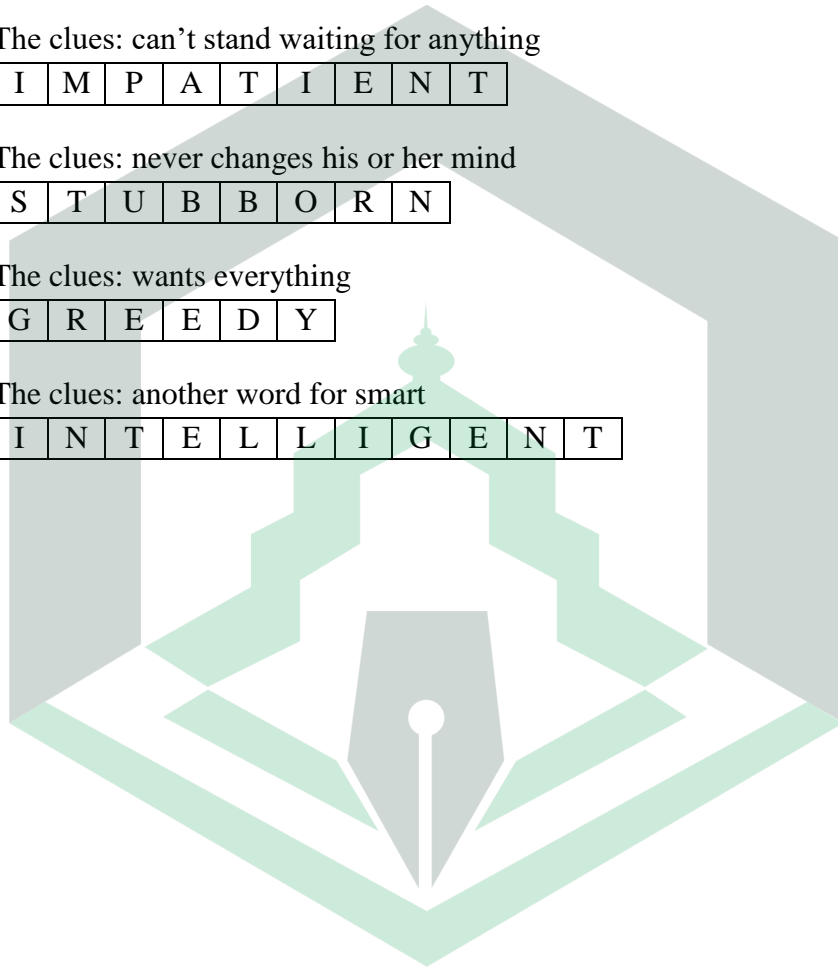
S T U B B O R N

19. The clues: wants everything

G R E E D Y

20. The clues: another word for smart

I N T E L L I G E N T



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Sekolah** : SMPN 1 BOSSO  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VIII  
**Materi** : Descriptive text (Things in the Classroom)  
**Alokasi Waktu** : 2x40 menit

### I. KOMPETENSI INTI

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

### II. KOMPETENSI DASAR

No	KOMPETENSI DASAR
3	3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.
4	4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana. 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### III. KEGIATAN PEMBELAJARAN

Pertemuan Kedua : 2 JP

TAHAP	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU
KEGIATAN PENDAHULUAN	<ul style="list-style-type: none"><li>❖ Mengucapkan salam dan berdoa</li><li>❖ Menanyakan kondisi siswa</li><li>❖ Mengecek kehadiran siswa</li><li>❖ Menyampaikan indikator pencapaian</li><li>❖ Menyampaikan langkah pembelajaran</li></ul>	10 menit
KEGIATAN INTI	<ul style="list-style-type: none"><li>- Memberikan penjelasan singkat materi tentang <i>descriptive text</i> (<i>things in the classroom</i>)</li><li>- Memotivasi siswa, mengajukan pertanyaan tentang mendeskripsikan benda yang ada di ruang kelas termasuk ciri-ciri dan sifatnya sesuai dengan konteks penggunaannya.</li><li>- Meminta siswa mencari kosakata baru yang berkaitan dengan materi (<i>things in the classroom</i>)</li><li>- Membagi siswa kedalam beberapa kelompok yang terdiri dari 4 atau 5 orang.</li><li>- Membagikan selebar kertas kepada setiap kelompok, yang berisi kotak kosong sebanyak jumlah huruf dari kata yang akan ditebak beserta petunjuknya.</li><li>- Memberikan kesempatan kepada siswa untuk memikirkan dan menemukan kata yang sesuai dengan petunjuk yang diberikan.</li><li>- Meminta siswa dari setiap kelompok untuk menuliskan jawabannya masing-masing di papan tulis secara bergiliran.</li><li>- Kelompok yang menjawab dengan</li></ul>	60 menit

	<p>benar mendapatkan poin, sedangkan kelompok yang menjawab salah tidak mendapatkan poin.</p> <ul style="list-style-type: none"> <li>- Guru membaca kata-kata di papan tulis dan kemudian diikuti oleh siswa.</li> </ul>	
KEGIATAN PENUTUP	<ul style="list-style-type: none"> <li>- Menyimpulkan materi pembelajaran</li> <li>- Menanyakan kepada siswa bagaimana perasaan siswa setelah mengikuti pembelajaran hari ini.</li> <li>- Mengucapkan salam</li> </ul>	10 menit

#### IV. MEDIA / ALAT, DAN SUMBER BELAJAR

- Media/Alat : spidol, papan tulis, worksheet
- Sumber Belajar : Kamus Bahasa Inggris dan internet

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Tekhnik Penilaian

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Mengetahui,  
Guru bidang studi

Palopo, ..... 2019  
Mahasiswa

**NILAM SARI, S.Pd**  
NIP. 19880110 201001 2 014

**CITRA WIDYASTUTI**  
NIM 1602020138

## Materi Pembelajaran

### ➤ Hangaroo Game

1. The clues: use this to erase mistakes

E	R	A	S	E	R
---	---	---	---	---	---

2. The clues: is 12 inches long and is used to measure things and for drawing straight lines

R	U	L	E	R
---	---	---	---	---

3. The clues: a board with a smooth, white surface, often fixed to a wall, on which you can write and draw using special pens

W	H	I	T	E	B	O	A	R	D
---	---	---	---	---	---	---	---	---	---

4. The clues: a seat for one person, which has a back, usually four legs, and sometimes two arms

C	H	A	I	R
---	---	---	---	---

5. The clues: a flat surface, usually supported by four legs, used for putting things on

T	A	B	L	E
---	---	---	---	---

6. The clues: a brush with a long handle, used for cleaning the floor

B	R	O	O	M
---	---	---	---	---

7. The clues: a set of pages that have been fastened together inside a cover to be read or written in

B	O	O	K
---	---	---	---

8. The clues: children carry school supplies in this

B	A	C	K	P	A	C	K
---	---	---	---	---	---	---	---

9. The clues: usually yellow with an eraser on top, for writing or drawing, with a sharp black or other coloured point.

P	E	N	C	I	L
---	---	---	---	---	---

10. The clues: a long thin object has ink inside and is used for writing or drawing

P	E	N
---	---	---

11. The clues: teachers teach them

S	T	U	D	E	N	T	S
---	---	---	---	---	---	---	---

12. The clues: worker who teaches students

T | E | A | C | H | E | R

13. The clues: special book with words in alphabetical order

D | I | C | T | I | O | N | A | R | Y

14. The clues: use this to email friends

C | O | M | P | U | T | E | R

15. The clues: hangs on the wall and shows the time

C | L | O | C | K

16. The clues: round diagram of the world

G | L | O | B | E

17. The clues: flat diagram of the world

M | A | P

18. The clues: shows days of the month

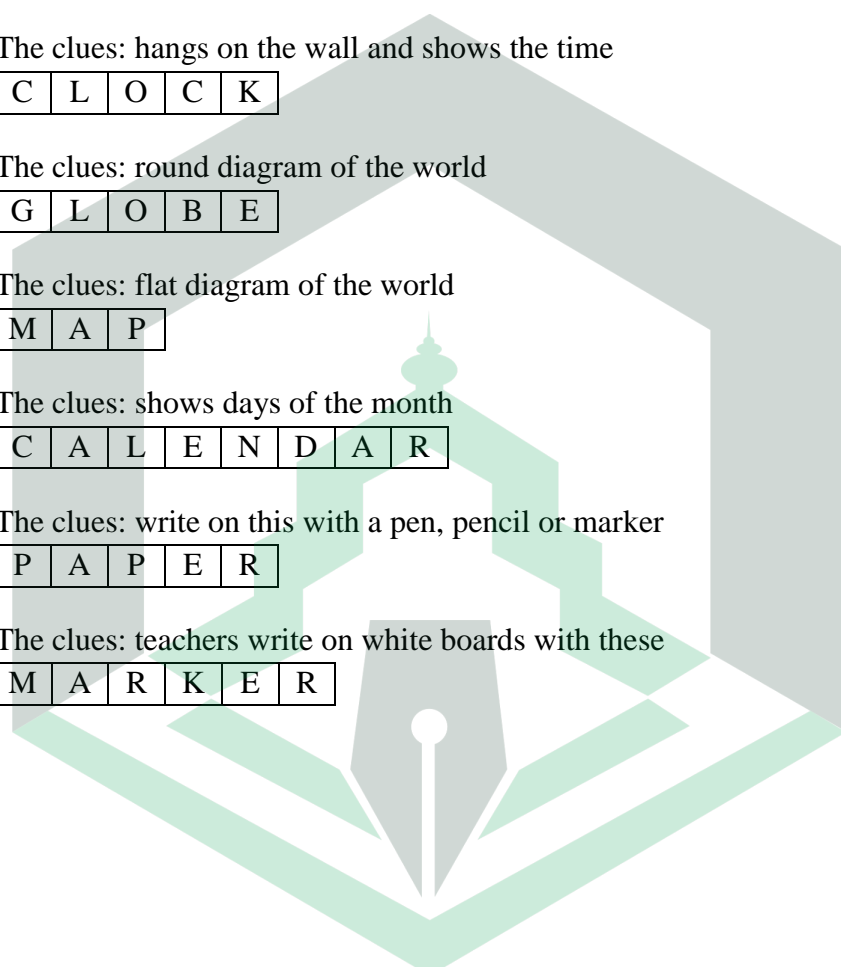
C | A | L | E | N | D | A | R

19. The clues: write on this with a pen, pencil or marker

P | A | P | E | R

20. The clues: teachers write on white boards with these

M | A | R | K | E | R



## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Sekolah** : SMPN 1 BOSSO  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VIII  
**Materi** : Descriptive text (Transportations)  
**Alokasi Waktu** : 2x40 menit

### **I. KOMPETENSI INTI**

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

### **II. KOMPETENSI DASAR**

No	KOMPETENSI DASAR
3	3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.
4	4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana. 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### III. KEGIATAN PEMBELAJARAN

Pertemuan Ketiga: 2 JP

TAHAP	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU
KEGIATAN PENDAHULUAN	<ul style="list-style-type: none"><li>❖ Mengucapkan salam dan berdoa</li><li>❖ Menanyakan kondisi siswa</li><li>❖ Mengecek kehadiran siswa</li><li>❖ Menyampaikan indikator pencapaian</li><li>❖ Menyampaikan langkah pembelajaran</li></ul>	10 menit
KEGIATAN INTI	<ul style="list-style-type: none"><li>- Memberikan penjelasan singkat materi tentang <i>descriptive text (transportations)</i></li><li>- Memotivasi siswa, mengajukan pertanyaan tentang mendeskripsikan alat transportasi termasuk ciri-ciri dan sifatnya sesuai dengan konteks penggunaannya.</li><li>- Meminta siswa mencari kosakata baru yang berkaitan dengan materi (transportations)</li><li>- Membagi siswa kedalam beberapa kelompok yang terdiri dari 4 atau 5 orang.</li><li>- Membagikan selembur kertas kepada setiap kelompok, yang berisi kotak kosong sebanyak jumlah huruf dari kata yang akan ditebak beserta petunjuknya.</li><li>- Memberikan kesempatan kepada siswa untuk memikirkan dan menemukan kata yang sesuai dengan petunjuk yang diberikan.</li><li>- Meminta siswa dari setiap kelompok untuk menuliskan jawabannya masing-masing di papan tulis secara bergiliran.</li><li>- Kelompok yang menjawab dengan</li></ul>	60 menit



	<p>benar mendapatkan poin, sedangkan kelompok yang menjawab salah tidak mendapatkan poin.</p> <ul style="list-style-type: none"> <li>- Guru membaca kata-kata di papan tulis dan kemudian diikuti oleh siswa.</li> </ul>	
KEGIATAN PENUTUP	<ul style="list-style-type: none"> <li>- Menyimpulkan materi pembelajaran</li> <li>- Menanyakan kepada siswa bagaimana perasaan siswa setelah mengikuti pembelajaran hari ini.</li> <li>- Mengucapkan salam</li> </ul>	10 menit

#### IV. MEDIA / ALAT, DAN SUMBER BELAJAR

- Media/Alat : spidol, papan tulis, worksheet
- Sumber Belajar : Kamus Bahasa Inggris dan internet

#### V. PENILAIAN

Tekhnik Penilaian

No	Aspek Yang Dinilai	Tekhnik Penilaian	Waktu Penilaian
1	Pengetahuan	Tes	Individu
2	Menyelesaikan tugas terstruktur	Tertulis/Penugasan	Individu

Mengetahui,  
Guru bidang studi

Palopo, ..... 2019  
Mahasiswa

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## Materi Pembelajaran

### ➤ Hangaroo Game

1. The clues : A boat with sails and sometimes an engine, used for either racing or travelling on for pleasure

Y A C H T

2. The clues : Large motor vehicle that carries passengers

B U S

3. The clues : A vehicle designed for air travel, which has wings and one or more engines

A I R P L A N E

4. The clues : A three-wheeled vehicle that you sit on and move by turning the two pedals

P E D I C A B

5. The clues : A vehicle with two wheels and an engine

M O T O R C Y C L E

6. The clues : An official car used by the police

P O L I C E C A R

7. The clues : a special vehicle used to take ill or injured people to hospital

A M B U L A N C E

8. The clues : a large vehicle that carries firefighters and their equipment to a fire

F I R E T R U C K

9. The clues : A bus for taking children to and from school

S C H O O L B U S

10. The clues : A car with a driver who you pay to take you somewhere

T A X I

11. The clues : small wooden vehicles to catch fish

B O A T

12. The clues : tube shaped space vehicle

R O C K E T

13. The clues : A transportation that has two wheels but no machine

B | I | C | Y | C | L | E

14. The clues : sea vehicle

S | H | I | P

15. The clues : transport for soldiers

J | E | E | P

16. The clues : you catch this at a station

T | R | A | I | N

17. The clues : has a large propeller on top

H | E | L | I | C | O | P | T | E | R

18. The clues : this vehicle can have as many as 18 wheels

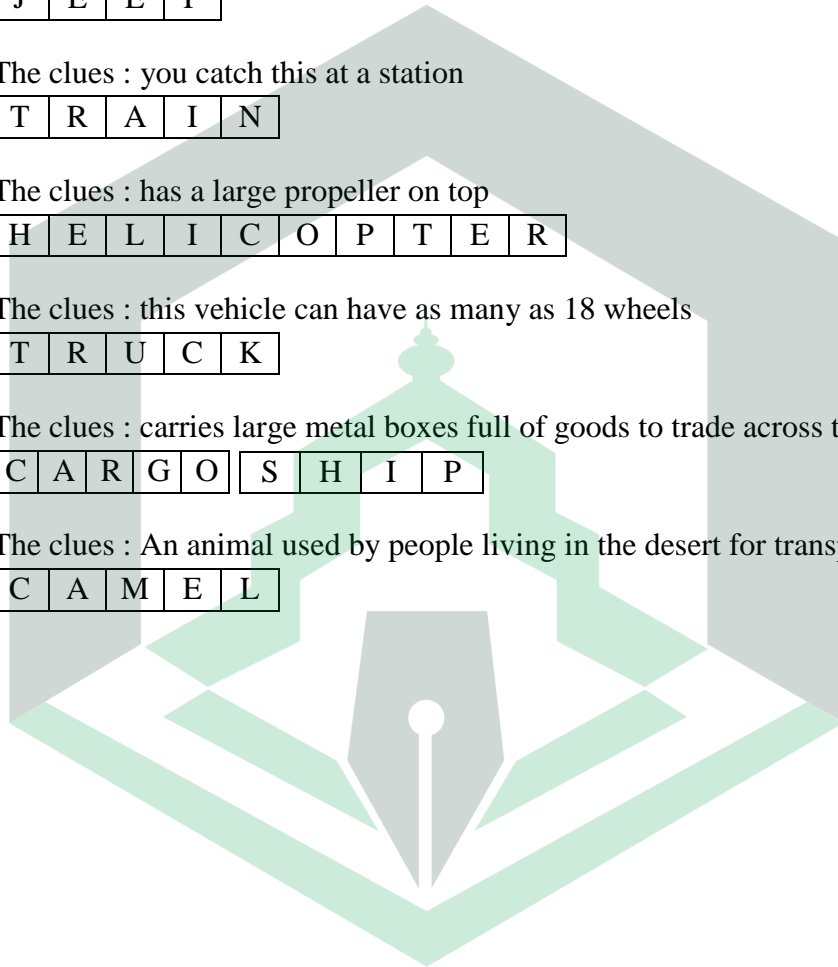
T | R | U | C | K

19. The clues : carries large metal boxes full of goods to trade across the world

C | A | R | G | O | S | H | I | P

20. The clues : An animal used by people living in the desert for transport

C | A | M | E | L



## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Sekolah** : SMPN 1 BOSSO  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VIII  
**Materi** : Descriptive text (Animals)  
**Alokasi Waktu** : 2x40 menit

### **I. KOMPETENSI INTI**

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

### **II. KOMPETENSI DASAR**

No	KOMPETENSI DASAR
3	3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.
4	4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana. 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### III. KEGIATAN PEMBELAJARAN

Pertemuan Keempat : 2 JP

TAHAP	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU
KEGIATAN PENDAHULUAN	<ul style="list-style-type: none"><li>❖ Mengucapkan salam dan berdoa</li><li>❖ Menanyakan kondisi siswa</li><li>❖ Mengecek kehadiran siswa</li><li>❖ Menyampaikan indikator pencapaian</li><li>❖ Menyampaikan langkah pembelajaran</li></ul>	10 menit
KEGIATAN INTI	<ul style="list-style-type: none"><li>- Memberikan penjelasan singkat materi tentang <i>descriptive text (animals)</i></li><li>- Memotivasi siswa, mengajukan pertanyaan tentang mendeskripsikan hewan termasuk ciri-ciri dan sifatnya sesuai dengan konteks penggunaannya.</li><li>- Meminta siswa mencari kosakata baru yang berkaitan dengan materi (<i>animals</i>)</li><li>- Membagi siswa kedalam beberapa kelompok yang terdiri dari 4 atau 5 orang.</li><li>- Membagikan selebar kertas kepada setiap kelompok, yang berisi kotak kosong sebanyak jumlah huruf dari kata yang akan ditebak beserta petunjuknya.</li><li>- Memberikan kesempatan kepada siswa untuk memikirkan dan menemukan kata yang sesuai dengan petunjuk yang diberikan.</li><li>- Meminta siswa dari setiap kelompok untuk menuliskan jawabannya masing-masing di papan tulis secara bergiliran.</li><li>- Kelompok yang menjawab dengan</li></ul>	60 menit

	<p>benar mendapatkan poin, sedangkan kelompok yang menjawab salah tidak mendapatkan poin.</p> <ul style="list-style-type: none"> <li>- Guru membaca kata-kata di papan tulis dan kemudian diikuti oleh siswa.</li> </ul>	
KEGIATAN PENUTUP	<ul style="list-style-type: none"> <li>- Menyimpulkan materi pembelajaran</li> <li>- Menanyakan kepada siswa bagaimana perasaan siswa setelah mengikuti pembelajaran hari ini.</li> <li>- Mengucapkan salam</li> </ul>	10 menit

#### IV. MEDIA / ALAT, DAN SUMBER BELAJAR

- Media/Alat : spidol, papan tulis, worksheet
- Sumber Belajar : Kamus Bahasa Inggris dan internet

#### V. PENILAIAN

Tekhnik Penilaian

No	Aspek Yang Dinilai	Tekhnik Penilaian	Waktu Penilaian
1	Pengetahuan	Tes	Individu
2	Menyelesaikan tugas terstruktur	Tertulis/Penugasan	Individu

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## Materi Pembelajaran

### ➤ Hangaroo Game

1. The clues: a flat brown or black insect sometimes found in the home.

C O C K R O A C H

2. The clues: a plant-eating insect with long back legs that can jump very high and makes a sharp high noise using its back legs or wings.

G R A S S H O P P E R

3. The clues: A big and very dangerous fish, lives in the ocean with sharp teeth

S H A R K

4. The clues: a small mammal with short fur, a pointed face, and a long tail that cats love to chase.

M O U S E

5. The clues: a small animal which has smooth skin, lives in water and on land, it jumps from place to place, has no tail, and is usually greenish-brown in color.

F R O G

6. The clues: a small flying insect that bites people and animals, and sucks their blood.

M O S Q U I T O

7. The clues: green, slow moving and has a shell.

T U R T L E

8. The clues: a small animal with long ears and large front teeth, which moves by jumping on its long back legs and likes to eat carrot.

R A B B I T

9. The clues: a very small insect which lives under the ground in large and well-organized social groups

A N T

10. The clues: a type of insect with large often brightly colored wings.

B U T T E R F L Y

11. The clues: an African wild animal which looks like a horse, and which has black or brown and white lines on its body.

Z E B R A

12. The clues: a large reptile with a hard skin that lives in and near rivers and lakes in the hot wet parts of the world. It is like an alligator, but it usually has a longer and narrower nose.

C R O C O D I L E

13. The clues: king of the jungle.

L I O N

14. The clues: a very large grey mammal which has a trunk (= long nose) with which it can pick things up.

E L E P H A N T

15. The clues: a large wild animal of the cat family with yellowish orange fur with black lines which lives in parts of Asia.

T I G E R

16. The clues: a large African animal with a very long neck and long legs.

G I R A F F E

17. The clues: Hunts in packs. Lives in the woods. Howls at the moon.

W O L F

18. The clues: this animal is grey with one big horn.

R H I N O

19. The clues: a reptile with a long cylindrical body and no legs.

S N A K E

20. The clues: A bird with big eyes that's active at night.

O W L



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Sekolah** : SMPN 1 BOSSO  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VIII  
**Materi** : Descriptive text (Public Places)  
**Alokasi Waktu** : 2x40 menit

### I. KOMPETENSI INTI

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

### II. KOMPETENSI DASAR

No	KOMPETENSI DASAR
3	3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.
4	4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana. 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### III. KEGIATAN PEMBELAJARAN

Pertemuan Kelima: 2 JP

TAHAP	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU
KEGIATAN PENDAHULUAN	<ul style="list-style-type: none"><li>❖ Mengucapkan salam dan berdoa</li><li>❖ Menanyakan kondisi siswa</li><li>❖ Mengecek kehadiran siswa</li><li>❖ Menyampaikan indikator pencapaian</li><li>❖ Menyampaikan langkah pembelajaran</li></ul>	10 menit
KEGIATAN INTI	<ul style="list-style-type: none"><li>- Memberikan penjelasan singkat materi tentang <i>descriptive text (public places)</i></li><li>- Memotivasi siswa, mengajukan pertanyaan tentang mendeskripsikan tempat-tempat umum termasuk ciri-ciri dan sifatnya sesuai dengan konteks penggunaannya.</li><li>- Meminta siswa mencari kosakata baru yang berkaitan dengan materi (<i>public places</i>)</li><li>- Membagi siswa kedalam beberapa kelompok yang terdiri dari 4 atau 5 orang.</li><li>- Membagikan selembur kertas kepada setiap kelompok, yang berisi kotak kosong sebanyak jumlah huruf dari kata yang akan ditebak beserta petunjuknya.</li><li>- Memberikan kesempatan kepada siswa untuk memikirkan dan menemukan kata yang sesuai dengan petunjuk yang diberikan.</li><li>- Meminta siswa dari setiap kelompok untuk menuliskan jawabannya masing-masing di papan tulis secara bergiliran.</li><li>- Kelompok yang menjawab dengan</li></ul>	60 menit

	<p>benar mendapatkan poin, sedangkan kelompok yang menjawab salah tidak mendapatkan poin.</p> <ul style="list-style-type: none"> <li>- Guru membaca kata-kata di papan tulis dan kemudian diikuti oleh siswa.</li> </ul>	
KEGIATAN PENUTUP	<ul style="list-style-type: none"> <li>- Menyimpulkan materi pembelajaran</li> <li>- Menanyakan kepada siswa bagaimana perasaan siswa setelah mengikuti pembelajaran hari ini.</li> <li>- Mengucapkan salam</li> </ul>	10 menit

#### IV. MEDIA / ALAT, DAN SUMBER BELAJAR

- Media/Alat : spidol, papan tulis, worksheet
- Sumber Belajar : Kamus Bahasa Inggris dan internet

#### V. PENILAIAN

Tekhnik Penilaian

No	Aspek Yang Dinilai	Tekhnik Penilaian	Waktu Penilaian
1	Pengetahuan	Tes	Individu
2	Menyelesaikan tugas terstruktur	Tertulis/Penugasan	Individu

Mengetahui,  
Guru bidang studi

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## Materi Pembelajaran

### ➤ Hangaroo Game

1. The clues: Public place where people meet to buy and sell goods

M A R K E T

2. The clues: A place where students can borrow and read books

L I B R A R Y

3. The clues: A place where you can see a lot of kind of animals

Z O O

4. The clues: A place where we can go abroad by plane

A I R P O R T

5. The clues: A place when we want to study about history, to see things from the past

M U S E U M

6. The clues: A place to buy the stamp when we want to send letter

P O S T      O F F I C E

7. The clues: A place to open an account and save money

B A N K

8. The clues: A place to buy a train ticket

T R A I N      S T A T I O N

9. The clues: A place for check up our health

H O S P I T A L

10. The clues: A place where people report the crime

P O L I C E      S T A T I O N

11. The clues: A place to buy a book

B O O K S T O R E

12. The clues: A place to buy some medicines

D R U G S T O R E

13. The clues: A place where people can do sports there

G Y M

14. The clues: A place in where people can swim

P O O L

15. The clues: A place where people can buy fruit and vegetables

G R O C E R Y

16. The clues: A place where you can buy metals such as gold, silver and platinum.

J E W E L L E R Y      S H O P

17. The clues: A place where you can buy bread and cakes

B A K E R Y

18. The clues: A place that people have lunch and dinner

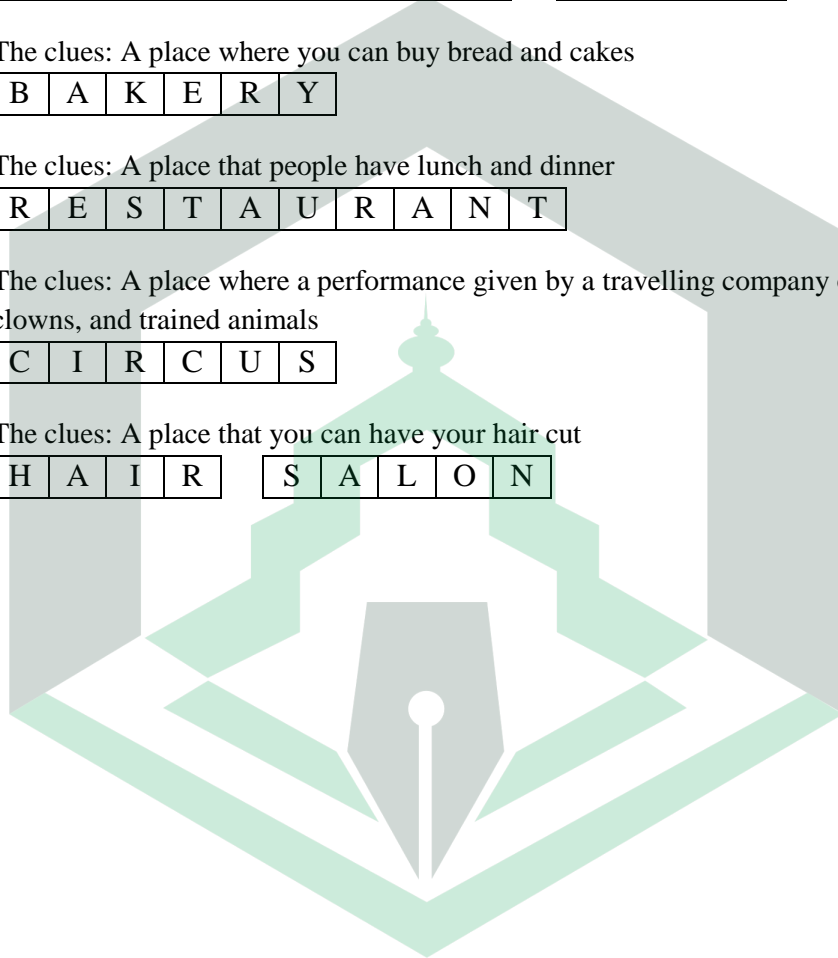
R E S T A U R A N T

19. The clues: A place where a performance given by a travelling company of acrobats, clowns, and trained animals

C I R C U S

20. The clues: A place that you can have your hair cut

H A I R      S A L O N



### Appendix 3. Students' Achievement on Vocabulary Test

#### The score of students' vocabulary in pretest

Respondent	Correct Answer	Score
R1	2	7
R2	14	47
R3	11	37
R4	8	27
R5	6	20
R6	15	50
R7	2	7
R8	2	7
R9	11	37
R10	7	23
R11	4	13
R12	14	47
R13	14	47
R14	16	53
R15	5	17
R16	15	50
R17	19	63
R18	19	63
R19	17	57
R20	10	33
R21	9	30
R22	11	37
R23	20	67

### The score of students' vocabulary in posttest

<b>Respondent</b>	<b>Correct Answer</b>	<b>Score</b>
R1	13	43
R2	17	57
R3	18	60
R4	16	53
R5	17	57
R6	15	50
R7	14	47
R8	10	33
R9	11	37
R10	15	50
R11	10	33
R12	16	53
R13	15	50
R14	20	67
R15	7	23
R16	24	80
R17	19	63
R18	20	67
R19	18	60
R20	15	50
R21	10	33
R22	15	50
R23	22	73

## DOCUMENTATIONS

1. The researcher is giving directions on how to work on pre-test questions



2. The researcher explain about hangaroo game



3. The researcher giving worksheet of hangaroo game to every group





4. The students guess the word



5. The students write their guesses on the white board



6. The researcher is giving post-test to the students



## VOCABULARY TEST

### Pre-Test

Name : *ELIAN RAMADHANI*

Class : *8*

#### PETUNJUK

1. Jumlah soal adalah 30 nomor
2. Waktu yang digunakan untuk menyelesaikan soal adalah 60 menit

A. Transpose the letters of the word and form another word by using those letters exactly once based on the definition.

Example: Tea (Teh) → Eat (Makan)

- |                           |                              |   |
|---------------------------|------------------------------|---|
| 1. Baker (Tukang roti)    | → <i>rest</i> .. (Istirahat) |   |
| 2. Hose ( kaus kaki)      | → <i>shoes</i> (Sepatu)      | ✓ |
| 3. Sneak ( Pengecut)      | → <i>snake</i> . (Ular)      | ✓ |
| 4. Slip (tergelincir)     | → <i>lips</i> .. (Bibir)     | ✓ |
| 5. Thing ( benda)         | → <i>night</i> . (malam)     | ✓ |
| 6. Cheater ( penyontek)   | → <i>teacher</i> (guru)      | ✓ |
| 7. Thicken (mengentalkan) | → <i>kitchen</i> (dapur)     | ✓ |
| 8. Item (barang)          | → <i>Time</i> .. (waktu)     | ✓ |
| 9. Tried (mencoba)        | → <i>tired</i> .. (lelah)    | ✓ |
| 10. There (sana)          | → <i>three</i> .. (tiga)     | ✓ |

B. Choose the correct vocabulary word from the box to make a correct sentence.

#### Part 1

Album

Engineer

Hiking

Letter

Waiter

11. My sister sent me a ..... There was a picture of the island on it.
12. He's found some old pictures and made an ..... with them.
13. The tourist went to Mount Kilimanjaro because they wanted to go .....
14. A ..... works in a restaurant.
15. The ..... is planning the building.

**Part 2**

Summer      Sea      Visitors      House      Garden

**My House**

I live in a house near the (16) ..... It is an old (17) ....., about 100 years old, it is very small. There are two bedrooms upstairs but no bathroom. The bathroom is downstairs next to the kitchen and there is a living room where there is a lovely old fireplace. There is a (18) ..... in front of the house. The garden goes down to the beach and in spring and (19) ..... there are flowers everywhere. I live with my family and my cat, Bonnie. We also have a lot of (20) ..... My city friends often visit us.

**C. Pay attention the activities of the animals bellow. Its true or false ?**

No	Animal	Activity	T/F
21	Tiger	Bark	F
22	Cat	Fly	F
23	Butterfly	Swim	F
24	Fish	Fly	F
25	Snake	Bite	T

**D. Choose the correct answer by crossing (x) A,B,C and D**

26. We must call the ..... to catch the robber.

- a. hospital      ~~x~~ police      ✓  
 b. post office      d. ambulance

27. I went to dentist yesterday because my ..... were in pain.

- a. hands      c. teeth  
 b. fingers      d. ears

28. A rabbit very like eating .....

- a. banana      c. chili  
 b. carrot      d. bone

$$\frac{15}{30} \times 100 = 50$$

29. I always bring a ..... go to school.

- a. whiteboard      c. chair  
 b. table      d. book

30. Orange contains .....

- a. vitamin A      c. vitamin C  
 b. vitamin B      d. vitamin D

## VOCABULARY TEST

### Post-Test

Name : ELIM

Class : 8

#### PETUNJUK

1. Jumlah soal adalah 30 nomor
2. Waktu yang digunakan untuk menyelesaikan soal adalah 60 menit

#### A. Transpose the letters of the word and form another word by using those letters based on the meaning.

Example: Credit (kredit) → Direct (Langsung)

1. Last (terakhir) → Salt... (Garam) ✓
2. Night (malam) → Noun... (Benda) ✓
3. Slip (tergelincir) → Lip... (Bibir) ✓
4. Sign (tanda) → Sing... (Menyanyi) ✓
5. Read (membaca) → Challenge (Tantangan) ✗
6. Time (waktu) → Goods... (Barang) ✗
7. Thicken (mengentalkan) → Kitchen (Dapur) ✓
8. There (sana) → Three... (Tiga) ✓
9. Tried (mencoba) → ..... (Lelah) ✗
10. Wolf (serigala) → ..... (Unggas) ✗

#### B. Choose the correct vocabulary word from the box to make a correct sentence.

##### Part 1

wings      mall      postman      movie      comics

11. A Postman delivers mail to houses. ✓
12. Funny pictures where people are talking are called comics. ✓
13. Birds have wings to help them fly. ✓
14. I watched a great movie at the cinema last week. ✓
15. In America, lots of people go to the mall when they want to go shopping. ✓

##### Part 2

sword      beautiful      tress      forest      tower

### Sleeping Beauty

A long time ago there was a (16) <sup>beautiful</sup> princess. She lived in a very high (17) <sup>tower</sup>. A wicked fairy cast a spell and the princess slept for a hundred years. A big (18) <sup>tree forest</sup> grew around the tower. One day a handsome prince came to the tower. He took his (19) <sup>sword</sup> and cut the (20) <sup>tree</sup>. He saw the princess and woke her with a kiss. The prince married the princess and they lived happily ever after.

### C. Choose the correct answer by crossing (x) A,B,C and D

21. A ..... makes some food.

- a. Teacher  Chef   
b. Doctor  d. Lawyer

22. Banana in Indonesian is .....

- a. Salak  c. Mangga   
b. Pepaya  d. Pisang

23. Mr. Dedi is a doctor. He works in .....

- a. Hotel   Hospital   
b. School  d. Office

24. We are ..... at SDN 10 Jakarta

- Students  c. Doctors   
b. Artists  d. Farmers

25. We often watch ..... in the evening

- a. Newspaper  c. Magazine   
b. Radio   Television

26. My mother usually slices some meat with a .....

- a. Stick  c. Fork   
 knife  d. Spoon

27. To cover your head, you need .....

- a. Sandals  c. Clothes   
 Hat  d. Shoes

28. A lion is ....., but an elephant is bigger than a lion.

- Small  c. Short   
b. Big  d. Tall

29. An ant is ... than a butterfly

- a. Big   Small   
b. Bigger   Smaller

30. The name of fruit, except...

- a. Banana   Milk   
b. Watermelon  d. Orange

(Sumber : islcollective.com & esprintables.com)

$$\frac{24}{30} \times 100 = 80$$



# PEMERINTAH KABUPATEN LUWU DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. Opu Daeng Risaju No. 1, Belopa Telpn : (0471) 3314115

Nomor : 21/PENELITIAN/19.06/DPMPTSP//2020  
Lamp : -  
Sifat : Biasa  
Perihal : **Permohonan Izin Penelitian**

Kepada  
Yth. Kepala SMPN 1 Bosso  
di -  
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri (IAIN) Palopo :  
0058.1/In.19/FTIK/HM.01/01/2020 tanggal 16 Januari 2020 tentang permohonan Izin Penelitian.  
Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Citra Widyastuti  
Tempat/Tgl Lahir : Wotu / 04 April 1999  
Nim : 16 0202 0138  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : Bosso  
Kelurahan Bosso  
Kecamatan Walenrang Utara

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

## **THE USE OF HANGAROO GAME TO IMPROVE STUDENTS VOCABULARY AT THE EIGHTH GRADE OF SMPN 1 BOSSO**

Yang akan dilaksanakan di **SMPN 1 BOSSO**, pada tanggal **31 Januari 2020 s/d 01 Maret 2020**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



1 2 0 2 0 1 9 3 1 5 0 0 0 0 2 2



Diterbitkan di Kabupaten Luwu  
Pada tanggal : 31 Januari 2020  
Kepala Dinas



**LUTHER BIJA, SH, MH**

Pangkat : Pembina Utama Muda  
NIP : 19630617 199203 1 010

### Tembusan :

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri (IAIN) Palopo;
4. Mahasiswa (i) Citra Widyastuti;
5. Arsip.



**PEMERINTAH KABUPATEN LUWU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 1 BOSSO**

Alamat : Jl. Trans Palopo – Masamba, Km. 26 Kab. Luwu Kec. Walenrang Utara (91952)

**SURAT KETERANGAN PENELITIAN**

Nomor : *040* /DIKBUD/SMPN.01/TU/2020

Yang bertanda tangan di bawah ini Kepala Sekolah SMP Negeri 1 Bosso memberikan keterangan kepada :

Nama : CITRA WIDYASTUTI

NIM : 16 0202 0138

Alamat : Kelurahan Bosso, Kec. Walenrang Utara, Kab. Luwu

Benar-benar telah mengadakan penelitian di instansi kami sehubungan dengan penyusunan skripsi dengan judul “ **THE USE OF HANGAROO GAME TO IMPROVE STUDENTS’ VOCABULARY MASTERY AT THE EIGHT GRADE OF SMPN 1 BOSSO** ”.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Buntu Awo, 18 Februari 2020

Kepala SMP Negeri 1 Bosso



Drs. SYAMSUDDIN

NIP. 19670613 199802 1 004



**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076  
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

**SURAT KETERANGAN**

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Citra Widyastuti  
NIM : 16 0202 0138  
Semester : VIII (delapan)  
Program Studi : Pendidikan Bahasa Inggris  
Keperluan : Seminar Hasil

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 25 %. Sebagaimana lembar hasil uji terlampir.


Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.


Palopo, 11 Agustus 2020

Admin Turnitin PBI,

Mengetahui,  
Ketua Prodi,



  
Amalia Yahya, S.E., M.Hum.  
NIP 197710132005012006

  
Muhammad Iksan, S.Pd., M.Pd.  
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## CURRICULUM VITAE



Citra Widyastuti, was born on 4<sup>th</sup> April 1999 in Wotu, Kabupaten Luwu Timur. She is the first child from the third siblings in her family. Her father's name is Drs. Syamsuddin and her mother's name is Rasida.

She was starting her studying at the Elementary School (SD) Num. 111 Batusitanduk in 2004 and graduated in 2010 and continued it in Junior High School (SMP) 2 Lamasi, in 2013 she graduated it and then continued her studying in Senior High School (SMA) number 1 Bosso and she graduated in 2016. After that, she continued her study at the State Collage Islamic Studies (IAIN) Palopo in 2016 and taking English Department. She finished her studying at the State Collage Islamic Studies (IAIN) Palopo in 2020 that turn into the State Institute for Islamic Studies (IAIN PALOPO).