THE USE OF TIC TAC TOE GAME TO IMPROVE STUDENT VOCABULARY ACQUISITIONS AT ISLAMIC JUNIOR HIGH SCHOOL 17 MIFTAHUL ULUM TAMPINGAN JEMBER

UNDERGRADUATE THESIS

By
AGUS REGI HOLIFAH
212101060027

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in partial fulfilment of the Requirement to Obtain
a Bachelors' Degree (S. Pd)
Faculty of Education and Teacher Training
Department of Islamic Studies and Language Education
Study Program of English Education

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THE IMPLEMENTATION OF TIC TAC TOE GAME TO IMPROVE STUDENTS' VOCABULARY ACQUISITION AT ISLAMIC JUNIOR HIGH SCHOOL 17 MIFTAHUL ULUM TAMPINGAN JEMBER

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English Education Study Program

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MOTTO

عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْۗ ۝

"*He teaches people what they do not know***"**[1]

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[1] Quran, Nu-Online, "Surat Al-Alaq", accessed 15 May 2026, (30):5, Surat Al-'Alaq: Arab, Latin dan Terjemah Lengkap | Quran NU Online

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DEDICATION

I proudly dedicated this undergraduate thesis to:

1. My Big Family

   I would like to express my deepest gratitude to my extended family for giving me the opportunity to attend college. I know that not many people have this opportunity; I have a friend who had ambition but he was hindered by life's circumstances, so he chose a different path of life, I am very grateful to all of the family that I did not mention one by one who have given me support to keep moving forward and complete this thesis smoothly

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3. My parent

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ACKNOLEDGEMENT

All praise be to Allah, the Creator of the universe, who has bestowed His blessings and guidance upon his followers, enabling me to complete this research as the culmination of my studies. May peace and blessings be upon the Prophet Muhammad peace be upon him, his family, and his followers.

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The researcher also fully recognizes that this thesis is far from perfect. So that the writer really accepted to get any critics, opinion and suggestions to make this thesis would be beneficial not for the writer only but also for the reader and the next researcher who need as the references

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AGUS REGI HOLIFAH

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ABSTRACT

AGUS REGI HOLIFAH, *2026: The Implementation of Tic Tac Toe Game to Improve Student Vocabulary Acquisition at Islamic Junior High School 17 Miftahul Ulum Tampingan*

Key Words: Student Vocabulary Acquisition, Classroom Action Research

Vocabulary acquisition is essential in language learning; without a sufficient vocabulary, students tend have difficulty understanding the speaker's intent, conveying ideas, and speaking in English. Teacher should keep in mind when developing vocabulary teaching strategies. This indicates to choosing strategy for helping student in acquire vocabulary process. This study to address issue by using the Tic-Tac-Toe Game as an interactive strategy to improve students' vocabulary. The Tic-Tac-Toe was chosen because flexibility in adapting to various learning contexts, ease of learning, and naturally encourage vocabulary repetition in fun environment.

Based on consideration, the research question formulated in this study is "How does the Tic-Tac-Toe Game Improve Vocabulary Acquisition of Student at Islamic Junior High School 17 Miftahul Ulum Tampingan?" This study aim to describe how tic tac to game improving student vocabulary acquisition at 9th grade Islamic Junior High School 17 Tampingan Jember.

This study employed Classroom Action Research (CAR) adopted from Kemmis and McTaggart. The CAR design in this study was collaborative between researcher and English teacher. The student participants in this study were 9 grade students. In addition, this study utilized two cycles, each consisted of 2 sessions and 1 test to assess students' learning progress. Data collection utilized preliminary test to determine students' initial scores, teacher interview, student questionnaire, and classroom observation sheets as secondary data to support research criteria of findings regarding interactions between teacher and student.

The findings of this study indicate that the implementation of the Tic-Tac-Toe game as interactive strategy can improve students' vocabulary acquisition. Before implementation of Tic Tac Toe game. The pre-test showed no students achieved minimum passing score (KKM) of 70, with average student score of 40. After conducting the first cycle, the researcher found improvement in students' vocabulary acquisition by increased the average student score 56.81%, with 4 students having reached. The results of the second cycle showed that 9 of 11 students, with average score 70.45%, improved, indicating that the implementation was successful; however, 2 students, with an average 20.55%, did not reach the minimum passing score. Therefore, the use of tic-tac-toe as an interactive strategy game can improve students' vocabulary acquisition.

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CHAPTER I

INTRODUCTION

This chapter present the research background, research questions, research objective, research significance, research hypothesis definition of key terms and systematic discussion.

A. Research Background

English is recognized as the second language learned in Indonesia, given its significance as a means of communication at the global level. In addition English is integration into the formal education curriculum and also taught through various additional courses, tutoring programs, and online platforms.

In learning English, students are required to master the skills of speaking, reading, writing and listening from the four skills learned to form a complete communication. However, to master these skills, there are three components that will form the basis for understanding the four skills, namely grammar, vocabulary and pronunciation. By mastering the third component, it can help students understand the structure of the language, knowing the intention of the person they are talking and pronounce words correctly. This opinion is supported by Ortalisje E.D's opinion a lack of vocabulary results in difficulties in learning English.[2]

[2] Ortalisje E.D. (2020). ENGLISH VOCABULARY LEARNING STRATEGY IN STUDENTS OF ENGLISHH STUDY PROGRAM, Jurnal Lingo: Jurnal Kebahasaan Dan Kesastraan, ISSN: 2686-2719. DOI: 10.26499/jl.v2i1.45

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Vocabulary is an important learning material as a basic for mastering other skills. This is a crucial aspect of language mastery, without adequate vocabulary mastery, a person will tend to have difficulty understanding instructions, conveying ideas and participating in discussions. This shows that the quality of a person's abilities will really depend on the quality and quantity of vocabulary they have.

According to Dauletofa, vocabulary as a key to learn for English foreign language to make understandable meaning communication.[3] By mastering a vocabulary, student become more confident in understanding and interpreting the meaning of some unfamiliar words based on context.

Vocabulary refers to the acquisition, understanding and use of new words in language, so as to support students in their speaking, reading, writing and listening abilities. Increasing vocabulary can help students understand texts and communicate well that opinion supported by Göçen. G. that adopted hatch and Brown divides the stages of vocabulary acquisition into five stages. The first is to have new vocabulary sources, one of which is television, parents and teachers. The Second, get a clear picture of the vocabulary, both the form of the vocabulary and an explanation of the details. The Third, understand the meaning of the vocabulary well. The Fourth, instill a strong memory in students

[3] Dauletova and rahimova. (2022) The Improtance of vocabulary in language learning. Ренессанс в парадигме новаций образования и технологий в XXI веке. DOI: 10.47689/innovations-in-edu-vol-iss1-pp173-174

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regarding the form and meaning of a word. Fifth, utilization vocabulary, to ensure that the vocabulary obtained can be embedded in students' memories[4]

Ideally, vocabulary should be learned through meaningful and contextualized activities so that students are able to understand use vocabulary in communication[5]. Researcher conducted classroom observations while interviewing teacher, and found that memorization technique was considered an effective tool by using vocabulary list in facilitating students' academic material and promoting long-term learning outcomes[6]. In other hand, when researcher engaged in discussions with students through targeted interviews, there was contrasting perceptions emerged, as many students argued that they still found it difficult to consistently apply these memorization strategies, often leading to rapid inactivity and a sense of monotony, ultimately rendering the method ineffective as the material learned through these techniques was often easily forgotten. Several students stated “sometime, I feel bored when I have to memorize many vocabulary and I often forgot them after few days”, any other students stated “I can memorize the vocabulary during the lesson but I usually forget when I do not use again”. However, based on the results of initial observations conducted by researcher in the classroom, teacher still use conventional learning methods such as memorization using vocabulary list. This condition cause students to be less active in the learning process, quickly

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[4] Göçen. G. (2020). Turkish as a foreign language learners’ use of vocabulary learning strategies. Journal of language and linguistic studies. ISSN: 1305-578X. DOI: 10.17263/jlls.712838

[5] Numonova M. (2020). COMMUNICATION METHODS OF TEACHINNG ENGLISHH VOCABULARY AND GRAMMAR IN CONTEXT, Kokad University HEARALD Scientific E-Journal ISSN : 2181-1695. DOI: 10.54613/ku.v13i.1090

[6] Apendix 9

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become bored, and have difficulty remembering and applying the vocabulary they have learned. Therefore, researchers used interactive learning media which is expected to create enjoyable classroom atmosphere.

Teacher is a facilitator that can help students to improve students' abilities, one of which is vocabulary acquisition. Effective teaching can be done using various methods one of which direct method, Communicative Language Teaching and Task Based Learning. The conventional method used by teachers to teach vocabulary is typically applied to this phenomenon[7] but in fact this is an obstacle in the language learning process, especially for students who learn English as a foreign language. According to Melya, the lecture method has an impact on the condition of students who are less actively involved in the learning process. As a result, students' understanding of the material is low which ultimately leads to suboptimal learning outcomes[8] This method usually emphasizes memorizing a list of words without a clear situation, so students have difficulty connecting these words with real situations. Apart from that, the lack of variety in teaching methods, such as just using textbooks or writing exercises, makes learning feel boring and does not motivate students to be actively involved. This method also ignores the interactive and creative aspects of the learning process. Students may feel bored or even depressed, which can ultimately reduce learning effectiveness and slow vocabulary mastery.

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[7] Aied alienize. R.A. (2024) Investigating the effectiveness of using corpus-based developed materials in vocabulary learning for Saudi EFL students. Forum for linguistic studies. DOI: 10.30564/fls.v6i3.6551

[8] Melya widyaa utami, 2019, "penerapan model pembelajaran berbasis permainan tic tac toe berbantuan media flash card pada pembelajaran fisika" (thesis UNNES universitas negeri semarang)

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Therefore, innovation is needed for how to teach vocabulary that is interesting, interactive and in accordance with students' needs to improve their learning outcomes and enthusiasm.

Cooperative games are alternative strategy to increase students' enthusiasm for participating. The Tic tac toe game is one of the cooperative games. The researcher wants to introduce tic tac toe game as the alternative strategy to increase student enthusiasm for participating. The tic tac toe game as very simple which can be combined with language learning in delivering material interactively and in context it can also be modified into certain questions or tasks so that students not only play but also learn. According to Agbonifo and Ofueu this game was chosen because its competitive nature can encourage students to be more enthusiastic in the learning process[9] and supported by Ekaterina. K. et.al. The algorithm of tic tac toe game higher levels of excitement and engagement that compared to the control strategy[10] Moreover Laily Nur Arifa, said the game of Tic Tac Toe, which is known for its simple but strategic nature, offers a unique opportunity to be used as a learning tool[11] this game can create learning that is not boring.

Although innovations in learning methods and media continue to develop to increase vocabulary acquisition, research on the use of traditional

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[9] Agbonifo, O. C., & Ofueu, S. (2018). *Digital game-based quadratic factorisation learning system using tic-tac-toe*. Nigerian Journal of Technology, 37(2), Article 2. https://doi.org/10.4314/njt.v37i2.23

[10] E. Karmanova. Valeri. S. et.al. (2021) SwarmPlay: Interactive Tic-tac-toe Board Game with Swarm of Nano-UAVs driven by Reinforcement Learning. IEEE International Conference on Robot & Human Interactive Communication (RO-MAN).
DOI 10.1109/RO-MAN50785.2021.9515355

[11] Laily nur arifa (2022) *"penggunaan permainan tic tac toe dalam meningkatkan kompetensi pedagogic mahasiswa PAI UIN malang"*, jurnal pendidikan agama islam, Vol 9, No 6), 33

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games such as Tic-Tac-Toe is still limited. Previous studies have tended to focus on digital-based games and interactive technology, ignoring the potential of simple games that can be applied in learning situations with limited resources.

There are gaps in the research literature regarding the impact of Tic-Tac-Toe games on vocabulary acquisition aspects of students, both input covering personal and output involving external factors. Furthermore, there has been no comprehensive study analyzing the effectiveness of this game in improving vocabulary acquisition, especially in groups of students with specific levels of language proficiency[12].

The urgency of this study lies in trying to fill the gap, focusing on implementing and evaluating the effectiveness of Tic-Tac-Toe as an instrument for increasing vocabulary acquisition. The investigation is expected to contribute to the development of learning methodologies that are more adaptive, applicative and responsive to the needs of learners, especially in learning contexts with limited technological access.

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B. Research question

How does The Tic Tac Toe Game Improve Vocabulary Acquisition of Student at Islamic Junior High School 17 Miftahul Ulum Tampingan Jember?

[12] Nation, I. S. P. "*Learning Vocabulary in Another Language"*. Cambridge University Press. 2022

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C. Research Objective

To Describe how Tic Tac Toe Game in Improving Students' Vocabulary Acquisition at Islamic Junior High School 17 Miftahul Ulum Tampingan Jember

D. Research significance

By conducting this research, the writer hopes that the results of this research would be useful for readers in the process of learning and teaching English, especially using Tic Tac Toe Games

1. Theoretical Significance
   a. It is expected to strengthen any theory related to educational game for vocabulary aquisition
   b. This theory provides information for other researchers in the application of vocab learning strategies
2. Practical significance
   a. For readers, the results of this research would be additional knowledge about how to improve and enrich vocabulary acquisition by using tic tac toe game
   b. For teachers, the results of this research would be as alternative strategy in teaching, especially in locations with minimal technology
   c. For students, the results of this study would gain knowledge about strategies for learning English, especially vocabulary
   d. For institution, the result of this study could be one of strategy in teaching and learning process, especially vocabulary acquisition. This

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method could be created enjoyable atmosphere and increase students' interest in learning English

E. Definition of key terms

1. Tic tac toe game

Tic Tac Toe is a classic game that played on board consisting of 3-by-3 grid. The game is played by two players who take turns making mark X or O in empty squares. The first player starts by marking 'X' symbol then the second player uses the symbol 'O'. The challenge of the game is to create three similar marks in row-either horizontally, vertically or diagonally. The game would end if one of the players has succeeded in making three X's or O's symbol series first.

2. Vocabulary acquisition

Vocabulary acquisition is the process of learning and mastering new vocabulary, including understanding the meaning and use of these words through direct and indirect teaching. In teaching learning, vocabulary acquisition involves developing learner knowledge of parts of speech such as noun and adjectives which were one of essential for communication. Noun can be introduced with the topic "historical site" enable student to learn words such as temple, kingdom, village. Meanwhile, adjective can be studied through the topic "physical appearance", so that student can learn descriptive words such as beautiful, brave, humble.

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CHAPTER II

REVIEW OF RELATE LITERATURE

This chapter contains previous studies on the implementation of Tic Tac Toe Games and theoretical frameworks on Tic Tac Toe Games.

A. Previous Studies

The research found several previous studies to examine the similarities and differences between previous research and this research, including:

Dopy rizko saputra et al, entitled “Application of tic tac toe media to increase the interest and results of mathematics learning for class V students with splitting materials” Explain how tic tac toe game be created by integrated math problem and applying competition rules that increase student engagement and motivation through the learning process. This research aims to determine the effectiveness of the application of tic tac toe media in increasing students' interest and learning outcomes, while the research method used is qualitatively descriptive with a questionnaire/tackle type. The results of the research state that applying tic tac toe media can increase the interest in learning of class V students at SDN 1 Tanjung Baru[13]. Meanwhile The similarity of this research is that it uses learning media with tic tac toe games. There are differences in terms of the object of previous research and research method that are students V class and qualitative descriptive method, while the object of this research is junior high school students and classroom action research method.

[13] Dopy rizko saputra et al,(2024). *penerapan media tic tac toe untuk meningkatkan minat dan hasil belajar matematika siswa kelas V materi pemencahan*, Jurnal ilmiah matematika realistic.

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Ni putu ayu niya loviyani, et al. entitled "Tic tac toe effectiveness in teaching English vocabulary for SD dana punia Singaraja fifth grades" Explain about analysis tic tac toe game can affect students' vocabulary skill after they have participated in a learning process that incorporates the tic tac toe game. This research aims to identify the implementation of the Tic Tac Toe game in teaching vocabulary, while the research method used is quantitative with pre-test and post-test types. The results of his research put the average score of students from 65.00 to 79.12 after they were treated with Tic Tac Toe games. This game can help students improve their vocabulary. The median pre-test value was 70.00, while the median post-test value was 80.00. The median post-test value has a better value than the median pre-test value. The pre-test standard deviation is 15,910, while the post-test standard deviation is 16,321. These results show that the deviation of the post-test standard deviation is more significant than the value of the pre-test standard deviation. It can be concluded that by implementing the tic tac toe game as a strategy in teaching vocabulary you can increase vocabulary income [14]. The similarity of this research is to analysis the effectiveness of tic tac toe game in learning outcome. Meanwhile the different is they used quantitative method. While this research used classroom action research method.

Apriliatul hijjah, et al, entitled "The use of Tic Tac Toe Game to enhance the eight-grade students' vocabulary achievement". Explain how tic

[14] Ni putu ayu niya loviyani, (2022), *tic tac toe effectiveness in teaching English vocabulary for SD dana punia Singaraja fifth grades*, journal of social sciences and humanities

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tac toe game can enhance vocabulary achievement. This research aims to improve vocabulary achievement and be active in participating, while the research method uses CAR. The research results showed that there were 22 students or 67% of the 31 students who obtained ≥70 and 32% of the 31 students who obtained ≤70 on the vocabulary test. It can be seen that the average score for student vocabulary achievement is 72.5. It can be concluded that the use of the tic tac toe game in vocabulary learning can increase vocabulary achievement and be active in participating[15]. The similarity of this research is used classroom action research. Meanwhile the different is eight grades. While this research is ninth grades.

Lalitha soraja thota et al, entitled "implementation of tic tac toe game in LabVIEW. This research focuses on creating interactive graphical user interfaces (GUIs) for Tic Tac Toe games". Explain how tic tac toe game can enhance vocabulary achievement. The research results show that the Tic Tac Toe Game with LabView software works well without any bugs and can display the winner after one of the players manages to get the same three symbols in one line. The similarity is used tic tac toe game as interactive strategy. Meanwhile the different is used technology as medium. While this research used traditional medium by blackboard.

Melya Widya Utami, entitled "Application of the tic Tac Toe Game-based learning model assisted by flash card media to physics learning". Explain

[15] Apriliatul hijjah, et al, *The use of tic tac toe game to enhance the eight-grade students' vocabulary achievement*, EFL educational journal (March 2021) 14. DOI: 10.19184/eej.v8i1.30859

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analysis effectiveness learning models based on tic tac toe game using flash card on physical learning students' outcome. This research aims to determine the effectiveness of the tic tac toe game-based learning model with the help of flash card media in physics learning on learning outcomes. The results of the study showed a pre-test value of 73.8, after intervention with the tic tac toe game, the average post-test result was 77.8. The results of the analysis showed an increase of 0.15. It can be concluded that a tic tac toe game-based learning model assisted by flashcard media can improve student learning outcomes. The similarity is used classroom action research method. Meanwhile the different is she used fifth grade students' while for this research is the nineth grade students'

Ni putu ayu niya loviyani, entitled "Implementing Tic-Tac-Toe game in teaching English vocabulary for fifth-grade students of SD DANA PUNIA SINGARAJA". Explain analysis students' vocabulary mastery after implement tic tac toe game as learning medium. This research aims to analyze students' vocabulary mastery and opinions after implementing tic tac toe games. The research results show that playing tic tac toe can help students master vocabulary, motivation and communication skills in learning English. The similarity is used classroom action research method. Meanwhile the different is she used fifth grade student, while for this research is the nineth grade student.

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Table 2.1
Similarities and Differences of Research

NO	Name/thesis title	Similarities	Differences
1	2	3	4
1	Dopy rizko saputra et al, penerapan media tic tac toe untuk meningkatkan minat dan hasil belajar matematika siswa kelas V materi pemencahan	Among the researchers have similarities in the media, namely the tic tac toe game	The subject of previous research is in mathematics lessons. Meanwhile, this study was applied to English subject.
2	Ni putu ayu niya loviyani, tic tac toe effectiveness in teaching English vocabulary for SD dana punia Singaraja fifth grades	Among the researchers, they have a common desire to test the effectiveness of using tic tac toe as an instrument in their research	Previous research used quantitative methods and object was the fifth grades, meanwhile this research used classroom action research and the ninth grade studes
3	Apriliatul hijjah, et al, The use of tic tac toe game to enhance the eight-grade students' vocabulary achievement	Researchers have similarities in their research methods	The previous research was eight grade students. Meanwhile, this study was ninth grade students
4	Lalitha soraja thota et al, implementation of tic tac toe game in LabVIEW	Among the researchers, have similarities in the implementation of the tic tac toe game	Previous research uses technology as a medium. Meanwhile, in this study the researcher used a traditional medium and interactive strategy to engage learner directly without relying heavily on technological tools
5	Melya widya utami, penerapan model pembelajaran berbasis permainan tic tac toe berbantuan media flash card pada pembelajaran fisika	Among the researchers, have similarities in analyzing the effectiveness of the tic tac toe game in learning outcomes	Previous research used quantitative as a research method. Meanwhile, the researcher used classroom action research as a research method
6	Ni putu ayu niya loviyani, Implementing tic-tac-toe game in teaching English vocabulary for fifth-grade students of SD DANA PUNIA SINGARAJA	The researchers have similarities in testing the effectiveness of tic tac toe game as instrument in their research	Previous research used the research location in fifth grade elementary school, meanwhile this study decided ninth grade junior high school

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The peculiarity of this study that makes it different from the previous six studies is about testing the effectiveness of tic tac toe games in increasing vocabulary income. Most previous research used quantitative and application games using technology. Meanwhile, this research uses CAR as a type of research to improve students' learning practices and learning outcomes regarding the implementation of tic tac toe games to improve vocabulary acquisition.

B. Theoretical Framework

The theories used by researchers are theories in scientific books, theories in several journals or other scientific works related to the title of this research.

1. Tic Tac Toe Game

a. History of Tic Tac Toe Game

This game first appeared in ancient times, but there is no clear evidence as to who discovered it or in what year. Some sources suggest that the game was created in Ancient Egypt, and that the Roman Empire later called the game "Terni Lapili". The game played on the grid with gravel to aim of aligning three gravels in a row [16]

Terni Lapili reappeared in England under the name "Nought and Crosses" in 1864. This reappearing version is an early version of the modern game of Tic-Tac-Toe that people known to the public today[17].

[16] Natasha khana, July 29, 2024. *Tic-Tac-Toe Uncovered: History, Techniques, and Winning Strategies* | by Natasha Khana | Medium

[17] Ferdy mulyadi, *AI analysis for tic tac toe game*, research gate, (April 2018). 2.

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In 1952, Alexander S. Douglas developed a computer version of Tic-Tac-Toe for the EDSAC computer at the University of Cambridge called "OXO". It was the forerunner of the Tic-Tac-Toe video game and had AI in it, allowing humans to play against computers as opponents[18].

Picture 2.1
Tic Tac Toe Game



b. Procedure for implementing Tic Tac Toe games

1) Create a grid on the board

Teachers make grid boxes, when making them they can use markers or chalk manually. Then the teacher wrote 9 vocabulary seeds which were placed in each box

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[18] History Tools, March 27, 2024. The Groundbreaking OXO Computer Game: A Historical Guide - History ToolsThe Groundbreaking OXO Computer Game: A Historical Guide - History Tools

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2) The teacher distributed them in two groups

   The teacher determines the group that uses the signs O and X, the aim is to circle/select the vocabulary that would be selected on the blackboard, in addition to allowing one group to discuss

3) The game starts from the group that wins the suit

4) The teacher gives questions on each grid

   The teacher invites students to choose the vocabulary they want to choose, then the teacher questions the vocabulary either from definition, similarity or description

5) If the answer is correct, then the group has the right to be marked O or X on the vocabulary they have chosen, if the answer is wrong then the group cannot be marked X or O

6) After the group has finished choosing whether the answer is right or wrong, then continue with other groups

7) The game would end if one of the two groups has given X or O in sequence be it vertical, horizontal or diagonal

8) If there is a draw, the teacher prepares an additional round. One way can be done by asking vocabulary questions and answering them in description

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c. Advantages

1) Fostering critical thinking

The game requires to analyze the pattern of board and make a strategy move that would lead victory. It can help students to develop logical thinking abilities at early age

2) Improving strategies planning abilities

Tic Tac Toe is a strategy game, where players are prohibited from acting carelessly, students need to plan each step carefully to achieve victory or at a minimum to prevent their opponents from achieving victory. This game also functions as a means of developing defensive and offensive thinking patterns, through this game, they can understand the ways of blocking completion steps made by opponents while simultaneously creating opportunities for their own victory. This process is very useful because it can improve problem solving skills better in various aspects of life.

3) Enhancing social interaction

Tic Tac Toe is a game that is not only useful for building students' cognitive skills, but also functions as an efficient tool in facilitating social interactions. Not only can it be played with friends or family members, this game effectively encourages communication, collaboration and healthy competition. Through the experience of playing tic tac toe with other people, students can hone essential social skills such as taking turns, sharing information and

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respecting other people's opinions. Apart from that, this game also provides opportunities for students to build relationships with peers and stimulate intellectual abilities.

4) Promoting good sportsmanship

The Tic Tac toe game also emphasizes sportsmanship, whether winning or losing in a classy way, which is an important life ability for students to learn through participation in this game. This game teaches students about how to win with humility and defeat with mental resilience.

d. Disadvantages

1) The game can be boring if every game ends in a draw

Each match has the potential to end in a draw. When this situation occurs with high frequency, it is considered less attractive, so that no individual wants to engage in activities that are considered boring, even though the other party states that the activity is valuable and attractive.

2) The game can be addictive and can lead to wasting a lot of time

Some students are thought to enjoy the tic tac toe game so much that they cannot stop and are addicted to the thrill of winning, especially opponents who don't know how to play their strategy. Besides that, playing games can also be lulled by valuable time

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3) A game that is easy for the winner to guess

A game whose results can be correctly predicted from any position, assuming that both players play perfectly.

4) Games that cannot be played solo

Tic tac toe games are designed to be played by two people, thereby limiting participants who prefer to play individually in the context of the game[19].

Picture 2.2
Tic Tac Toe in Vocabulary



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2. Vocabulary acquisition

a. Vocabulary acquisition

Vocabulary acquisition is the proses of integrating new words into a person memory, which includes stage such as initial notes, retention, consolidation and finally active used, which leading to deeper understanding of the meaning words or sentences and direct use of

[19] Franco, et, al. Januari 2024, *11 Disadvantages / Downsides of Tic-Tac-Toe (Predictability, Solved Game,...)* - Gamesver

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language[20]. In early stage. Students are introduced to unfamiliar vocabulary trough listening, speaking, reading or writing. Then a vocabulary should be stored in memory trough repetition and continuous exposure. During the consolidation stage. The learner begins to connect new vocabularies with meanings, contexts and previous knowledge. That the learner easy to remember a vocabulary and understandable. Finally active use stage, the learner should carry out vocabulary in speaking, reading or any other language activities correctly. Which reflect a deeper understanding of the meaning of words, sentences and language function in communication. That process can influenced factor including motivation, social interaction or supportive atmosphere. The learner who often encounter and use new vocabulary in real-life situations could have strong command of vocabulary. However, vocabulary acquisition is the process of developing a long term based of word sequences that enable to understand, remember and active use new words effectively though consistent practice, useful exposure and active communication. Meanwhile Vocabulary acquisition plays an important role in developing language proficiency and foundation for listening, speaking, reading and writing skills.

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[20] Maria Luisa. 2024. *Vocabulary acquisition in the language classroom: what it is, how it works,which strategies and approaches are suitable for Latin instruction.* Cambridge University Press. DOI: https://doi.org/10.1017/S2058631024000059

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Vocabulary acquisition is crucial for attaining second language which is instrumental in enhancing communication and literacy skills.[21] learner often recognize that inadequate or poor vocabulary knowledge is the primary reason for their difficulties in acquiring.[22] Therefore, vocabulary is fundamental aspect of foreign language that supported to communicate meanwhile vocabulary knowledge determines a person ability.

As students, who are in the process of learning new words, they store their vocab in their memories. Students usually learn the basics of vocabulary at the early grade level, continue at the middle grade level, so the students would accumulate the most words through lessons taught in a certain context.

In a behaviorist perspective, humans are born without language perception or what is called tabula rasa and humans learn language from their environment. By studying imitation, practice, strengthening and habituation actions which are general language acquisition steps[23]. When students learn English at school, they can learn by imitating the vocabulary spoken by the teacher, then students have been trying to practice the vocabulary obtained. By practicing vocabulary with

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[21] Teng, F.T. *Longitudinal development of cognition and vocabulary knowledge in young secong language learners in bilingual programme*. Journal of child language (February 2025) 53, 602-632. https://doi.org/10.1017/S0305000925000042

[22] Dioniso. P. L. *Vocabulary Acquisition and Learning Strategies in Second Language learning: Review Paper*. International Journal of English Language Studies (July 2022) 58-62. DOI:10.32996/ijels.2022.4.3.9.

[23] Safitri, L. *Children language acquisition process*. LET: Linguistics, Literature and English Teaching Journal. (2020) 162-163. DOI:10.18592/let.v10i2.4042

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teachers or peers that student can memorize, remember and obtain vocabulary easily. Students need to obtain a large amount of vocabulary to be able to speak English.

In language income, there is an accidental and intentional language acquisition:

1) Accidental acquisition: the process in which learners acquire new word meanings without specific intention, but as a byproduct of listening or reading. This means that learning occurs indirectly when students engage in other activities, such as reading texts or listening to example conversations: conversations with other people using English
2) Intentional acquisition: the process by which new word learning is planned by students or teachers. In this case, the learner actively tries to learn new words with a specific purpose, usually through explicit instructions or structured exercises for example: recording the new vocabularies they acquire[24]

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[24] Fangfang zou, X. Y. *Incidental English vocabulary acquisition trough reading: A review in the last two decades.* Canadian center of sciences and education. (November 12, 2019) DOI: 10.5539/elt.v12n12p39

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b. Types of vocabulary

Linguists have made classifications about various types of vocabulary, one of which is Jo Ann Aebersold and Mary Lee Field, which classifies vocabulary into two categories, namely:

1) Receptive vocabulary is vocabulary that recognized by person during listening, reading or accessing the meaning.
2) Productive vocabulary is expressing meaning through speaking, writing or recalling vocabulary to form words correctly.[25]

From the explanation above, it can be concluded that there was vocabulary known to readers but did not use and sometimes readers not only known vocabulary but also usually used in speaking and writing.

c. Level of vocabulary

Level of vocabulary can be defined as the level of difficulty or complexity of vocabulary used in a particular language. It includes the number of known words, an understanding of their meaning, as well as the ability to use them appropriately in a variety of contexts. Vocabulary levels are often measured in language tests that can reflect a person's level of education, reading experience and exposure to language.

According to the nation, level of vocabulary divided into four levels, namely high frequency words, mid-frequency words, low

[25] Selahattin. S. *measuring the effect of receptive and productive vocabulary size on foreign language skills*. Porta Linguarum. (January 01-20, 2025) 30. **https://doi.org/10.30827/portalin.vi44.31870**

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frequency words. High frequency words were vocabulary that consist of words that are most consequently and easy for learners to recognize for example paint (noun), eat (verb), big (adjective), there (adverb). mid-frequency words is a relatively new term and traditionally labeled as academic vocabulary (methodology, analysis, hypothesis) or technical vocabulary (algorithm, paradigm, mitosis). Low frequency words were vocabulary that rarely used and may not be known by many people, the aim was to introduce more complex and specific terms, examples of heterogeneous (diverse and not uniform), fastidious (very thorough and paying attention to detail), inscrutable (difficult to understand or translated)[26].

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[26] Laura Vilkaite-Lozdiene and Norbert Schmitt. *Frequency as guide for vocabulary usefulness*. The Routledge handbook of vocabulary studies. (New York: 2020) 81

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CHAPTER III

RESEARCH METHODS

In this chapter, the researcher would discuss research design, the location of the study and research subjects, research procedures, data collection techniques, instrument of the research, data analysis, validity data, performance indicator, researcher team, research schedule[27].

A. Research design

This research used classroom action research. Classroom action research is a type of class action research to raise the problems that most students are facing[28]. This research collaborated with English teacher to identify problem and improve teaching and learning practice[29]. Meanwhile, it designed to address the problems experienced in the learning process. This method aims to improve the quality of learning through a series of steps arranged systematically, planned and sustainably. In this context, it is very relevant because it allows researchers to interact directly in the classroom environment, identify problems and test various effective solutions to improve student learning outcomes.

This research carried out by using several stages to implement a strategy based on a kemmis and taggart model which involved several cycles consisting

[27] Tim penyusun, *pedoman penulisan karya ilmiah*, universitas islam negeri kiai haji achmad siddiq jember, 2024

[28] Sukardi, *metodologi penelitian tindakan : kompetensi dan praktiknya*, (Jakarta, PT Bumi aksara, 2004): 210

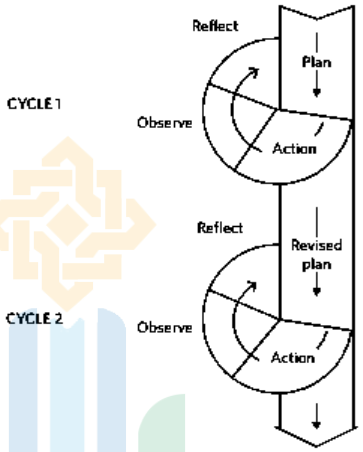
[29] Rasid Ritoga, Romi Mesra, Siti Habsari Pratiwi, et.al. *Penelitian tindakan kelas.* PT. Mifandi Mandiri Digital. (Sumatera Utara: 2023): 9

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of planning, action, observation and reflection[30]. However, the classroom action research model can be illustrated as follows.

Picture 3.1

Adopted From Kemmis and McTaggart Model



1. Planning

Planning in this research is an action prepared by researchers who discussed it at the first meeting with teachers based on the results of initial observations[31], in this phase, researchers are required to prepare for various aspects needed in implementing class actions, including developing learning designs, determining subject matter that is relevant to student needs, and selecting strategies or methods that would be applied to overcome identified problems. Apart from that, researchers also design evaluation instruments that was used to measure the effectiveness of actions such as observation sheets, questionnaires or evaluation tests. Meanwhile the planning has been

[30] Sukardi, *metodologi penelitian tindakan : kompetensi dan praktiknya*, (Jakarta, PT Bumi Aksara 2004): 214

[31] Rustiyarso & Tri wijaya. *Penelitian tindakan kelas*. Noktah (Yokyakarta, 2020) : 41

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approved by several experienced experts. Planning needs to be flexible because it must be adjusted to the situation and school curriculum. After identifying the problems faced by students, researcher work together with English teacher to develop the plans needed to overcome these problems. Thus, researchers prepare everything related to their learning process.

In this study, researchers involved several activities before taking action including:

a. Researcher observed classes and interviewed English teacher and students to obtain data on vocabulary problems
b. Researcher conducted a preliminary test to assess the student performance
c. Researcher set a research schedule
d. Researcher determined to choose tic tac toe as a learning strategy
e. The researcher develops a lesson plan (on the lesson plan, the Tic tac toe steps are mentioned)
f. Researcher create instrument to assess learning outcome

2. Action

Action is a series of actions taken to change or influence a particular situation or condition. Researchers have made perfect planning to implement flexibly and be ready for changing situations in schools. Therefore, actions that are changeable require mature decisions to diagnose and evaluate students. In other hand, Implementation in classroom action research is an action carried out by teachers as researchers consciously,

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planned and in accordance with the learning plan[32]. The researchers plan to do two cycles in this research.

In this phase, researcher and collaborator agree on several stages based on the implementation of actions, namely:

a. Researcher explain material (describing something)
b. Researcher explain a rules of Tic Tac Toe Game
c. Researcher made a 3-by-3 grid on board and gave a vocabulary instead
d. Researcher should be determined which group goes first to play a game based on the initial winner finger suit game by rock-paper-scissors
e. Researcher asked a group to choose one a vocabulary that they recognized on the 3-by-3 grid
f. If the group guess a word correctly, researcher should be made a mark 'X' or 'O' on the grid
g. Then the game shifts to the second group to select the remaining vocabulary words on the grid and took a turn a both group until all the words have been guess
h. The winner of this game should made a same identic mark (horizontal, vertical or horizontal)

[32] Rustiyarso & Tri Wijaya. *Penelitian tindakan kelas*, Noktah (Yokyakarta: 2020), 43

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3. Observation

At this stage, researchers make observations to see the implications of actions on students during the learning process[33]. It can be concluded that the implementation implemented during the learning process has significant consequences for student development. These implications can include increased motivation, empowerment of active participation, deeper conceptual understanding or constructive behavioral transformation in learning.

Researchers review the classroom situation including:

a. student involvement in the game
b. attention and participation in group discussions
c. The results of the observation carried out using observation sheets
d. Documentation in the form of photos or videos.
e. Student activity during class
f. Student responses to classroom learning
g. Vocabulary development test

4. Reflection

At this stage, the researcher evaluates the implementation that has been carried out[34]. This aims to improve the learning planning actions in the next cycle. If the results of the first cycle still do not reach the KKM (≤ 70), the researcher must revise the planning and continue to the next cycle.

[33] Sukardi. *Penelitian tindakan kelas*, PT Bumi aksara (Yokyakarta: 2022) 213
[34] Rutiyarso & tri wijaya. *Penelitian tindakan kelas*, Noktah (Yokyakarta: 2020), 46

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B. Research Setting

This research has been conducted at Islamic Junior High School 17 Miftahul Ulum Jember. The reason the researcher took the place was because of the lack of interactive learning models that tend to use conventional methods and the lack of student output results in gaining vocabulary, especially English. In addition, the tic tac toe game has not implemented and students has difficulties in mastering vocabulary. Therefore, the researcher determined to conduct research in this location.

C. Research subject

The participants of this study were 11 students from the ninth grade consisting of 6 male and 5 female at Islamic Junior High School 17 Miftahul Ulum Jember located at Tampingan Jember. They were chosen because they had problems with vocabulary development. Students who got the KKM had a score of 30% or 6 students who achieved the KKM and those who did not reach the target were around 16 students. That is the reason they need a strategy in developing vocabulary skills.

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D. Data collection techniques

1. Primary data

   Vocabulary test

Vocabulary test used to know the extant which student are able to develop vocabulary acquisition after treatment. In other hand, the test was collaborated with English teacher by used, pre-test and post-test. Meanwhile, the researcher used a test instrument to measure the ability of the research subjects by using a worksheet as the media. Scores can be categorized into

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vocabulary mastery levels of 80-100% very good, 70-79% good, 60-69% sufficient and <60% needs to be improved.

In scroring rubric that adopted kementrian Pendidikan dan kebudayaan to measure students' vocabulary test, as follow:

Table 3.1
Students' Vocabulary Scoring Rubric

Aspect of Vocabulary	Criteria	Skor
Accuracy of Word Meanings	Very good; students are able to define vocabulary accurately in accordance with its meaning	IV
	Good: Students are able to interpret most of the vocabulary correctly; there are a few errors, but the meaning is still understandable.	III
	Sufficient: Students are only able to correctly interpret some of the vocabulary; there are many errors, so the meaning is sometimes unclear.	II
	Poor: Students are unable to define vocabulary correctly; many of their answers are incorrect, so the meaning cannot be understood.	I
Usage in a sentence	Very good: Students are able to use vocabulary in complex sentences that are grammatically correct and easy to understand	IV
	Good: Students are able to use vocabulary in simple sentences; while the grammar is mostly correct, the meaning is still understood.	III
	Sufficient: Students use vocabulary in limited sentences; there are many grammatical errors, and sentence structures are incomplete, making the meaning sometimes difficult to understand.	II
	Poor: Students are unable to use vocabulary correctly in sentences; their answers are very brief, do not follow grammatical rules, and are incomprehensible.	I

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2. Secondary data

a. Observation

Observation is a process of collecting information that is open and direct by observing people and places at the research location. This opinion is in line with the opinion of Anggi Ayuning Arisandi that the observation method is a strategic step for researchers to see phenomena related to people, objects, activities, events, time, goals and emotions[35] therefore the research can conclude that observation is a method used in research to collect data directly and transparently by directly observing individuals, the environment and phenomena that occur at the research location. As explained by Anggi Ayuning Arisandi, this strategy functions as a tool for researchers to analyze various components related to objects, activities, events, time, goals and emotions. Through this method, research seek to gain a deep understanding of the observed phenomena by witnessing what happens in the field directly.

b. Interview

An interview is a structured conversation between two or more parties that aims to gather information, assess qualifications or gain a deeper understanding of a topic or individual[36]. There are three types of interviews including structured interviews, unstructured and semi-

[35] Anggi ayuning arisandi, *"the implementation of kahoot to improve reading comprehemsion at man 1 jember*, thesis state Islamic university of KH. Achmad siddid jember.

[36] Siti badriah. *Tujuan wawancara dan cara melakukannya*, https://www.gramedia.com/literasi/tujuan-wawancara-dan-cara-melakukannya/

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structured interviews[37] At this stage, the researcher used semi-structured interviews to explore several topics in more depth from several participants' opinions.

The researcher interviewed teachers and students in 9 grade to get problems about vocabulary skills Both vocabularies learning problems, student situations during the learning process, and vocabulary income scores. In the second interview, the researcher interviewed their feelings about the teaching and learning process. So that the researcher got data from vocabulary income problems.

c. Documents review

Document review is a process of systematically examining documents for various information related to a particular topic. The goal is to collect, analyze and evaluate relevant information from various documents to support research or decision making to form the basis for planning[38] This is supported by Cresswell's opinion that the review document contains personal and general notes collected by researchers about the place and research participants such as newspapers, meeting minutes, individual journals. This site provides informative information that helps researchers understand important concepts in qualitative research[39]. In this case, researchers can conclude that a review document

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[37] Mustari, M. Rahman, M. T. (2012). *Pengantar metode penelitian*, Yokyakarta: LaksBang Presindo. ISBN 978-979-26856-2-6

[38] Ari kusuma. *Pengumpulan data : tinjauan document*. April 2016. Pengumpulan Data: Tinjauan Dokumen (Document Review) – Integrasi Edukasi

[39] Cresswell, 223

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is a systematic examination of documents related to a particular topic with the aim of collecting, analyzing and disseminating relevant information for research or decision making. The contents of the review document include personal and general notes from researchers about the location and research participants that provide informative information for understanding important concepts in research.

The documents reviewed for this study are as follows:

1) Profile of Islamic Junior High School 17 Miftahul Ulum Jember
2) The goals, vision and mission of Islamic Junior High School 17 Miftahul Ulum Jember
3) Teachers and staff data from Islamic Junior High School 17 Miftahul Ulum Jember
4) Student data from class 9 of Islamic Junior High School 17 Miftahul Ulum Jember
5) Flow of learning objectives from class 9 Islamic Junior High School 17 Miftahul Ulum Jember
6) Teaching modules from Islamic Junior High School 17 Miftahul Ulum Jember
7) Pre-test and post test result

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E. Data analysis

After researchers collect data, the next step used statistical methods to draw conclusions from that data by calculating the mean as representation of the data obtained[40]

$$\mathbf{Mx} = \frac{\boldsymbol{\Sigma x}}{\boldsymbol{n}}$$

Noted

Mx = The student mean score

X = The sum of student score

N = The number of student

F. Validity data

Data validity refers to the process of ensuring that data is correct and useful to meet the research objectives, which aims to ensure the credibility of research results that can be relied on as a source of information[41] Data validity refers to the process of ensuring that data is correct and useful to match the research objectives aimed at credibility. By ensuring data validity, researchers can avoid misinterpretation, minimize bias and produce more convincing and scientifically accountable findings. Researchers use triangulation to increase the validity, reliability and depth of research findings. According to Subyantoro a triangulation has 4 types including triangulation of time, triangulation of space,

[40] Andini adriyani, et.al. metpde penelitian statistik. Yayasan tri edukasi ilmiah (Sumatera barat: 2025): 56

[41] Asma Khoirunnisa. (November, 2024). Validitas Data: Peran Pentingnya dalam Penelitian Akademik

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triangulation of theory, and triangulation of research. The result theories that can be relied on as sources of information.[42]. At this stage, the research use triangulation of theory because to validate and strengthen the interpretation of the research data

G. Criteria of Success

This research is considered successful if the percentage of student learners reaches 70% of the total students in class 9 of Islamic Junior High School 17 Miftahul Ulum Tampingan Jember

H. Team of researcher

In this phase, the research team consists of English teachers and supervisors from UIN KH. Achmad Siddiq Jember. In this study, there are student problems in the learning and teaching process. Researchers are required to discuss with English teachers to solve problems and diagnose to see developments after intervention. English teachers and researchers as collaborators who are experts in this assessment. Collaborators help researchers to find out student problems and discuss media that suit students' needs to make it easier to understand the material being studied, make learning plans and research schedules. English lecturers as experts in assessing to check the suitability of research instruments and also as advisors in this research are valid or not.

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[42] Subyantoro, *Penelitian Tindakan Kelas : metode, kaidah kepenulisan dan publikasi,* PT RAJAGRAFINDO PERSADA, (Mei 2019) :132

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Overview of the Research Object

In this section, the researcher would present the findings from the study conducted at SMPI 17 Miftahul Ulum. This chapter also provides an overview of the research object, as well as a presentation, analysis, and discussion of the findings.

1. History of SMPI 17 MIFTAHUL ULUM

YPI SMPI 17 MIFTAHUL ULUM School was established in 2004 that located on PTPN XII Gambir Montain Road, Tampingan Halmet, Gelang Village, Sumberbaru District, Jember Regency, East Java. The school was founded By Ustad. Hotib, Pak Sunari, H. Masykur, and H. Lisat Mustaqim under the name Islamic Education Foundation. That same year, Ustad. Kotib appointed Pak Sunari as principal, a position he held until 2017.

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In 2021, The School name was changed to SMPI 17 Miftahul Ulum with the aim of shaping students' character to be God-fearing, of noble character, globally diverse, independent, critical thinkers, cooperative, and creative and innovative—capable of developing ideas based on local distinctiveness while remaining rooted in the nation's culture.

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2. Profile SMPI 17 MIFTAHUL ULUM

Table 4.1
Profile of the school

School Identity	
School Name	SMP ISLAM 17 MIFTAHUL ULUM
Since	2004
NPSN	20523788
Statue of school	Swasta
Address	Road. PTPN XII Gambir Montain Tampingan Hamlet, Gelang Village, Sumberbaru Subdistrict, Jember Regency
Operation Permit	503/A.1/SMP-P/109/35.09.325/2020
E-Mail	Smpi17miful@yahoo.com

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B. Research Finding

This study was conducted on November 13, 2025, at SMPI Miftahul Ulum during the 2025–2026 academic year. The study consisted of two cycles, each comprising two sessions and one post-test. In total, this study involved six sessions across both cycles, including vocabulary assessment tests for students in the ninth grade using the tic-tac-toe game. The research instruments and classroom action research procedures are described below.

1. Preliminary study

At this stage, the researcher conducted a preliminary test to identify vocabulary knowledge and any difficulties in understanding. The vocabulary assessment was designed to evaluate students' understanding of the topic "describing something" and to record their initial scores.

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Table 4.2
Students' Score in Preliminary Study

NO	STUDENTS' NAME	STUDENTS' SCORE
1	AS	20
2	RI	20
3	LA	40
4	MJ	60
5	MR	30
6	NA	50
7	NH	50
8	OAK	40
9	RH	50
10	SK	50
11	FK	30
TOTAL		440

According to the minimum passing criteria (KKM) for English language learning at SMPI Miftahul Ulum, at least 70% of students must score 70 or higher to pass the assessment. However, preliminary results show that no students met the KKM. The total pre-test score was 410 with an average score of 40, indicating that students' vocabulary mastery is still lacking and no students have reached the KKM score, resulting in a 0% pass rate.

2. Cycle 1

In the first cycle, the researchers implemented four stages: planning, action, observation, and reflection. This cycle consisted of three meetings, two learning session, and one a test. The test was administered after the learning session. These four stages are described below:

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a. Planning

At the beginning of this cycle, planning was the first step in this study. This phase began with a preliminary study consisting of interviews with teachers, followed by administering questionnaires to students regarding English language learning and observing the teaching process in the classroom. Meanwhile teachers were interviewed regarding the difficulties students were experiencing in class during learning. Then, students were asked questions regarding their experiences and opinions during learning. The result of interview was as follow:

1) The teacher's teaching methods are not appropriate for the students, which makes them more bored and results no improvement in their learning outcomes with total 440
2) Student need interactive learning strategy

The second step is developing a lesson plan that suitable material with tic tac toe game strategy. selected material by topic "describing something". The topic "describing something" was chosen because it aligns with the game's mechanics and the material has been approved by supervisor and English teacher.

b. Action

In this phase, which began on Tuesday, January 13, 2026, the researcher served as both an English teacher and an observer in demonstrating the Tic-Tac-Toe game

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1) The first meeting

The first session was held on Thursday, January 13, 2026, from 7:00 to 8:30 a.m. At this stage, the researcher began the session by greeting the students, then led a brainstorming activity to assess the students' understanding of the "describing something" material, focusing on the topic of morality. The researcher also drew a 3x3 grid on the board and filled it with vocabulary words. Then, the researcher explained the mechanics of the tic-tac-toe game by selecting one of the listed vocabulary words. After that, the students chose and described the selected word. When describing noun, the students still used Indonesian; if their answer was correct, they marked it with an O and if incorrect, they switched to the next group. A detailed explanation is provided in Chapter 2.

Picture 4.1
A researcher is introduction the game of tic-tac-toe to the class. The students listen carefully as the teacher explains the rules of the game. Afterward, the students take turns playing tic-tac-toe on the board.



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The students actively participated in this game by focusing on group collaboration to determine the meanings of the vocabulary words. The goal was to assess the students' understanding of the vocabulary they had learned. At the end of the session, the researcher reviewed the material discussed to reinforce the vocabulary acquired by answering questions about the vocabulary learned. The researcher also reflected with the students on their experiences during the activity. Their responses varied; some felt happy, engaged, and wanted to play again in the next session. The session concluded with a group prayer.

2) The Second Metting

The second session was held on Thursday, January 15, 2026, from 9:00 a.m. to 10:00 a.m. At this stage, the researcher greeted the students and reviewed the vocabulary they had already learned. The researcher introduced new vocabulary with the topic tourism place, followed by instructions to describe a place in English. Finally, the researcher asked the students to use a dictionary to look up the vocabulary.

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Picture 4.2
The teacher demonstrated the game of tic-tac-toe in front of student. The students listened to the teacher's explanation while getting ready to play. After that, the students took turns playing tic-tac-toe on the board.



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At the end of the session, the researcher reviewed the vocabulary the students had just learned and concluded the lesson by saying a prayer.

c. Observation

In this phase, the researcher administered a vocabulary test on Tuesday, January 20, 2026, following the classroom action research conducted in Cycle 1, which consisted of two instructional sessions and one assessment session. The purpose was to assess the increase in vocabulary acquisition used worksheets.

Picture 4.3
Student work conducted vocabulary Test



d. Reflection in Cyle 1

In this phase, the researcher evaluated the data collected. The researcher used observation sheets from the first session up to the time before the test, which were completed by the English teacher. The results from the observation sheet during the first session showed that students were interested in participating in the tic-tac-toe game. They

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understood the game's procedures and enjoyed playing it. In other hand, during the second session students were enthusiastic about playing the game; however, when the researcher asked about vocabulary while taking attendance, it was found that some students were still confused about which vocabulary words they had learned. When the researcher addressed this issue, the students still struggled to remembered the vocabulary they had learned. Consequently, the researcher and the English teacher discussed the problem, and the teacher suggested to give a student task in every session with the goal to strengthen students' memories. The researcher would provide a variety of questions or use sentence modeling techniques if the vocabulary is too easy for the students. Therefore, the researcher would implement in Cycle 2.

Table 4.3
The result of cycle 1

NO	STUDENTS' NAME	STUDENTS' SCORE
1	AS	45
2	RI	40
3	LA	70
4	MJ	75
5	MR	35
6	NA	65
7	NH	70
8	OAK	60
9	RH	65
10	SK	70
11	FK	30
TOTAL		625

There were 11 students in the class and four students achieved the minimum passing score of 70, while seven students still scored

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below 70. The students' average score was 56.81%. These results indicate an improvement in student learning outcomes achieved during that cycle. However, the result in cycle 1 the student has potential to enhanced vocabulary acquisition in the next cycle.

3. Cycle 2

a. Planning

After implemented Cycle 1, the results showed an improvement in test scores, with scores of 70 and 75. Therefore, in Cycle 2, the researcher added learning strategies and teaching materials with the aim of increasing vocabulary acquisition, used the previously established achievement indicators. The implementation of Cycle 2 was similar to Cycle 1; the difference was that in Cycle 1, students only learned vocabulary through written text without student task, whereas in Cycle 2, the researcher used student task as an additional learning activity to reinforce vocabulary acquisition

b. Action

In this phase, the researcher would use the lesson plans developed in collaboration with the English teacher. This cycle took place on Thursday, February 22, 2026. The researcher conducted the same activities as in Cycle 1, using the same materials but with a different theme. To collect data, the researcher has prepared a research instrument designed to monitor students' vocabulary activities.

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1) The first meeting in cycle 2

The first session of Cycle 2 was held on Thursday, January 22, 2026, from 9:00 a.m. to 10:00 a.m. During this session, activities continued to focus on Cycle 1. The researcher began the session by greeting the students and taking attendance, asking questions about the vocabulary they had already learned. Then, the researcher used a 3x3 grid board with vocabulary words inside the boxes. The researcher determined which group would participate first by chose with the vocabulary words in the boxes. At the end of the session, the researcher reviewed the vocabulary the students had learned. In other hand the research gave a student task and encourage them to be ready for the next session.

Picture 4.4
The researcher asked a question about a vocabulary on the board while the game was in progress



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2) The Second Meeting in Cycle 2

In this phase, the researcher conducted learning activities focused on reinforcing students' vocabulary understanding and applying that vocabulary in simple sentences. The activity began with greetings and taking attendance by asking students about the vocabulary they had already learned. The researcher gave examples of simple sentences for the students to study. After that, the students' allowed to use a dictionary to help find unfamiliar vocabulary, and the researcher assesses how students construct simple sentences. At the end of the session, the researcher reviewed the vocabulary that had been learned. For the students who had won the game, the researcher gave out rewards to motivate them to learn, gave students' task and the session concluded with a group prayer.

Picture 4.5
The researcher demonstrated tic tac toe game by used a simple sentence, after that student played a game



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c. Observation

Based on the results of observations during Cycle 2, which consisted of three sessions, the students were very enthusiastic about participating, collaborating, and staying motivated. In terms of cognitive development, their performance was adequate. During this phase, the researcher administered a vocabulary test on Thursday, January 29, 2026 used a worksheet.

Picture 4.6
Student work conducted vocabulary test



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d. Reflection

At this stage, the researcher reviewed the evaluation results during instruction. The researcher used an observation checklist to conduct observations during instruction in the first and second sessions. Based on the first session of the second cycle, when the researcher took attendance by asking vocabulary questions, most students were able to answer the learned vocabulary with ease. While the game was in progress, it was observed that some students were less enthusiastic about

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participating. When researcher asked, they reported feeling bored and unengaged during the game, which reduced their interest in participating. Following this, the researcher discussed the issue, and the teacher proposed an idea to offer a reward to the winning group. Consequently, the researcher plans to implement this in the next session.

Then, in the second session, before the game began, the researcher issued a challenge: the group that won the game would receive a prize. The students were very excited and motivated to win the prize. In other hand, during the lesson the English teacher observed an increase in vocabulary acquisition and student enthusiasm. For more detailed results based on the observation sheet and the improvement data refer to the Appendix 4 and 12

Table 4.4
The Result of Cycle 2

NO	STUDENTS' NAME	STUDENTS' SCORE
1	AS	75
2	RI	70
3	LA	75
4	MJ	80
5	MR	45
6	NA	75
7	NH	70
8	OAK	85
9	RH	75
10	SK	85
11	FK	40
TOTAL		775

based on the result in cycle 2, the student has improvement In the test with 9 students scoring 70 or higher on the minimum passing

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score (KKM), while only 2 students did not reach the KKM. The total post-test KKM score in the second cycle was 775, and the average score of students who met the KKM was 70.45%. The percentage of students who met the passing score was 82%; therefore, it can be concluded that there was a significant improvement following the implementation of the tic tac toe game.

Table 4.5
A brief of explanation research finding

analysis	**Cycle 1**	**Cycle 2**
Time	13 January 2026	22 January 2026
Goal	To increase a participate in a game	To increase Vocabulary Acquisition
Action Planning	1. Using Visual Media: white Board 2. Small Group Discussion	1. Using Visual Media: white Board, student task, Scaffolding, reward, Sentence Usage 2. Small group discussion
Action	50% of students participated in the discussion	80% of students participated in the discussion
Data Collected	- Average score: 56.81% - Observation: 50% students still passive	- Average score: 70.45 - Observation: 20% students still passive
Analysis	Participation in the discussion is still lacking	
Reflection	Strength: Visual media is popular Weakness: Lack of interest in discussion with peers, Difficulty remembering vocabulary	Strength: Visual aids are popular,
Follow-up	Variety teaching techniques is needed	

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C. Research discussion

This session presents the results of implementing a tic-tac-toe game to improve students' vocabulary acquisition. According to preliminary data, the students' average score was 40, with 0% of students achieving the minimum passing score set by the school, indicating that no students met the minimum competency standard (KKM). These findings suggest that students' vocabulary acquisition skills remain relatively low and have not yet met the expected standards. This low achievement indicates that students still struggle to recall and use vocabulary in the appropriate context. This situation also reflects that the previous learning process has not fully been able to help students develop optimal vocabulary mastery.

After implementing the Tic-Tac-Toe Game as an interactive activity, there was an improvement in student scores in Cycle 1, with an average score of 58,81% and 4 students achieving the minimum score. This finding indicates progress in students' vocabulary acquisition skills following the intervention using the tic-tac-toe game. Although the improvement was not yet significant, it suggests a positive impact on student learning outcomes. This finding is supported by the post-questionnaire results, in which 81.82% (9 students) agreed that the tic-tac-toe game can help students learn vocabulary, while 18.18% (2 students) responded neutrally. This aligns with Susanti's view that

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using the tic-tac-toe game in vocabulary instruction is enjoyable and creates an exciting atmosphere in the classroom[43].

In Cycle 2, there was a significant increase in student scores, with an average of 70.45%, due to the addition of a student activity by using student task. These findings indicate an improvement in students' vocabulary acquisition skills following the intervention using the tic-tac-toe game. This is supported by the post-questionnaire results, where 81.82% (9 students) agreed that the tic-tac-toe game helps students learn vocabulary, and 18.18% (2 students) responded neutrally.

In addition, the students were very enthusiastic when the researcher gave prizes to the group that won the game. This situation further increased the students' motivation to actively participate in learning. Although the students tried to look up the meanings of the vocabulary words in an English dictionary, this still demonstrated their independent effort to understand the material. According to Djunaidi, using a dictionary to understand the text can help students visualize the words they have encountered[44]. Thus, the use of a dictionary serves not only as a translation tool but also as a means of supporting students in the process of understanding and mastering vocabulary.

Therefore, the use of Tic-Tac-Toe Game offers advantages in the student learning process. This game can help create an interactive classroom

[43] Susanti, R. and Zainuddin. 2013. Improving the Students' Vocabulary Achievement by Applying Tic-Tac-Toe Game. (Online). Retrieved from http://210.60.31.132/ajmhs/vol_4_2and3/3.pdf on 19th August 2019

[44] Djunaidi, Kosakata dalam membaca dan pentingnya penggunaan kamus bagi siswa, Wahana Didaktika Vol. 19 No.1 Januari 2021 :150-148

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atmosphere, ensuring students did not become bored during lessons. Additionally, competitive nature can boost student participation through group work and discussions aimed at understanding the provided vocabulary. The tic-tac-toe game serves not only as educational entertainment but also as an effective learning tool for student engagement and learning outcomes[45]. This aligns with the findings of Apriliatul Hijjah et al., who noted that the tic-tac-toe game can enhance vocabulary and active student participation. This is supported by the results of the post-test questionnaire, where 81.82% (9 students) agreed that the tic-tac-toe game can help learning outcomes, 0.1% (1 student) were neutral, and 0.1% (1 student) disagreed.

Based on the explanation above, the use of the Tic-Tac-Toe Game in vocabulary instruction has a positive impact on student improvement. This can be seen in the significant increase in average scores from Cycle 1 to Cycle 2; furthermore, the increase in the number of students who met the minimum passing score also serves as an indicator of the success of this method's implementation.

The use of the tic-tac-toe game with student task has proven effective in reinforcing students' understanding of the vocabulary being studied. This combination not only helps students remember vocabulary but also aids them in using the words within their proper contexts, thereby making the learning process more effective and meaningful.

[45] Apriliatul Jannah, et.al. THE USE OF TIC TAC TOE GAME TO ENHANCE THE EIGHT GRADE STUDENTS' VOCABULARY ACHIEVEMENT. EFL Education Journal, 8(1), 1-22. https://jurnal.unej.ac.id/index.php/EFLEJ

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From a psychological perspective, learning through games can also enhance students' motivation, interest, and participation in learning activities. An interactive and competitive classroom atmosphere provides an enjoyable learning experience, making students enthusiastic about participating in the lessons. Additionally, the provision of rewards can strengthen student engagement in every activity conducted. This is evidenced by the post-test questionnaire, which showed that 72.72% (8 students) strongly agreed and 27.27% (3 students) agreed. Therefore, the use of the tic-tac-toe game with student task is an effective method for improving vocabulary acquisition.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study implemented Classroom Action Research Design which were in two cycles, comprising a total of four sessions. During the implementation of the tic-tac-toe game, there was a significant improvement from the pre-test to both the post-test 1 and post-test 2. This improvement was supported by observations and student participation, indicating that the taught method was successful and helped enhance student learning outcomes at SMPI 17 Miftahul Ulum Tampingan Jember.

The pre-test results showed that no students met the minimum passing score (KKM) of 70; therefore, in Cycle 1, there was an improvement in student vocabulary scores, with 4 students achieving the KKM. After re-implementation, there was an increase in the student met passing score by 82% which mean student has improvement by used tic tac toe game that has proven by post questionnaire that 81.82% agree and 18.18% neutral, leading to the conclusion that the results of Cycle 2 were categorized as successful in this study.

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B. Suggestion

After writing this study, the researcher offers several suggestions that can help improve future learning strategy

1. For English teachers

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The researcher suggests developing a Tic-Tac-Toe strategy integrated into vocabulary learning within an online platform and providing engaging illustrative images. This can reduce boredom and foster enthusiasm for learning vocabulary. Implementing the tic-tac-toe game can help students expand their vocabulary and create a pleasant classroom atmosphere. This strategy can also assist students in constructing simple sentences applicable to real-life situations.

2. For future researchers

The researcher hopes this study can serve as a useful reference for education and benefit future researchers in the development of English language learning methods.

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APPENDIX 1

YAYASAN PENDIDIKAN ISLAM MIFTAHUL ULUM MAARIF GELANG
SEKOLAH MENENGAH PERTAMA ISLAM 17 MIFTAHUL ULUM
(SMPI 17 "MIFU")
NSS : 202052419001 / NPSN : 20523788
Alamat : Jl. PTPN XII Gunung Gambir Dusun Lanasan Desa Gelang Kec. Sumberbaru Kab. Jember 68156 smpi17miful@yahoo.com

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor : 025/SKSP/SMPI.MIFUL/XII/2025

Yang bertanda tangan di bawah ini :

Nama	: Muhammad hosen, S.Pd.
NIP	:
Pangkat/Golongan ruang	:
Jabatan	: Kepala sekolah SMPI 17 Miftahul Ulum

Dengan ini menerangkan bahwa :

Nama	: AGUS REGI HOLIFAH
NIM	: 212101060027
Program studi/Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN KH. Achmad Siddiq Jember

Memang benar mahasiswa tersebut diatas telah melaksanakan penelitian di SMPI 17 Miftahul Ulum Mulai tanggal **03 November 2025 s.d 03 February 2026** dengan judul : **The Implementation Of Tic Tac Toe Game To Improve Students' Vocabulary Acquisitions At Islamic Junior High School 17 Miftahul Ulum**

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

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Jember, 10 February 2026
Kepala

SMP ISLAM 17 MIFTAHUL ULUM JEMBER

Muhammad hosen, S.Pd.
NIP.

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APPENDIX 2

DECLARATION OF AUTHORSHIP

The undersigned below:

Name	: AGUS REGI HOLIFAH
SRN	: 212101060027
Program	: English Education Department
Faculty	: Tarbiyah and Teacher Training
University	: State Islamic University of Kiat Haji Achmad Siddiq Jember

State that undergraduate thesis entitled "THE IMPLEMENTATION FO TIC TAC TOE GAME TO IMPROVE STUDENTS' VOCABULARY ACQUISITIONS AT ISLAMIC JUNIOR HIGH SCHOOL 17 MIFTAHUL ULUM TAMPINGAN" is truly my original work from the result of conducting research at Ninth-grade Students od SMPI 17 MIFTAHUL ULUM Tampingan, except some resources which are accepted from references mentioned.

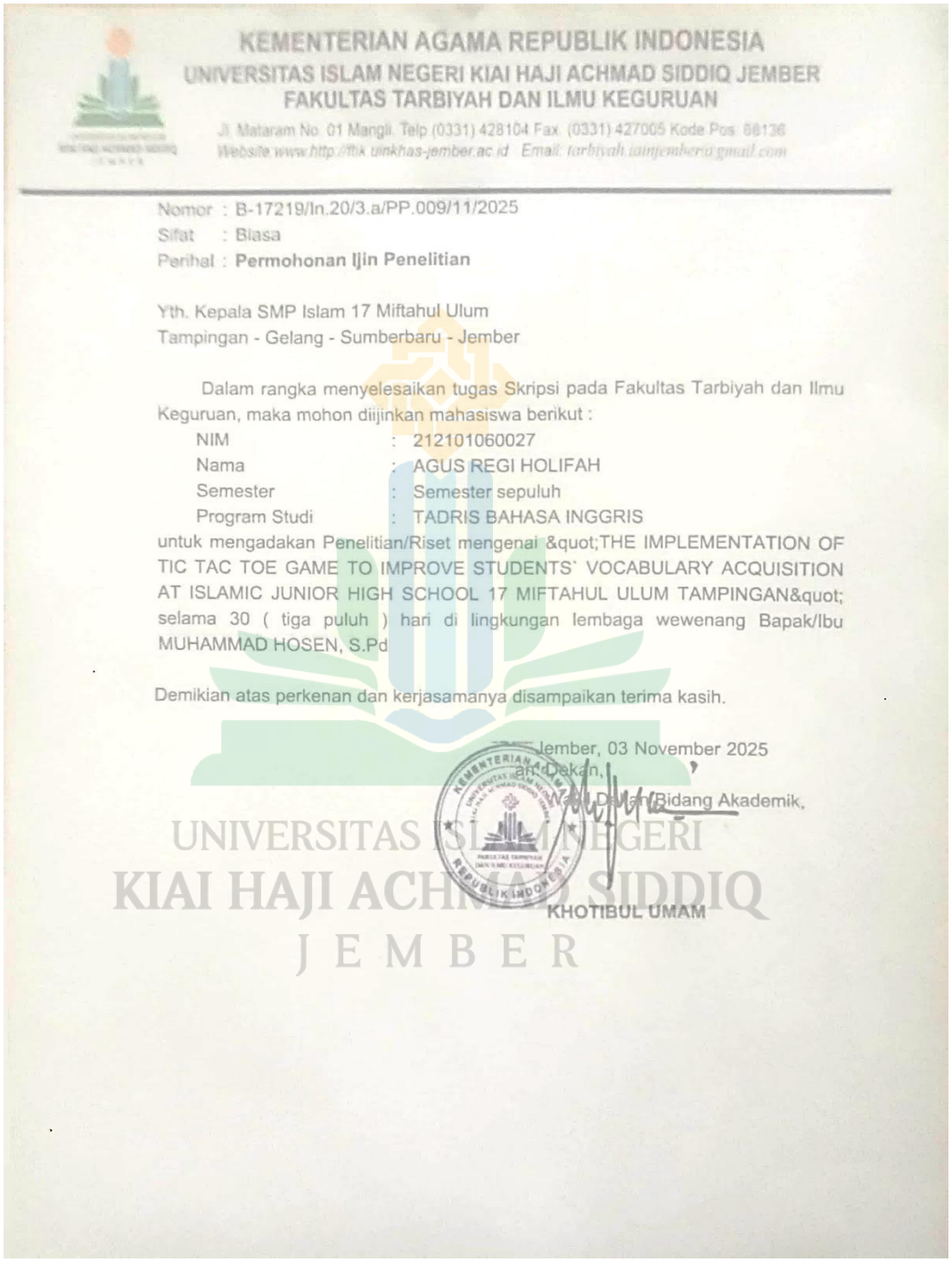
Jember, 26 May 2026

AGUS REGI HOLIFAH
SRN 212101060027

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APPENDIX 3



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Website www.http://tik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-17219/In.20/3.a/PP.009/11/2025
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Islam 17 Miftahul Ulum
Tampingan - Gelang - Sumberbaru - Jember

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

NIM	:	212101060027
Nama	:	AGUS REGI HOLIFAH
Semester	:	Semester sepuluh
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "THE IMPLEMENTATION OF TIC TAC TOE GAME TO IMPROVE STUDENTS` VOCABULARY ACQUISITION AT ISLAMIC JUNIOR HIGH SCHOOL 17 MIFTAHUL ULUM TAMPINGAN" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu MUHAMMAD HOSEN, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 03 November 2025
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

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APPENDIX 4

h. Cycle 1

Research Instrument

Berikan tanda centang (✓) 1-4 pada kolom yang sesuai dengan hasil observasi

NO	Indicator	1	2	3	4	5	Keterangan
1	Siswa memperhatikan penjelasan aturan game tic tac toe			✓			
2	Siswa aktif berpartisipasi dalam permainan tic tac toe			✓			
3	Siswa memahami arti kosakata yang digunakan dalam game				✓		
4	Siswa mengucapkan kosakata dengan pelafalan yang benar saat bermain			✓			
5	Siswa mampu mengingat kosakata yang telah dipelajari melalui game			✓			
6	Siswa mampu mengggunakan kosakata dalam kalimat sederhana saat bermain		✓				
7	Siswa bekerja sama dengan game tic tac toe			✓			
8	Siswa menunjukkan antusisme dan ketertarikan selama pembelajaran				✓		

Keterangan

1 = Sangat Kurang
2 = Kurang
3 = cukup
4 = Baik
5 = Sangat Baik

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Jember, 13 January 2026

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Research Instrument

Berikan tanda centang (✓) 1-4 pada kolom yang sesuai dengan hasil observasi

NO	Indicator	1	2	3	4	5	Keterangan
1	Siswa memperhatikan penjelasan aturan game tic tac toe			✓			
2	Siswa aktif berpartisipasi dalam permainan tic tac toe			✓			
3	Siswa memahami arti kosakata yang digunakan dalam game				✓		
4	Siswa mengucapkan kosakata dengan pelafalan yang benar saat bermain			✓			
5	Siswa mampu mengingat kosakata yang telah dipelajari melalui game			✓			
6	Siswa mampu mengggunakan kosakata dalam kalimat sederhana saat bermain		✓				
7	Siswa bekerja sama dengan game tic tac toe			✓			
8	Siswa menunjukkan antusisme dan ketertarikan selama pembelajaran				✓		

Keterangan

1 = Sangat Kurang
2 = Kurang
3 = cukup
4 = Baik
5 = Sangat Baik

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Jember, 15 January 2026

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b. Cycle 2

Research Instrument

Berikan tanda centang (✓) 1-4 pada kolom yang sesuai dengan hasil observasi

NO	Indicator	1	2	3	4	5	Keterangan
1	Siswa memperhatikan penjelasan aturan game tic tac toe				✓		
2	Siswa aktif berpartisipasi dalam permainan tic tac toe				✓		
3	Siswa memahami arti kosakata yang digunakan dalam game			✓			
4	Siswa mengucapkan kosakata dengan pelafalan yang benar saat bermain			✓			
5	Siswa mampu mengingat kosakata yang telah dipelajari melalui game			✓			
6	Siswa mampu mengggunakan kosakata dalam kalimat sederhana saat bermain			✓			
7	Siswa bekerja sama dengan game tic tac toe				✓		
8	Siswa menunjukkan antusisme dan ketertarikan selama pembelajaran				✓		

Keterangan

1 = Sangat Kurang
2 = Kurang
3 = cukup
4 = Baik
5 = Sangat Baik

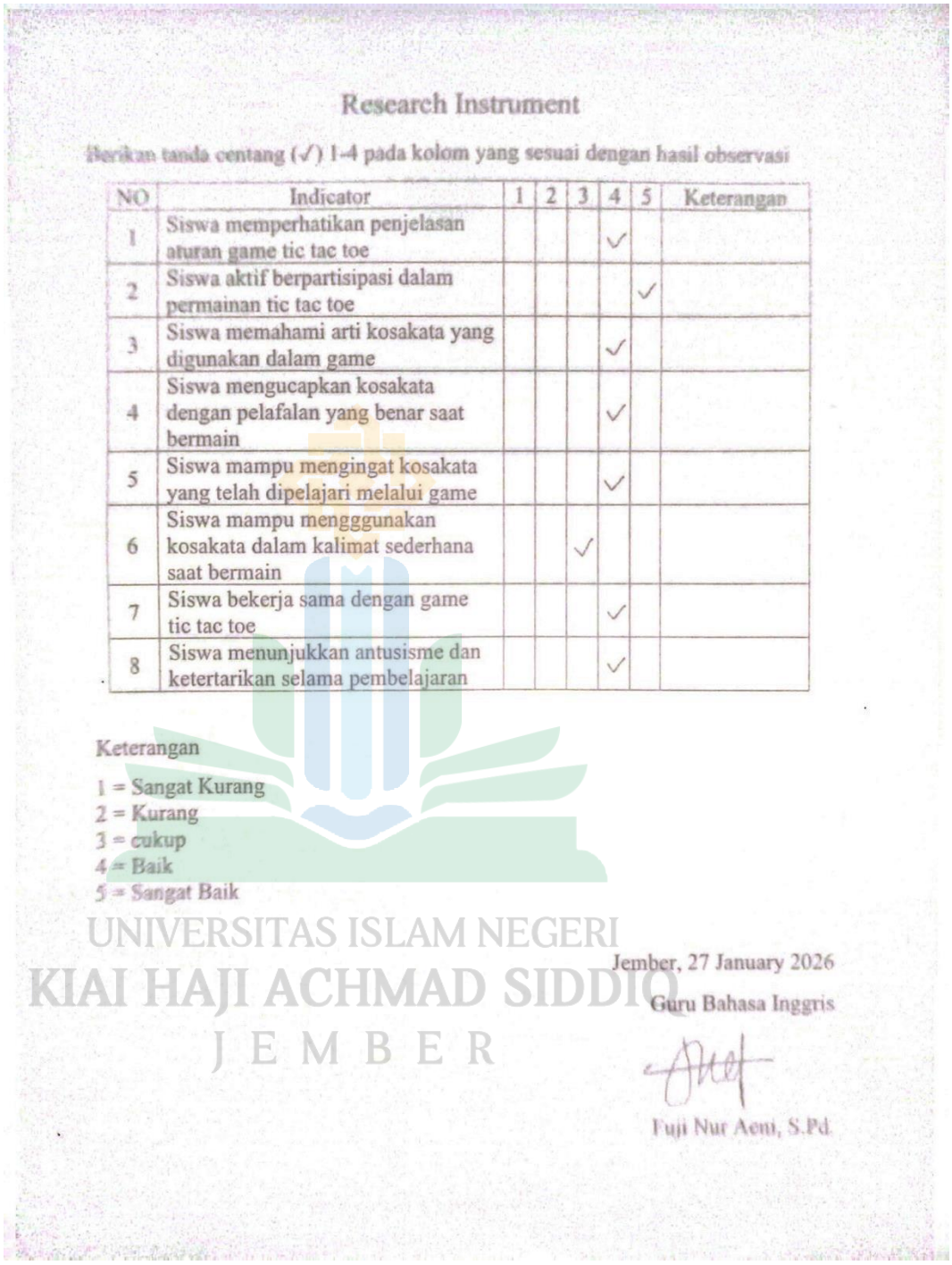
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Jember, 22 January 2026

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Research Instrument

Berikan tanda centang (✓) 1-4 pada kolom yang sesuai dengan hasil observasi

NO	Indicator	1	2	3	4	5	Keterangan
1	Siswa memperhatikan penjelasan aturan game tic tac toe				✓		
2	Siswa aktif berpartisipasi dalam permainan tic tac toe					✓	
3	Siswa memahami arti kosakata yang digunakan dalam game				✓		
4	Siswa mengucapkan kosakata dengan pelafalan yang benar saat bermain				✓		
5	Siswa mampu mengingat kosakata yang telah dipelajari melalui game				✓		
6	Siswa mampu mengggunakan kosakata dalam kalimat sederhana saat bermain			✓			
7	Siswa bekerja sama dengan game tic tac toe				✓		
8	Siswa menunjukkan antusisme dan ketertarikan selama pembelajaran				✓		

Keterangan

1 = Sangat Kurang
2 = Kurang
3 = cukup
4 = Baik
5 = Sangat Baik

Jember, 27 January 2026

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APPENDIX 5

Nama : Wahab

Kelas : IX

Silahkan pilih salah satu jawaban dari pertanyaan dibawah ini yang sesuai dengan pendapat anda

1. Apakah kamu suka belajar Bahasa inggris?
   - A. Sangat suka
   - B. Suka
   - C. Tidak suka
   - D. Sangat tidak suka
2. Apa faktor yang membuatmu suka/tidak suka pada pembelajaran Bahasa inggris?
   - A. Cara mengajar guru menarik tapi sulit dihafal kosakatanya
   - B. Materi pembelajaran mudah dipahami Tapi suasana kelas tidak menyenagkan
   - C. Cara ngajar guru menarik dan mudah dihafal kosakatanya
   - D. Media pembelajaran menarik tapi membosankan
3. Apakah kamu sering belajar kosakata?
   - A. Sangat sering
   - B. Pernah
   - C. Tidak pernah
   - D. Sangat tidak pernah
4. Seberapa banyak kosakata baru yang kamu pelajari dalam minggu ini?
   - A. Sangat banyak
   - B. Banyak
   - C. Sedikit
   - D. Tidak ada
5. Tolong sebutkan 3 kata baru yang kamu pelajari?
   1. Cat - kucing
   2. Wate melon - Semangka
   3. monkey - monyet
6. Apakah kamu merasa tertarik dengan pembelajaran kosakata?
   - A. Sangat tertarik
   - B. Tertarik
   - C. Kurang tertarik
   - D. Tidak tertarik
7. Berapa sering kamu berpartisipasi dalam kegiatan kelas yang berkaitan dengan kosakata?
   - A. Selalu
   - B. Sering
   - C. Kadang-kadang
   - D. Tidak pernah
8. Metode apa yang paling kamu suka untuk belajar kosakata?
   - A. Melalui permainan
   - B. Melalui diskusi kelompok
   - C. Melalui buku teks
   - D. Lainnya: (Sebutkan)_____
9. Apakah kamu merasa kesulitan dalam mengingat kosakata baru?
   - A. Sangat kesulitan
   - B. Kesulitan
   - C. Sedikit kesulitan
   - D. Tidak kesulitan
10. Apa yang menurutmu menjadi penghalang dalam belajar kosakata?
    - A. Metode pembelajaran yang membosankan
    - B. Kurangnya waktu untuk belajar
    - C. Tidak ada bimbingan dari guru
    - D. Lainnya (jelaskan): _____

Nama : Cresa

Kelas : IX

Silahkan pilih salah satu jawaban dari pertanyaan dibawah ini yang sesuai dengan pendapat anda

1. Apakah kamu suka belajar Bahasa inggris?
   - A. Sangat suka
   - B. Suka
   - C. Tidak suka
   - D. Sangat tidak suka
2. Apa faktor yang membuatmu suka/tidak suka pada pembelajaran Bahasa inggris?
   - A. Cara mengajar guru menarik tapi sulit dihafal kosakatanya
   - B. Materi pembelajaran mudah dipahami Tapi suasana kelas tidak menyenagkan
   - C. Cara ngajar guru menarik dan mudah dihafal kosakatanya
   - D. Media pembelajaran menarik tapi membosankan
3. Apakah kamu sering belajar kosakata?
   - A. Sangat sering
   - B. Pernah
   - C. Tidak pernah
   - D. Sangat tidak pernah
4. Seberapa banyak kosakata baru yang kamu pelajari dalam minggu ini?
   - A. Sangat banyak
   - B. Banyak
   - C. Sedikit
   - D. Tidak ada
5. Tolong sebutkan 3 kata baru yang kamu pelajari?
   1. Siken : Ayam
   2. Lemon : Lemon
   3. _____
6. Apakah kamu merasa tertarik dengan pembelajaran kosakata?
   - A. Sangat tertarik
   - B. Tertarik
   - C. Kurang tertarik
   - D. Tidak tertarik
7. Berapa sering kamu berpartisipasi dalam kegiatan kelas yang berkaitan dengan kosakata?
   - A. Selalu
   - B. Sering
   - C. Kadang-kadang
   - D. Tidak pernah
8. Metode apa yang paling kamu suka untuk belajar kosakata?
   - A. Melalui permainan
   - B. Melalui diskusi kelompok
   - C. Melalui buku teks
   - D. Lainnya: (Sebutkan)_____
9. Apakah kamu merasa kesulitan dalam mengingat kosakata baru?
   - A. Sangat kesulitan
   - B. Kesulitan
   - C. Sedikit kesulitan
   - D. Tidak kesulitan
10. Apa yang menurutmu menjadi penghalang dalam belajar kosakata?
    - A. Metode pembelajaran yang membosankan
    - B. Kurangnya waktu untuk belajar
    - C. Tidak ada bimbingan dari guru
    - D. Lainnya (jelaskan): _____

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Nama : M. Sailani

Kelas : 9

Silahkan pilih salah satu jawaban dari pertanyaan dibawah ini yang sesuai dengan pendapat anda

1. Apakah kamu suka belajar Bahasa inggris?
   - A. Sangat suka
   - B. Suka
   - C. Tidak suka
   - D. Sangat tidak suka
2. Apa faktor yang membuatmu suka/tidak suka pada pembelajaran Bahasa inggris?
   - A. Cara mengajar guru menarik tapi sulit dihafal kosakatanya
   - B. Materi pembelajaran mudah dipahami Tapi suasana kelas tidak menyenagkan
   - C. Cara ngajar guru menarik dan nudah dihafal kosakatanya
   - D. Media pembelajaran menarik tapi membosankan
3. Apakah kamu sering belajar kosakata?
   - A. Sangat sering
   - B. Pernah
   - C. Tidak pernah
   - D. Sangat tidak pernah
4. Seberapa banyak kosakata baru yang kamu pelajari dalam minggu ini?
   - A. Sangat banyak
   - B. Banyak
   - C. Sedikit
   - D. Tidak ada
5. Tolong sebutkan 3 kata baru yang kamu pelajari?
   1. dog : Anjing
   2. cat : kuking
   3. banana : Pisang
6. Apakah kamu merasa tertarik dengan pembelajaran kosakata?
   - A. Sangat tertarik
   - B. Tertarik
   - C. Kurang tertarik
   - D. Tidak tertarik
7. Berapa sering kamu berpartisipasi dalam kegiatan kelas yang berkaitan dengan kosakata?
   - A. Selalu
   - B. Sering
   - C. Kadang-kadang
   - D. Tidak pernah
8. Metode apa yang paling kamu suka untuk belajar kosakata?
   - A. Melalui permainan
   - B. Melalui diskusi kelompok
   - C. Melalui buku teks
   - D. Lainnya: (Sebutkan)_____
9. Apakah kamu merasa kesulitan dalam mengingat kosakata baru?
   - A. Sangat kesulitan
   - B. Kesulitan
   - C. Sedikit kesulitan
   - D. Tidak kesulitan
10. Apa yang menurutmu menjadi penghalang dalam belajar kosakata?
    - A. Metode pembelajaran yang membosankan
    - B. Kurangnya waktu untuk belajar
    - C. Tidak ada bimbingan dari guru
    - D. Lainnya (jelaskan): _____

Nama : Lukman asshari

Kelas : IX

Silahkan pilih salah satu jawaban dari pertanyaan dibawah ini yang sesuai dengan pendapat anda

1. Apakah kamu suka belajar Bahasa inggris?
   - A. Sangat suka
   - B. Suka
   - C. Tidak suka
   - D. Sangat tidak suka
2. Apa faktor yang membuatmu suka/tidak suka pada pembelajaran Bahasa inggris?
   - A. Cara mengajar guru menarik tapi sulit dihafal kosakatanya
   - B. Materi pembelajaran mudah dipahami Tapi suasana kelas tidak menyenagkan
   - C. Cara ngajar guru menarik dan mudah dihafal kosakatanya
   - D. Media pembelajaran menarik tapi membosankan
3. Apakah kamu sering belajar kosakata?
   - A. Sangat sering
   - B. Pernah
   - C. Tidak pernah
   - D. Sangat tidak pernah
4. Seberapa banyak kosakata baru yang kamu pelajari dalam minggu ini?
   - A. Sangat banyak
   - B. Banyak
   - C. Sedikit
   - D. Tidak ada
5. Tolong sebutkan 3 kata baru yang kamu pelajari?
   1. dog : anjing
   2. Bear : babi
   3. Cat : kucing
6. Apakah kamu merasa tertarik dengan pembelajaran kosakata?
   - A. Sangat tertarik
   - B. Tertarik
   - C. Kurang tertarik
   - D. Tidak tertarik
7. Berapa sering kamu berpartisipasi dalam kegiatan kelas yang berkaitan dengan kosakata?
   - A. Selalu
   - B. Sering
   - C. Kadang-kadang
   - D. Tidak pernah
8. Metode apa yang paling kamu suka untuk belajar kosakata?
   - A. Melalui permainan
   - B. Melalui diskusi kelompok
   - C. Melalui buku teks
   - D. Lainnya: (Sebutkan)_____
9. Apakah kamu merasa kesulitan dalam mengingat kosakata baru?
   - A. Sangat kesulitan
   - B. Kesulitan
   - C. Sedikit kesulitan
   - D. Tidak kesulitan
10. Apa yang menurutmu menjadi penghalang dalam belajar kosakata?
    - A. Metode pembelajaran yang membosankan
    - B. Kurangnya waktu untuk belajar
    - C. Tidak ada bimbingan dari guru
    - D. Lainnya (jelaskan): _____

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Nama : Nur Azizah

Kelas : IX

Silahkan pilih salah satu jawaban dari pertanyaan dibawah ini yang sesuai dengan pendapat anda

1. Apakah kamu suka belajar Bahasa inggris?
   - A. Sangat suka
   - B. Suka
   - C. Tidak suka
   - D. Sangat tidak suka
2. Apa faktor yang membuatmu suka/tidak suka pada pembelajaran Bahasa inggris?
   - A. Cara mengajar guru menarik tapi sulit dihafal kosakatanya
   - B. Materi pembelajaran mudah dipahami Tapi suasana kelas tidak menyenagkan
   - C. Cara ngajar guru menarik dan mudah dihafal kosakatanya
   - D. Media pembelajaran menarik tapi membosankan
3. Apakah kamu sering belajar kosakata?
   - A. Sangat sering
   - B. Pernah
   - C. Tidak pernah
   - D. Sangat tidak pernah
4. Seberapa banyak kosakata baru yang kamu pelajari dalam minggu ini?
   - A. Sangat banyak
   - B. Banyak
   - C. Sedikit
   - D. Tidak ada
5. Tolong sebutkan 3 kata baru yang kamu pelajari?
   1. Book - Buku
   2. Banana - Pisang
   3. Bear - Beruang
6. Apakah kamu merasa tertarik dengan pembelajaran kosakata?
   - A. Sangat tertarik
   - B. Tertarik
   - C. Kurang tertarik
   - D. Tidak tertarik
7. Berapa sering kamu berpartisipasi dalam kegiatan kelas yang berkaitan dengan kosakata?
   - A. Selalu
   - B. Sering
   - C. Kadang-kadang
   - D. Tidak pernah
8. Metode apa yang paling kamu suka untuk belajar kosakata?
   - A. Melalui permainan
   - B. Melalui diskusi kelompok
   - C. Melalui buku teks
   - D. Lainnya: (Sebutkan) _____
9. Apakah kamu merasa kesulitan dalam mengingat kosakata baru?
   - A. Sangat kesulitan
   - B. Kesulitan
   - C. Sedikit kesulitan
   - D. Tidak kesulitan
10. Apa yang menurutmu menjadi penghalang dalam belajar kosakata?
    - A. Metode pembelajaran yang membosankan
    - B. Kurangnya waktu untuk belajar
    - C. Tidak ada bimbingan dari guru
    - D. Lainnya (jelaskan): _____

Nama : REZA

Kelas : IX

Silahkan pilih salah satu jawaban dari pertanyaan dibawah ini yang sesuai dengan pendapat anda

1. Apakah kamu suka belajar Bahasa inggris?
   - A. Sangat suka
   - B. Suka
   - C. Tidak suka
   - D. Sangat tidak suka
2. Apa faktor yang membuatmu suka/tidak suka pada pembelajaran Bahasa inggris?
   - A. Cara mengajar guru menarik tapi sulit dihafal kosakatanya
   - B. Materi pembelajaran mudah dipahami Tapi suasana kelas tidak menyenagkan
   - C. Cara ngajar guru menarik dan mudah dihafal kosakatanya
   - D. Media pembelajaran menarik tapi membosankan
3. Apakah kamu sering belajar kosakata?
   - A. Sangat sering
   - B. Pernah
   - C. Tidak pernah
   - D. Sangat tidak pernah
4. Seberapa banyak kosakata baru yang kamu pelajari dalam minggu ini?
   - A. Sangat banyak
   - B. Banyak
   - C. Sedikit
   - D. Tidak ada
5. Tolong sebutkan 3 kata baru yang kamu pelajari?
   1. Bahasingri
   2. _____
   3. _____
6. Apakah kamu merasa tertarik dengan pembelajaran kosakata?
   - A. Sangat tertarik
   - B. Tertarik
   - C. Kurang tertarik
   - D. Tidak tertarik
7. Berapa sering kamu berpartisipasi dalam kegiatan kelas yang berkaitan dengan kosakata?
   - A. Selalu
   - B. Sering
   - C. Kadang-kadang
   - D. Tidak pernah
8. Metode apa yang paling kamu suka untuk belajar kosakata?
   - A. Melalui permainan
   - B. Melalui diskusi kelompok
   - C. Melalui buku teks
   - D. Lainnya: (Sebutkan) _____
9. Apakah kamu merasa kesulitan dalam mengingat kosakata baru?
   - A. Sangat kesulitan
   - B. Kesulitan
   - C. Sedikit kesulitan
   - D. Tidak kesulitan
10. Apa yang menurutmu menjadi penghalang dalam belajar kosakata?
    - A. Metode pembelajaran yang membosankan
    - B. Kurangnya waktu untuk belajar
    - C. Tidak ada bimbingan dari guru
    - D. Lainnya (jelaskan): _____

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Nama : Oktadhea anindhita kinanti

Kelas : IX

Silahkan pilih salah satu jawaban dari pertanyaan dibawah ini yang sesuai dengan pendapat anda

1. Apakah kamu suka belajar Bahasa inggris?
   - A. Sangat suka
   - X. Suka
   - C. Tidak suka
   - D. Sangat tidak suka
2. Apa faktor yang membuatmu suka/tidak suka pada pembelajaran Bahasa inggris?
   - A. Cara mengajar guru menarik tapi sulit dihafal kosakatanya
   - X. Materi pembelajaran mudah dipahami Tapi suasana kelas tidak menyenagkan
   - C. Cara ngajar guru menarik dan mudah dihafal kosakatanya
   - D. Media pembelajaran menarik tapi membosankan
3. Apakah kamu sering belajar kosakata?
   - X. Sangat sering
   - B. Pernah
   - C. Tidak pernah
   - D. Sangat tidak pernah
4. Seberapa banyak kosakata baru yang kamu pelajari dalam minggu ini?
   - A. Sangat banyak
   - B. Banyak
   - X. Sedikit
   - D. Tidak ada
5. Tolong sebutkan 3 kata baru yang kamu pelajari?
   1. Cat = Kucing
   2. Flower = bunga
   3. Strawberryy = Stroberi
6. Apakah kamu merasa tertarik dengan pembelajaran kosakata?
   - A. Sangat tertarik
   - X. Tertarik
   - C. Kurang tertarik
   - D. Tidak tertarik
7. Berapa sering kamu berpartisipasi dalam kegiatan kelas yang berkaitan dengan kosakata?
   - A. Selalu
   - X. Sering
   - C. Kadang-kadang
   - D. Tidak pernah
8. Metode apa yang paling kamu suka untuk belajar kosakata?
   - X. Melalui permainan
   - B. Melalui diskusi kelompok
   - C. Melalui buku teks
   - D. Lainnya: (Sebutkan)_____
9. Apakah kamu merasa kesulitan dalam mengingat kosakata baru?
   - A. Sangat kesulitan
   - B. Kesulitan
   - C. Sedikit kesulitan
   - X. Tidak kesulitan
10. Apa yang menurutmu menjadi penghalang dalam belajar kosakata?
    - A. Metode pembelajaran yang membosankan
    - X. Kurangnya waktu untuk belajar
    - C. Tidak ada bimbingan dari guru
    - D. Lainnya (jelaskan):_____

Nama : Nurul Huda

Kelas : Sembilan

Silahkan pilih salah satu jawaban dari pertanyaan dibawah ini yang sesuai dengan pendapat anda

1. Apakah kamu suka belajar Bahasa inggris?
   - A. Sangat suka
   - X. Suka
   - C. Tidak suka
   - D. Sangat tidak suka
2. Apa faktor yang membuatmu suka/tidak suka pada pembelajaran Bahasa inggris?
   - X. Cara mengajar guru menarik tapi sulit dihafal kosakatanya
   - B. Materi pembelajaran mudah dipahami Tapi suasana kelas tidak menyenagkan
   - C. Cara ngajar guru menarik dan mudah dihafal kosakatanya
   - D. Media pembelajaran menarik tapi membosankan
3. Apakah kamu sering belajar kosakata?
   - X. Sangat sering
   - B. Pernah
   - C. Tidak pernah
   - D. Sangat tidak pernah
4. Seberapa banyak kosakata baru yang kamu pelajari dalam minggu ini?
   - A. Sangat banyak
   - X. Banyak
   - C. Sedikit
   - D. Tidak ada
5. Tolong sebutkan 3 kata baru yang kamu pelajari?
   1. Cat : Kucing
   2. eat : Makan
   3. Dodo
6. Apakah kamu merasa tertarik dengan pembelajaran kosakata?
   - X. Sangat tertarik
   - B. Tertarik
   - C. Kurang tertarik
   - D. Tidak tertarik
7. Berapa sering kamu berpartisipasi dalam kegiatan kelas yang berkaitan dengan kosakata?
   - A. Selalu
   - X. Sering
   - C. Kadang-kadang
   - D. Tidak pernah
8. Metode apa yang paling kamu suka untuk belajar kosakata?
   - X. Melalui permainan
   - B. Melalui diskusi kelompok
   - C. Melalui buku teks
   - D. Lainnya: (Sebutkan)_____
9. Apakah kamu merasa kesulitan dalam mengingat kosakata baru?
   - A. Sangat kesulitan
   - X. Kesulitan
   - C. Sedikit kesulitan
   - D. Tidak kesulitan
10. Apa yang menurutmu menjadi penghalang dalam belajar kosakata?
    - X. Metode pembelajaran yang membosankan
    - B. Kurangnya waktu untuk belajar
    - C. Tidak ada bimbingan dari guru
    - D. Lainnya (jelaskan): _____

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Nama : Siska

Kelas : IX

Silahkan pilih salah satu jawaban dari pertanyaan dibawah ini yang sesuai dengan pendapat anda

1. Apakah kamu suka belajar Bahasa inggris?
   - A. Sangat suka
   - B. Suka
   - C. Tidak suka
   - D. Sangat tidak suka
2. Apa faktor yang membuatmu suka/tidak suka pada pembelajaran Bahasa inggris?
   - A. Cara mengajar guru menarik tapi sulit dihafal kosakatanya
   - B. Materi pembelajaran mudah dipahami Tapi suasana kelas tidak menyenagkan
   - C. Cara ngajar guru menarik dan mudah dihafal kosakatanya
   - D. Media pembelajaran menarik tapi membosankan
3. Apakah kamu sering belajar kosakata?
   - A. Sangat sering
   - B. Pernah
   - C. Tidak pernah
   - D. Sangat tidak pernah
4. Seberapa banyak kosakata baru yang kamu pelajari dalam minggu ini?
   - A. Sangat banyak
   - B. Banyak
   - C. Sedikit
   - D. Tidak ada
5. Tolong sebutkan 3 kata baru yang kamu pelajari?
   1. Cat = kucing
   2. Water melon = Semangka
   3. Dog = anjing
6. Apakah kamu merasa tertarik dengan pembelajaran kosakata?
   - A. Sangat tertarik
   - B. Tertarik
   - C. Kurang tertarik
   - D. Tidak tertarik
7. Berapa sering kamu berpartisipasi dalam kegiatan kelas yang berkaitan dengan kosakata?
   - A. Selalu
   - B. Sering
   - C. Kadang-kadang
   - D. Tidak pernah
8. Metode apa yang paling kamu suka untuk belajar kosakata?
   - A. Melalui permainan
   - B. Melalui diskusi kelompok
   - C. Melalui buku teks
   - D. Lainnya: (Sebutkan)_____
9. Apakah kamu merasa kesulitan dalam mengingat kosakata baru?
   - A. Sangat kesulitan
   - B. Kesulitan
   - C. Sedikit kesulitan
   - D. Tidak kesulitan
10. Apa yang menurutmu menjadi penghalang dalam belajar kosakata?
    - A. Metode pembelajaran yang membosankan
    - B. Kurangnya waktu untuk belajar
    - C. Tidak ada bimbingan dari guru
    - D. Lainnya (jelaskan): _____

Nama : Rofiah

Kelas : IX

Silahkan pilih salah satu jawaban dari pertanyaan dibawah ini yang sesuai dengan pendapat anda

1. Apakah kamu suka belajar Bahasa inggris?
   - A. Sangat suka
   - B. Suka
   - C. Tidak suka
   - D. Sangat tidak suka
2. Apa faktor yang membuatmu suka/tidak suka pada pembelajaran Bahasa inggris?
   - A. Cara mengajar guru menarik tapi sulit dihafal kosakatanya
   - B. Materi pembelajaran mudah dipahami Tapi suasana kelas tidak menyenagkan
   - C. Cara ngajar guru menarik dan mudah dihafal kosakatanya
   - D. Media pembelajaran menarik tapi membosankan
3. Apakah kamu sering belajar kosakata?
   - A. Sangat sering
   - B. Pernah
   - C. Tidak pernah
   - D. Sangat tidak pernah
4. Seberapa banyak kosakata baru yang kamu pelajari dalam minggu ini?
   - A. Sangat banyak
   - B. Banyak
   - C. Sedikit
   - D. Tidak ada
5. Tolong sebutkan 3 kata baru yang kamu pelajari?
   1. Water melon : Semangka
   2. Cheez : keju
   3. Cat : kucing
6. Apakah kamu merasa tertarik dengan pembelajaran kosakata?
   - A. Sangat tertarik
   - B. Tertarik
   - C. Kurang tertarik
   - D. Tidak tertarik
7. Berapa sering kamu berpartisipasi dalam kegiatan kelas yang berkaitan dengan kosakata?
   - A. Selalu
   - B. Sering
   - C. Kadang-kadang
   - D. Tidak pernah
8. Metode apa yang paling kamu suka untuk belajar kosakata?
   - A. Melalui permainan
   - B. Melalui diskusi kelompok
   - C. Melalui buku teks
   - D. Lainnya: (Sebutkan)_____
9. Apakah kamu merasa kesulitan dalam mengingat kosakata baru?
   - A. Sangat kesulitan
   - B. Kesulitan
   - C. Sedikit kesulitan
   - D. Tidak kesulitan
10. Apa yang menurutmu menjadi penghalang dalam belajar kosakata?
    - A. Metode pembelajaran yang membosankan
    - B. Kurangnya waktu untuk belajar
    - C. Tidak ada bimbingan dari guru
    - D. Lainnya (jelaskan): _____

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Nama : Faidlul Khoir

Kelas : Sembilan

Silahkan pilih salah satu jawaban dari pertanyaan dibawah ini yang sesuai dengan pendapat anda

1. Apakah kamu suka belajar Bahasa inggris?
   A. Sangat suka
   B. Suka
   C. Tidak suka
   D. Sangat tidak suka
2. Apa faktor yang membuatmu suka/tidak suka pada pembelajaran Bahasa inggris?
   A. Cara mengajar guru menarik tapi sulit dihafal kosakatanya
   B. Materi pembelajaran mudah dipahami Tapi suasana kelas tidak menyenagkan
   C. Cara ngajar guru menarik dan mudah dihafal kosakatanya
   D. Media pembelajaran menarik tapi membosankan
3. Apakah kamu sering belajar kosakata?
   A. Sangat sering
   B. Pernah
   C. Tidak pernah
   D. Sangat tidak pernah
4. Seberapa banyak kosakata baru yang kamu pelajari dalam minggu ini?
   A. Sangat banyak
   B. Banyak
   C. Sedikit
   D. Tidak ada
5. Tolong sebutkan 3 kata baru yang kamu pelajari?
   1. Basterdt
   2. republik
   3. Kindom
6. Apakah kamu merasa tertarik dengan pembelajaran kosakata?
   A. Sangat tertarik
   B. Tertarik
   C. Kurang tertarik
   D. Tidak tertarik
7. Berapa sering kamu berpartisipasi dalam kegiatan kelas yang berkaitan dengan kosakata?
   A. Selalu
   B. Sering
   C. Kadang-kadang
   D. Tidak pernah
8. Metode apa yang paling kamu suka untuk belajar kosakata?
   A. Melalui permainan
   B. Melalui diskusi kelompok
   C. Melalui buku teks
   D. Lainnya:
   (Sebutkan)_____
   _____
   _
9. Apakah kamu merasa kesulitan dalam mengingat kosakata baru?
   A. Sangat kesulitan
   B. Kesulitan
   C. Sedikit kesulitan
   D. Tidak kesulitan
10. Apa yang menurutmu menjadi penghalang dalam belajar kosakata?
    A. Metode pembelajaran yang membosankan
    B. Kurangnya waktu untuk belajar
    C. Tidak ada bimbingan dari guru
    D. Lainnya
    (jelaskan): _____

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APPENDIX 6

20

Name : aesa

Class :

Please read the text and answer the question below!

Snow White on Facebook

Once upon a time in the kingdom under the wood, there was a castle which was so beautiful and high. The staffs who worked over there were very generous and nice. There lived Snow White. She was so beautiful with a fair skin and blue eyes. Her father was the king of the kingdom. Her mother had died several years ago, and now she lived with her stepmother who had the title as queen. Everyone knew that the stepmother hated and was jealous to Snow White, and Snow White was treated badly by the stepmother.

Everyone on the kingdom had phones. They used social media too. Facebook was very famous in the kingdom, and people used it to get attention and befriended with many people. Snow White was on Facebook too. She posted many photos of herself. She was very famous in Facebook that she got more likes than everyone else in the kingdom. It was because she was kind and friendly, so people liked her personality. The queen was angry. She wanted to get likes from the people too. But the people didn't like her.

One day, the queen asked the computer technician to hack Snow White's account. The account was deleted and Snow White couldn't log in. But, the technician was a trusted man. He quietly met Snow White and told her what happened. Then the technician got the account back. Instead he blocked the queen's account and deleted it forever. The queen was so angry. She wanted to punish the technician. Snow White helped the technician to run away. They moved to a faraway town, got married, and lived happily there.

1. The story says, "The staff who worked over there were very generous." What does the phrase "over there" refer to?
   - (A) In the forest
   - B. In the town
   - C. In that place (the castle)
   - D. On Facebook
2. The word "generous" is used to describe the staff. Which word has the closest meaning to generous?
   - (A) Rich
   - B. Strict
   - C. Kind and willing to give
   - D. Hardworking
3. In the sentence "Snow White was treated badly by her stepmother". What is the opposite of "treated badly"?
   - A. Ignored
   - (B) Cared for well
   - C. Given gifts
   - D. Taught lessons
4. In the sentence "Everyone in the kingdom used social media to get attention." What does "to get attention" mean?
   - A. To make people notice them
   - B. To buy new things
   - (C) To find a job
   - D. To learn new skills
5. In the sentence "The queen was jealous of Snow White. Which word is a synonym for jealous?
   - A. Happy
   - (B) Angry
   - C. Envious
   - D. Proud
6. What does "to hack" mean in the sentence "The queen asked the technician to hack Snow White's account"?
   - A. Fix a computer problem
   - B. Use a password to enter legally
   - C. Break into someone's account illegally
   - (D) Create a new account
7. In the sentence "The technician was a **trusted** man. Which word has the same meaning as the one in bold?
   - (A) New
   - B. Reliable
   - C. Strong
   - D. Clever
8. In the sentence "The technician got the account back for Snow White" What is the opposite action of "got back"?
   - A. Logged in
   - (B) Lost it permanently
   - C. Shared it
   - D. Changed it
9. What does "punish" mean in the sentence "The queen wanted to punish the technician"?
   - A. To give someone a reward
   - B. To make someone suffer for a mistake
   - C. To ask someone for help
   - D. To promote someone's job
10. In the sentence "Snow White and the technician moved to a **faraway** town" Which word closes means as the one in bold?
    - A. Distant
    - B. Crowded
    - (C) Beautiful
    - D. Small

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4. In the sentence "Everyone in the kingdom used social media to get attention." What does "to get attention" mean?
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   B. Use a password to enter legally
   C. Break into someone's account illegally
   D. Create a new account
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   C. Strong
   D. Clever
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   D. To promote someone's job
10. In the sentence "Snow White and the technician moved to a **faraway** town" Which word closes means as the one in bold?
    A. Distant
    B. Crowded
    C. Beautiful
    D. Small

20

Name : iqbal

Class : IX

Please read the text and answer the question below!

Snow White on Facebook

Once upon a time in the kingdom under the wood, there was a castle which was so beautiful and high. The staffs who worked over there were very generous and nice. There lived Snow White. She was so beautiful with a fair skin and blue eyes. Her father was the king of the kingdom. Her mother had died several years ago, and now she lived with her stepmother who had the title as queen. Everyone knew that the stepmother hated and was jealous to Snow White, and Snow White was treated badly by the stepmother.

Everyone on the kingdom had phones. They used social media too. Facebook was very famous in the kingdom, and people used it to get attention and befriended with many people. Snow White was on Facebook too. She posted many photos of herself. She was very famous in Facebook that she got more likes than everyone else in the kingdom. It was because she was kind and friendly, so people liked her personality. The queen was angry. She wanted to get likes from the people too. But the people didn't like her.

One day, the queen asked the computer technician to hack Snow White's account. The account was deleted and Snow White couldn't log in. But, the technician was a trusted man. He quietly met Snow White and told her what happened. Then the technician got the account back. Instead he blocked the queen's account and deleted it forever. The queen was so angry. She wanted to punish the technician. Snow White helped the technician to run away. They moved to a faraway town, got married, and lived happily there.

1. The story says, "The staff who worked over there were very generous." What does the phrase "over there" refer to?
   A. In the forest
   B. In the town
   C. In that place (the castle)
   D. On Facebook
2. The word "generous" is used to describe the staff. Which word has the closest meaning to generous?
   A. Rich
   B. Strict
   C. Kind and willing to give
   D. Hardworking
3. In the sentence "Snow White was treated badly by her stepmother". What is the opposite of "treated badly"?
   A. Ignored
   B. Cared for well
   C. Given gifts
   D. Taught lessons

40

Name : Lukman asshari

Class : IX

Please read the text and answer the question below!

Snow White on Facebook

Once upon a time in the kingdom under the wood, there was a castle which was so beautiful and high. The staffs who worked over there were very generous and nice. There lived Snow White. She was so beautiful with a fair skin and blue eyes. Her father was the king of the kingdom. Her mother had died several years ago, and now she lived with her stepmother who had the title as queen. Everyone knew that the stepmother hated and was jealous to Snow White, and Snow White was treated badly by the stepmother.

Everyone on the kingdom had phones. They used social media too. Facebook was very famous in the kingdom, and people used it to get attention and befriended with many people. Snow White was on Facebook too. She posted many photos of herself. She was very famous in Facebook that she got more likes than everyone else in the kingdom. It was because she was kind and friendly, so people liked her personality. The queen was angry. She wanted to get likes from the people too. But the people didn't like her.

One day, the queen asked the computer technician to hack Snow White's account. The account was deleted and Snow White couldn't log in. But, the technician was a trusted man. He quietly met Snow White and told her what happened. Then the technician got the account back. Instead he blocked the queen's account and deleted it forever. The queen was so angry. She wanted to punish the technician. Snow White helped the technician to run away. They moved to a faraway town, got married, and lived happily there.

1. The story says, "The staff who worked over there were very generous." What does the phrase "over there" refer to?
   A. In the forest
   B. In the town
   C. In that place (the castle)
   D. On Facebook
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   A. Rich
   B. Strict
   C. Kind and willing to give
   D. Hardworking
3. In the sentence "Snow White was treated badly by her stepmother". What is the opposite of "treated badly"?
   A. Ignored
   B. Cared for well
   C. Given gifts
   D. Taught lessons
4. In the sentence "Everyone in the kingdom used social media to get attention." What does "to get attention" mean?
   A. To make people notice them
   B. To buy new things
   C. To find a job
   D. To learn new skills
5. In the sentence "The queen was jealous of Snow White. Which word is a synonym for jealous?
   A. Happy
   B. Angry
   C. Envious
   D. Proud
6. What does "to hack" mean in the sentence "The queen asked the technician to hack Snow White's account"?
   A. Fix a computer problem
   B. Use a password to enter legally
   C. Break into someone's account illegally
   D. Create a new account
7. In the sentence "The technician was a **trusted** man. Which word has the same meaning as the one in bold?
   A. New
   B. Reliable
   C. Strong
   D. Clever
8. In the sentence "The technician got the account back for Snow White" What is the opposite action of "got back"?
   A. Logged in
   B. Lost it permanently
   C. Shared it
   D. Changed it
9. What does "punish" mean in the sentence "The queen wanted to punish the technician"?
   A. To give someone a reward
   B. To make someone suffer for a mistake
   C. To ask someone for help
   D. To promote someone's job
10. In the sentence "Snow White and the technician moved to a **faraway** town" Which word closes means as the one in bold?
    A. Distant
    B. Crowded
    C. Beautiful
    D. Small

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60

Name : M. Jailani

Class : 9

Please read the text and answer the question below!

Snow White on Facebook

Once upon a time in the kingdom under the wood, there was a castle which was so beautiful and high. The staffs who worked over there were very generous and nice. There lived Snow White. She was so beautiful with a fair skin and blue eyes. Her father was the king of the kingdom. Her mother had died several years ago, and now she lived with her stepmother who had the title as queen. Everyone knew that the stepmother hated and was jealous to Snow White, and Snow White was treated badly by the stepmother.

Everyone on the kingdom had phones. They used social media too. Facebook was very famous in the kingdom, and people used it to get attention and befriended with many people. Snow White was on Facebook too. She posted many photos of herself. She was very famous in Facebook that she got more likes than everyone else in the kingdom. It was because she was kind and friendly, so people liked her personality. The queen was angry. She wanted to get likes from the people too. But the people didn't like her.

One day, the queen asked the computer technician to hack Snow White's account. The account was deleted and Snow White couldn't log in. But, the technician was a trusted man. He quietly met Snow White and told her what happened. Then the technician got the account back. Instead he blocked the queen's account and deleted it forever. The queen was so angry. She wanted to punish the technician. Snow White helped the technician to run away. They moved to a faraway town, got married, and lived happily there.

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   - D. On Facebook
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   - C. Kind and willing to give
   - D. Hardworking
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   - B. Use a password to enter legally
   - C. Break into someone's account illegally
   - D. Create a new account
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   - B. Reliable
   - C. Strong
   - D. Clever
8. In the sentence "The technician got the account back for Snow White" What is the opposite action of "got back"?
   - A. Logged in
   - B. Lost it permanently
   - C. Shared it
   - D. Changed it
9. What does "punish" mean in the sentence "The queen wanted to punish the technician"?
   - A. To give someone a reward
   - B. To make someone suffer for a mistake
   - C. To ask someone for help
   - D. To promote someone's job
10. In the sentence "Snow White and the technician moved to a **faraway** town" Which word closes means as the one in bold?
    - A. Distant
    - B. Crowded
    - C. Beautiful
    - D. Small

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30/1

Name : REZA

Class : X

Please read the text and answer the question below!

Snow White on Facebook

Once upon a time in the kingdom under the wood, there was a castle which was so beautiful and high. The staffs who worked over there were very generous and nice. There lived Snow White. She was so beautiful with a fair skin and blue eyes. Her father was the king of the kingdom. Her mother had died several years ago, and now she lived with her stepmother who had the title as queen. Everyone knew that the stepmother hated and was jealous to Snow White, and Snow White was treated badly by the stepmother.

Everyone on the kingdom had phones. They used social media too. Facebook was very famous in the kingdom, and people used it to get attention and befriended with many people. Snow White was on Facebook too. She posted many photos of herself. She was very famous in Facebook that she got more likes than everyone else in the kingdom. It was because she was kind and friendly, so people liked her personality. The queen was angry. She wanted to get likes from the people too. But the people didn't like her.

One day, the queen asked the computer technician to hack Snow White's account. The account was deleted and Snow White couldn't log in. But, the technician was a trusted man. He quietly met Snow White and told her what happened. Then the technician got the account back. Instead he blocked the queen's account and deleted it forever. The queen was so angry. She wanted to punish the technician. Snow White helped the technician to run away. They moved to a faraway town, got married, and lived happily there.

1. The story says, "The staff who worked over there were very generous." What does the phrase "over there" refer to?
   - ✗ A. In the forest
   - B. In the town
   - C. In that place (the castle)
   - D. On Facebook
2. The word "generous" is used to describe the staff. Which word has the closest meaning to generous?
   - A. Rich
   - B. Strict
   - ✓ C. Kind and willing to give
   - D. Hardworking
3. In the sentence "Snow White was treated badly by her stepmother". What is the opposite of "treated badly"?
   - A. Ignored
   - ✓ B. Cared for well
   - C. Given gifts
   - D. Taught lessons
4. In the sentence "Everyone in the kingdom used social media to get attention." What does "to get attention" mean?
   - A. To make people notice them
   - B. To buy new things
   - ✗ C. To find a job
   - D. To learn new skills
5. In the sentence "The queen was jealous of Snow White. Which word is a synonym for jealous?
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   - C. Envious
   - ✗ D. Proud
6. What does "to hack" mean in the sentence "The queen asked the technician to hack Snow White's account"?
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7. In the sentence "The technician was a **trusted** man. Which word has the same meaning as the one in bold?
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   - C. Strong
   - ✗ D. Clever
8. In the sentence "The technician got the account back for Snow White" What is the opposite action of "got back"?
   - A. Logged in
   - B. Lost it permanently
   - C. Shared it
   - ✗ D. Changed it
9. What does "punish" mean in the sentence "The queen wanted to punish the technician"?
   - A. To give someone a reward
   - B. To make someone suffer for a mistake
   - C. To ask someone for help
   - ✗ D. To promote someone's job
10. In the sentence "Snow White and the technician moved to a **faraway** town" Which word closes means as the one in bold?
    - ✗ A. Distant
    - B. Crowded
    - C. Beautiful
    - D. Small

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Name : Nur A212AH

Class :

Please read the text and answer the question below!

Snow White on Facebook

Once upon a time in the kingdom under the wood, there was a castle which was so beautiful and high. The staffs who worked over there were very generous and nice. There lived Snow White. She was so beautiful with a fair skin and blue eyes. Her father was the king of the kingdom. Her mother had died several years ago, and now she lived with her stepmother who had the title as queen. Everyone knew that the stepmother hated and was jealous to Snow White, and Snow White was treated badly by the stepmother.

Everyone on the kingdom had phones. They used social media too. Facebook was very famous in the kingdom, and people used it to get attention and befriended with many people. Snow White was on Facebook too. She posted many photos of herself. She was very famous in Facebook that she got more likes than everyone else in the kingdom. It was because she was kind and friendly, so people liked her personality. The queen was angry. She wanted to get likes from the people too. But the people didn't like her.

One day, the queen asked the computer technician to hack Snow White's account. The account was deleted and Snow White couldn't log in. But, the technician was a trusted man. He quietly met Snow White and told her what happened. Then the technician got the account back. Instead he blocked the queen's account and deleted it forever. The queen was so angry. She wanted to punish the technician. Snow White helped the technician to run away. They moved to a faraway town, got married, and lived happily there.

1. The story says, "The staff who worked over there were very generous." What does the phrase "over there" refer to?
   A. In the forest
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2. The word "generous" is used to describe the staff. Which word has the closest meaning to generous?
   A. Rich
   B. Strict
   C. Kind and willing to give
   D. Hardworking
3. In the sentence "Snow White was treated badly by her stepmother". What is the opposite of "treated badly"?
   A. Ignored
   B. Cared for well
   C. Given gifts
   D. Taught lessons
4. In the sentence "Everyone in the kingdom used social media to get attention." What does "to get attention" mean?
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   A. To give someone a reward
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   D. To promote someone's job
10. In the sentence "Snow White and the technician moved to a **faraway** town" Which word closes means as the one in bold?
    A. Distant
    B. Crowded
    C. Beautiful
    D. Small

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J E M B E R

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Name : HUDA

Class :

Please read the text and answer the question below!

Snow White on Facebook

Once upon a time in the kingdom under the wood, there was a castle which was so beautiful and high. The staffs who worked over there were very generous and nice. There lived Snow White. She was so beautiful with a fair skin and blue eyes. Her father was the king of the kingdom. Her mother had died several years ago, and now she lived with her stepmother who had the title as queen. Everyone knew that the stepmother hated and was jealous to Snow White, and Snow White was treated badly by the stepmother.

Everyone on the kingdom had phones. They used social media too. Facebook was very famous in the kingdom, and people used it to get attention and befriended with many people. Snow White was on Facebook too. She posted many photos of herself. She was very famous in Facebook that she got more likes than everyone else in the kingdom. It was because she was kind and friendly, so people liked her personality. The queen was angry. She wanted to get likes from the people too. But the people didn't like her.

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   A. Rich
   B. Strict
   C. Kind and willing to give
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   A. Ignored
   B. Cared for well
   C. Given gifts
   D. Taught lessons
4. In the sentence "Everyone in the kingdom used social media to get attention." What does "to get attention" mean?
   A. To make people notice them
   B. To buy new things
   C. To find a job
   D. To learn new skills
5. In the sentence "The queen was jealous of Snow White. Which word is a synonym for jealous?
   A. Happy
   B. Angry
   C. Envious
   D. Proud
6. What does "to hack" mean in the sentence "The queen asked the technician to hack Snow White's account"?
   A. Fix a computer problem
   B. Use a password to enter legally
   C. Break into someone's account illegally
   D. Create a new account
7. In the sentence "The technician was a **trusted** man. Which word has the same meaning as the one in bold?
   A. New
   B. Reliable
   C. Strong
   D. Clever
8. In the sentence "The technician got the account back for Snow White" What is the opposite action of "got back"?
   A. Logged in
   B. Lost it permanently
   C. Shared it
   D. Changed it
9. What does "punish" mean in the sentence "The queen wanted to punish the technician"?
   A. To give someone a reward
   B. To make someone suffer for a mistake
   C. To ask someone for help
   D. To promote someone's job
10. In the sentence "Snow White and the technician moved to a **faraway** town" Which word closes means as the one in bold?
    A. Distant
    B. Crowded
    C. Beautiful
    D. Small

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40

Name : Oktadhea Ak

Class : IX

Please read the text and answer the question below!

Snow White on Facebook

Once upon a time in the kingdom under the wood, there was a castle which was so beautiful and high. The staffs who worked over there were very generous and nice. There lived Snow White. She was so beautiful with a fair skin and blue eyes. Her father was the king of the kingdom. Her mother had died several years ago, and now she lived with her stepmother who had the title as queen. Everyone knew that the stepmother hated and was jealous to Snow White, and Snow White was treated badly by the stepmother.

Everyone on the kingdom had phones. They used social media too. Facebook was very famous in the kingdom, and people used it to get attention and befriended with many people. Snow White was on Facebook too. She posted many photos of herself. She was very famous in Facebook that she got more likes than everyone else in the kingdom. It was because she was kind and friendly, so people liked her personality. The queen was angry. She wanted to get likes from the people too. But the people didn't like her.

One day, the queen asked the computer technician to hack Snow White's account. The account was deleted and Snow White couldn't log in. But, the technician was a trusted man. He quietly met Snow White and told her what happened. Then the technician got the account back. Instead he blocked the queen's account and deleted it forever. The queen was so angry. She wanted to punish the technician. Snow White helped the technician to run away. They moved to a faraway town, got married, and lived happily there.

1. The story says, "The staff who worked over there were very generous." What does the phrase "over there" refer to?
   A. In the forest
   B. In the town
   C. In that place (the castle)
   D. On Facebook
2. The word "generous" is used to describe the staff. Which word has the closest meaning to generous?
   A. Rich
   B. Strict
   C. Kind and willing to give
   D. Hardworking
3. In the sentence "Snow White was treated badly by her stepmother". What is the opposite of "treated badly"?
   A. Ignored
   B. Cared for well
   C. Given gifts
   D. Taught lessons
4. In the sentence "Everyone in the kingdom used social media to get attention." What does "to get attention" mean?
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10. In the sentence "Snow White and the technician moved to a **faraway** town" Which word closes means as the one in bold?
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50

Name : Rofiah
Class : IX

Please read the text and answer the question below!

Snow White on Facebook

Once upon a time in the kingdom under the wood, there was a castle which was so beautiful and high. The staffs who worked over there were very generous and nice. There lived Snow White. She was so beautiful with a fair skin and blue eyes. Her father was the king of the kingdom. Her mother had died several years ago, and now she lived with her stepmother who had the title as queen. Everyone knew that the stepmother hated and was jealous to Snow White, and Snow White was treated badly by the stepmother.

Everyone on the kingdom had phones. They used social media too. Facebook was very famous in the kingdom, and people used it to get attention and befriended with many people. Snow White was on Facebook too. She posted many photos of herself. She was very famous in Facebook that she got more likes than everyone else in the kingdom. It was because she was kind and friendly, so people liked her personality. The queen was angry. She wanted to get likes from the people too. But the people didn't like her.

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   C. Kind and willing to give
   D. Hardworking
3. In the sentence "Snow White was treated badly by her stepmother". What is the opposite of "treated badly"?
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   C. Given gifts
   D. Taught lessons

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    (C) Beautiful
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5011

Name : Siska

Class : Ix

Please read the text and answer the question below!

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Everyone on the kingdom had phones. They used social media too. Facebook was very famous in the kingdom, and people used it to get attention and befriended with many people. Snow White was on Facebook too. She posted many photos of herself. She was very famous in Facebook that she got more likes than everyone else in the kingdom. It was because she was kind and friendly, so people liked her personality. The queen was angry. She wanted to get likes from the people too. But the people didn't like her.

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   D. Taught lessons

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    C. Beautiful
    D. Small

30

Name : Faid

Class :

Please read the text and answer the question below!

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   C. Kind and willing to give
   D. Hardworking
3. In the sentence "Snow White was treated badly by her stepmother". What is the opposite of "treated badly"?
   A. Ignored
   B. Cared for well
   C. Given gifts
   D. Taught lessons

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A. Neglect
(B) Forget
C. Notice
D. Hide

7. Aris met a **generous** man who lent him a horse. What does generous mean?
   A. Stingy
   (B) Kind and likes to give
   C. Arrogant
   D. Easily angered
8. Aris's success in bringing knowledge back to the village was a victory. A synonym for victory is...
   A. Defeat
   B. Failure
   C. Triumph
   (D) Journey
9. "The path to the temple was full of danger." What is the antonym of the word danger?
   A. Risk
   B. Hazard
   C. Safety
   (D) Adventure
10. Aris believes that **honesty** is the most important value. What is the meaning of the word in old?
    A. Intelligence
    (B) Truthfulness
    C. Strength
    D. Wealth

Please answer this question correctly

1. What a definition of **Quite**?
2. What is meaning of diligent?
3. What is meaning of humble?
4. What a definition of generous?
5. What a definition of clever?

1. kuno
2. Sakit gigi
3. Murah hati
4. Dermawan
5. belajar

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Aesa

45

Please read carefully this text to answer 1-10

The Legend of the Ancient Temple

In a land far away, there stood an ancient temple hidden inside a large forest. People said it was a place of great knowledge and fortune. However, the path to the temple was full of danger, and many feared the enemy tribes that guarded the area.

One day, a brave young man named Aris decided to start a journey to find the temple. Aris was a clever and diligent student who always believed that honesty was the most important value. He wanted to achieve something great for his village.

Before he departed, his grandfather gave him a fragile glass compass. "This will guide you," he said. Aris had to accept the gift carefully so it wouldn't break. He promised not to ignore any signs on the road.

As he walked, Aris had to gather wood for fire every night. The forest was very quiet and humble, but he knew he had an advantage: he had studied the old maps. He wanted to enhance his skills as a traveler. He met a generous old man who lent him a horse (Aris had to borrow it because his legs were tired).

Finally, Aris reached the temple. He had to create a way to open the heavy stone door. After a long struggle, he managed to finish his task. Inside, he didn't find gold, but he found books that could lead to the growth of his village's agriculture.

It was a great victory for him! He didn't care about being rich; he was happy to bring back wisdom. He returned home, and everyone celebrated his success.

1. In the sentence "...stood an **ancient** temple hidden inside a large forest," the word that is closest in meaning to ancient is...
   (A) New
   B. Antique
   C. Small
   D. Modern
2. Aris is a brave young man. What is the correct antonym for Aris's character?
   A. Courageous
   (B) Clever
   C. Cowardly
   D. Strong
3. The glass compass given by the grandfather is <u>fragile</u>. This means Aris must carry it carefully because the object is...
   A. Very heavy
   (B) Easily broken
   C. Clear in color
   D. Very expensive
4. "Aris was a clever and diligent student." The synonym of the word diligent is...
   A. Lazy
   B. Smart
   (C) Hard-working
   D. Helpful
5. Before Aris <u>departed</u>, his grandfather gave him some advice. The word departed in this context means...
   A. Arrived at the destination
   (B) Left to start a journey
   C. Slept soundly
   D. Cried loudly
6. Aris promised not to ignore any signs on the road. What is the antonym of ignore?

APPENDIX 7

A. Neglect
B. Forget
X Notice
D. Hide

7. Aris met a **generous** man who lent him a horse. What does generous mean?
   A. Stingy
   X Kind and likes to give
   C. Arrogant
   D. Easily angered

8. Aris's success in bringing knowledge back to the village was a victory. A synonym for victory is...
   A. Defeat
   B. Failure
   X Triumph
   D. Journey

9. "The path to the temple was full of danger." What is the antonym of the word danger?
   A. Risk
   B. Hazard
   C. Safety
   D. Adventure

10. Aris believes that **honesty** is the most important value. What is the meaning of the word in old?
    A. Intelligence
    X Truthfulness
    C. Strength
    D. Wealth

Please answer this question correctly

1. What a definition of **Quite**? angek
2. What is meaning of diligent? age
3. What is meaning of humble? Murah hati
4. What a definition of generous? sib
5. What a definition of clever? rende

iQbal 40

Please read carefully this text to answer 1-10

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As he walked, Aris had to gather wood for fire every night. The forest was very quiet and humble, but he knew he had an advantage: he had studied the old maps. He wanted to enhance his skills as a traveler. He met a generous old man who lent him a horse (Aris had to borrow it because his legs were tired).

Finally, Aris reached the temple. He had to create a way to open the heavy stone door. After a long struggle, he managed to finish his task. Inside, he didn't find gold, but he found books that could lead to the growth of his village's agriculture.

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1. In the sentence "...stood an **ancient** temple hidden inside a large forest," the word that is closest in meaning to ancient is...
   A. New
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2. Aris is a brave young man. What is the correct antonym for Aris's character?
   A. Courageous
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3. The glass compass given by the grandfather is <u>fragile</u>. This means Aris must carry it carefully because the object is...
   A. Very heavy
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   C. Clear in color
   X Very expensive

4. "Aris was a clever and diligent student." The synonym of the word diligent is...
   A. Lazy
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   X Hard-working
   D. Helpful

5. Before Aris <u>departed</u>, his grandfather gave him some advice. The word departed in this context means...
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6. Aris promised not to ignore any signs on the road. What is the antonym of ignore?

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6. Aris promised not to ignore any signs on the road. What is the antonym of ignore?
   A. Neglect
   B. Forget
   (C) Notice
   D. Hide
7. Aris met a **generous** man who lent him a horse. What does generous mean?
   A. Stingy
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   D. Wealth

Please answer this question correctly

1. What a definition of **Quite**? yes
2. What is meaning of diligent? no
3. What is meaning of humble? rendah hati
4. What a definition of generous? kind and like to give
5. What a definition of clever? pintar

Lukman 70

Please read carefully this text to answer 1-10

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A. Neglect
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C. Notice
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Please answer this question correctly

1. What a definition of **Quite**?
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1) pucas
2) pintar
3) baik
4) rendah hati
5) pandai

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Nama: M. Jailani
Kls: 9

75

Please read carefully this text to answer 1-10

The Legend of the Ancient Temple

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   A. New
   X. Antique
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   A. Courageous
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   X. Strong
3. The glass compass given by the grandfather is fragile. This means Aris must carry it carefully because the object is...
   A. Very heavy
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2. What is meaning of diligent?
3. What is meaning of humble?
4. What a definition of generous?
5. What a definition of clever?

X. aktFnyvak
2. wabamtktund
3. batisque
4. Kind and likes togive
5. apbkimi

MOCH REZA

IX

35

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Jawaban

1.) Dia cukup pandai
2.) apa arti dari Rajin kerap kali terus² menerus
3.) arti dari Rendah Hati tidak angkuh
4. apa arti dari Murah Hati berbelas kasih sayang
5. apa arti dari Pintar pandai cekat

Sebisanya saja ya ges ya

Nama : NUR AZIZAH

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Nurul Huda 70

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Please answer this question correctly

1. What a definition of **Quite**? Yes
2. What is meaning of diligent? like
3. What is meaning of humble? murah hati
4. What a definition of generous? kind and likes to give
5. What a definition of clever? pintar

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2) arti dari rajin adalah selalu berusaha giat
3) arti dari rendah hati adalah tidak sombong
4) definisi dari murah hati adalah suka memberi dan tidak pelit
5) definisi dari pintar adalah cerdik

Sebisanya saja :)
ya ges ya

Anjoy

Oktadhea Anindhita Kinanti

IX

60

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Please answer this question correctly

1. What a definition of **Quite**? tenang adalah diam, santai,
2. What is meaning of diligent? kuno
3. What is meaning of humble? rendah Hati
4. What a definition of generous? dermawan adalah murah Hati
5. What a definition of clever? rajin belajar, mendapatkan nilai bagus/sempurna

Rofiah IX 65

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(Jawaban)

1. tenang seperti, sepi
2. rajin seperti, rajin belajar dll.
4. murah hati seperti, murah berbagi. dll.
3. rendah hati seperti, suka ini
5. pintar seperti

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SISKA
KELAS IX

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1. Yakcol
2. crit
3. rendah Hati
4. sleep
5. fish

FAID 30

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   C. Slept soundly
   D. Cried loudly

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Name :

Class :

75

Please read carefully to answer the question 1-5

The King's Lesson

In an ancient kingdom, there lived a famous King who was usually very patient. However, one day he became very angry because his favorite golden vase was damaged. He felt anxious because the vase was fragile and very expensive.

He called his most obedient servant. The servant was a brave man, but he looked sick and weak that day. The King asked, "Did you damage my vase?" The servant replied with honesty, "No, Your Majesty. I tried to avoid the table, but the cat jumped on it."

The King was a clever and polite man. He didn't want to ignore the truth. He decided to prevent more accidents by moving the table to a quiet corner. He wanted to improve the safety of his room.

The King didn't defeat the servant with punishment. Instead, he chose to admire the servant's courage to tell the truth. It was a simple but excellent lesson for everyone in the palace. Even though the King was wealthy, he knew that a healthy and loyal servant was more valuable than an enormous pile of gold.

1. In the story, the King was usually patient. What is the antonym of patient?
   A. Tolerant
   B. Impatient
   C. Anxious
   D. Stingy
2. The King felt anxious. What is the definition of anxious?
   A. Feeling very happy and excited
   B. Feeling worried or nervous
   C. Feeling strong and powerful
   D. Feeling sleepy and tired
3. Which word is the antonym of famous?
   A. Unfamous
   B. Well-known
   C. Excellent
   D. Ancient
4. The vase was fragile. What does fragile mean?
   A. Very strong and hard to break
   B. Easily broken or damaged
   C. Very old and ancient
   D. Cheap and of low quality
5. What is the synonym of Improve?
   A. Worsen
   B. Enhance
   C. Damage
   D. Ignore
6. The King was wealthy. What is the antonym of wealthy?
   A. Rich
   B. Poor
   C. Healthy
   D. Enormous
7. What is the definition of prevent?
   A. To allow something to happen
   B. To keep something from happening
   C. To celebrate an event
   D. To admire someone
8. The servant looked sick. What is the antonym of sick?
   A. Ill
   B. Healthy
   C. Weak
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9. The King wanted to avoid the table. What is the synonym of avoid?
   A. Face
   B. Shun
   C. Damage
   D. Gather
10. What does enormous mean in the sentence "enormous pile of gold"?
    A. Tiny or small
    B. Very large in size
    C. Old and ancient
    D. Expensive

Please answer question correctly

1. What is the definition of Obedient?
2. Please create three simple sentences by using these words 'angry', 'success' and damage
3. What is the antonym of ancient?
4. What is synonym of large?
5. Pease make a sentence from vocabulary that you get

1. Obedient: Jawaban kepadaorang tua lebih baik ke sendiri
2. angry scrape out prior to Spacking
   Success rice cake boiled in a rhombus
3. famous
4. Endmoos
5. Meeting must be Parting
   sick: sakit

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   I succes
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70

Name : IQbal Koh

Class : 9

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Please answer question correctly

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2. Please create three simple sentences by using these words 'angry', 'success' and damage : Stay angry daring Isucces Ran damage
3. What is the antonym of ancient? modern / new
4. What is synonym of large? Wide
5. Pease make a sentence from vocabulary that you get I Changed

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KIAI HAJI ACHMAD SIDDIQ
J E M B E R

75,,

Nama : Ikhwan Dab
Kelas :

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3. What is the antonym of ancient?
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Jawaban

1) Penurut
2) angry, success, damage
3) modern
4) big → large
5) the diligent student finished all of his homework time.

80

Name : Jax

Class : IX

Please read carefully to answer the question 1-5

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5. Pease make a sentence from vocabulary that you get

1 what is the derinisen
2 by using these words. angri
3 moderent/new
4 and damage
5 lamPatient

Name : MOCH REZA 95

Class : IX

Please read carefully to answer the question 1-5

The King's Lesson

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JawaBan

1. Like to obey orders, obeys rules, and is disciplined
2. mother was very angry because her little sister prevented the flower vase from being opened
   2. they work hard to achieve success in the future.
   3. the earthquake caused severe damage to residents homes
3. modern
4. wide
5. ~~the childde~~ the children admired the beautiful sunset view on the beach

7/11

Name : NUR AZIZAH

Class :

Please read carefully to answer the question 1-5

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B. To keep something from happening
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   I succes
   Pen damage
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70

Name : HUDE
Class : sangat

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1) Like to obey orders
2) mother was angry
you success
easy damage
3) modern
4) wide
5) I love Quite

Name : OKTA dhea anindhita kinanti 85

Class : IX

Please read carefully to answer the question 1-5

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(Jawaban)

1. obey the rules = discipline
2. • angry : I'm disappointed with you
   • success : hard work is the key to success
   • damage : logging causes forest damage
3. modern
4. small
5. Live is healthy every day

Name : [redacted]

Class : [redacted]

75

Please read carefully to answer the question 1-5

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   C. Damage
   D. Ignore
6. The King was wealthy. What is the antonym of wealthy?
   (A.) Rich
   B. Poor
   C. Healthy
   D. Enormous
7. What is the definition of prevent?
   A. To allow something to happen

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B. To keep something from happening
C. To celebrate an event
D. To admire someone

8. The servant looked sick. What is the antonym of sick?
   A. Ill
   B. Healthy
   C. Weak
   D. Anxious
9. The King wanted to avoid the table. What is the synonym of avoid?
   A. Face
   B. Shun
   C. Damage
   D. Gather
10. What does enormous mean in the sentence "enormous pile of gold"?
   A. Tiny or small
   B. Very large in size
   C. Old and ancient
   D. Expensive

Please answer question correctly

1. What is the definition of Obedient?
2. Please create three simple sentences by using these words 'angry', 'success' and damage
3. What is the antonym of ancient?
4. What is synonym of large?
5. Pease make a sentence from vocabulary that you get

(Jawaban)

1. Likes to obey others.obeys rules. and is disciplined.
2. 1. mother was very angry because her little sister prevented the flower being opened.
   2. they work hard to achieve success in the future.
   3. the earthquake caused severe damage to residents homes.
3. modern.
4. wide.
5. the children admired the beatiful sunset view on the beach.

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Nama : SISKO

Kelas : IX

Please read carefully to answer the question 1-5

The King's Lesson

In an ancient kingdom, there lived a famous King who was usually very patient. However, one day he became very angry because his favorite golden vase was damaged. He felt anxious because the vase was fragile and very expensive.

He called his most obedient servant. The servant was a brave man, but he looked sick and weak that day. The King asked, "Did you damage my vase?" The servant replied with honesty, "No, Your Majesty. I tried to avoid the table, but the cat jumped on it."

The King was a clever and polite man. He didn't want to ignore the truth. He decided to prevent more accidents by moving the table to a quiet corner. He wanted to improve the safety of his room.

The King didn't defeat the servant with punishment. Instead, he chose to admire the servant's courage to tell the truth. It was a simple but excellent lesson for everyone in the palace. Even though the King was wealthy, he knew that a healthy and loyal servant was more valuable than an enormous pile of gold.

1. In the story, the King was usually patient. What is the antonym of patient?
   A. Tolerant
   B. Impatient
   C. Anxious
   D. Stingy
2. The King felt anxious. What is the definition of anxious?
   A. Feeling very happy and excited
   B. Feeling worried or nervous
   C. Feeling strong and powerful
   D. Feeling sleepy and tired
3. Which word is the antonym of famous?
   A. Unfamous
   B. Well-known
   C. Excellent
   D. Ancient
4. The vase was fragile. What does fragile mean?
   A. Very strong and hard to break
   B. Easily broken or damaged
   C. Very old and ancient
   D. Cheap and of low quality
5. What is the synonym of Improve?
   A. Worsen
   B. Enhance
   C. Damage
   D. Ignore
6. The King was wealthy. What is the antonym of wealthy?
   A. Rich
   B. Poor
   C. Healthy
   D. Enormous
7. What is the definition of prevent?
   A. To allow something to happen

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7. What is the definition of prevent?
   A. To allow something to happen
   B. To keep something from happening
   C. To celebrate an event
   D. To admire someone
8. The servant looked sick. What is the antonym of sick?
   A. Ill
   B. Healthy
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   C. Damage
   D. Gather
10. What does enormous mean in the sentence "enormous pile of gold"?
   A. Tiny or small
   B. Very large in size
   C. Old and ancient
   D. Expensive

Please answer question correctly

1. What is the definition of Obedient?
2. Please create three simple sentences by using these words 'angry', 'success' and damage
3. What is the antonym of ancient?
4. What is synonym of large?
5. Pease make a sentence from vocabulary that you get

1. Yes good what no
2. Criit
3. angry Damage
4. Healt
5. You Dead good

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Name : Faid ganteng

Class : 9

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Please read carefully to answer the question 1-5

The King's Lesson

In an ancient kingdom, there lived a famous King who was usually very patient. However, one day he became very angry because his favorite golden vase was damaged. He felt anxious because the vase was fragile and very expensive.

He called his most obedient servant. The servant was a brave man, but he looked sick and weak that day. The King asked, "Did you damage my vase?" The servant replied with honesty, "No, Your Majesty. I tried to avoid the table, but the cat jumped on it."

The King was a clever and polite man. He didn't want to ignore the truth. He decided to prevent more accidents by moving the table to a quiet corner. He wanted to improve the safety of his room.

The King didn't defeat the servant with punishment. Instead, he chose to admire the servant's courage to tell the truth. It was a simple but excellent lesson for everyone in the palace. Even though the King was wealthy, he knew that a healthy and loyal servant was more valuable than an enormous pile of gold.

1. In the story, the King was usually patient. What is the antonym of patient?
   A. Tolerant
   B. Impatient
   C. Anxious
   D. Stingy
2. The King felt anxious. What is the definition of anxious?
   A. Feeling very happy and excited
   B. Feeling worried or nervous
   C. Feeling strong and powerful
   D. Feeling sleepy and tired
3. Which word is the antonym of famous?
   A. Unfamous
   B. Well-known
   C. Excellent
   D. Ancient
4. The vase was fragile. What does fragile mean?
   A. Very strong and hard to break
   B. Easily broken or damaged
   C. Very old and ancient
   D. Cheap and of low quality
5. What is the synonym of Improve?
   A. Worsen
   B. Enhance
   C. Damage
   D. Ignore
6. The King was wealthy. What is the antonym of wealthy?
   A. Rich
   B. Poor
   C. Healthy
   D. Enormous

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APPENDIX 9

The Script of pre-interview with English Teacher

Interviewer	: AGUS REGI HOLIFAH
Interviewee	: Fuji Nur Aeni, S.Pd
Profession	: English Teacher
Day/ Date	: Wednesday 12 November 2025
Time	: 11.00 – 11.30
Place	: Outside the classroom

(R = Researcher, T = Teacher)

R : Assalamualaikum, good morning Mrs. Fuji

T : Waalaikum salam, good morning Mr. Agus

R : Thank you for giving me time to allow me to interview with you today

T : No problem Mr. Agus

R : Before I do my research, I would like to asking you a several question about the situation that related in teaching and learning process at SMPI 17 Miftahul Ulum Tampingan. For essence of English language that is vocabulary, which one is the most difficult to be mastered by students?

T : Actually, students have difficulty in remembering vocabulary well and seem bored when learning activities. I did not know how the best way to teach correctly in vocabulary learning especially in elementary or intermediate level. Meanwhile when I teach a student in a class, several students should remember vocabulary well at the class, when I asked again about vocabulary that they have learn in next meeting, a few students enable to mention a vocabulary and any others still difficult to remember vocabulary well.

R : what is the way for you to teach student in the class especially vocabulary learning?

T : I usually used list a vocabulary only, and I ask students to imitated what I said how to pronounced vocabulary.

R : What is your reason for choosing that method?

T : Because this method can help students to remember well in vocabulary and this method one of effective strategy for teaching and learning process

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R : What is your challenge in implementing that method?

T : I found a several students still lack in interested English learning and bored to joining learning process

R : I see Mrs. fuji, so students have difficulty in reinforced vocabulary. What class that have difficulty in vocabulary?

T : At IX student Class have the most difficulty mastering vocabulary

R : why do you think at IX student class have difficulty in mastering vocabulary?

T : In my opinion, they have limited vocabulary knowledge and they do not use vocabulary in daily activities and the impact they ease forget the vocabulary in previous meeting.

R : Thank you for taking the time to speak with me and sharing information about the issues in your class.

T : No Problem Mr. Agus

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APPENDIX 10

The Script of post interview with English Teacher

Interviewer	: AGUS REGI HOLIFAH
Interviewee	: Fuji Nur Aeni, S.Pd
Profession	: English Teacher
Day/ Date	: Wednesday 12 November 2025
Time	: 11.00 – 11.30
Place	: Outside the classroom

(R = Researcher, T = Teacher)

R : Assalamualaikum, good morning Mrs. Fuji

T : Waalaikum salam, good morning Mr. Agus

R : Thank you for giving me time to allow me to interview with you today

T : No problem Mr. Agus

R : What is your opinion about tic tac toe game?

T : In my opinion, Tic-Tac-Toe Game was very useful in teaching vocabulary and supported with small reward that the students seemed more interested and enthusiastic during the learning activities compared to the previous lessons

R : Did you notice any changes in the students' participation during the lessons?

T : Yes, I did. Most students became more active during the learning process. They were willing to answer questions, participate in the game and work together with their classmates. Even some students who were usually passive became more involved in activities.

R : What factors do you think contributed to this improvement?

T : The game created an enjoyable learned atmosphere and encouraged student competition. The students learned while playing and competed for prizes to be the winner. In other hand, they seemed more motivated to pay attention and remember the vocabulary. The repetition of vocabulary during the game also helped them reinforced vocabulary more effectively

R : Based on your observation, what do you think the Tic-Tac-Toe Game is effective for improving students' vocabulary acquisition?

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T : Yes, I do. Based on what I observed during the implementation, The Tic-Tac-Toe Game was effective in improving students' vocabulary acquisition. The students became more enthusiastic, participated actively, and showed improvement in their vocabulary achievement.

R : Thank you for your opinion Mrs. fuji

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APPENDIX 11

NAMA : Aesa

Berikan tanda centang (✓) pada nomor 1, 2, 3, 4 atau 5 sesuai pendapat Anda tentang kosakata dan permainan Tic Tac Toe.

NO	PERTANYAAN	Skor				
		1 (sangat tidak setuju)	2 (tidak setuju)	3 (netral)	4 (setuju)	5 (sangat setuju)
1	Saya suka belajar kosa kata				✓	
2	Saya merasa mudah menghafal kosakata baru saat belajar di kelas				✓	
3	Kosakata yang saya pelajari digunakan di luar kelas				✓	
4	Dengan menggunakan permainan interaktif, akan lebih mudah untuk mengingat kosakata					✓
5	Saya merasa mempelajari kosa kata adalah hal penting dalam bahasa Inggris.					✓
6	Saya merasa senang bermain tic tac toe di kelas				✓	
7	Saya merasa lebih mudah mengingat kosakata setelah bermain tic tac toe				✓	
8	Permainan tic tac toe membuat saya lebih fokus untuk belajar dan menghafal kosakata baru				✓	
9	Saya merasa permainan tic tac toe adalah metode yang efektif untuk mempelajari kosa kata					✓
10	Saya merasa jumlah kosakata yang saya kuasai bertambah setelah bermain				✓	

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NAMA : lukman

Berikan tanda centang (✓) pada nomor 1, 2, 3, 4 atau 5 sesuai pendapat Anda tentang kosakata dan permainan Tic Tac Toe.

NO	PERTANYAAN	Skor				
		1 (sangat tidak setuju)	2 (tidak setuju)	3 (netral)	4 (setuju)	5 (sangat setuju)
1	Saya suka belajar kosa kata				✓	
2	Saya merasa mudah menghafal kosakata baru saat belajar di kelas				✓	
3	Kosakata yang saya pelajari digunakan di luar kelas			✓		
4	Dengan menggunakan permainan interaktif, akan lebih mudah untuk mengingat kosakata					✓
5	Saya merasa mempelajari kosa kata adalah hal penting dalam bahasa Inggris.				✓	
6	Saya merasa senang bermain tic tac toe di kelas					✓
7	Saya merasa lebih mudah mengingat kosakata setelah bermain tic tac toe				✓	
8	Permainan tic tac toe membuat saya lebih fokus untuk belajar dan menghafal kosakata baru				✓	
9	Saya merasa permainan tic tac toe adalah metode yang efektif untuk mempelajari kosa kata					✓
10	Saya merasa jumlah kosakata yang saya kuasai bertambah setelah bermain				✓	

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NAMA : Jay

Berikan tanda centang (✓) pada nomor 1, 2, 3, 4 atau 5 sesuai pendapat Anda tentang kosakata dan permainan Tic Tac Toe.

NO	PERTANYAAN	Skor				
		1 (sangat tidak setuju)	2 (tidak setuju)	3 (netral)	4 (setuju)	5 (sangat setuju)
1	Saya suka belajar kosa kata				✓	
2	Saya merasa mudah menghafal kosakata baru saat belajar di kelas				✓	
3	Kosakata yang saya pelajari digunakan di luar kelas		✓			
4	Dengan menggunakan permainan interaktif, akan lebih mudah untuk mengingat kosakata					✓
5	Saya merasa mempelajari kosa kata adalah hal penting dalam bahasa Inggris.				✓	
6	Saya merasa senang bermain tic tac toe di kelas					✓
7	Saya merasa lebih mudah mengingat kosakata setelah bermain tic tac toe			✓		
8	Permainan tic tac toe membuat saya lebih fokus untuk belajar dan menghafal kosakata baru			✓		
9	Saya merasa permainan tic tac toe adalah metode yang efektif untuk mempelajari kosa kata				✓	
10	Saya merasa jumlah kosakata yang saya kuasai bertambah setelah bermain					✓

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NAMA : REZA

Berikan tanda centang (✓) pada nomor 1, 2, 3, 4 atau 5 sesuai pendapat Anda tentang kosakata dan permainan Tic Tac Toe.

NO	PERTANYAAN	Skor				
		1 (sangat tidak setuju)	2 (tidak setuju)	3 (netral)	4 (setuju)	5 (sangat setuju)
1	Saya suka belajar kosa kata				✓	
2	Saya merasa mudah menghafal kosakata baru saat belajar di kelas			✓		
3	Kosakata yang saya pelajari digunakan di luar kelas		✓			
4	Dengan menggunakan permainan interaktif, akan lebih mudah untuk mengingat kosakata				✓	
5	Saya merasa mempelajari kosa kata adalah hal penting dalam bahasa Inggris.			✓		
6	Saya merasa senang bermain tic tac toe di kelas			✓		
7	Saya merasa lebih mudah mengingat kosakata setelah bermain tic tac toe			✓		
8	Permainan tic tac toe membuat saya lebih fokus untuk belajar dan menghafal kosakata baru			✓		
9	Saya merasa permainan tic tac toe adalah metode yang efektif untuk mempelajari kosa kata			✓		
10	Saya merasa jumlah kosakata yang saya kuasai bertambah setelah bermain			✓		

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NAMA : NUR HOZIZAH

Berikan tanda centang (✓) pada nomor 1, 2, 3, 4 atau 5 sesuai pendapat Anda tentang kosakata dan permainan Tic Tac Toe.

NO	PERTANYAAN	Skor				
		1 (sangat tidak setuju)	2 (tidak setuju)	3 (netral)	4 (setuju)	5 (sangat setuju)
1	Saya suka belajar kosa kata				✓	
2	Saya merasa mudah menghafal kosakata baru saat belajar di kelas					✓
3	Kosakata yang saya pelajari digunakan di luar kelas				✓	
4	Dengan menggunakan permainan interaktif, akan lebih mudah untuk mengingat kosakata				✓	
5	Saya merasa mempelajari kosa kata adalah hal penting dalam bahasa Inggris.					✓
6	Saya merasa senang bermain tic tac toe di kelas			✓		
7	Saya merasa lebih mudah mengingat kosakata setelah bermain tic tac toe				✓	
8	Permainan tic tac toe membuat saya lebih fokus untuk belajar dan menghafal kosakata baru				✓	
9	Saya merasa permainan tic tac toe adalah metode yang efektif untuk mempelajari kosa kata					✓
10	Saya merasa jumlah kosakata yang saya kuasai bertambah setelah bermain				✓	

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NAMA : HUDA

Berikan tanda centang (✓) pada nomor 1, 2, 3, 4 atau 5 sesuai pendapat Anda tentang kosakata dan permainan Tic Tac Toe.

NO	PERTANYAAN	Skor				
		1 (sangat tidak setuju)	2 (tidak setuju)	3 (netral)	4 (setuju)	5 (sangat setuju)
1	Saya suka belajar kosa kata				✓	
2	Saya merasa mudah menghafal kosakata baru saat belajar di kelas		✓			
3	Kosakata yang saya pelajari digunakan di luar kelas		✓			
4	Dengan menggunakan permainan interaktif, akan lebih mudah untuk mengingat kosakata				✓	
5	Saya merasa mempelajari kosa kata adalah hal penting dalam bahasa Inggris.			✓		
6	Saya merasa senang bermain tic tac toe di kelas			✓		
7	Saya merasa lebih mudah mengingat kosakata setelah bermain tic tac toe				✓	
8	Permainan tic tac toe membuat saya lebih fokus untuk belajar dan menghafal kosakata baru			✓		
9	Saya merasa permainan tic tac toe adalah metode yang efektif untuk mempelajari kosa kata				✓	
10	Saya merasa jumlah kosakata yang saya kuasai bertambah setelah bermain				✓	

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NAMA : Okadhea Ak

Berikan tanda centang (✓) pada nomor 1, 2, 3, 4 atau 5 sesuai pendapat Anda tentang kosakata dan permainan Tic Tac Toe.

NO	PERTANYAAN	Skor				
		1 (sangat tidak setuju)	2 (tidak setuju)	3 (netral)	4 (setuju)	5 (sangat setuju)
1	Saya suka belajar kosa kata				✓	
2	Saya merasa mudah menghafal kosakata baru saat belajar di kelas					✓
3	Kosakata yang saya pelajari digunakan di luar kelas				✓	
4	Dengan menggunakan permainan interaktif, akan lebih mudah untuk mengingat kosakata				✓	
5	Saya merasa mempelajari kosa kata adalah hal penting dalam bahasa Inggris.					✓
6	Saya merasa senang bermain tic tac toe di kelas				✓	
7	Saya merasa lebih mudah mengingat kosakata setelah bermain tic tac toe				✓	
8	Permainan tic tac toe membuat saya lebih fokus untuk belajar dan menghafal kosakata baru			✓		
9	Saya merasa permainan tic tac toe adalah metode yang efektif untuk mempelajari kosa kata				✓	
10	Saya merasa jumlah kosakata yang saya kuasai bertambah setelah bermain				✓	

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NAMA : Rotiah

Berikan tanda centang (✓) pada nomor 1, 2, 3, 4 atau 5 sesuai pendapat Anda tentang kosakata dan permainan Tic Tac Toe.

NO	PERTANYAAN	Skor				
		1 (sangat tidak setuju)	2 (tidak setuju)	3 (netral)	4 (setuju)	5 (sangat setuju)
1	Saya suka belajar kosa kata				✓	
2	Saya merasa mudah menghafal kosakata baru saat belajar di kelas				✓	
3	Kosakata yang saya pelajari digunakan di luar kelas					✓
4	Dengan menggunakan permainan interaktif, akan lebih mudah untuk mengingat kosakata				✓	
5	Saya merasa mempelajari kosa kata adalah hal penting dalam bahasa Inggris.					✓
6	Saya merasa senang bermain tic tac toe di kelas					✓
7	Saya merasa lebih mudah mengingat kosakata setelah bermain tic tac toe				✓	
8	Permainan tic tac toe membuat saya lebih fokus untuk belajar dan menghafal kosakata baru				✓	
9	Saya merasa permainan tic tac toe adalah metode yang efektif untuk mempelajari kosa kata					✓
10	Saya merasa jumlah kosakata yang saya kuasai bertambah setelah bermain				✓	

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NAMA :Siska

Berikan tanda centang (✓) pada nomor 1, 2, 3, 4 atau 5 sesuai pendapat Anda tentang kosakata dan permainan Tic Tac Toe.

NO	PERTANYAAN	Skor				
		1 (sangat tidak setuju)	2 (tidak setuju)	3 (netral)	4 (setuju)	5 (sangat setuju)
1	Saya suka belajar kosa kata				✓	
2	Saya merasa mudah menghafal kosakata baru saat belajar di kelas			✓		
3	Kosakata yang saya pelajari digunakan di luar kelas			✓		
4	Dengan menggunakan permainan interaktif, akan lebih mudah untuk mengingat kosakata				✓	
5	Saya merasa mempelajari kosa kata adalah hal penting dalam bahasa Inggris.				✓	
6	Saya merasa senang bermain tic tac toe di kelas					✓
7	Saya merasa lebih mudah mengingat kosakata setelah bermain tic tac toe				✓	
8	Permainan tic tac toe membuat saya lebih fokus untuk belajar dan menghafal kosakata baru			✓		
9	Saya merasa permainan tic tac toe adalah metode yang efektif untuk mempelajari kosa kata			✓	✓	
10	Saya merasa jumlah kosakata yang saya kuasai bertambah setelah bermain				✓	

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NAMA : Faiz Brata

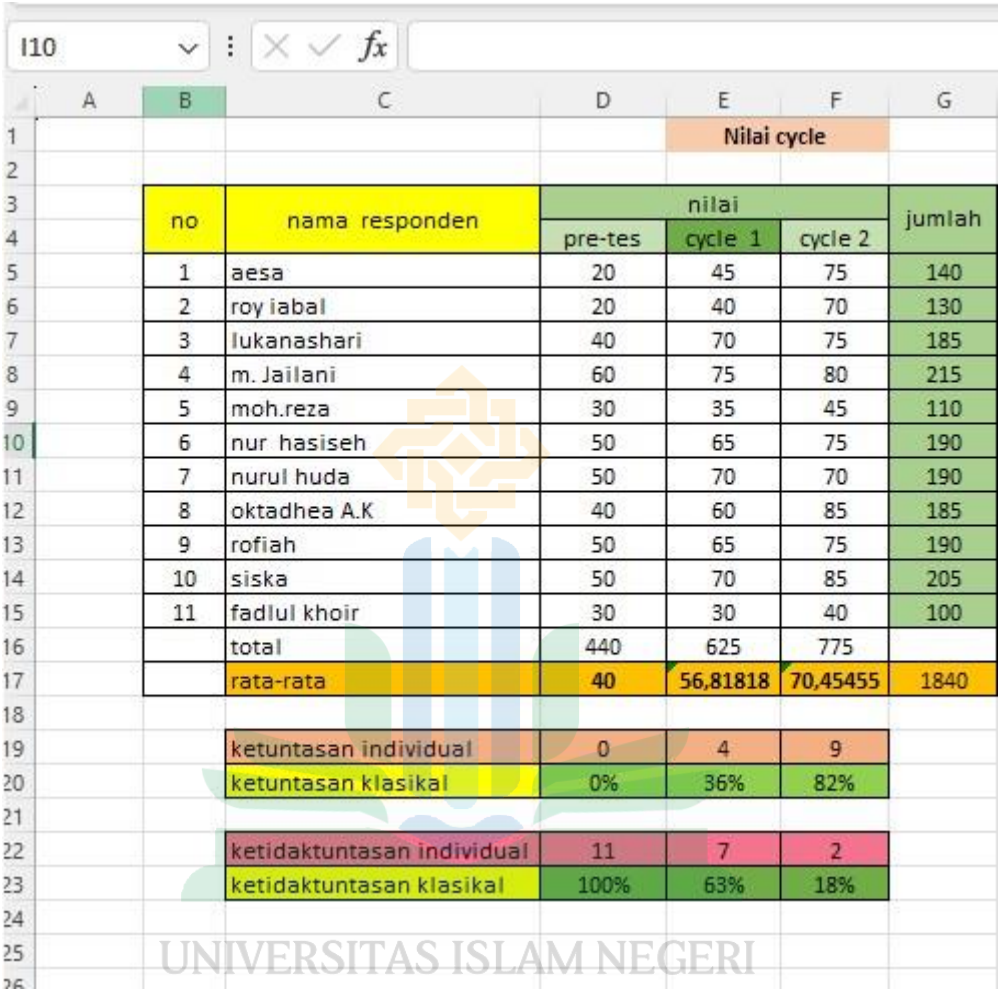
Berikan tanda centang (✓) pada nomor 1, 2, 3, 4 atau 5 sesuai pendapat Anda tentang kosakata dan permainan Tic Tac Toe.

NO	PERTANYAAN	Skor				
		1 (sangat tidak setuju)	2 (tidak setuju)	3 (netral)	4 (setuju)	5 (sangat setuju)
1	Saya suka belajar kosa kata				✓	
2	Saya merasa mudah menghafal kosakata baru saat belajar di kelas			✓		
3	Kosakata yang saya pelajari digunakan di luar kelas					✓
4	Dengan menggunakan permainan interaktif, akan lebih mudah untuk mengingat kosakata				✓	
5	Saya merasa mempelajari kosa kata adalah hal penting dalam bahasa Inggris.			✓		
6	Saya merasa senang bermain tic tac toe di kelas			✓		
7	Saya merasa lebih mudah mengingat kosakata setelah bermain tic tac toe			✓		
8	Permainan tic tac toe membuat saya lebih fokus untuk belajar dan menghafal kosakata baru			✓		
9	Saya merasa permainan tic tac toe adalah metode yang efektif untuk mempelajari kosa kata			✓		
10	Saya merasa jumlah kosakata yang saya kuasai bertambah setelah bermain		✓			

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APPENDIX 12



no	nama responden	nilai			jumlah
		pre-tes	cycle 1	cycle 2	
			Nilai cycle		
1	aesa	20	45	75	140
2	roy iabal	20	40	70	130
3	lukanashari	40	70	75	185
4	m. Jailani	60	75	80	215
5	moh.reza	30	35	45	110
6	nur hasiseh	50	65	75	190
7	nurul huda	50	70	70	190
8	oktadhea A.K	40	60	85	185
9	rofiah	50	65	75	190
10	siska	50	70	85	205
11	fadlul khoir	30	30	40	100
	total	440	625	775	
	rata-rata	40	56,81818	70,45455	1840
	ketuntasan individual	0	4	9	
	ketuntasan klasikal	0%	36%	82%	
	ketidaktuntasan individual	11	7	2	
	ketidaktuntasan klasikal	100%	63%	18%	

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APPENDIX 13

RESEARCH JOURNAL ACTIVITIY

Name : AGUS REGI HOLIFAH

SRN : 212101060027

Title : The implementation of tic tac toe game to improve vocabulary acquisition

School : SMPI 17 Miftahul Ulum

NO	DATE	ACTIVITIES	INITIALS
1	Saturday, 08 November 2025	Preliminary Study (observation)	
2	Wednesday, 12 November 2025	Teachers' interview	
3	Tuesday, 06 January 2026	Students' pre-questionnaire	
4	Thursday, 08 January 2026	Pre-test	
5	Tuesday, 13 January 2026	The first meeting (cycle 1)	
6	Thursday, 15 January 2026	The second meeting (cycle 1)	
7	Tuesday, 20 January 2026	Post-test	
8	Thursday, 22 January 2026	The first meeting (cycle 2	
9	Tuesday, 27 January 2026	The second meeting (cycle 2)	
8	Thursday, 29 January 2026	Post Test	
9	Tuesday, 03 February 2026	Student Post-questionnaire and teacher post interview	

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Jember, 10 February 2026

The head master of school

SMP ISLAM 17 MIFTAHUL ULUM JEMBER

Muhammad hosen, S.Pd

NIP.

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APPENDIX 14

MODUL AJAR BAHASA INGGRIS
SMPI (KELAS IX)
KURIKULUM MERDEKA
FASE D CYCLE 1

INFORMASI UMUM

A. IDENTITAS SEKOLAH

Nama Sekolah : SMPI 17 MIFTAHUL ULUM
Mata Pelajaran : Bahasa Inggris
Kelas : VIII/Delapan
Tahun Pelajaran : 2025/2026
Tema : Describing Something
Total Alokasi : 2 x 40 menit (satu pertemuan)

B. KOMPONEN UTAMA

1. Capaian Pembelajaran - Elemen Capaian
   Menyimak-Berbicara

   Pada fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana

2. Tujuan Pembelajaran

KOMPONEN	DESKRIPSI
TUJUAN PEMBELAJARAN	1. Peserta didik mampu mengetahui sinonim, antonim dan arti kosakata, suatu benda dan kata kerja dalam Bahasa inggris 2. Peserta didik mampu mengimplementasikan arti kosakata dengan kalimat sederhana
PERTANYAAN PEMANTIK	1. What do you know that thing in picture?

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	2. Can you describe it?

C. PROFIL PELAJAR PANCASILA

Pelajar yang bernalar kritis yang mampu membangun keterkaitan dengan berbagai informasi dan menganalisa

D. SARANA DAN PRASARANA

1. Papan tulis
2. Proyektor
3. Buku LKS
4. laptop

E. MODEL PEMBELAJARAN

Model pembelajaran dengan menggunakan game based learning

F. KEGIATAN PEMBELAJARAN

- PERTEMUAN PERTAMA

Kegiatan awal (10 menit)	1. Guru memberikan salam dan sapa kepasa peserta didik serta berdoa bersama 2. Guru memeriksa kehadiran siswa 3. Guru menunjuk siswa untuk menyebutkan kosakata tentang character building and morality dalam bahasa inggris yang diketahuinya 4. Guru memberikan pertanyaan pemantik berdasarkan gambar  - What do you know that thing in picture? - Can you describe it?
Kegiatan inti (60 menit)	1. Mengamati - Peserta didik mengamati penjelasan guru mengenai topik character building and morality (describing something) meliputi identitas objek, ciri fisik dan rasa - Guru membuat tic tac toe game sebagai media pembelajaran - Guru mendemonstrasikan aturan: “pilih satu kotak, sebutkan nama benda dalam Bahasa inggris dengan benar, lalu buat kalimat this [nama benda] is [ciri fisik]. Jika benar beri tanda X/O

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	- Sebelum bermain guru memberikan 1 atau 2 contoh kalimat sederhana 2. Mengeksplorasi - Peserta didik memilih kosakata yang telah disediakan oleh guru - Peserta didik menyebutkan kosakata dan membuat kalimat sederhana 3. Mengasosiasi - Peserta didik bersama guru mengucapkan kalimat yang sudah dibuat
Kegiatan penutup (10 menit)	1. Guru mengulas kembali mengenai kosakata yang sudah didapatkan 2. Guru menutup pembelajaran dengan berdoa

- PERTEMUAN KEDUA

Kegiatan awal (10 Menit)	1. Guru memberikan salam dan sapa kepasa peserta didik serta berdoa bersama 2. Guru memeriksa kehadiran siswa 3. Guru menunjuk siswa untuk menyebutkan kosakata tentang exploring place dalam bahasa inggris yang diketahuinya 4. Guru memberikan pertanyaan pemantik berdasarkan gambar  - What do you know that thing in picture? - Can you describe it?
Kegiatan inti (60 menit)	1. Mengamati - Peserta didik mengamati penjelasan guru mengenai topik hewan (describing something) meliputi identitas objek, ciri fisik dan makanan yang disukainya - Guru membuat tic tac toe game sebagai media pembelajaran - Guru mendemonstrasikan aturan: “pilih satu kotak, sebutkan nama benda dalam Bahasa inggris dengan benar, lalu buat kalimat this [nama benda] is [ciri fisik] an [Kata sifat]. E.g this temple is old and an ancient place. Jika benar beri tanda X/O

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	- Sebelum bermain guru memberikan 1 atau 2 contoh kalimat sederhana 2. Mengeksplorasi - Peserta didik memilih kosakata yang telah disediakan oleh guru - Peserta didik menyebutkan kosakata dan membuat kalimat sederhana 3. Mengasosiasi - Peserta didik bersama guru mengucapkan kalimat yang sudah dibuat
Kegiatan penutup (10 Menit)	1. Guru mengulas kembali mengenai kosakata yang sudah didapatkan 2. Guru menutup pembelajaran dengan berdoa

G. ASSESMENT/PENILAIAN

Aspek penilaian	kriteria	Skor
Ketepatan arti kata	Sangat baik; siswa mampu mengartikan kosakata dengan tepat sesuai dengan makna	IV
	Baik: siswa mampu mengartikan sebagian besar kosakata dengan benar dan ada sedikit kesalahan tapi makna masih dapat dipahami	III
	Cukup: siswa hanya mampu mengartikan sekitar kosakata dengan	II

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	benar, banyak kesalahan sehingga makna kadang kurang jelas	
	Kurang: siswa tidak mampu mengartikan kosakata dengan benar, jawaban banyak salah sehingga makna tidak dapat dipahami	I
Penggunaan dalam kalimat	Sangat baik: siswa mampu menggunakan kosakata dalam kalimat yang kompleks, sesuai grammar dan mudah dipahami	IV
	Baik: siswa mampu menggunakan kosakata dalam kalimat sederhana, sebagian besar sesuai grammar namun makna tetap dipahami	III

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	Cukup: siswa menggunakan kosakata dalam kalimat terbatas, banyak kesalahan grammar, struktur kurang lengkap sehingga makna kadang sulit dipahami	II
	Kurang: siswa tidak mampu menggunakan kosakata dalam kalimat dengan benar; jawaban sangat singkat, tidak sesuai grammar dan makna tidak dapat dipahami.	I

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Keterangan :

A : 90-100

B : 66-79

C : 54-65

D : 40-53

E : < 40

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BAHAN AJAR

1. Descriptive Text

   Descriptive text is a text which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

2. Generic Structure of Descriptive Text
   a. Identification: contains about the intro of a person, place, animal or object will be describe.
   b. Description: contain a description of something such as animal, things, place or person by describing its feature, forms, colors or anything related to what the writer describes.

Mengetahui
Guru Bahasa Inggris

Fuji Nur Aeni, S.Pd.

Jember, 13 Januari 2026
Mahasiswa Tadris Bahasa Inggris

AGUS REGI HOLIFAH

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Kisi-Kisi Soal Cycle 1 Test

Jenjang Pendidikan : SMPI 17 Miftahul Ulum

Kelas : IX

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 2 JP

CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI ESSENSIAL	Indikator soal	Jenis soal	Nomor soal	Kunci jawaban
Pada fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan	i. Peserta didik mampu mengetahui sinonim, antonim dan arti kosakata, suatu benda dan kata kerja dalam Bahasa inggris ii. Peserta didik mampu mengimplementasikan arti kosakata dengan kalimat sederhana	Describing Something	Disajikan teks cerita naratif, siswa dapat mengidentifikasi lawan kata ”antonim” dan memilih jawaban yang tepat dari pilihan yang tersedia	Pilihan Ganda	1	B
			Disajikan teks cerita naratif, siswa dapat mengetahui definisi kosakata dan memilih jawaban yang tepat dari pilihan yang tersedia		2	C

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CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI ESSENSIAL	Indikator soal	Jenis soal	Nomor soal	Kunci jawaban
dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana			Disajikan teks cerita naratif, siswa dapat mengidentifikasi lawan kata ”antonim”dan memilih jawaban yang tepat dari pilihan yang tersedia		3	B
			Disajikan teks cerita naratif, siswa dapat mengetahui arti kosakata dan memilih jawaban yang tepat dari pilihan yang tersedia		4	A
	1. Peserta didik mampu mengetahui sinonim, antonim dan arti kosakata, suatu benda dan kata kerja dalam Bahasa inggris **2.** Peserta didik mampu mengimplementasikan arti kosakata dengan kalimat sederhana		Disajikan teks cerita naratif, siswa dapat mengidentifikasi persamaan kata kata ”sinonim”dan memilih jawaban yang tepat dari pilihan yang tersedia	Pilihan Ganda	5	C
			Disajikan teks cerita naratif, siswa		6	C

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CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI ESSENSIAL	Indikator soal	Jenis soal	Nomor soal	Kunci jawaban
			dapat mengidentifikasi lawan kata ”antonim” dan memilih jawaban yang tepat dari pilihan yang tersedia			
			Disajikan teks cerita naratif, siswa dapat memahami definisi kosakata dan memilih jawaban yang tepat dari pilihan yang tersedia		7	B
	1. Peserta didik mampu mengetahui sinonim, antonim dan arti kosakata, suatu benda dan kata kerja dalam Bahasa inggris 2. Peserta didik mampu mengimplementasikan		Disajikan teks cerita naratif, siswa dapat mengidentifikasi lawan kata ”antnonim” dan memilih jawaban yang tepat dari pilihan yang tersedia	Pilihan Ganda	8	B

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CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI ESSENSIAL	Indikator soal	Jenis soal	Nomor soal	Kunci jawaban
	arti kosakata dengan kalimat sederhana		Disajikan teks cerita naratif, siswa dapat mengidentifikasi persamaan kata ”sinonim” dan memilih jawaban yang tepat dari pilihan yang tersedia		9	B

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CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI ESSENSIAL	Indikator soal	Jenis soal	Nomor soal	Kunci jawaban
	1. Peserta didik mampu mengetahui sinonim, antonim dan arti kosakata, suatu benda dan kata kerja dalam Bahasa inggris 2. Peserta didik mampu mengimplementasikan arti kosakata dengan kalimat sederhana	Describing Something	Disajikan teks cerita naratif, siswa dapat mengetahui definisi kosakata dan memilih jawaban yang tepat dari pilihan yang tersedia		10	A

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CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI ESSENSIAL	Indikator soal	Jenis soal	Nomor soal	Kunci jawaban
Pada fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan	1. Peserta didik mampu mengetahui sinonim, antonim dan arti kosakata, suatu benda dan kata kerja dalam Bahasa inggris 2. Peserta didik mampu mengimplementasikan arti kosakata dengan kalimat sederhana	Describing something	Disajikan pertanyaan, siswa dapat siswa dapat menjelaskan definisi dari kata"Quiet" menggunakan kalimat dengan benar	Essay	1	making very little or no noise/calm

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CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI ESSENSIAL	Indikator soal	Jenis soal	Nomor soal	Kunci jawaban
menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana						

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CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI ESSENSIAL	Indikator soal	Jenis soal	Nomor soal	Kunci jawaban
Pada fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan	1. Peserta didik mampu mengetahui sinonim, antonim dan arti kosakata, suatu benda dan kata kerja dalam Bahasa inggris 2. Peserta didik mampu mengimplementasikan arti kosakata dengan kalimat sederhana	Describing something	Disajikan pertanyaan, siswa dapat mengetahui arti kosakata dari ”Diligent” dengan tepat	Essaay	2	hard-working/showing care and effort
			Disajikan pertanyaan, siswa dapat mengetahui arti kosakata dari”Humble” secara tertulis dengan benar.		3	Rendah hati
			Disajikan pertanyaan siswa dapat siswa dapat menjelaskan definisi dari kata “Generous” secara benar		4	Big/Huge
			Disajikan pertanyaan, siswa dapat menjelaskan definisi dari kata ”Clever” dengan tepat		5	My mother is a very patient person

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CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI ESSENSIAL	Indikator soal	Jenis soal	Nomor soal	Kunci jawaban
menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana						

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Lembar Kerja Peserta Didik

NAMA :

KELAS :

Please match the English vocabulary with the correct meaning in the below!

Ancient	Mudah pecah
Clever	Berani
fragile	Rajin
Diligent	Pintar
Brave	Kuno

Please translate these vocabularies into English correctly in the below!

6. Terkenal :_____
7. Sabar : _____
8. Patuh : _____
9. Sulit : _____
10. Sehat :_____

Please make a **simple description** based on the following words in the below!

- **Polite** : Sopan
  Example : She is polite to everyone
- **Departed** : Berangkat
  Example : He is departed from the station

11. **Success** :
    Your sentence : _____
12. **Healthy** :
    Your sentence : _____
13. **Avoid** :
    Your sentence : _____
14. **Damage** :
    Your sentence : _____
15. **Humble** :
    Your sentence : _____

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APPENDIX 15

MODUL AJAR BAHASA INGGRIS
SMPI (KELAS IX)
KURIKULUM MERDEKA
FASE D CYCLE 2

INFORMASI UMUM

A. IDENTITAS SEKOLAH

Nama Sekolah : SMPI 17 MIFTAHUL ULUM

Mata Pelajaran : Bahasa Inggris

Kelas : IX/Sembilan

Tahun Pelajaran : 2025/2026

Tema : Describing Something

Total Alokasi : 4 x 40 menit (Dua pertemuan)

B. KOMPONEN UTAMA

3. Capaian Pembelajaran - Elemen Capaian

Menyimak-Berbicara

Pada fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana

4. Tujuan Pembelajaran

KOMPONEN	DESKRIPSI
TUJUAAN PEMBELAJARAN	1. Peserta didik mampu mengetahui arti kosakata

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	suatu benda dalam Bahasa inggris 2. Peserta didik mampu mengimplementasikan arti kosakata dengan kalimat sederhana
PERTANYAAN PEMANTIK	3. What do you know that thing in picture? 4. Can you describe it?

C. PROFIL PELAJAR PANCASILA

Pelajar yang bernalar kritis yang mampu membangun keterkaitan dengan berbagai informasi dan menganalisa

D. SARANA DAN PRASARANA

5. Papan tulis
6. Proyektor
7. Buku LKS
8. laptop

E. MODEL PEMBELAJARAN

Model pembelajaran dengan menggunakan game based learning

F. KEGIATAN PEMBELAJARAN

- Pertemuan pertama

Kegiatan awal (10 menit)	Guru memberikan salam dan sapa kepasa peserta didik serta berdoa bersama 5. Guru memeriksa kehadiran siswa 6. Guru menunjuk siswa untuk menyebutkan kosakata bahasa tentang emotional management dalam inggris yang diketahuinya 7. Guru memberikan pertanyaan pemantik berdasarkan gambar  - What do you know that thing in picture?

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	- Can you describe it?
Kegiatan inti (60 menit)	4. Mengamati - Peserta didik mengamati penjelasan guru mengenai topik benda di sekitar rumah (describing something) meliputi identitas objek, ciri fisik dan kesan pribadi - Guru membuat tic tac toe game sebagai media pembelajaran - Guru mendemonstrasikan aturan: "pilih satu kotak, sebutkan nama benda dalam Bahasa inggris dengan benar, lalu buat kalimat [subjek/kata Ganti] is [kata sifat] and usually [Kesan pribadi] e.g she is kind and usually help her friends. Jika benar beri tanda X/O - Sebelum bermain guru memberikan 1 atau 2 contohkalimat sederhana 5. Mengeksplorasi - Peserta didik memilih kosakata yang telah disediakan oleh guru - Peserta didik menyebutkan kosakata meliputi meaning dan membuat kalimat sederhana 6. Mengasosiasi - Peserta didik bersama guru mengucapkan kalimat yang sudah dibuat
Kegiatan penutup (10 menit)	3. Guru mengulas kembali mengenai kosakata yang sudah didapatkan 4. Guru memberikan kata motivasi dan menutup pembelajaran dengan berdoa

- Pertemuan ke Dua

Kegiatan awal (10 enit)	1. Guru memberikan salam dan sapa kepasa peserta didik serta berdoa bersama 2. Guru memeriksa kehadiran siswa 3. Guru menunjuk siswa untuk menyebutkan kosakata bahasa inggris yang diketahuinya 4. Guru memberikan pertanyaan pemantik berdasarkan gambar  - What do you know that thing in picture? - Can you describe it?
Kegiatan inti (60 enit)	5. Mengamati

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	- Peserta didik mengamati penjelasan guru mengenai Benda disekitar lingkungan (describing something) meliputi identitas objek, ciri fisik dan kesan pribadi - Guru membuat tic tac toe game sebagai media pembelajaran - Guru mendemonstrasikan aturan: "pilih satu kotak, sebutkan nama benda dalam Bahasa inggris dengan benar, lalu buat kalimat this [nama benda] is [ciri fisik] e.g she is sick. Jika benar beri tanda X/O - Sebelum bermain guru memberikan 1 atau 2 contohkalimat sederhana 7. Mengeksplorasi - Peserta didik memilih kosakata yang telah disediakan oleh guru - Peserta didik menyebutkan kosakata meliputi meaning dan membuat kalimat sederhana 8. Mengasosiasi - Peserta didik bersama guru mengucapkan kalimat yang sudah dibuat
Kegiatan penutup (10 menit)	(11 Guru mengulas kembali mengenai kosakata yang sudah didapatkan (12 Guru memberikan kata motivasi dan menutup pembelajaran dengan berdoa

A. ASSESMENT/PENILAIAN

Aspek penilaian	kriteria	Skor
Ketepatan arti kata	Sangat baik; siswa mampu mengartikan kosakata dengan tepat sesuai dengan makna	IV
	Baik: siswa mampu mengartikan sebagian besar kosakata dengan benar dan ada sedikit	III

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	kesalahan tapi makna masih dapat dipahami	
	Cukup: siswa hanya mampu mengartikan sekitar kosakata dengan benar, banyak kesalahan sehingga makna kadang kurang jelas	II
	Kurang: siswa tidak mampu mengartikan kosakata dengan benar, jawaban banyak salah sehingga makna tidak dapat dipahami	I
Penggunaan dalam kalimat	Sangat baik: siswa mampu menggunakan kosakata dalam kalimat yang kompleks, sesuai grammar dan mudah dipahami	IV
	Baik: siswa mampu menggunakan kosakata dalam kalimat sederhana, sebagian	III

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	besar sesuai grammar namun makna tetap dipahami	
	Cukup: siswa menggunakan kosakata dalam kalimat terbatas, banyak kesalahan grammar, struktur kurang lengkap sehingga makna kadang sulit dipahami	II
	Kurang: siswa tidak mampu menggunakan kosakata dalam kalimat dengan benar; jawaban sangat singkat, tidak sesuai grammar dan makna tidak dapat dipahami.	I

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Keterangan :

A : 90-100
B : 66-79
C : 54-65
D : 40-53
E : < 40

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Mengetahui
Guru Bahasa Inggris

Fuji Nur Aeni, S.Pd.

Jember, 26 February 2026
Mahasiswa Tadris Bahasa Inggris

AGUS REGI HOLIFAH

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Kisi-Kisi Soal Cycle 2 Test

Jenjang Pendidikan : SMPI 17 Miftahul Ulum

Kelas : IX

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 2 JP

CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI ESSENSIAL	Indikator soal	Jenis soal	Nomor soal	Kunci jawaban
Pada fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan	i. Peserta didik mampu mengetahui sinonim, antonim dan arti kosakata, suatu benda dan kata kerja dalam Bahasa inggris ii. Peserta didik mampu mengimplementasikan arti kosakata dengan kalimat sederhana	Describing Something	Disajikan teks cerita naratif, siswa dapat mengidentifikasi kata ”antonim” dan memilih jaawaban yang tepat dari pilihan yang tersedia	Pilihan Ganda	1	B
			Disajikan teks cerita naratif, siswa dapat memahami ”definisi kosakata adjective” berdasarkan konteks cerita		2	B
			Disajikan teks cerita naratif, siswa dapat		3	A

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CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI ESSENSIAL	Indikator soal	Jenis soal	Nomor soal	Kunci jawaban
penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana			mengidentifikasi kata ”antonim” dari kata sifat			
			Disajikan teks cerita naratif, siswa dapat memahami ”arti kosakata adjective” yang menggambarkan kondisi benda		4	B
	1. Peserta didik mampu mengetahui sinonim, antonim dan arti kosakata, suatu benda dan kata kerja dalam Bahasa inggris 2. Peserta didik mampu mengimplementasikan arti kosakata dengan kalimat sederhana	Describing Something	Disajikan teks cerita naratif, siswa dapat mengidentifikasi kata ”sinonim” dan memilih jaawaban yang tepat dari pilihan yang tersedia	Pilihan Ganda	5	B
			Disajikan teks cerita naratif, siswa dapat mengidentifikasi kata ”antonim” dan memilih jaawaban yang tepat dari pilihan yang tersedia		6	B

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CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI ESSENSIAL	Indikator soal	Jenis soal	Nomor soal	Kunci jawaban
			Disajikan teks cerita naratif, siswa dapat memahami definisi kata karja dan memilih jaawaban yang tepat dari pilihan yang tersedia		7	C
	1. Peserta didik mampu mengetahui sinonim, antonim dan arti kosakata, suatu benda dan kata kerja dalam Bahasa inggris 2. Peserta didik mampu mengimplementasikan arti kosakata dengan kalimat sederhana	Describing Something	Disajikan teks cerita naratif, siswa dapat mengidentifikasi lawan kata ”antonim” dan memilih jaawaban yang tepat dari pilihan yang tersedia	Pilihan Ganda	8	B
			Disajikan teks cerita naratif, siswa dapat mengidentifikasi persamaan kata ”sinonim” dan memilih jawaban		9	B

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CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI ESSENSIAL	Indikator soal	Jenis soal	Nomor soal	Kunci jawaban
			yang tepat dari pilihan yang tersedia			
			Disajikan teks cerita naratif, siswa dapat memahami arti kata adjective dan memilih jawaban yang tepat dari pilihan yang tersedia		10	B
CAPAIAN PEMBELAJARAN	TUJUAN PEMBEAJARAN	MATERI ESSENSIAL	INDIKATOR SOAL	JENIS SOAL	Nomor soal	Kunci jawaban
Pada fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan	1. Peserta didik mampu mengetahui sinonim, antonim dan arti kosakata, suatu benda	Describing something	Disajikan pertanyaan, siswa dapat menjelaskan definisi dari	Essay	1	following the rules and orders

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CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI ESSENSIAL	Indikator soal	Jenis soal	Nomor soal	Kunci jawaban
saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya	dan kata kerja dalam Bahasa inggris 2. Peserta didik mampu mengimplementasikan arti kosakata dengan kalimat sederhana		kata"Obedient" dengan benar.			

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CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI ESSENSIAL	Indikator soal	Jenis soal	Nomor soal	Kunci jawaban
memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana						
			Disajikan tiga kata acak (adjective, noun, verb), siswa dapat mengaplikasikan kata ”angry”, ”success”, dan ”damage” ke dalam tiga bentuk kalimat tunggal (*simple sentences*) yang bermakna secara benar		2	**Angry**: The teacher was angry **Success**: Hard work is the key to achieving success **Damage**: The heavy rain caused heavy damage to the old roof

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CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI ESSENSIAL	Indikator soal	Jenis soal	Nomor soal	Kunci jawaban
			Disajikan pertanyaan tentang lawan kata (antonim), siswa dapat menjawab dari kata ”Ancient” dengan benar.		3	Moderent/new
			Disajikan pertanyaan tentang persamaan kata (sinonim), siswa dapat menjawab dari kata ”Large” dengan benar		4	Big/Huge
			Disajikan instruksi bebas berbasis teks, siswa dapat memilih salah satu kosakata baru yang mereka temukan di dalam cerita, lalu mengembangkannya menjadi sebuah kalimat sederhana.		5	My mother is a very patient person

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Lembar Kerja Peserta Didik

NAMA :

KELAS :

Please match the English vocabulary with the correct meaning in the below!

Sick	Patuh
Patient	Sehat
famous	Sakit
Healthy	Sabar
Obedient	Terkenal

Please translate these vocabularies into English correctly in the below!

6. Pecah :_____
7. Kuno : _____
8. Berani : _____
9. Rajin : _____
10. Pintar :_____

Please make a **simple description** based on the following words in the below!

- **Polite** : Sopan
  Example : She is polite and usually helpful to everyone
- **Departed** : Berangkat
  Example : He is departed from the station and usually at 7 am

11. **Clever** :
    Your sentence : _____
12. **Humble** :
    Your sentence : _____
13. **Jealous** :
    Your sentence : _____
14. **Faraway** :
    Your sentence : _____
15. **Modern** :
    Your sentence : _____

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- Documentation of Activities



Pre observation at SMPI 17 Miftahul Ulum Tampingan Jember



Interview pre observation with English Teacher

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Cycle 1



Test in Cycle 1

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Cycle 2



Test in Cycle 2

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Post Interview with English Teacher

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MATRIX

TITLE	VARIABLE	INDICATOR	SUMBER DATA	METODE PENELITIAN	R.Q	R.O	FOCUS
The implementation of tic tac toe game to improve student's vocabulary acquisitions at Madrasah Tsnawiyah Negeri 4 Jember	1. Tic tac toe game 2. Vocabulary acquisition	1. History of Tic Tac Toe 2. Procedure of implement tic tac toe 3. Advantage and disavantage 1. Definition of vocabulary 2. Type of vocabulary 3. level of vocabulary	➢ Research subject • Islamic Junior High School ➢ Research informant • Student • Teacher	Type of research • CAR ➢ Research design • observation • interview • document review ➢ analysi data • data reduction • data presentation • drawing conclusion ➢ validation of data • triangulation	How can tic tac toe game improve vocabulary acquisition of the student at Islamic Junior High School Miftahul Ulum Tampingan	To implement the tic tac toe game in improving students' vocabulary acquisitions	How can tic tac toe game improve the students' vocabulary acquisition

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CURICULUM VITAE



Personal Information:

Name	:	AGUS REGI HOLIFAH
SRN	:	212101060027
Place, Date of Birth	:	Jember, Agustus 8 2001
Gender	:	Male
Address	:	Tampingan, Sumberbaru subdistrict, Jember regency
Region	:	Islam
Department/Major Course	:	Language Education/English Department
Email Address	:	agusregi61@gmail.com

Education Background

2008 – 2014	:	SD Negeri Gelang 03
2014 – 2017	:	MTS Mitahul Ulum Banyuputih Kidul
2017 – 2020	:	MA Miftahul Ulum Banyuputih Kidul

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