THE EFFECTIVENESS OF USING SIMON SAYS GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT MTS AL-IKHLAS SAIT BUTTU PAMATANG SIDAMANIK

SKRIPSI

Submitted to Faculty of Tarbiyah and Teachers' Training State Islamic University North Sumatera Medan as a Partial Fulfillment of the Requirements for the Degree of S-1 Program

By :

NURUL IZZATI

NIM: 34.14.1.019

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF

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MEDAN

2018

Medan, Agustus 2018

Nomor	: Istimewa	KepadaYth:
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AssalamualaikumWr.Wb.

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswi a.n. **Nurul Izzati** yang berjudul:

"THE EFFECTIVENESS OF USING SIMON SAYS GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT MTS AL-IKHLAS SAIT BUTTU PAMATANG SIDAMANIK",

maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar Sarjana Pendidikan (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

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PERNYATAAN KEASLIAN SKRIPSI

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, Agustus 2018

Yang Membuat Pernyataan

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ABSTRACT

Nurul Izzati . (34141019). The Effectiveness of Using Simon Says Game towards Students' Vocabulary Mastery at MTsS Al-Ikhlas Sait Buttu Pamatang Sidamanik

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatera, Medan 2018.

Keyword: Effectiveness, Simon Says Game, Vocabulary Mastery

This research was aimed to know about difference the average value between post test of experimental class and control class. To know whether students' achievement that using Simon says game better than conventional method. The population of this research was all students of class VIII of MTsS Al-Ikhlas Sait Buttu Pamatang Sidamanik. The samples of this research were taken from 32 students of experimental class (class VIII-B) they were using Simon says game and 32 students of control class (class VIII-A) using conventional method. The instrument of this research was test in multiple choice that contained 10 questions. The main problem of this research was does the Simon Says game effective towards students vocabulary mastery. Finding the data, the researcher used Microsoft Excel and used SPSS version 23.0 to find out the histogram. The average value of post test experimental class was 80.31 and post test control 57.81 and t_{tabel} *2.042. It means* $t_{observed} > t_{tabel}$ *or 4.76 > 2.042, with the result that using Simon says game towards atudents' vocabulary mastery better than conventional method .Thus* h_a *was accepted and* h_0 *was rejected. It means there was a significant differences of using Simon says game towards students'vocabulary mastery*

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CHAPTER I

INTRODUCTION

1.1 Background of the study

Human beings use language as a means of communication with another people. Not only it is a means of communicating thoughts and ideas, but also it forges friendship, cultural ties, and economic relationships. Without language it is hard for people to cooperate and get along with one another.[1]

In Indonesia, English is used as a foreign language. English also considered as an importance language to be learned. Many people want to develop their english vocabulary and make sure they have good English. In educational, english has important role. It could be seen that language has been learned in any levels of educational.

The objective of teaching English is to enable students to communicate in English orally and written form. Accuracy and fluency are aspects of language proficiency. Accuracy refers to mastering language components; pronunciation, vocabulary and grammar. Meanwhile, fluency refers to mastering language skills: listening, speaking, reading and writing. Moreover, mastering language skills is the objective of English teaching based on the current School-Based Curriculum.

English as foreingn language has four skills. They are listening, speaking, reading, and writing.[2] It means that listening, speaking, reading, and writing need

[1]Sholihatul Hamidah Daulay, *Introduction to General Linguistics* (Medan: La Tansa Press, 2011),p.11.

[2]Siska Yuliana.2011.*Improving Students' Vocabulary by Using Riddles Game at theSecond Grade Students of Mts Miftahul Ulmu Bendung Mojokerto*,Surabaya:Thesis,p.1.

a wide vocabulary acquisition. Mastering vocabulary is the ability to get or to receive a lot of words.

Vocabulary is one of the problem confronted by English learners. Because of the learners' limited vocabulary, they cannot communicate to the others clearly. They find difficulties to transmit their idea one to the other. The aquisition of the students in vocabularies can help them to read, speak, listen, and write. Mastering the vocabulary including using words correctly and effectively in sentences or in conversation can help the students finish their school work and many test easier. The more vocabularies they know, the better their chance to do well English test.

In teaching and learning process, the important thing is not only how much or how less teaching and learning are done in the classroom, but also how the students are active and fun in their learning process. It has formed the philosophy of learner-centered method that is divided into two focuses on the language process and the language content.

Therefore, in teaching and learning process the teacher should attract the interest of students to follow the lesson in determining learning strategy ,it must be in accordance with the material, the teacher is required to know the ability of students to follow teaching and learning process using the learning srategy applied in the classroom. It is implemented in order to improve student learning assessment. In this case the teacher should know how to teach vocabulary well, not only to make the students understand but also to make them enjoy the study, because is study in enjoyble situation will give the possitive effect for the students.

If the comprehension towards the material can be achieved, there are motivation in learning process of English vocabulary. In addition, learning process is success if influenced by the teacher itself, the teacher only as a media and facilitator while students are required more active.

In this case, the writer try to make a different way to teach English vocabulary and choose the material about narative text. Because of in English lesson the teacher never used this way so the writer try to make different learning situation that never applied by the teacher before. In leaning vocabulary the teacher often ask the students to memorizing word such as verb, noun, and adjective or only using dictionary so the leaning process become monoton. The writer choose this material because this material is appropriate with the strategy. This material also can improve student's ability in comprehend simple past tense and they easier to mastery vocabulary. So this way have advantages such as beside easier mastery vocabulary students also can improve and easier in learning and comprehend narrative text.

From the decription above, the creative way in vocabulary mastery is needed, because in teaching vocabulary for junior high school needs creative, appropriate and different strategy from ordinary way, in other that the students can feel enjoyble and become active in the classroom. The teacher also should stimulate them to use the words which they have already known about the new words around the topic. The teacher can give an approach to his or her students by song, game, poem, story, answering question or quiz.One of strategies which to fulfill these requirements is by using Simon Says games.

It is not easy to make the student like english learning, but by using simon say games can increas the students' achievement in all language skill. It can make the student fell relevant while studying english. The teacher can make students active in using the large target language.

Based on the writer experience many students have diffulties and some problem to improve their achievement of English vocabulary. First problem is there are many errors especially in vocabulary, spelling and pronunciation. Second problem is the students do not understand the meaning of English vocabulary. In the process of teaching and learning vocabulary, the teachers are not using media. They introduce new English word to the students and the ask them to find the meaning by using dictionary. Another problem is the students' interest in learning vocabulary is very low because according to them it is very difficult to memorize it, However, the most of the students do not bring dictionary in English lesson. So, the process of teaching English vocabulary does not run well, bacause students are passive in the classroom. It means that vocabulary is one of the important skills to the students.

The expextation teacher taught in English lesson is the students will easily receive a lesson is taught for example by using game in learning. For example, the more often a word is successfully retrieved from memory, the easier it becomes to recall it. Therefore, useful games encourage learners to recall words and preferably.[3] In this case, to help the students in improving vocabulary mastery the writer tries to build the spirit of the students by using Simon says game as a technique of teaching vocabulary to increase their vocabulary.

[3] Scott Thornbury. 2002. *How to Teach Vocabulary*. England: Pearson Longman. p. 102

The fact many students is still difficult in learning English lesson especially to understand and memorize vocabulary, they are also difficult to know how to pronounce the words well and do not know the meaning of words category.

The writer using Simon say games in teaching English vocabulary because this game is one of strategies in teaching english vocabulary to get students attention and this game make the students reacting to new vocabulary with psysical movements. So it is help them to be active students and made them enjoy during learning process, because teenager were very willing to play a game.

Improving vocabulary by using game has some adventages. First, in general children are found of games. They always play game in their lives. They spend of more free time to play. Second, game offers natural communication context among them. By playing games they sometimes forget about their shies. Third, games can motivate children to speak in foreign language that they learn.

Based on the statements above, the writer has motivation to make a research by using quantitative method about **The Effectiveness of Using Simon Says Game Towards Students' Vocabulary Mastery in Learning English at MTsS Al-Ikhlas Sait Buttu.**

1.2 Identification of Problems

According what the writer wrote in background of the research about the effectiveness of using of Simon says game towards students' vocabulary mastery in learning English at **MTsS Al-Ikhlas Sait Buttu.**

The identification of the problems involve:

1. Most of the students feel difficult to understand and memorizing of vocabulary,especially in content words category.
2. Most of the students often do not know how to pronunce the words well and do not know the meaning of the words category.
3. The teacher is not using media and using interest strategy in teaching process so the learning process become monoton.

1.3 The problem of the study

Based on the background of the study mentioned above, the problem of this research involved

1. How does the students' ability in mastering vocabulary after using Simon Says game?
2. Does Simon Says game significanty effect towards students' vocabulary mastery?

1.4 The objective of the study

Based on the problem of the study the objective of the research was

1. To know how does the students' ability in mastering vocabulary after using Simon Says game
2. To know whether Simon Says game significanty effect towards students' vocabulary mastery

1.5 The scope of the study

This research only focused to vocabulary especialy content words category because most of the students at **MTsS Al- Ikhlas Sait Buttu** haven problems in mastering it such as verbs, and narrative text.

1.6 The significance of the study

This study is expected to be useful for:

a. For the researcher, this research is used to improve the research in teaching vocabulary, especially in teaching content words category.
b. For teacher , it is used to improve the teacher to teaching learninng process so that the process can be meaningful for the students.
c. For learners, it is used to encourage them to be more active and high motivated students, especialy in vocabulary skill by using Simon Say games, and
d. For the writer and reader,it can be used as a reference for further study on vocabulary especially in learning content words category.

CHAPTER II
THORITICAL LITERATURE

2.1 Theoritical Framework

This chapter designs to state some references which related to this study. The theories guide us clearly to understand all the concept of theories. The references will be used in this study are following:

2.1.1 The Definition of Vocabulary

We encounter new word in many ways. Everyday we see new words in textbook or in reading book we do for pleasure. We hear new word in the conversation, in the classroom, and on radio and television. That's why learning vocabulary is very important thing to do. Furthemore we have to know the definition of vocabulary it self**.**

As explained in the background study, vocabulary as one of the language aspects has to be learned and very important when people are learning a language, especially English, because the English vocabulary is exremly large and varies as well. There are some definition of vocabulary proposed by some expert.

Vocabulary as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading besides grammar.

Academic vocabulary is important because understanding and properly using this vocabulary allows students to be part of the academic

community. If learners are not able to recognise or use this language , this can act as kind of a barrier or 'lexical bar' to higher learning[4].

According to Krashen and Terrell stated in David Nunan book "The status of vocabulary has been considerably enhanced. This has come about partly as a result of the development of communicative approach in language teaching." [5] On the other word vocabulary has become one of the object of the research in the methodology of teaching till become as a result of the development of communicative approach.

Vocabulary should be taught especially for foreign language teaching-learning activity; because even the students have mastered grammatical form they could not the communication in the foreign language without mastering a vocabulary. To master a language is not easy because some aspects of language are not easy to learn, it is impossible to learn a language without mastering vocabulary.

There are some definition of vocabulary:1) All the word of a language, 2) the sum of word used by, understood by, or at command of a particular person or group 3) a list words and often phrases, usually arranged alphabetically and defined or translated; a lexicon or glossary, 4) a supply expressive means; a repertoire of communication.[6]

[4] D.Corson, 1985. *The Lexical bar*, Oxford : Pergamon Press.

[5]David Nunan, 1991. *Language Teaching Methodology,* New York: Prentice Hall. p.117.

[6] The American Heritage Dictionary of English Language Fourth Edition. p.1926

2.1.1.1 Types of vocabulary

Vocabulary has several types. According to Hatch and Brown in Mofareh Alqahtani's journal vocabulary can be devided into two types, active or productive vocabulary and passrive or receptive vocabulary. In addition, the vocabulary can be dividing into two forms, namely oral and print vocabulary.[7]

1) Active (productive) vocabulary

   Productive vocabulary is the words that the learners understand and canpronounce correctly and use constructively in speaking and writing. [8]It can be defined that active vocabulary is all the word we understan, plus all the words that we can use ourselves. The active vocabulary in English and Indonesia possibly much smaller than passive vocabulary. The more we work on learning a word, the more likely it is that it will become part of our active vocabulary. This item often called productive or expressive vocabulary.

2) Passive (receptive) vocabulary

   Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. [9]It be defined that it contains all the words that we understand when we read or listen, but which we do not use (or cannot remember) in our writing and speaking. Receptive vocabulary is words that cannot be

[7]Mofareh Alqahtani, 2015. *The Importance of Vocabulary in Languag Learning And How To Be Taught.* International Journal of Teaching and Education. Vol.III. No.3.p. 21
[8] Ibid.p.21
[9] Ibid .p.21.

produced correctly but understood though reading and listening activity and it requires a reader to associate a specific meaning with a given label as i reading or listening.

2.1.2 Definition of Mastery

The word ‘mastering’ is derived from the word ‘master’, which means that to be come skilled or proficient in the use of. Mastery is complete control or power over some one or something; through understanding or great skill.[10]

Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. [11]Mastering vocabulary makes it easier to understand the words you read, hear and listen to. The larger your vocabulary is, the more intuitive it becomes to understanding people, books, sources of content etc.

2.1.3 The Importance of Vocabulary

Vocabulary is one of the components of language which has the most important role in mastering four language skills. As wilkins wrote that “The fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”[12]. It means that vocabulary is very important in communication. We cannot communicate with others in a certain language if we do not know much words of the language.

---

[10] Longman, 2017. *Advence American Dictionary New Edition*, England: Pearson Education Limited. p. 984.

[11]Mofareh Alqahtani, 2015. *The Importance of Vocabulary in Languag Learning And How To Be Taught,* International Journal of Teaching and Education. Vol.III. No.3.p. 21

[12]Peter Watkins, 2007. *Learning to Teach English (Published by arrangement with Delta Publishing* , first Edition), p.34.

Vocabulary cannot be separated from the language; it is important part of language. Hari Mukti Krida Laksana points out "Vocabulary is a component of a language that maintains all of information about meaning and using word in language."[13] It means that vocabulary is the important part of language, without vocabulary the language cannot be used to maintain all information in language. Vocabulary can be defining as sound that expresses a meaning and forms an independent unit in a language. It can be say that vocabulary is smallest unit of speech that processes individual meaning to speak and can be used to interact one another and vocabulary can be say as a group of words on certain language as a part in teaching-learning in a foreign language.

Allah tells vocabulary in Al-Baqarah : 31

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَٰٓؤُلَآءِ إِن كُنتُمْ صَٰدِقِينَ ﴿٣١﴾

Meaning :

And Allah (He) taught Adam the names all of things then he placed them before the Angels and said "tell me the names of these if you are right"

Based on the verse it can be concluded that word or vocabulary is very important. We know that everybody must know all of the things in this world , if someone who doesn't know the meaning of vocabulary, of course he or she gets a difficulties to understand the spoken , witten, reading, and listening. So the

[13] Harimukti Krida laksana, 1993. *Kamus Linguistik*, Jakarta: PT Gramedia Pustaka Utama, p.127.

importance of increasing vocabulary is that enable students' usage English as a literary language. To communicate in a foreign language we have to master enough vocabulary and vocabulary is needed to improve the quality of the students in understanding the words.

Vocabulary is important because it is words which carry the content of what we want to say. Lado states that a person who knows the meaning of all words of an utterance but none of words will understand very little of message.[14]

2.1.4 Teaching vocabulary

According to Thornburry in Mofareh Alqahtani's journal teaching words is a crucial aspect in learning a language as languages are based on words . It is almost impossible to learn a language without words; even communicationbetween human beings is based on words.

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems wouldappear to the teachers. They have problems of how to teach students in order to gainsatisfying results. The teacher should prepare and find out the appropriatetechniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master thematerial in order to be understood by students, and make them interested andhappy in the teaching and learning process in the classroom[15].

[14] Lado, RZ 1961, *Language Testing*, George town, University.p. 79-80

[15] Mofareh, Alqahtani. 2015, *The Importance of Vocabulary n Language Learning And How to Be Taught*, International Journal of Teaching and Education, Vol.III, No.3. p.24.

2.1.5 Strategies of Learning Vocabulary

There are two ways in which people learn vocabulary that are:

a. Direct Approach. In Directs vocabulary learning, student focus their attention on learning words in lists or completing various vocabulary exercises. Most learner use this approach to learn frequently used words that are needed for survival skills in language. The direct approach is time and effort-consuming; it is fortunate that the number of words that are used with high frequency in this domain is limited.

b. Indirect Approach. In indirect vocabulary learning, your attention will be focused on performing some other language task, such as conveying or trying to understand a spoken or written message.

Islam teaches us using strategy in learning process. It state in Al-Quran in An-Nahl: 125

ٱدۡعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلۡحِكۡمَةِ وَٱلۡمَوۡعِظَةِ ٱلۡحَسَنَةِۖ وَجَٰدِلۡهُم بِٱلَّتِي هِيَ أَحۡسَنُۚ إِنَّ رَبَّكَ هُوَ أَعۡلَمُ بِمَن ضَلَّ عَن سَبِيلِهِۦۖ وَهُوَ أَعۡلَمُ بِٱلۡمُهۡتَدِينَ ١٢٥

Meaning :

Invite (all) to the way of lord with wisdom and beautiful preacing and argue with them in ways that are best most gracious: For the Lord Knoweth best who have strayed from his path and who receive guidance (Q.S. An-Nahl:125)

The verse above, Allah asked man to give a lesson by wisdom, wisdom means the way or strategy. By choosing right strategy, it can help the teacher to make learning process well.

Those teaching strategy are the way to make students understan easier material and faster receive the material when teacher deliver the material who is done by teacher by using comfortable way.

عَنْ أَنَسِ بْنِ مَالِكٍ عَنِ النَّبِيِّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ قَالَ يَسِّرُوا وَلاَ
ملعلا باتك يف يراخبلا هجرخا)تُعَسِّرُوا وَبَسِّرُواوَلاَتُنَفِّرُوا

Meaning:

From Anas bin Malik from the Prophet SAW "make it easy and don't bother you. Cheer up and don't make you run away. (Narrated by Abu Abdillah Muhammad bin Ismail al-Bukhori al-Ju'fi)

The hadith above explains that the learning process must be made easy as well as enjoyable so that students are not depressed and do not feel bored about the atmosphere in the classroom.

2.1.6 The Measurement of Vocabulary

Vocabulary assessment aims to measure the understanding and production of words used in the mastery of language skills ie speaking and writing. There are some way to measure vocabulary.

a. Limited Response

This test is usually used for the beginners where the test requires simple physical actions such as pointing to an object or by answering very

simply like 'yes' or 'no'. It can also be used by doing a simple command, such as "Raise your hand, etc."

b. Multiple-choice Completion

This test is carried out by presenting a sentence where there are omitted words, and the student selects one correct answer from the four options given to complete the sentence.

c. Multiple-choice Paraphrase

This test presents a sentence with one underlined word. Students choose one correct answer from four options that have the closest meaning to the underlined word.

d. Simple-completion Words

This test tells the students to write the missing part of the word contained in the sentence[16].

2.1.7 Purposes For Teaching Vocabulary

One reason teachers are concerned about teaching vocabulary is to facilitate the comprehension of a text that students will be assigned to read. If students do not know the meaning of many of the words that they will encounter in a text, their comprehension of that selection is likely to be compromised. When the purpose of vocabulary instruction is to facilitate the comprehension of a selection, it is obvious that this instruction must take place as an introduction before the reading of the selection.

[16]Leck Murman, http://penilaianvocabulary.blogspot.com/2009/06/penilaianvocabulary.html,29May2018.

2.1.8 The principle of teaching vocabulary

The teacher has the duty to manage the learning process so that the learners can do thing with the target vocabulary that is learnt, there are nine principles in teaching vocabulary, they are [17]:

a. Aims

Firstly, the teacher has to clear about his or her aims, how many things are listed and what the teacher teaches and what the students learn.

b. Quantity

After deciding the aims in learning vocabulary, the teacher has to consider the quantity of vocabulary to be learnt, how many new words the learners can learn. The teacher selects the words that suit the level of students' proficiency, and Brown.

c. Need

The teacher creats a certain situation. He or she has to communicate and get the words he needs. The teacher is an informant. The vocabulary is then presented in response to the atudents' own need amd interest and then he or she perhaps is more likey to remember it after asking the informan. The students will be satisfied with what he or she needs as the target word. A vocabulary must be used as often as possible.

d. Situational presentation

Using word must be related to situation. It is line with how well the user known to whom, where, and how he or she is speaking. It seems sensible

[17] Hatch, E and Brown, Cherly. 2000,*Vocabulary, Semantics and language Education*. Cambridge University Press. p. 187-188

that students should learn the word in the situational in which they are appropriately used.

e. Meaningful Presentation

The learner must have a clear and specific understanding of what it denotes or refers to,i.e its meanings. The requires that they would be presented in such a way that its denotation or reference is perfectly clear and unambiguous, which is not always an easy task.

f. Presentation in Context

Word very seldom occur in isolation. The meaning of word can be influenced by the other factor in the context. It is important to the learner to know the usual collocation where a word occur. The circumstances in which the event happents can influence the meaning of words.

g. Learning vocabulary in the Mother Tongue and in the Target Language

It is a very different way to learn vocabulary in mother tongue in comparison with learning in the target language. The teacher must provide both types of teaching.

h. Inferencing Procedure in Vocabulary Learning

It is imposible for a students all vocabularies (words) of certain language. He or she needs the various specifically taught the meaning of words. They may look up a dictionary without understanding all the meanings. By making an inference from the context of guessing their meanings from the context so that he or she can understand.

2.1.9 Genre of text

Pardiyono says genre can be defined as a type of text so that can make effective; effective than the precison of purpose, selection and preparation of text elements, and precision in the use of grammar. The understanding of genre can make students easy to determine the purpose idf the text, and then make easy to identify text elements and rhetorical structure.[18]

a. Narrative

Narrative is a type of genre which contains about fiction and nonfiction story. The purpose of narrative text is to amuse the readers. The story can be real or imaginary. Narrative deals with problematics events which lead to a crisis or turning point of some kind, which turns finding a resolution.

b. The Generic Structure of Narrative Text

Based on Pardiyono a narrative text mainly consists of three elements. They are described as follows:

1) The Orientation : consists of statements that describes about the characters, the setting(the introduction answers to question wh, when, and where of the story.
2) The Complication : introduces the problem which continues to the conflict/ problem and finally reaches the climax.
3) The Resolution: the part in which the writer presents the way the problem is resolved.
4) Coda (cooling down) : is the closing of the story which usually contains of possitive message for the readers that could be got from the story.

[18] Pardiyono .2007. Pasti Bisa! Teaching Genre-Based Writing. Yogyakarta: Andi.

c. The Language Features of Narrative Text

1) the use of past tense
2) the use of material, behavioral and verbal processes
3) the use of linking verbs and linking words of time
   using temporal conjunction and temporal circumstance

2.1.10 Games

2.1.10.1 Definition of Games

Everybody like games, no matter how old they are. Games are useful to cheer up the classroom atmosphere, to arouse students' motivation, attetion to relax a strenous situation and to have some fun. Games can be given as a starter in the opening part, as an additional activity in the main part, or as a closing part. They also function as garnish of teaching learning activities.[19]

A game is an activity or sport with rules, a goal, and element of fun, which is divided into two kinds; competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together towards a common goal.[20]

There are two kinds of games :

a. Competitive games, in which players or teams race to be the first to reach the goal.

[19] Sutanto Leo, 2013, *A Challenging Book to Practice Teaching in English*,Yogyakarta: CV ANDI OFFSET.p. 143.

[20] Hadfield, *Elementary Vocabulary Games,* (Longman, 1998), p.4

b. Co-operative games, in which players or teams work together towards a common goal[21]

The free encyclopedia defines a game as a sructured activity usually undertaken for enjoyment and sometimes used as an educational tool.

For the definition above the reseacher can conclude that a game is a competitive activity or sport in which players contend with each other according to a set of rules. Key components of games are goals, rules, challenge, and interaction. Games generally involve mental or physical stimulation, and often both.

Teaching English sometimes face difficulty because the students feel not interested with English. In this case, teacher should be able to created enjoyble and comfortable teaching learning atmosphere in classroom. One of the most enjoyble and in teaching English through games.

Playing games is an important and natural part of learning. Learning English especially vocabulary can be fun through games, because games help and encourage many students sustain their interest and work. Children like playing games, and they can learn a lot of words in fun way. Games also help teacher to create context in which the language useful and meaningful. The students want to take a part and in order do must understand waht others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games are highly motivating since they are amusing and at same time challenging. Furthmore, they employ meaningful and useful language in real context.

[21]Jill Hadfield. 1978. *Elementary Communication Games.* UK: Quary Bay. p.4

There are many advantages of using games in classroom, such as:

1. Learning through fun activities relax students, help boding between class members and with the teacher and makes the classroom atmosphere much more supportive for learners
2. Games are welcome back from the useful routine of the language class
3. Games bring real context in the classroom
4. Learning in language requires a great deal effort. Games help students to make sustain the effort of learning
5. Games encourage students to interact and communicate
6. Games are motivating and challeging
7. Game provide language practice in the various skill-speaking, writing, listening and reading
8. Students learn more effectively because the activity grabs their attention and interest so naturally effort to concentrate and retain language.
9. Students get involve in the activity itself and more incline therefore to contribute in class, so even the shy students come to joit in.[22]

Besides the advantages, games also have the disadvantages. According to Andrew, many games cause as much density of practice as more conventional drill exercise; some do not. Games take a long time to prepare and it is difficult to organize in the classroom. Moreover, games also represent a disturbance of traditional organization and not all students like playing games.[23]

[22] Syarifah Hanip. 2013, *Improving the Students' Vocabulary Mastery through Jumble Letter at Mts Miftahul Ula Pematang Cengkal*. Medan: Thesis.,12.
[23] Ibid.,12

2.1.10.2 Kinds of language Game

There are some types of game, they are:

a. Picture Games.
b. Card and Board Games.
c. True /False Games.
d. Story Games.
e. Ces
f. The Bat and The Weasels
g. Tom swifties [24]

Here the writer choose simon says game which applied in learning vocabulary to make students interest and improve student' ability in mastering vocabulary.

2.1.10.3 Simon Says Games

2.1.10.3.1 Definition of Simon Says game

In communicative language teaching, game is one example of task activities, and grammar can be taught through tasks. Furthermore, game is teaching device, which is good for reach vocabulary. In teaching and learning vocabulary, students are presented with a task they have to perform or a problem they have to solve.

One of language games that namely word reaching games is simon say games. According to steven J. Molinsky and Bill Bliss,

[24] Sutrisno. 2012, *50 Games Inovative untuk Mempermudah Belajar Bahasa Inggris*. Yogyakarta: Mitra Buku.

Simon Says is the way of teaching preposition and associated vocabulary is related to total physical Respond and consists of a series of rapid commands which students follow only when the command when the words Simon Says.[25]

Through "Simon Says" game, the teacher introduces the vocabulary needed, and the students carry out the action; in duo course the students may take over the ordering role. They are reacting to the new vocabulary with physical movements.

They are doing something that will help them to remember. Even in all variation of "simon says" the students can be required to make active, meaningful use of new vocabulary immediately.

2.1.10.3.2 History of Simon Say game

There are two version of History of Simon says game, such as: the first version is based on the background of "Simon‟s character". Simon‟s name appears in the theme park show "Let‟s Have a Ball", in what Disney World‟s Magic Kingdom theme park. The show officially opened October 1, 2006. During the show, guests are invited to play fun, themed party games, as instructed by the hostess Lady Lucinda. Her assistant, Simon, ultimately persuade his boss to let him teach the guests how to play

[25] Steven J. Molinsky, Bill Bliss, *Handbook of Vocabulary Teaching Strategies*, (Prentice Hall Regents: Englewood Cliffs, New Jersey 07632), p.12

his new game: Simon.Says. The game is a success and is added to the official list of "Happily Ever After Party Games"[26]

The second version is when Simon the Monfort captured king Henry III at the English town of Lewes. For the next year, any order Henry III gave could have been countermanded by the Monfort. The situation can to an end the following year when Henry‟s son Princes Edward took Simon‟s castle by force and used his flags as a means to surprise Simon forces in 1265.

When "Simon Says" is the name of a Swedish progressive-rock band that released three albums. It also the name of Californian Metal band featured on the beerfest and varsity Blues Soundtrack, for which they received a gold record. It is as well the name of dance music Moroccan act that had a local smash hit entitled "Karima"[27]

2.1.10.3.2 Procedur of teaching vocabulary through Simon Says game

Have a teacher be "Simon", and have students as a member of the group, are the players.

a. Teacher standing in front of the group, Simon tells players what they must do. However, the players must only obey commands that begin with the words "Simon Says." If Simon

[26]http://wikipedia.org/simon-says.11Maret2018.time22.00
[27]http://wikipedia.org/simon-says.11Maret2018.time22.00

says, "Simon says touch your nose," then players must touch their nose. But, if Simon simply says, "jump," without first saying "Simon says," players must not jump. Those that do jump are out.[28]

b. The teacher model within the group should respond quickly and clearly after every direction Simon presents .

c. If that is enough "steam", allow the student the most –capable, or most –interested to be simon. It means that if students are still spirit to paly Simon say game, the teacher can allow the students to be Simon.

d. If a student " Simon" does not yet understand the expectation for the role , its ok ,you can use some words to prompts(i.e., tell them what to say) It means that if the student is confuse, the teacher can help the students who want to be Simon to tell them what to say about words.

2.1.11 Definition of Conventional Model

Conventional model is the model emphasized on reading and writing . Learning is about language through grammar-translation rather than learning to use the language for communication language learning as a mental discipline with memorization of vocabulary lists and grammatical paradigms give high priority.[29]

[28]ZacharyCollinger, ,https://www.grandparents.com/grandkids/activities-games-and-crafts/simon-says.15Maret 2018. time 18.06

[29] B.W.Robbinet. 1978, Teaching English to Speakers' of other Language, Substance and Techninque, Minnessota: The University of Minnessota,p.162.

In conventional approaches to writing instruction, language-focuses activities rather than learn focused activities are central. Teacher emphasizes grammatical correctness and rethorical mode (such as comparison/contrast), where the correct sentence structure is an essensial component of the conventtional approaches, and grammatical skills receive considerable emphasis. Error in writing are avoided providing learners with models to follow or by guiding and controlling what learners write to prevents them from making errors.

2.1.12 Treatment

2.1.12.1 Definition of Experimental and Control Group

In this research the experimental and control groups are taught by using the same material but different instrument. Experimental group is a group of students who taught English vocabulary by using simon says game and control group is a group of students who taught English vocabulary by using conventional technique.

2.1 Related study

a. Mar‟atussolihat, (062300041). Teaching Vocabulary Through "Simon Says" at the first year Students of SMP Madinatul Hadid.

The method in this research is Classroom Action Research. Based on the research finding and analysis, the result shows that there are significant differences of students‟ building in class. The results of this research are: (1) "Simon Says" game can improve the students' vocabulary mastery, (2) using "Simon Says" game by adopting Classroom Action

Research can easily see and analyze the students‟ vocabulary mastery, (3) better using “Simon Says” game to developing students‟ ability in vocabulary mastery**.**

b. Abdul Muhsin Polem, (34.13.3.131). The Implementation of Simon Say Game to Improve Students’ Vocabulary Mastery in Learning English at Mts. Laboratorium Uin-Su Medan.

This research method is Classroom Action Research. The subjects or participants in this resesarch were the students of seventh grade of MTs Laboratorium UIN-SU Medan academic year 2017/2018 . The total participant was 40 students from 1 class. Based on this research, the researcher shows the result that there are an increasing on the students’ vocabulary mastery by using Simon says game **.**

This research may be similar those two research by used Classroom Action Research method but it also has a difference that is, in the first previous study both Teaching Vocabulary Through “Simon Says” and. While in the second previous study The Implementation of Simon Say Game to Improve Students’ Vocabulary Mastery in Learning English.

c. Hadijatus Sholihah (05232998). Improving Students‟ Vocabulary Mastery Through Board Games.

In this research, the writer used true-experimental method which has experiment and control group, and has both pre and post-test, the population is the second grade students of SMP N 1 Ciruas. The research showed that improving students‟ vocabulary mastery through board games would be better and more effective than without use board games.This

research may be similar those two research but it also has a difference that is, in the first previous study both Teaching Vocabulary Through "Simon Says" and use Classroom Action Research method. While in the second previous study both using Board Games Improving Students‟ Vocabulary Mastery and use true-experimental method

This research tries to improve students‟ vocabulary mastery through Simon Says game, it‟s can be used create more interesting activity in the learning process. Students then have time to work independently to feel in there Simon Says game. Simon Says game is one of strategy of teaching which can give positive effect on students‟ vocabulary.

2.3 Conceptual framework

Vocabulary is an important aspect on learning English. How well one can communicate with English is partly dependent on how many vocabulary he or she mastered. Since it is very important in the teaching of English, the English privides a lot of attempts to help the students achieve a lot of vocabularies.

Many factor influence the students' ability in learning, the main factor is the students' themselves and the other factor is out of the students such as environtment factor, teacher's strategy and etc.

Teachers' strategy is very important to build up students' motivation in teaching learning process because it can make the students have interest to join the lesson, so they can study more serious serious and their achievement will be betteer. So teacher must use some strategies to build up students' motivation.

One of strategy to improve mastery in learning vocabulary is using Simon says game. Simon says game is one of games in teaching English which encourage students to understand as much as possible, especially in vocabulary. Simon says can make the students more focus in learning, because they do not feel that they are forced to learn. Simon says game can be a game technique that will give many advantages for teachers and the students either.

After applied simon says game in learning vocabulary teacher try appropriate and different strategy from ordinary way, in other that the students can feel enjoyble and become active in the classroom. Using simon says game also can get students' attention, while students' feel enjoy and like English lesson sure that students will be easier in increase their vocabulary.

So the comparison between using simon says game and conventional method is using simon says game can be used create more interesting activity in the learning process. Students then have time to work independently to feel in there Simon Says game. Simon Says game is one of strategy of teaching which can give positive effect on students‟ vocabulary while in conventional method the students only achieve English lesson by teacher explanation and discussion so their comprehension about vocabulary is limited and they feel monoton if the lesson only explanation theory and discussion.

Based on the statements above, Simon says game as atechnique of teaching can help the students in learning English especially in improving of vocabulary mastery.

2.4 Hypothesis

The hypothesis of the writer research is stated as follows:

1. H_1 = there is effectiveness of using Simon Say game on teaching vocabulary.
2. H_o = there is no effectiveness of using Simon Says game on teaching vocabulary.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Location and Time of Research

3.1.1 Location

The research was conducted at MTsS Al-Ikhlas Sait Buttu Kecamatan Pamatang Sidamanik. The writer chooses this place, because English achievement especially in teaching material in this school is not so good. The writer hopes this strategy can be develop their English achievement especially in vocabulary mastery.

3.1.2 Time

This research was conducted on July 17th 2018 in academic year 2018/2019.

3.2 Population and Sample

3.2.1 Popuation

Population is a generalization area consist of: objects / subjects that have certain qualities and characteristics set by the researcher to be learned and then in conclusion.[30] The population in this study is the students in grade VIII MTsS Al-Ikhlas Sait Buttu Pamatang Sidamanik. .

[30]Sugiyono. (2012). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.p.117.

3.2.2 Sample

Sample is part of the number and characteristics possessed by the population.[31]The sample used in this research consists of two classes, namely:

a. Experimental class, is groups of students who received learning of English vocabulary using Simon says game.
b. Class control, is classes that get lerning of English vocabulary without using Simon Says game.

Table 3.1
The Distribution of Population and Sample

No.	Class	Population	Sampel
1	VIII A (Control)	31	31
2	VIII B (Experiment)	31	31
		62	62

In this case, because the population is not too large, so all of them taken by the researcher. The reseacher would like to use saturation or census sampling technique. According to Sugiyono census sampling is a techniques of determining the sample when all member of the population used as a sample. This is often done when the population is small relatively. Another term census sample is where all members of the population are going to be sampled.[32]

[31] Ibid
[32]Sugiyono. 2001. *Metode Penelitian Bisnis*, Bandung: Aflabeta.p.388.

3.3 Research design

The research is experimental design uses quantitative research. It means that the collect data, two groups are used. They were experimental and control class. The experimental class was the group that received treatment by using Simon says game. The experimental research was conducted by applying two randomized group, pre-test and post-test design, while the control class was the group that received treatment by using conventional technique.

The type of research used in this study is *Quasi Eksperimental Design* which uses experimental class and control class, where the sample is taken as a whole student from the second grade class.

Table 3.2
Research design

Group	Pre- test	Treatment	Post -test
Experimental	**X1**	**√**	**X2**
Control	**Y1**	**-**	**Y2**

Where :

X1 : Pre-test of Experimental Class

Y1 : Pre-test of Control Class

X2 : Post- test of Experimental Class

Y2 : Post- test of Control Class

√ : Teaching vocabulary by using Simon Says game

- : Teaching vocabularywithout using Simon Says game

3.4 Instrument of Data Collection

In the data collection the researchers used the test. The data collection is administrated by two source of data collected. There are:

a. Pre test (initial test)

To determine the level of students' initial ability in the control class and experimental class, a preliminary test is conducted before the learning activity.

b. Post Test (final test)

After the special treatment, the experimental class is applied simon says game and control class with conventional learning, it is posttest to know the students' learning outcomes in the experimental class and control class.

3.5 Technique of Analyzing Data

In this study, mutiple choice test is used as the instrument to obtain data. It is pre-test and post-test.The vocabularies of this test were taken from the writer. The procedures in administrating the test devided into: pre-test, treatment, and post test. There were 10 multiple choice.In scoring, it was determined that the ranging from 0-100 by accounting the correct answer. The correct answer was given 10 and the wrong answer was given 0 and by applying this formula:

$$S = \frac{R}{N} \text{ x } 100$$

Where:

S = score of the test

R = the number of correct answer

N = the number of the question

To analyze the data, t-test is using. T-test is the statistic analysis that used to know whether there is the significance differences between two Mean Sample or not.[33] To find out the effect of Simon Says game toward students' vocabulary mastery, mean of the control group and experimental group will be compared by using t-test, as follows:

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2+db^2}{Na+Nb-2}\right)\left(\frac{1}{Na}+\frac{1}{Nb}\right)}}$$

Where :

t : total score

Ma : the mean of experimental class

Mb : the mean of control class

Da^2 : the standard of deviation of experimental class

Db^2 : the standard of deviation of control class

Na : the total numbers of experimental class

Nb : the total numbers of control class

[33]Sri Wahyuna Saragih. *Statistik Pendidikan*. (Medan : Fakultas Tarbiyah UIN Sumatera Utara, 2017),.p.80

3.5.1 The Normality test

The normality test has meaning as data variable research composed the normal distribution. The data that composed the normal distribution if the number of upper and under the data is same.

The normality test has meaning as data variabel research composed the normal distribution. The data that composed the normal distribution if the number of upper and under the data is same.

The steps of Lilliefors' formula of normality is following:

a. Creat the Ha and H_0

b. Account the mean and deviation of data by using formula:

$\bar{x} = \frac{\sum FiXi}{Fi}$ dan $S^2 = \frac{n\sum FiXi^2 (\sum FiXi)^2}{n(n-1)}$

c. Each the data $X_1, X_2, ..., X_n$ are made standart value of $Z_1, Z_2, ..., Z_n$ with the formula $Z_{Score} = \frac{Xi-X}{S}$ ($\bar{x}$ and S as the mean and deviation of sample).

c. For each standart coefficient, using absolute normal standard distribution , then account the $F_{(Zi)} = P\ (z \leq zi)$.

d. Then, count the propotion of Z_1, Z_2 ,..... Z_n which smaller or equal to Zi. If the propotion stated by S(zi). So, $S_{(Zi)} = \frac{Fkum}{N}$. To easier of accounting the propotion of data should be sequenced from the smaller to the bigger.

e. Account the deviation F(zi) – S (zi) then determine the absolute value.

f. Take the higher value among the deviation absolute value. This is called by $L_{0.}$ To accept and reject the Nul

g. hypothesis, we should compare between L_0 and L crisis for obvious level α= 0,05. Accepted the H_0 if L_0 smallest than L table.

3.5.2 The Homogenity Test

The meaning of homogenity test is the data compared of a kind between the proportion of ho mogen data. The formula of comparison the varians as following.

$$F_{account} = \frac{Highest\ Varians}{Lowest\ Varians}$$

3.6 Research Procedure

3.6.1 Pre test

Before giving the treatment, the two groups are clearly chosen in the same level of knowledge. Pre-test was conducted to find out homogenity of the sample. It was used to determine whether the two groups are relatively equal in vocabulary. So the homogenity is seen from the average score of each group.

3.6.2 Treatment

The treatment conducting after administering the pre-test. The experimental class is teaching by using the Simon Says game while the control class with the untreatment, the teacher will explain the material, Both experimental and control class is teaching with the same material.

3.6.3 Post-test

After the treatment completed, both experimental and control class will be giving a post test. Post test will conducte to see the effectiveness of the treatment based on the score. The post-test using the same test and the same difficulties with the pre-test.

3.7 Statistical Hypothesis

Statistical hypothesis will be apply in order to know the result of observation about the sample. It can be construction as follows:

$H_0 : \mu x = \mu y$

$Ha : \mu x \geq \mu y$

Where :

H_0 : Null hypothesis

Ha : Alternative hypothesis

μx : The mean score of students' teach by using Simon says game

μy : The mean score of students' teach by using conventional method

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

This chapter describes the data description, the test of hypothesis and the data interpretation which are related to reseach metodology previously.

4.1 Findings

4.1.1 Data Description

The research was conducted at MTsS Sait Buttu Kecamatan Pamatang Sidamanik. It is located at Jl. Besar Sait Buttu Nagori Sait Buttu Simalungun , North Sumatera. It was carried out on the second grade of Junior High School in 2017/2018 academic year by taking sample of two classes VIII-A (32 students) as the control class and experimental class VIII-B (32 students). The students of the experimental and control class were 32 students. The data of the students' achievement devided into two kinds, they were gained from pre-test and post-test that were applied in both of class. Post test was used to determine whether using simon says game better than conventional method

4.1.2 Analyzing Data

a. The Score of Pre Test and Post Test of Experimental Group

Table 4.1
The Score of Pre Test and Post Test of Experimental Group

No	Experimental class	Pre-Test	Post-Test
1	Adit Frebriansyah	40	60
2	Afan Rivaldi	50	80
3	Ainul Yakin	40	70
4	Ajeng Wayunda	60	100
5	Aldino Angriawan	40	90
6	Alfriandi	20	50
7	Af'al Taufik Ramadani	30	100
8	Arif Ramadhan	50	90
9	Asri Tri Deviola	70	100
10	Azmi Agustika	50	70
11	Dewi Laila Sari	60	90
12	Diva Anggara	30	60
13	Diyan Rifalri	40	80
14	Fazrina Nur aini	40	70
15	Fera Lestari	40	60
16	Gita Afiliani Zai	50	90
17	Hani Feroja Siboro	20	70
18	Intan Ayu Nuraini	80	90
19	Muhammad Ali Hakim	80	100
20	Nurul Aulia Fatimah	20	70
21	Puja Dwi Safitri	40	70
22	Raja Gemi Sihaloho	40	80
23	Randi Rifqi Fadhil	50	100
24	Regi Arya Maulana	80	90
25	Riansyah	80	90
26	Rofiq Sudawan	50	80
27	Sidik Prayoga	40	90
28	Sofi Syahputra	40	90
29	Taupik Hidayat	50	80
30	Vridzi Gribaldinata	50	80
31	Yunisha Erin Prestisya	40	80
32	Jhon Prabu	40	50
Total		**∑=1510**	**∑=2570**
Mean		**47.19**	**80.31**

Based on the table above, in experimental group showed the lowest score of pre-test was 20, and the highest score of pre-test was 80 and the mean of pre-test

was 47.19. While in experimental group showed the lowest score of post-test was 50, and the higest score of post test was 100 and mean of post-test was 80.31.

b. The Score of Pre Test and Post Test of Control Group

Table 4.2
The Score of Pre Test and Post Test of Control Group

No	Control Class	Pre-Test	Post-Test
1	Aditya Tri Al-Qusyairy	30	50
2	Akram Manaf	30	40
3	Andrian Fauzi	80	80
4	Annisa Nur Fidiyanti	40	70
5	Chandra Arista Sembiring	30	60
6	Didi Kurniawan	40	50
7	Diki Suhandika	30	40
8	Dini Aminarti	50	60
9	Eliana Tantri	40	40
10	Erdin Bimadhi Akbar	40	50
11	Fauziah Azmi Ginting	50	40
12	Habib Akbarul Insani	40	30
13	Hikmah Nur Fadila	30	50
14	Ibnu Arafah	20	60
15	Irawati	40	40
16	Juwita Maharani	20	60
17	M. Fattah	80	80
18	Nur Aisyah	20	60
19	Nur Hasanah	50	60
20	Premjas Abdi Pradana	40	40
21	Ragil Arya Saputra	30	50
22	Rahma Hidayati	50	70
23	Rezaldi Silio	20	70
24	Siti Masruro	30	80
25	Sri Wina Etika Harum	60	70
26	Tri fandi	40	80
27	Wahyu Eka Syahputra	40	20
28	Wais Al-Qoddri	30	70
29	Wika Kasanova	50	90
30	Yuliani	40	70
31	Yuni Safitri	20	70
32	Yuyun Hardianti	40	50
Total		**Σ=1250**	**Σ=1850**
Mean		**39.06**	**57.81**

Based on the table above, the student's score in control class showed the lowest score of pre-test was 20, and the highest score of pre-test was 90 and the mean of pre-test was 39.06. On the other hand the lowest score of post-test was 20, and the highest score of post-test was 90 and the mean of post-test was 57.81. Based on the explanation above, it showed that the student's score in experimental class was higher than student's score in control class, where in pre-test (47.19) and the score in post-test (80.31). The total score of the mean score in experimental and control class showed that there was significant effect in improvement of student's score between pre-test and post-test.

4.1.3 Normality Testing

4.1.3.1 Normality Testing of Experimental Class

a. Pre Test of Experimental Class

The students were given pre test that contained 10 questions in multiple choice form. Pre test was used to view and measure the students' achievement.

Table 4.3
Frequency Distribution of Pre Test in Experimental Class

No	Xi	Fi	FiXi	Xi^2	$FiXi^2$
1	20	3	60	400	1200
2	30	2	60	900	1800
3	40	12	480	1600	19200
4	50	8	400	2500	20000
5	60	2	120	3600	7200
6	70	1	70	4900	4900
7	80	4	320	6400	25600
Total	**350**	**32**	**1510**	**20300**	**79900**

Based on the data above, the result of $F_iX_i^2$ is79900 and F_iX_i is1510. Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum FiXi}{Fi}$$

Where:

$\bar{x}$ = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\bar{x} = \frac{\sum FiXi}{Fi}$$

$$= \frac{1510}{32}$$

$$= 47.18$$

b.Variant

Where:

S^2 = Variant

N = Number of sample

So,

$$S^2 = \frac{n\sum FiXi^2 - (\sum FiXi)^2}{n(n-1)}$$

$$= \frac{32 \text{ x}79900 - (1510)^2}{32(32-1)}$$

$$= \frac{2556800 - 2280100}{32(31)}$$

$$= \frac{276700}{992}$$

$$= 278.931$$

c. Standard Deviation

S = $\sqrt{S^2}$

= $\sqrt{278.931}$

= 16.701

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality the students' ability can be seen in the following table:

Table 4.4
Normality Testing of Pre Test in Experimental Class

No	Score	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	40	-0.42	0.3372	0.53	-0.1982
2	50	0.16	0.0636	0.78	-0.7164
3	40	-0.42	0.3372	0.53	-0.1982
4	60	0.76	0.2764	0.84	-0.5636
5	40	-0.42	0.3372	0.53	-0.1982
6	20	-1.62	0.0526	0.09	-0.0374
7	30	-1.02	0.1539	0.46	-0.3061
8	50	0.16	0.0636	0.78	-0.7164
9	70	1.36	0.4131	0.87	-0.4569
10	50	0.16	0.0636	0.78	-0.7164
11	60	0.76	0.2764	0.84	-0.5636
12	30	-1.02	0.1539	0.46	-0.3061
13	40	-0.42	0.3372	0.53	-0.1982
14	40	-0.42	0.3372	0.53	-0.1982
15	40	-0.42	0.3372	0.53	-0.1982
16	50	0.16	0.0636	0.78	-0.7164
17	20	-1.62	0.0526	0.09	-0.0374
18	80	1.96	0.4750	1	-0.525
19	80	1.96	0.4750	1	-0.525
20	20	-1.62	0.0526	0.09	-0.0374
21	40	-0.42	0.3372	0.53	-0.1982
22	40	-0.42	0.3372	0.53	-0.1982
23	50	0.16	0.0636	0.78	-0.7164
24	80	1.96	0.4750	1	-0.525
25	80	1.96	0.4750	1	-0.525
26	50	0.16	0.0636	0.78	-0.7164
27	40	-0.42	0.3372	0.53	-0.1982

28	40	-0.42	0.3372	0.53	-0.1982
29	50	0.16	0.0636	0.78	-0.7164
30	50	0.16	0.0636	0.78	-0.7164
31	40	-0.42	0.3372	0.53	-0.1982
32	40	-0.42	0.3372	0.53	-0.1982
Total	**1510**	**Lo = -0.0374**			
Mean	**47.18**	**Lt = 0.15**			

a. Finding Z score

Formula: $Z_i\ 1 == \frac{Xi - \bar{\chi}}{s}$

$Z_i\ 1 = \frac{20 - 47.18}{16.701} = -1.62$

$Z_i 2 = \frac{30 - 47.18}{16.701} = -1.02$

$Z_i 3 = \frac{40 - 47.18}{16.701} = -0.42$

$Z_i 4 = \frac{50 - 47.18}{16.701} = 0.16$

$Z_i 5 = \frac{60 - 47.18}{16.701} = 0.76$

$Z_i 6 = \frac{70 - 47.18}{16.701} = 1.36$

$Z_i 7 = \frac{80 - 47.18}{16.701} = 1.96$

b. **Finding $S(Z_i)$**

$S(Z_i) = = \frac{F\ Kum}{N}$

= 0.09

= 0.46

= 0.53

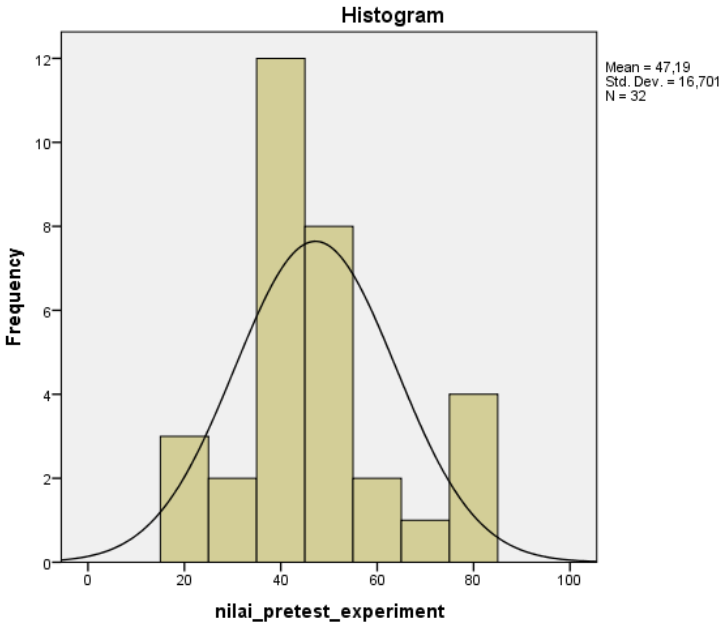
= 0.78

= 0.84

= 0.87

= 1

From the table above, it can be seen that Liliefors observation or L_0 = -0.0374 with n= 32 and at real level α = 0.05 from the list of critical value of Liliefors table L_t = 0.15. It is known that the coefficient of L_0(-0.0374) <L_t (0.15). So it can be concluded that the data distribution of the students' ability is **normal.**



The number of students experimental class were 32 students with the lowest score 20 and the high score 80, and the average value was obtained 47.18 with a standard deviation 16.701 and variance 278.931

b. Post Test of Experimental Class

Table 4.5
Frequency Distribution of Post Test in Experimental Group

b.

No	Xi	Fi	FiXi	Xi^2	$FiXi^2$
1	50	2	100	2500	5000
2	60	3	180	3600	10800
3	70	6	420	4900	29400
4	80	7	560	6400	48800
5	90	9	810	8100	72900
6	100	5	500	10000	50000
Total	**450**	**32**	**2570**	**35500**	**212900**

Based on the data above, the result of $F_iX_i^2$ is 212900 and F_iX_i is 2570. Then the following is the calculation of mean, variant and standard deviation.

a.Mean

$$\bar{x} = \frac{\sum Fi\ Xi}{\sum Fi}$$

Where:

$\bar{x}$ = Mean of variable x

$\sum F_iX_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\bar{x} = \frac{\sum Fi\ Xi}{\sum Fi}$$

$$= \frac{2570}{32}$$

= 80.31

b.Variant

Where:

S^2 = Variant

N = Number of sample

So,

$$S^2 = \frac{n\sum FiXi^2 - (\sum FiXi)^2}{n(n-1)}$$

$$= \frac{32 \text{ x}212900 - (2570)^2}{32(32-1)}$$

$$= \frac{6812800 - 6604900}{32(31)}$$

$$= \frac{207900}{992}$$

$$= 209.577$$

c. Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{209.577}$$

$$= 14.477$$

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality the students' ability can be seen in the following table:

Table 4.6
Normality Testing of Post Test in Experimental Class

No	Score	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	60	-1.40	0.0808	0.15	-0.0692
2	80	-0.02	0.4920	0.56	-0.068
3	70	-0.71	0.2388	0.34	-0.1012
4	100	1.36	0.4131	1	-0.5869
5	90	0.66	0.2454	0.84	-0.5946
6	50	-2.09	0.0197	0.06	-0.0403
7	100	1.36	0.4131	1	-0.5869
8	90	0.66	0.2454	0.84	-0.5946
9	100	1.36	0.4131	1	-0.5869
10	70	-0.71	0.2388	0.34	-0.1012
11	90	0.66	0.2454	0.84	-0.5946
12	60	-1.40	0.0808	0.15	-0.0692
13	80	-0.02	0.4920	0.56	-0.068
14	70	-0.71	0.2388	0.34	-0.1012
15	60	-1.40	0.0808	0.15	-0.0692
16	90	0.66	0.2454	0.84	-0.5946
17	70	-0.71	0.2388	0.34	-0.1012
18	90	0.66	0.2454	0.84	-0.5946
19	100	1.36	0.4131	1	-0.5869
20	70	-0.71	0.2388	0.34	-0.1012
21	70	-0.71	0.2388	0.34	-0.1012
22	80	-0.02	0.4920	0.56	-0.068
23	100	1.36	0.4131	1	-0.5869
24	90	0.66	0.2454	0.84	-0.5946
25	90	0.66	0.2454	0.84	-0.5946
26	80	-0.02	0.4920	0.56	-0.068
27	90	0.66	0.2454	0.84	-0.5946
28	90	0.66	0.2454	0.84	-0.5946
29	80	-0.02	0.4920	0.56	-0.068
30	80	-0.02	0.4920	0.56	-0.068
31	80	-0.02	0.4920	0.56	-0.068
32	50	-2.09	0.0183	0.06	-0.0403
Total	**2570**	**Lo = -0.068**			
Mean	**80.31**	**Lt = 0.15**			

a.Finding Z score

Formula: $Z_i\ 1 = = \frac{Xi - \bar{\chi}}{s}$

$Z_i\ 1 = \frac{50 - 80.31}{14.477} = -2.09$

$Z_i 2 = \frac{60 - 80.31}{14.477} = -1.40$

$Z_i 3 = \frac{70 - 80.31}{14.477} = -0.71$

$Z_i 4 = \frac{80 - 80.31}{14.477} = -0.02$

$Z_i 5 = \frac{90 - 80.31}{14.477} = 0.66$

$Z_i 6 = \frac{100 - 80.31}{14.477} = 1.36$

b.Finding $S(Z_i)$

$S(Z_i) = = \frac{F\ Kum}{N}$

$\frac{2}{32} = 0.06$

$\frac{5}{32} = 0.15$

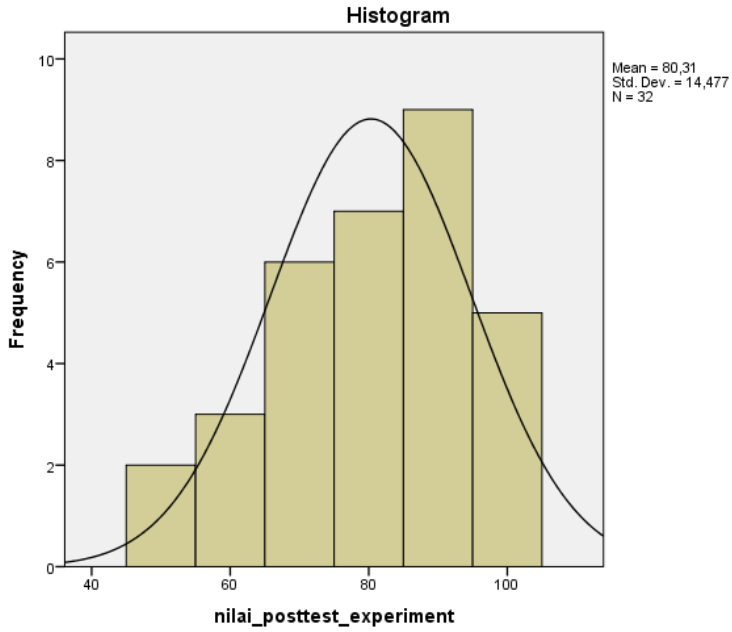
$\frac{11}{32} = 0.34$

$\frac{18}{32} = 0.56$

$\frac{27}{32} = 0.84$

$\frac{32}{32} = 1$

From the table above, it can be seen that Liliefors observation or L_0 = -0.068 with n= 32 and at real level α = 0.05 from the list of critical value of Liliefors table L_t = 0.15. it is known that the coefficient of L_0(-0.068) <L_t (0.15). So it can be concluded that the data distribution of the students' ability is **normal.**



Based on histogram above the number of the students experimental class were 32 students with the lowest score 50 and the highest score of 100, and the average value obtained 80.31 with a standard deviation 14.477 and variance 209.577.

4.1.3.2 Normality Testing of Control Class

a. Pre Test of Control Class

Table 4.7
Frequency Distribution of Pre Test in Conrol Class

No	Xi	Fi	FiXi	Xi^2	$FiXi^2$
1	20	5	100	400	2000
2	30	8	240	900	7200
3	40	11	440	1600	17600
4	50	5	250	2500	12500
5	60	1	60	3600	3600
6	80	2	160	6400	12800
Total	**280**	**32**	**1250**	**15400**	**55700**

b.

c.

The researcher applied conventional method at VIII-A class. The students were given pre test that contained 10 questions in multiple choice form. Pre test was used to view and measure the students achievement.

Based on the data above, the result of $F_iX_i^2$ is 55700 and F_iX_i is 1250. Then the following is the calculation of mean, variant and standard deviation.

a.Mean

$$\bar{x} = \frac{\sum FiXi}{Fi}$$

Where:

$\bar{x}$ = Mean of variable x

$\sum F_iX_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\bar{x} = \frac{\sum FiXi}{Fi}$$

$$= \frac{1250}{32}$$

$$= 39.06$$

b.Variant

Where:

S^2 = Variant

N = Number of sample

So,

$$S^2 = \frac{n\sum FiXi^2 - (\sum FiXi)^2}{n(n-1)}$$

$$= \frac{32 \text{ x}55700 - (1250)^2}{32(32-1)}$$

$$= \frac{1782400 - 1562500}{32(31)}$$

$$= \frac{9730300}{992}$$

$$= 221.673$$

c.Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{221.673}$$

$$= 14.889$$

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality the students' ability can be seen in the following table:

Table 4.8
Normality Testing of Pre Test in Control Class

No	Score	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	30	-0.60	0.2743	0.40	-0.1317
2	30	-0.60	0.2743	0.40	-0.1317
3	80	2.75	0.4970	1	-0.503
4	40	0.06	0.0239	0.75	-0.7261
5	30	-0.60	0.2743	0.40	-0.1317
6	40	0.06	0.0239	0.75	-0.7261
7	30	-0.60	0.2743	0.40	-0.1317
8	50	0.73	0.2673	0.90	-0.6387
9	40	0.06	0.0239	0.75	-0.7261
10	40	0.06	0.0239	0.75	-0.7261
11	50	0.73	0.2673	0.90	-0.6387
12	40	0.06	0.0239	0.75	-0.7261
13	30	-0.60	0.2743	0.40	-0.1317
14	20	-1.28	0.1003	0.15	-0.0557
15	40	0.06	0.0239	0.75	-0.7261
16	20	-1.28	0.1003	0.15	-0.0557
17	80	2.75	0.4970	1	-0.503
18	20	-1.28	0.1003	0.15	-0.0557
19	50	0.73	0.2673	0.90	-0.6387
20	40	0.06	0.0239	0.75	-0.7261
21	30	-0.60	0.2743	0.40	-0.1317
22	50	0.73	0.2673	0.90	-0.6387
23	20	-1.28	0.1003	0.15	-0.0557
24	30	-0.60	0.2743	0.40	-0.1317
25	60	1.40	0.4192	0.93	-0.5178
26	40	0.06	0.0239	0.75	-0.7261
27	40	0.06	0.0239	0.75	-0.7261
28	30	-0.60	0.2743	0.40	-0.1317
29	50	0.73	0.2673	0.90	-0.6387
30	40	0.06	0.0239	0.75	-0.7261
31	20	-1.28	0.1003	0.15	-0.0557
32	40	0.06	0.0239	0.75	-0.7261
Total	**1250**	**L_o= -0.503**			
Mean	**39.06**	**L_t= 0.15**			

a.Finding Z score

Formula: $Z_i\ 1 = \frac{Xi - \bar{\chi}}{s}$

$Z_i\ 1 = \frac{20 - 39.06}{14.89} = -1.28$

$Z_i 2 = \frac{30 - 39.06}{14.89} = -0.60$

$Z_i 3 = \frac{40 - 39.06}{14.89} = 0.06$

$Z_i 4 = \frac{50 - 39.06}{14.89} = 0.73$

$Z_i 5 = \frac{60 - 39.06}{14.89} = 1.40$

$Z_i 6 = \frac{80 - 39.06}{14.89} = 2.75$

b.Finding $S(Z_i)$

$S(Z_i) = \frac{F\ Kum}{N}$

= 0.15

= 0.40

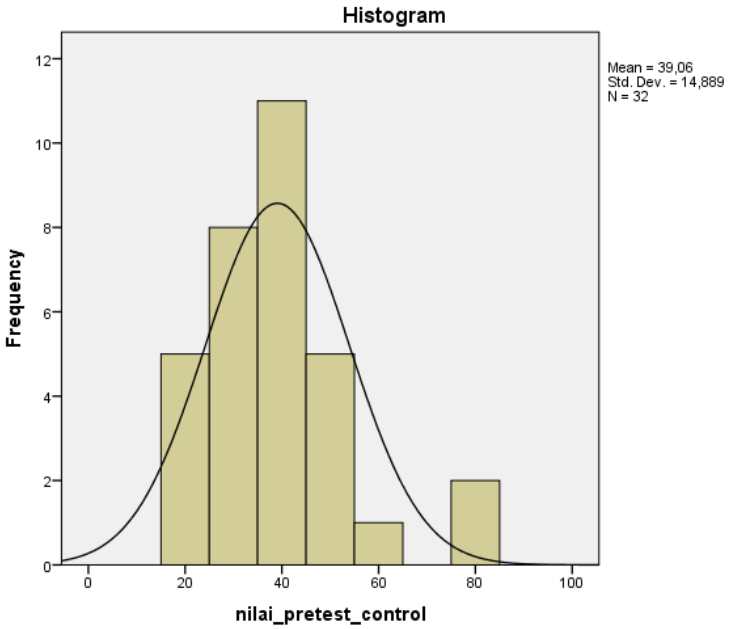
= 0.75

= 0.90

= 0.93

= 1

From the table above, it can be seen that Liliefors observation or = - 0.503 with n= 32 and at real level α = 0.05 from the list of critical value of Liliefors table α= 0.15. it is known that the coefficient of (0.503) < (0.15). So it can be concluded that the data distribution of the students' ability is **normal.**



From the histogram above, the number of the students experimental class were 32 students with the lowest score 50 and the highest score of 100, and the average value obtained 80.31 with a standard deviation 14.477 and variance 209.577.

d. Post Test of Control Class

Table 4.9
Frequency Distribution of Post Test in Conrol Class

No	Xi	Fi	FiXi	Xi^2	$FiXi^2$
1	20	1	20	400	400
2	30	1	30	900	900
3	40	6	240	1600	9600
4	50	6	300	2500	15000
5	60	6	360	3600	21600
6	70	7	490	4900	34300
7	80	4	320	6400	25600
8	90	1	90	8100	8100
Total	**440**	**32**	**1850**	**28400**	**115500**

Based on the data above, the result of $F_iX_i^2$ is 115500 and F_iX_i is 1850. Then the following is the calculation of mean, variant and standard deviation.

a.Mean

$$\bar{x} = \frac{\sum Fi\ Xi}{\sum Fi}$$

Where:

$\bar{x}$ = Mean of variable x

$\sum F_iX_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\bar{x} = \frac{\sum Fi\ Xi}{\sum Fi}$$

$$= \frac{1850}{32}$$

$$= 57.81$$

b.Variant

Where:

S^2 = Variant

N = Number of sample

So,

$$S^2 = \frac{n\sum FiXi^2 - (\sum FiXi)^2}{n(n-1)}$$

$$= \frac{32 \text{ x}115500 - (1850)^2}{32\,(32-1)}$$

$$= \frac{3696000 - 3422500}{32(31)}$$

$$= \frac{273500}{992}$$

$$= 275.706$$

c.Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{275.706}$$

$$= 16.604$$

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality the students' ability can be seen in the following table:

Table 4.10
Normality Testing of Post Test in Control Class

No	Score	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	50	-0.47	0.3192	0.43	-0.1108
2	40	-1.07	0.1423	0.25	-0.1077
3	80	1.33	0.4082	0.96	-0.5518
4	70	0.73	0.2673	0.84	-0.5727
5	60	-0.13	0.4483	0.62	-0.1717
6	50	-0.47	0.3192	0.43	-0.1108
7	40	-1.07	0.1423	0.25	-0.1077
8	60	-0.13	0.4483	0.84	-0.1717
9	40	-1.07	0.1423	0.25	-0.1077
10	50	-0.47	0.3192	0.43	-0.1108
11	40	-1.07	0.1423	0.25	-0.1077
12	30	-1.67	0.0475	0.06	-0.0125
13	50	-0.47	0.3192	0.43	-0.1108
14	60	-0.13	0.4483	0.84	-0.1717
15	40	-1.07	0.1423	0.25	-0.1077
16	60	-0.13	0.4483	0.84	-0.1717
17	80	1.33	0.4082	0.96	-0.5518
18	60	-0.13	0.4483	0.84	-0.1717
19	60	-0.13	0.4483	0.84	-0.1717
20	40	-1.07	0.1423	0.25	-0.1077
21	50	-0.47	0.3192	0.43	-0.1108
22	70	0.73	0.2673	0.84	-0.5727
23	70	0.73	0.2673	0.84	-0.5727
24	80	1.33	0.4082	0.96	-0.5518
25	70	0.73	0.2673	0.84	-0.5727
26	80	1.33	0.4082	0.96	-0.5518
27	20	-2.28	0.0113	0.03	-0.0187
28	70	0.73	0.2673	0.84	-0.5727
29	90	1.93	0.4732	1	-0.5268
30	70	0.73	0.2673	0.84	-0.5727
31	70	0.73	0.2673	0.84	-0.5727
32	50	-0.47	0.3192	0.43	-0.1108
Total	**1850**	**Lo = -0.0125**			
Mean	**57.81**	**Lt = 0.15**			

a.Finding Z score

Formula: $Z_i\ 1 = \frac{Xi - \bar{\chi}}{s}$

$Z_i\ 1 = \frac{20 - 57.81}{16.604} = -2.28$

$Z_i 2 = \frac{30 - 57.81}{16.604} = -1.67$

$Z_i 3 = \frac{40 - 57.81}{16.604} = -1.07$

$Z_i 4 = \frac{50 - 57.81}{16.604} = -0.47$

$Z_i 5 = \frac{60 - 57.81}{16.604} = -0.13$

$Z_i 6 = \frac{70 - 57.81}{16.604} = 0.73$

$Z_i 7 = \frac{80 - 57.81}{16.604} = 1.33$

$Z_i 8 = \frac{90 - 57.81}{16.604} = 1.93$

b.Finding $S(Z_i)$

$S(Z_i) = \frac{F\ Kum}{N}$

= 0.03

= 0.06

= 0.25

= 0.43

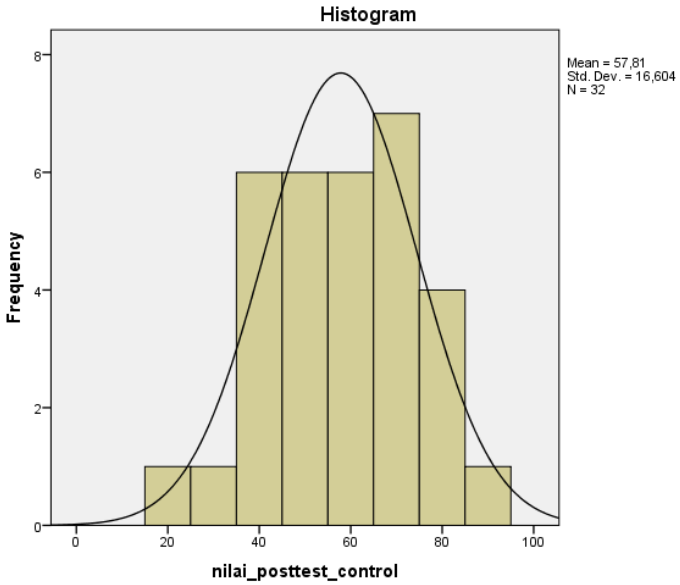
= 0.62

= 0.84

= 0.96

= 1

From the table above, it can be seen that Liliefors observation or L_0= -0.0125 with n= 32 and at real level α = 0.05 from the list of critical value of Liliefors table L_t = 0.15. It is known that the coefficient of L_0 (-0.0125) <L_t (0.15). So it can be concluded that the data distribution of the students' ability is **normal.**



From table 4.4 above, the number of control class were 32 students with the lowest value 20 and the highest value 90, and the average was obtained 57.81 with standard deviation 16.604 and variance 275.706.

4.4. Homogeneity Testing

4.4.1 Homogeneity Testing of Pre Test

$$F = \frac{Highest\ Varians}{Lowest\ Varians}$$

$$= \frac{278.931}{221.673}$$

$$= 1.25$$

Then the coefficient of F_{obs} = 1.25 is compared with $F_{table,}$ where F_{table} was determined at real level α = 0.05 and the numerator df = N = 32 and the denominator dk = 32. So, by using the list of critical value at F distribution was found$F_{0.05(32,32)}$ = 1.80

So $F_{obs} < F_{table}$ atau (1.25 < 1.80) so it can be concluded that the variant from the data was homogenous.

4.4.2. Homogeneity Testing of Post Test

$$F = \frac{Highest\ Varians}{Lowest\ Varians}$$

$$= \frac{275.706}{209.577}$$

$$= 1.31$$

Then the coefficient of F_{obs} = 1.31 was compared with $F_{table,}$ where F_{table} is determined at real level α = 0.05 and the numerator df = N = 32 and the denominator dk = 30. So, by using the list of critical value at F distribution was found$F_{0.05(32,32)}$ = 1.80

So $F_{obs} < F_{table}$ atau (1.31 < 1.80) so it can be concluded that the variant from the data is homogenous.

4.1.4. Hypothesis Testing

Table 4.11
Mean of Post-Test – Pre-Test in Experimental Class

No	Pre –Test	Post -Test	Gain Score
1	40	60	20
2	50	80	30
3	40	70	30
4	60	100	40
5	40	90	50
6	20	50	30
7	30	100	70
8	50	90	40
9	70	100	30
10	50	70	20
11	60	90	30
12	30	60	30
13	40	80	40
14	40	70	30
15	40	60	20
16	50	90	40
17	20	70	50
18	80	90	10
19	80	100	20
20	20	70	50
21	40	70	30
22	40	80	40
23	50	100	50
24	80	90	10
25	80	90	10
26	50	80	30
27	40	90	50
28	40	90	50
29	50	80	30
30	50	80	30
31	40	80	40
32	40	50	10
∑			1060
Mean			33.12

Table 4.12
Mean of Post-Test – Pre-Test in Control Group

No	Pre –Test	Post -Test	Gain Score
1	30	50	20
2	30	40	10
3	80	80	0
4	40	70	30
5	30	60	30
6	40	50	10
7	30	40	10
8	50	60	10
9	40	40	0
10	40	50	10
11	50	40	10
12	40	30	10
13	30	50	20
14	20	60	40
15	40	40	0
16	20	60	40
17	80	80	0
18	20	60	40
19	50	60	10
20	40	40	0
21	30	50	20
22	50	70	20
23	20	70	50
24	30	80	50
25	60	70	10
26	40	80	40
27	40	20	20
28	30	70	40
29	50	90	40
30	40	70	30
31	20	70	50
32	40	50	10
∑			**680**
Mean			**21.25**

The hypothesis testing in this research, it is used two average similarity test by using statistic, as follow:

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

$$= \frac{33.12 - 21.25}{\sqrt{\left(\frac{196.48 + 190.38}{32 + 32 - 2}\right)\left(\frac{1}{32} + \frac{1}{32}\right)}}$$

$$= \frac{11.87}{\sqrt{\left(\frac{386.86}{62}\right)(0.06)}}$$

$$= \frac{11.87}{\sqrt{(6.23)(0.06)}}$$

$$= \frac{11.87}{\sqrt{0.373}}$$

$$= \frac{11.87}{2.49}$$

= 4.76

From the computation above, it can be seen that $t_{observed}$ = 4.76. The testing hypothesis was conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that the H_a is accepted if the $t_{observed} > t_{table}$. In this study the calculation of the scores uses t-test for the degree of freedom 30 (df = N + N - 2) at the level of significant 0.05 that the critical value is 2.042. So it can be seen that t_{table} = 2.042.

After the scores were calculated, it was found that in this study the $t_{observed}$ is higher than the t_{table}. It can be seen as follow:

$t_{observed} > t_{table}(\alpha = 0.05)$ with df 30

4.76 >2.042

From the result above, it shows that the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. It means that using Simon says game affect student's in students' vocabulary mastery.

4.5 Discussion

There was a significant difference on students' vocabulary mastery by using Simon says game. The students that were taught by Simon says game have higher score than were taught by conventional strategy.

The study was conducted by first presenting the material to the classes of sample. The researcher applied conventional method in control class while experimental class by using Simon says game. Teaching of materials was conducted over three meetings first meeting for the pre test , second meeting for the treatment and then at the next meeting was conducted post test about simple past tense. The researcher did test to see whether there are differences in the average value in post test of experimental and control class, whether the students' achievement experimental class by Simon says game better than conventional method. Games are an effective way of giving meaning, motivating, atmosphere that relaxes and gives students the chance to develop their skill and language skill. From the calculation above it found that $t_{observed} = 78.3$ whereas the $t_{table} = 2.042$. It shows that students' vocabulary mastery was significant at 0.05. From the result, the researcher found that there was significant of the students' vocabulary mastery by using Simon says game. This means that the students' vocabulary mastery that were taught by using Simon says game was better than taught by conventional strategy.

CHAPTER V
CLOSING

5.1 Conclusion

In the final Part, the researcher give the conclusion as follow:

1. Based on the data research after using Simon says games affecting the student ability in mastering vocabulary which was proven the result of pre-test 47.18 and post-test 80.31.
2. There was significant effect of using Simon says game on the students' vocabulary mastery. As the accepting and rejected criteria of hypothesis, it can be concluded that Ho was rejected and H_1 was accepted. The result of $t_{observed}$ is 78. and t_{table} is 2.042 ($t_{observed} > t_{table}$, 4.76 >2.042). It means that H_0 is rejected and H_a is accepted. There is a significant effect of Simon says game in the students' vocabulary mastery.

   So, the application of Simon says game could increase the students' students' vocabulary mastery.

5.2 Recommendation

Based on the conclusion above, the researcher gives some recommendations as follows:

1. The English teacher should know the students' achievement in order to vary their method in teaching vocabulary, especially to the students of junior high school.

2. English teachers are recommended to use Simon says game in their teaching learning process in order to affect the students' vocabulary mastery. So that the students can be increased their interest and motivation in English learning by using Simon says game.
3. The researchers who are interested in doing a research related to this study should try to used Simon says gameon different level of learners through different genre to prove the effectiveness of Simon says gametowards students vocabulary mastery.

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APPENDIX I

LESSON PLAN I

(CONTROL CLASS)

Pre-Test

School : MTsS Al-Ikhlas Sait Buttu Pamatang Sidamanik

Class : VIII-A

Subject/Skill : English/Reading

Genre : Narrative Text

Time : 2 x 40 minutes

Kompetensi Inti

KI 1 : Menghargaidan menghayati ajaran agama yang dianutnya.

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 :Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

A. Kompetensi Dasar

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya .

B. Indikator

- Siswa mampu menyebutkan kosa kata berdasarkan text
- Siswa mampu memberikan respon berdasarkan kosa kata

C. Aspek / Skill

- Mendengar dan membaca (Vocabulary)

D. **Waktu** : 2x 40 menit

E. Tujuan pembelajaran

Siswa mampumenangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

F. Materi pelajaran **:** Narrative Text

Read the text

The Ant and The Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

G. **Teknik pembelajaran** : Conventional Method

H. Langkah-langkah kegiatan

1. Kegiatan Pendahuluan
    - Mengucapkan salam
    - Greeting
    - Absen
    - Doa
    - Tanya jawab berbagai hal terkait kondisi siswa
    - Memberikan motivasi dan stimulus kepada siswa

2. Kegiatan inti
    - Guru menjelaskan tentang materi pembelajaran
    - Memberikan lembar test kepada siswa
    - Guru membimbing siswa saat mengerjakan test
    - Guru mengumpulkan lembar jawaban siswa

3. Kegiatan Penutup
    - Guru menyimpulkan materi pembelajaran
    - Guru menutup pelajaran dengan do'a

I. Sumber dan Media Pembelajaran

- Buku paket bahasa Inggris kelas VIII semester 2
- Internet
- Kamus bahasa Inggris
- Papan tulis dan kapur
- Lembar soal

J. Penilaian

Rubrik penilaian

Uraian	Skor
Jawaban benar	1
Jawaban salah	0

K. **Instrument** : Terlampir

Pematangsiantar , 2018

Mengetahui,

Kepala Sekolah MTs Al-Ikhlas Sait Buttu

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LESSON PLAN II

(CONTROL CLASS)

Treatment

School : MTsS Al-Ikhlas Sait Buttu Pamatang Sidamanik

Class : VIII-A

Subject/Skill : English/Reading

Genre : Narrative Text

Time : 2 x 40 minutes

Kompetensi Inti

KI 1 : Menghargaidan menghayati ajaran agama yang dianutnya.

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 :Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

A. Kompetensi Dasar

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya .

B. Indikator

- Siswa mampu menyebutkan kosa kata berdasarkan text
- Siswa mampu memberikan respon berdasarkan kosa kata

C. Aspek / Skill

- Mendengar dan membaca (Vocabulary)

D. **Waktu** : 2x 40 menit

E. Tujuan pembelajaran

Siswa mampumenangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

F. Materi pelajaran **:** Narrative Text

Read the text

The Ant and The Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

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Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

G. **Teknik pembelajaran** : Conventional Method

H. Langkah-langkah kegiatan

1. Kegiatan Pendahuluan
    - Mengucapkan salam
    - Greeting
    - Absen
    - Doa
    - Tanya jawab berbagai hal terkait kondisi siswa
    - Memberikan motivasi dan stimulus kepada siswa

2. Kegiatan inti
    - Guru menjelaskan tentang materi pembelajaran Narrative text (definisi, tujuan, generic structure, language feature)
    - Guru memberikan contoh-contoh narrative text

3. Kegiatan Penutup
    - Guru menyimpulkan materi pembelajaran
    - Guru menutup pelajaran dengan do'a

I. Sumber dan Media Pembelajaran

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Pematangsiantar , 2018

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NIP.	**NIP.**	**NIM.34141019**

LESSON PLAN III

(CONTROL CLASS)

Post-Test

School : MTsS Al-Ikhlas Sait Buttu Pamatang Sidamanik

Class : VIII-A

Subject/Skill : English/Reading

Genre : Narrative Text

Time : 2 x 40 minutes

Kompetensi Inti

KI 1 : Menghargaidan menghayati ajaran agama yang dianutnya.

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 :Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

A. Kompetensi Dasar

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya .

B. Indikator

- mampu menyebutkan kosa kata berdasarkan text
- Siswa mampu memberikan respon berdasarkan kosa kata
- Siswa

C. Aspek / Skill

- Mendengar dan membaca (Vocabulary)

D. **Waktu** : 2x 40 menit

E. Tujuan pembelajaran

Siswa mampumenangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

F. Materi pelajaran **:** Narrative Text

Read the text

The Ant and The Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

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Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

G. **Teknik pembelajaran** : Conventional Method

H. Langkah-langkah kegiatan

1. Kegiatan Pendahuluan
    - Mengucapkan salam
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    - Absen
    - Doa
    - Tanya jawab berbagai hal terkait kondisi siswa
    - Memberikan motivasi dan stimulus kepada siswa

2. Kegiatan inti
    - Guru menjelaskan tentang materi pembelajaran
    - Memberikan lembar test kepada siswa
    - Guru membimbing siswa saat mengerjakan test
    - Guru mengumpulkan lembar jawaban siswa

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Pematangsiantar , 2018

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Sumarno, S.Ag.,MM	**Dian Maya Sari, S.Pd**	**Nurul Izzati**
NIP.	**NIP.**	**NIM.34141019**

APPENDIX II

LESSON PLAN I

(EXPERIMENTAL CLASS)

Pre-Test

School : MTsS Al-Ikhlas Sait Buttu Pamatang Sidamanik

Class : VIII-B

Subject/Skill : English/Reading

Genre : Narrative Text

Time : 2 x 40 minutes

Kompetensi Inti

KI 1 : Menghargaidan menghayati ajaran agama yang dianutnya.

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 :Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

A. Kompetensi Dasar

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya .

B. Indikator

- Siswa mampu menyebutkan kosa kata berdasarkan text
- Siswa mampu memberikan respon berdasarkan kosa kata

C. Aspek / Skill

- Mendengar dan membaca (Vocabulary)

D. **Waktu** : 2x 40 menit

E. Tujuan pembelajaran

Siswa mampumenangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

F. Materi pelajaran **:** Narrative Text

Read the text

The Ant and The Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

G. **Teknik pembelajaran** : Simon Says Game

H. Langkah-langkah kegiatan

4. Kegiatan Pendahuluan
    - Mengucapkan salam
    - Greeting
    - Absen
    - Doa
    - Tanya jawab berbagai hal terkait kondisi siswa
    - Memberikan motivasi dan stimulus kepada siswa

5. Kegiatan inti
    - Guru menjelaskan tentang materi pembelajaran
    - Memberikan lembar test kepada siswa
    - Guru membimbing siswa saat mengerjakan test
    - Guru mengumpulkan lembar jawaban siswa

6. Kegiatan Penutup
    - Guru menyimpulkan materi pembelajaran
    - Guru menutup pelajaran dengan do'a

I. Sumber dan Media Pembelajaran

- Buku paket bahasa Inggris kelas VIII semester 2
- Internet
- Kamus bahasa Inggris
- Papan tulis dan kapur
- Lembar soal

J. Penilaian

Rubrik penilaian

Uraian	Skor
Jawaban benar	1
Jawaban salah	0

K. **Instrument** : Terlampir

Pematangsiantar , 2018

Mengetahui,

Kepala Sekolah MTs Al-Ikhlas Sait Buttu	Guru Mata pelajaran	Peneliti
Sumarno, S.Ag.,MM	**Dian Maya Sari, S.Pd**	**Nurul Izzati**
NIP.	**NIP.**	**NIM.34141019**

LESSON PLAN II

(EXPERIMENTAL CLASS)

Treatment

School : MTsS Al-Ikhlas Sait Buttu Pamatang Sidamanik

Class : VIII-B

Subject/Skill : English/Reading

Genre : Narrative Text

Time : 2 x 40 minutes

Kompetensi Inti

KI 1 : Menghargaidan menghayati ajaran agama yang dianutnya.

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 :Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

A. Kompetensi Dasar

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya .

B. Indikator

- Siswa mampu meenyebutkan kosa kata berdasarkan text
- Siswa mampu memberikan respon berdasarkan kosa kata

C. Aspek / Skill

- Mendengar dan membaca (Vocabulary)

D. **Waktu** : 2x 40 menit

E. Tujuan pembelajaran

Siswa mampumenangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

F. Materi pelajaran **:** Narrative Text

Read the text

The Ant and The Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

G. **Teknik pembelajaran** : Simon Says game

H. Langkah-langkah kegiatan

1. Kegiatan Pendahuluan
    - Mengucapkan salam
    - Greeting
    - Absen
    - Doa
    - Tanya jawab berbagai hal terkait kondisi siswa
    - Memberikan motivasi dan stimulus kepada siswa

2. Kegiatan inti
    - Guru menjelaskan materi pembelajaran Narrative text (definisi, tujuan, generic structure dan language feature)
    - Guru mengarahkan siswa pada sebuah text bacaan
    - Guru menayakan kepada siswa tentang arti kosa kata yang ada pada teks bacaan
    - Guru membuat membentuk kelompok dalam permainan Simon says game
    - Guru memberi arahan bermain Simon says game dengan berdiri di antara kelompok
    - Guru memberi perintah dengan mengucapkan kata “Simon says..” terlebih dahulu
    - Guru meminta salah seorang siswa menggunakan Simon says game

- Guru menggunakan Simon says game dalam mempelajari kosa kata yang ada pada teks bacaan
- Siswa bertanya dan berdiskusi dengan guru tentang arti kata berdasarkan teks bacaan

3. Kegiatan Penutup
   - Guru menyimpulkan materi pembelajaran
   - Guru menutup pelajaran dengan do'a

I. Sumber dan Media Pembelajaran

– Buku paket bahasa Inggris kelas VIII semester 2
– Internet
– Kamus bahasa Inggris
– Papan tulis dan kapur

J. Penilaian

Rubrik penilaian

Uraian	Skor
Jawaban benar	1
Jawaban salah	0

K. **Instrument** : Terlampir

Pematangsiantar , 2018

Mengetahui,

Kepala Sekolah MTs Al-Ikhlas Sait Buttu	Guru Mata pelajaran	Peneliti
Sumarno, S.Ag.,MM	**Dian Maya Sari, S.Pd**	**Nurul Izzati**
NIP.	**NIP.**	**NIM.34141019**

LESSON PLAN III

(EXPERIMENTAL CLASS)

Post-Test

School : MTsS Al-Ikhlas Sait Buttu Pamatang Sidamanik

Class : VIII-B

Subject/Skill : English/Reading

Genre : Narrative Text

Time : 2 x 40 minutes

Kompetensi Inti

KI 1 : Menghargaidan menghayati ajaran agama yang dianutnya.

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 :Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

A. Kompetensi Dasar

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya .

B. Indikator

- Siswa mampu menyebutkan kosa kata berdasarkan text
- Siswa mampu memberikan respon berdasarkan kosa kata

C. Aspek / Skill

- Mendengar dan berbicara (Vocabulary)

D. **Waktu** : 2x 40 menit

E. Tujuan pembelajaran

Siswa mampumenangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

F. Materi pelajaran **:** Narrative Text

Read the text

The Ant and The Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

G. **Teknik pembelajaran** : Simon Says game

H. Langkah-langkah kegiatan

1. Kegiatan Pendahuluan
    - Mengucapkan salam
    - Greeting
    - Absen
    - Doa
    - Tanya jawab berbagai hal terkait kondisi siswa
    - Memberikan motivasi dan stimulus kepada siswa
    - Teacher explains what the class is going to do in the meeting.

2. Kegiatan inti
    - Guru menjelaskan materi pembelajaran Narrative text (definisi, tujuan, generic structure dan language feature)
    - Guru mengarahkan siswa pada sebuah text bacaan
    - Guru menayakan kepada siswa tentang arti kosa kata yang ada pada teks bacaan
    - Guru membuat membentuk kelompok dalam permainan Simon says game
    - Guru memberi arahan bermain Simon says game dengan berdiri di antara kelompok
    - Guru memberi perintah dengan mengucapkan kata “Simon says..” terlebih dahulu
    - Guru meminta salah seorang siswa menggunakan Simon says game

- Guru menggunakan Simon says game dalam mempelajari kosa kata yang ada pada teks bacaan
- Siswa bertanya dan berdiskusi dengan guru tentang arti kata berdasarkan teks bacaan

3. Kegiatan Penutup
   - Guru menyimpulkan materi pembelajaran
   - Guru menutup pelajaran dengan do'a

I. Sumber dan Media Pembelajaran

- Buku paket bahasa Inggris kelas VIII semester 2
- Internet
- Kamus bahasa Inggris
- Papan tulis dan kapur
- Lembar soal

J. Penilaian

Rubrik penilaian

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Jawaban benar	1
Jawaban salah	0

K. **Instrument** : Terlampir

Pematangsiantar , 2018

Mengetahui,

Kepala Sekolah MTs Al-Ikhlas Sait Buttu	Guru Mata pelajaran	Peneliti
Sumarno, S.Ag.,MM	**Dian Maya Sari, S.Pd**	**Nurul Izzati**
NIP.	**NIP.**	**NIM.34141019**

APPENDIX III (Pre-Test)

The Ant and The Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

1. One hot day, an ant was seeking for some water.
   What does the word seeking formean?
   a. Found c. Looking for
   b. Sang d. Drank

2. After walking around for a moment, she came to a spring . (line 2)
   What does the synonym of underline word came?
   a. Arrived c. Out
   b. Gone d. Left

3. After walking around for a moment, she came to a spring
   Whatdoes the word sherefer to?
   a.The Dove c. The Hunter
   b. The Ant d. The Tree

4. She slipped and fell unintentionally into the water.
   What does the word slipped mean?
   a. Skided c. Broken
   b. Run d. Climbed

5. Dropped it immediately into the water near the struggling ant .
   What does the underline word struggling mean?
   b. Helped c. Needed
   c. Took d. Assist

6. Soon it carried her safely to dry ground. (line 7)
   What does the word herrefer to?
   a. The dove c. The ant
   b. The fox d.The hunter

7. Then the ant moved towards the leaf and climbed up there.(line 8)
   What does the word there mean?
   a. On the leaf c.In the water
   b. On the water d. On the tree

8. There was a hunter nearby who was throwing out his net towards the dove.
   What does the word throwing outmean?
   a. Hurling c. Put
   b. Took d.Catched

9. Guessing what he should do. (line 10)
   What does the word he refer to?
   a. The dove c. The leaf
   b. The ant d. The tree

10. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.
    What does the synonym word dropped ?
    a. Let fell c. Took
    b. Saved d. Bring

APPENDIX IV (Post-Test)

The Ant and The Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

1. One hot day, an ant was seeking for some water.
   What does the word seeking formean?
   a. Found c. Looking for
   b. Sang d. Drank

2. After walking around for a moment, she came to a spring . (line 2)
   What does the synonym of underline word came?
   a. Arrived c. Out
   b. Gone d. Left

3. After walking around for a moment, she came to a spring
   Whatdoes the word sherefer to?
   a.The Dove c. The Hunter
   b. The Ant d. The Tree

4. She slipped and fell unintentionally into the water.
   What does the word slipped mean?
   a. Skided c. Broken
   b. Run d. Climbed

5. Dropped it immediately into the water near the struggling ant .
   What does the underline word struggling mean?
   d. Helped c. Needed
   e. Took d. Assist

6. Soon it carried her safely to dry ground. (line 7)
   What does the word herrefer to?
   c. The dove c. The ant
   d. The fox d.The hunter

7. Then the ant moved towards the leaf and climbed up there.(line 8)
   What does the word there mean?
   c. On the leaf c.In the water
   d. On the water d. On the tree

8. There was a hunter nearby who was throwing out his net towards the dove.
   What does the word throwing outmean?
   c. Hurling c. Put
   d. Took d.Catched

9. Guessing what he should do. (line 10)
   What does the word he refer to?
   c. The dove c. The leaf
   d. The ant d. The tree

10. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.
    What does the synonym word dropped ?
    c. Let fell c. Took
    d. Saved d. Bring

APPENDIX V (Key answer of Pre-Test and Post Test)

The Ant and The Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

1. One hot day, an ant was seeking for some water.
   What does the word seeking formean?
   a. Found **c. Looking for**
   b. Sang d. Drank

2. After walking around for a moment, she came to a spring . (line 2)
   What does the synonym of underline word came?
   a. Arrived c. Out
   b. Gone d. Left

3. After walking around for a moment, she came to a spring
   Whatdoes the word sherefer to?
   a.The Dove c. The Hunter
   b. The Ant d. The Tree

4. She slipped and fell unintentionally into the water.
   What does the word slipped mean?
   a. Skided c. Broken
   b. Run d. Climbed

5. Dropped it immediately into the water near the struggling ant .
   What does the underline word struggling mean?
   a. **Helped** c. Needed
   b. Took d. Assist

6. Soon it carried her safely to dry ground. (line 7)
   What does the word herrefer to?
   a. The dove **c. The ant**
   b. The fox d.The hunter

7. Then the ant moved towards the leaf and climbed up there.(line 8)
   What does the word there mean?
   a. **On the leaf** c.In the water
   b. On the water d. On the tree

8. There was a hunter nearby who was throwing out his net towards the dove.
   What does the word throwing outmean?
   a. **Hurling** c. Put
   b. Took d.Catched

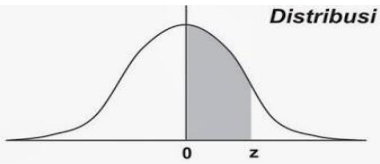
9. Guessing what he should do. (line 10)
   What does the word he refer to?
   a. **The dove** c. The leaf
   b. The ant d. The tree

10. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.
    What does the synonym word dropped ?
    a. **Let fell** c. Took
    b. Saved d. Bring

APPENDIX VI

TABLE DSTRIBUTION NORMAL BAKU 0-Z

Kumulatif sebaran frekuensi normal
(Area di bawah kurva normal baku dari 0 sampai z)



Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3.1	0.4990	0.4991	0.4991	0.4991	0.4992	0.4992	0.4992	0.4992	0.4993	0.4993
3.2	0.4993	0.4993	0.4994	0.4994	0.4994	0.4994	0.4994	0.4995	0.4995	0.4995
3.3	0.4995	0.4995	0.4995	0.4996	0.4996	0.4996	0.4996	0.4996	0.4996	0.4997
3.4	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4998
3.5	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998
3.6	0.4998	0.4998	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.7	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.8	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.9	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000

Dipergunakan untuk kepentingan Praktikum dan Kuliah Statistika Agrotek cit. Ade

Source : http://jam-statistic.blogspot.co.id/2014/04/cara-menentukan-nilai-alpha-dengan.html

APPENDIX VII

THE CRITICAL VALUE LILIEFORS TEST

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,022	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

30	0,187	0,161	0,144	0,136	0,131
n > 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

APPENDIX VIII

DOCUMENTATION

Pic. 1 The Reseacher at Mts Al-Ikhlas Sait Buttu Pamatang Sidamanik

Pic. 2 The Reseacher and English Teacher of Mts Al-Ikhlas Sait Buttu Pamatang Sidamanik

Pic. 3 The Students in control class doing the pre-test

Pic. 4 The researcher give the treatment to the students of experimental

group

Pic. 5 The students in control class doing post-test

Pic. 6 The students in experimental class doing pre-test

Pic 7. The researcher give the treatment to the students of experimental class

Pic. 8 The students in experimental class doing post-test

(Post-Test) 100

Name : MUHAMMAD ALI HAKIM

Class : VIII B

The Ant and The Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

1. One hot day, an ant was seeking for some water.
   What does the word seeking for mean?
   c. Found (c) Looking for
   d. Sang d. Drank

2. After walking around for a moment, she came to a spring . (line 2)
   What does the synonym of underline word came?
   (c) Arrived c. Out
   d. Gone d. Left

3. After walking around for a moment, she came to a spring
   Whatdoes the word she refer to?
   c. The Dove c. The Hunter
   (d) The Ant d. The Tree

4. She slipped and fell unintentionally into the water.
   What does the word slipped mean?
   (c) Skided c. Broken
   d. Run d. Climbed

5. Dropped it immediately into the water near the struggling ant .
   What does the underline word struggling mean?
   (c) Helped c. Needed
   d. Took d. Assist

6. Soon it carried her safely to dry ground. (line 7)
   What does the word herrefer to?
   c. The dove (c) The ant
   d. The fox d.The hunter

7. Then the ant moved towards the leaf and climbed up there.(line 8)
   What does the word there mean?
   (c) On the leaf c.In the water
   d. On the water d. On the tree

8. There was a hunter nearby who was throwing out his net towards the dove.
   What does the word throwing out mean?
   (c) Hurling c. Put
   d. Took d.Catched

9. Guessing what he should do. (line 10)
   What does the word he refer to?
   (c) The dove c. The leaf
   d. The ant d. The tree

10. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.
    What does the synonym word dropped ?
    (c) Let fell c. Took
    d. Saved d. Bring

50

(Post-Test)

Name : Jhon Prabu

Class : VII B

The Ant and The Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

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Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

1. One hot day, an ant was seeking for some water.
   What does the word seeking for mean?
   c. Found
   (b) Looking for
   d. Sang
   d. Drank

2. After walking around for a moment, she came to a spring . (line 2)
   What does the synonym of underline word came?
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   c. Out
   d. Gone
   d. Left

3. After walking around for a moment, she came to a spring
   Whatdoes the word she refer to?
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   c. The Hunter
   (d) The Ant
   d. The Tree

4. She slipped and fell unintentionally into the water.
   What does the word slipped mean?
   c. Skided
   c. Broken
   d. Run
   (d) Climbed

5. Dropped it immediately into the water near the struggling ant .
   What does the underline word struggling mean?
   c. Helped
   (d) Needed
   d. Took
   d. Assist

6. Soon it carried her safely to dry ground. (line 7)
   What does the word herrefer to?
   c. The dove
   (d) The ant
   d. The fox
   d.The hunter

7. Then the ant moved towards the leaf and climbed up there.(line 8)
   What does the word there mean?
   c. On the leaf
   c.In the water
   d. On the water
   (d) On the tree

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9. Guessing what he should do. (line 10)
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    d. Saved
    d. Bring

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Nomor : B-7739/ITK/ITK.V.3/PP.00.9/06/2018 08 Juni 2018
Lampiran : -
Hal : **Izin Riset**

Yth.Ka. MTs Al Ikhlas Sait Buttu Pamatang Sidamanik

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	:	NURUL IZZATI
Tempat/Tanggal Lahir	:	Pematang Siantar, 20 April 1997
NIM	:	34141019
Semester/Jurusan	:	VIII/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs Al Ikhlas Sait Buttu Pamatang Sidamanik, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE EFFECTIVENESS OF USING SIMON SAYS GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT MTS AL IKHLAS SAIT BUTTU PAMATANG SIDAMANIK

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Wassalam
An. Dekan
Ketua Jurusan PBI

Dr. Sholihatul Hamidah Dly, M.Hum
NIP. 19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

YAYASAN PENDIDIKAN AL-IKHLAS
MADRASAH TSANAWIYAH (MTs) AL-IKHLAS SAIT BUNTU
KECAMATAN PAMATANG SIDAMANIK KABUPATEN SIMALUNGUN
PROVINSI SUMATERA UTARA KODE POS : 21171

Alamat : Jln. Sait Buttu Saribu, E-mail : mtsalikhlas77@yahoo.com, HP. 0813 6152 1087

SURAT KETERANGAN

Nomor : 1438/MTs.AI/SB/VII/2018

Yang bertanda tangan di bawah ini :

Nama	: H. SUMARNO, S.Ag.MM
Jabatan	: Kepala Madrasah
Sekolah	: Madrasah Tsanawiyah (MTs) Al-Ikhlas Sait Buntu

Menerangkan dengan sesungguhnya bahwa :

Nama	: NURUL IZZATI
Tempat/Tgl Lahir	: Pematang Siantar, 20 April 1997
NIM	: 34141019
Semester/Jurusan	: VIII/Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Penelitian pada Madrasah Tsanawiyah (MTs) Al-Ikhlas Sait Buntu Kecamatan Pamatang Sidamanik Kabupaten Simalungun sejak tanggal 17 – 23 Juli 2018 dengan judul Skripsi : "**THE EFECTIVENESS OF USING SIMON SAYS GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT MTS AL IKHLAS SAIT BUTTU PAMATANG SIDAMANIK.**"

Demikian Surat Keterangan ini kami perbuat dengan sebenarnya dan untuk dapat dipergunakan seperlunya.

Sait Buntu, 24 Juli 2018
Ka. MTs Al-Ikhlas Sait Buntu

H. SUMARNO, S.Ag.MM