

**THE EFFECTIVENESS OF
USING GAMES WORDWALL APPLICATION
ON STUDENT'S VOCABULARY MASTERY
AT EIGHT GRADE JUNIOR HIGH SCHOOL**

THESIS

Presented to State Islamic University of
Kiai Haji Achmad Siddiq Jember
In partial fulfillment of the requirement
For Bachelor's Degree of *Sarjana Pendidikan* (S.Pd)
English Education Study Program
Islamic and Language Education Department
Faculty of Tarbiyah and Teacher Training



By:

Uswatun Hasanah
SRN: T20196015

**ENGLISH EDUCATION STUDY PROGRAM
ISLAMIC AND LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
OF KIAI ACHMAD SIDDIQ JEMBER
NOVEMBER 2023**

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Has been examined and approved as the requirements to obtain a teachers'
Degree of Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Studies and English Education Department
English Education Study Program

Day : Monday
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The Board of Examiners



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MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

And he taught Adam all the names (of everything), then he showed them to the angels and said, “Tell me the names of these if you are truthful.”(Al- Baqarah:31)¹



*The Noble Quran, Translation by Dr. Muhammad Taqi-ud-Din al-Hilali and Dr. Muhammad Muhsin Khan, Online version access from <https://nobelquran.com/surah> Al-Baqarah, Verse 31 (Accessed on 16th September 2023)

DEDICATION

I proudly dedicate my first thesis to people who care for and love me and to people who helped me complete this thesis:

1. To my beloved father, Affandi, and my mother, Rupiati. Thank you for allowing me to get a bachelor's degree. For instance, thank you for being my primary motivation to complete this thesis as soon as possible. Also, thank you for all the encouragement, inspiration, enthusiasm, and prayers that have always been offered to me during this undergraduate study.
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The researcher recognized that this thesis would only be completed with the assistance and advice of others. As a result, the writer wishes to offer her sincerest gratitude and appreciation to:

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The writer is mindful that this thesis could be better. As a result, the writer would appreciate any criticisms, thoughts, and suggestions to make this paper even better. Hopefully, this research will contribute positively and benefit the writer, readers, and future researchers who will use it as a reference.

Jember, June 14th 2023

Uswatun Hasanah

ABSTRACT

Uswatun Hasanah, 2023: *The Effectiveness Of Using Games Wordwall Application On Student's Vocabulary Mastery At Eight Grade Junior High School*

Key Word: Games Wordwall Application, Vocabulary Mastery

Vocabulary is a crucial component in acquiring and understanding language. Effective communication, for sure, becomes more accessible when the speaker knows what appropriate word they use. In the ELF context, helping students acquire as varied a vocabulary as possible is one crucial part of ELT. While many previous studies have successfully improved vocabulary mastery using the Wordwall traditional strategy, however there is still limited research that focuses on using the Games Wordwall Application on vocabulary mastery using experimental research for 8th graders in junior high school. Thus, this study examines the effect of the Games Wordwall Application on students' vocabulary mastery among junior high school students.

This research was conducted in one of the junior high schools in Jember, East Java, Indonesia. This research investigates "Do students learning vocabulary using games via the Wordwall Application achieve better vocabulary mastery than the students learning vocabulary using vocabulary card?" This research aims to measure the effectiveness of games Wordwall Application on student's vocabulary mastery.

The research design was a quantitative quasi-experimental (non-equivalent control group design). The participants were divided into two groups: an experimental and a control group. The population in this research was the eight-graders, which consists of 232 students. The researcher used cluster random sampling to select the sample for this research. The teacher provided two classes (groups) as the sample: the experimental class with 32 students and the control class with 32 students. The data collection technique used a vocabulary test integrated into reading, which is called a post-test. Then, the data was analyzed using the T-test formula for the hypothesis testing.

This result showed the hypothesis testing score was $0.000 < 0.05$. It can be concluded that H_a was accepted, and H_o was rejected. It indicates the students taught using the Games Wordwall application have better vocabulary mastery than those taught using the non-game Wordwall application. It means that the Games Wordwall application can be an alternative media for teaching English at 8th-grade junior high school, especially for increasing vocabulary mastery. For other grades of research, further research may be carried out. It is recommended that teachers employ this media while teaching vocabulary mastery to help students' difficulties while vocabulary mastery an English text.

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CHAPTER I

INTRODUCTION

A. Research Background

Vocabulary is the key aspect of learning a new language for students, especially for beginners. According to Syafrizal, Vocabulary is essential to be learned by students who want to master a language.² It is supported by Gede Heri et al. Vocabulary is the main component of language proficiency that is a support tool to master skills in English (reading, listening, writing, and speaking).³ It means that when students master a lot of vocabulary, they will easily understand the material. They can listen, speak, read, and write well. Moreover, they need more vocabulary; they will not be able to express their feelings effectively, both orally and in writing in other words. The more words students have in their vocabulary, the greater their chances of mastering English.

There are many problems in learning vocabulary by the students: (1) They have difficulty memorizing foreign words that are heard and read, (2) they have difficulty understanding the meaning of words, (3) Students do not know the meaning of the word in the material when the teacher explains. (4) and students could not pronounce the word correctly. (5) students usually tend to pronounce letters from words, making it difficult for them to parse words.

² Syafrizal, S. and Haerudin ,The Implementation of Vocabulary Building Strategy,” *Journal of English Language Teaching* 5, no. 1 (2018) :42.

³ I Gede Heri S., Ni lu putu E.S. D., and Anak Agung G.Y.P.,” An Investigation of Teaching Aids Used by English Teachers in Teaching Vocabulary for Young Learners,” *Journal of Educational Study* 2, no. 1 (2022) : 28-30

(6) Students also need help memorizing the meaning of the words. (7) They do not know how to find vocabulary by text, either synonyms or antonyms on the word.⁴ It means vocabulary is very important to make it easier for students to learn foreign languages properly and correctly.

In addition, learning a new language is challenging for foreign language learners, especially Indonesian students with different language rules in their mother tongue and English. It would help if you learned word to word with different pronunciations, spellings, meanings and word usage. Although Indonesian and English use the same alphabet in their writing, there are some differences in the pronunciation of words. In addition, teachers must also think of effective and creative ways of teaching to make students interested in learning English because the boring learning process will affect students' achievement and understanding of the material.

According to Murcia and Olshain, three factors influence vocabulary mastery in English. First, the students factor in this factor. Two points can be presented: interest and learning activity. The second factor is the teachers' factor, and the third is the learning facilities' factor.⁵ It is supported by Anas, who stated that several factors influence the success of the learning process. They are material, media, teacher strategy, evaluation and motivation.⁶ Furthermore, Marzuki stated several factors affect students' lack of vocabulary

⁴Roehdarni Wati Sipayung, "The Effect of Word Wall Strategy on Students' Vocabulary Achievement at SMP Negeri 5 Pematangsiantar in the Academic Year 2018/2019," *Budapest International Research and Critics Institute- journal (BIRCI-Journal)* 1, no. 3 (Oktober 2018): 252

⁵ Murcia & Olstain, *Teaching English as a second or foreign language*, (America: Library of congress cataloguing-in- publication data ,2005), 288

⁶ Anas Yasin, *penelitian Tindakan kelas ; Tuntunan praktis* (Padang; Bung hatta University press,2011)

mastery. The first is due to students' lack of interest in English lessons because the method used is not interesting, the second is the lack of motivation of students to learn English, the third is the existence of punishment, and the last is they are tired of learning English.⁷ It means that interesting learning media is very important to support the achievement of student vocabulary mastery. In addition, with interesting learning media, students will also be interested in learning and will not be bored when learning English.

Teaching vocabulary to EFL can be difficult in the digital era because we must follow the characteristics of the millennial generation. That's why the proper choice of media to teach vocabulary is needed to enable the students to learn vocabulary effectively. Mirta et al. stated digital games are an interesting medium to teach vocabulary to EFL students in the millennial era. Moreover, digital games and interactive technology can foster the learning process effectively and interestingly, especially among young learners.⁸

Digital games are the media in the form of web or Applications and can be downloaded on smartphones. Many people like the media because it can be played online or offline.⁹ Gozcu and Caganaga mentioned the benefits of using games to facilitate target language learning. These include reducing student anxiety about language learning, increasing positive emotions, and

⁷ Heri Marzuki, "Improving student's Vocabulary mastery bu using pictures media at third grade of SDN 010 Kepenuhan," 25

⁸Intan Panca Mirta, Fitri Budi Suryani, Nuraenungsih, "The effect of hidden words games on the EFL students' vocabulary mastery." *Journal of English teaching, applied linguistics and literature (JETALL)* 4. no.1(2021): 57

⁹Nor Azan Mat Zin, Seng Yue Wong, and Azizah Jafaar, "Digital Game-based learning (DGBL) Model and Development Methodology for Teaching History," *Wseas Transactions On Computers*. 8,no.2 (February 2009): 322

boosting self-confidence. Additionally, the game allows language learners to participate while subconsciously mastering the target language actively. Therefore, the Games Wordwall Application is considered a digital game that provides many game templates used through smartphone or laptop electronic devices to learn vocabulary.¹⁰

Wordwall Application can present various games that can be used interactively to practice vocabulary. In this Application, teachers can not only create their games through the templates provided, but teachers can also use games that other teachers have made.¹¹ One platform suggested in the digital era for vocabulary is Wordwall.net. It is a web tool that can be used as an online game for learning. This Application is a good and interesting learning platform with full features at an affordable price.¹²

Furthermore, implementing games wordwal.net with the Wordwall strategy is almost identical, such as image matching, word grouping, and random wording. But what distinguishes the two is that wordwal.net or Wordwall Application uses technology, while Wordwall strategy uses traditional strategy wall media and classroom equipment.¹³ Many previous studies have successfully improved vocabulary mastery using the Wordwall traditional strategy. Recently, there have been several researchers who used

¹⁰ Emine Gozcu, and Caganaga, "The importance of using games in EFL Classrooms," *Cypriot Journal of Educational Science* 11 no.3 (2016): 126-135

¹¹ Cil,E, "The effect of using wordwall.net in increasing vocabulary knowledge of 5th grade EFL student." *Language Education & Technology (LET Journal)* 1, no.1 (2022) : 22

¹² Miftahul Jannah, and Syafryadin, "EFL students' perspectives on the use of Wordwall.net as vocabulary learning media" *Journal of English language teaching* 11.no. 2 (2022) : 116

¹³ Jenny Wells, and Drue Narkon, "A Comparison of Traditional Versus Electronic Word Wall Instruction on Word Identification in Kindergarteners with Developmental Disabilities".*Electronic Journal for Inclusive Education* 2 no.9 (spring 2012) : 4-5

Games Wordwall application. However, there still needs to be more previous research focusing on researching vocabulary mastery using experimental design for 8th graders in junior high school, and almost all the researchers conducted research using the Games Wordwall application in learning conducted online. In addition, the Games Wordwall Application is Learning media that is creative and can be used for elementary and higher-level students.

Based on the explanation above, the researcher is eager to research the effect of using the Games Wordwall Application as a web-based tool media for students' vocabulary mastery. The researcher wanted to conduct experimental research to know whether or not there is an effect of using the Games Wordwall Application and students' vocabulary mastery in MTs Negeri 2 Jember.

B. Research Question

Based on the Research Problem, the research question is: "Do students learning vocabulary using games via the Wordwall Application achieve better vocabulary mastery than the students learning vocabulary using vocabulary card?"

C. Research Objective

Related to the research questions above, there is one main objective. That is:
To measure the effectiveness of games Wordwall Application on student's vocabulary mastery.

D. Significance of the Study

This research is expected to contribute to the language teaching-learning process as follows:

1. Theoretically

The result of this study is expected to confirm the theories related to the effectiveness of using the Games Wordwall Application for students' vocabulary mastery.

2. Practically

a. For teacher

The result of this study is suggested to the teacher can adopt the media Games Wordwall Application in this study to be implemented in their class.

b. For students of English Department

The result of the research is suggested to be useful for students of the English Department in learning English. This research can be used as a reference or a reading material to get further knowledge of games Wordwall Application on student's vocabulary mastery.

E. Scope Of the Research

1. Research Variable

In this research, there are two variables. Games Wordwall Application is an Independent Variable, and vocabulary mastery is a dependent variable.

2. Variable Indicators

In this research, there are two variables. The first is the Games Wordwall application as the independent variable. The second is the student's vocabulary mastery, the dependent variable. The research indicators were obtained from the grand theory of the variables. Indicators for the first variable, the Games Wordwall Application, are obtained from Rahmawati, A.P and Wijayanti, P.R., which tells about the Games Wordwall application procedure.¹⁴ Meanwhile, indicators for the second variable, students' vocabulary mastery, are derived from Cameron, which tells that indicator vocabulary mastery is obtained from 2 aspects: meaning and form.¹⁵

F. Definition Of Key term

1. Wordwall Application

Wordwall Application, also known as wordwall.net, is a learning media in the form of a game that teachers can access via Google on a smartphone or laptop connected to the internet. This Application is an interesting learning medium because it provides many game templates that teachers can use to improve vocabulary mastery in eighth-grade junior high school, which is applied in class using a laptop and projector screen.

2. Student's Vocabulary Mastery

¹⁴ Aryani Purnaning Rahmawati, and Putu Ranti Wijayanti, "Implementing joyful learning strategy using wordwall in order to Improve reading comprehension skills" *Proceedings Series on Physical & Formal Sciences*, 3 (2022):34

¹⁵ Lynee Cameron, *Teaching Languages to young Learners*, (New York: Cambridge University Press, 2003.)

Students' vocabulary mastery in this study is the ability of students to master vocabulary in short recount texts. It can be seen from the vocabulary mastery test score as a multiple-choice test. The score of this test presents how much 8th graders of junior high school know the vocabulary based on the material learned. It includes two aspects, namely meaning and forms.

G. Research Assumption

Vocabulary is the main point for students to learn a language because vocabulary is related to knowledge of listening, speaking, reading, and writing skills. The researcher assumes that the Games Wordwall Application is an appropriate media for teaching vocabulary mastery. Through the Games Wordwall application, students will have an interesting and enjoyable way of learning vocabulary. Students can play many games, such as match-ups, missing words, quizzes, random wheels, crosswords, flashcards, etc.

H. Hypothesis

Sugiyono stated that the hypothesis is a temporary answer to the problem formulation. Because it is still temporary, proving the truth through collected empirical data is necessary.

Based on the definition above, the hypothesis is a temporary answer to the problem.

1. Ho: there is no significant effect in students' vocabulary mastery before and after using the Games wordwall Application in learning vocabulary.

2. Ha: there is a significant effect in students' vocabulary mastery before and after using Games Wordwall Application in learning vocabulary.



CHAPTER II

LITERATURE REVIEW

A. Previous Study

Previous research aims to identify comparison ideas to avoid similarities for future research. The researcher lists the many findings of the past study relevant to the investigation in this part.

The following previous studies related to this research are as follows:

1. Rahamawati, A P & Wijayanti, P.R (2022) conducted the first previous research. They were entitled "Implementing Joyful Learning Strategy Using Wordwall to Improve Reading Comprehension Skills." The study uses a literature study to Implement a Joyful learning strategy using Wordwall to improve students' reading comprehension skills. This study used a review of books, literature, notes, and various reports. The result of this research is that the application positively impacts students. By using the Wordwall application, the students will enjoy online learning. Besides that, teachers do not bother to check the students' tasks individually. Because this game or media can record the student's score, this game can show how many correct and incorrect the students answer.¹⁶
2. Nussrah Mazelin,dkk, conducted the second previous research. (2022) the title "Using Wordwall to Improve Students' Engagement in ESL Classroom." The research used a mixed method. (quantitative and Qualitative). This research investigated using Wordwall to improve

¹⁶ Aryani Purnaning Rahmawati, and Putu Ranti Wijayanti, "Implementing joyful learning strategy using wordwall in order to Improve reading comprehension skills" 33-34

students' engagement in ESL classrooms. The objectives are to identify the impact of using wordwall on students' participation in the ESL classroom and to examine the students' perception of using wordwall in the ESL classroom. Data collection of this research, video recording transcription, and survey. The findings of this research. Implementing a word wall can improve students' understanding of the English language learning process and engagement in the ESL classroom.¹⁷

3. The third previous research conducted by Rosyidah, A., dkk (2022) was "The Effectiveness of Wordwall online games as technology – based learning on Grammar Quality among junior high students." This research applies an experimental design. This research aims to determine the effectiveness and perceptions of Wordwall online games as technology-based learning among junior high school students in learning grammar. Data collection in this research used pres-test and post-test (grammar multiple choice test) analysis data used independent sample t-test with SPSS version 25. the results show that the probability value of both groups is 0,002, meaning that the probability value is higher than the level of significance 0,05 ($0,002 < 0,05$). It indicates that wordwall online games significantly influence students' grammar quality.¹⁸

¹⁷ Nussrah Mazelin et al. "Using Wordwall to Improve Students' Engagement in ESL Classroom" *International Journal of Asian Social Science* 12, no.8 (August 2022) : 277-279

¹⁸ Anisah Rosyidah, Slamet asari, Nirwanto Maruf," The research entitled "The Effectiveness of Wordwall online games as technology – based learning on Grammar Quality among junior high students," *Budapest International Research and Critics Institute Journal* 5 no.3 (2022) : 27631-27632

4. Tamba, Novita, conducted the fourth research. Dkk (2022) entitled "Improving student's Vocabulary mastery through application the wordwall strategy to tenth-grade student of SMA GKPI Pamen Medan." The subject of this study is the students of Class X A of SMA GKPI Pamen Medan in the Academic Year of 201 7/2018. This research was conducted by applying Classroom Action Research (CAR) in cycles (cycles I and II). Each cycle consisted of three meetings, excluding pretest and post-test. Data collection in this research used the instruments of collecting data: vocabulary tests, field notes, observation sheets, documentation, and questionnaires. They were used qualitatively for the data analysis. The research findings show that the Word Wall strategy could help students improve their vocabulary mastery. By applying this strategy, the mean score of the students in vocabulary tests increased from the pretest to the post-test. The students' mean scores on the pretest were 59, 67.63 on the formative test, and 83.33 on the post-test.¹⁹
5. Nil Uh Putu Era Adyaya (2022) conducted the fifth previous research. Entitled "Teaching English Vocabulary to Young Learners with wordwall application: An Experimental Study "This research used a Quantitative method that cooperates with experimental design. This research used an experimental design as a one-shot case study. Data collection in this research used pretest, treatment, and post-test. This research showed that the student's mean score in the pretest was 53.33, categorized as

¹⁹ Novita Tamba, Fiber Yun Almanda, Anna stasya Prima Sari, "Improving student's Vocabulary mastery through application the wordwall strategy to tenth grade student of SMA GKPI Pamen Medan" Kairos ELT Journal 6, no.1 (2022) :47-49

satisfactory, and the student's scores in the post-test increased by 73.33, categorized as good. After receiving treatment, the total percentage of students' vocabulary achievement development was 37.50%. It shows that Wordwall can increase students' vocabulary achievement and motivation to learn English²⁰

Table 2.1
The Similarities and Differences
Between Previous Research and this Research

No.	Journal	Similarities	Differences
1	Implementing Joyful learning strategy using wordwall in order to improve Reading Comprehension Skills. (Rahamawati,A P & Wijayanti, P.R ; 2022)	Both are using the Wordwall application as learning media.	1. The previous research used a literature study approach, while this research uses a quantitative experimental design. 2. The previous research implemented a joyful learning strategy using Wordwall to improve reading Comprehension, while this research uses the game Wordwall to improve students' vocabulary mastery..
2	Using Wordwall to Improve Students' Engagement in ESL Classroom (Nussrah Mazelin,dkk: 2022)	Both are using the Wordwall Application as learning media.	1. The previous research used mixed-methods (quantitative and qualitative), while this research uses quantitative experimental design. 2. The previous

²⁰ Nil uh putu era adyaya and Putu Cening Pradini, "Teaching English Vocabulary to young learners with wordwall application : An Experimental Study" *Journal Of Educational Study* 2, no.2 (2022) : 187-189

No.	Journal	Similarities	Differences
			<p>research used wordwall to improve Students' Engagement in the ESL Classroom, while this research used wordwall to improve students' vocabulary mastery.</p>
3	<p>The Effectiveness of Wordwall online games as technology – based learning on Grammar Quality among junior high students (Rosyidah, A, dkk; 2022)</p>	<ol style="list-style-type: none"> 1. Both are using Wordwall online games as learning media 2. Both use experimental design. 	<p>The previous research used Wordwall-based learning on grammar quality, while this research used Wordwall for vocabulary mastery.</p>
4	<p>Improving student's Vocabulary mastery through application the wordwall strategy to tenth grade student of SMA GKPI Pamen Medan (2022)</p>	<p>Both are using Wordwall for vocabulary mastery.</p>	<ol style="list-style-type: none"> 1. The previous research used Classroom Action Research (CAR), While this research use a quantitative experimental design. 2. The participant of the previous research is a 10th-grade student SMA, while the participant of this research is an 8th-grade student in junior high school.
5	<p>Teaching English Vocabulary to young learners with wordwall application : An Experimental Study (nil uh putu era adyayanti ; 2022)</p>	<ol style="list-style-type: none"> 1. Both are using experimental design 2. Both are using Wordwall to teach vocabulary 	<p>The participant of the previous research is a 5th-grade student SD, while the participant of this research is an 8th-grade student in junior high school.</p>

The uniqueness of this research that distinguishes it from the previous five studies is the type of research; in previous research, there were various types of research; some used class action research, mixed methods (quantitative and qualitative), and literature study. Meanwhile, this study applied a quasi-experimental design. It formulated a different problem from the previous study because the previous study used Wordwall games to teach English, like grammar and reading. Meanwhile, researchers use Wordwall games for vocabulary mastery. In addition, many previous research used the wordwall strategy to teach vocabulary. Conversely, there still needs to be more researchers who teach vocabulary using Games Wordwall Application.

B. Theoretical Framework

1. Vocabulary

a. Definition of vocabulary

The most crucial thing in learning a new language is mastering a large amount of Vocabulary about its language. With Vocabulary, people can easily communicate with native speakers, whether in oral or written form. Because of that, some experts have defined Vocabulary based on their understanding and perspective.

According to Orchads and Renandya, Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.²¹ Hornby stated

²¹ Richards, Jack C., Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002) p.255

vocabulary is a list of words that each word represents meaning²² Stahl said Vocabulary is the knowledge of words and words meanings also puts vocabulary knowledge as the knowledge of context not only implies a definition but also implies how that word fits into the context²³ In addition, Richard and Renandya they stated that Vocabulary is the central component of language which support learners' skill in listening, speaking reading and writing²⁴

b. Kinds of Vocabulary

In learning Vocabulary, I found some kinds of Vocabulary. The expert makes many kinds of Vocabulary. Harmer distinguishes two vocabulary types: active Vocabulary and passive Vocabulary²⁵

1) Active vocabulary

Active Vocabulary is also called productive Vocabulary. Learners more commonly use it appropriately in speaking and writing. Although in practice, it seems more challenging to carry out, at least the learner must know how to pronounce it correctly and be able to use the words with good structure in the target language. Vocabulary can be understood as Active Vocabulary when students have already learned it and are expected to be able to use it properly.

²²Khairi Ramadhan, and Heti Zaharani, "The Effect of Word Wall Media on Students' Vocabulary Mastery," *FISK*, 02 no.01, (2021) 31–40.

²³ Stahl, S. A., *Four Problems with Teaching and What to Do to Make Vocabulary An Integrated Part of Instruction. Bringing Research and Practice.* (New Jersey: Prentice Hall Regents, 2005)

²⁴ Rohmatillah., "A Study On Students' Difficulties In Learning Vocabulary," *Institut Agama Islam Negeri (IAIN) Raden Intan Lampung*, 6 no.1 (2014) :69–86

²⁵Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman Group, 1993), p. 153.

2) Passive Vocabulary

Passive Vocabulary is known as receptive Vocabulary as well. It is words that commonly are uneasy about being recognized and understood in the context of listening and reading by learners. Passive Vocabulary refers to items that learners will probably find difficult or even not able to produce, and they only recognize them when they meet them.

In short, active Vocabulary is easier to use because probably someone has already learned it properly and practiced it a lot. In contrast, passive Vocabulary will tend to be challenging to use.

In addition, According to Montgomery, There are four kinds of Vocabulary.²⁶ One is speaking Vocabulary, the words we use in everyday talk at home or work. Another is writing Vocabulary, the words we use in notes, letters, reports, or any other kind of writing.

It is more significant because you have time to stop and find the right word. Listening Vocabulary is still more extensive. It consists of words we understand when we hear them, many of which we would never use in speaking or writing. Reading Vocabulary is the largest. It consists of all the dishes we recognize when we see them. Our vocabularies continue to grow as we meet new words in our studies, newspapers, and radio and TV Programs.

²⁶Montgomery, Judy K..*The Bridge of Vocabulary: Evidence Based Activities for Academic Success*. (USA: NCS Pearson Inc.2007)

c. Classification of Vocabulary

Some words were in a sentence, and those collections of words are included in the Vocabulary because the terms are a list or groups of words arranged alphabetically. According to Miller, there are two kinds of words: Lexical or content words and grammatical or function words.²⁷

1) Content Word

There are some kinds of content words. Such as :

a) Noun

According to Charles, a noun is the name of a person, place, or thing.²⁸

(1) Person: boy, girl, man, woman, police, soldier, doctor, people, etc.

(2) Place: Place may refer to all kinds of places, including familiar names, such as city, Island, earth, month, river, office, house, sea, planet, etc., and proper names, such as Jakarta, Bali, Japan, Sumatra, Australia, New York, England, Everest, Red Sea, Atlantic, Hilton Hotel, etc.

(3) Things: Thing includes something that substantively exists, whether solid or liquid, such as animal, sugar, oil, water, tree, car, food, etc. Many kinds of gases,

²⁷ Jim Miller, *An Introduction to English Syntax*, (Edinburgh : Edinburgh University Press Ltd, 2002), p. 35

²⁸ Charles Carpenter Fries, *The Structure of English, An Introduction to Construction of English Sentences*, (London: Longman, 1952), p. 67

such as air, smoke, steam, etc. Furthermore, something that substantively did not exist was conceptually understood and had a particular quality such as ideology, religion, dream, behaviour, concept, feeling, expectation, sound, truth, appearance, news, profession, etc.

b) Verb

A verb is the word or words that describe the action or state of being of the subject. A subject is a person or thing that performs the action indicated by the verb or that is in the form of being described by the verb.²⁹

Example :

(1) Rats eat mice. (The verb eat describes the action performed by the subject rats).

(2) John has felt well recently. (The verb is supposed to describe the state of being of the subject, John).

c) Adjective

Adjective is a word that modifies a noun or a pronoun.³⁰ The Examples:

(1) A happy man faces each day optimistically. (the adjective *happy* changes *man*, a man)

²⁹ Murphy Daniel, *English Grammar Second Edition*, (New York: McGraw-Hill, 1991), P.1

³⁰ Charles Carpenter Fries, *The Structure of English*, p 6

(2) The first one to finish receives a prize. (The adjective first modifies *one*, a pronoun).

There are three types of adjectives: descriptive, limiting, and proper. Except for predicate adjectives, usually, adjectives are placed next to the nouns or pronouns they modify, and the most common position of all is immediately before the element changed:

(1) Descriptive adjective (red shoes, happy child, older man).

(2) Limiting adjective (this book, most poetry, six months).

(3) Proper adjective (French grammar, Italian cooking, Russian Music).

Adjectives have three comparative forms: absolute, comparative, and superlative to indicate greater or lesser degrees of the quality described.³¹

(1) Absolute; (sweet, fine, intelligent, beautiful).

(2) Comparative; (sweeter, finer, more intelligent, more beautiful).

(3) Superlative; (sweetest, finest, most intelligent, most beautiful).

³¹ Murphy Daniel, *English Grammar*, p. 95-99

d) Adverb

Adverb modify verbs, adjective and other adverb. The examples:

(1) He walked quickly. (The adverb quickly modifies the verb walked).

(2) They were really unhappy. (The adverb really modifies the adjective unhappy).

(3) He plays tennis very well. (The adverb very modifies the adverb well)

2) Function Word

Function word or grammatical word is the word that have little lexical meaning or have ambiguous meaning, but it serve to express grammatical relationship with other word within a sentence, or specify the attitude or mood of the speaker. Each function word either gives some grammatical information on other word in a sentence or clause, and could not be isolated from other word. There are some kinds of function words as follows:

a) Preposition

A preposition is a word that conveys a meaning of position, direction, time, or other abstraction. It serves to relate its object to another sentence element. The nine most

commonly used preposition are: at, by, for, from, in, of, on, to and with. There are many more. The example :

- (1) She was treated *for* hepatitis by the doctor.
- (2) She often goes *to* the theatre with her father.
- (3) I am just a little girl *from* Little Rock.

b) Pronoun

A pronoun is a word or words used in place of a noun, a noun and its modifiers, or another pronoun. The element replaced is called the antecedent of the pronoun.

The examples:

- (1) John gave the money to Jane. He gave the money to her. (Pronoun: he, her), (Antecedent: Jane, John).
- (2) Anggun balanced her check book. She then deposited additional found. (pronoun : she), (Antecedent :

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c) Conjunction

A conjunction is one of the parts of speech comprising words such as; and, but, because, that connect a word, a phrase, a clause, or a sentence to another word, phrase, clause, or sentence. The example: I like him but I do not love him.

d) Determiner

A determiner is either an article (definite) the or (indefinite) a/an, some, a demonstrative (this, these, that, those), or a possessive (my, your, his, her, its, our, their). This words are called determiners because they appear right before noun. McCarthy states that determiner includes: the, a, an, some, any, etc.³²

d. Vocabulary mastery

Vocabulary mastery became the prior component that must reached by every language learner. Learner's knowledge about vocabulary caused their skill in expressing something in new language they have taught. By having huge vocabulary mastery, learners are able to communicate well and clearly understood with each other. It is supported by Henry and Pongrantz that mastering a language is not only grasp lot of vocabularies, but also the phonological system of words in spoken and written form.³³ It means learners should give their attention to gain vocabulary knowledge and how to speak the words to deliver their vocabulary knowledge.

³², Andrew Cairstairs-McCarthy, *An Introduction to English Morphology Words and Their Structure*, (Edinburgh: Edinburgh University Press Ltd, 2002), p. 38

³³ Aswal Syarifudin, Rismaya Marbun, Dewi Novita, " An Analysis on the Students' Vocabulary Mastery a Descriptive Study on the MTs," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 3, no. 9, (2014) :1-10.

According to Cameron the aspects of vocabulary mastery include meaning and form³⁴ Meaning its conceptual content and how its relates to other concepts and word. Form it's about how its sounds, how it spelt, the grammatical changes that can be made to it. Vocabulary is one of the most important things in learning foreign languages, for example learning English. Vocabulary also has an important role in language learning. Someone that wants to communicate will be very difficult when he tried to translate it to English because he or she doesn't have enough vocabulary storage. The same case will happen when we try to listen to what people say. It will be difficult if we haven't ever heard about a word that he or she says. Without a lot of vocabulary, it's impossible to use English correctly and clearly.³⁵ It is proved that vocabulary is very important when we learn a foreign language, especially English language which has a variety of vocabulary.

Larsen-Freeman & Anderson stated there are some ways to improve the vocabulary mastery:³⁶

1) Translation of a literary passage

Learners translate a reading passage from the target language text to their native language. This activity stimulates

³⁴ Cameron Lynne, *Teaching Languages to young Learners*, (New York: Cambridge University Press,2003)

³⁵ Alysia Moto, et.al. " Increasing Students' English Vocabulary by Applying Games and Song at the seventh Grade of SMP Negeri 8 Komodo," *Journal Of English Education and Literature* 3, no.2 (2021) : 27-28

³⁶ Larsen, Dianne-Freeman. & Anderson, *Techniques and Principles in Language Teaching*. (Oxford: Oxford University Press, 2000)

learner's capability in gaining new vocabulary and grammatical structures. Learners should not only translate word to word purely, but also they try to express their understanding after reading the passage. When learners were success to understand the passage, question with the same topic from the passage are needed to elaborate the learners' new vocabulary and the learners' previous vocabulary knowledge.

2) Antonym / synonym

Learners also can get a lot of vocabularies through the antonyms and synonyms exercise. Teachers give one set of words then asked the learners to look for the antonyms or synonyms in the reading passage.

3) Fill in the blank Exercise

The other exercise to develop the learner's vocabulary mastery is fill-in-the blank exercise. The learners are given a series of words that have some missing words. They will fill it with their new vocabulary knowledge of some various grammar types, such as verbs, nouns, prepositions or so on.

4) Memorization

The learners are given a list of vocabularies that consist of the target language vocabularies and the native language vocabularies to be memorized.

5) Use word in sentence

In order to show that learners understand the meaning and the use of a new vocabulary item, they make up sentences in which they use the new words.

6) Composition

The last way to develop the learners' vocabulary mastery is giving the learners a written test to write a text about one topic in target language form. Sometimes instead of creating a composition of good paragraph, they need a dictionary to looking for some new vocabulary that appropriate with their text.

e. Teaching Vocabulary using games

A game is an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between layers by spoken or written language. Byrne in Deesri defined games as a form of play governed by rules.³⁷ They should be enjoyable and fun. They are not just a diversion, a break from daily activities, but a way of getting the learner to use the game's language.

Halliwell state that due to the creative language skill children bring into the classroom, teachers have to provide them with a communicative atmosphere where they could express themselves.³⁸ A

³⁷ Angkaana Deesri, "Games in the ESL and EFL Class," *The Internet TESL Journal* 8, no.9 (september 2022):1

³⁸ S. Halliwell, *Teaching English in The Primary Classroom: New Edition* (New York: Longman, 1991), 67

language game is hard work. It takes an extended period, and every moment must require an effort. From games, many learners will help and encourage them to increase their interest and work. Games also help the teacher to create contexts in which the language is valuable and meaningful. Before the learners can take part, they must understand what others are saying or have written, and they must speak or write to express their point of view or give information.

There are many kinds of games that can be used in teaching English. Lewis and Bedson divided games according to their general character and spirit. They are:

- 1) Movement games in which children are physically active
- 2) Card games: games during which children collect, give away, sort, and count cards; the card can have a meaning in a contest or serve as symbols for objects or actions.
- 3) Board games: All games which mainly involve moving markers along a path.
- 4) Dice games: Games during which players use one or more dice; a dice can have numbers on the faces or colors, letters of the alphabet.
- 5) Drawing games: require creativity and sensitivity towards the world; the children must understand instructions and describe their art.

- 6) Guessing games: These games aim to think the answer to the questions given.
- 7) Role-play games: They can vary from guided drama to free speaking activities, but it depends on the language level, curiosity, and confidence of players.
- 8) Team games: They can belong to other categories but also require cooperative teamwork.
- 9) Word games: This kind of play allows utilizing children's enjoyment with words.³⁹

It conclude The game as a medium in learning vocabulary is one way to help the teacher to create contexts in which the language is valuable and meaningful. Besides that, the game also makes learners enjoy their learning because it can make not bored.

2. Games

a. Definition Games

Games as an activity carried out by cooperating or competing decision-makers who want to achieve their objectives following a set of rules.⁴⁰ Games are closed activities that have a beginning and an end with a winner who defines the end of the game.⁴¹ Mei & Yu-Jing stated Games are always fun for the learners so they attract their interest unlike the ordinary lessons. The learners both learn the

³⁹ Lewis G and Bedson, *Games for Children* (Oxford: Oxford University Press, 2002), 16–18.

⁴⁰ Rixon, S., Flavell, R. H., & Vincent, M, *How to use games in language teaching*, (Hong Kong: Modern English, 1991)

⁴¹ Rixon, S, *How to use games in language teaching*.(London: Macmillan,1981)

language and have fun in the classroom with the help of the games. Even shy and reluctant children react positively to them.⁴² Moreover, Green believes that games can be useful in the classroom for promoting creativity and collaborative problem solving and allows students to understand while motivating students.⁴³ While game-based learning can have a positive effect on students' language learning while they are immersed in the game, students can also perceive the ability to be creative, explore and take-action in the game. Thus, he believes that schools should create embedded course curricula objectives that centre on using game-based learning technology to teach English.

b. Digital Games

Digital game is a media of teaching that can be an interesting alternative way to teach vocabulary for the millennial EFL students. It is a game running in electronic application in the form of game application. This application is liked by many young people, and can be downloaded in their smartphones. It can be played either online or offline.⁴⁴ Chapman and Rich believe that students can use the online game to help them solve problems and participate in interactive learning by combining critical thinking with gaming dynamics.

⁴² Mei, Y.Y., and Yu-jing, J., Using games in an EFL class for children” 25

⁴³ Green William Clifton, (2020). “A phenomenological study: Exploring chinese junior high school students' lived experiences and perceptions of using game-based technology to learn english in an english as foreign language classroom in shanghai, china (EFL-C),” 33

⁴⁴ Derakhsan, A., and Khatir, E. D.,”The Effects of Using Games on English Vocabulary Learning,” *Journal of Applied Linguistics and Language Research* 2, no.3 (2015) : 39-47.

Through the use of a game-based learning platform, students can also improve their cognitive abilities.⁴⁵ According Anderson-Cooper who discovered that games can provide opportunities for active student engagement, especially when they are carefully planned and structured to students' interests.⁴⁶ Cuesta reveals that the use of digital games helped the participants improve their grammar and vocabulary knowledge as they showed better performance. In addition learning grammar through the use of online language games, makes students get better results.⁴⁷

c. Games Based Learning

Game-based learning is defined as “any initiative that combines or mixes video games and education”.⁴⁸ It is a type of game play with defined learning outcomes.⁴⁹ Game-based learning is a learning method that uses game applications that have been specifically designed to assist in the learning process. Game-based learning development can create an environment that is motivating, fun and enhances creativity. Game-based learning can be an attractive solution

⁴⁵ Jared,R.C. , Peter,J. R “Does educational gamification improve students’ motivation? If so, which game elements work best?” *Journal of Education for Business*, 93,no.7 (spring 2018):315-322.

⁴⁶ Anderson-Cooper, A.. “Using games as a tool to teach vocabulary to english language learners” (thesis, Grensboro college,2020),

⁴⁷Luz Castillo- Cuesta ,” Digital games for Enhancing EFL Grammar and vocabulary in higher education.” *International Journal of Emerging Technologies in learning*, 15 no.20 (October 2020) :,116-129.

⁴⁸ Tsai, C. W., & Fan, Y. T.,”Research trends in game-based learning research in online learning environments: A review of studies published in SSCI-indexed journals from 2003 to 2012,” *British Journal of Educational Technology*, 44, no. 5,(2013) : 115-119.

⁴⁹ David Williasom Shaffer, Kurt Squire, Richard Halverson, “Video games and the future of learning” *Wisconsin Center for Education Research*, (2021): 5

for students because the development of game-based learning applications has been widely applied. There are many educational games that we can find on smartphone devices, even many are web-based applications. The teacher only needs to choose one game that is adapted to the material that we will provide.⁵⁰ Usually it is assumed that the game is a digital game, but this is not always the case. It concludes Game-based learning is to establish learning environments that involve digital or non-digital games to enhance students' knowledge and skill acquisition. Previous research reported that game-based learning showed positive effects on students' learning performance. Researchers also found that game-based learning could improve students' self-efficacy in learning. Majority of prior studies investigated the effects of using game-based learning compared to conventional instructional method, either using digital games or non-digital games.

d. The Advantages and disadvantages using games

1) Advantages

There are many advantages using games in English learning, such as help students to reduce boredom and improving student interest in learning new vocabulary, make the students feel enjoy and comfortable.

⁵⁰ Saputra, et.al.(2021). " Games based learning for young learners: a systematic review," *Journal of English education* 1, no.1(2021): 111

Andrew Wright stated that the advantages of games are :⁵¹

- a) Games help and encourage many learners to sustain their interest and work.
 - b) Games also help the teacher to create context in which the language is useful and meaningful.
 - c) Many games sauce as density of practice as more conventional drill exercise.
 - d) Games can be found to give practise and all the skill (reading, writing, listening, and speaking)
 - e) By making the language convey information and opinion, games provide the key feature of “ drill” with the opportunity to sense the working as language as living communication.
- 2) Disadvantages

According to Drs. Soeparno the disadvantage susing games are:

- a) Generally, if the students' number is too much, it will surface to involve all of the students in that game, a student whom did not involve will disturb the process.
 - b) Not all material can study can communicated by game.
 - c) Games usually make noise.
 - d) Most teacher use games only for part time.⁵²
- e. Wordwall Application

1) Wordwall Application definition

⁵¹ Andrew Wright, David Betterdige and Micahel Bucbey , *Games for language leaarning new adition* (cambridge : cambridge University Press 1984) 1-2

⁵² Soeparno, *Language Teaching Media* (Yogyakarta : PT. Intan Pariwara, 1982) p. 64

Wordwall is an interesting media or application that is included in the browser and gets free student access through the link. Wordwall Learning Media is known to make web applications used to make quiz based games filled with pleasure.⁵³ Wordwall is a web application that we use to create fun quiz-based games. With a wordwall of various kinds of game models we can create, this web application is suitable for educators who want to use other approaches in designing and reviewing a learning assessment with online media. Wordwall is structured in an easy-to-use method for both teachers and students', wordwall is also easily accessible using a personal computer or android. So that this wordwall website is very appropriate to use during the learning process. Wordwall activities can be used as student completed assignments.⁵⁴ Le Tieu Thi explained that Wordwall is an application designed to help teachers create lessons quickly. It provides many interactive formats available in this app, such as matching, gap-filling, quiz, anagram, grouping out, and labelling.⁵⁵ This application is easy to be used by the learners to revise or memorize vocabularies, and so is for the teachers who are short

⁵³ Emira Safwa and Ade Hikmat, "The Effectiveness of Evaluation of Mathematics In learning using Wordwall media in elementary school," *jurnal pendidikan Islam dan multikulturalisme*, 5, no.3 (2023) : 3

⁵⁴ Saputi, "the effect of remap cooperative script (Remap – CS) learning with Wordwall Assistance on Students' critical thinking ability," *Journal of Environmental and Science Education* 2, no.1 (April, 2022) : 34

⁵⁵ Phoung Ti Tieu Le, "Incorporating Internet-Based Applications in Teaching Integrated Language Skills to EFL Students," *Advances in Social Science, Education and Humanities Research*, 533, (2021): 49

of time or not very confident with technology because all steps are very well explained. It also provides option to set assignment activities for learners individually or groups.

2) Advantages and Disadvantages of games Wordwall

Wordwall is media or game can monitor the students' progress competence. The advantages of this game are help teacher so much in delivering learning material so the students will be easier to understand about the context of the text. Besides that, this media can give entertainment to the students. This media is very easily to be operated and used by teacher and students. Teacher can use provided games in "Community" and there are so many types of games so teacher can choose one of the game suitable his/her interest. Even though this game is so much fun and they are enjoying online learning. This game or media have disadvantages as well. Teacher needs more time to make the game. Wordwall has not been able to upload a video or audio that if teacher wants to use this media for listening skill is impossible to apply it. For teacher who uses this media free charge, she/he just has five time to make her/his own game. Another disadvantage of this game is students can be cheating while playing this game.⁵⁶

⁵⁶ Rahmawati and Wijayanti, "implementing joyful learning strategy using wordwall in order to improve reading comprehension skill," *Proceedings of Digital Literacy in Education and Science*. 3, (March,2022): 33

3) Procedure Games Wordwall in the classroom

When teacher wants to use this game, it is very easy to operate it. Teacher can follow these steps:

- a) Teacher has to open wordwall website first (wordwall.net).
- b) Teacher must sign in first in order to she/he can use all the kind of game in wordwall.
- c) After signing in and enter to wordwall, teacher selects “create activity” and selects a game based on her/his interest
- d) If teacher has already determined to select the game type, before starting the game, she/he has to make questions which is related with the material that will be delivered in the game.
- e) After finishing in making questions, teacher has to select “done”.
- f) Before teacher gives the game to students, teacher has to pay attention to “options”. For each game has different option but the writers will describe the basic options in this game, where there are three options, they are:

Timer > teacher can decide how long the students can play the game. In the time part there are two counting ways “Count Up” and “Count down”, teacher can select one of them.

End of Game > teacher can decide if in the end of the game wants to show the correct answer or not.

Leader board > in the last part teacher can select how many students' name that want to be shown in tabel.

g) After that select "Apply to This Activity".

h) If teacher has been truly sure about the game, she/he can share the game to the students.



CHAPTER III

RESEARCH METHOD

A. Research Approach and Design

In this research, the researcher used a quantitative Method. The design of the research used quasi-experimental with a non-equivalent control group design. In this kind of design, the participants in the experimental group and control were based on a random cluster.⁵⁷ Because this study used a quasi-experimental design, researchers did not have access to choose research subjects randomly. Instead, researchers must accepted classes or research subjects the school has determined.

The researcher selected a non-equivalent control group design model to know the cause and effect of the treatment. In this model, there are the experimental group and the control group. In which only the experimental group received the treatment. The treatment is to taught vocabulary with Games Wordwall application. Meanwhile, the control group treated as usual. It means the teacher taught vocabulary without using Games Wordwall application. Both groups took a pre-test and post-test. The pre-test is given before treatment, while the post-test is given after the treatment.

Table 3.1
Research design

Group	Pre – test	Treatment	Post – test
Experimental Group	01	X	02
Control Group	03	-	04

⁵⁷ Sugiyono, Metode Penelitian Kuantitatif dan kualitatif dan R&D, (Bandung: cv alfabeta, 2013),
75

Where :

01 : Pre – test experimental group

02 : Post – test experimental group

03 : Pre- test control group

04 : Post test for the experimental group

X : Treatment using Wordwall Application

B. Population and sample

The researcher experimented with MTsN 2 Jember. The researcher chosen the school because the researcher had previous teaching experience during PLP, Which gave the researcher easy accessed and negotiated to conducted the research there. According to the teacher's experience, most students did not understand English well. The research is due to the lack of vocabulary that students have. Even many of them did not like English lessons Because they felt that learning English is a tricky thing. As a result, the researcher is enthusiastic to experiment at the school. The population of this research is the students in the eighth grade of MTsN 2 Jember. Which consisted of 232 students. The researcher used cluster sampling to sample in this research. Since the large population is divided into several groups, the researcher cannot arbitrarily select and assign individual participants. As a result, the researcher chose a cluster sampling technique in which entirely spontaneously generated groups, such as intact classrooms, not individuals, are randomly selected and used as samples. Two classes from the teacher's recommendation were selected to be the subject of this research, which consist of 64 students. The

experimental class consists of 32 students and the control class consists of 32 students.

Table 3.2
sample of second grade of MtsN 2 Jember

No	Group	Class	Students
1	Experimental Group	VIII A	32
2	Control Group	VIII B	32
Total			64

C. Research Instrumen and Data Collection Technique

1. Research Instrument

This research instrument was a vocabulary test. The researcher made that. The instrument included 20 multiple-choice questions multiple-choice (pre-test and post-test). Each question has four answer choices (one correct answer and three distractor answers). Each group received the tests. (the experimental and control group) the pre-test assessed the student's vocabulary mastery before the treatment and lasted 30 minutes, whereas the post-test assessed the student's vocabulary mastery after treatment and lasted 30 minutes. The pre-test and post-test are based on the vocabulary mastery indicator, namely meaning and form. The scoring of the instruments was focused on the right answer only. The following pre-test and post-test were provided below:

Table 3.3
Blue print of pre- test question

No	Indicator vocabulary mastery	Pre – test	
		Question number	Instruction
1	Meaning	1, 4	The teacher presented a short story about the recount text, and the teacher asked students to

			mention the meaning of the underlined word.
		12	The teacher presented a short text about recounting. The teacher asks the student to mention synonyms of the word.
		9,10,11	The teacher presented images. The teacher asks students to choose the correct answer based on the picture.
		2	The teacher presented a short text about recounting. The teacher asks students to mention the meaning of the underlined pronoun.
		6,7,8	The teacher presented the show in the box. Students are asked to complete sentences by choosing the right word answers.
2	Form	3,5,13,14, 15,16	The teacher presented a short text about recounting. The teacher asks students to answer the types of words (noun, adjective, verb, adverb, conjunction, preposition) according to the question.
		17,18	The teacher presented sentence instructions. Students were asked to guess the word from the instruction sentence.
		19,20	The teacher presented some word groups. The teacher asks students to choose the correct answer based on the correct word classes.

Table 3.4
Blue print of post- test question

No	Indicator vocabulary mastery	Post – test	
		Question number	Instruction
1	Meaning	1, 4	The teacher presented a short story about the recount text, and the teacher asked students to mention the meaning of the underlined word.
		12	The teacher presented a short text about recounting. The teacher asks the student to mention synonyms of the word.
		9,10,11	The teacher presented images. The teacher asks students to choose the correct answer based on the picture.
		2	The teacher presented a short text about recounting. The teacher asks students to mention the meaning of the underlined pronoun.
		6,7,8	The teacher presented the show in the box. Students are asked to complete sentences by choosing the right word answers.
2	Form	3, 5,13,14, 15,16	The teacher presented a short text about recounting. The teacher asks students to answer the types of words (noun, adjective, verb, adverb, conjunction, preposition) according to the question.
		17,18	The teacher presented sentence instructions. Students were asked to guess the word from the instruction sentence.
		19,20	The teacher presented some word groups. The teacher asks students to choose the correct answer based on the correct word classes.

a. Validity test

In this research, the researcher analyzed the validity test through content, face and construct validity. To obtain the content validity of the vocabulary tests, the researcher created vocabulary tests based on the material in the syllabus for the second grade of MTsN 2 Jember. To make sure that the content validity is good, the researcher created the blueprint first and then arranged the tests. Besides, there is face validity, which is sometimes used to describe the content validity of tests. Face validity basically refers to the degree to which a test appears to measure what it claims to measure.⁵⁸ To obtain face validity; the researcher made sure that the tests created are appropriate to measure the student's vocabulary mastery. Meanwhile, to obtain the construct validity, the instrument arranged to measure the students' vocabulary mastery based on Cameron, which tells about indicator vocabulary mastery is obtained from 2 aspects, namely, Meaning and Form. Then, they were tested by the validation expert.

The researcher conducted a validity test on two English lecturers. The result of the instrument validity test received several revisions, namely in the form of question preparation, the use of grammar questions, question indicators, and the time duration given. The researcher re-revised the instrument and revalidated it to the

⁵⁸ Geoffrey E. Mills and Peter Airasian Gay, L. R., *Educational Research : Competencies for Analysis and Applications*,(Library of Congress Cataloging, 2012,).

media expert. The final result is the proposed instrument is declared valid and ready to be tested for reliability.

b. Reliability Test

In this research, the researcher analyzed the reliability of the instrument through internal consistency by the Kuder-Richardson approach. The instrument that could be tested for reliability using KR is an instrument with short answers. The researcher conducted the tryout of the instrument on several students in the second grade of MTsN 2 Jember. The students who were selected did not come from the experimental or control class. Then, the test results are analyzed using the KR 20 formula. The Formula of KR20 is :

$$\frac{K}{K-1} \left[1 - \frac{\sum pq}{S^2} \right]$$

Where :

K = the number of items in the test

p = the proportion of the examinees who got the item correct

q = the proportion of the examinees who got the item

incorrect

s^2 = the variance (var) of the scores

$\sum pq$ = the summation of the product of p and q

According to Miller, Linn, and Gronlund, the reliability index category rated as follows:⁵⁹

⁵⁹ Norman E. Gronlund M. David Miller, Robert L. Linn, *Measurement and Assessment in Teaching*, 10th edn (Pearson Education India, 2009).

Table 3.5 Reliability index category

Reliability Index	Criteria
0.81 – 1.00	Very Good
0.61 – 0.80	Good
0.41 – 0.60	Quite
0.21 – 0.40	Poor
0.00 – 0.20	Very Poor

2. Data Collection

The researcher collected the data used a vocabulary test. This test was conducted at MTsN 2 Jember. The procedure for collected the data was follows :

First, the researcher brought the permit letter to the school administration. Then, the researcher negotiated this research to know the effect of using the Games Wordwall on students' vocabulary mastery in eighth-grade junior high school.

Second, the researcher met with the English Teacher for discussion and to conveyed the objectives and steps that will be carried out in the research. After discussion, the teacher agreed and permitted the researcher within one week to use class 8E as an experimental class and 8G as a control class.

Third, the researcher entered classes 8G and 8E to negotiated with students who wanted to participate in this research. Then, the researcher explained the purpose and steps of this research.

Fourth, the researcher entered the experimental class and the control class to took pre-test both classes. This pre-test aims to find out

whether the experimental class and the control class were homogeneous or the same. Each class is given 30 minutes to do 20 pre-test questions. This question is in the form of multiple choices. The results of the pre-test showed that both classes was homogeneous or equal. This result could be proven from the homogeneity test.

Fifth, After taking a pre-test, the researcher conducted the treatment, which was four meetings lasting 45 minutes for each meeting. The treatment given was different for each class. Teaching used Games Wordwall application for experimental class and vocabulary word card for control class.

For the last procedure, after the researcher gave the treatment for each class, the researchers conducted a post-test by giving 20 multiple-choice questions to both classes that were carried out on each group, which was the experimental and control groups, lasted 30 minutes to measure the student's vocabulary mastery following the treatment. Then, the experimental class post-test results were compared to those of the control class to examined if students who taught Games Wordwall Application had better vocabulary mastery than students who had not games Wordwall Application.

D. Data Analysis

The researcher analyzed the data used the T-test formula. Because the T-test is a statistical test used to compared the means of two groups, it is one of the most commonly used statistical hypothesis tests. The T-test formula in

this research was used to determine the differences in mean scores between the student's post-test scores in the experimental and control groups. In order to know if the Games Wordwall Application could make the students have better vocabulary mastery or not. This research used an independent sample t-test to compare the two groups' means of two different samples. The researcher calculated the data analysis using SPSS. The criteria of examination are: if $\text{count} > t_{\text{table}}$, H_a accepted and H_0 rejected. However, if $\text{count} < t_{\text{table}}$, H_a rejected and H_0 accepted.

Before calculating the hypothesis testing, the researcher measured the normality and homogeneity.

1. Homogeneity

The homogeneity test is used to know the variance between two classes, whether the same or not. This test, also the normality test, becomes the requirement to do a T-test. In SPSS software, the researcher analyzed by clicking the analyses menu – descriptive statistics – explore. There are also two principles to make a final decision: if the value of Sig. More than 0.05 means data have homogeneity, while the value of Sig. Less than 0.05 means data have no homogeneity.

2. Normality

A normality test is a test performed to determine the distribution of data on a group of data or variables, whether the distribution of the data is normally distributed or not. In this research, to analyze the normality of

the data, the researcher used Shapiro-wilk, which the Shapiro-Wilk test is the most powerful normality test.⁶⁰

3. T test

T-test is a type of statistical analysis used to determine if there is a significant difference between the means of test results from two groups.⁶¹

Based on the samples, the t-test is divided into three categories: independent sample T-test, paired sample t-test and one sample T-test.

Moreover, this research conducted an independent sample T-test because it measures the difference of means test from two unpaired samples. In SPSS software, the researcher analyzed by clicking the analyses menu – compare means – independent samples T-Test. For making the final decision, there are two principles;

- a. If the value of Sig. (2-tailed) less than 0.05 means there is no significant effect
- b. While if the value of Sig. (2-tailed) more than 0.05 means there is not any significant effect

⁶⁰ Nornadiah Mohd Razali and Yap Bee Wah, 'Power Comparisons of Shapiro-Wilk, Kolmogorov-Smirnov, Lilliefors and Anderson-Darling Tests', *Journal of Statistical Modeling and Analytics*, 2.1 (2011), 21–33.

⁶¹ Hayes, A. T-Test. Retrieved October 6, 2021, from Investopedia: <https://www.investopedia.com/terms/t/t-test.asp>

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data Description

The researcher examined the effectiveness of using the Games Wordwall Application on students' vocabulary mastery of student's at MTsN 2 Jember. The study included an experimental group consisting of 32 students and a control group consisting of 32 students. The research activities were carried out in three stages. Firstly, before conducted the treatment, the researcher was given a pre-test for both classes (experimental and control class) to assessed the student's vocabulary mastery. Secondly, the researcher carried out the treatment. The researcher provided different treatments for each class. Used the Games Wordwall Application for the experimental class.

Meanwhile, the control class was taught using vocabulary cards. In the final stage, the researcher conducted a post-test on both classes (experimental and control classes) to determined the effect of each treatment. The researcher began conducting research at MTsN 2 Jember on May 24, 2023, until May 29, 2023.

B. Data Presentation

The researcher presented data on student's vocabulary mastery that was acquired before and following treatment. The experimental class received the Games Wordwall Application treatment, while the control class received the vocabulary card treatment. This data collection started with a pre-test to

determine whether the two classes (experimental and control classes) were homogeneous or not.

1. Homogeneity Test

The researcher calculated the homogeneity test used the Levene formula that was calculated used the SPSS application. Here is the result of the homogeneity tests of the experimental and the control class. The purposed of the homogeneity test is to found out whether the two classes (experimental and control classes) are homogeneous or the same.

Table 4.1 Homogeneity Test (Experimental and control class)

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
pre_test_score	Based on Mean	.002	1	62	.964
	Based on Median	.042	1	62	.838
	Based on Median and with adjusted df	.042	1	61.803	.838
	Based on trimmed mean	.005	1	62	.945

Based on the homogeneity test result from the experimental and control classes, it can be seen that the data from both classes have the same variant or homogenous. As known, if the significant value of the data was >0.05 , the data was homogenous, and if the significant value of the data was <0.05 , the data was not homogenous. The researcher analyzed the homogeneity test used pre-test data from the experimental and control classes. From the table above, the result of the homogeneity test of the experimental and control classes was 0.964, which means that the experimental and control classes have the same variant or homogenous.

After the homogeneity test, the researcher performed treatment for both classes. The experimental class used the Games Wordwall Application, and the control class used a vocabulary card. This treatment is carried out in four meetings. Treatment Control class used vocabulary word card. The researcher presented a card containing vocabulary about the recount text material, and after that, the researcher formed a group. Each group contains five people. The researcher raised the card, and the representative of each group competes for speed to raised their hands. The group that raised their hands first could answer the vocabulary written on the card. For the experimental class, they received treatment used the Games Wordwall Application. However, in this study, they did not played the game alone used mobile phones. Instead, they played games together. With the procedure, the researcher set up a projector layer to displayed the game. The researcher opened the game Wordwall website. Researchers went in to choose the game to play. The researcher selected the menu "Apply this activity". Researchers displayed the game on the projector layer, and students played the game.

After conducting treatment, researchers conducted a post-test on both classes to saw the effect in treatment results between the control class and the experimental class.

2. The data post- test score Experimental class and Control class

After the researchers gave treatment to both classes for four meetings, researchers conducted a post-test to determine the difference between the experimental class and the control class after being given treatment. In this section, the researcher presented the results of post-test data in the experimental class and control class. The experimental class got treatment used the Games Wordwall Application games, while the control class used vocabulary cards. The data was taken on May 29, 2023. Each class consists of 32 students.

In comparison, the average post-test score of the experimental class was 72.1, with the lowest score being 45 and the highest score being 90. The average post-test score of the control class was 56.4, with the lowest score being 30 and the highest score being 80. Here is the following table of summary post-test scores of the experimental class and control class.

Table 4.2
Summary score of post- test Experimental and control class

Class	Student	Lowest score	Highest score	Average score
Experimental	32	45	90	72,1
Control	32	30	80	56,4

From the table above, the post-test scores of experimental students are higher than the post-test scores of students in the control class. For the complete score, see Appendix 13 and 14.

After the researcher took the post-test, the researcher analyzed the results of the data obtained from the experimental and control classes. The data was used to determine the hypothesis testing of this research: “whether students who are taught using Games Wordwall Application have better vocabulary mastery from classes that are not taught using Games Wordwall Application”. The data used to compare the student’s vocabulary mastery of the two classes is the post-test data from the experimental and control class. However, before the hypothesis testing was carried out, the researcher conducted a normality test first to determine whether the data were normally distributed. Afterward, the researcher analyzed the hypothesis testing used the T-test Formula. The researcher calculated the data analysis using IBM SPSS 26.

3. Normality Test

The researcher calculated the normality test using the Shapiro-Wilk formula that was calculated used the SPSS application. Here is the result of the normality test of the experimental and control class.

Table 4.3
The result of normality test (experimental and control class)

Tests of Normality				
	class	Shapiro-Wilk		
		Statistic	df	Sig.
Score_vocabulary_mastery	pre_test_experimental	.944	32	.098
	post_test_experimental	.906	32	.009
	pre_test_control	.958	32	.242
	post_test_control	.947	32	.121

a. Lilliefors Significance Correction

Based on the normality test results from the experimental and control classes, it can be concluded that the data were normally

distributed. As known, if the significant value of the data was >0.05 , the data were normally distributed, and if the significant value of the data was 0.05 , the data were not normally distributed. From the table above, the result of the normality test of the pre-test from the experimental class was 0.098 , while the pre-test from the control class was 0.242 , which means that the pre-test data from both classes were normally distributed. Moreover, the result of the normality test of the post-test from the experimental class was 0.009 , while the post-test result from the control class was 0.121 , which means that the post-test data from both classes were normally distributed. So, it can be concluded that the data was accurate and can be utilized for parametric statistical tests intended to determine the differences between groups.

4. Hypothesis Testing

In this section, the researcher analyzed the hypothesis testing to find the comparison between the experimental and control classes. The following hypothesis is as follows:

- a. H_a : Students taught by the Games Wordwall Application have better vocabulary mastery than students taught without the Games Wordwall Application.
- b. H_o : Students taught by the Games Wordwall Application don't have better vocabulary mastery than students taught without the Games Wordwall Application.

The researcher used the independent T-test formula to know the differences in mean scores between the experimental and control classes. Moreover, this test is also used to find out if the Games Wordwall Application can made students have better vocabulary mastery or not. Here is the result of the hypothesis testing using the SPSS application.

Table 4.4 The result of Independent T- test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
score_vocabulary_test	Equal variances assumed	2.450	.123	4.814	62	.000	15.781	3.278	9.229	22.334
	Equal variances not assumed			4.814	60.346	.000	15.781	3.278	9.225	22.337

Based on the result of hypothesis testing in Table 4.5, it showed that sig. (2-tailed) was $0.000 < 0,05$. It is known that if the significance value of (2-tailed) $< 0,05$, H_a accepted and H_o rejected, and if the significance value of (2-tailed) $> 0,05$, H_a rejected and H_o accepted. So, H_a was accepted because $0,000 < 0,05$. It means there was a significant difference in student's scores between the experimental and control class. In other words, it can be concluded that students in the experimental class

have better vocabulary mastery after being taught using the Games Wordwall Application than students taught by vocabulary word cards.

C. DISCUSSION

This study was conducted to determine whether the effect of implementing the Games Wordwall Application can assisted students in having better vocabulary mastery. The research was done at MTsN 2 Jember, which began on May 24, 2023, until May 29, 2023.

There were six meetings in this research: four meetings for treatment and two meetings for pre-test and post-test. In the first meeting, the researcher gave the pre-test to the students, whose purpose was to determine the student's vocabulary mastery ability. In the second to fifth meetings, the researcher did the research treatment using the Games Wordwall Application. In the evaluation from the first treatment, the students were still confused about how to study vocabulary used the Games Wordwall Application because this was the first time they learned using digital media. In the first treatment, students studied vocabulary in a noun word class using the Games Wordwall Application. The students looked enjoyed and interested in studied even though they were still trying how to played the games on the Wordwall Application. In the evaluation of the second treatment, the students have begun to understand how to played games with the Games Wordwall Application. So, at this meeting, the teacher gave treatment to the students by presented different games. In this treatment, students learned vocabulary in adjective word classes using the Games Wordwall Application. Students

enjoyed more than the first treatment because they already understand how to played games. In the evaluation from the third treatment, students learned verb and adverb word classes using the Games Wordwall Application. In the third treatment, students were still enthusiastic and enthusiastic about learning. In the evaluation from the last treatment, students learned vocabulary in a class of words, conjunctions and prepositions. Students learned to distinguish vocabulary conjunctions and prepositions using the Games Wordwall Application. In this meeting, students are more conducive and enjoyed because they understand better how to learned vocabulary using the Games Wordwall Application.

After implementing the treatment and conducting a post-test, data analysis was done. The collected data showed a significant difference in the scores of students between the experimental and control classes. It is supported by a significance value (2-tailed) of 0,000, which was less than 0,05. It indicated that H_a was approved and H_o was rejected. Even though the average score from both classes has increased, the data from the experimental class showed that the average from the experimental class was higher than the control class. It indicated that using the Games Wordwall Application can assisted students in having better vocabulary mastery. The theory proposed by Esra Cil suggested that used wordwall.net was effective on its own in enhancing the students' vocabulary knowledge.⁶²

⁶² Esra Cil, "The Effect of Using Wordwall.net in Increasing Vocabulary Knowledge of 5th Grade EFL Students" *Journal Language Education and Technology (LET Journal)* 1,no.1(spring 2021):21-28

From the explanation and data described above. Showed that this study supported several previous studies. The first previous study conducted by Rahamawati, A P & Wijayanti, P.R.⁶³ The result of this research is that the application has a positive impact on students. By using the Games Wordwall application, the students enjoyed online learning. Nussrah Mazelin conducted the second previous study. et al.⁶⁴ The finding of this research is that the implementation of the Games Wordwall can improved students' understanding of the English language learning process as well as students' engagement in the ESL classroom. The third previous research by Rosyidah, A. et al.⁶⁵ the finding of the research showed that Wordwall online games significantly influence students' grammar quality. Novita Tamba conducted the fourth research. et al.⁶⁶ The research findings showed that the WordWall strategy could helped students improve their vocabulary mastery. The fifth previous research was conducted by Nil uh Putu era A.⁶⁷ The research showed that Wordwall could increase students' vocabulary achievement and motivation to learned English.

⁶³ Rahamawati, A P & Wijayanti, P.R. "Implementing Joyful learning strategy using wordwall in order to improve Reading Comprehension Skills." *Proceedings of Digital Literacy in Education and Science* 3, (March, 2022): 33- 35

⁶⁴ Nussrah Mazelin, et.al. "Using Wordwall to Improve Students' Engagement in ESL Classroom." *International Journal of Asian Social Science* 12, no.8 (agustus 2022): 273-280. DOI: 10.55493/5007.v12i8.4558

⁶⁵ Rosyidah, A., et.al. "The Effectiveness of Wordwall online games as technology – based learning on Grammar Quality among junior high students". *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)* 5, no.3 (Agustus 2022) : 27627-27633

⁶⁶ Novita, Tamba. et.al. "Improving student's Vocabulary mastery through application the wordwall strategy to tenth grade student of SMA GKPI Pamen Medan" *Kairos English Language Teaching Journal*, 6 no.1 (April 2022): 47–57. Retrieved from <https://ejournal.ust.ac.id/index.php/KAIROS/article/view/2154>

⁶⁷ Nil uh putu era adyaya. "Teaching English Vocabulary to young learners with wordwall application : An Experimental Study." *Journal of Educational Study* 2, no.2 (2022) :187-196 DOI: 10.36663/joes.v2i2.351

Furthermore, the findings of this study supported the theory that the Games Wordwall Application has a significant effect on student's vocabulary mastery. It is in accordance with earlier research of this study. Shafiqah Hasram.et.al. Found that there was a significant increase in students' vocabulary scores after using Wordwall online games (WOW) in addition to vocabulary learning.⁶⁸

Furthermore, the findings of this research showed students enjoy and are interested in studying. It is also in accordance with the research conducted by Miftahul Jannah and Syafryadin; the result of their research found that most students' perception of the used of wordwall.net in their vocabulary learning was positive. Their feeling was great. They enjoyed the teamwork and competition; they perceived wordwall.net as an exciting, interesting, motivating, and fun web tool for learning vocabulary.⁶⁹

In summary, before teaching vocabulary using the Games Wordwall Application, the researcher found the students' difficulties in vocabulary mastery. As seen from the pre-test activity, many students felt difficulty knowing the meaning and classification of words from vocabulary. The students have difficulty with different nouns, adjectives, verbs, adverbs, conjunctions, and prepositions. As a result, many students responded to the questions without knowing the correct answer. However, after using the

⁶⁸ Syafiqah Hasram,et.al., "The Effects of Wordwall Online Games (WOW) on English Language Vocabulary Learning among years 5 pupils" *Theory and practice language study* 11.no.9 (spring 2021) :1059- 1066. <http://dx.doi.org/10.17507/tpls.1109.11>

⁶⁹ Miftahul Jannah, and Syafryadin, "EFL Student's Perspectives on the use of wordwall.net as vocabulary learning media" *Journal of English Language Teaching* 11, no.2 (spring 2022) : 115-124

Games Wordwall Application, the students showed significant improvement in their vocabulary mastery abilities. It can be seen from the student's post-test scores. In this Media, the students were taught to know the meaning of the vocabulary in the text recount. Students also learn to distinguish vocabulary in the noun, adjective, verb, adverb, conjunction, and preposition classes using games.

Based on the discussion above, the Games Wordwall Application could assisted students in improving their vocabulary mastery. This Media provided many diverse game templates that can be filled with the material you want to teach. By learning to used this game, students are energized and enthusiastic about learning. Furthermore, this game wase easy to playd and could be used online or offline.

While this research could be better because there is a limitation of research time, I was only given access for seven days in my research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of this study, there are differences in the average score of students in the experimental class and students in the control class. The average Student experimental class is 72,1, while the average score for the student's control class is 56,4. The results of the hypothesis testing show that the significance value was $0.000 < 0.05$, which means H_a was accepted and H_o was rejected. The explanation above showed a positive effect of vocabulary mastery on students' experimental after treatment using the Games Wordwall Application. It can be concluded that the Games Wordwall Application can assist students in having better vocabulary mastery. This research could be better because there is a time limitation; I was only given access for seven days in my research.

B. Suggestion

Based on the following conclusion in this research, the researcher gave some suggestions as follow:

1. For Teacher

The researcher suggests that English teachers apply the Games Wordwall Application as an alternative Media for teaching students' Vocabulary Mastery it has been demonstrated that the Games Wordwall Application effectively improves students' vocabulary mastery.

2. For Further Researcher

The researcher suggests that the future researchers use this research as a reference or source of information for the same research problems, which contain the implementation of the Games Wordwall Application for teaching vocabulary mastery. The researcher also hopes that the further researchers can develop this research in different ways or media to provide new learning innovations in English language learning.



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Appendix 1 Declaration Of Authenticity

DECLARATION OF AUTHENTICITY

The Undersigned below :

Name : Uswatun Hasanah
SRN : T20196015
Major : Tadris Bahasa Inggris
Faculty : Tarbiyah dan Ilmu Keguruan
Institution : UIN Kiai Haji Achmad Siddiq Jember

stated that in the thesis entitled "The Effectiveness Of Using Games Wordwall Application On Students' Vocabulary Mastery At Eight Grade Junior High School," there are no elements of plagiarism of research works or scientific works that have been done or made by others, except those that are written quoted in this manuscript and mentioned in the source citation and bibliography.

If, in the future, the results of this research prove that there are elements of plagiarism and claims from other parties, then I am willing to be processed following applicable laws and regulations.

Thus, I made this statement actually and without coercion from anyone.

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JEMBER
Jember, 09th November 2023



Uswatun Hasanah
SRN. T20196015

Appendix 2 Research Matrix



MATRIX OF RESEARCH

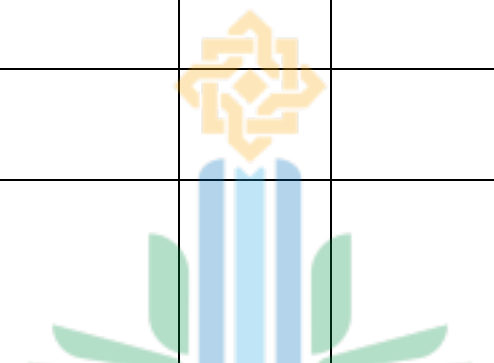
Title	Variable	Indicators	Data Resources	Research Method	Research Problem
<p>The Effectiveness of using games wordwall application on student's vocabulary mastery at Eight Grade Junior High School.</p>	<p>Independent variable : Games wordwall application</p> <p>Dependent variable : Students vocabulary mastery</p>	<p>Indicator games wordwall :</p> <ol style="list-style-type: none"> 1. Install application 2. Sign in to game wordwall 3. Select menu "create activity" and selects a game. 4. Apply this activity 5. Teacher share game to students. 6. Students play the game. <p>Indicator vocabulary mastery :</p> <ol style="list-style-type: none"> 1. Meaning 2. Form 	<p>1. Primary data : Score from vocabulary test student at Eight grade in junior high school</p>	<p>Approach and kinds of research :</p> <ul style="list-style-type: none"> • Quantitative research • Quasi Experimental design <p>(vocabulary test)</p> <ol style="list-style-type: none"> 1. Pre test Implementation for experiment group and control group. 2. Treatment Implementation for experimrnt group only. 3. Post-test Implementation for both group. <p>Data collection:</p> <ol style="list-style-type: none"> 1. Test (pre test and post test) <p>Data analysis method Using T- test</p> <p>Validation of data</p> <ul style="list-style-type: none"> • Validation expert • Reliability 	<p>Research Question ?</p> <p>Do students who taught by using games through Wordwall application have better vocabulary mastery than taught by non- games through wordwall application ?</p> <p>Research Objective : To measure the effectiveness of using games Wordwall application on student's vocabulary mastery</p>

Appendix 3 Blue Print Pre- test

KISI- KISI INSTRUMENT VOCABULARY MASTERY PRE- TEST

Mata Pelajaran : Bahasa Inggris Jumlah Soal : 20 butir
 Kelas / semester : VIII / 2 Bentuk Soal : Pilihan Ganda
 Materi : Recount Text Waktu Mengerjakan : 30 menit
 Penyusun Kisi-Kisi : Uswatun Hasanah

No	Kompetensi Dasar	Kelas / smt	Materi	Indikator vocabulary mastery	Indikator soal	Bentuk tes	No. soal
1	3.10 menerapkan struktur teks dan unsur kebahasaan untuk menyatakan past activities or events sesuai dengan konteks.	VIII/ 2	Recount text	Meaning	Disajikan kalimat recount pendek. Siswa diminta untuk menyebutkan arti dari kata yang bergaris bawah	PG	1,4
					Disajikan kalimat recount text pendek. Siswa diminta untuk menyebutkan sinonim dari kata yang digaris bawah pada soal.	PG	12
					Disajikan gambar. Siswa diminta untuk menyebutkan vocabulary yang sesuai pada gambar.	PG	9,10,11,
					Disajikan teks recount pendek siswa diminta untuk menyebutkan makna dari kata ganti yang digaris bawah.	PG	2
					Disajikan kata dalam kotak siswa diminta melengkapi kalimat dengan memilih kata yang tepat yang ada di kotak.	PG	6,7,8
2		VIII/ 2		Form	Disajikan teks recount pendek. Siswa diminta untuk menyebutkan jenis kata pada kata yang bergaris	PG	3, 5 ,13, 14, 15, 16

					bawah (noun, adjective, verb, adverb, conjunction, preposition)		
					Disajikan instruksi/ clue . siswa diminta untuk menebak kata dari instruksi yang disajikan.	PG	17, 18
					Disajikan beberapa kata yang dikelompokkan. Siswa diminta memilih jawaban yang sesuai dengan kelas kata yang benar.	PG	19,20

Jika benar mendapatkan skor 5

Jika salah mendapatkan skor 0

Penentuan Nilai: $N = \frac{\text{Skor Perolehan} \times 100}{\text{Skor Maksimal}}$

PENILAIAN

Nomor Soal	Bobot Soal
1-20	5
Jumlah Skor Maksimal	100

KUNCI JAWABAN PRE- TEST:

- | | | | |
|------|------|-------|-------|
| 1. C | 6. B | 11. B | 16. A |
| 2. A | 7.D | 12. C | 17. B |
| 3. B | 8.C | 13. C | 18. B |
| 4. B | 9.C | 14. D | 19. D |
| 5. D | 10.C | 15. C | 20. B |

Appendix 4 Blueprint Post- Test

KISI- KISI INSTRUMENT VOCABULARY MASTERY POST-TEST

Mata Pelajaran : Bahasa Inggris
 Kelas / semester : VIII / 2
 Materi : Recount Text
 Penyusun Kisi- Kisi : Uswatun Hasanah

Jumlah Soal : 20 soal
 Bentuk Soal : Pilihan Ganda
 Waktu Pengerjaan : 30 menit

No	Kompetensi Dasar	Kelas / smt	Materi	Indikator vocabulary mastery	Indikator soal	Bentuk tes	No. soal
1	3.10 menerapkan struktur teks dan unsur kebahasaan untuk menyatakan past activities or events sesuai dengan konteks.	VIII/ 2	Recount text	Meaning	Disajikan kalimat recount pendek. Siswa diminta untuk menyebutkan arti dari kata yang bergaris bawah	PG	1,4
					Disajikan kalimat recount text pendek. Siswa diminta untuk menyebutkan antonym dari kata yang digaris bawah pada soal.	PG	12
					Disajikan gambar. Siswa diminta untuk menyebutkan vocabulary yang sesuai pada gambar.	PG	9,10,11,
					Disajikan teks recount pendek siswa diminta untuk menyebutkan makna dari kata ganti yang digaris bawah.	PG	2
					Disajikan kata dalam kotak siswa diminta melengkapi kalimat dengan memilih kata yang tepat yang ada di	PG	6,7,8

		VIII/2			kotak.		
2				Form	Disajikan teks recount pendek. Siswa diminta untuk menyebutkan jenis kata pada kata yang bergaris bawah (noun, adjective, verb, adverb, conjunction, preposition)	PG	2, 13, 14, 15, 16
					Disajikan teks recount pendek. Siswa diminta untuk menghitung jumlah conjunction pada text tersebut.	PG	5
					Disajikan instruksi/ clue . siswa diminta untuk menebak kata dari instruksi yang disajikan.	PG	17, 18
					Disajikan beberapa kata yang dikelompokkan. Siswa diminta memilih jawaban yang sesuai dengan kelas kata yang benar.	PG	19,20

PENILAIAN

Nomor Soal	Bobot Soal
1-20	5
Jumlah Skor Maksimal	100

Jika benar mendapatkan skor 5

Jika salah mendapatkan skor 0

Penentuan Nilai: $N = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

KUNCI JAWABAN POST-TEST :

1. B
2. A
3. C
4. D
5. A

6. A
7. C
8. D
9. B
10. B

11. A
12. B
13. D
14. B
15. A

16. B
17. A
18. C
19. A
20. B



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Appendix 5 Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos. 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.ianjember@gmail.com

Nomor : B-2383/In.20/3.a/PP.009/05/2023

Sifat : Biasa

Perihal : Permohonan Ijin Penelitian

Yth. Kepala MTsN 2 Jember

Jl. Merak No.11 Puring, Slawu, Kec. Patrang Kabupaten Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196015
Nama : USWATUN HASANAH
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Effectiveness of Using Games Wordwall Application On Students's Vocabulary Mastery at Eight Grade Junior High School" selama 7 (tujuh) hari di lingkungan lembaga wewenang Bapak/Ibu Nur Aliyah, M.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 19 Mei 2023

an. Dekan,

Wakil Dekan Bidang Akademik,



MASHUDI

Appendix 6 Research Completion Letters



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH TSANAWIYAH NEGERI 2**

Jalan Merak Nomer 11 Jember 68116; Telepon (0331) 482926
Website: www.mtsn2jember.sch.id; E-mail: mtsn2jbr@gmail.com

SURAT KETERANGAN

Nomor : B-880/Mts.13.32.02/09/2023

Yang bertanda tangan di bawah ini

Nama : Nur Aliyah, S.Pd., M.Pd.
NIP : 197204191998032001
Jabatan : Kepala MTsN 2 Jember

Menyatakan dengan sesungguhnya bahwa :

Nama : Uswatun Hasanah
NIM : T20196015
Semester : XIII (Delapan)
Jurusan : Ilmu Tarbiyah dan Keguruan
Prodi : Tadris Bahasa Inggris

Bahwa yang namanya tersebut di atas telah selesai mengadakan Penelitian/Riset mengenai The Effectiveness of Using Games Wordwall Application on Student's Vocabulary Mastery at Eight Grade Junior High School selama 10 (sepuluh) hari di MTs Negeri 2 Jember.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Jember, 01 September 2023

Kepala Madrasah,

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R



Nur Aliyah

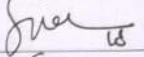
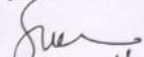
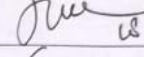
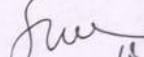
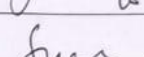
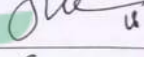


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Token : E1xDop

Appendix 7 Journal Of Research

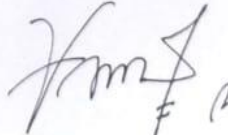
Journal of Research

No	Time	Research Subject	Activity	Signature
1	19 Mei 2023	Headmaster of MTsN 2 Jember	Submission of research permit	
2	Meeting 1	Students control class	Pre- test	
		Students Experimental class	Pre- test	
3	Meeting 2	Students Control class	Treatment using vocabulary word card	
		Students Experimental class	Treatment using games Wordwall application	
4	Meeting 3	Students control class	Treatment using vocabulary word card	
		Students experimental class	Treatment using games wordwall application	
5	Meeting 4	Students control class	Treatment using vocabulary word card	
		Students experimental class	Treatment using games wordwall application	
6	Meeting 5	Students control class	Treatment using vocabulary word card	
		Students experimental class	Treatment using games Wordwall application	
7	Meeting 6	Students control class	Post test	
		Students experimental class	Post test	

J E M B E R

Jember, 20th Juli 2023

Kepala MTsN 2 Jember


Hj. Nur Aliyah, S.Pd. M.Pd.

Appendix 8 Pre- Test Instrument

Pre- test Instrument

(Vocabulary mastery test)

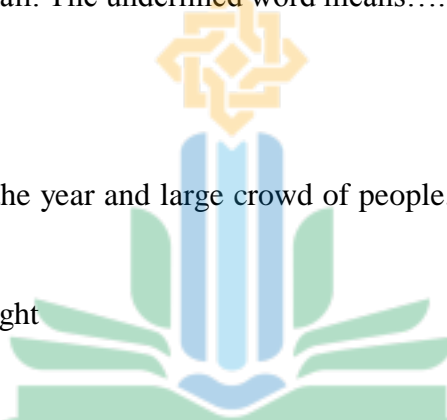
Name :
Class :
Time : 30 minutes

Read following short text, choose either A, B, C, or D as the correct answer !

Text 1 for question 1 to 5

On Saturday night, we went to the town hall. It was the last day of the year and a large crowd of people had gathered under the town hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped.

1. We went to the town hall. The underlined word means.....
 - A. Datang
 - B. Kembali
 - C. Pergi
 - D. Ingin
2. It was the last day of the year and large crowd of people. The underlined word refers to...
 - A. Town hall
 - B. On Saturday night
 - C. On Saturday
 - D. Night
3. It was the last day of **the year** and **large** crowd of people. The word type of the bolded word is
 - A. Noun
 - B. Adjective
 - C. Adverb
 - D. Verb
4. It was the last day of the year and large crowd of people. The underlined word means
 - A. Berkumpul
 - B. Ramai
 - C. Sepi
 - D. Bergurau
5. People had **gathered** under the town hall clock. The word type of the bolded word is
 - A. Noun
 - B. Adjective
 - C. Adverb
 - D. Verb



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Attach appropriate word for each sentence below. The words in the box will help you

A. Cut	B. Saw
C. Dirty	D. Happy

- We some beautiful flower and butterflies in the park.
- Sonia was because she won the competition.
- The classroom looks very..... the students should clean it soon.

Choose the best word to describe the picture !

9.



- Jump
- Walk
- Run
- Climb

10.



- Wash TV
- See TV
- Watch TV
- Listen TV

11.



- Fat
- Tall
- Short
- Long

12.



My sister is very beautiful. What is the synonym of beautiful “ ?

- Ugly
- Bad
- Pretty
- Dangerous

Text 2 for question no. 13 to 16

Last week, the rain was falling so heavily. I found that there were some leaks on the roof. To fix it up, I needed a ladder so that I could climb up to the roof.

- The rain was falling so heavily. The word type of the underlined word is
- Noun
 - Adjective
 - Adverb
 - Verb

14. I **found** that there were some leaks on the roof. The word type of the bolded word is

- A. Noun
- B. Adjective
- C. Adverb
- D. Verb

15. I found that there were some leaks on the roof. The word type of the underlined word is

- A. Noun
- B. Conjunction
- C. preposition
- D. Adjective

16. I could climb up to the roof. The word type of the underlined word is

- A. Noun
- B. Conjunction
- C. Verb
- D. Adjective

17. A noun have for legs and used to sit

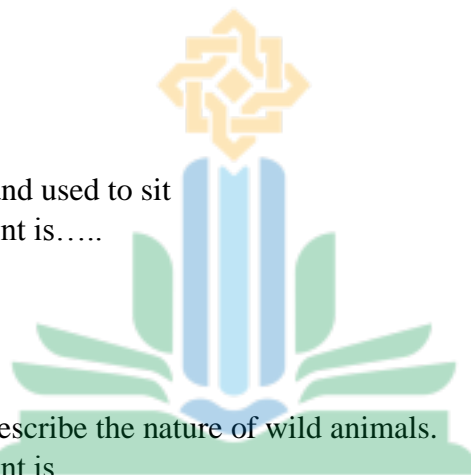
The correct arrangement is.....

- A. Lamp
- B. Chair
- C. Cupboard
- D. Table

18. An adjective used to describe the nature of wild animals.

The correct arrangement is....

- A. Cute
- B. Dangerous
- C. Safe
- D. Warm



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J E M B E R

19. which one belongs to the adverb class?

- A. Beautiful, Bad, Ugly, Fast
- B. Quickly, Slowly, School, Wash
- C. Little, Expensive, Table, Put
- D. Early, Happily, Slowly, Tonight

20. Which one belongs to the noun class below?

- A. Make, Hardly, Thin, Tall
- B. Book, Shoes, Park, Elephant
- C. Quick, Watch TV, Went, Bag
- D. Pillow, Clock, Took, Sweep

Appendix 9 Post- Test Instrument

Post- test Instrument (Vocabulary Mastery)

Name :
Class :
Time : 30 minutes

Read following short text, choose either A, B, C, or D as the correct answer !

Text 1 for question 1 to 5

Two months ago, a friend of mine gave me a box of fried rice that she made by herself. I was so amazed by how tasty her fried rice was. It encouraged me to learn how to make delicious fried rice. So, one week later I made one.

1. A friend gave me a box of fried rice that she made by herself. The underlined word means...
 - A. Menerima
 - B. Memberi
 - C. Membeli
 - D. Mempunyai
2. I was so amazed by how tasty her fried rice was. The word type of the underlined word is ...
 - A. Noun
 - B. Verb
 - C. Adjective
 - D. Conjunction
3. **It** encouraged me to learn how to make delicious fried rice. The word of the bolded word refers to...
 - A. Fried rice
 - B. A Friend
 - C. Tasty fried rice
 - D. Made by herself
4. It encouraged me to learn how to make *delicious* fried rice. The word type of the italic word is..
 - A. Noun
 - B. Verb
 - C. Adverb
 - D. Adjective
5. How many conjunctions are there in text 1 above?
 - A. One
 - B. Seven
 - C. Three
 - D. Four

Attach appropriate word for each sentence below. The words in the box will help you

A. Teeth

B. Throw

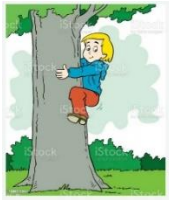
C. Made

D. glad

6. I went to dentist yesterday because my were pain
7. Diana birthday cake for her mother last night
8. My mother gave me new bag. I'm very

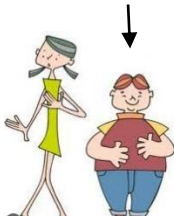
Choose the best word to describe the picture !

9.



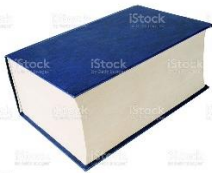
- A. Jump
- B. Climb
- C. Slide
- D. Crawl

10.



- A. Thin
- B. Fat
- C. Bony
- D. Cool

11.



- A. Thick
- B. Slight
- C. small
- D. Little

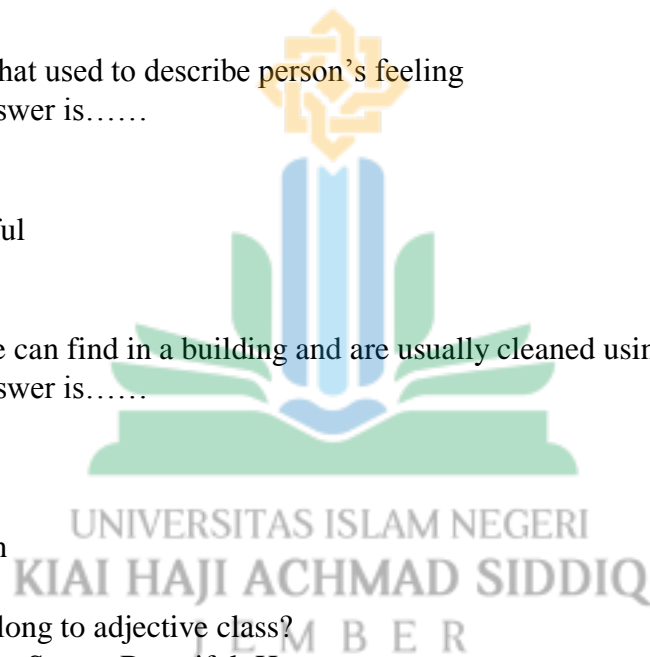
12. Tina's bicycle is broken. Tina is really sad now. What is the antonym of " sad " ?
 - A. Charm
 - B. Happy
 - C. Confused
 - D. Angry

Text 2 for question 13 to 16

Last Wednesday, I came late to my school because I played Playstation until 2.00 am in the night. Because I woke up late. I always went to school by my motorcycle. But on the day, I forgot where I put the key. So, I went to school by public transportation.


13. I came late to my school because I played playstation until 2.00 am in the night. The word type of the underlined word is
 - A. Noun
 - B. Verb
 - C. Adverb
 - D. Adjective

14. I always went to school by motorcycle. The word type of the underlined word is
- A. Verb
 - B. Noun
 - C. Adjective
 - D. Conjunction
15. I forgot where I put the key. So, I went to school by public transportation. What is the type word of “ So” ?
- A. Conjunction
 - B. Preposition
 - C. Noun
 - D. Pronoun
16. I forgot where I **put** the key. The word type of the bolded word is
- A. Noun
 - B. Verb
 - C. Adjective
 - D. Adverb
17. An adjective that used to describe person’s feeling
The correct answer is.....
- A. Sad
 - B. Clever
 - C. Beautiful
 - D. Short
18. A noun that we can find in a building and are usually cleaned using a broom
The correct answer is.....
- A. Table
 - B. Lamp
 - C. Floor
 - D. Dustbin
19. Which one belong to adjective class?
- A. Diligent, Smart, Beautiful, Happy
 - B. Strong, Take, Blanket, Bedroom
 - C. Wash, Book, Lamp, Draw
 - D. Tall, Clothes, River, Glad
20. Which one belong to verb class below?
- A. Watch tv, Wash, Study, Bag
 - B. Write, Read, Wakeup, Go
 - C. Quick, Watch, Went, Bag
 - D. Early, Happily, Slowly, Tonight



Appendix 10 Validation form pre- test and post test

Validation form English Lecturer 1

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli, Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://fik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

VALIDATION FORM OF TEST

Petunjuk pengisian format penelaahan butir soal:

Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!

Berilah tanda cek (✓) pada kolom “ya” bila soal yang ditelaah sudah sesuai dengan kriteria dan beri tanda cek (✓) pada kolom “tidak” bila soal yang ditelaah tidak sesuai dengan kriteria. Kemudian tuliskan alasan pada kolom catatan atau pada teks soal dan perbaikannya.

No	Pertanyaan	Ya	Tidak	Komentar
1	Apakah instrumen sesuai dengan kompetensi dasar dan indikator untuk siswa kelas VIII?	✓		
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?	✓		
3	Apakah indikator instrument mencakup semua aspek <i>vocabulary mastery</i> yang terdiri dari form and meaning ?	✓		
4	Apakah instruksi dapat dipahami siswa?	✓		tetapi beberapa instruksi masih perlu direvisi
5	Apakah alokasi waktu dengan soal yang disediakan sesuai?		✓	60 menit terlalu lama utk 20 item MC, I think 30 minutes is enough
6	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?	✓		
7	Apakah instruksinya sudah sesuai dengan kisi-kisi?	✓		

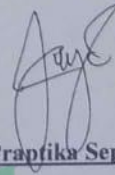
Catatan:

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some errors on mechanic are found. Please revise them first before you go to the field of the study.

Jember, 17 Mei 2023

Validator



Praptika Septi Familia, M. Pd

NIP. 20160390



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Validation form English Lecturer 2



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

VALIDATION FORM OF TEST

Petunjuk pengisian format penelaahan butir soal:

Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!

Berilah tanda cek (✓) pada kolom "ya" bila soal yang ditelaah sudah sesuai dengan kriteria dan beri tanda cek (✓) pada kolom "tidak" bila soal yang ditelaah tidak sesuai dengan kriteria. Kemudian tuliskan alasan pada kolom catatan atau pada teks soal dan perbaikannya.

No	Pertanyaan	Ya	Tidak	Komentar
1	Apakah instrumen sesuai dengan kompetensi dasar dan indikator untuk siswa kelas VIII?	✓		
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?	✓		
3	Apakah indikator instrument mencakup semua aspek <i>vocabulary mastery</i> yang terdiri dari form and meaning ?	✓		<i>reconsider about the number of Items for each.</i>
4	Apakah instruksi dapat dipahami siswa?	✓		
5	Apakah alokasi waktu dengan soal yang disediakan sesuai?	✓		
6	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?	✓		
7	Apakah instruksinya sudah sesuai dengan kisi-kisi?	✓		

Catatan:

.....
.....
.....
.....
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.....

Jember, 15 Mei 2023

Validator



Ninuk Indrayani, M. Pd

NIP. 197802009122002



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 11 Reliability test using KR-20 (pre- test instrument)

NO	siswa	butir soal																				skor
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	A	1	1	0	0	0	1	1	1	1	1	1	0	0	1	1	0	1	0	1	0	12
2	B	0	1	0	0	0	0	0	0	1	1	1	1	0	1	0	0	0	0	0	0	6
3	C	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18
4	D	1	1	1	0	0	1	1	0	1	1	1	1	0	1	1	1	0	1	1	0	14
5	E	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18
6	F	1	0	0	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	0	14
7	G	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	15
8	H	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	15
9	I	1	0	0	0	0	1	1	1	0	1	0	1	0	0	1	0	1	0	1	0	9
10	J	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	18
TOTAL CORRECT ANSWER		9	6	3	5	4	9	8	7	9	10	9	9	3	9	9	4	7	7	8	4	

p	0,9	0,6	0,3	0,5	0,4	1	0,8	0,7	0,9	1	0,9	0,9	0,3	0,9	0,9	0,4	0,7	0,7	0,8	0,4		
q	0,1	0,4	0,7	0,5	0,6	0	0,2	0,3	0,1	0	0,1	0,1	0,7	0,1	0,1	0,6	0,3	0,3	0,2	0,6		
pq	0,09	0,24	0,21	0,3	0,24	0	0,16	0,21	0,09	0	0,09	0,09	0,2	0,09	0,09	0,24	0,21	0,2	0,2	0,24	sigma pq	3,21

K	20
$\sum pq$	3,21
Var (s ²)	14,3
KR20	0,82

Appendix 12 Reliabilty test using KR -20 (post- test Instrument)

NO	siswa	butir soal																				skor
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	A	1	1	0	0	0	1	1	1	1	1	1	0	0	1	1	0	1	0	1	0	12
2	B	1	1	0	1	0	0	0	0	1	1	1	1	1	1	0	0	0	0	0	1	10
3	C	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
4	D	1	1	0	0	0	1	1	1	1	0	0	0	0	0	1	0	0	1	0	0	8
5	E	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
6	F	1	0	0	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	0	14
7	G	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	18
8	H	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	0	15
9	I	1	1	0	0	0	1	1	1	0	1	0	1	1	0	1	0	1	0	1	1	12
10	J	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	19
TOTAL CORRECT ANSWER		10	8	4	7	4	9	8	8	9	9	8	8	6	8	9	3	7	7	8	6	

p	1	0,8	0,4	0,7	0,4	0,9	0,8	0,8	0,9	0,9	0,8	0,8	0,6	0,8	0,9	0,3	0,7	0,7	0,8	0,6		
q	0	0,2	0,6	0,3	0,6	0,1	0,2	0,2	0,1	0,1	0,2	0,2	0,4	0,2	0,1	0,7	0,3	0,3	0,2	0,4		
pq	0	0,16	0,24	0,21	0,24	0,09	0,16	0,16	0,09	0,09	0,16	0,16	0,24	0,16	0,09	0,21	0,21	0,21	0,16	0,24	sigma pq	3,28

K	20
$\sum pq$	3,28
Var (s ²)	14,8
KR20	0,82

Appendix 13 student's score pre-test and post- test experimental class

Student's score pre- test and post- test Experimental class

NO	Student's Initial Name	Student's score	
		Pre- test	Post-test
1	AFZ	70	90
2	ANR	45	75
3	ATASA	30	70
4	AMP	20	50
5	AB	65	75
6	AA	40	55
7	APK	30	75
8	AAAH	65	80
9	CUNS	30	75
10	DAPS	30	50
11	DAD	55	75
12	FZA	50	85
13	FMR	40	70
14	GRW	40	80
15	GMP	40	75
16	HSB	40	65
17	JFN	35	60
18	MZG	75	85
19	MIS	45	90
20	MRDK	60	85
21	MAU	60	80
22	MIR	30	65
23	MFG	30	50
24	MHMR	45	75
25	MRF	50	85
26	MSEP	50	75
27	NKC	20	45
28	MAME	30	75
29	NZF	35	75
30	RMS	65	80
31	RQ	20	75
32	SMRW	35	65

Appendix 14 Student's Score pre- test and Post- test Control Class

Student's Score Pre-test and Post- test Control Class

No	Student's Initial Name	Student's Score	
		Pre- test	Post- test
1	AAF	60	60
2	AARF	45	70
3	AVK	45	60
4	AMA	30	45
5	AC	70	75
6	BFPA	30	40
7	FADC	30	45
8	FRPS	65	70
9	GJP	40	50
10	GFA	40	30
11	GBSFP	60	60
12	HAYMS	20	50
13	IMPH	25	30
14	KNNZ	30	50
15	LB	30	70
16	MEN	35	50
17	MRS	45	75
18	MIA	60	80
19	MAR	55	75
20	MRN	40	45
21	MZA	80	80
22	NIB	30	50
23	NLA	40	45
24	NLAU	40	65
25	PNW	55	60
26	RNH	55	70
27	RZI	70	50
28	RPH	30	40
29	SAN	50	50
30	UI	50	55
31	YCW	45	70
32	ZA	20	40

Appendix 15 Lesson Plan Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

KELAS EKSPERIMEN

Satuan Pendidikan : MTsN 2 Jember
Kelas / Semester : VIII/ 2
Mata pelajaran : Bahasa Inggris
Materi pokok : past tense (Recount text)
Skill : Vocabulary mastery
Alokasi waktu : 2 X 40 Menit
Pertemuan ke- : 1

A. KOMPETENSI INTI

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR

Kompetensi Dasar	Indikator pencapaian Kompetensi
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.11.1 Menjelaskan fungsi sosial yang terkandung dalam teks personal recount tulis pendek dan sederhana. 3.11.2 Menganalisis struktur teks personal recount tulis pendek dan sederhana. 3.11.3 Menganalisis unsur kebahasaan pada teks personal recount tulis pendek dan sederhana.
4.11.2 Menyusun teks recount lisan dan	4.11.2.1 Merangkai kata acak menjadi

<p>tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks penggunaannya.</p>	<p>kalimat dalam simple past tense.</p> <p>4.11.2.2 Merangkai paragraf acak menjadi teks personal recount tulis pendek dan sederhana.</p> <p>4.11.2.3 Menyusun teks personal recount tulis pendek dan sederhana.</p>
---	--

C. TUJUAN PEMBELAJARAN

1. Setelah melakukan pembelajaran siswa mampu menyebutkan arti vocabulary dengan baik dan benar pada teks recount pendek.
2. Siswa mampu menyebutkan synonym dan antonym dari vocabulary pada teks recount pendek.
3. Siswa mampu menyebutkan vocabulary dari gambar yang ditunjukkan.
4. Siswa mampu melengkapi kalimat rumpang dengan vocabulary yang tepat.
5. Siswa mampu menentukan dan mengelompokkan jenis vocabulary sesuai dengan kelas katanya(noun, adjective, verb, adverb, conjunction, dan preposition) yang ada pada teks recount pendek
6. Siswa mampu Menyusun huruf acak menjadi kata yang benar.

D. MATERI PEMBELAJARAN

Recount Text

Recount text adalah teks yang menceritakan kembali kegiatan, kejadian, atau pengalaman yang terjadi di masa lampau/ sudah terlewati.

Tujuan Teks Recount

Untuk menceritakan kembali kejadian – kejadian/ pengalaman di masa lampau/ sudah terlewati.

Fungsi Sosial

Melaporkan, mengambil teladan, dan membanggakan.

Struktur Teks

Dapat mencakup:

- Orientation : memberikan pembaca informasi latar belakang (background knowledge) yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi, dan kapan itu terjadi.
- Events : serangkaian peristiwa/kejadian yang diurutkan secara kronologis
- reorientation : sebuah komentar pribadi tentang peristiwa atau apa yang terjadi pada akhirnya.

Unsur kebahasaan

- Kalimatnya menggunakan Simple Past tense. Formula = S + Verb 2 + Object/Complement (kata keterangan)
- Menggunakan action verb, contoh: went, stayed, did
- Fokus pada specific participant, contoh: I (the writer)
- Menggunakan kata keterangan waktu (adverb of time): yesterday, last month, an hour ago, a month ago, last year, last holiday, dan sebagainya.
- Menggunakan kata penghubung (conjunction): first, then, after that, before, at last, finally, dan sebagainya.
- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
- Ejaan, tanda baca, dan tulisan tangan.

Topik Peristiwa

pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI

E. METODE PEMBELAJARAN

- Pendekatan : scientific approach
- Metode pembelajaran : Game

F. MEDIA PEMBELAJARAN

- Laptop
- proyektor

G. SUMBER BELAJAR

- Buku pembelajaran Bahasa Inggris kelas VIII “ Bright an English “
- Buku UKBM mandiri

H. LANGKAH- LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan (Tatap Muka)	Alokasi
----------	---------------------------------	---------

		Waktu
Pendahuluan	<ul style="list-style-type: none"> • Membuka pelajaran dengan mengucapkan salam dan berdo'a bersama • Memeriksa kehadiran peserta didik • Menanyakan sekilas materi pertemuan sebelumnya • Apersepsi • Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran • Menginformasikan tujuan yang akan di capai selama pembelajaran 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Siswa mendengarkan penjelasan guru tentang materi recount text. • Guru memberikan contoh teks recount pada layar proyektor. • Peserta didik mengamati teks recount yang dipaparkan oleh guru. • Guru meminta siswa mengamati vocabulary dalam teks recount • Guru log in pada aplikasi wordwall melalui website wordwal.net • Guru pergi ke menu "activity" • Guru memilih game yang akan dimainkan. • Guru memilih tombol play untuk game random wheel. • Guru memberi penjelasan cara bermain game random wheel. • Di game ini guru sudah menyiapkan vocabulary yang sudah dimasukkan dalam game random wheel. Ketika di pencet tombol play kata itu akan berputar seperti Permainan spin. Dan kata yang berhenti di depan tombol panah itu adalah vocabulary yang harus dijawab oleh siswa. • Guru memberi contoh cara bermain game random wheel • Guru memulai game random wheel. siswa yang mengangkat tangan terlebih dahulu dipersilahkan untuk menjawab arti dari yang ditunjuk tombol panah. • Siswa yang berhasil menjawab dapat memimpin game random wheel dengan cara menspin kata yang ada di game. • Kata yang sudah berhasil di tebak siswa dengan benar akan di eliminasi. Agar semua siswa mempunyai kesempatan menjawab vocabulary yang berbeeda – beda. • Permainan terus berlanjut dengan bergantian, siswa yang selesai menjawab bisa maju untuk memimpin game. 	60 menit
Penutup	<ul style="list-style-type: none"> • Guru spin nama siswa untuk bermain quiz tentang vocabulary yang sudah dipelajari • Peserta didik yang 	10 menit

	<ul style="list-style-type: none"> • namanya tertunjuk harus rearrange huruf menjadi vocabulary yang tepat. • Peserta didik dan guru bersama sama membuat kesimpulan tentang materi pembelajaran yang sudah di bahas • Guru memberikan motivasi kepada murid agar membaca ulang materi yang sudah dipelajari dirumah • Guru menutup pelajaran dengan berdo'a 	
--	--	--

I. PENILAIAN

Penilaian Pengetahuan: kecepatan dan ketepatan siswa dalam memainkan game random wheel.

Jember, 02 Maret 2023

Guru Mapel Bahasa Inggris

Peneliti

M. SHAFIHAN RASYID,S.Pd.

USWATUN HASANAH

NIP. -

NIM. T20196015



**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
KELAS EKSPERIMEN**

Satuan Pendidikan : MTsN 2 Jember
 Kelas / Semester : VIII/ 2
 Mata pelajaran : Bahasa Inggris
 Materi pokok : Past Tense (recount text)
 Skill : Vocabulary mastery
 Alokasi waktu : 2 X 40 Menit
 Pertemuan ke- : 2

A. KOMPETENSI INTI

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR

Kompetensi Dasar	Indikator pencapaian Kompetensi
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.11.1 Menjelaskan fungsi sosial yang terkandung dalam teks personal recount tulis pendek dan sederhana. 3.11.2 Menganalisis struktur teks personal recount tulis pendek dan sederhana. 3.11.3 Menganalisis unsur kebahasaan pada teks personal recount tulis pendek dan sederhana.
4.11.2 Menyusun teks recount lisan dan	4.11.2.1 Merangkai kata acak menjadi

<p>tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks penggunaannya.</p>	<p>kalimat dalam simple past tense.</p> <p>4.11.2.2 Merangkai paragraf acak menjadi teks personal recount tulis pendek dan sederhana.</p> <p>4.11.2.3 Menyusun teks personal recount tulis pendek dan sederhana.</p>
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C. TUJUAN PEMBELAJARAN

1. Setelah melakukan pembelajaran siswa mampu menyebutkan arti vocabulary dengan baik dan benar pada teks recount pendek.
2. Siswa mampu menyebutkan synonym dan antonym dari vocabulary pada teks recount pendek.
3. Siswa mampu menyebutkan vocabulary dari gambar yang ditunjukkan.
4. Siswa mampu melengkapi kalimat rumpang dengan vocabulary yang tepat.
5. Siswa mampu menentukan dan mengelompokkan jenis vocabulary sesuai dengan kelas katanya (noun, adjective, verb, adverb, conjunction, dan preposition) yang ada pada teks recount pendek
6. Siswa mampu Menyusun huruf acak menjadi kata yang benar.

D. MATERI PEMBELAJARAN

Recount Text

Recount text adalah teks yang menceritakan kembali kegiatan, kejadian, atau pengalaman yang terjadi di masa lampau/ sudah terlewati.

Tujuan Teks Recount

Untuk menceritakan kembali kejadian – kejadian/ pengalaman di masa lampau/ sudah terlewati.

Fungsi Sosial

Melaporkan, mengambil teladan, dan membanggakan.

Struktur Teks

Dapat mencakup:

- Orientation : memberikan pembaca informasi latar belakang (background knowledge) yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi, dan kapan itu terjadi.

- Events : serangkaian peristiwa/kejadian yang diurutkan secara kronologis
- reorientation : sebuah komentar pribadi tentang peristiwa atau apa yang terjadi pada akhirnya.

Unsur kebahasaan

- Kalimatnya menggunakan Simple Past tense. Formula = S + Verb 2 + Object/Complement (kata keterangan)
- Menggunakan action verb, contoh: went, stayed, did
- Fokus pada specific participant, contoh: I (the writer)
- Menggunakan kata keterangan waktu (adverb of time): yesterday, last month, an hour ago, a month ago, last year, last holiday, dan sebagainya.
- Menggunakan kata penghubung (conjunction): first, then, after that, before, at last, finally, dan sebagainya.
- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
- Ejaan, tanda baca, dan tulisan tangan.

Topik Peristiwa

pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI

E. METODE PEMBELAJARAN

- Pendekatan : scientific approach
- Metode pembelajaran : Game

F. MEDIA PEMBELAJARAN

- Laptop
- Proyektor
- Aplikasi wordwall application

G. SUMBER BELAJAR

- Buku pembelajaran Bahasa Inggris kelas VIII “ Bright an English “
- Buku UKBM mandiri

H. LANGKAH- LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan (Tatap Muka)	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Membuka pelajaran dengan mengucapkan salam dan berdo'a bersama 	10 menit

	<ul style="list-style-type: none"> • Memeriksa kehadiran peserta didik • Menanyakan sekilas materi pertemuan sebelumnya • Apersepsi • Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran • Menginformasikan tujuan yang akan di capai selama pembelajaran 	
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Guru mengulang penjelasan singkat tentang recount text • Guru meminta siswa untuk menyebutkan vocabulary apa saja yang sudah mereka pelajari di pertemuan sebelumnya. <p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa menanya tentang arti dari vocabulary yang mereka belum ketahui. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Guru memberikan penjelasan tentang aplikasi wordwall yang akan digunakan dalam pembelajaran • Guru menjelaskan cara bermain games wordsearch pada aplikasi wordwall dalam pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Guru log in pada aplikasi wordwall dan memilih menu activity • Guru memilih game wordsearch • Guru akan menampilkan game wordsearch pada layar proyektor • Guru membentuk siswa menjadi 6 kelompok. Tiap kelompok terdiri dari 5/6 siswa. • Guru meminta bantuan siswa kedepan untuk membantu guru memberi contoh cara bermain game wordsearch. • Setiap kelompok bergantian maju untuk mencari kata di game wordsearch. • Setiap kelompok diberikan waktu 5 menit untuk mencari vocabulary yang ada di game. • Setiap kelompok ada yang bagian untuk menulis kata vocabulary apa saja yang sudah ditemukan. • Jika semua kelompok sudah maju, guru meminta siswa untuk menuliskan arti dan word classes vocabulary pada kertas tersebut. • Kelompok yang sudah selesai mengerjakan bisa maju kedepan untuk mengumpulkan hasil kerja kelompoknya. 	60 menit
Penutup	<ul style="list-style-type: none"> • Guru meminta siswa untuk menyebutkan vocabulary apa saja yang mereka temukan di game wordsearch. • Guru menunjukkan kepada siswa dan menyebutkan vocabulary apa saja yang ada di word search. • Peserta didik dan guru bersama sama membuat kesimpulan tentang materi pembelajaran yang sudah di bahas • Guru memberikan motivasi kepada murid agar membaca ulang materi yang sudah dipelajari dirumah • Guru menutup pelajaran dengan berdo'a 	10 menit

I. PENILAIAN

Penilaian berdasarkan ketepatan, kecepatan, dan kekompakan kelompok dalam bermain game word search

Jember, 24 Maret 2023

Guru Mapel Bahasa Inggris

Peneliti

M. SHAFIHAN RASYID, S.Pd.

USWATUN HASANAH

NIP.

NIM. T20196015



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

KELAS EKSPERIMEN

Satuan Pendidikan	: MTsN 2 Jember
Kelas / Semester	: VIII/ 2
Mata pelajaran	: Bahasa Inggris
Materi pokok	:past tense (Recount text)
Skill	: Vocabulary mastery
Alokasi waktu	: 2 X 40 Menit
Pertemuan ke-	: 3

A. KOMPETENSI INTI

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR

Kompetensi Dasar	Indikator pencapaian Kompetensi
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.11.1 Menjelaskan fungsi sosial yang terkandung dalam teks personal recount tulis pendek dan sederhana. 3.11.2 Menganalisis struktur teks personal recount tulis pendek dan sederhana. 3.11.3 Menganalisis unsur kebahasaan pada teks personal recount tulis pendek dan sederhana.
4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di	4.11.2.1 Merangkai kata acak menjadi kalimat dalam simple past tense.

waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks penggunaannya.	4.11.2.2 Merangkai paragraf acak menjadi teks personal recount tulis pendek dan sederhana. 4.11.2.3 Menyusun teks personal recount tulis pendek dan sederhana.
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C. TUJUAN PEMBELAJARAN

1. Setelah melakukan pembelajaran siswa mampu menyebutkan arti vocabulary dengan baik dan benar pada teks recount pendek.
2. Siswa mampu menyebutkan synonym dan antonym dari vocabulary pada teks recount pendek.
3. Siswa mampu menyebutkan vocabulary dari gambar yang ditunjukkan.
4. Siswa mampu melengkapi kalimat rumpang dengan vocabulary yang tepat.
5. Siswa mampu menentukan dan mengelompokkan jenis vocabulary sesuai dengan kelas katanya (noun, adjective, verb, adverb, conjunction, dan preposition) yang ada pada teks recount pendek

D. MATERI PEMBELAJARAN

Recount Text

Recount text adalah teks yang menceritakan kembali kegiatan, kejadian, atau pengalaman yang terjadi di masa lampau/ sudah terlewati.

Tujuan Teks Recount

Untuk menceritakan kembali kejadian – kejadian/ pengalaman di masa lampau/ sudah terlewati.

Fungsi Sosial

Melaporkan, mengambil teladan, dan membanggakan.

Struktur Teks

Dapat mencakup:

- Orientation : memberikan pembaca informasi latar belakang (background knowledge) yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi, dan kapan itu terjadi.
- Events : serangkaian peristiwa/kejadian yang diurutkan secara kronologis

- reorientation : sebuah komentar pribadi tentang peristiwa atau apa yang terjadi pada akhirnya.

Unsur kebahasaan

- Kalimatnya menggunakan Simple Past tense. Formula = S + Verb 2 + Object/Complement (kata keterangan)
- Menggunakan action verb, contoh: went, stayed, did
- Fokus pada specific participant, contoh: I (the writer)
- Menggunakan kata keterangan waktu (adverb of time): yesterday, last month, an hour ago, a month ago, last year, last holiday, dan sebagainya.
- Menggunakan kata penghubung (conjunction): first, then, after that, before, at last, finally, dan sebagainya.
- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
- Ejaan, tanda baca, dan tulisan tangan.

Topik Peristiwa

pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI

E. METODE PEMBELAJARAN

- Pendekatan : scientific approach
- Metode pembelajaran : Game

F. MEDIA PEMBELAJARAN

- Laptop
- Proyektor
- Aplikasi wordwall application

G. SUMBER BELAJAR

- Buku pembelajaran Bahasa Inggris kelas VIII “ Bright an English “
- Buku UKBM mandiri

H. LANGKAH- LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan (Tatap Muka)	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Membuka pelajaran dengan mengucapkan salam dan berdo'a bersama • Memeriksa kehadiran peserta didik • Menanyakan sekilas materi pertemuan sebelumnya 	10 menit

	<ul style="list-style-type: none"> • Apersepsi • Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran • Menginformasikan tujuan yang akan di capai selama pembelajaran 	
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Guru mereview secara singkat tentang recount text • Guru meminta siswa untuk menyebutkan vocabulary yang sudah dipelajari pada pertemuan sebelumnya menggunakan game word search. <p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa menanya tentang vocabulary yang mereka belum ketahui <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Guru menjelaskan kepada siswa cara bermain game flashcard pada aplikasi wordwall <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Guru log in pada aplikasi wordwall dan memilih menu activity • Guru memilih game flashcard • Guru memberikan contoh cara bermain game flashcard (guesing game) • Pada game ini akan muncul di layar satu kalimat clue dalam bahasa inggris. Kemudian siswa bisa menebak vocabulary apa yang dimaksud pada clue tersebut. Example : this room is a place where our family gathers (living room) • Setelah siswa membaca clue siswa diminta untuk menyebutkan jawaban dari clue tersebut. • Jika siswa telah selesai menjawab, guru akan flip layar yang ada tulisan clue untuk melihat apakah jawaban siswa benar atau tidak. • Pada game ini guru yang memipin permian game, dan siswa yang menebak game. • Setiap siswa diberikan kesempatan untuk menjawab dengan bergantian. Siswa yang bisa menjawab dengan benar dipersilahkan menunjuk temannya untuk menjawab soal berikutnya. • Permianan akan terus dilakukan sampai semua peserta mendapat kesempatan untuk menjawab. 	60 menit
Penutup	<ul style="list-style-type: none"> • Guru memberikan quiz guessing and describing kepada siswa untuk menguatkan pembelajaran pada hari ini. • Peserta didik dan guru bersama sama membuat kesimpulan tentang materi pembelajaran yang sudah di bahas • Guru memberikan motivasi kepada murid agar membaca ulang materi yang sudah dipelajari di rumah • Guru menutup pelajaran dengan berdo'a 	10 menit

I. PENILAIAN

Penilaian berdasarkan ketepatan siswa dalam menebak vocabulary pada games flashcard.

Jember, 24 Mei 2023

Guru Mapel Bahasa Inggris

Peneliti

M. SHAFIHAN RASYID,S.Pd.

NIP.-

USWATUN HASANAH

NIM. T20196015



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

KELAS EKSPERIMEN

Satuan Pendidikan	: MTsN 2 Jember
Kelas / Semester	: VIII/ 2
Mata pelajaran	: Bahasa Inggris
Materi pokok	: Past Tense (Recount Text)
Skill	: Vocabulary mastery
Alokasi waktu	: 2 X 40 Menit
Pertemuan ke-	: 4

A. KOMPETENSI INTI

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR

Kompetensi Dasar	Indikator pencapaian Kompetensi
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.11.1 Menjelaskan fungsi sosial yang terkandung dalam teks personal recount tulis pendek dan sederhana. 3.11.2 Menganalisis struktur teks personal recount tulis pendek dan sederhana. 3.11.3 Menganalisis unsur kebahasaan pada teks personal recount tulis pendek dan sederhana.
4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di	4.11.2.1 Merangkai kata acak menjadi kalimat dalam simple past tense.

waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks penggunaannya.	4.11.2.2 Merangkai paragraf acak menjadi teks personal recount tulis pendek dan sederhana. 4.11.2.3 Menyusun teks personal recount tulis pendek dan sederhana.
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C. TUJUAN PEMBELAJARAN

1. Setelah melakukan pembelajaran siswa mampu menyebutkan arti vocabulary dengan baik dan benar pada teks recount pendek.
2. Siswa mampu menyebutkan synonym dan antonym dari vocabulary pada teks recount pendek.
3. Siswa mampu menyebutkan vocabulary dari gambar yang ditunjukkan.
4. Siswa mampu melengkapi kalimat rumpang dengan vocabulary yang tepat.
5. Siswa mampu menentukan dan mengelompokkan jenis vocabulary (noun, adjective, verb, adverb, conjunction, dan preposition) yang ada pada teks recount pendek
6. Siswa mampu Menyusun huruf acak menjadi kata yang benar.

D. MATERI PEMBELAJARAN

Recount Text

Recount text adalah teks yang menceritakan kembali kegiatan, kejadian, atau pengalaman yang terjadi di masa lampau/ sudah terlewati.

Tujuan Teks Recount

Untuk menceritakan kembali kejadian — kejadian/ pengalaman di masa lampau/ sudah terlewati.

Fungsi Sosial

Melaporkan, mengambil teladan, dan membanggakan.

Struktur Teks

Dapat mencakup:

- Orientation : memberikan pembaca informasi latar belakang (background knowledge) yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi, dan kapan itu terjadi.
- Events : serangkaian peristiwa/kejadian yang diurutkan secara kronologis
- reorientation : sebuah komentar pribadi tentang peristiwa atau apa yang terjadi pada akhirnya.

Unsur kebahasaan

- Kalimatnya menggunakan Simple Past tense. Formula = S + Verb 2 + Object/Complement (kata keterangan)
- Menggunakan action verb, contoh: went, stayed, did
- Fokus pada specific participant, contoh: I (the writer)
- Menggunakan kata keterangan waktu (adverb of time): yesterday, last month, an hour ago, a month ago, last year, last holiday, dan sebagainya.
- Menggunakan kata penghubung (conjunction): first, then, after that, before, at last, finally, dan sebagainya.
- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
- Ejaan, tanda baca, dan tulisan tangan.

Topik Peristiwa

pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI

E. METODE PEMBELAJARAN

- Pendekatan : scientific approach
- Metode pembelajaran : Game

F. MEDIA PEMBELAJARAN

- Laptop
- Proyektor
- Aplikasi wordwall application

G. SUMBER BELAJAR

- Buku pembelajaran Bahasa Inggris kelas VIII “ Bright an English “
- Buku UKBM mandiri

H. LANGKAH- LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan (Tatap Muka)	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Membuka pelajaran dengan mengucapkan salam dan berdo'a bersama• Memeriksa kehadiran peserta didik• Menanyakan sekilas materi pertemuan sebelumnya• Apersepsi• Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran	10 menit

	<ul style="list-style-type: none"> Menginformasikan tujuan yang akan di capai selama pembelajaran 	
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> Guru mereview secara singkat tentang recount text Guru meminta siswa untuk menyebutkan vocabulary yang sudah dipelajari pada pertemuan sebelumnya. <p>Menanya</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa menanya tentang vocabulary yang mereka belum ketahui <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Guru memberikan penjelasan tentang jenis – jenis vocabulary(noun, verb, adjective, adverb, conjunction, preposition) Guru memberikan contoh dari vocabulary noun, verb, adjective, adverb, conjunction, preposition . Guru memberikan penjelasan cara bermain game ballon pop <p>Mengasosiasi</p> <ul style="list-style-type: none"> Guru log in pada aplikasi wordwall dan memilih menu activity Guru memilih game ballon pop Guru menampilkan game ballon pop Guru memberikan contoh cara bermain game ballon pop Setiap siswa akan bergantian maju kedepan untuk bermain game berdasarkan urutan absen Di layer proyektor game akan ditampilkan kereta api berjalan yang diatasnya terdapat kata Siswa diminta untuk menentukan kata yang ada di kereta dengan jenis kata yang ada di balon udara. Example : kereta membawa kata “book” , di balon udara akan ada pilihan kata noun, adjective, adverb, verb, preposition, and conjungtion. Siswa bisa memencet cursor untuk menjatuhkan kata yang dibawah oleh balon udara. Jika jawaban siswa benar siswa akan bisa lanjut untuk bermain di level 2, 3 dan seterusnya. 	60 menit
Penutup	<ul style="list-style-type: none"> Guru menunjukkan jawaban yang benar dan salah tentang jenis vocabulary yang sudah dipelajari. Peserta didik dan guru bersama sama membuat kesimpulan tentang materi pembelajaran yang sudah di bahas Guru memberikan motivasi kepada murid agar membaca ulang materi yang sudah dipelajari dirumah Guru menutup pelajaran dengan berdo'a 	10 menit

I. PENILAIAN

Penilaian berdasarkan ketepatan dan kecepatan siswa dalam bermain game ballon pop

Jember, 24 Mei 2023

Guru Mapel Bahasa Inggris

Peneliti

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Appendix 16 Lesson Plan Control Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KELAS KONTROL

Satuan Pendidikan	: MtsN 2 Jember
Kelas / Semester	: VIII/ 2
Mata pelajaran	: Bahasa Inggris
Materi pokok	: Recount Text
Skill	: Vocabulary mastery
Alokasi waktu	: 2 X 40 Menit
Pertemuan ke-	: 1

A. KOMPETENSI INTI

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR

Kompetensi Dasar	Indikator pencapaian Kompetensi
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.11.1 Menjelaskan fungsi sosial yang terkandung dalam teks personal recount tulis pendek dan sederhana. 3.11.2 Menganalisis struktur teks personal recount tulis pendek dan sederhana. 3.11.3 Menganalisis unsur kebahasaan pada teks personal recount tulis pendek dan sederhana.
4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana,	4.11.2.1 Merangkai kata acak menjadi kalimat dalam simple past

terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks penggunaannya.	tense. 4.11.2.2 Merangkai paragraf acak menjadi teks personal recount tulis pendek dan sederhana. 4.11.2.3 Menyusun teks personal recount tulis pendek dan sederhana.
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C. TUJUAN PEMBELAJARAN

1. Setelah melakukan pembelajaran siswa mampu menyebutkan arti vocabulary dengan baik dan benar pada teks recount pendek.
2. Siswa mampu menyebutkan synonym dan antonym dari vocabulary pada teks recount pendek.
3. Siswa mampu menyebutkan vocabulary dari gambar yang ditunjukkan.
4. Siswa mampu melengkapi kalimat rumpang dengan vocabulary yang tepat.
5. Siswa mampu menentukan dan mengelompokkan jenis vocabulary (noun, adjective, verb, adverb, conjunction, dan preposition) yang ada pada teks recount pendek
6. Siswa mampu Menyusun huruf acak menjadi kata yang benar.

D. MATERI PEMBELAJARAN

Recount Text

Recount text adalah teks yang menceritakan kembali kegiatan, kejadian, atau pengalaman yang terjadi di masa lampau/ sudah terlewati.

Tujuan Teks Recount

Untuk menceritakan kembali kejadian – kejadian/ pengalaman di masa lampau/ sudah terlewati.

Fungsi Sosial

Melaporkan, mengambil teladan, dan membanggakan.

Struktur Teks

Dapat mencakup:

- Orientation : memberikan pembaca informasi latar belakang (background knowledge) yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi, dan kapan itu terjadi.

- Events : serangkaian peristiwa/kejadian yang diurutkan secara kronologis
- Reorientation : sebuah komentar pribadi tentang peristiwa atau apa yang terjadi pada akhirnya.

Unsur kebahasaan

- Kalimatnya menggunakan Simple Past tense. Formula = S + Verb 2 + Object/Complement (kata keterangan)
- Menggunakan action verb, contoh: went, stayed, did
- Fokus pada specific participant, contoh: I (the writer)
- Menggunakan kata keterangan waktu (adverb of time): yesterday, last month, an hour ago, a month ago, last year, last holiday, dan sebagainya.
- Menggunakan kata penghubung (conjunction): first, then, after that, before, at last, finally, dan sebagainya.
- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
- Ejaan, tanda baca, dan tulisan tangan.

Topik Peristiwa

pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI

E. METODE PEMBELAJARAN

- Pendekatan : scientific approach
- Metode pembelajaran : discovery learning

F. MEDIA PEMBELAJARAN

- Laptop
- Proyektor
- Paper
- Spidol

G. SUMBER BELAJAR

- Buku pembelajaran Bahasa Inggris kelas VIII “ Bright an English “
- Buku UKBM mandiri

H. LANGKAH- LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan (Tatap Muka)	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Membuka pelajaran dengan mengucapkan salam dan 	10 menit

	berdo'a bersama <ul style="list-style-type: none"> • Memeriksa kehadiran peserta didik • Menanyakan sekilas materi pertemuan sebelumnya • Apersepsi • Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran • Menginformasikan tujuan yang akan di capai selama pembelajaran 	
Kegiatan Inti	<ul style="list-style-type: none"> • Siswa mendengarkan penjelasan guru tentang materi recount text. • Guru memberikan contoh teks recount melalui layar proyektor • Guru meminta Peserta didik mengamati teks recount yang dipaparkan oleh guru. • Guru membagi siswa menjadi beberapa kelompok • Guru memberikan penjelasan kepada siswa cara bermain game vocabulary word card. • Guru meminta bantuan kepada siswa untuk memperagakan cara bermain game. • Guru memulai permainan game dengan mengangkat potongan kertas yang sudah diberi tulisan kata. • Guru akan memilih kelompok yang mengangkat tangan terlebih dahulu dan mempersilahkan kepada siswa untuk menjawab arti dari vocabulary yang ada di kertas. • Jika jawaban kelompok salah guru akan melempar kepada kelompok lain untuk menjawab • Kelompok yang berhasil menjawab dengan benar akan mendapatkan point bintang 	60 menit
Penutup	<ul style="list-style-type: none"> • Guru membuat kesimpulan point bintang yang telah dikumpulkan oleh setiap kelompok • Peserta didik dan guru bersama sama membuat kesimpulan tentang materi pembelajaran yang sudah di bahas • Guru memberikan motivasi kepada murid agar membaca ulang materi yang sudah dipelajari di rumah • Guru menutup pelajaran dengan berdo'a 	10 menit

I. PENILAIAN

Penilaian berdasarkan hasil point bintang yang dikumpulkan oleh setiap kelompok.

Jember, 24 Mei 2023

Guru Mapel Bahasa Inggris

Peneliti

M. SHAFIHAN RASYID, S.P.d

USWATUN HASANAH

NIP.-

NIM. T20196015

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

KELAS KONTROL

Satuan Pendidikan	: MtsN 2 Jember
Kelas / Semester	: VIII/ 2
Mata pelajaran	: Bahasa Inggris
Materi pokok	: Recount Text
Skill	: Vocabulary mastery
Alokasi waktu	: 2 X 40 Menit
Pertemuan ke-	: 2

A. KOMPETENSI INTI

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI-2 :Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4 :Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR

Kompetensi Dasar	Indikator pencapaian Kompetensi
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.11.1 Menjelaskan fungsi sosial yang terkandung dalam teks personal recount tulis pendek dan sederhana. 3.11.2Menganalisis struktur teks personal recount tulis pendek dan sederhana. 3.11.3 Menganalisis unsur kebahasaan pada teks personal recount tulis pendek dan sederhana.
4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks penggunaannya.	4.11.2.1 Merangkai kata acak menjadi kalimat dalam simple past tense. 4.11.2.2 Merangkai paragraf acak menjadi teks personal recount tulis pendek dan sederhana. 4.11.2.3 Menyusun teks personal recount tulis pendek dan sederhana.

C. TUJUAN PEMBELAJARAN

1. Setelah melakukan pembelajaran siswa mampu menyebutkan arti vocabulary dengan baik dan benar pada teks recount pendek.
2. Siswa mampu menyebutkan synonym dan antonym dari vocabulary pada teks recount pendek.
3. Siswa mampu menyebutkan vocabulary dari gambar yang ditunjukkan.
4. Siswa mampu melengkapi kalimat rumpang dengan vocabulary yang tepat.
5. Siswa mampu menentukan dan mengelompokkan jenis vocabulary (noun, adjective, verb, adverb, conjunction, dan preposition) yang ada pada teks recount pendek
6. Siswa mampu Menyusun huruf acak menjadi kata yang benar.

D. MATERI PEMBELAJARAN

Recount Text

Recount text adalah teks yang menceritakan kembali kegiatan, kejadian, atau pengalaman yang terjadi di masa lampau/ sudah terlewati.

Tujuan Teks Recount

Untuk menceritakan kembali kejadian – kejadian/ pengalaman di masa lampau/ sudah terlewati.

Fungsi Sosial

Melaporkan, mengambil teladan, dan membanggakan.

Struktur Teks

Dapat mencakup:

- Orientation : memberikan pembaca informasi latar belakang (background knowledge) yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi, dan kapan itu terjadi.
- Events : serangkaian peristiwa/kejadian yang diurutkan secara kronologis
- reorientation : sebuah komentar pribadi tentang peristiwa atau apa yang terjadi pada akhirnya.

Unsur kebahasaan

- Kalimatnya menggunakan Simple Past tense. Formula = S + Verb 2 + Object/Complement (kata keterangan)
- Menggunakan action verb, contoh: went, stayed, did
- Fokus pada specific participant, contoh: I (the writer)

- Menggunakan kata keterangan waktu (adverb of time): yesterday, last month, an hour ago, a month ago, last year, last holiday, dan sebagainya.
- Menggunakan kata penghubung (conjunction): first, then, after that, before, at last, finally, dan sebagainya.
- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
- Ejaan, tanda baca, dan tulisan tangan.

Topik Peristiwa

pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI

E. METODE PEMBELAJARAN

- Pendekatan : scientific approach
- Metode pembelajaran : discovery learning

F. MEDIA PEMBELAJARAN

- Spidol
- Papan tulis
- Paper

G. SUMBER BELAJAR

- Buku pembelajaran Bahasa Inggris kelas VIII “ Bright an English “
- Buku UKBM mandiri

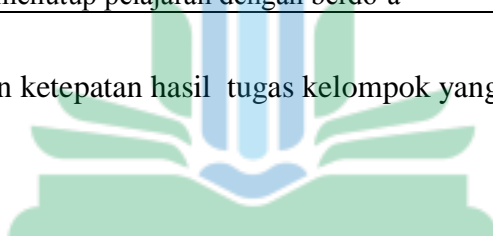
H. LANGKAH- LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan (Tatap Muka)	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Membuka pelajaran dengan mengucapkan salam dan berdo'a bersama • Memeriksa kehadiran peserta didik • Menanyakan sekilas materi pertemuan sebelumnya • Apersepsi • Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran • Menginformasikan tujuan yang akan di capai selama pembelajaran 	10 menit
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Guru mengulang penjelasan singkat tentang recount text • Guru meminta siswa untuk menyebutkan vocabulary apa saja yang sudah mereka pelajari di pertemuan sebelumnya. <p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa menanya tentang arti dari vocabulary yang mereka belum ketahi. 	60 menit

	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> Guru menjelaskan kepada siswa tentang apa yang akan dilakukan pada pembelajaran hari ini. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Guru meminta siswa berkumpul dengan kelompok pada pertemuan sebelumnya. Guru membagikan paper kepada siswa tentang teks recount. Setiap kelompok mendapatkan teks yang berbeda. Guru meminta kepada setiap kelompok untuk berdiskusi mencari vocabulary apa saja yang ada dalam teks recount , lalu menulisnya pada kertas. Setelah menemukannya siswa diminta untuk membuat kalimat dari vocabulary tersebut. Jika sudah selesai tiap kelompok dapat membaca hasil pengerjaanya di depan teman- temannya. Semua kelompok diberikan kesempatan untuk maju mempresentasikan hasil tugasnya. 	
Penutup	<ul style="list-style-type: none"> Guru menyebutkan vocabulary yang sudah di pelajari pada hari ini. Dan meminta siswa menyebutkan artinya untuk penguatan vocabulary yang sudah dipelajari hari ini. Peserta didik dan guru bersama sama membuat kesimpulan tentang materi pembelajaran yang sudah di bahas Guru memberikan motivasi kepada murid agar membaca ulang materi yang sudah dipelajari dirumah Guru menutup pelajaran dengan berdo'a 	10 menit

I. PENILAIAN

Penilaian berdasarkan ketepatan hasil tugas kelompok yang dikerjakan oleh siswa.



Jember, 24 Maret 2023

Guru Mapel Bahasa Inggris

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Peneliti

M. SHAFIHAN RASYID,S.Pd.

USWATUN HASANAH

NIP.-

NIM. T20196015

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

KELAS KONTROL

Satuan Pendidikan	: MtsN 2 Jember
Kelas / Semester	: VIII/ 2
Mata pelajaran	: Bahasa Inggris
Materi pokok	: Recount Text
Skill	: Vocabulary mastery
Alokasi waktu	: 2 X 40 Menit
Pertemuan ke-	: 3

A. KOMPETENSI INTI

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR

Kompetensi Dasar	Indikator pencapaian Kompetensi
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.11.1 Menjelaskan fungsi sosial yang terkandung dalam teks personal recount tulis pendek dan sederhana. 3.11.2 Menganalisis struktur teks personal recount tulis pendek dan sederhana. 3.11.3 Menganalisis unsur kebahasaan pada teks personal recount tulis pendek dan sederhana.
4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur	4.11.2.1 Merangkai kata acak menjadi kalimat dalam simple past tense. 4.11.2.2 Merangkai paragraf acak menjadi teks personal recount tulis pendek dan sederhana.

kebahasaan, secara benar dan sesuai konteks penggunaannya.	4.11.2.3 Menyusun teks personal recount tulis pendek dan sederhana.
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C. TUJUAN PEMBELAJARAN

1. Setelah melakukan pembelajaran siswa mampu menyebutkan arti vocabulary dengan baik dan benar pada teks recount pendek.
2. Siswa mampu menyebutkan synonym dan antonym dari vocabulary pada teks recount pendek.
3. Siswa mampu menyebutkan vocabulary dari gambar yang ditunjukkan.
4. Siswa mampu melengkapi kalimat rumpang dengan vocabulary yang tepat.
5. Siswa mampu menentukan dan mengelompokkan jenis vocabulary (noun, adjective, verb, adverb, conjunction, dan preposition) yang ada pada teks recount pendek
6. Siswa mampu Menyusun huruf acak menjadi kata yang benar.

D. MATERI PEMBELAJARAN

Recount Text

Recount text adalah teks yang menceritakan kembali kegiatan, kejadian, atau pengalaman yang terjadi di masa lampau/ sudah terlewati.

Tujuan Teks Recount

Untuk menceritakan kembali kejadian – kejadian/ pengalaman di masa lampau/ sudah terlewati.

Fungsi Sosial

Melaporkan, mengambil teladan, dan membanggakan.

Struktur Teks

Dapat mencakup:

- Orientation : memberikan pembaca informasi latar belakang (background knowledge) yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi, dan kapan itu terjadi.
- Events : serangkaian peristiwa/kejadian yang diurutkan secara kronologis
- reorientation : sebuah komentar pribadi tentang peristiwa atau apa yang terjadi pada akhirnya.

Unsur kebahasaan

- Kalimatnya menggunakan Simple Past tense. Formula = S + Verb 2 + Object/Complement (kata keterangan)
- Menggunakan action verb, contoh: went, stayed, did
- Fokus pada specific participant, contoh: I (the writer)
- Menggunakan kata keterangan waktu (adverb of time): yesterday, last month, an hour ago, a month ago, last year, last holiday, dan sebagainya.
- Menggunakan kata penghubung (conjunction): first, then, after that, before, at last, finally, dan sebagainya.
- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
- Ejaan, tanda baca, dan tulisan tangan.

Topik Peristiwa

pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI

E. METODE PEMBELAJARAN

- Pendekatan : scientific approach
- Metode pembelajaran : ceramah and Game

F. MEDIA PEMBELAJARAN

- Spidol
- Papan tulis
- Vocabulary Word card

G. SUMBER BELAJAR

- Buku pembelajaran Bahasa Inggris kelas VIII “ Bright an English “
- Buku UKBM mandiri

H. LANGKAH- LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan (Tatap Muka)	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Membuka pelajaran dengan mengucapkan salam dan berdo'a bersama• Memeriksa kehadiran peserta didik• Menanyakan sekilas materi pertemuan sebelumnya• Apersepsi• Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran	10 menit

	<ul style="list-style-type: none"> Menginformasikan tujuan yang akan di capai selama pembelajaran 	
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> Guru mengulang penjelasan singkat tentang recount text Guru meminta siswa untuk menyebutkan vocabulary apa saja yang sudah mereka pelajari di pertemuan sebelumnya. <p>Menanya</p> <ul style="list-style-type: none"> Guru mempersilahkan siswa untuk bertanya tentang materi recount text yang mereka belum fahami. Guru mennaya kepada siswa tentang perbedaan adjective, noun, verb, dan adverb. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Guru memberikan penjelasan tentang vocabulary yang akan dipelajari menggunakan vocabulary word card. Guru menjelaskan cara bermain games vocabulary word card.. Guru meminta siswa untuk berkumpul sesuai dengan kelompoknya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Guru memberikan penjelasan tentang adjective, noun, verb, dan adverb. Guru memberikan contoh vocabulary yang termasuk noun, adjective, verb, dan adverb. guru meminta siswa untuk menyebutkan vocabulary yang termasuk noun, verb, adjective, dan adverb selain yang sudah dicontohkan leh guru. Guru mengajak siswa bermain game vocabulary word card. Guru akan mengangkat kertas yang berisi vocabulary. Siswa diminta untuk menyebutkan jenis kelas kata pada vocabulary tersebut. Guru meinta kepada setiap kelompok untuk adu kecepatan angkat tangan. Kelompok yang mengangkat tangan terlebih dahulu dipersilahkan untuk menjawab kelas kata pada vocabulary tersebut. jika jawaban kelompok benar akan mendapatkan point bintang guru akan menuliskan point bintang di papan jika jawaban salah guru akan melempar soal kepada kelompok lain. Permainan akan terus berlanjut seperti itu. 	60 menit
Penutup	<ul style="list-style-type: none"> Peserta didik dan guru bersama sama membuat kesimpulan tentang materi pembelajaran yang sudah di bahas. Guru memberikan motivasi kepada murid agar membaca ulang materi yang sudah dipelajari di rumah Guru menutup pelajaran dengan berdo'a 	10 menit

I. PENILAIAN

Penilaian berdasarkan keaktifan, kekompakan dan point Bintang yang dikumpulkan oleh tiap kelompok.

Jember, 02 Mei 2023

Guru Mapel Bahasa Inggris

Peneliti

M. SHAFIHAN RASYID,S.Pd.

USWATUN HASANAH

NIP.-

NIM. T20196015



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

KELAS KONTROL

Satuan Pendidikan : MtsN 2 Jember
Kelas / Semester : VIII/ 2
Mata pelajaran : Bahasa Inggris
Materi pokok : Recount Text
Skill : Vocabulary mastery
Alokasi waktu : 2 X 40 Menit
Pertemuan ke- : 4

A. KOMPETENSI INTI

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya
KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
KI-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
KI-4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR

Kompetensi Dasar	Indikator pencapaian Kompetensi
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.11.1 Menjelaskan fungsi sosial yang terkandung dalam teks personal recount tulis pendek dan sederhana. 3.11.2 Menganalisis struktur teks personal recount tulis pendek dan sederhana. 3.11.3 Menganalisis unsur kebahasaan pada teks personal recount tulis pendek dan sederhana.
4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks penggunaannya.	4.11.2.1 Merangkai kata acak menjadi kalimat dalam simple past tense. 4.11.2.2 Merangkai paragraf acak menjadi teks personal recount tulis pendek dan sederhana. 4.11.2.3 Menyusun teks personal recount tulis pendek dan sederhana.

C. TUJUAN PEMBELAJARAN

1. Setelah melakukan pembelajaran siswa mampu menyebutkan arti vocabulary dengan baik dan benar pada teks recount pendek.
2. Siswa mampu menyebutkan synonym dan antonym dari vocabulary pada teks recount pendek.
3. Siswa mampu menyebutkan vocabulary dari gambar yang ditunjukkan.
4. Siswa mampu melengkapi kalimat rumpang dengan vocabulary yang tepat.
5. Siswa mampu menentukan dan mengelompokkan jenis vocabulary (noun, adjective, verb, adverb, conjunction, dan preposition) yang ada pada teks recount pendek
6. Siswa mampu Menyusun huruf acak menjadi kata yang benar.

D. MATERI PEMBELAJARAN

Recount Text

Recount text adalah teks yang menceritakan kembali kegiatan, kejadian, atau pengalaman yang terjadi di masa lampau/ sudah terlewati.

Tujuan Teks Recount

Untuk menceritakan kembali kejadian – kejadian/ pengalaman di masa lampau/ sudah terlewati.

Fungsi Sosial

Melaporkan, mengambil teladan, dan membanggakan.

Struktur Teks

Dapat mencakup:

- Orientation : memberikan pembaca informasi latar belakang (background knowledge) yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi, dan kapan itu terjadi.
- Events : serangkaian peristiwa/kejadian yang diurutkan secara kronologis
- reorientation : sebuah komentar pribadi tentang peristiwa atau apa yang terjadi pada akhirnya.

Unsur kebahasaan

- Kalimatnya menggunakan Simple Past tense. Formula = S + Verb 2 + Object/Complement (kata keterangan)
- Menggunakan action verb, contoh: went, stayed, did
- Fokus pada specific participant, contoh: I (the writer)

- Menggunakan kata keterangan waktu (adverb of time): yesterday, last month, an hour ago, a month ago, last year, last holiday, dan sebagainya.
- Menggunakan kata penghubung (conjunction): first, then, after that, before, at last, finally, dan sebagainya.
- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
- Ejaan, tanda baca, dan tulisan tangan.

Topik Peristiwa

pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI

E. METODE PEMBELAJARAN

- Pendekatan : scientific approach
- Metode pembelajaran : discovery learning

F. MEDIA PEMBELAJARAN

- Spidol
- Papan tulis

G. SUMBER BELAJAR

- Buku pembelajaran Bahasa Inggris kelas VIII “ Bright an English “
- Buku UKBM mandiri

H. LANGKAH- LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan (Tatap Muka)	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Membuka pelajaran dengan mengucapkan salam dan berdo'a bersama • Memeriksa kehadiran peserta didik • Menanyakan sekilas materi pertemuan sebelumnya • Apersepsi • Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran • Menginformasikan tujuan yang akan di capai selama pembelajaran 	10 menit
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Guru mengulang penjelasan singkat tentang recount text • Guru meminta siswa untuk menyebutkan vocabulary apa saja yang sudah mereka pelajari di pertemuan sebelumnya. <p>Menanya</p> <ul style="list-style-type: none"> • Guru menanya kepada siswa tentang perbedaan conjunction and preposition. • Dengan bimbingan dan arahan guru, siswa menanya tentang perbedaan conjunction and preposition. 	60 menit

	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Guru memberikan penjelasan tentang perbedaan conjunction and preposition. • Guru memberikan contoh tentang conjunction and preposition. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Guru menanya kepada siswa tentang perbedaan conjunction and preposition. • Guru meminta siswa untuk membuat contoh kalimat yang ada conjunction and preposition didalamnya. • Guru cek hasil kerja siswa. • Setelah semua tugas siswa dicek oleh guru, guru mengajak siswa untuk belajar sambil bermain dengan mengingat vocabulary yang sudah dipelajari pada pertemuan sebelumnya. • Guru akan menyebutkan satu kata, kemudian siswa harus bisa menebak arti, kelas kata, lalu membuat contoh dari kata tersebut. • Siswa yang bisa menebak dan membuat contoh dengan benar bisa memberi pertanyaan kepada temannya seperti cara yang pertama. • Permainan akan terus berlanjut sampai jam hampir berakhir. 	
Penutup	<ul style="list-style-type: none"> • Peserta didik dan guru bersama sama membuat kesimpulan tentang materi pembelajaran yang sudah di bahas • Guru memberikan motivasi kepada murid agar membaca ulang materi yang sudah dipelajari dirumah • Guru menutup pelajaran dengan berdo'a 	10 menit

I. PENILAIAN

Penilaian berdasarkan hasil kerja siswa dan keaktifan siswa di kelas.


 UNIVERSITAS ISLAM NEGERI Jember, 05 Mei 2023
 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R

Guru Mapel Bahasa Inggris

Peneliti

M. SHAFIHAN RASYID,S.Pd.

USWATUN HASANAH

NIP.

NIM. T20196015

Appendix 17 Documentation

Pre- test students control and experimental class



Treatment students experimental class





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Treatment Students control class



Post – test students control and experimental class



CURRICULUM VITAE



A. Author Identity

Name : Uswatun Hasanah
SRN : T20196015
Place, date of birth : Lamongan, 18th Agustus 2000
Gender : Female
Address : Dsn. Lengor Ds, Pelangwot Kec. Laren Lamongan
Faculty : Tarbiyah and Teacher training
Major : English Education Program
Email : watoonbawel@gmail.com

B. Education Background

1. Kindergarden : Paud Miftahul Huda
2. Elementary School : MI Miftahul Huda
3. Junior high school : MTS Fathul Hidayah
4. Senior High School : MA Tarbiyatut Tholabah

C. Organization Experience

1. Anggota ICIS UIN KHAS JEMBER
2. Pengurus bidang keilmuan ikatan Mahasiswa Lamongan di Jember
3. Bidang kaderisasi kepengurusan **IPPNU**