

**THE EFFECT OF USING ONLINE GAME (Clash of Clans)
ON STUDENTS' VOCABULARY MASTERY
IN READING COMPREHENSION OF THE EIGHTH GRADERS
AT SMPN 2 RAMBIPUJI JEMBER**

UNDERGRADUATE THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
to fulfill of the requirement for the Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
Program of English Education



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**STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
MAY 2024**

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English Language Teacher Training Department

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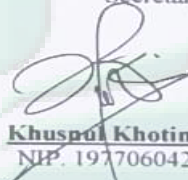
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MOTTO

Allah Subhanahu Wa Ta'ala said :

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۙ ۱ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۚ ۲ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ ۳
الَّذِي عَلَّمَ بِالْقَلَمِ ۖ ۴ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝ ۵

Meaning : Read! In the Name of your Lord Who has created (all that exists) (1) He has created man from a clot (a piece of thick coagulated blood). (2) Read! And your Lord is the Most Generous. (3) Who has taught (the writing) by the pen. (4) He has taught man that which he knew not. (5)

{ QS. Al-‘Alaq : 1 – 5 }¹



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¹ Al Hilali, Taqiyuddin dan Khan, Muhsin. Surah Al-‘Alaq Ayat 1-5 : Arquran Alkarim

DEDICATION

I dedicate this thesis to the special people in my life :

1. My beloved late mother, Almarhumah Nur Khayati who has looked after me since I was baby with great affection.
2. My lovely late father, Almarhum Abdul Aziz who has the dedicated me to love myself, be kind of person and easily grateful.
3. My beloved brothers, Chasbi Muhammadun, Muhyiddin, Muhammad Robet, Ahmad Jauhari Umar Kevin, and my little brother Muhammad Khotibun Nahar who never complains being the breadwinner, who always supports me, motivate me, and give me the best prayers.



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Peace and salutation may always be given to Prophet Muhammad SAW. who has guided us from the darkness to the brightness. However, this thesis will not finish without support, advice, help, and encouragement from several following people. Hence, the researcher would like to express special gratitude to:

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May Allah SWT grant all of you blessing. Hopefully this thesis will be useful for the readers and the next researchers who need this thesis as a reference. However, I realize that there are still many shortcomings in this thesis. Hence, any criticism and suggestions of this thesis are kindly appreciated.



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JEMBER
Jember, May 20 2024
Writer

ABSTRACT

Mukhammad Arjun Nafi, 2024 : The Effect of Using Online Game (Clash of Clans) on Students' Vocabulary Mastery in Reading Comprehension at SMPN 2 Rambipuji.

Keyword : Online Game, Clash of Clans, Vocabulary Mastery, Reading Comprehension

Online game is teaching strategy which the game provide the students with collaboration to achieve a common goal. Clash of Clans is one of online game with a strategy genre and the students to required to decide a good strategy so that his village or kingdom is not attacked by the village or another kingdom. When playing this game, the students learn several vocabularies from the line of the story through the game. The students are interested and enthusiastic in attending the english teaching since students already known the Clash of Clans very well. By playing this game, the students can be assisted in the vocabulary mastery in reading comprehension. Because of that, this research intend to find out whether using this online game also effective on the vocabulary mastery in reading comprehension. The indicators of research consist of noun, verb, adjective, and pronoun.

The research question in this research was: Is there any significant difference of vocabulary mastery in reading comprehension between students taught by using Clash of Clans game than students taught without Clash of Clans at SMPN 2 Rambipuji Jember?. The goal of this research was To find out the significant difference of vocabulary mastery in reading comprehension between students by taught using Clash of Clans than students taught without Clash of Clans at SMPN 2 Rambipuji Jember.

This research used quantitative approach and Quasi-Experimental research design. The research population was eighth grade class, which consists of 179 students. The researcher used a cluster random sampling technique to choose the sample. This research used drawing a lottery containing to decide number of samples. The research sample consisted of 60 students. The data collection technique in this research was vocabulary test. The data were analyzed by using Sample t - test by SPSS 22 version.

Based on data analysis, it was found that the r value was 0.000, which means influence, and the significance value (p value) $0.000 < 0.05$ (significance level) means H_0 was rejected and H_a was accepted. It can be concluded that there was a significant effect of vocabulary mastery in reading comprehension between students with clash of clans and students without clash of clans of eighth grade at SMPN 2 Rambipuji Jember, so it can be used to vocabulary mastery in reading comprehension class.

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CHAPTER I

INTRODUCTION

A. Research Background

Vocabulary is the word of language to communicate properly with speakers of every language. Vocabulary is a language element that should be mastered by the students to gain proficiency and a good understanding of whole English skills¹. According to Harmer, if language structure performs the role of a skeleton, vocabulary is its flesh and main organs. therefore, a little knowledge of vocabulary can affect when communicating directly with the interlocutor. Recently, vocabulary mastery applied in education and make a revolution to readers in English as Foreign Language.²

Furthermore, the vocabulary in English Foreign Language (EFL) is important as the foundation for reading. Without vocabulary, the students will have difficulty communicate effectively. Vocabulary allows students to understand reading texts, including books, articles, and other learning materials. Vocabulary learning helps students understand the social and cultural context associated with English.³ According to Brown, the elements of reading that learners have to master are grammar, vocabulary, fluency,

¹ Umairah Rahmati, *The Correlation between Vocabulary Mastery and Students's Writing Skill*, 2018, p. 59.

² Farahmandi, F., & Salehi, H. *Effects of Clash of Clans Online Game on Iranian Students' Vocabulary Learning: A Case Study*. International Journal of Language and Translation Research, 2(1), (2022). pp. 39-50.

³ Paul Nation. *Learning Vocabulary in Another Language*. Cambridge University Press. (2001).

pronunciation, and the last is comprehension. Therefore, vocabulary is one of the components of reading.⁴

Vocabulary and reading cannot be separated, because both of them relate to each other. Readers cannot understand what they are reading without knowing what most of the words mean. As the students learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary. They need to comprehend and gap vocabulary to have an effective reading of the text.⁵ Vocabulary mastery is important for learning English because the potential for wider knowledge can be known by mastering vocabulary.⁶ The vocabulary mastery means complete reading or great reading skills that make students master a certain subject.⁷

Teaching vocabulary in reading class rarely uses online games to teach students' vocabulary in reading. That are some theories to support that, one of them is Jennifer Cox's theory that many teachers confidently say that they never come across the student who did not like to using online games. Online game has become such an integral part of all of our lives that it would seem like advantage to use it as a reading strategy in the classroom. Besides that there are many other pieces of online game that can help students excel at reading comprehension. The understanding that the students have for online game and

⁴ H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Francisco: Pearson Longman, 2003), p. 172

⁵ S Thornbury, *How to Teach Vocabulary* (England: Pearson Education Limited, 2004), p. 13

⁶ Nur Rahmah, Muh. Tahir, dan Ahmad Talib. *The Effect of Vocabulary Mastery on Students' Reading Comprehension*, (English Education Department, State University of Makassar, Indonesia). Volume 2 No. 1 (2023)

⁷ Alqahtani, *The importance of vocabulary in language learning and how to be taught*. *International Journal of Teaching and Education*, III(3), (2015).Hal. 21 - 34.

the way that they all excel so quickly about all things online game makes integrating it as a reading strategy extremely engaging.⁸

In the teaching reading comprehension, the teacher should have in mind the aims or reading skills stated in the curriculum of the school where they teaches in order to develop the students' reading comprehension.⁹ Teaching vocabulary in reading comprehension at SMPN 2 Rambipuji only used books. The teacher never uses technology to teaching english in vocabulary mastery as strategy. Sometime the students ask the teacher to learning english with a game as strategy. The teacher teaches english uses games such as rolling ball, singing, and other.

Teaching strategy is very useful to catch students' interest or attention. The teacher needs strategy to make teaching and learning process more interesting. By using strategy in teaching and learning can attract students' attention and to activate students' background knowledge about the topic can generate new desires and interests, to encourage motivation and stimulation and learning activities, and even brought a psychological influences on students. The strategy means that if the students spend most of their time studying grammar, their English will not improve very much. Based on the explanation above, it can be concluded that teaching strategies are very important in learning English.¹⁰

⁸ Janelle Cox, *Effective Teaching Strategies for Reading*, K-12 Resources By Teachers, For Teachers Provided by the K-12 Teachers Alliance. (2017).

⁹ Tini Moge, *Improving Students's Reading Comprehension Through Group Discussion Technique*, JURNAL JUPENSI Vol 3 No. 1 (2023).

¹⁰ Nofita Yola, and An Fauzia Rozani Syafei, *Big book as a media to teach reading comprehension to elementary school students*. 2017. p. 79

Online games as teaching learning strategy which is the game provide the students with teamwork and collaboration to achieve a common goal. Vocabulary mastery in reading comprehension using online games needed attention respons and the students will be active, energetic,enthusiastic and also enjoy participants in the learning procedure. Therefore, the students learn more meaningfully and recall more easily.¹¹ Besides that online game makes students read step by step rules the game in order to know how about the game. Moreover, the online game includes the reason why this game is suitable for learning to reading comprehension.¹² Some the researchers using online games focuses in vocabulary on reading comprehension.

Clash of clans or (COC) is a online game with the strategy genre which the students are required to decide a good strategy so that his village or kingdom is not attacked by the village or kingdom other. The studensts also learn to protect oneself from another attacks, taught to defend, visual perception, and learn to interact with the group. But besides that, the students learn a lot of new words of English, the students learn English directly. This is what prompted the research team to examine the benefits of clash of clans these games are in the field of teaching.¹³ For the current research focuses on reading

¹¹ Fatemeh Farahmandi , Hadi Salehi. “ *Effects of Clash of Clans Online Game on Iranian Students’ Vocabulary Learning: A Case Study*. 2022.

¹² Fatemeh Farahmandi , Hadi Salehi. “ *Effects of Clash of Clans Online Game on Iranian Students’ Vocabulary Learning: A Case Study* “.y. *International Journal of Language and Translation Research*, 2(1), 2022, pp. 39-50.

¹³ Veronika Unun Pratiwi, “*Penggunaan Clash of Clans games untuk mengajar vocabulary siswa kelas IV SDN Jombor Sukoharjo*” *Jurnal Pengabdian Teknologi Tepat Guna* Vol. 2, No.01, 2021, pp. 11 - 13

comprehension and the clash of clans also can be used to learning vocabulary mastery.

Several previous studies found related to online game. The find is The effects of clash of clans online game on iranian students's vocabulary learning : a case study (2022) conducted by Fatemeh Farahmandi, Hadi Salehi. The study used method qualitative research the previous study result that clash of clans online games can contribute to vocabulary learning.

The gap of the previous study above is a case study which is clash of clans online games can contribute to vocabulary learning. While this current study is to find out the significant difference of vocabulary mastery in reading comprehension between students by taught using clash of clans game on students' vocabulary mastery in reading comprehension than students taught without clash of clans.

For the gap explained, it is important to conduct a research entitle is the effect of using online game (Clash of Clans) on vocabulary mastery in reading comprehension at SMPN 2 Rambipuji Jember.

B. Research Question

Is there any significant difference of vocabulary mastery in reading comprehension between students taught by using Clash of Clans game than students taught without clash of clans at SMPN 2 Rambipuji Jember so can be used to vocabulary mastery in reading comprehension class?

C. Research Objective

To find out the significant difference of vocabulary mastery in reading comprehension between students by taught using Clash of Clans game than students taught without Clash of Clans at SMPN 2 Rambipuji so can be used to vocabulary mastery in reading comprehension class.

D. Research Significance

The result of this study is fully expected to give some theoretical and practical knowledge for the follow :

1. Theoretical significance

To confirm the current study about the effectiveness of using online game (clash of clans) on students' vocabulary mastery in reading comprehension at SMPN 2 Rambipuji.

2. Practical significance

1. For the English teacher, the result of this study is expected to be useful for english teachers to apply the procedure of using online game (Clash of Clans) application to teach vocabulary in reading comprehension of english reading class.
2. For the researcher, he could experience the way conducting experimental study.
3. For the others researcher, it expected to be a proper reference for conducting several studies related to online game.

E. Research Scope

The independent variable of this research is the use of online game (clash of clans) with indicators are reading a story about the village, reading the rules, build and develop the village, training troops, joining a clan or creating own clan, attack and defend the village, following the code of conduct, participating in clan war, using resources wisely, considering regular updates, respect others players, enjoy the game.

The dependent variable of this research is vocabulary mastery in reading comprehension. The indicators of dependent variable are form of vocabulary and meaning of vocabulary in reading text.

F. Definition of Key Term

1. The Using of Online Game (Clash Of Clans)

Online game is applied in this study is Clash of Clans (COC) a game online provide the students with teamwork and collaboration to achieve a common goal winning the war. The rules of COC used to practice reading comprehension which is short story about the village and add literacy about form of vocabulary in teaching reading class. The clash of clans game displays a village with townhall and also the defense of townhall consist of wall, cannon, tower acher, tower wizard, and mortar. Furthermore, the game displays many army to destroyed enemy. The students has to make clans to played to teamwork and students also make a strongest army, the higher level more strongest it is, like dragon, p.e.k.a, golem, archer, goblin wizard etc. with gold and elixir to make army.

2. Vocabulary Mastery in Reading Comprehension

Vocabulary mastery in this study is how to found the words when playing online game (clash of clans) and following the rules of clash of clans game and reading comprehension about storyline of clash of clans. The students step by step understand about vocabulary mastery because every words in the clash of clans using English. Vocabulary mastery focuses on form and meaning which is form of vocabulary refers to noun, verb, adjective, and pronoun while the meaning refers to every form of vocabulary.

G. Research Assumption

The assumption in this research is when any significant effect of the students' vocabulary mastery in reading comprehension by using clash of clans game is high.

H. Research Systematic

Research systematic contains a description of this research discussion, starting from the introductory chapter to the closing chapter. Research systematic in this research as follows:

Chapter I contains the introduction of this thesis, such as research background, research question, research objective, research significance, research scope, and definition of key term.

Chapter II contains the literature review, such as previous research and theoretical framework related with the current research.

Chapter III contains the research method that used by the researcher, such as research approach and research design, the research population and sample, research instrument and data collection, data analysis.

Chapter IV contains the research presentation and analysis which consist of the research description and research presentation, analysis and hypothesis testing, and discussion.

Chapter V contains the research and suggestion which consists of conclusion and suggestion.

I. Hypothesis

The hypothesis of this research is formulated as follows :

H₁ : There is a significant effect of the using clash of clans game on student's vocabulary mastery in reading comprehension at SMPN 2 Rambipuji Jember.

H₀ : There is no a significant effect of the using clash of clans game on student's vocabulary mastery in reading comprehension at SMPN 2 Rambipuji Jember.

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CHAPTER II

LITERATURE REVIEW

A. Previous Research

In this research, researcher is going to mention the previous studies which are related with this topic. In this research there are similarities and differences from the research, there are :

1. The first is Learning English Vocabulary Through Online Games : Case Study of Students in 4th Grade of State Elementary School (SDN) Jombor 01, Sukoharjo, Central Java, indonesia (2021) conducted by Veronika unun pratiwi1 , Arin Arianti , Nurnaningsih , Purwani Indri Astuti. This research focuses on vocabulary teaching using clash of clans games. This study was to find out the benefits of Clash of Clans Games in teaching Vocabulary of fourth grade students of Jombor Elementary School. This research used qualitative descriptive research method with purpose is to explain the usefulness this clash of clans games to teach vocabulary to fourth grade students of SDN Jombor. The participants are studies 4th grade of state elementary school (SDN) Jombor 01. The results of this study elaborate that students are interested and enthusiastic in attending the English lessons, since students have already known the clash of clans very well. However, students may not know the meaning of the clash of clans game. In this case, English teachers help students by translating new vocabulary in clah of clans games.

2. The second is The Effects of Clash of Clans Online Game on Iranian Students's Vocabulary Learning : a Case Study (2022) conducted by Fatemeh Farahmandi and Hadi Salehi. This research used qualitative research. The participants of this study including Three Iranian male pre-intermediate participants were cases of this study who played for ten to thirty minutes every day and were randomly chosen among 19 available subjects. They learned subconsciously and in an enjoyable situation which resulted in learning the meaning of almost all of the words and sentences. Furthermore, the findings might be constructive for materials developers, helping them to prepare appropriate texts in terms of textual integrity and readability, in line with the needs and levels of EFL learners. This study result that clash of clans online games can contribute to vocabulary learning.
3. The third is The Effects of WordWall Online Games (WOW) on English Language Vocabulary Learning Among Year 5 Pupils (2021) conducted by Syafiqah Hasram, M. Khalid M. Nasir, Maslawati Mohamad, Md. Yusoff Daud, Mohd Jasmy Abd Rahman, Wan Muna Ruzanna Wan Mohammad. This research aims to determine the degree of improvement in pupils' vocabulary performance. This research used quantitative which focuses on the pupils' perceptions - the experimental study. The participants consists of 121 Year 5 pupils from a national primary school in Negeri Sembilan who are using the current syllabus for primary school, Language Curriculum for Malaysian National Primary Schools (KSSR).

The study proves that mobile phone application in learning increases pupils' comprehension and understanding of vocabulary . The vocabulary can be found in the form of images and the pronunciation of the word can be listened and seen in the form of audio or video. The use of online games promotes engagement via repetition contributes to a deeper understanding of the vocabulary and the ability to recall spelling easily.

4. The fourth is The Effect of Kahoot! Game to Teaching Reading Comprehension Achievement (2021) conducted by Shella Septina Marsa, Hastuti Retno Kuspiyah, Eka Agustina. This research used an explanatory sequential mixed method design which involving 39 students of the fourthsemester students of the english education Program of STKIP Nurul Huda by using a reading comprehension test for quantitative data and observation, questionnaire, and interview for qualitative data. The study findings were the effect of kahoot! game in teaching reading comprehension achievement is a very high impact on engagement, perception and motivation, and positive attitude. The study conducted the Kahoot! Game quiz results in each meeting during doing the treatments, the score shot was obtained on the platform itself to see the overall performance of each group with regards to their reading comprehension achievement. From the data of the score shot, the study found that the students' engagement on Kahoot! Game is high engagement. Because from 6 meetings for the treatment almost all of the group participated on

Kahoot! Game with the total correct answer always increased in every meeting.

5. The fifth is The Effect of Using Game (Simpler) For Vocabulary Mastery at SMAN 1 Kepenuhan (2021) conducted by Amida Sari. This research to analyze and find students' problems in learning vocabulary. The reseacher applied an experimental research with quantitative approach in order to determine wheter the treatment influenced an outcome with 155 students participants. The students mastery of vocabulary of nouns,verb and adjective. Students have improved after the played simpler game was given. It was supported by the significant different result of the pre-test. Hat was lower (82.83%) than post-test (99.83%). The students understood that kind of activity was necessary for them and they expected that teaching by using a simpler game would be given regularly and continuously.

Table 2.1 The Similarities and differences of previous research

No.	Researcher	Title	Similarities	Differences
	1	2	3	4
1.	Veronika Unun Pratiwi1 , Arin Arianti , Nurnaningsih , Purwani Indri Astuti (2021)	Learning English Vocabulary through Online Games: Case Study of Students In 4th Grade of State Elementary School (SDN) Jombor 01, Sukoharjo, Central Java, Indonesia	Both of them focuses on English Vocabulary through online games	The previous research to applied the usefulness of clash of clans games to teach vocabulary while this current research to apply the significant effect of clash of clans on vocabulary mastery
2.	Fatemeh Farahmandi, Hadi Salehi (2022)	The Effects of Clash of Clans Online Game on Iranian Students' Vocabulary Learning: A Case Study	Both of them focuses on the effect of clash of clans	The previous research applied method qualitative research while this current research apply method quantitative research.
3.	Syafiqah Hasram, M. Khalid M. Nasir, Maslawati Mohamad, dkk. (2021)	The Effects of WordWall Online Games (WOW) on English Language Vocabulary Learning Among Year 5 Pupils	Both of them focuses on english vocabulary	The previous research used word of wall games (WOW) while this current research using clash of clans games.

No.	1	2	3	4
4.	Shella Septina Marsa, Hastuti Retno Kuspiyah, Eka Agustina (2021)	The Effect of Kahoot! Game to Teaching Reading Comprehension Achievement	Both of them focuses on vocabulary in reading comprehension	The previous research applied the kahoot! Game, while this current research apply the effect of clash of clans game
5.	Amida Sari (2021)	the effect of using game (simpler) for vocabulary mastery at sman 1 kepenuhan	Both of them focuses on english vocabulary	The previous research applied the (online game) simpler while this current research apply clash of clans game

Based on the explanation above, it showed that the similarities with previous study on the effect of online game of the research and focus of vocabulary mastery in reading comprehension. Meanwhile the differences between previous study with this current study are different research design, different online game, integrated with reading skill.

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B. Theoretical Framework

1. Reading Comprehension

a. Definition of Reading

Reading is one of the most important academic skills needed by students as a source of knowledge and enjoyment. Reading is also quite possibly, the most important skill a student must acquire in order to success in the school and in life. Moreover reading has been a highly emphasized skill in the English foreign learner context. Reading can be regarded as a process that involves, decoding, interpreting and comprehending written material. Reading is one way to communicate between the writer and reader. As Day and Bamford define reading as a process of how a reader understands the written message and connect it to his prior knowledge.¹⁴

b. Definition of Reading Comprehension

Reading comprehension is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.¹⁵ The definition of comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and ultimately. The construction of a coherent representation of picture in the reader's mind

¹⁴ Richard R. Day and Julian Baford, *Extensive Reading in the Second Language Classroom*, (New York: Cambridge University Press, 1998), p. 12

¹⁵ Frank Smith, *Understanding Reading Sixth Edition* New Jersey: Lawrence Associates. (2004). p. 6.

of what the text is about.¹⁶ Reading comprehension is an interaction between ability of prior knowledge reader on reading book. Reading comprehension is a product of complex interactions between the properties of the text and what readers bring to the reading situation.¹⁷ Meanwhile, according to Klingner reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge and fluency.¹⁸

c. Purpose of Reading Comprehension

A purpose of reading is established for each lesson and each extension changes the purpose for reading, which then changes the reader's focus. It means the purpose of reading can be reachable if the readers get the best way to understand the reading material. Reading can be summarized as a process that involves vision and response to understand and comprehend reading material is aimed to obtain information and improve our knowledge.¹⁹ So here we focus on the importance of purpose in private reading and the range in different purposes for which individual, so here several reading based on Reading Basic Reading Skill. There are own purpose for reading. Such as :

¹⁶ Frank Smith, P. 28.

¹⁷ Frank Smith, P. 111

¹⁸ Klingner Janette. K. *Collaborative Strategic Reading: Strategies for Improving Comprehension*. (sopris west) 1996 P. 12

¹⁹ Charlotte S. Huck and Barbara Z. Kiefer, *Children's Literature in The elementary school* (New york; Mcgraw-Hill, 2004), P 12.

- 1) Reading for pleasure is reading a narrative, novel, comics and so on. Here the readers enjoy the „sound“ and the rhythm of literary text.
- 2) Reading for a general impression, such as: to gain an idea of the writer’s viewpoints, to decide whether or not to read the text.
- 3) Reading for organizing reading and study, such as: to identify the important content of a text, to answer a specific question, to decide which section of a text to start studying.²⁰

d. Aspect of Reading Comprehension

Reading comprehension is a complex skill that involves a series of other smaller skills. There are two important aspects of reading :

- 1) Mechanical skills that can be considered to the lower order. This aspects includes :
 - a) Introduction of letter shapes
 - b) Introduction of linguistic elements (Part of Speech : Noun, Pronoun, Verb, Adjective.)
 - c) Introduction of the relationship of spelling and sound patterns (ability to voice written material).
 - d) Reading speed to slow level.
- 2) Comprehension skills that can be considered to a higher order. This aspects includes :

²⁰ Naf’an Tarihoran and Miftahul Rachmat, *Reading Basic Reading Skill 1*. (Serang : Loquen Press, 2012) p. 6

- a) Understanding simple definition (lexical, grammatical, rhetorical).
- b) Understand the meaning (a.l author's intent and purpose, relevance / state of culture, and reader reaction).
- c) Evaluation or assessment (content, form).
- d) Flexible reading speed which is easily adapted to circumstances.

To achieve the goals contained in mechanical skills the most suitable activity is to read loudly or oral reading. While for comprehension skills the most appropriate thing should be done is silent reading.²¹

2. Vocabulary Mastery

- a. The definition of Vocabulary

Vocabulary is one of the components that must be mastered in English as a foreign language at the reading class. Vocabulary is defined as the knowledge or skills the students have in understanding and mastering words. Vocabulary mastery is important for learning English because the potential for wider knowledge can be known by mastering vocabulary.²² The vocabulary as complete reading skill or reading comprehension. From that definition, mastery means complete reading

²¹ Henry Guntur tarigan, *Membaca : Sebagai Suatu Keterampilan Berbahasa* (Bandung : CV Angkasa, 2015), p. 12

²² Nur Rahmah, Muh. Tahir, dan Ahmad Talib. *The Effect of Vocabulary Mastery on Students' Reading Comprehension*, (English Education Department, State University of Makassar, Indonesia). Volume 2 No. 1 (2023)

or great reading skill that makes students a master in a certain subject. Vocabulary refers to the reading skill in processing words of a language. It is a achievement and possession.²³ Due to that reason, the biggest responsibility in increasing the reading comprehension. As in conclusion, vocabulary is reading skill in using words of a language, which is acquired based on students interest needs and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.²⁴

b. Kinds of Vocabulary Mastery

Vocabulary is an essential component that links the four skills of listening, speaking, reading and writing. There are many kinds of vocabulary made by the expert. Harmer distinguishes two kinds of vocabulary, there are active vocabulary and passive vocabulary.²⁵ Gruneberg and Sykes distinguished the two types of vocabulary. The first type of vocabulary referred to the one that the students had been taught and that they were expected to be able to use. Meanwhile, the second one referred to the words which the students would recognize

²³ Alqahtani, *The importance of vocabulary in language learning and how to be taught. International Journal of Teaching and Education*, III(3), (2015).Hal. 21 - 34.

²⁴ Susanto, A. & Fazlinda, A, *English Vocabulary Acquisition through Vocabulary Learning Strategy and Socio-Educational Factors: A Review. Applied Science and TEchnolog*, 1(1), 173, (2016). Hal 166-173.

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

when they met them, but they would probably not be able to pronounce.²⁶

Active vocabulary is also called as the productive vocabulary. Learner more commonly use it appropriately in speaking and writing. Vocabulary can be called as an active vocabulary when students have already learned it and they are expected to be able to use it properly. Passive vocabulary is called as receptive vocabulary as well. It is words that commonly are uneasy to be recognized and understood in the context of listening and reading either by learners. The passive vocabulary refers to items that learners will probably find it difficult or even not able to produce it and they only recognize it when they meet them.²⁷

The current study include passive vocabulary because focuses on reading comprehension and form of vocabulary are noun, adjective, verb, and pronoun.

- 1) Noun is a word that describes a person, place, thing, idea or feeling. Nouns have certain functions (jobs) in a sentence: as subject of verb, as object of verb, as object of preposition and as subjective complement.²⁸ For example : John is reading a book in the park.

²⁶ Gruneberg, M. & Sykes, R. *Individual differences and attitudes to the keyword method of foreign language learning*. *Language Learning Journal*, (1991) Hal. 60-62.

²⁷ E Hatch & Brown, *Vocabulary, Semantics and Languages Education*, (Washington: America Educational Research Association, 1995), p. 159

²⁸ Suswati Hendriani and Yuliana Kusuma. *Basic English Grammar For Students*. Cet 1.- Batusangkar : STAIN Batusangkar Press, 2009. p 4

John is a noun because it is a person's name. Book is a noun because it is a thing. Park is a noun because it is a place.

- 2) Adjective is words that describe or modify persons or things in a sentence. Most adjectives can go in two main positions in a sentence there are before a noun (attributive position) or after. For example : Our new principal is an old lady. And after be, seem, look and other copular verbs (predicative position). For example is I am glad to meet you.²⁹
- 3) Verb is always has a subject. In the sentence "John speaks English", John is the subject and speaks is the verb. In simple terms, therefore, it can be said that verbs are words that tell us what a subject does or is. The function Verbs usually describe action and state. For example is Rama plays football. (action) and Anthony seems kind. (state).³⁰
- 4) Pronoun is small words that take the place of a noun. The word or phrase replaced by a pronoun is called an antecedent. For example : When Robert was fixing the car, he cut his hand. (Robert is a noun. He is a pronoun). We can use a pronoun instead of a noun. Pronouns are words like : he, you, ours, themselves, some, each, etc. The function pronoun is pronouns are used to : Refer to a noun

²⁹ Suswati Hendriani and Yuliana Kusuma. p. 69

³⁰ Suswati Hendriani and Yuliana Kusuma. p. 55

(called its antecedent) that usually comes before the pronoun and

Make your writing clearer, smoother, and less awkward.³¹

c. Aspect of Vocabulary Mastery

In learning vocabulary, several aspects have to be considered according to Robert Lado (1995) as follows :

1) Meaning, meaning is Word meaning is the core of vocabulary. It involves understanding what a word refers to in the real world or the mental concepts it activates in our minds. Meaning is a significant perspective that should be educated to understudies in vocabulary learning. Vocabulary involves understanding the meanings of words and how they relate to concepts and objects in the world. The importance of word meaning because discrepancies in word meanings between languages could contribute to language learning challenges.

2) Spelling, spelling and reading have a relationship with each other because this can strengthen the relationship between letters and sounds. it can be seen that some words are different from what is written, such as the letter (I) is not always pronounced / I /.

3) Pronunciation, pronunciation is a way of pronouncing words and letters. Pronunciation is difficult to learn because not all words have to do with spelling.

³¹ Suswati Hendriani and Yuliana Kusuma. p. 28

- 4) Word class, in semantic analysis, word class is an important feature. The categories of word classes include nouns, adjectives, verbs, pronouns. Lado's work would consider how these word classes are structured and used differently in the native language compared to the target language. Lado's approach involved examining how these parts of speech or word classes functioned in both L1 and L2 and identifying potential areas of difficulty for language learners. In addition, Harmer (1991) summarizes that to know a word it is likewise important to be familiar with the significance of the word, word formation, word use and word grammar.
- 5) Word formation, word formation can be said as word order. Word formation can create word meaning by looking at grammatical concepts. This can be seen in the formation of suffixes and prefixes (im-, in-, un-, or sub-).
- 6) Word use, word use related to metaphors and idioms. For example, on the ball which in the idiom has a different meaning from the previous context. In the idiom on the ball, it means when someone understands the situation very well.
- 7) Word grammar, word grammar is the grammar used to differentiate the use of words according to a predetermined grammatical pattern. A uniform appearance will assist the reader to read the paper of the proceedings. It is therefore suggested to authors use the example of

this file to construct their papers. If you are copying and pasting text from another document in which the formatting is different, it's highly recommended to use the paste special function in MS Word and choose the "Keep Text Only" option.³²

After explain about all of vocabulary mastery, in the research vocabulary mastery focuses on word class (form) vocabulary and meaning vocabulary.

3. Teaching Reading Comprehension

Teaching Reading Comprehension presents an overview of recent findings on reading comprehension development and comprehension problems in the students. It provides a detailed examination of the development of key skills that contribute to comprehension and the characteristics of students who have reading comprehension difficulties, and examines ways in which comprehension can be supported and improved. To comprehend well, readers need to coordinate a range of skills. These include word reading ability, vocabulary knowledge, syntactic skills, memory and discourse level skills such as the ability to make inferences, knowledge about text structure and metacognitive skills.³³

Teaching reading comprehension have three strategies can help to explain reading : interactive, bottom-up, and top-down. The cognitive mechanism that occurs when readers interrelate with the text is clarified by

³² Lado, Robert. Patterns of difficulty in vocabulary. University of Michigan (1955).

³³ Jane Oakhill, Kate Cain and Carsten Elbro, *Understanding and teaching reading comprehension a handbook*.2015.

these models. Teachers can look for guidance in reading based on this model to boost the abilities of L2 students. In reading comprehension there are limited methods that play an important role: applying and stimulating context information, aggravating and asking questions, creating an inference, anticipating, epitomizing, visualizing, and tracking comprehension. One of the methods that help the reader's previous knowledge to better interpret a reading text is to stimulate and apply context knowledge. This understanding consists of the interactions of individuals with their principles of understanding how the written text works, including word recognition, print concepts, word sense, and how the text is created. The data from the text and their previous information will be combined.³⁴ In research teaching reading comprehension focuses on form vocabulary and meaning vocabulary.

4. Strategy of Teaching Reading Comprehension

Strategy is very useful to catch students' interest or attention. The teacher needs strategy to make teaching and learning process more interesting. By using strategy in teaching and learning process can attract students' attention and to activate students' background knowledge about the topic that the use of teaching strategy in teaching and learning can generate new desires and interests, to encourage motivation and stimulation

³⁴ Aminuddin Hashemi, *The effects of using games on teaching vocabulary in reading comprehension: a case of gifted students*. 2021. pp.153-154

and learning activities, and even brought a psychological influences on students.

Based on the explanation above, it can be concluded that reading is the basic of language learning and it is very important in learning English. Big Book is a book which has a big size as well as the font. By applying the games in the class, it is expected that will attract the students to learn the lesson and they will enjoy the lesson. The students have different ways in acquiring and learning a language. Generally, students love interesting strategy during their learning and they do not really want serious discussion, so they love learning by doing and like playing online game especially clash of clans as a strategy bring fun and enjoyment in learning activity in the classrooms. Learning vocabulary through games is one effective and interesting way that can be applied in any classrooms.³⁵ In the research, researcher use clash of clans game as strategy in teaching reading comprehension.

a. **The using Clash of Clans game as Strategy in Teaching Reading Comprehension**

Clash of clans game as strategy in teaching reading comprehension to read with shared approach to reading or reading together. It means that using Clash of Clans as a strategy can help teacher to improve reading comprehension students' by doing fun

³⁵ Nofita Yola , and An Fauzia Rozani Syafei, *Big book as a media to teach reading comprehension to elementary school students*. 2017. P. 79

activities. Clans of Clans is a simple and effective way to comprehend English vocabulary mastery in a fun way. This strategy challenges the students' attraction to pay attention to the teacher. Then, they need to practice and get the ideas what is learned otherwise the new input will gradually fade in to a memory and ultimately disappear. In clash of clans game activity as a strategy, the students will have many questions about the story. Clans of clans is one of the strategies in teaching in learning to read with shared approach to reading or reading together.

The first to create the clash of clans as a way to make the clash of clans teacher as a model that could be seen by the students. Teacher stated that, the use of the clash of clans among students seems to be a good way of exposing them to reading activities and encourage them to read. In addition, clash of clans can improve the students' ability in teaching and learning especially in two parts. First, when students made list of unfamiliar words to learn. In this part the students share to predict the meaning of unfamiliar words and the information about the text that can be made easy to comprehend what they learned next. Second, when student made list of what they learned after they read the text. In this part the students write their information about what they already know and got from the text. The steps in clash of clans made the student easy to comprehend and understand the text from see the large and colourful pictures. It can improved students achievement.

b. Advantages and Disadvantages of using Clash of Clans in teaching reading comprehension

If students playing Clash of Clans and they should know that all thing from which they are suffering from such spending times for Clash of Clans Gift Card and Earning the free Clash of Clans Gems, According to Kustiawan & Utomo, online games have advantages and disadvantages, among others, as follows : Advantages of online games :

- 1) Improves concentration; each game has a different difficulty level. Playing online teaches the game to win games quickly and efficiently and earn more points. Online game players are more focused due to multitasking, looking for loopholes to avoid, and following the flow of the game. The harder the game, the more concentration is required. Games are a welcome break from the usual routine of the english class
- 2) Improve reading skills, and it doesn't make sense if online games are a type of game that reduces students' interest in reading. In this case, online games can actually increase interest in reading the game.
- 3) To improve English language, most online games use English in their activities, so players need to know English vocabulary.
- 4) With increasing gadget knowledge so that they can enjoy games comfortable and with prime image quality, online game players

are trying to find information about computer technical data and internet connections that can be used to play these games.

- 5) Games that develop students' imaginations can help students develop their own imaginations by using these imaginations to balance various events in the game and apply them in the real world (relevant and positive).
- 6) In multiplayer or pair games, students are asked to coordinate and cooperate with their friends (game members) to win the game.

Disadvantages of online game consist of :

- 1) Most of the games currently circulating are designed to make players addicted. The more a person is addicted to a game, the more the game maker profits. However, this manufacturer's profit is bad for the psychological health of the players.
- 2) Although motivation to do negative things is not great, we often find cases in online games where players try to steal credentials from other players in various ways. Then take the money there or buy expensive equipment.
- 3) Speaking rudely and dirtyly, whether it's happening somewhere in the world or only in Indonesia, when playing in internet cafes or game centres, online players often say dirty and harsh words.
- 4) Disengagement from real activities and attachment to the task of the game and the feeling of playing it often lead to neglect of

various activities. Among other things, religious, school, college, or work time is neglected to play or think about it.

- 5) Changes in resting and eating habits often occur in online gamers due to decreased self-control. Meal times become irregular, and rest periods become shorter.
- 6) Decreased enthusiasm for learning in children because children who play online games tend to be more lethargic, sleepy, and weak due to playing games that like to go too far during the day and at night, so their sleep patterns are not good enough.³⁶

c. The procedure of Clash of Clans game in teaching reading comprehension

The procedure for using the Clash of Clans game based on the previously mentioned syllabus will be explained here.

- 1) The teacher explains the rules, and how the various ways to play the Clash of Clans game will be played. The goal is for students to know how to play clash of clans game. Then, after the students know how to play the game.
- 2) The students should reading a texts about vocabulary in clash of clans to understanding the form and meaning of vocabulary test.
- 3) The teacher ask the students about the vocabulary in the clash of clans game.

³⁶ Andri Arif Kustiawan & Andy Widhiya Utomo. *Don't Like Online Games*. CV. Ae Media Graphics. 2019. P. 11

- 4) The students are asked to look at the game and pay attention to mention the vocabulary. students were answer each teacher's question to measure students' vocabulary abilities in reading texts.
- 5) During the treatment period, the teacher used the Clash of Clans game application, and students were asked to use the application. During the treatment period, students must also prepare a final assignment English vocabulary test in the form of reading texts.

Here are the basic rules for playing Clash of Clans :

- 1) Build and develop your village. The first, you must construct a village with the Town Hall as its center. The second, build and upgrade various buildings such as the Elixir Collector, Gold Mine, and Cannon. The third, upgrade buildings to increase the resources you produce and enhance your village's defenses.
- 2) Train Troops to protect your village and attack other players' villages, train troops in the barracks. There are various types of troops, such as Barbarians, Archers, and Dragons, each with different abilities and strengths.
- 3) Join a clan or create your own, you can join an existing clan or create your own clan. Joining a clan allows you to participate in clan wars and receive support from other clan members.

- 4) Attack and defend, you can attack other players' villages to steal their resources, such as Gold and Elixir. Don't forget to defend your village from attacks by other players by building defenses like Cannons and Walls.
- 5) Follow the code of conduct, do not attack fellow clan members during clan wars. Do not use programs or cheats that violate the game's rules.
- 6) Participate in clan wars, if you join a clan, be active in clan wars. Follow the clan's strategy to achieve victory. Provide support to other clan members with troops and assistance.
- 7) Use resources wisely, gold and elixir are valuable resources. Use them to upgrade your village and troops. Do not waste resources by frequently attacking without reason.
- 8) Consider regular updates, the game is regularly updated by its developers. Make sure to check for updates and take advantage of them.
- 9) Respect other players, respect fellow players and avoid behaving rudely or taunting in chats or game forums.
- 10) Enjoy the game, most importantly do not forget to have fun while playing Clash of Clans. The game is about strategy, cooperation, and enjoyment.

Be sure to read the official clash of clans rules issued by the developers and adhere to those rules while playing. This will help

maintain a positive and fair gaming environment for all players. After all the preparations, the experimental class will present English vocabulary using the clash of clans application as a guide during the presentation. Before that, the task was demonstrated by the teacher. An example could be the vocabulary mentioned by the teacher so that students understand the target English model. This stage is to ensure that students are used to playing clash of clans games. The teacher explains an example of how to say English vocabulary using clash of clans. Students are asked to write and read some English vocabulary. This step provides an opportunity for students to participate in a reading comprehension performance through English vocabulary in public without interruption from the researcher.

5. Assessment of Vocabulary Mastery

In education, there are various assessment instruments that can be used to measure and assess the learning process and results that have been carried out on students. The instrument has included in the test group are learning achievement tests, intelligence tests, aptitude tests, and academic ability tests. The instrument in the research is a test form of vocabulary mastery for measures the ability to identify information based on students' vocabulary mastery.³⁷

³⁷ Zainal Arifin, *Evaluasi Pembelajaran* (Prinsip, Teknik, Prosedur), (Bandung, PT Remaja Rosdakraya Offset, 2013), hal. 127

The vocabulary mastery test is a test that is carried out by holding a list of form of vocabulary mastery and the meaning of vocabulary mastery for the students. A test is the assignment is delivered in multiple choices in the form of reading texts and the task is stated by an answers the meaning of vocabulary. Test assessments are carried out from the time students make preparations, carry out assignments, until the results they achieve. In order to assess the test in general, an observation format is needed, the form of which is made in such a way that the educator can write the numbers they get in the space provided. The format can be adjusted according to your needs. For tests, individual observation formats should be used.³⁸

There are two types of test, namely subjective test and objective test.

a. The Subjective Test

In general, a subjective matter are questions that require students to answer in the form of describing, explaining, discussing, comparing, reasoning, and other similar forms in accordance with the demands of the question by using words and language itself. Then the required tests the ability of learners to generalize their ideas through written language so that the type of questions is more subjectively power test. The subjective has two form of test, there are essay test and oral test.³⁹

³⁸ Rina Febriana, *Evaluasi Pembelajaran*, (Jakarta: Bumi Aksara, 2019), hal. 50.

³⁹ Indriyani, English language testing "Subjective and Objective Tests". English Education Departement : Muhammadiyah University of Makasar. 2016

b. The Objective test

In general, objective tests require far more careful preparation than subjective tests. Objective tests are frequently criticized on the grounds that they are simpler to answer than subjective tests. The fact that objective tests may look easier is no indication at all that they are easier. Objective test requires students to choose the correct answer among the possible answers that have been provided, giving short answers, and completed questions or statements that are not perfect. Objective test has 4 types of test, there are multiple choice, true-false, completion, and matching. This study is used multiple choice to take a data.

Multiple-choice items are undoubtedly the most widely used types of items in objective test. Multiple-choice test is one of the most difficult and time-consuming types of items to construct. The initial part of each multiple-choice item is known as the *stem*, the choices from which the students select their answers are referred to as options, responses, or alternatives. The following general principles should be observed when multiple-choice items are constructed.

- 1) Each item should have only one answer
- 2) Only one feature at a time should be tested.
- 3) Each option should be grammatically correct when placed in the stem, expect of course in the case of specific grammar test items.

- 4) All items should be a brief and as clear as possible.
- 5) The items should be arranged in rough order of increasing difficulty.⁴⁰

The kinds of test can be made based on four skill, there are speaking test, listening test, writing test and also 3 types of language component, there are Grammar, Vocabulary, and Pronunciation. According to curriculum K13, Grammar, Vocabulary, and Pronunciation can not tested itself and must with language skill. Because of that, the researcher combine vocabulary test in reading.



⁴⁰ Indriyani, English language testing “Subjective and Objective Tests”. English Education Departement : Muhammadiyah University of Makasar. 2016

CHAPTER III

RESEARCH METHODS

A. Research Approach and Research Design

This research approach used quantitative approach because this research was written based on data about the effect of online game and the research design is quasi-experimental study because the current research to understanding cause and effect relationships. Quasi-experimental approach design was used is two group posttest design.⁴¹ Then the data that was in the form of numbers is then processed and analyzed to obtain any available scientific information in these data. Furthermore, the study took an experimental class and control class. and a post-test to study the influence of using Clash of Clans game. The researcher wants to know the result by comparing measure data of experimental class and control class for effect of clash of clans game on vocabulary mastery in reading comprehension to students eighth grade in SMPN 2 Rambipuji.

Table 3.1
Experimental class and Control class Group Design

Class	Treatment	Treatment	Treatment	Post – Test
Experimental	X ₁	X ₂	X ₃	O ₁
Control	-	-	-	O ₁

- X : Treatment using clash of clans game
- : Treatment without clash of clans game
O₁ : Post – test

⁴¹ John W. Creswell, *Qualitative, Quantitative, and Mixed Methods Approaches*, Department of Family Medicine, University of Michigan, and J. David Creswell, PhD, Department of Psychology, Carnegie Mellon University.

B. Population and Sample

Population is the set all the subjects of research. The population of this research was the eighth grade students of SMPN 2 Rambipuji with numbers 179 students. The researcher chose this population because based on curriculum of junior high school, vocabulary mastery' material is only taught at eighth grade.

Meanwhile, the sample is the subset of population whom the researcher has data, with technique cluster random sampling. It is said cluster random sampling because taking sample members from the population was done randomly without regard to the existing strata in the population. By drawing a lottery containing the names of the classes. After the draw from classes 8D until 8F, the class of 8F was selected experimental class and class of 8D was selected control class as samples in this study. The researcher used this technique because it helped to produce a representative sample.

Table 3.2 Sample
Number of Students Grade 8 of SMPN 2 Rambipuji

Class	Number of Students
8F	30
8D	30

The data was take from the students' list in the 8th class

**Table 3.3 Population
Number of Students Grade 8 of SMPN 2 Rambipuji**

Class	Number of Students
8A	30
8B	30
8C	30
8D	30
8E	29
8F	30
Total	179

The data was taken from the students' list in the 8th class

C. Research Instrument and Data Collection

1. Research Instrument

The researcher used test to collect data namely vocabulary test. Vocabulary test was used to determine the students' vocabulary mastery in reading comprehension.

a. The instrument of collecting data

1) Vocabulary test

The researcher conducted the written test to measure the students' vocabulary mastery. The indicators of vocabulary test were noun, verb, adjective, and pronoun. The topics were about form and meaning of vocabulary in clash of clans game. The test was presented in 25 questions of multiple choices. The students were given the written test and doing it individually with time allotment was 40 minutes. For the criteria of assessment, each

item got 4 points for the correct answer and 0 point for the wrong answer. So, to get students' total score, the correct answer was multiplied by four.

In arranging the vocabulary test, the researcher did several steps as follows :

- a) Decided the appropriate topic based on curriculum basic competence, namely Part of speech of vocabulary in reading text.
- b) Next, decided the questions which did not make students too difficult to answer and considered the language structure according to English grammar.
- c) Then, decide the appropriate time allotment for the test, namely 50 minutes for vocabulary test.
- d) After that, asked the validation of the instrument to the expert judgment to find the content valid.
- e) After the instrument was approved by expert, the instrument used to test the students to find reliability and practicality.

2) Content Validity

Validity shows the adjustment of the measuring device with the purpose to be measured. The instrument is said to have validity if the instrument measures what you want to measure. A valid instrument has high validity and a less valid instrument

has low validity.⁴² Content validity test items which measured the students' vocabulary mastery in reading comprehension to write a simple form of vocabulary and meaning of vocabulary was suitable with the basic competence of curriculum 2013 for the eighth grade students SMPN 2 Rambipuji. To obtain the content validity of the vocabulary test in reading comprehension, the researcher arranged the tests based on the material in the curriculum basic competence used for the eighth grade students of SMPN 2 Rambipuji.

The basic competence namely K13 curriculum, the students use vocabulary and written texts and read to English in reading comprehension accordingly with the situation, purpose, and the reader. The content of vocabulary test in reading comprehension adjust with blueprint include the indicators form and meaning of vocabulary and also both of them will be validation by the validator, the validator was an English lecturer with expertise in vocabulary or reading. In this research, the was given revision 2 time, that is about using vocabulary in the sentences test and time of test. After that the validator was given the vocabulary test sheet to ensure its validity. The content validation can be seen in appendix 4.

⁴² Arikunto. *Prosedur penelitian : suatu pendekatan praktek*. (Jakarta: Rineka Cipta. 2010) p. 211

3) Reliability Test

Reliability test is a measure to assess whether the measuring instrument used is able to provide consistent measurement values. Inconsistent measuring instruments will produce doubtful data. According to Jhon reliability means that scores from instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times and also scores need to consistent.⁴³ The way found a data by reliable doing try out with choose random class besides experimental class and control class. After that the class 8C consist of 10 students eighth grade class selected as a sample. The try out to do on 10 November 2023 at SMPN 2 Rambipuji done before practicality. The test is Multiple Choice and the measuring the reliability of this instrument using the Cronbach Alpha Formula.⁴⁴ And for calculations using the SPSS 22 for Windows.

Table 3.4
Category of Reliability

Value	Category
> 0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
<0.60	Unacceptably low reliability

⁴³ Jhon W. Creswell, *Educational research : planning, conducting, and evaluating quantitative and qualitative research* (United State of America : Phoenix Color Corp, 2002),159

⁴⁴Anas Sudjono, *Pengantar Statitik Pendidikan*, (Jakarta : Raja Grafindo,2008), p.365

Table 3.5
The Reliable test

Reliability Statistics

Cronbach's Alpha	N of Items
,748	25

Based on the SPSS output above, Cronbach's Alpha value was 0.748. It can be concluded that the instrument was reliable.

4) Practicality

In this research to decide whether or not, the test is practical. The researcher observed the students when doing try out. The researcher used observation sheet which consists of students' response toward the instructions, estimated time allocation for students, and language understood for students.

The test is vocabulary test in reading comprehension which is can be said to be practical if students can do try out in a simple

way. The test to students of SMPN 2 Rambipuji especially in eighth grade class. The test given on November, 22 2023. No

one student ask about the instructions, only one students ask the test, all students finish the test on time, and all students are

enthusiastic and feel enjoy doing the test. The practicality of vocabulary test can be seen in appendix 6.

2. Data Collection

The vocabulary test in reading text was used by the researcher as an instrument. Data collected from tests. The test allows researchers to obtain data and information regarding the purpose of the influence of the clash of clans game on vocabulary mastery in reading comprehension on students. The test given after treatment using clash of clans. The test given to experiment class and control class with period of several days. The treatment was doing on 11-24 November 2023. After the several treatment both the experimental class and the control class were given a post-test to find out the any significant effect of using clash of clans game on student's vocabulary mastery. The test given on 22 November 2023. The test is multiple choice item consist of 25 question, with appropriate grid curriculum K13. The test will validation by vocabulary's lecture. The try out test to students of SMPN 2 Rambipuji especially at eighth grade class.

D. Data Analysis

Data analysis is the activity of calculating data so that it can be presented systematically and can be interpreted. The purpose of this research is to find out whether there is the significant difference of vocabulary mastery in reading comprehension between students taught by using clash of clans game than students taught without clash of clans game at SMPN 2 Rambipuji. The data analysis, used in the form of following below :

1. Test Basic Assumptions

a. Normality Test

The data normality test used to determine whether the data is normally distributed or not. Parametric analysis such as Pearson correlation requires that the data must be normally distributed. The normality test that is widely used is the Kolmogorov – Smirnov test method. and the test is using SPSS, the decision-making method for the normality test is if the significance (Asym.sig) > 0.05 then the data is normally distributed and if the significance (Asym.sig) < 0.05 then the data is not normally distributed.

b. Homogeneity Test

The homogeneity test was carried out to determine whether the two groups, namely the experimental class and the control class is homogeneity or not. In this study the test was carried out using SPSS. The homogeneity test used in this research is the Levene test with a significance level of 5%. The formulation of the hypothesis used in the test data homogeneity test is as follows:

H_a : There is a difference between the experimental class and the control class.

H₀ : There is no difference between the experimental class and the control class.

Using a significance level of 5%, the test criteria are :

If the test significance value is greater than or equal to 0.05 then H₀ is accepted.

If the significance value of the test is smaller than 0.05 then H₀ is rejected.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data Description

The researcher conducted this research at SMPN 2 Rambipuji, where the researcher used eighth grade students which consists of two classes. The researcher took 30 students from 8D classes as control class, and 30 students from 8F classes as experimental class. So, the total sample was 60 students. The researcher conducted the research in 3 meetings on experimental class and 3 meetings on control class. The detail description as follows :

Table 4.1 The meetings of experimental class and control class

NO	EXPERIMENTAL CLASS	CONTROL CLASS
1	The first meeting	The first meeting
	The researcher conducted the clash of clans game on students' vocabulary mastery in reading comprehension in VIII F students. This first meeting was held on November, 16 2023 from 10.10 am. to 11.30 am. The researcher explained the introduce and the rules of clash of clans game in detail to the students and then the students listen a sentence with noun, verb, adjective and pronoun in the game.	The researcher conducted the flash card game on students' vocabulary mastery in reading comprehension in VIII D students. This second meeting was held on November, 16 2023 from 12.00 am. to 13.20 pm. The researcher explained the rules and the instructions in detail of the game to the students and the students make a sentence with noun, verb, adjective, and pronoun.

2	The second meeting	The second meeting
	<p>The researcher conducted the clash of clans game on students' vocabulary mastery in reading comprehension in VIII F students. This fourth meeting was held on November, 17 2023 from 12.00 am. to 13.20 am. The researcher explained how the way of playing clash of clans game with instructions in detail to the students and the students make a sentence including noun, verb, adjective, and pronoun.</p>	<p>The researcher conducted the paste card game on students' vocabulary mastery in reading comprehension in VIII F students. This third meeting was held on November, 17 2023 from 10.10 am. to 11.30 am. The researcher explained the way of playing clash of clans in detail to the students and then the students make a sentence including noun, verb, adjective, and pronoun.</p>
3	The third meeting	The third meeting
	<p>The researcher conducted the playing the clash of clans game on students' vocabulary mastery in reading comprehension in VIII F students. This first meeting was held on November, 20 2023 from 12.00 am. to 13.20 am. The researcher explained the instructions and playing clash of clans game in detail to the students</p>	<p>The researcher conducted the playing the talking stick game on students' vocabulary mastery in reading comprehension in VIII F students. This fifth meeting was held on November, 20 2023 from 10.10 am. to 11.30 am. The researcher explained the instructions and playing the talking stick with</p>

And then the students make a sentence including noun, verb, adjective, and pronoun.	the students and then the students make a sentence including noun, verb, adjective, and pronoun.
---	--

B. Data Presentation

In this section, the researcher would present the obtained data by students of eighth grade. The presented data consisted of the result of vocabulary test in reading comprehension.

1. Students of control class

In this section, the researcher presented the vocabulary mastery in reading comprehension test to 8D class. The students' vocabulary mastery in reading comprehension score as follow as :

Table 4.2
The students' scores of Control Class

No	Students	Score
1	Achmad Grandy Trissanto	32
2	Adam Fayyad Ibrahim	44
3	Adis Catur Kurniawan	60
4	Amelia Afkarina	64
5	Andreansah	60
6	Andriyan	56
7	Aril	48
8	Cantika Mei Rindiani	48
9	Dimas Bayu Putra Pratama	48
10	Dinda Lini Kumala	60
11	Ilham Maulana Assiddiqi	52
12	Ilma Radifah Anisa Putri	40
13	Indah Febriadi	60
14	Junaidi Saputra	60
15	Kharimatul Hidayah	64

No	Students	Score
16	M. Afif Dhorif Abdillah	60
17	Moch. Firman Febriyanto	52
18	Mochammad Fariz Firmansyah	60
19	Mohammad Dimas Ramadani	56
20	Muhammad Angga Pratama	28
21	Muhammad Hafiz Izzatullah	60
22	Muhammad Haikal Abdul Qodir	56
23	Nabila Putri Nur Cahaya N.	44
24	Naylatul Jannah	52
25	Sabrina Intan Ayu Indriani	48
26	Sifaul Jenah	52
27	Silvia Maulida	48
28	Yulita Gadis Rachmalia	56
29	Yusuf Dwi Candra	60
30	Ach. Baitur Rohman Rafiansyah	44
Average Score		54,26

From the students' vocabulary mastery in reading comprehension without clash of clans score above, it is clearly showed that the minimum score is 28, the maximum score is 64, and the average score is 54.26. The result of vocabulary mastery statistic as follows :

Table 4.3
Statistic of Control Class's score

Statistics		
Vocabulary mastery		
N	Valid	30
	Missing	0
Mean		54.26
Std. Deviation		8,36893649
Range		36
Minimum		28
Maximum		64
Sum		1628

2. Students of experimental class

In this section, the researcher presented the vocabulary mastery in reading comprehension test to 8F class. The students' vocabulary mastery in reading comprehension score as follow as :

Table 4.4
The students' scores of Experimental Class

No	Students	Score
1	Adinda Khumayroh	76
2	Angel Saputri Dewi	88
3	Aura Bilqis Madania	88
4	Azalea Safa Bilbina	76
5	Azka Failandi	88
6	Citra Putri Amelia	80
7	Digta Eki Pratama	72
8	Dzokiahtul Karima	88
9	Eka Dian Uciani Agustin	64
10	Hafizhah Ghina Isnani	88
11	Haqiqi Abyan Althaf	76
12	Haychal Rizki Ramdani	72
13	Ibra Maulana Ivanovic	64
14	Indra Agus Setyawan	80
15	Keano Destalito Martha Susilo	84
16	Laili Putri Ramadhani	88
17	Mohammad Adil Hakiki	84
18	Mohammad Rido Ardiasyah	68
19	Muhammad Iqbal Fakhruddin	72
20	Muhammad Nur Azizi	80
21	Muhamma Revano	84
22	Muhammad Rizky Candra Bayu Haria	84
23	Putri Nabila Syaib	64
24	Rama Kusuma Nugraha	64
25	Redi Setya Irawan	80
26	Syaira Nauratuz Syifa	72
27	Syavinatur Rohimah	88
28	Wahyu Nur Holifa	72
29	Widad Zaky Zakaria	84
30	Zaskia Alifa Zahra	88
Average Score		78,53

From the students' vocabulary mastery in reading comprehension with class of class score above, it is clearly showed that the minimum score is 64, the maximum score is 88, and the average score is 78.53. The result of vocabulary mastery statistic as follows :

Table 4.5
Statistic of Experimental Class score

Statistics		
Vocabulary mastery		
N	Valid	30
	Missing	0
Mean		78.53
Std. Deviation		8,36893649
Range		24
Minimum		64
Maximum		88
Sum		2356

C. Analysis and Hypothesis Testing

1. Analysis

In this section, the researcher conducted normality test and homogeneity test of the data before testing the hypothesis.

The result of normality as follows :

Table 4.6
The Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	8,36893649
	Most Extreme Differences	
	Absolute	,154
	Positive	,106
	Negative	-,154
Test Statistic		,154
Asymp. Sig. (2-tailed)		,066 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the result above, it showed that significant value was 0.066 which means that it was greater than 0.05. It can be concluded that the data had normal distribution.

Next, to know the homogeneity of the data, the researcher used homogeneity test helped by SPSS 22 version. The result of homogeneity test as follows :

Table 4.7

Test of Homogeneity of Variances

Vocabulary Mastery in Reading Comprehension

Levene Statistic	df1	df2	Sig.
,026	1	58	,873

Based on the result above, the sig. deviation from homogeneity was 0.873 which means that it was higher than 0.05. So, it showed that there was a homogeneity of vocabulary mastery in reading comprehension.

Next, because the data distribution was normal and homogen, means the data can be continued to be tested using parametric statistic. The researcher used sample t - test by SPSS 22 version to analyze the data in order find out whether there is the significant difference of vocabulary in reading comprehension between students taught by using clash of clans games than students taught without clash of clans. The result is presented in the table below :

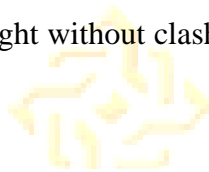


Table 4.8

Independent Samples T – 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
Post-test Vocabulary Test	Equal variances assumed	,026	,873	-11,649	58	,000	-26,133	2,243	-30,624	21,643
	Equal variances not assumed			-11,649	57,809	,000	-26,133	2,243	-30,624	21,642

From the table above, the significance (p value) was $0.000 < 0.05$. It can be concluded that the significant effect of using online game (clash of clans) on students' vocabulary mastery in reading comprehension was significant.

2. Hypothesis Testing

After analyzed the data by testing the normality, the homogeneity, the researcher carried on the hypothesis testing as follows :

H_a : There is a significant effect of using clash of clans game on students' vocabulary mastery in reading comprehension at SMPN 2 Rambipuji.

H_0 : There is no significant effect of using clash of clans game on students' vocabulary mastery in reading comprehension at SMPN 2 Rambipuji.

- a. If significance (ρ value) < 0.05 , it means the effect is significant then H_a is accepted and H_0 is rejected.
- b. If significance (ρ value) > 0.05 , it means the effect is not significant then H_0 is accepted and H_a is rejected.

From the table above, it indicated that ρ value was $0.000 < 0.05$ which implies H_0 was rejected and H_a was accepted; r value was 0.000 . means significant influence. So, it can be summed up that there was a significant effect between students' vocabulary mastery in reading comprehension with clash of clans and students' vocabulary mastery in reading comprehension without clash of clans of eighth grade at SMPN 2 Rambipuji.

It can summed up that there is difference between students' vocabulary mastery in reading comprehension who were taught by using clash of clans than the students who were taught without clash of clans.

D. Discussion

The researcher conducted this study in order to know the effect of online game (clash of clans) on students' vocabulary mastery in reading comprehension. The researcher used vocabulary test for collecting the data. The sample for this study was 60 students in eighth grade. The data collection was analyzed using sample t - test with SPSS 22 version.

First of all, the finding showed there was a significant differences between students' vocabulary mastery in reading comprehension with clash of clans and students' vocabulary mastery in reading comprehension without clash of clans of eighth grade. It is appropriate with previous research with title *The Effects of Clash of Clans Online Game on Iranian Students's Vocabulary Learning : a Case Study (2022)* conducted by Fatemeh Farahmandi, Hadi Salehi and the result is clash of clans online games can contribute to vocabulary learning.. In this research, the researcher used multiple choice items for vocabulary test; presented one of topics that clash of clans game. The result indicated that the influence of two variables was significant.⁴⁵

The second is about vocabulary result, the students learning vocabulary in the English lessons become active and enthusiastic when using clash of clans. It is appropriate with previous research with title *Learning English Vocabulary Through Online Games : Case Study of Students in 4th*

⁴⁵ Fatemeh Farahmandi & Hadi Salehi. “ *Effects of Clash of Clans Online Game on Iranian Students' Vocabulary Learning: A Case Study*. 2022

Grade of State Elementary School (SDN) Jombor 01, Sukoharjo, Central Java, Indonesia (2021) conducted by Veronika unun pratiwi1, Arin Arianti, Nurnaningsih, Purwani Indri Astuti. And the results is elaborate that students are interested and enthusiastic in attending the English lessons, since students have already known the clash of clans very well.⁴⁶

The third is about the several students become happier, smile more and listen to what the teacher has to say. In teaching class to be conducive and can said that the students become positive attitude when played clash of clans game. It is accordance with theory of Shella Septina Marsa, Hastuti Retno Kuspiyah, Eka Agustina. Which is the effect of kahoot! game in teaching reading comprehension achievement is a very high impact on engagement, perception and motivation, and positive attitude.⁴⁷

The fourth is about students' responses, when the students playing clash of clans, they are more concentrated. The students' become responsive in accepting what is teachers says. It is appropriate with theory' Andri Arif Kustiawan & Andy Widhiya Utomo that advantages and disadvantages of game online.⁴⁸

The fifth is about the students' reading text results, based on the vocabulary aspect, the students with high vocabulary scores tended to use

⁴⁶ Veronika unun pratiwi1, Arin Arianti, Nurnaningsih, Purwani Indri Astuti. "Learning English Vocabulary Through Online Games : Case Study of Students in 4th Grade of State Elementary School (SDN) Jombor 01, Sukoharjo, Central Java, Indonesia" 2021.

⁴⁷ Shella Septina Marsa, Hastuti Retno Kuspiyah, Eka Agustina. "The Effect of Kahoot! Game to Teaching Reading Comprehension Achievement" 2021

⁴⁸ Andri Arif Kustiawan & Andy Widhiya Utomo. *Don't Like Online Games*. CV. Ae Media Graphics. 2019. P. 11

vocabulary that varies, produced sentences, and rarely repeated the same words. But there were some students who were confused about how to pronounce the words because they did not know those words in English so finally they said those words in Indonesian. This result was in accordance with Richards & Renandya's theory that vocabulary is a fundamental part of language competence and plays big role for learners in speaking, writing, reading, and listening⁴⁹.

From the explanation above, the researcher concluded that vocabulary is related to reading comprehension. Students who have a lot of vocabulary will read fluently without hesitation. Meanwhile, the students who have a little vocabulary, they will think for a long time about how to pronounce those words in English. As Brown argued, vocabulary is one of crucial aspects in reading, so vocabulary and reading are related to each other⁵⁰.

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⁴⁹ Richards and Renandya, *Methodology in Language Teaching*, p. 255.

⁵⁰ Brown, *Language Assessment Principles and Classroom Practices*, p. 157.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and discussion in the chapter 4, it is concluded that there was significant difference of vocabulary mastery in reading comprehension between the students who were taught by using clash of clans than the students who were taught without clash of clans, so it can be used to teaching vocabulary mastery in reading comprehension class.

B. Suggestion

Primarily based on the results of the studies that has been carried out, the researcher would really like to provide a few suggestions for :

1. For the English teacher, it is suggested to apply the procedure of using game online Clash of Clans in this study to teach vocabulary in reading comprehension class.
2. For the next researcher, it suggested to apply clash of clans in another language skill like speaking, wrting and listening or apply another online game in the reading comprehension.

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Appendix 1

RESEARCH MATRIX

Title	Variable	Indicator	Data Resource	Research Method	Problem Formulation	Hypothesis
The Effect of Online Game (Clash of Clans) on Students' Vocabulary Mastery in Reading Comprehension at SMPN 2 Rambipuji	<ol style="list-style-type: none"> 1. Vocabulary Mastery in Reading Comprehension 2. The use of clash of clans game 	<ol style="list-style-type: none"> 1. Form of Vocabulary : <ol style="list-style-type: none"> a. Noun b. Pronoun c. Verb d. Adjective 2. Meaning of Vocabulary <ol style="list-style-type: none"> 1. Learning english use clash of clans game : <ol style="list-style-type: none"> a. Give a explanation about clash of clans game b. Play the clash of clans game : <ol style="list-style-type: none"> 1) Greeting text "Welcome to clash of clans" 2) You have new village to start a game 3) Enemy wants to destroy your village 4) You have to set up a cannon to defend the village 	Students class eighth grade in SMPN 2 Rambipuji	<ol style="list-style-type: none"> 1. Research Approach : Quantitative Research Research Design : Quasi Experimental 2. Population and Sample : Class VIII Class 8D and 8F use Cluster Technique Random (Experiment class and control class) 3. Data Collection and Instrument : <ol style="list-style-type: none"> a. Vocabulary Test(post-test) 4. Data Analysis : <ol style="list-style-type: none"> a. Normality test b. Homogeneity test c. Hypothesis test <ol style="list-style-type: none"> 1) Parametric : Sample T-test 	Is there any significant difference of vocabulary mastery in reading comprehension between students taught by using clash of clans game than students taught without clash of clans at SMPN 2 Rambipuji ?	<p>H₁ : There is a significant effect of the using online game (clash of clans) on student's vocabulary mastery in reading comprehension at SMPN 2 Rambipuji.</p> <p>H₀ : There is no a significant effect of the using online game (clash of clans) on student's vocabulary</p>

- | | | | | | |
|--|--|---|--|--|--|
| | | <p>5) You have some wizards to attack the enemy</p> <p>6) You get the gold and elixir to upgrade your village</p> <p>c. Spelling and pronunciation several features of vocabulary</p> <p>d. Do a test of vocabulary</p> | | | <p>mastery in reading comprehension at SMPN 2 Rambipuji.</p> |
|--|--|---|--|--|--|

Appendix 2

The Research Instrument of Data Collection (Blue Print)

Kompetensi Dasar (KD)	Topic	Indicator	Form of the instrument	Nomor of Item
<ul style="list-style-type: none"> mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. 	Meaning of vocabulary	Students are able to identify the meaning of Noun in reading texts	Multiple Choice	2, 5, 13
		Students are able to identify the meaning of Pronoun in reading texts		4, 10, 14
		Students are able to identify the meaning of Adjective in reading texts		3, 6, 15
		Students are able to identify the meaning of Verb in reading texts		1, 8, 17
	Part of Speech (Form of Vocabulary)	Students are able to identify the Noun		11, 12, 23, 25
		Students are able to identify the Pronoun		9, 20, 22
		Students are able to identify the Adjective		16, 18, 19
		Students are able to identify the Verb		7, 21, 24

Appendix 3

Test of Vocabulary in Reading Comprehension

Sekolah : SMPN 2 RAMBIPUJI
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / Ganjil
Alokasi waktu : 50 Menit
Materi Pokok : Clash of Clans game

Name :

No. Absen :

A. Multiple Choice

Read the text carefully, then choose the correct answer to the questions below by crossing the letters A, B, C or D on the answer sheet provided.

Teks Reading No. 1 and 2

In the game clash of clans, Troops and *Wall* is used to protect the town hall. Troops and walls *play* an important role in security in a town hall.

1. What is the meaning of play ?

- A. Main
- B. Dinding
- C. Penting
- D. Melindungi

2. What is the meaning of Wall ?

- A. Main
- B. Dinding
- C. Besar
- D. Menara

Teks Reading No. 3 and 4

A cannon is a *big* powerful gun for attack and defense the kingdom. *It* is the importance of adaptability and balanced defenses.

3. What is the meaning of big ?

- A. Main
- B. Dinding
- C. Besar
- D. Menara

4. What is the meaning of It ?

- A. Meriam
- B. Besar
- C. Kerajaan
- D. Menara

Teks Reading No. 5 - 7

A mortar is like a special cannon that shoots shells high up into the sky and then they fall down on the target. Mortar used to fire shoots to the enemy from a safe distance in the clash of clans game.

5. What is the meaning of mortar ?

- A. Mortir
- B. Balai Kota
- C. Pembangun
- D. Kastil Klan

6. What is the meaning of special ?

- A. Meriam
- B. Tujuan
- C. Istimewa
- D. Simpan

7. Which is Verb on the following word ?

- A. Cannon

- B. Upgrade
- C. Mortar
- D. Tower

Teks Reading No. 8 and 9

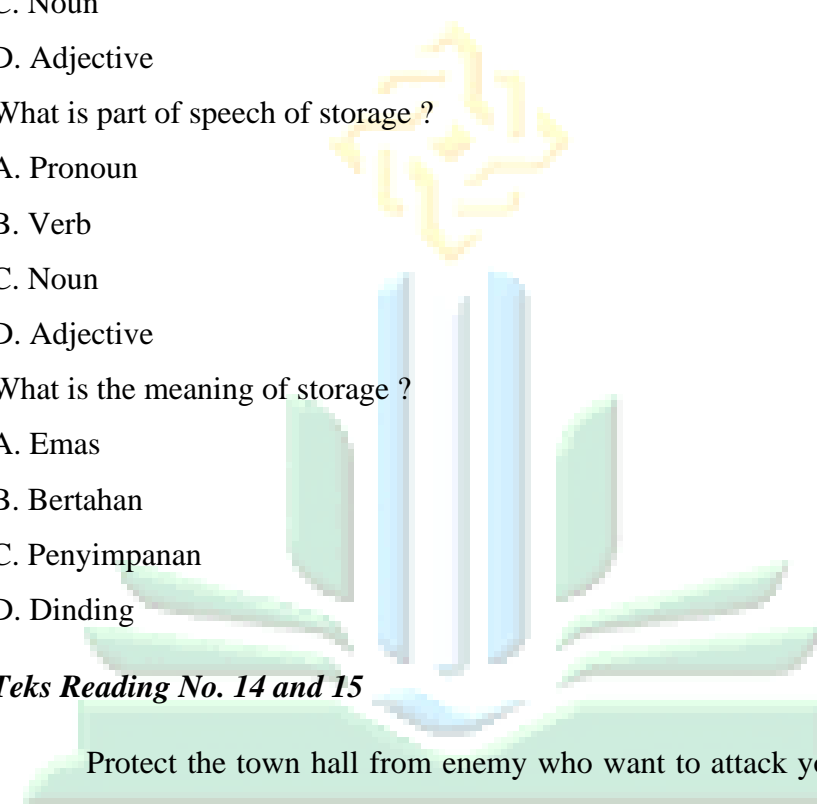
We are *join* in the clan castle, we will make strong clan in the clash of clans game. And also we can make clan *ourselves* to show our power

- 8. What is the meaning of join ?
 - A. Kekuatan
 - B. Balai Kota
 - C. Kuat
 - D. Bergabung
- 9. What is part of speech of ourselves ?
 - A. Adjective
 - B. Verb
 - C. Noun
 - D. Pronoun

Teks Reading No. 10 - 13

In the clash of clans gold is like treasure, I need to build and upgrade *my* village. Gold storage need to save from enemy.

- 10. What is the meaning of my ?
 - A. Punya Aku
 - B. Punya Kamu
 - C. Punya Kita
 - D. Punya Mereka

- 
11. What is part of speech of gold ?
- A. Pronoun
 - B. Verb
 - C. Noun
 - D. Adjective
12. What is part of speech of storage ?
- A. Pronoun
 - B. Verb
 - C. Noun
 - D. Adjective
13. What is the meaning of storage ?
- A. Emas
 - B. Bertahan
 - C. Penyimpanan
 - D. Dinding

Teks Reading No. 14 and 15

Protect the town hall from enemy who want to attack your town hall.
Bomb and trap *can* burst the village in the clash of clan game.

14. What is the meaning of your ?
- A. Punya Kamu
 - B. Punya Aku
 - C. Punya Mereka
 - D. Punya Kita
15. What is the meaning of can ?
- A. Perangkap
 - B. Bisa
 - C. Bintang
 - D. Bom

Teks Reading No. 16

In the clash of clans, get the stars win a missions or defeating enemy to show how well you are doing.

16. Which is Adjective on the following word ?

- A. Stars
- B. Win
- C. Clans
- D. Enemy

Teks Reading No. 17 and 18

Every trap has a *unique* way of dealing damage, like spring a giant bomb or spring up to *throw* air units.

17. What is the meaning of throw ?

- A. Mendorong
- B. Bom
- C. Perangkap
- D. Melempar

18. Which is Adjective on the following word ?

- A. Trap
- B. Bomb
- C. Unique
- D. Unit

19. What is part of speech of unique ?

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

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Teks Reading No. 20 - 22

You are always ready for upgrade. The army camp is where your military might is born and where battles are won or lost.

20. Which is Pronoun on the following word ?

- A. Army Camp
- B. Your Military
- C. Battles
- D. Always

21. Which is Verb on the following word ?

- A. Army Camp
- B. Your Military
- C. Battles
- D. Always

22. Which is Pronoun on the following word ?

- A. Your Military
- B. Army Camp
- C. Battles
- D. Always

Teks Reading No. 23 – 25

State the part of speech of the underlined words!

In Clash of Clans, an archer (23) is a group of players who band together to build and defend their village. They often defend (24) other players' villages to obtain resources. To do so, they must have a skill (25) army and a solid strategy.

23. A. Pronoun
- B. Verb
 - C. Noun
 - D. Adjective

24. A. Pronoun

B. Verb

C. Noun

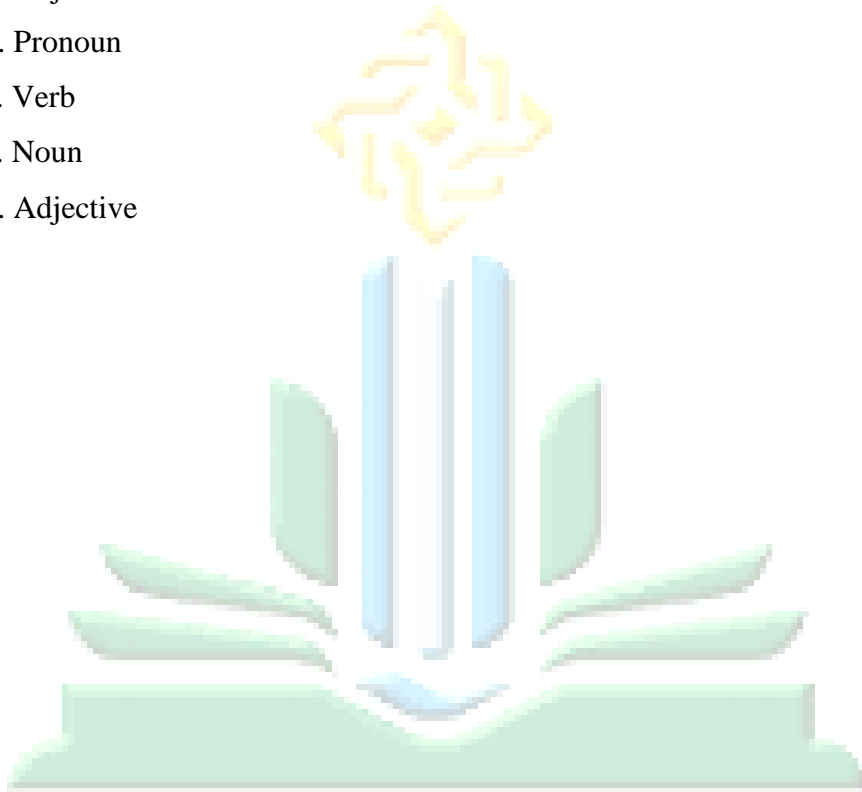
D. Adjective

25. A. Pronoun

B. Verb

C. Noun

D. Adjective



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KEY ANSWER

- | | | |
|------|-------|-------|
| 1. A | 10. A | 19. C |
| 2. B | 11. C | 20. B |
| 3. C | 12. C | 21. C |
| 4. A | 13. C | 22. A |
| 5. A | 14. A | 23. C |
| 6. C | 15. B | 24. B |
| 7. B | 16. B | 25. C |
| 8. D | 17. D | |
| 9. D | 18. C | |

Scoring Rubric

Correct Answers	$\times 4$	=	
Wrong Answers	$\times 0$	=	+
Score		=	

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Appendix 4

Validation Sheet of Vocabulary Test

EXPERT VALIDATION SHEET VOCABULARY TEST

Instruction :


- Put a check mark (✓) in the column according to your opinion
- If there need to be revised, please in the column "note"

No	Criteria	Score				Note
		1	2	3	4	
1	Content					
	1. The test given is in accordance with the curriculum K13			✓		
	2. The test given is in accordance with the material for eighth grade of Junior High School (SMP)			✓		
	3. The test given is in accordance with blueprint			✓		
2	Construct					
	1. The test arranged using a vocabulary to determine students' vocabulary mastery			✓		
	2. The test arranged according to vocabulary theory which requires students to understand form and meaning of vocabulary			✓		
	3. There are clear instruction on how to do the test			✓		

	4. Time allotment is enough by students			✓		
3	Language					
	1. Instructions and questions use correct and grammatical English rules			✓		
	2. Instructions and questions is understandable by students			✓		
	3. Instructions and questions do not cause misunderstandings in terms of culture and religion			✓		

Skala Penilaian :

1 = tidak valid 3 = valid
2 = kurang valid 4 = sangat valid

Jember, 01. NOVEMBER 2023
Validator,

Nina Fauziah, M.Pd

Appendix 5

Try out score of Vocabulary Test in Reading Comprehension

No	Name	Score
1	Ach. Kevin	76
2	Ahmad Gustaf Fawa'id	88
3	Cinta Lia Syafira	64
4	Citra Dewi Sir Setyawati	56
5	Dava Wardana	44
6	Fitriatus Sa'adah	72
7	Muhammad Fatoni	52
8	Novan Trisandi	56
9	Rido Maulana	60
10	Selta Megis Avrildya Mawadah	40

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Appendix 6

Practicality of Vocabulary Test

Practicality of the test instrument adapted by H. Douglas Brown (2001)

Practicality of the test is used by researcher to observe the students when they are doing try out

Instruction :

1. Circle one of the indicators which are appropriate with the situation in the class when doing the test
2. Give a description in column "note" base on situation in the class when doing the test

Aspects	Indicator	Note
Students' response toward the instructions	<ol style="list-style-type: none"> 1. More than half of students ask about the instruction 2. Half of students ask about the instruction ③ Less than half of students ask about the instruction 	No one ask about the instructions
Students' response toward the questions	<ol style="list-style-type: none"> 1. More than half of students ask about the question 2. Half of students ask about the the question ③ Less than half of students ask about the question 	only one student ask about the questions
Estimation of time allocation for students	<ol style="list-style-type: none"> 1. Less than half of students finish the test on time 2. Half of students finish the test on time ③ More than half of students finish the test on time 	All students finish the test on time
Students' enthusiasm in doing test	<ol style="list-style-type: none"> 1. Less than half of students are enthusiasm doing the test 2. Half of students are enthusiasm doing the test ③ More than half of students are enthusiasm doing the test 	All students are enthusiastic and feel enjoy doing the test

Description :

1 = Poor

2 = Fair/ Enough

3 = Good

$$\text{Practicality} = \frac{\text{total score for each aspect}}{\text{maximum total score}} \times 100\%$$

$$= \frac{12}{12} \times 100\%$$

$$= 100\%$$

Appendix 7

CLASS EXPERIMENT 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 2 RAMBIPUJI
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / Ganjil
Alokasi waktu	: 2x40 Menit
Materi Pokok	: Menjelaskan tentang Vocabulary Mastery in Clash of Clans.

A. Kompetensi Dasar

3.4 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait clash of clans).

B. Materi Pokok

Part of Speech of Vocabulary pada game clash of clans (Noun, Verb, Pronoun, Adjective)

C. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi part of speech of vocabulary (Noun, Pronoun, Adjective, Verb) yang ada di Game Clash of Clans
2. Siswa mampu mengidentifikasi arti dari part of speech of vocabulary(Noun, Pronoun, Adjective, Verb) yang ada di Game Clash of Clans

D. Media Pembelajaran & Sumber Belajar

1. Papan tulis, Board marker & Penghapus.
2. Smartphone
3. Buku Penunjang Kurikulum 2013, Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017.

E. Metode Pembelajaran

Approach	: Pendekatan Scientific
Teknik	: Tanya jawab, discussion, playing Clash of Clans, penugasan

F. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan	Waktu
1. Guru membuka kegiatan pembelajaran dengan salam 2. Guru mengajak siswa berdoa 3. Guru bertanya tentang kabar siswa 4. Guru melakukan absensi kepada siswa	10 Menit
Kegiatan Inti	65 Menit
1. Guru menjelaskan tentang game clash of clans game. 2. Guru menjelaskan rules bermain game clash of clans : a) Guru menjelaskan peraturan, memainkan Clash of Clans yang akan dimainkan. Tujuannya agar siswa mengetahui cara bermain game Clash of Clans. b) Guru mengajak Siswa membaca setiap teks tentang kosakata dalam Clash of Clans untuk memahami bentuk dan makna kosakata. c) Guru akan menanyakan kepada siswa kosakata yang ada pada game Clash of Clans. d) Guru mengajak Siswa untuk melihat game dan memperhatikan penyebutan kata yang ingin diuji kosakatanya oleh guru. e) Selama masa perlakuan, guru menggunakan aplikasi game Clash of Clans, dan siswa diajak untuk menggunakan aplikasi tersebut. Selama masa perawatan, guru juga harus mempersiapkan tes kosakata bahasa Inggris. 3. Guru mengajak siswa menyebutkan beberapa form of vocabulary dan meaning of vocabulary yang ada di clash of clans. 4. Guru mengajak siswa untuk mengartikan kosakata yang dipilih. 5. Guru meminta siswa mengerjakan soal	
Kegiatan Penutup	5 Menit
1. Guru menutup dan mengakhiri pembelajaran.	

G. Penilaian

No	Aspek Penilaian	Teknik	Bentuk Instrumen
1.	Pengetahuan (Kognitif)	Tes Tulis	Uraian

Mengetahui,

Guru Bahasa Inggris

Rambipuji, 16 November 2023

Praktikan



RINI WIDYASTUTI, S.Pd
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JEMBER

Lampiran 1

Practice

Satuan Pendidikan	: SMP Negeri 2 Rambipuji
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/I
Materi	: Vocabulary Mastery
Sub Materi	: Part of Speech (Noun, Pronoun, Verb, Adjective)
Bentuk Soal	: Uraian
Jumlah Soal	: 10 soal

Read a sentences, then answer the questions!

Reading texts

Barbarian and acher are one of troops to attack the enemy. They are usually attack their close area but they are too weak for destroy enemy. If used them, we must have a good strategy.

1. What is the Noun from the sentences above?
2. What is the Verb from the sentences above?
3. What is the Adjective from the sentences above?
4. What is the Pronoun from the sentences above?
5. What is the meaning of troops from the sentences above?
6. What is the meaning of weak from the sentences above?
7. What is the meaning of destroy from the sentences above?
8. What is the meaning of attack from the sentences above?
9. What is part of speech from the word weak?
10. What is part of speech from the word They ?

Scoring Rubric

Correct Answers	× 10	=	
Wrong Answers	× 0	=	+
			<hr/>
Score		=	

Appendix 8

EXPERIMENT CLASS 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 2 RAMBIPUJI
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / Ganjil
Alokasi waktu	: 2x40 Menit
Materi Pokok	: Menjelaskan tentang Vocabulary Mastery in Clash of Clans.

A. Kompetensi Dasar

3.4 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait clash of clans).

B. Materi Pokok

Part of Speech of Vocabulary pada game clash of clans (Noun, Verb, Pronoun, Adjective)

C. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi part of speech of vocabulary (Noun, Pronoun, Adjective, Verb) yang ada di Game Clash of Clans
2. Siswa mampu mengidentifikasi arti dari part of speech of vocabulary(Noun, Pronoun, Adjective, Verb) yang ada di Game Clash of Clans

D. Media Pembelajaran & Sumber Belajar

1. Papan tulis, Board marker & Penghapus.
2. Smartphone
3. Buku Penunjang Kurikulum 2013, Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2017.

E. Metode Pembelajaran

Approach	: Pendekatan Scientific
Teknik	: Tanya jawab, discussion, playing Clash of Clans, penugasan

F. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan	Waktu
<ol style="list-style-type: none">1. Guru membuka kegiatan pembelajaran dengan salam2. Guru mengajak siswa berdoa3. Guru bertanya tentang kabar siswa4. Guru melakukan absensi kepada siswa	10 Menit
Kegiatan Inti	65 Menit
<ol style="list-style-type: none">1. Guru menjelaskan tentang game clash of clans game.2. Guru menjelaskan cara bermain game clash of clans :<ol style="list-style-type: none">a. Build and develop the village :<ol style="list-style-type: none">1) Construct a village with the town hall as its center.2) Build and upgrade various buildings such as the elixir, gold mine, and cannon, etc.3) Upgrade buildings to increase the resources you produce and enhance your village's defenses.b. Train Troops :<ol style="list-style-type: none">1) Untuk melindungi desa dan menyerang desa lain.2) Terdapat berbagai jenis pasukan, masing-masing dengan kemampuan dan kekuatan berbeda.c. Attack and defend :<ol style="list-style-type: none">1) Menyerang desa lain untuk mengambil sumber daya musuh, seperti Emas dan Elixir.2) Mempertahankan desa dari serangan musuh dengan membangun pertahanan seperti Meriam dan Tembok.d. Use resources wisely :<ol style="list-style-type: none">1) Emas dan Elixir adalah sumber daya yang berharga. Gunakan mereka untuk meningkatkan desa dan pasukan.e. Enjoy the game :<ol style="list-style-type: none">1) Yang terpenting, jangan lupa bersenang-senang sambil bermain Clash of Clans. Permainan ini tentang strategi, kerja	

<p>sama, dan kesenangan. Guru mengajak siswa menyebutkan beberapa kosakata yang ada di clash of clans.</p> <p>3. Guru meminta siswa menulis beberapa kosakata apa yang ada di clash of clans.</p> <p>4. Guru meminta siswa untuk memilih beberapa contoh vocabulary yang ada di clash of clans kemudian disebutkan kosakata tersebut.</p> <p>5. Guru mengapresiasi siswa yang sudah mengikuti pembelajaran dengan baik.</p> <p>6. Guru meminta siswa mengerjakan soal yang disiapkan guru</p>	
Kegiatan Penutup	5 Menit
<p>1. Guru menutup dan mengakhiri pembelajaran.</p>	

G. Penilaian

No	Aspek Penilaian	Teknik	Bentuk Instrumen
1.	Pengetahuan (Kognitif)	Tes Tulis	Uraian

Mengetahui,

Guru Bahasa Inggris

Rambipuji, 17 November 2023

Praktikan

ARI.

RINI WIDYASTUTI, S.Pd
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Mukhammad Arjun Nafi

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ACHMAD SIDDIQ
JEMBER

Lampiran 1

Practice

Satuan Pendidikan : SMP Negeri 2 Rambipuji
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/I
Materi : Vocabulary
Sub Materi : Part of Speech (Noun, Pronoun, Verb, Adjective)
Bentuk Soal : Uraian
Jumlah Soal : 4 soal

Read reading texts carefully, then answer the questions!

Reading text

Clash of clans is a popular mobile strategy game develop by supercell. The game combines elements of strategy, attack, and defense.

1. What is noun and adjective in reading text above?
2. What is the meaning of reading text above?

Reading text.

Cannon is a weapon to destroy the enemy. It is kill one by one troops of enemy. But cannon can not attack air troops.

3. What is the verb and pronoun in reading text above?
4. What is the meaning of reading text above?

Scoring Rubric

Correct Answers	× 25	=	
Wrong Answers	× 0	=	+
<hr/>			

Score =

Appendix 9

EXPERIMENT CLASS 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 2 RAMBIPUJI
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / Ganjil
Alokasi waktu	: 2x40 Menit
Materi Pokok	: Menjelaskan tentang Vocabulary Mastery in Clash of Clans.

A. Kompetensi Dasar

3.4 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait clash of clans).

B. Materi Pokok

Part of Speech of Vocabulary pada game clash of clans (Noun, Verb, Pronoun, Adjective)

C. Tujuan Pembelajaran

3. Siswa mampu mengidentifikasi part of speech of vocabulary (Noun, Pronoun, Adjective, Verb) yang ada di Game Clash of Clans
4. Siswa mampu mengidentifikasi arti dari part of speech of vocabulary(Noun, Pronoun, Adjective, Verb) yang ada di Game Clash of Clans

D. Media Pembelajaran & Sumber Belajar

4. Papan tulis, Board marker & Penghapus.
5. Smartphone
6. Buku Penunjang Kurikulum 2013, Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2017.

E. Metode Pembelajaran

Approach	: Pendekatan Scientific
Teknik	: Tanya jawab, discussion, playing Clash of Clans, penugasan

F. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan	Waktu
<ol style="list-style-type: none">1. Guru membuka kegiatan pembelajaran dengan salam2. Guru mengajak siswa berdoa3. Guru bertanya tentang kabar siswa4. Guru melakukan absensi kepada siswa	10 Menit
Kegiatan Inti	65 Menit
<ol style="list-style-type: none">1. Guru menjelaskan tentang game clash of clans game.2. Guru menjelaskan cara bermain game clash of clans :<ol style="list-style-type: none">a. Build and develop the village :<ol style="list-style-type: none">1) Pertama, Anda harus membangun sebuah desa dengan Balai Kota sebagai pusatnya.2) Membangun dan meningkatkan berbagai bangunan seperti Elixir Collector, Gold Mine, dan Cannon.3) Tingkatkan bangunan untuk meningkatkan sumber daya yang Anda hasilkan dan meningkatkan pertahanan desa Anda.b. Train Troops :<ol style="list-style-type: none">1) Untuk melindungi desamu dan menyerang desa pemain lain, latih pasukan di Barak.2) Terdapat berbagai jenis pasukan, seperti Barbarian, Pemanah, dan Naga, masing-masing dengan kemampuan dan kekuatan berbeda.c. Attack and defend :<ol style="list-style-type: none">1) Menyerang desa pemain lain untuk mencuri sumber daya mereka, seperti Emas dan Elixir.2) Jangan lupa untuk mempertahankan desamu dari serangan pemain lain dengan membangun pertahanan seperti Meriam dan Tembok.	

<p>d. Join a clan or create your own :</p> <ol style="list-style-type: none"> 1) Bergabung dengan klan lain atau membuat klan sendiri. 2) Bergabung dengan klan memungkinkan Anda berpartisipasi dalam perang klan dan menerima dukungan dari anggota klan lainnya. <p>e. Participate in clan wars:</p> <ol style="list-style-type: none"> 1) Jika Anda bergabung dengan suatu klan, aktiflah dalam perang klan. Ikuti strategi klan untuk meraih kemenangan. 2) Memberikan dukungan kepada anggota klan lainnya dengan pasukan dan bantuan. <p>f. Respect other players :</p> <ol style="list-style-type: none"> 1) Hormati sesama pemain dan hindari bersikap kasar atau mengejek dalam chat atau forum game. <p>g. Enjoy the game :</p> <ol style="list-style-type: none"> 1) Yang terpenting, jangan lupa bersenang-senang sambil bermain Clash of Clans. Permainan ini tentang strategi, kerja sama, dan kesenangan. Guru mengajak siswa menyebutkan beberapa kosakata yang ada di clash of clans. <ol style="list-style-type: none"> 3. Guru meminta siswa menulis beberapa kosakata apa yang ada di clash of clans. 4. Guru meminta salah satu siswa untuk memilih beberapa contoh kosakata yan ada di clash of clans kemudian disebutkan kosakata tersebut. 5. Guru meminta siswa maju kedepan untuk membacakan hasil kosakata yang diperoleh dari clash of clans. 6. Guru mengapresiasi siswa yang sudah memberikan hasil deskripsinya. 	
Kegiatan Penutup	5 Menit
<ol style="list-style-type: none"> 1. Guru menutup dan mengakhiri pembelajaran. 	

G. Penilaian

No	Aspek Penilaian	Teknik	Bentuk Instrumen
1.	Pengetahuan (Kognitif)	Tes Tulis	Pilihan Ganda

Mengetahui,

Guru Bahasa Inggris



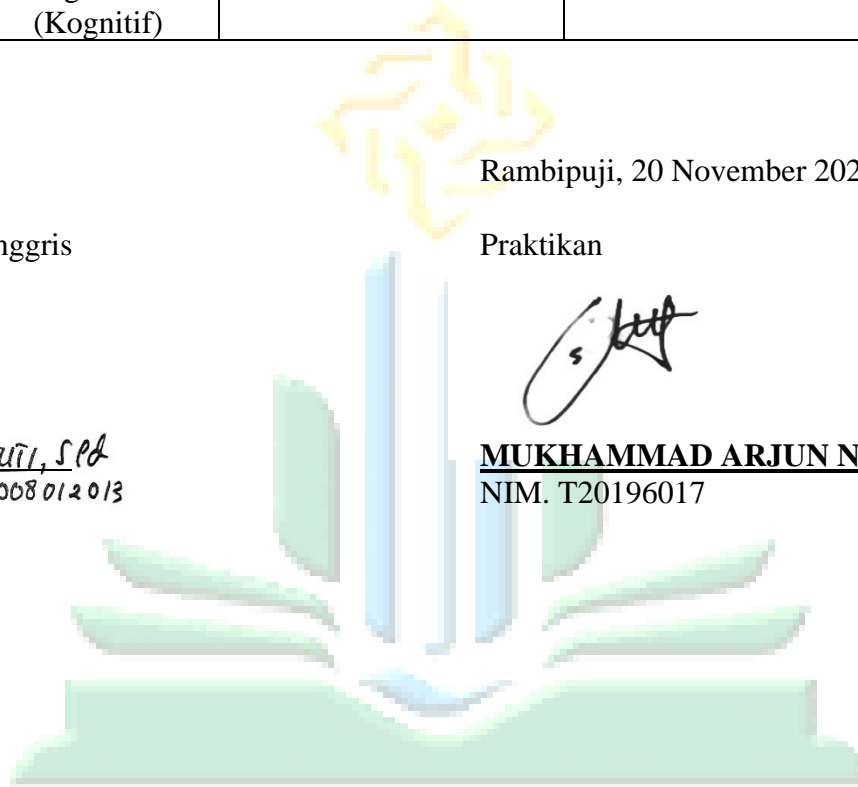
RINI WIDYASTUTI, S.Pd
Nip. 196909282008012013

Rambipuji, 20 November 2023

Praktikan



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NIM. T20196017



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

Lampiran 1

Practice

Satuan Pendidikan	: SMP Negeri 2 Rambipuji
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/I
Materi	: Vocabulary
Sub Materi	: Part of Speech (Noun, Pronoun, Verb, Adjective)
Bentuk Soal	: Uraian
Jumlah Soal	: 5 soal

Teks Reading No. 1 - 3

You are always ready for upgrade. The army camp is where your military might is born and where battles are won or lost.

26. Which is Pronoun on the following word ?

- A. Army Camp
- B. Your Military
- C. Battles
- D. Always

27. Which is Verb on the following word ?

- A. Army Camp
- B. Your Military
- C. Battles
- D. Always

Teks Reading No. 3 – 5

State the part of speech of the underlined words!

In Clash of Clans, an archer (23) is a group of players who band together to build and defend their village. They often defend (24) other players' villages to obtain resources. To do so, they must have a skill (25) army and a solid strategy.

- 28. A. Pronoun
- B. Verb

- C. Noun
- D. Adjective

29. A. Pronoun
 B. Verb
 C. Noun
 D. Adjective

30. A. Pronoun
 B. Verb
 C. Noun
 D. Adjective

Scoring Rubric

Correct Answers	× 20	=			
Wrong Answers	× 0	=	-	+	=

Score			=		

UNIVERSITAS ISLAM NEGERI
 KH ACHMAD SIDDIQ
 JEMBER

Appendix 10

CLASS CONTROL 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 2 RAMBIPUJI
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / Ganjil
Alokasi waktu	: 2x40 Menit
Materi Pokok	: Menjelaskan tentang Vocabulary Mastery di Sekolah

A. Kompetensi Dasar

3.4 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata).

B. Materi Pokok

Part of Speech of Vocabulary (Noun, Verb, Pronoun, Adjective)

C. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi part of speech of vocabulary (Noun, Pronoun, Adjective, Verb) yang ada di area sekolah
2. Siswa mampu mengidentifikasi arti dari part of speech of vocabulary(Noun, Pronoun, Adjective, Verb) yang ada di area sekolah

D. Media Pembelajaran & Sumber Belajar

1. Papan tulis, Board marker & Penghapus.
2. Buku Penunjang Kurikulum 2013, Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017.

E. Metode Pembelajaran

Approach	: Pendekatan Scientific
Teknik	: Tanya jawab, discussion, penugasan

F. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan	Waktu
<ol style="list-style-type: none">1. Guru membuka kegiatan pembelajaran dengan salam2. Guru mengajak siswa berdoa3. Guru bertanya tentang kabar siswa4. Guru melakukan absensi kepada siswa	5 Menit
Kegiatan Inti	70 Menit
<ol style="list-style-type: none">1. Guru menjelaskan tentang Vocabulary Part of Speech2. Guru mengajak siswa bermain game flashcard yang berisi form of vocabulary dan meaning of vocabulary.3. Guru membagi flashcard kepada siswa.4. Guru meminta siswa untuk mencari pasangan dari flashcard yang berupa form of vocabulary dan meaning vocabulary pada temannya.5. Guru mengapresiasi siswa atas partisipasinya dalam pembelajaran.6. Guru meminta siswa untuk mengerjakan soal yang sudah disiapkan.	
Kegiatan Penutup	5 Menit
<ol style="list-style-type: none">1. Guru menutup dan mengakhiri pembelajaran.	

G. Penilaian

No	Aspek Penilaian	Teknik	Bentuk Instrumen
1.	Pengetahuan (Kognitif)	Tes Tulis	Pilihan Ganda

Mengetahui,

Guru Bahasa Inggris



RINI WIDYASTUTI, SPd
Nip. 196909282008012013

Rambipuji, 16 November 2023

Praktikan



MUKHAMMAD ARJUN NAFI
NIM. T20196017

Lampiran 1

Practice

Satuan Pendidikan	: SMP Negeri 2 Rambipuji
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/I
Materi	: Vocabulary Mastery
Sub Materi	: Part of Speech (Noun, Pronoun, Verb, Adjective)
Bentuk Soal	: Pilihan Ganda
Jumlah Soal	: 10 soal

Read a sentence carefully, then answer the questions with correct answer below!

Reading text : The teacher is explaining the lesson to students.

1. What is part of speech of "teacher" in the sentence above ?
 - a. Noun
 - b. Verb
 - c. Adjective
 - d. Pronoun

Reading text : She solved the math problem quickly.

2. What is part of speech of "She" in the sentence above ?
 - a. Noun
 - b. Verb
 - c. Adjective
 - d. Pronoun

Reading text : The student is interested to reading a book.

3. What is part of speech of "interested" in the sentence above ?
 - a. Noun
 - b. Verb
 - c. Adjective
 - d. Pronoun

Reading text : She is running to catch in the class.

4. What is part of speech of "running" in the sentence above ?
 - a. Noun
 - b. Verb
 - c. Adjective
 - d. Pronoun

Teks Reading No. 5 – 10

State the part of speech of the underlined words!

The students are studying (5) in the classroom. They (6) learn new things every day, such as writing, reading, drawing (7). They are always happy (8) studying. Studying writing a story, reading a book (9), drawing a beautiful (10) thing.

- 5. A. Pronoun
- B. Verb
- C. Noun
- D. Adjective

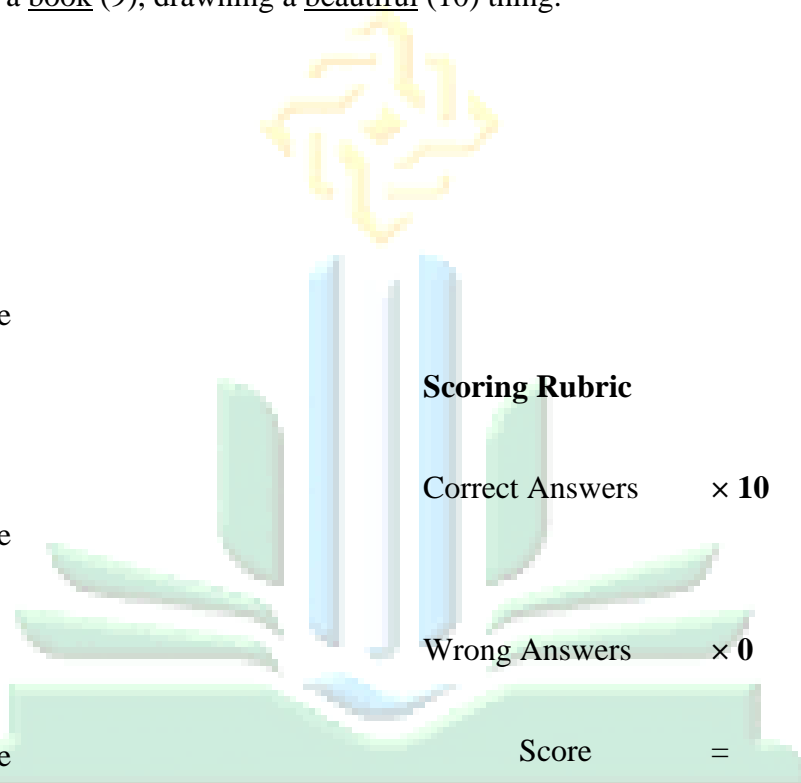
- 6. A. Pronoun
- B. Verb
- C. Noun
- D. Adjective

- 7. A. Pronoun
- B. Verb
- C. Noun
- D. Adjective

- 8. A. Pronoun
- B. Verb
- C. Noun
- D. Adjective

- 9. A. Pronoun
- B. Verb
- C. Noun
- D. Adjective

- 10. A. Pronoun
- B. Verb
- C. Noun
- D. Adjective



Scoring Rubric

Correct Answers $\times 10 =$

Wrong Answers $\times 0 =$ _____ +

Score =

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JEMBER

Appendix 11

CLASS CONTROL 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 2 RAMBIPUJI
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / Ganjil
Alokasi waktu	: 2x40 Menit
Materi Pokok	: Menjelaskan tentang Vocabulary Mastery di Sekolah

A. Kompetensi Dasar

3.4 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata).

B. Materi Pokok

Part of Speech of Vocabulary (Noun, Verb, Pronoun, Adjective)

C. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi part of speech of vocabulary (Noun, Pronoun, Adjective, Verb) yang ada di area sekolah
2. Siswa mampu mengidentifikasi arti dari part of speech of vocabulary(Noun, Pronoun, Adjective, Verb) yang ada di area sekolah

D. Media Pembelajaran & Sumber Belajar

1. Papan tulis, Board marker & Penghapus.
2. Buku Penunjang Kurikulum 2013, Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017.

E. Metode Pembelajaran

Approach	: Pendekatan Scientific
Teknik	: Tanya jawab, discussion, penugasan

F. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan	Waktu
<ol style="list-style-type: none"> 1. Guru membuka kegiatan pembelajaran dengan salam 2. Guru mengajak siswa berdoa 3. Guru bertanya tentang kabar siswa 4. Guru melakukan absensi kepada siswa 	10 Menit
Kegiatan Inti	65 Menit
<ol style="list-style-type: none"> 1. Guru menjelaskan tentang Vocabulary Part of Speech 2. Guru mengajak siswa bermain game paste card. 3. Guru menjelaskan cara bermain paste card kepada siswa. 4. Guru membagikan card yang berisi form of vocabulary pada siswa. 5. Guru membuat tabel meaning of vocabulary dipapan tulis kemudian siswa maju kedepan untuk mempaste/menempelkan card sesuai meaningnya masing-masing. 6. Guru mengapresiasi siswa yang sudah berpartisipasi dalam game paste card. 7. Guru meminta siswa mengerjakan soal yang disiapkan guru 	
Kegiatan Penutup	5 Menit
<ol style="list-style-type: none"> 1. Guru menutup dan mengakhiri pembelajaran. 	

G. Penilaian


No	Aspek Penilaian	Teknik	Bentuk Instrumen
1.	Pengetahuan (Kognitif)	Tes Tulis	Uraian


Mengetahui,

Rambipuji, 17 November 2023

Guru Bahasa Inggris

Praktikan


RINI WIDYASTUTI, SPd
 Nip. 196909282008012013


MUKHAMMAD ARJUN NAFI
 NIM. T20196017

Lampiran 1

Practice

Satuan Pendidikan	: SMP Negeri 2 Rambipuji
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/I
Materi	: Vocabulary Mastery
Sub Materi	: Part of Speech (Noun, Pronoun, Verb, Adjective)
Bentuk Soal	: Uraian
Jumlah Soal	: 4 soal

Read a paragraph carefully, then answer the question with correct answer!

In Jember city, a young woman named Sarah wakes up early and she is always jogging every morning. She loves the fresh air and also she likes the flowers. She is enjoy the peaceful atmosphere in the park and greet other people and walkers warmly. She want to maintain a healthy lifestyle is truly inspiring.

1. Mention 5 Noun in the paragraph above!
2. Mention 5 Verb in the paragraph above!
3. Mention 5 Adjective in the paragraph above!
4. Mention 5 Pronoun in the paragraph above!

Scoring Rubric

1 Number = 5 Point

Correct Answers 1 Point

× 4

=

Wrong Answers 1 Point

× 0

=

+

Score

=

Appendix 12

CLASS CONTROL 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 2 RAMBIPUJI
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / Ganjil
Alokasi waktu	: 2x40 Menit
Materi Pokok	: Menjelaskan tentang Vocabulary Mastery di Sekolah

A. Kompetensi Dasar

3.4 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata).

B. Materi Pokok

Part of Speech of Vocabulary (Noun, Verb, Pronoun, Adjective)

C. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi part of speech of vocabulary (Noun, Pronoun, Adjective, Verb) yang ada di sekitar sekolah
2. Siswa mampu mengidentifikasi arti dari part of speech of vocabulary(Noun, Pronoun, Adjective, Verb) yang ada di sekitar sekolah

D. Media Pembelajaran & Sumber Belajar

1. Papan tulis, Board marker & Penghapus.
2. Buku Penunjang Kurikulum 2013, Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017.

E. Metode Pembelajaran

Approach	: Pendekatan Scientific
Teknik	: Tanya jawab, discussion, penugasan

F. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan	Waktu
<ol style="list-style-type: none"> 1. Guru membuka kegiatan pembelajaran dengan salam 2. Guru mengajak siswa berdoa 3. Guru bertanya tentang kabar siswa 4. Guru melakukan absensi kepada siswa 	5 Menit
Kegiatan Inti	70 Menit
<ol style="list-style-type: none"> 1. Guru menjelaskan tentang Vocabulary Part of Speech 2. Guru mengajak siswa bermain talking stick. 3. Guru menjelaskan cara bermain talking stick. 4. Guru meminta siswa untuk bernyanyi beriringan dengan stick yang bergerak sesuai nada lagu dan stick berhenti bergerak ketika lagu berhenti dinyanyikan. 5. Guru menguji siswa yang terakhir memegang stick tentang part of speech (Noun, Adjective, Verb, Pronoun) form of vocabulary and meaning of vocabulary. 6. Guru mengapresiasi siswa yang sudah menjawab pertanyaan. 7. Guru menguji siswa dengan memberikan soal 	
Kegiatan Penutup	5 Menit
<ol style="list-style-type: none"> 1. Guru menutup dan mengakhiri pembelajaran. 	

G. Penilaian


No	Aspek Penilaian	Teknik	Bentuk Instrumen
1.	Pengetahuan (Kognitif)	Tes Tulis	Uraian


Mengetahui,

Rambipuji, 20 November 2023

Guru Bahasa Inggris

Praktikan


RINI WIDYASTUTI, S.Pd
 Nip. 196909282008012013


MUKHAMMAD ARJUN NAFI
 NIM. T20196017

Lampiran 1

Practice

Satuan Pendidikan	: SMP Negeri 2 Rambipuji
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/I
Materi	: Vocabulary Mastery
Sub Materi	: Part of Speech (Noun, Pronoun, Verb, Adjective)
Bentuk Soal	: Uraian
Jumlah Soal	: 5 soal

Read the sentences carefully, then answer question with correct answer!

Reading text :

Rani usually goes to the canteen school. She is always buy fried rice and ice tea.

5. Mention Noun, Verb, Adjective, Pronoun in the sentences above!

Reading text :

Because Tono's uniform was broke, He is buy a new uniform at the cooperative school.

6. Mention Noun, Verb, Adjective, Pronoun in the sentences above!

Reading text :

Ismail loves susanti but susanti not loves him.

7. Mention Noun, Verb, Adjective, Pronoun in the sentences above!

Reading text :

Angga lost his pen, because of that he is buy a new pen

8. Mention Noun, Verb, Adjective, Pronoun in the sentences above!

Reading text :

Because today yanto is sick, he is not goes to school

9. Mention Noun, Verb, Adjective, Pronoun in the sentences above!

Scoring Rubric

1 Number = 4 Point

Correct Answers 1 Point	× 5	=	
Wrong Answers 1 point	× 0	=	+
<hr/>			

Score =

Appendix 13

Research Permission Letter



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.iainjember@gmail.com

Nomor : B-4480/In.20/3.a/PP.009/11/2023

Sifat : Biasa

Perihal : **Pemohonan Ijin Penelitian**

Yth. Kepala SMPN 2 Rambipuji

Kandang Kidul, Pecoro, Kec. Rambipuji, Kabupaten Jember, Jawa Timur 68152

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

NIM : T20196017
Nama : MUKHAMMAD ARJUN NAFI
Semester : Semester sembilan Program
Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Effect of Clash of Clans (COC) Game on Student's Vocabulary Mastery in Reading Comprehension at SMPN 2 Rambipuji" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Sugiarto, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 06 November 2023 an.

Dekan,



Wakil Dekan Bidang Akademik,



MASHUDI

Appendix 14

Research Completion Letter

 PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 2 RAMBIPUJI
Jalan Widuri 1 Telp (0331) 7501045 Rambipuji
E-mail: smpn2rambipuji.jember@gmail.com Facebook: [spadaragaul](https://www.facebook.com/spadaragaul) 

SURAT - KETERANGAN
No. 670/123/310.16.20523862/2023

Yang bertanda tangan dibawah ini :

Nama : SUGIARTO, S.Pd
Nip : 19780716 200801 1 016
Jabatan : Kepala Sekolah
Unit Kerja : SMPN 2 Rambipuji


Menerangkan dengan sebenarnya bahwa nama tersebut dibawah ini :

Nama : Mukhammad Arjun Nafi
NIM : T20196017
Program /Jurusan : Tadris Bahasa Inggris
Jenjang : Strata (S.1)
Fakultas : Tarbiyah dan Ilmu Keguruan

Terhitung mulai 10 November sampai dengan 24 November 2023 yang bersangkutan telah selesai melaksanakan penelitian di SMPN 2 Rambipuji, dengan judul Skripsi :**“The Effect of Clash of Clans game (COC) on Students’ Vocabulary Mastery in Reading Comprehension at SMPN 2 Rambipuji 2023/2024 ”**

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Rambipuji, 22 November 2023
Kepala Sekolah


SUGIARTO, S.Pd
19780716 200801 1 016

Appendix 15







Research Journal Activity

RESEARCH JOURNAL ACTIVITY

Name : Mukhammad Arjun Nafi

NIM : T20196017

Title : The Effect of Clash of Clans (COC) Game on Students' Vocabulary in Reading Comprehension at SMPN 2 Rambipuji

No	Day/Date	Activity	Signature
1	Saturday, November 11, 2023	The researcher gave a research permit	 Sugianto, S.Pd NIP. 197807162008011016
2	Thursday, November 16, 2023	The researcher conducted the influence of clash of clans game on vocabulary mastery in reading comprehension in eighth grade class	 Rini Widiyastuti, S.Pd NIP. 196904282008012013
3	Friday, November 17, 2023	The researcher conducted the influence of clash of clans game on vocabulary mastery in reading comprehension in eighth grade class	 Rini Widiyastuti, S.Pd NIP. 196904282008012013
4	Monday, November 20, 2023	The researcher conducted the influence of clash of clans game on vocabulary mastery in reading comprehension in eighth grade class	 Rini Widiyastuti, S.Pd NIP. 196904282008012013
5	Wednesday, November 22, 2023	The researcher conducted vocabulary test	 Rini Widiyastuti, S.Pd NIP. 196904282008012013
6	Thursday, November, 23 2023	The submission of research completion letter	 Sugianto, S.Pd NIP. 197807162008011016

Jember, November, 23 2023

Principal of SMPN 2 Rambipuji,



Sugianto, S.Pd.

NIP. 197807162008011016

Appendix 16

DECLARATION OF AUTHORSHIP

DECLARATION OF AUTHORSHIP

The undersigned below :

Name : Mukhammad Arjun Nafi
NIM : T20196017
Program : Tadris Bahasa Inggris
Fakulty : Tarbiyah and Teacher Training
Institution : State Islamic University of Kiai Haji Achmad Siddiq Jember

State the undergraduate thesis entitle " The Effect of Using Online Game (Clash of Clans) On Students' Vocabulary Mastery In Reading Comprehension Of The Eighth Graders At SMPN 2 Rambipuji " is truly my original work. It's doesn't incorporate any material previously written or published by another person expect those indicate in qoutation and biblioraphy. Due to the fact, I am the only person who is responsible for this thesis if there is any objection or claim from other.

Jember, May 13 2024

The Writer



Mukhammad Arjun Nafi
NIM : T20196017

UNIVERSITAS ISLAM
KH ACHMAD SIDDIQ
JEMBER

Appendix 17

AUTOBIORAPHY



Personal Information

Name : Mukhammad Arjun Nafi
Place, date of birth : Jepara, 16 Agustus 2000
Address : Desa Krasak RT : 02 RW : 06 Kec.Pecangaan Kab.Jepara
Faculty : Educational and Teacher Training
Major : English Educational Department
Email : sixteenio321@gmail.com

Educational Background

SDN 2 KRASAK (Graduated in 2013)
SMP WALISONGO PECANGAAN (Graduated in 2016)
SMK ROUDLOTUL HIKMAH (Graduated in 2019)