THE USE OF MOUSE AND CAT GAMES TO IMPROVE STUDENTS'

VOCABULARY MASTERY OF FIRST GRADE STUDENTS OF MTSN

PEANORNOR

THESIS

**Submitted to the Faculty of Tarbiyah and Teachers Training State
Islamic University of North Sumatera Medan as a Partial Fulfillment of
the Requirements for the Degree of Sarjana Pendidikan**

BY

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No : Istimewa   Medan, 04   Juni 2018

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                                                    Bapak Dekan Fakultas Ilmu
Hal   : Skripsi   Tarbiyah dan Keguruan
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          Panggabean   UIN-SU

                                                    Di

                                                    Medan

Assalammualaikum Wr. Wb.

Dengan Hormat,

Setelah membaca, meneliti, dan memberi saran-saran perbaikan seperlunya, terhadap skripsi mahasiswa

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Judul   : "The Use of Mouse and Cat Games to Improve Students' Vocabulary Mastery of First Grade Students of MTSN Peanornor**."**

Maka kami menilai bahwa skripsi ini dapat diterima untuk dimunaqosyahkan dalam sidang munaqasyah Fakultas Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan atas, perhatian saudara kami ucapkan terimakasih Wasalammualaikum Wr. Wb.

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SURAR PENGESAHAN

Skripsi ini yang berjudul **"THE USE OF MOUSE AND CAT GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY"** yang disusun oleh **DHITA SYAWALIYAH PANGGABEAN** yang telah dimunaqasyahkan dalam Sidang Munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU pada tanggal :

04 September 2018 M
23 Dzulhijjah 1439 H

dan telah diterima sebagai persyaratan untuk memperoleh Gelar Sarjana Pendidikan (S.Pd) dalam Ilmu Tarbiyah dan Keguruan pada program studi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

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Judul Skripsi   :

"THE THE USE OF MOUSE AND CAT GAMES TO IMPROVE STUDENTS' VOCABULARY MASTERY"

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar merupakan hasil karya saya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semua telah saya jelaskan sumbernya.

Apabila kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar dan ijazah yang diberikan oleh institut batal saya terima.

Medan, 01 Juli 2018

Yang Membuat Pernyataan

Dhita Syawaliyah Panggabean
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Medan, 01 July 2018

Dhita Syawaliyah Panggabean

ABSTRACT

Dhita Syawaliyah Panggabean. 34133177. *The Use of Mouse and Cat Games to Improve Students' Vocabulary Mastery.* **A Thesis. English Department, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, Medan 2018.**

This research was conducted to know and proving that The Mouse and Cat Games can improve students' vocabulary mastery in learning English for one month researching. The subjects of this research were seventh grade students of MTSN Peanornor Tarutung in academic year of 2016/2017 that consisted of 20 students. This research was conducted by using classroom action research. This research was used pre-test and post-test data, interview sheet, observation sheet, diary notes, and documentation.The result of this research showed that there was an improvement of students' vocabulary mastery. It could be seen by the mean of the pre-test was 38.65, the mean of the first cycle was 54.2, and the mean of second cycle was 73, these results mean showed that the mean in second cycle were better than the first cycle. The percentage of students who got point ≥ 65 up also grew up. In the pre-test, there was nobody got point 65 up (0%). In the post-test I of cycle I, the result is good enough because the students who got point ≥ 65 up there were 5 students (25%)**.** It means that there was a good improvement about 40.28%. In the post-test II of cycle II, students who got point 65 up were 17 students **(**85%**)** and the improving was about 48.64%. For the total score of students' improvement from pre-test to post-test of cycle II was 88.87%. In other words, the students' vocabulary mastery has improved from the first meeting to the next one. For the hypothesis testing, it was used t-test formula from the computation, it could be seen that coefficient of t-$_{table}$ (2.06) with fact level $\alpha = 0.05$ was 7.73 in the coefficient of t-$_{observation}$ (7.73) $\geq$ t-$_{table}$(2.06). Thus, alternative hypothesis (Ha) stating that The Mouse and Cat Games improved students' vocabulary mastery can be accepted and could make the class become alive, active and fun properly.

Keyword: Mouse and Cat Games, Students' Vocabulary Mastery

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In studying English language is not easy. There are four main things that must be mastered by students including reading, listening, writing, and speaking.The four skills of vocabulary are very important part in learning English. Lack of vocabulary of the students resulted in students is difficult to express words in the English language and it is difficult to write words in English as well as not being able to communicate fluently and well.

Vocabulary is a component in the language. With the vocabulary one can say what is meant. In speaking vocabulary is very important. Mc.Charty in his book stated" no matter how well the student learns grammar, no matter how successfully the sounds of second language just cannot happen in any meaningful way.[1] From these statements, that the vocabulary is very necessary when communicating.

In order to increase student vocabulary skills with a good teacher should be able to understand the extent of the vocabulary of the students and make the learning process learning activities through play or play while learning.

Learning media is very helpful in the process of delivering the material presented by the teacher. With the media teacher more easily improve students' vocabulary. Teachers are required to be more creative in determining the media that is suitable for use in the learning process.

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[1]Nobert Schmitt and Michael McCarth, *Vocabulary: Description, Acquisition and Pedagogy*, New York: Cambridge University Press, p. 140

Gaming is also a medium for learning. Game activities required media. The medium used is expected to affect the learning process. The medium used need not be expensive and hard to find. What is around the environment can be utilized not only that game tools can also be used as a medium. Mouse and cat game is one of the images as media that can be used to enhance students' vocabulary. Students will use his imagination and it will be easier to memorize vocabulary in the image.

This research will conducted at the Junior High School MTSN Panornor of seventh grade as a location for observation because the students have less ability in the English language. Students are still not able to express vocabulary in English correctly. Difficult to express and write words in the English language as well as substandard in communicating in English.

Based on these conditions, the researchers found there were several factors to lack of vocabulary of the students, the students are slowly to be able to communicate in English with either of them, the students lazy to memorize, lack of interest in reading vocabulary of existing dictionaries, and there is no motivation to try to express vocabulary vocabulary word and write it.

This is evidenced by the statement by a teacher who taught in MTSN Peanornor that students did not master the vocabulary in the English language. There are some factors such as, some students don't like English language, and some students are late to catch the material.

Based on the commentary, the researcher interested to make the reasearch about " The Use of Mouse and Cat Games to Improve Students Vocabulary Mastery of First Grade Student of MTSN Peanornor.

B. The Identification of the Problem

Based on the above issue was identified in this study, as follows:

1. Students are not able to disclose the English vocabulary.

2. Students are not able to write the English vocabulary.

C. The Limitation of the Problem

Based on the identification of the above problems that arise, hence the need for restrictions on the problem. It is adapted to identify the problem, so what is to be achieved in this study can be directed properly. So in this case the researchers limit the problems on "The Use of Mouse and Cat Games to Improve Students Vocabulary Mastery of First Grade Student of MTSN Peanornor".

D. The Formulation of the Problem

In line with the background of the research, the researcher formulates the research question as follows:

1. Can mouse and cat games improve students vocabulary mastery at first grade of MTSN Peanornor.

2. How is the improvement of students' vocabulary mastery by using mouse and cat games at the first grade of MTSN Peanornor.

3. How is the implementation of mouse and cat games to improve students' vocabulary mastery of first grade students at MTSN Peanornor.

E. The Objective of the Study

The aim of this study was as follows:

1. To know whether mouse and cat games can improve student's vocabulary mastery of first grade students at MTSN Peanornor.

2. To know i mprovement of mouse and cat games to improve student's vocabulary mastery of first grade students at MTSN Peanornor.

3. To know the implementation of mouse and cat game to improve student's vocabulary mastery of first grade students at MTSN Peanornor.

F. Significance of the Research

The benefits derived from this study are as follows:

a. The theoretical benefits

1. The results of this study can contribute knowledge for English teachers to teach vocabulary to students, especially the use of mouse and cat game to improve vocabulary in students.

2. The results of this research can increase knowledge and further support the existing theories with respect to the media game of mouse and cat.

b. Practical benefits

1. For Teachers

As input and scientific importance of the use of media in the learning process, especially lessons in English vocabulary.

2. For Students

   This research is expected to provide input so that students always maximize the learning motivation that will assist in improving students' vocabulary.

3. For Schools

   This research is expected to provide input to the school pay attention to the existing facilities at the school in order to improve students' English vocabulary.

4. For researchers and Other Researcher

   This research is expected to add insight researchers will be learning activities.

CHAPTER II

REVIEW OF THE LITERATURE

A. Vocabulary

1. Definition of Vocabulary

As explained in the background of the study, vocabulary takes such afundamental role in mastering English as foreign language well. There are somedefinitions of vocabulary proposed by some experts. Hornby mentions his definition of vocabulary as the totalnumber of words in a language and vocabulary as a list of words with their meanings.[2]

Vocabulary is one of the language components which have tobe mastered by students in learning new language. Scott explains that Without Grammar very little can be conveyed. Without vocabulary nothing can be conveyed.[3]It means that Students who want to improve their English, they should master vocabulary. Vocabulary is one of the important aspects in learning English. We should have anad equate vocabulary to improve the four language skills. Only with sufficient vocabulary we can express our idea effectively, can understand the languaget ask and foreign language conversation. With the limited vocabulary the students will have the difficulties in learning and understanding the foreign language. When the students do not know the ways to increase their vocabulary they will lose their interest in learning foreign language, because they can not understand the foreign language words.So,vocabulary is very important in learning foreign language. While some of other linguists defined on vocabulary such as:

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[2]Hornby,(1995), *Advance Learner's Dictionary*, New York : Oxford University, P. 1331.
[3]Scott Thornbury,*How to Teach Vocabulary* ,(London:Longman,2002),p.13

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1) Vocabulary is "an alphabetical list of the words used in a book, often including their translation or definition".[4]

2) Vocabulary is:

    a. Total number of words, which (with rule for combining them) make up a language.

    b. (Range of) words known or used by a person in trade, profession, etc.

    c. Book containing list of words, list of words used in a book, etc, usually with definition or translation.[5]

2. Kinds of Vocabulary

There are some opinions about kinds of vocabulary. One of them is proposed by Scott Thornbury, there are two kinds of vocabulary, namely receptive vocabulary and expressive vocabulary.[6]

1) Receptive vocabulary refers to the words which learners know when they listen and read or the words they know when learners receive from another. Receptive vocabulary can be called as passive vocabulary. Some ways to increase the receptive vocabulary ability, the first way is making some notes of the words and finding out the synonyms and antonyms, another way is looking in the dictionary.

2) Expressive vocabulary refers to the words which learners use when they speak or write, and it is called as active vocabulary. To increase

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[4]Victoria Neufeldt, *Webster's New World College Dictionary*, (New York: McMillan Inc, 1995), p. 2039

[5]A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: Oxford University Press, 1995), 5th Ed. p. 997

[6]Scott Thornbury, *How to Teach Vocabulary*, (London: Longman, 2002), p. 15.

this expressive vocabulary ability, the learners should try much their speaking and writing.

According to Nation there are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to thewords that native speakers and foreign learners recognize and understand buthardly ever use. It is used passively in either listening or reading.[7]Productivevocabulary is utilized actively either in speaking or writing. Listening vocabulary is generally larger than speaking vocabulary while reading vocabulary is relativelylarger than writing vocabulary. Therefore it can be concluded that vocabulary canbe presented in four units. They are listening vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary.

Reading vocabulary consists of theword found by people when they are reading. While listening vocabulary is thewords that people hear and understand when they are talking to others or listeningto radio and television. Speaking vocabulary includes the words people used intheir daily life and conversation. The last is writing vocabulary that consists of theword people use in writing essays, reports, letter, etc.

3. Function of Vocabulary

The function of the vocabulary can be classified to the many kinds. According to Thornbury, there are many classification words that we have to know the function of the vocabulary.

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[7]P Nation, (2001), *Learning Vocabulary in Another Language,* Cambridge : Cambridge University Press, P. 24.

The first is word class. Words are having different roles in a sentence of the text. They divided into one of eight different words classes.[8] They are that we call parts of speech. The definition about parts of speech will be start by a noun. When we will describe a person, place or thing, we actually describe of noun. In fact we use noun to express a range of additional meanings, such as concepts, qualities, organizations, communities, sensations, and events. According to Carol, the noun is " a word that names a person, place, thing or idea".[9]

The next parts of speech are pronoun. According to Jane"s explanation, " Pronoun usually can be thought of as a subclass of noun. They at in place of anoun in a sentence.[10] The adjective is the next parts of speech. According to Carol, adjective is "a word that modifies, or describes, a noun or a pronoun."[11] Another parts of speech is adverb. According to Carol, adverb is "a word that modifies, or describes, a verb, an adjective or another adverb".[12] The next parts of speech are Verb. Carol said that " a verb is an action of a subject is performing".[13] Then we have the preposition that kind of parts of speech. The prepositions are a part of the parts of speech which connect words,clauses and sentences together and show the relations between them.[14]

Parts of speech also have a conjunction. Jane said that " conjunction is word that join words, phrases or sentences, or it is the grammatical connector that

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[8]Scott Thonrbury, *How to Teach Vocabulary,* (England: Pearson Education,2002), P. 3
[9]Carol Ann Bergman and J.A. Sean, *Grammar and composition: Introductory Course,*(Toronto: D.C. Health and Company), p. 31
[10]Jane medwell, et. Al., *Primary English; Knowledge and Understanding,*(UK, learningmatters, 2009), p.78
[11] Bergman and J.A. Sean, *loc.it,* p. 61
[12] Bergman and J.A. Sean, *loc.it,* p. 70
[13] Bergman and J.A. Sean, *loc.it,* p. 41
[14]Rahmah Fitriani, *English Grammar*, (Medan: Cl Tapustaka Media Perintis, 2010), p.96

link the words".[15] Finally we have the interjection. Carol said that "interjection is a word that expresses strong feeling. An interjection at the becoming of a sentence is followed by an exclamation point or comma".[16]

The second words classification is a word family. A word family consists of the rrot of a word plus its inflexsions that commonly formed a derivative. According to thornbury, inflexions occur on the root word by using the add-ons that called affixes.[17] David Wray said that "affixes are another common method of forming new word. It is an additional part of a word added at the beginning that called prefix or end of the word that called suffix".[18]

The third parts of words classification is the word formation. Word formation is another way to form a new word from the old is compounding. "Compounding is combining two or more independent words into a single word".[19]

4. Vocabulary Mastery

Vocabulary is one of the language aspects which should be learnt. Learning it is important because in order to be able to speak, write, and listenlearners have to know vocabulary first. A person said to, know a word if they canrecognize its meaning when they see it.[20] It means that inlearning

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[15]Jane Medwell, *et, al. Primary English, p.88*

[16] Bergman and J.A. Sean, *loc.it,* p. 116

[17]Scoot Thornbury, *How to Teach Vocabulary,*(England: Pearson Education, 2002), p. 4

[18]David Wray and Jane Medwell, *Extending Knowledge in Practice Primary English,* (United Kingdome: Learner Matters Ltd, 2008). P. 36

[19]Scott Thornbury, *How to Teach Vocabulary,* p. 5

[20]Cameron L, (2001), *Teaching Languages to Young Learners*. Cambridge : Cambridge University Press, P. 75.

vocabulary learners have to know the meaning of it and also understandand can use it in sentence context. Allah mention in holy koran in sura Ar- Rahman 1-4.[21]

الرَّحْمَنُ (١) عَلَّمَ الْقُرْآنَ (٢) خَلَقَ الإِنْسَانَ (٣) عَلَّمَهُ الْبَيَانَ (٤)

Meaning : *1. (God) the Most merciful*

2. Who has taught the Koran.

3. He created man

4. Taught him articulate

In brief, vocabulary mastery can be defined as a number of vocabulary(words) in a language which contains information about its meaning, form, andusage in context of communication. It is the basic knowledge that students should master first before mastering English. Vocabulary learning is a principal issue forEnglish learning because it comprises the basic building blocks of Englishsentences.The vocabulary mastery is not a spontaneous process which is easy to bedone. The process of vocabulary mastery begins when someone is still an infant.

Basically, the baby's first language comes from the mother tongue. They willmaster the vocabulary through the simple words by listening to the words whichare uttered by someone else. It is known that English vocabulary learning cannotrun successfully without English ability (English skills) because both of them arevery important in English teaching and learning process.The students cannot do well in comprehension without large vocabulary,for the passages and questions involve a range of words much wider than that ofdaily conversation.

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[21] Al- Qur'an dan Terjemahan, (1983), Jakarta : *Yayasan Penyelenggara Penterjemah AL- Qur'an,* p. 1079

To make the discussion clearer, Harmer's opinion can be added. In hisbook, Harmer says that there are some aspects that have to bediscussed in vocabulary, namely: word meaning (synonym, antonym, connotation,and denotation), extending word use such as idioms, word combination orcollocation, and the grammar of words which comprises noun, verb, adjective,and adverb.[22]

a. Meaning

The meaning can be classified according to the form they attach to. It canbe classified into three forms: lexical meaning, morphological meaning, andsyntactic meaning.Lexical meaning is the meaning that attaches to words as word. Forexample, the meaning of a building for human habitation that attaches to house islexical meaning. Morphological meaning is the meaning that attaches tomorpheme. Morpheme is the smallest unit that carries information about meaningor function. And the meaning that attaches to the word arrangement in a sentenceis the syntactic meaning.

A word meaning can also be defined by its relationship to other words.One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

1) Synonym

The term synonymy derives from Greek: syn- + -nymy. The two parts mean "same and name". Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed

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[22] J. Harmer, (1991), *The Practice of English Language Teaching,* London : Longman, P. 16.

by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.

2) Antonym

Antonym is the opposite of meaning. It derives from Greek, "ant- and -nymy", the two parts mean "opposite + name". Antonym deals with oppositenessof meaning. Antonyms are not differentiated for formality or dialect ortechnicality; antonyms occur within the same style, dialect, or register.

3) Denotation

Denotative meaning is called as some terms such as den notational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called dennotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. Denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

4) Connotation

Connotation is more complicated than denotation. Connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

b. Use

According to Nation there are some ways to draw the attentionsto the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc.), giving a few similarcollocates, mentioning any restrictions on the use of the word (formal,

informal,impolite, only used with children, etc.), and giving a well-known opposite or awell-known word describing the group or lexical set it fits into.[23]

c. Spelling

Spelling is the writing of a word or words with the necessary letters anddiacritics present in an accepted standard order and an arrangement of letters thatform a word or part of a word; the process of forming words by putting letterstogether.

According to Ur, there are some important points that should beconsidered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and whatit looks like (its spelling).[24]

d. Pronunciation

According to Hewings pronunciation of a language is the maincomponents of speech which combine together. These components range from theindividual sounds that make up speech, to the way in pitch (the rise and fall of thevoice is used to convey meaning).[25]

Pronunciation can be said as the act of uttering with articulation; the act ofgiving the proper sound and accent; utterance; as, the pronunciation of syllables ofwords; distinct or indistinct pronunciation.It is a way in which language is

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[23]P. Nation, *loc.it*, P. 24

[24]Ur, P, (1996), *A Course in Language Teaching,* Great Britain : Cambridge University Press, P. 60.

[25]Hewings M, (2004), *Pronunciation Practice Activities,* Cambridge : Cambridge University Press, P. 3.

spoken. It includes segmental feature,vowel, and the intonation patterns. The listeners are supposed to apply them welland correctly.

According to Ur there are some important points that should beconsidered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and whatit looks like (its spelling). These are fairly obvious characteristics and the wordswill be perceived by the learners when encountering the items for the first time.From the definitions above, it can be inferred that learners should masterthe words of the language because language consists of words. It is in order to beable to use the language approximately. Having mastered a large number ofwords, they will be able to express their ideas in the language approximately.[26]

5. Purpose of Vocabulary

To learn or do something people should know the purpose. In this case the purpose of learning vocabulary is to make learners easier to express their idea, because vocabulary is all words that contain in language. The word property owned by speaker or writer use in science. Many definition of the purpose of learning vocabulary can be found from experts:

Large vocabulary help us express our ideas precisely in communication. We often believe that need a large number of words to master English language well it is not always wrong because we are hope to realize that without a certain amount of vocabulary, it seems it is quite impossible to use the language precisely

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[26]Ur, P, (1996), *A Course in Language Teaching,* Great Britain : Cambridge University Press, P. 60.

and vividly. We sometime have difficulties; in understanding the meaning of the word, in differentiating the word form, and in applying the word in a sentences.[27]

6. The Teaching of Vocabulary

The teaching of vocabulary is not easy to do. Some people think thatvocabulary teaching only wastes the time because vocabulary number isunlimited. The English teachers had better teach English vocabulary first thananother aspect of this language, such as grammar, speaking, reading and writing. Ifstudents know more vocabulary, it will be easy for them to learn another aspect of English language.

Vocabulary is a central of English language acquisition, as according toCelce and Murcia, vocabulary learning is a central to languageacquisition whether the language is first, second, or foreign.[28]

According to Hornby, 'teaching' is defined as givinginstruction to somebody's knowledge, skill, etc. Based on that explanation, teaching vocabulary is an activity where the teacher gives the students knowledgeabout vocabulary and how to use it in daily life.[29]

Harmer gives the wide explanation about some technique forteaching vocabulary that is summarized as follows:

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[27]A.M.Zainuri, (2003), *Vocabulary I,* Jakarta: English Departement, p. 1

[28]Celce-Murcia*, M.* (2001), *Teaching English as a second or foreign language,* Boston: Heinle & Heinle, P. 285.

[29]Hornby, (1995), *Advance Learner's Dictionary*, New York: Oxford University Press, P. 125.

a. **Demonstration**

The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

b. **Explanation**

The teacher explains the construction of language in diagram, using textbook, using board or OHP.

c. **Discovery**

The students can be encouraged to understand new language form by discovering them in a test or by looking for at grammatical evidence in order to work out grammar rule.

d. **Check Question**

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

e. **Presentation**

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.[30]

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[30]Harmer J, (1991), *The Practice of English Language Teaching* London: Longman, P. 155.

7. The principle of teaching and learning vocabulary

According to Wallace, there are six principles on which teaching learning vocabulary is to be based, they are:[31]

a. Aims

The aims have to be clear for the teacher. How many things listed does the teaher expect the learner to be able to achieve the vocabulary? What kinds of words? The aims of vocabulary items, for both teaching vocabulary using song lyrics technique should be based on the curriculum given.

b. Quantity

The teacher may have to decide the number of vocabulary items to be learnt. How many new words in a lesson can be learnt by learners? If they are too many words, the learnermay become confused.

From the statement above, it means that the teacher should limit the number of words that will be taught to the students. Therefore, in teaching vocabulary using song lyrics not all words should be learnt by students. He should limit the words to be learnt by underlying words or make a certain mark on the words occurred on song lyrics.

c. Need

In some cases, one hopes that the choice of vocabulary will relate to the aims of a course and the objective of an individual lesson, it is also possible for the teacher to take responsibility of choosing the vocabulary to be taught for her or his students. In other words, the

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[31]Wallace and J Michael, *Technique in Teaching Vocabulary*,(London, Heinemann Education books,1982) , p. 27.

students put in a situation where they have to communicate and get the words that they need.

d. Meaningful Presentation

The teacher must have a clear and specific understanding of what it denotes or refers to i.e. sit is meaning involves many other things as well. This requires that the words can be presented in such a way that its denotation or reference is perfectly clear and ambiguous. The teacher must have a clear understanding about the words or phrases given to the students.

B. Media

1. Definition of Media

In teaching learning process, teaching media is very helpful for teacher and students. By using teaching media, it will make the teacher more easy in explaining the material and it also helps the students to understand the material practical and enjoyable.

Media is a tool which used as a channel to send a message or delivers the information from resources to receiver.[32]Media according to Romiszowski in Kasihanibook are any extensions of man which allows him to affect other people who are not in face with him. Thus communication media include letters, television, film, radio, printed matter and telephone.[33]

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[32]Soeparno, *Media Pengajaran Bahasa*, (Jakarta:Intan Pariwara,1988),1th Ed.p.1

[33]Suyanto, Kasihani K.E., (2007), *English for Young Learners*, Jakarta: Bumi Aksara, p. 100

In other word, media could be defined as the carrier of the massage from the teacher to the students. On learning activity media can help the teacher in conveying the teaching material so the students will clearly understand about the topic.

2. **Kinds of Media**

There are several kinds of media, which usually used in the teaching learning process. There are three general categories of media, they are visual aids, Audio aids and audio visual aids.[34]

a. Visual aids

Visual aids is term used to include teaching aids which depend on the use of visual communication channel (ex. over head projector, slide film strip, mute film, poster, picture, diagram, maps)

b. Audio aids

Audio aids are term used to include teaching aids which depend on use of audio communication channel (ex. radio and records).

c. Audio visual aids

Audio visual aids is a term used to include teaching aids which depend on the use of audio visual and or visual communication channel (ex. television, film, language, laboratory).

According to Gerlach and Ely,there are 8 categories of media as follow:[35]

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[34]Finocchiaro,et.al.,*The Foreign Language Learner: A Guide for Teachers.*, (New York : Rigents Publising Company Inc,1973), p.155.

a. Real thing that is human (teacher), thing that is real (not picture or model) and real events.

b. Verbal representations, that is written /printed media such as text books, references and other reading.

c. Graphic representation such as chair, diagram, picture, and painting

d. Still picture (in color or white and black) such as photo, slide, film strip and overhead projector transparancy.

e. Audio (recording) such as cassette, records, real tape, film soundtrack and tape recorder.

f. Program that is collection of information such text books and picture.

g. Simulation, which usually know as game (e.g. scrabble and cross word puzzle)

h. Simulation, which usually know as game (e.g.scrable and crossword puzzle)

3. Benefits of Media

The benefits of learning media according Sudjana & Rival in the book Arsyad, in the learning process, namely:[36]

1. Teaching more attention so as to motivate students to learn

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[35]Gerlach, V.G and Ely D.P.,*Teaching and Media*, (A Systematic Approach Englewood Cliffs : Prentice – Hall, Inc. 1971), p.282-289

[36]Azhar Arsyad, (2014), *Media Pembelajaran,* Jakarta: PT Rajagrafindo Persada, p. 28

2. Learning materials will be quite vague, so it can be better understood by students and enable them to master and achieve learning objectives

3. The method of teaching will be more varied, not solely the verbal communication through the narrative of the words spoken by teachers so that students do not get bored, and teachers do not run out of steam, especially when teachers teach in each lesson.

4. Students can learn a lot more activities, because not only listen to the description of the teacher, but also other activities such as observing, doing, demonstrating, acting out, and others.

C. Games

1. Definition of Games

Game is an activity or sport with rules, a goal, and an element of fun in which people or teams compete against each other.[37] According to Richard Game (in language teaching) is an organized activity that usually has the following properties:

a. A particular of task or objective

b. A set of rules

c. Competition between players

d. Competition between players by spoken or written language[38]

From the definitions above the researcher 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

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[37]Hornby, *Oxford Advance Learner's Dictionary*. (Oxford: Oxford University Press, 2007) 6th Ed. P 528

[38]Jack Richard, et.al, *Longman Dictionary of Applied Linguistics*.(Longman Group UK:England, 1985), p .118.

interaction. Games generally involve mental or physical stimulation, and often both.

2. The Advantages and Disadvantages of Game

Games play an important part in the language learning process generally. When students play a game in a classroom, they assume roles and participate in the decision-making process. The student especially young learners will enjoy the school activities when the teacher includes games in their activities. In line with this statement, according to Richard- Amato cited by Uberman, games can lower anxiety, thus making the acquisition of input more likely.[39] In a game-oriented context, anxiety is reduced and speech fluency is generated--thus communicative competence is achieved.

Games are also motivating. Games introduce an element of competition into language-building activities. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.

From the explanations above, the advantages of using games in language-learning can be summed up in nine points:

a. Games are welcome break from the usual routine of the language class

b. They are motivating and challenging

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[39] Agnieszka Uberman, *The Use of Games For Vocabulary Presentation and Revision*. 'Forum' Vol. 36 No 1, January - March 1998 Page 20

c. They promote communicative competence

d. They reduce learning anxiety.

e. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.

f. Games provide language practice in various skill-speaking, writing, listening and reading

g. They encourage creative and spontaneous use of language.

h. They create a meaningful context for language use.

i. Games construct a cooperative learning environment

Besides the advantages, games also have the disadvantages.Many games cause as much density of practice as more conventional drill exercises; 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 of the classroom. It provides few opportunities for input of new language and not all students like playing games.

From both explanations above, it can be take a note that games do not always have the advantages to design in the classroom, but it is also have the disadvantages.

D. Mouse and Cat Games

One of the games that can be used by teachers to improve students vocabulary is a game of mouse and cat. The use of mouse and cat game media in the learning process can create favorable conditions for students.

According to Marco A. Brazil, the way to play is, players sit in a circle facing each other. One player is the mouse, and he walks around the circle with a picture card (vocabulary) in his hand. The sitting players (the cats) clap theirs hands and say the chant:

> *"Cat and mouse*
>
> *Cat and mouse*
>
> *Run and catch me*
>
> *And find your house!"*

As the mouse walks around, he tags one of the players and both run in opposite directions around the circle. When the mouse and the cat meet half-way, they practice a questions and answer, follwed by Rock Scissors Paper. The winner gets the card and both continue running in oppsite directions trying to take vacant seat in the circle. The rule is: if the runner who has the card is succesful in taking the seat, he places the picture card at the center of the circle and the games continues with a new picture card (vocabulary). But if the runner who has the picture card remain standing, he must continue the games (as the mouse) with the same card until he succesful in securing a seat.[40]

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[40] http://www.teachingvillage.org/2011/02/24/cat-and-mouse-reinvention-of-a-traditional-game/ accessed on 11th January 2017 at 01.32 am

Therefore we can conclude a game of mouse and cat games can be done in vocabulary class. Creating an atmosphere that is educational and fun for children. Educating children to be able to comply with the rules.

E. Relevan Research

The research about Bingo Game has done by RetnoSupiyanigrum that was *"Improving Students' Vocabulary Using Vocabulary Bingo Game Strategy(Classroom Action Research at SMPN 1 JenanganPonorogo)"*. This research explains about the application of Bingo Game in teaching vocabulary. She conducted the research started on April 4th to April 20th 2011. She used Bingo Games to teach vocabulary in order to improve the students" vocabulary mastery, because by using this media is more effective than just memorizing the words.

In fact, the result of the data shows that the result score of students" test that had improvement in each cycle. The average score of students" test in cycle I was 78, the next cycle was 80 and the last cycle was 85. It showed that the students were interested in teaching and learning English in using vocabulary Bingo strategy.

By using Bingo Game, the researcher hopes that students will be interested in learning vocabulary and it is easier for the researcher to transfer his knowledge to the students.

F. Conceptual Frameworks

To improve students' vocabulary should be done by playing and using instructional media of concrete, one medium that can improve the ability of students is a media game of mouse and cat games. Mouse and cat games that can improve students' skills in communicating, thinking, social, and religious. As well as the game of mouse and cat can also teach children.

The ability of the vocabulary of the students, namely, the names of objects that are nearby, and others in English. As well as to write in Englishgiven the importance of the ability of students' vocabulary, which is to facilitate students communicate, interact with others.

However, if students want to have the ability in English. For example, if someone wants to explain how to say something of course, they have to master the vocabulary, the more people have more vocabulary they can do good in speaking, reading, writing, and listening.

Mouse and cat games is one of playing that is very unique. The way to play is, player sit in a circle facing each other. One player is the mouse, and walks around the circle with a picture card (vocabulary) in his hand. The sitting players (the cats) clap their hand and say the chant:

"cat and mouse

Cat and mouse

Run and catch me

This game is appropriate for study vocabulary. By this game the vocabulary of students will be improved because there are many vocabularies that student can

see many pictures. From that pictures they can find in their dictionary and memorize that vocabulary.

The ability of the vocabulary of the students such as the names of objects that are nearby, family names, name of place, etc. In this research the researcher make a concept that students will play mouse and cat game to improve their vocabulary.

G. The Research Hypothesis

The researcher proposes the hypothesis that there is improvement on students' vocabulary achievement after being taught by using Mouse and Cat Game.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This research use Classroom Action Research. The expert defines about Classroom Action Research " Mean by the term Action Research is basically way of reflecting on your teaching (or teacher training, or management of an English department, or whatever you doing ELT). It is done by systematically collecting data on your everyday practice and analyzing it in order to come to some decisions about what your future practice will be.[41]

From the explanation above the researcher make a conclusion that strategy of teaching is depend on reflection done by the researcher. And it is done by systematically to collecting data and then practice and analyze everyday.

In this research the researcher use participants Classroom Action Research (CAR), one study participant said as CAR is when the person who will carry out the study presented should be directly involved in the research process from the beginning until the results of research in the form of a report. Thus, since research planing researchers always involved, researchers subsequently monitor, criticize, and collect data, and then analyze the data and report the results ended with the research. CAR participation can also be done at the school. Only, here researchers

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[41]Ibid, p. 4

are required involvement directly and continuously from the beginning until the end of the study.[42]

B. Subject of the Research

The subject of the research is students at grade VII of MTSN PEANORNOR, academic year 2017

C. The Time and Place of the Research

This research is carried out for a month started from January until February 2016. The place is at the first grade of MTSN Peanornor, academic year 2017

D. Classroom Action Research Procedures

In this research the research use Model Kemmis dan McTaggar. Model Kemmis and McTaggar is development of the model introduced by Kurt Lewin. The difference just only in the action component and observing used as one component/ action. The reason is the existence of combining one unit of time, which means that when actions are processing, the observations must also be started. So the model Kemmis and McTaggart has three main components namely: planning, action, observing, and reflecting. Another difference with the first model is the absence of restrictions cycle dependent how success/ improvement to be obtained.[43]

Here are the explanations about four phases:

1. Planning phase

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[42]Http://akhmadsudrajat.wordpress.com/2008/03/21/ Penelitian- tindakan kelas- part ii, in 05/1/2017 at 22:04 p.m

[43]Http.staff.uny.ac.id/sites/default/files/tmp/1.PMM Makalah MAN & UNY. Pdf. in 05/1/2007 at 21: 26 pm

A planning phase was done after identifying and diagnosing students' vocabulary problem occured in the class proven by observing and interviewing; furthermore in this phase the planning is devided into two types. Those are general planning and specific planning. The general planning is aimed at organizing whole aspects referred to Classroom Action Research (CAR). Meanwhile the specific planning is aimed at organizing the plan related to cycle-to- cycle. The organized planning will be formed into lesson planning based on the current used syllabus. The lesson plan has been prepared to be implemented first grade students of MTSN Peanornor. It has been mentioned some instructions regarding procedures of teaching, media, resources, and evaluation.

2. Acting Phase

The acting phase in the principle is a realization from an act which has been planned before such as what the strategy used, what material be taught and others.[44]

In this phase it begins the process of going more deeply into the issue being researched, it takes two weeks with in two cycles in which each cycle consists of two meetings in action it is according to Arikunto that the acting phase should be implemented at least two cycles continuously and the time period for each cycle depends on the material needs that existed in the semester or annual program designed by the teacher.[45]

3. Observing Phase

[44] Wijaya Kusumah, Dedi Dwitagama, (2009), *Mengenal Penelitian Tindakan Kelas*, Jakarta: PT. Indeks, p. 39

[45] Suharsini Arikunto, (2009), *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, p. 21-23

In this phase, the researcher and the teacher collaboratively to write all events which is happen in the class, and also carries out observation toward implementation of the action using field note or unstructured observation sheet. The researcher observed the outcomes of the intervention and reflecting on its effectiveness. When observing, the observer should notice and note all of activities in the physical classroom. It may be about the teacher's performance, class situation, students' response, etc. In this phase, it also collects the data derived from evaluation or post- test.

4. Reflecting Phase

This phase is aimed to reflect or evaluation frome three phases before, it is done based on data that have been collected to hold evaluation for completing the net cycle. Thus, the reflection is able to be determined after implementing the action and observation outcomes. If there still might have found some problems, it needs to move to the next cycle until it solve.

E. Technique of Collecting Data

Technique of collecting data in this research using qualitative (experience-based) and quantitative data (number- based). The qualitative data consists of orservation whitin the physical activity in the classroom and interview to be presented for the teacher. On other side, the quantitative data uses pre- test and post- test.[46] The completely explanation as follows:

a. Observation

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[46] Ibid, p. 127- 132

In this case, the researcher uses the unstructured or opened observation to know the occurences within learning process. It may be about the teacher's performance during Classroom Action Research (CAR), class situation in the classroom activity, and students' response concerning the implementation of mouse and cat game.

b. Interview

The researcher asks the teacher to know students' difficulties in English vocabulary.

c. Test

The test use in this research is pre- test and post- test. The pre- test will done before implementing mouse and cat game. It is to measure students' vocabulary comprehension at first. Meanwhile, the post- test is implemented after using mouse and cat game. In this research, the test will done in form of multiple choices. The test is held on the end of every cycle.

F. Technique of Data Analysis

The analysis qualitative data use in this research is the observation of students' activities during teaching learnin process, and the interview before and after Classroom Action Research (CAR).In this case, the researcher collected the data which have gained. In analyzing numerical data, first the researcher tries to get the average of students' vocabulary score per action within one cycle. It is used to know how good student's scores as a whole on vocabulary skill. First, to count the mean of the students in this research test the researcher applied the following formula, as follow:[47]

$$X = \frac{\sum x}{n}$$

In which $\longrightarrow$ X : Mean of pre test scores

N : Number of subject

$\sum X$: The total score

Second the researcher tries to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gains score 75 (seventy five) which is adapted from the school agreement at MTSN Peanornor. For the this step, the researcher applied this following formula[48], such as:

$$P = \frac{R}{T} \text{ x } 100\%$$

Where $\longrightarrow$ P = The percentage of those who got the points up 65

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[47] Sudjana, (2002), *Metoda Statistika,* Bandung: PT. Tarsito, p. 67
[48] Anas Sudijono, (2008), *Pengantar Statistik Pendidikan,* (Jakarta: PT. Raja Grafindo Persada, p. 43

R = The number of students who get the points up to 65

T = The total number of the students.

Third, for the last step after getting mean and percentage of students' score per action, the researcher identifies whether there might have and improvement or not.

To calculation the percentages of students' improvement score from pre-test to post-test I, in analyzing that, the researcher uses the formula.[49] as follow:

$$P = \frac{y1 - y}{y} \ x \ 100\%$$

Which $\longrightarrow$ P= Percentage of students' improvement

y= Pre-test result

y1= Post-test 1 result

y2= Post-test II result

Then, to calculate the percentages of students' improvement score from pre-test to post-test II, as follow:

$$P = \frac{y2 - y}{y} \ x \ 100\%$$

The formula above can be used for researcher to get the real percentage difference of students' improvement in vocabulary mastery after using Mouse and Cat Games.

Meanwhile, the students' listening tests were score by using listening score. It is analyzed by t-test formula. Quantitative data was broadly used to describe what

[49] David E. Meltzer, (2008), *The Relationship between Mathematics Preparation and Conceptual Learning Gains in Physics: A Possible Hidden Variable in Diagnostic Pretest Scores,* Lowa: Department of Physic and Astronomy, p. 3

can be measured or counted. To know the different of the test success after IOC strategy, the writer applied the following t-test formula:

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D^2)}{N}}{N(N-1)}}}$$

Where : $\overline{D}$ = Mean of different of post test 1 and post test 2

D = Difference

N = Subject of Students

G. Trustworthiness of Research

1. Validity of data

Validity is one essential of requirements for instrument of evaluation. Arthur Hughes stated that "a test is said to be valid if it accurately what it is intended to measure".[50]Its meant that the test is valid the test must be accurate and it can measure. Validity should be determined by the purpose will be reached by using test.

In this research the researcher adopts Aderson, Herr, and Nihlen's criteria that mention that validity of action research including *democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.*[51]In this research she uses three kinds of validity are outcome, process, and dialogic validity.

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[50] Arthur Hughes, (1989), *Testing for Language Teachers Second Edition,* Cambridge: Cambridge University Press,p. 26
[51] Geofreyy E. Mills, (2003), *Action Research: A Guide for the Teacher Researcher,* New Jersey: Merile Prentice Hall, p. 84

First, outcome validity requires that the action emerging from a particular research leads to the successful resolution of the problem that was being studied, that is, your research can be applied to the subsequent research cycle.[52]

Second process validity is "the validity that requires a research has been conducted in a "dependable" and competent "manner".[53]The last, dialogic validity, "it involves having a critical conversation with peers about research finding and practices.[54]

The conclusion of these explanation is we could be seen the first outcome validity from the result of student's test. Moreover, the research notes all events that happen in teaching and learning process. Then for dialogic validity, to avoid invalid data the researcher and the teacher discuss and assess of the students' test result of two cycles.

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[52]Ibid, p. 84
[53] Ibid, p. 84
[54] Ibid, p. 85

CHAPTER IV

DATA ANALYSIS AND RESREACH FINDING

A. Data Description

The research data was analyzed in two forms they were qualitative and quantitative data. The qualitative data were taken from interview, observation sheet, diary note and supported by documentation. The quantitative data were taken from the mean of the students' score. This research was conducted in VII- B class which consisted of **20** students. This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, acting, observing, and reflecting). The first cycle was done in two meeting that also conducted pre-test and post-test I. The second cycle was conducted in two meeting that included post-test II. It can be concluded that totally there were six meeting in this research.

1. Qualitative Data

The qualitative data was analyzed from interview, observation sheet, diary notes and supported by documentation which was taken in every meeting.

a. Interview

The interview was done two times in this research that the researcher did before and after conducting the mouse and cat games in the first and second cycle. The researcher interviewed the teacher (only one teacher between two English teachers) and the students (some students as class representation). From the students and teacher's answer in interview sheet showed that there was different feeling before and after implementing the games. Before implementing the games, students felt that English is difficult to say because the written was different from the pronunciation and they were shameful to pronouns English. After

implementing the games, students felt their vocabulary increased because they can memorize some words (thing in the class, the house, etc).

The teacher found that the learning process had been more active and students' vocabulary mastery had improved after the technique implemented. The students also showed that they had felt exited and enjoyed for learning the English vocabulary by using Mouse and Cat Games. (see in the appendix XIII, page 108-109, line 1,2,14).

b. Observation

The observation was conducted to observe the activity of teacher and students, then the situation and problem that was found during the learning process, included the students' behavior, attitude, attention, and all activities that was doing during the learning process. Thus the result of observation was collected as the data that will be used as a basic reflection to measure the level of students' activities and ability. In this research, the researcher acted as a teacher in the class, and the observer was the English teacher who observed the activity during the learning process.

From the observation, the researcher noted that the teacher has done all the activities in learning process, and the students were so excited, active, and enthusiastic in learning reading by using Mouse and Cat Games. (See the Appendix XI, page 104).

c. Diary Notes

Diary notes were written by the researcher during conducting the research in every meeting. The researcher wrote some important moments of students' activities in the class. From the diary notes, the researcher will be found about

students' true feeling and behavior during learning process. And the diary notes also was able to used as an additional data to make a progressing in learning process. (See appendix X, page 102).

d. Documentation

The documentation will be formed in the photography evidence to prove the visual condition of learning process during the implementation of technique. (See in the apppendix XVI, page 112)

2. The Quantitative Data

The quantitative data were taken from the result of the test that given to the students. The test would be relevant to the topic which had taught and discussed in the classroom in every cycle. There were two cycles consisted of four meeting in this research. The results of the test score of students were shown in the table.

Table A

The students' Score during Cycle I (Pre-test and Post-test I) and Cycle II

(Post-test II)

NO.	The Initial of The Students	Score		
		Pre-Test	Cycle I	Cycle II
			Post-Test I	Post-Test II
1.	AS	40	40	68
2.	ALS	44	48	64
3.	ASR	28	48	76
4.	ARL	32	36	72

No.	Name			
5.	DNA	24	40	72
6.	FAN	52	72	80
7.	FAH	48	60	80
8.	HM	28	32	68
9.	IPG	56	60	72
10.	MARG	36	44	68
11.	NPT	40	44	72
12.	NR	48	88	92
13.	NFT	52	68	68
14.	PS	32	32	56
15.	RJP	28	84	88
16.	STG	44	80	88
17.	SGT	32	44	60
18.	ST	32	56	68
19.	SAS	28	44	68
20.	YZ	48	64	80
TOTAL		$(\Sigma x) = 773$ $(X) = 38.65$	$(\Sigma x) = 1084$ $(X) = 54.2$	$(\Sigma x) = 1460$ $(X) = 73$

From the data above the researcher found that there was a good improvement of students' vocabulary mastery. It could be prove by looking at the mean of the value from pre-test to post-test II. From the data, it can be seen that almost all students were able to increase their score in each tests.

B. Data Analysis

1. The Qualitative Data

The qualitative data was analyzed from observation sheet, interview sheet and diary notes. The research was done in two cycles, and each cycle consists of two meetings and one test.

a. The First Cycle

In this cycle, the researcher determined the form the pre-test and cycle I. The detail explanation of this cycle was below:

1. Planning

In this step, the researcher would be arranged all the preparation before conducting the research. The topic which discussed was about narrative text. In planning of action research, research had been prepared design of lesson plan, prepare the learning material about things in the house, determine the learning the learning sources and the supporting media, prepared the instruments for the collecting data of Mouse and Cat Games Instrument.

All the materials above used by the researcher to teach the students in the classroom.

2. Action

In this step, there were some activities which were done by the researcher. The pre-test was carried out in the first meeting on Monday, 14th November 2017. The implementation of action in cycle 1 was conducted in two meetings. The first meeting of cycle 1 was conducted on Thursday, 15th November 2017, and the second meeting was conducted on Monday, 20th November 2017. The action was focused on applying the games. Students paid attention and listen the teacher

when the teacher explained the material. Some of students still confused when the teacher asked them to play the game. Although they had problems in answering the questions, but they still excited in this meeting.

3. Observation

The observation was done to observe how the students' behavior and what the students' problems during the teaching-learning process. Although the students didn't know much about the materials or technique, still they were trying to participate effectively during teaching and learning process. They looked enthusiastic and enjoyable about the topic which discussed by teacher in classroom. They were also seriously to answer the exercise. The class was so live and active. (See Appendix XI, page 104)

4. Reflection

Based on the result data, the researcher would evaluate the problem and solution of the actions in teaching-learning process. The feedback of the teaching-learning process was taken based on the observation (behavior and situations), students' result test and interview. The process of evaluation will be done in each meeting like asking the students about their thinking, problem or opinion (referred to the technique and the materials).

Through the reflection, the researcher would know the problems and the weakness during teaching-learning process. Forward, it would help the researcher to make a better planning to improve students' vocabulary mastery and not to make them felt bored during learning the class. There was some weakness that had been got by the researcher as follows:

- Many students were still lack of English vocabularies

- The students still hardly to pronounce the words

- The students still hardly to remember and understanding the meaning of the vocabularies

b. The Second Cycle

Based on the first cycle, the researcher was expected to a better result of students' result score than the first cycle. By founding the weakness of the first cycle, the researcher had a good motivation and additional plan to conduct the second cycle of action research which was carried out in three meetings. In this cycle, researcher gave the motivation and also more explanation and practices about the material then supported by some addition media and various tests. The second cycle of action research as follows:

1. Planning II

In this step, the researcher prepared lesson plan and some supporting media to increase students' vocabulary mastery. In this cycle, the researcher gave students stick-note and pictures of things (that stick on the whiteboard), this could make the students easier to remember and understanding various vocabularies so that the class more active and interesting that can be developed their creativity and also more focus in the material of course.

Then, not to forget the researcher explained more deeply about the material in supposed the students could improve and comprehending the English vocabularies. Besides that, the researcher also emphasized some advices, motivation and warning to support students' intention to learn.

2. Action II

In this phase, the researcher also emphasized some advices, motivation and warning to support students' intention to learn and supported them to feel spirit and always struggle to do best in learning process and what they were facing. In this action, the lesson plan that had been arranged was implemented well in the classroom. In this step, there were some activities done by the researcher. The first meeting was conducted in Thursday, 21th November 2017. During the teaching and learning process, the students participated or gave good response and they more active asked about the material. They were looked so excited with the material that the teacher gave. The second meeting was conducted on Monday, 27th November 2017.

On this meeting, teacher still using Mouse and Cat Games with some pictures. The students still got the optimistic feeling to play Mouse and Cat Game. Some students can answer the question that given by the teacher from the picture in Mouse and Cat Game. The last meeting was conducted on Thursday, 28th November 2017. In this last meeting, teacher reviewed the lesson include the entire topic which has been discussed. Teacher done the reviewed of study so that the students could recalled what had been learnt before the test game to them. They were very confident to answer the test by themselves.

3. Observation II

The observation was still done for the last time. The activity of students were observed, and based on the observation, there were and improvement in the learning process. It showed that most of the students did not have problems anymore to master English vocabularies about thing around us. They liked to learn

about English vocabularies by using Mouse and Cat Games which given by the researcher. They were active during teaching learning process and more enthusiastic than previously. The observation also could be taken from diary notes in each meeting.

4. **Reflection II**

Based on the result data, the researcher had successful to repairing the problem in teaching-learning process. It can be seen from the feedback of the teaching-learning process was taken based on the observation (behavior and situations), students' result test and interview. The process of evaluation will be done in each meeting like asking the students about their thinking, problem or opinion (referred to the technique and the materials). And it was found that the students' score showed the increasing.

Through the reflection, the researcher would know the problems and the weakness during teaching-learning process. Forward, it would help the researcher to make a better planning to improve students' vocabulary mastery and not to make them felt bored during learning the class. By passing some phases, there were some improvement that had been got by the researcher as follows:

- Many students were not lack of English vocabularies anymore
- The students were not hardly to pronounce the words
- The students were no longer hard to remember and understanding the meaning of the vocabularies

2 .The Quantitative Data

The quantitative data was taken from the whole students' result score in the rest of meeting. Here are some description and explanation of students' score improvement as the following table 4.5.

Table B The Mean Score of Cycle I and II

	Pre-Test	Post-Test I	Post-Test II
Total ($\sum$x)	773	1084	1460
Mean (X)	38.65	54.2	73
Passing Grade of Students ($\geq$75)	-	5	17
Percentage (%)	0%	25%	85%

According to the table 4.5, it was found that the students' score improved since the first until the last meeting. It can be seen by students' mean and score from cycle pre-test to pos-test II. To count the mean of the students in this research test the researcher applied the following formula, as follow:

$$X = \frac{\sum x}{n}$$

In which $\longrightarrow$ X   : Mean of pre test scores

N   : Number of subject

$\sum X$: The total score

So, here are description of the students' means score in each tests, they are:

1. In the pre-test, the total score of the students was 773 and the total number of students was 20. Thus, the counting of mea was $X = \frac{\sum x}{n} = \frac{773}{20} = 38.65$.

2. In the post-test I, the total score of the students was 1084 and the total number of students was 20. Thus, the counting of mea was $X = \frac{\sum x}{n} = \frac{1084}{20}$ $= 54.2$

3. In the post-test II, the total score of the students was 1460 and the total number of students was 20. Thus, the counting of mea was $X = \frac{\sum x}{n} = \frac{1460}{20}$ $= 73$

Now, we saw that there was a good improvement in students' vocabulary mastery after using the Mouse and Cat Games in English learning process.

For the next step was calculation of the percentage of students' score. And the researcher applied this following formula, such as:

$$P = \frac{R}{T} \text{ x } 100\%$$

Where $\longrightarrow$ P = The percentage of those who got the points up 65

R = The number of students who get the points up to 65

T = The total number of the students

And the percentage of students' improvement achievement can be seen as follow:

1. In the pre-test, $P = \frac{R}{T} \text{ x } 100\% = \frac{0}{20} \text{ x } 100\% = 0\%$

2. In the post-test I, $P = \frac{R}{T} \text{ x } 100\% = \frac{5}{20} \text{ x } 100\% = 25\%$

3. In the post-test II, $P = \frac{R}{T} \text{ x } 100\% = \frac{17}{20} \text{ x } 100\% = 85\%$

And for the last step, to calculation the percentages of students' improvement score from pre-test to post-test I as follow:

$$P = \frac{y1 - y}{y} \; x \; 100\%$$

Which $\longrightarrow$ P= Percentage of students' improvement

y= Pre-test result

y1= Post-test 1 result

y2= Post-test II result

$$P = \frac{y1 - y}{y} \; x \; 100\%$$

$$P = \frac{54.2 - 38.65}{38.65} \; x \; 100\%$$

$$P = \frac{15.55}{38.65} \; x \; 100\%$$

$$P = 40.23\%$$

Based on the computation above, it could be seen that the percentages of students' improvement in vocabulary mastery after using Mouse and Cat Games from pre-test to post-test I was 40.23%.

Then, to calculate the percentages of students' improvement score from pre-test to post-test II, as follow:

$$P = \frac{y2 - y}{y} \; x \; 100\%$$

$$P = \frac{73 - 38.65}{38.65} \; x \; 100\%$$

$$P = \frac{34.35}{38.65} \; x \; 100\%$$

$$P = 88.87\%$$

Based on the computation above, it could be seen that the percentages of students' improvement in vocabulary mastery after using Mouse and Cat Games

from pre-test to post-test II was 88.87%. For the gape percentages between post-test I and post-test II was 48.64%.

From the data analysis above, the result showed the improvement of the students' score from pre-test to post-test II (in cycle I and II). In the pre-test the students who got score 65 up was nobody (0%). In the post-test I students who got score 65 up were 5 from 20 students (25%). In the post-test II students who got score 65 up were 20 from 25 students (85%). And the improving of the pre-test to post-test I was about 40.23% besides the improving of the pre-test to post-test II was about 88.87%. The last was the gape percentages between post-test I and post-test II was 48.64%. And for the testing hypothesis can be seen in the next discussion.

3. The Testing Hypothesis

Statistic was used to test the hypothesis in the research, as follow:

Table

The Statistic Analysis of the Students' Test Result in Post-Test (Cycle I) and

Post-Test II (Cycle II)

NO.	The Students' Initial Name	Post-Test I	Post-Test II	D	D^2
1.	AS	40	68	28	784
2.	ALS	48	64	16	256
3.	ASR	48	76	28	784
4.	ARL	36	72	36	1296
5.	DNA	40	72	32	1024
6.	FAN	72	80	8	64

No.	Name			∑D	∑D²
7.	FAH	60	80	20	400
8.	HM	32	68	36	1296
9.	IPG	60	72	12	144
10.	MARG	44	68	24	576
11.	NPT	44	72	28	784
12.	NR	88	92	4	16
13.	NFT	68	68	0	0
14.	PS	32	56	24	576
15.	RJP	84	88	4	16
16.	STG	80	88	8	64
17.	SGT	44	60	16	256
18.	ST	56	68	12	144
19.	SAS	44	68	24	576
20.	YZ	64	80	16	256
TOTAL				∑D**376**	∑D²**9312**

From the last computation have been found:

$$\overline{D} = \frac{376}{20} = 18.8$$

As follow:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{18.8}{\sqrt{\dfrac{\sum 9312 - \dfrac{(\sum 376)^2}{20}}{20(20-1)}}}$$

$$t = \cfrac{18.8}{\sqrt{\cfrac{\sum 9312 - \cfrac{(\sum 141376)}{20}}{380}}}$$

$$t = \cfrac{18.8}{\sqrt{\cfrac{\sum 9312 - 7068.8}{380}}}$$

$$t = \cfrac{18.8}{\sqrt{\cfrac{2243.2}{380}}} = \cfrac{18.8}{\sqrt{5.90}} = \cfrac{18.8}{2.43} = 7.73$$

From computation above, it could be seen that the coefficient of $t_{observation}$=6.88 an t_{table} to df= N-1= 25-1= 24, with the level α= 5% (0.05). In the coefficient of $t_{observation}$ (6.88) ≥ t_{table} (2.06). Thus, alterative hypothesis (H*a*) could be accepted. Based on the finding, the alternative hypothesis (H*a*) stated that the using of Mouse and Cat Games could improve to the students' Vocabulary Mastery.

C. Research Finding and Discussiom

a. Research Finding

The result indicated that there was an improving on the students' vocabulary mastery by using Mouse and Cat Games. The mean of the first cycle was 54.2, it was not bad. The mean of second cycle was 73 it was the best score ever, it indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point ≥ 65 also grew up. In the pre-test, the students who got point ≥ 65 up were nobody (0%). In the post-test of cycle I students who got point 65 up were 5 students (25%).

It means that there was an improving about 40.23 %. The post-test of cycle II, students who got point 65 to up there were 17 students (85%) and the improving

was about 48.64%. For the total improving of the students' score from pre-test to post-test of cycle II was 88.87 %. In other words, the students' vocabulary mastery had improved better and better again starting from the first meeting to the next one.

The researcher also analyzed qualitative data to support the research finding along with the quantitative data. The qualitative data were organized from interview, observation sheet and diary notes, it was also supported by documentation.

All of these data indicated how far the students' given their attitude and responses during teaching-learning process. Observation sheet for the students, it could be concluded that the students were active during the teaching-learning process, although at the first meeting they were not interest and confused about the form and meaning of English words about *things around us* and some of them were shy and afraid of asking anything of their mine. There were some students made noisy. But the next meeting was better than the previous meeting by repairing the plan and methods. From interview, it was found that the student felt interesting in learning English vocabulary words day by day.

From Diary note it was found that student were active and enthusiastic in following teaching-learning process. Based on the result of the quantitative and qualitative data, it could be concluded that Mouse and Cat Games could improve students' vocabulary mastery especially at Seventh Grade B.

b. Discussion

This research was conducted to find out the improving of the students' vocabulary mastery by using Mouse and Cat Games. Mouse and Cat Games was one of technique that could be used by the teacher in teaching English to improve the students' vocabulary mastery. The use of Mouse and Cat Game media in the learning process can create favorable conditions for students. Mouse and Cat Game also make class to be interested and we can use it in outdoor or indoor. Although the researchers done this game indoor.

Based on the result of the research in quantitative data by Mouse and Cat Games could help the students in improving the students' vocabulary mastery in the first meeting to the next one. And based on the qualitative data, it showed the synchronization of teacher's and students' activity during teaching-learning process. The data could be seen from observation sheet, interview sheet and diary note that indicated the students were active and paid attention the subject that the teacher taught. So, it could be concluded that the students' vocabulary mastery got improved after being taught using Mouse and Cat Game strategy, the researcher found it enough to stop the research in cycle II because the result has met success indicator of the research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion and explanation of the previews chapters, the writer can conclude that The Mouse and Cat Games could improve the students' vocabulary mastery at MTSN Peanornor. It can be proved by some data that collected in two main ways, such as:

1. Qualitative Data

   From the result of qualitative data showed that students' responded much better after using the Mouse and Cat Games. It can be represented by their spirit and enthusiastic when they were learning English vocabulary in the class. Using Mouse and Cat Games had changed students' ideas, thinking, motivation and their behavior to be more active in learning English especially in vocabulary along with the pronunciation itself. Forward, the class has been more enjoyable when the researcher using the Mouse and Cat Games.

2. Quantitative Data

   From the result of quantitative data showed that the improvement of the students' score from pre- test to post- test I and post- test II. The mean of students' scores in pre- test were 38.65, in the post- test I were 54.2, and the post- test II were 73. In the pre- test, there were 0 % (no students) who got score $\geq$ 65. In the post- test I, there were 25 % (5 of 20 students) who got score $\geq$ 65; the improvement from pre- test to post- test I were 40.28%. In post- test II, there were 85 % (17 of 20

students) who got score $\geq$ 65. Forward, The increasing percentage from post test I to post test II was 48.64%. this improvement continued to the post-test I and post test II, as we can see that The increasing percentage from pre-test to post- test II was 88.87 %. Based on the data, it was concluded the students' ability in vocabulary has been improved by using mouse and cat game.

B. Suggestion

The finding of the research is expected to be useful for the teacher, the students, the institution and other researchers.

1. For the head master, it is expected to provide input and to give contribution in improving learning process in order to improve quality of the students and the school.

2. For the teacher, it is expected to improve teacher's skill in teaching English especially in teaching vocabulary.

3. For the students, it is expected to improve the students' ability and interest in learning English.

4. For the researchers, it is expected to improve our knowledge, also as the improvement for researchers teaching skill in the future.

5. For other researchers, as information about the contribution of using mouse and cat game as media in teaching vocabulary for junior high school students and as reference for studying in same study.

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APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Cycle I

SMP/MTS   :MTSN PEANORNOR

Kelas/Semester   : VII (Tujuh) / 1

Standar Kompetensi   : Memahami makna dari teks fungsional sederhana

dalam bentuk descriptive dan recount yang

berhubungan dengan lingkungan sekitar

Kompetensi Dasar   : 1.1 Menyampaikan makna dan langkah-langkah

retorikal dalam bentuk tulisan descriptive dan

recount secara akurat, lancar, dan bisa digunakan

untuk berkomunikasi dalam kehidupan sehari-hari.

Jenis teks   : *Descriptive text*

Tema   : *Things in the House*

Aspek/Skill   : Vocabulary

Alokasi Waktu   : 2 x 40 menit

Cycle   : 1

1. **Tujuan Pembelajaran**

   a. Siswa mampu mengenal English vocabulary

   b. Siswa mampu mengidentifikasi noun vocabulary yang berhubungan

   dengan text.

   c. Siswa mampu menggambar objek dengan menggunakan noun

   vocabulary.

d. Siswa mampu mengucapkan (pronounce), menggunakan, dan mengetahui makna dari noun vocabulary.

Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

2. **Materi Pembelajaran**

   a. Descriptive Text

   Descriptive text adalah jenis text yang bertujuan untuk memberikan informasi. Konteks dari teks ini adalah menggambarkan benda-benda khusus, binatang, orang, tempat, dan lain sebagainya.

   b. Noun : Things in the House

   Ada banyak jenis benda yang bisa kita gunakan untuk menjelaskan benda-benda disekitar rumah. Contohnya kita bisa menjelaskan berbagai macam benda yang ada di kamar tidur, seperti: buku (book), tas (bag), uang (money), tempat tidur (bed).

   c. Bentuk Text

   I have a big room in my house. On the right side, there is a bookcase that contained many *book*s especially novels, comics, English books, dictionarya and many other. In my cupboard, i have some branded *bags* like Gucci and Louis Luitton. And i also save my *money* in it. And not to forget, i have a small, cute, comfort, and expensive *bed* in my room.

3. **Metode Pembelajaran:** Diskusi, kuis, games, dan tanya jawab

4. **Langkah-langkah Kegiatan**

   Pertemuan pertama, dan kedua

A.Kegiatan Pendahuluan

Apersepsi :

- *Warming-up activity*

- Review materi tentang hal-hal yang berhubungan benda-benda yang ada di rumah

- Menyebutkan benda-benda yang terdapat di sekitar rumah.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari serta memberikan motivasi kepada siswa agar bersemangat mengikuti pelajaran yang akan dipelajari.

B. Kegiatan Inti

☞ Memberikan beberapa pertanyaan tentang apa yang merka ketahui tentang menjelaskan benda- benda yang ada di rumah.

☞ Guru menjelaskan materi secara singkat.

☞ Guru menunjukkan gambar atau text di depan kelas, dan memberikan pertanyaan kepada siswa untuk mengidentifikasi noun di dalam teks.

☞ Setelah mengidentifikasi noun, guru mulai menggunakan langkah-langkah Mouse and Cat Games yang bisa membuat mereka mudah mengingat dan memahami tentang noun vocabulary (things in the house).

☞ Guru memperbaiki kesalahan pengucapan, tulisan, dan makna. Kemudian guru melaksanakan beberapa kuis untuk membangun motivasi siswa dalam belajar vocabulary.

☞ Membuka sesi pertanyaan bagi siswa yang belum memahami materi pembelajaran

C. Kegiatan Penutup

☞ Guru dan siswa membuat kesimpulan dari materi yang di sampaikan pada hari itu.

☞ Guru memberi feedback dari diskusi materi pada hari itu.

☞ Guru memimpin doa untuk mengakhiri pelajaran.

5. Sumber belajar

a. Buku teks yang relevan..

b. Gambar-gambar yang relevan

c. Internet

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Mendeskripsikan gambar 2. Menyebutkan nouns 3. Menjawab pertanyaan	Spoken Written	Kuis Essay	1. Describe this picture by using nouns 2. mention some nouns that we use when we fel cold 3. write the meaning of flower, food, coin, and zoo. 4. pronounce these words, father, an umbrella, brother in

			law, and take a shower. 5. we use ruler for ....

a. Instrumen:

- Describe this picture by using nouns

- mention some nouns that we use when we fel cold

- write the meaning of flower, food, coin, and zoo.

- pronounce these words, father, an umbrella, brother in law, and take a shower.

- we use ruler for ....

Key answer :

- bed, picture, tv, chair, books, door, etc

- Jacket, blanket, wrapper, scarf, coath

- Bunga, makanan, koin, kebun binatang

- .

- To make a line, to measure.

b. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

Nilai maksimal masing-masing setiap soal 20 dari 5 soal yang tersedia

c. Rubrik Penilaian

Excellent	100
Very good	90
Good	80
Average	70
Poor	≤60

Mengetahui   **Medan, 3 Nvember 2017**

Kepala Sekolah   Guru Mata Pelajaran   Mahasiswa

Rusman, S.Ag   Siti Maryam Aritonang   Dhita Syawaliyah Panggabean
NIP. 19670101200604100   NIM. 34133177

APPENDIX II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Cycle II

SMP/MTS	:MTSN PEANORNOR
Kelas/Semester	: VII (Tujuh) / 1
Standar Kompetensi	: Memahami makna dari teks fungsional sederhana dalam bentuk descriptive dan recount yang berhubungan dengan lingkungan sekitar
Kompetensi Dasar	: 1.1 Menyampaikan makna dan langkah-langkah retorikal dalam bentuk tulisan descriptive dan recount secara akurat, lancar, dan bisa digunakan untuk berkomunikasi dalam kehidupan sehari-hari.
Jenis teks	: *Descriptive text*
Tema	: *Things Around Us*
Aspek/Skill	: Vocabulary
Alokasi Waktu	: 2 x 40 menit
Cycle	: 2

1. **Tujuan Pembelajaran**

   a. Siswa mampu mengenal English vocabulary

   b. Siswa mampu mengidentifikasi noun vocabulary yang berhubungan dengan text.

   c. Siswa mampu menggambar objek dengan menggunakan noun vocabulary.

d. Siswa mampu mengucapkan (pronounce), menggunakan, dan mengetahui makna dari noun vocabulary.

Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

e. **Materi Pembelajaran**

a. Noun : Things Around Us

Ada banyak jenis benda yang bisa kita gunakan untuk menjelaskan benda-benda disekitar kita. Contohnya kita bisa menjelaskan berbagai macam benda yang ada di restoran, sekolah, kantor polisi, stasiun, rumah sakit, hotel,dll seperti: cashier, blackboard, jail, dll.

f. **Metode Pembelajaran:** Diskusi, kuis, games, dan tanya jawab

g. **Langkah-langkah Kegiatan**

Pertemuan pertama, dan kedua

A.Kegiatan Pendahuluan

Apersepsi :

- *Warming-up activity*

- Review materi tentang hal-hal yang berhubungan benda-benda yang ada di sekitar kita.

- Menyebutkan benda-benda yang terdapat di sekitar.

Motivasi :

i. Menjelaskan pentingnya materi yang akan dipelajari serta memberikan motivasi kepada siswa agar bersemangat mengikuti pelajaran yang akan dipelajari.

B. Kegiatan Inti

☞ Memberikan beberapa pertanyaan tentang apa yang merka ketahui tentang menjelaskan benda- benda yang ada disekitar.

☞ Guru menjelaskan materi secara singkat.

☞ Guru menunjukkan gambar atau text di depan kelas, dan memberikan pertanyaan kepada siswa untuk mengidentifikasi noun di dalam teks.

☞ Setelah mengidentifikasi noun, guru mulai menggunakan langkah-langkah Mouse and Cat Games yang bisa membuat mereka mudah mengingat dan memahami tentang noun vocabulary (things around us).

☞ Guru memperbaiki kesalahan pengucapan, tulisan, dan makna. Kemudian guru melaksanakan beberapa kuis untuk membangun motivasi siswa dalam belajar vocabulary.

☞ Membuka sesi pertanyaan bagi siswa yang belum memahami materi pembelajaran

C. Kegiatan Penutup

☞ Guru dan siswa membuat kesimpulan dari materi yang di sampaikan pada hari itu.

☞ Guru memberi feedback dari diskusi materi pada hari itu.

☞ Guru memimpin doa untuk mengakhiri pelajaran.

h. Sumber belajar

a. Buku teks yang relevan..

b. Gambar-gambar yang relevan

c. Internet

i. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
• Multiple choice	Written	Essay	• I often listen some news from the... a. Newspaper b. Radio c. Magazine d. Television • To protect your head, you need.... a. Sandals b. Clothes c. Hat d. Shoes • Mr. Marwan is a doctor. He works in.... a. Hotel b. School

			c. Hospital
			d. Office
			• I wear my ...... to protect my hair
			a. Veil
			b. Towel
			c. Cloth
			d. Napkin
			• We often watch ...... in sthe evening
			a. Newspaper
			b. Radio
			c. Magazine
			d. Television

a. Instrumen:

- I often listen some news from the...

  a. Newspaper

  b. Radio

  c. Magazine

  d. Television

- To protect your head, you need....

  e. Sandals

  f. Clothes

      g. Hat

      h. Shoes

- Mr. Marwan is a doctor. He works in....

      e. Hotel

      f. School

      g. Hospital

      h. Office

- I wear my ...... to protect my hair

      e. Veil

      f. Towel

      g. Cloth

      h. Napkin

- We often watch ...... in the evening

      d. Newspaper

      e. Radio

      f. Magazine

      g. Television

Key answer :

- Radio

- Hat

- Hospital

- Veil

- Television

b. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

Nilai maksimal masing-masing setiap soal 20 dari 5 soal yang tersedia

c. Rubrik Penilaian

Excellent	100
Very good	90
Good	80
Average	70
Poor	≤60

Mengetahui   **Medan, 3 Nvember 2017**

Kepala Sekolah   **Guru Mata Pelajaran**   **Mahasiswa**

Rusman, S.Ag   **Siti Maryam Aritonang**   **Dhita Syawaliyah Panggabean**
NIP. 19670101200604100   **NIM. 34133177**

APPENDIX III

TEST OF THE RESEARCH

PRE- TEST

Choose the best answer for the following answer

1. "Durian" in Bahasa Inggris is ....

    a. Durian

    b. Rambutan

    c. Grape

    d. Apple

2. Rani watches ...... every morning.

    a. Cd- room

    b. Book

    c. Newspaper

    d. Television

3. I use my.... to go to market.

    a. Shoes

b. Dress

c. Sandals

d. Bracelets

4. I love sing a .....

   a. Song

   b. Dance

   c. Music

   d. Walk

5. I clean the floor with .....

   a. Cloth

   b. Broom

   c. Water

   d. Oil

6. They go to ..... every morning.

   a. Cupboard

   b. School

   c. Walk

   d. Floor

7. The doctor checks my .....

   a. Leg

   b. Nose

   c. Hand

   d. Shoulder

8. The hospital is ..... from my house.

   a. Near

   b. Big

   c. Large

   d. Small

9. She is .... than me

   a. Big

   b. Taller

   c. Tall

   d. Large

10. " Makanan kesukaan " in Bahasa Inggris is...

   a. Bad food

   b. Favorite food

   c. Eat food

   d. Beautiful food

11. When you buy something you should always get a ....

    a. Recipe

    b. Prescription

    c. Receipt

    d. Money

12. Misel : What do you think about my motorcycle?

    Sila   : .... it's wonderful.

    a. I believe

    b. I think

    c. I know

    d. I say

13. Fani : ...... do you go cycling ?

    Vika : Once a month

    a. How far

    b. How often

    c. How long

    d. How many

14. The baby is so hungry. So. I .... a meal for him

    a. Prepare

    b. Wear

    c. Throw

    d. Kick

15. The room looks ...... I want to clean it soon today

    a. Dirty

    b. Tidy

    c. Shiny

    d. Rough

16. Bimo : when did you get up last morning?

    Aldi : ...

    a. I had breakfast with my family

    b. I got up at 5. a.m

    c. I went to bed

    d. I was sleepy

17. Tani : Dani, Where do you ant to move ?

    Dani : I want to .... to Europe with my parents and siblings

    a. Walk

    b. Come

    c. Run

    d. Move

18. Maya did not study hard, so he did not ... the exam

    a. Study

    b. Pass

    c. Break

    d. Go

19. The gardener who works in my house .... the grass in my garden every

Monday and Thursday

   a. Throws

   b. Plants

   c. Cuts

   d. Goes

20. My friend can not hear anything since his .... are sick

   a. Cheeks

   b. Nose

   c. Eyes

   d. Ears

21. Sugar is ..... but honey is sweeter than sugar.

   a. Sweet

   b. Salty

   c. Sour

   d. Smooth

22. My aunt is a nurse. She works in Harapan Bunda Cinta Hospital. She ...

the patients there.

   a. Sees

   b. Thinks

   c. Ignores

   d. Helps

23. Something that you find in your kitchen is a ...

   a. Pillow

b. Stove

c. Television

d. Sofa

24. My grandmother is a tailor. She makes...

a. Books

b. Foods

c. Chairs

d. Clothes

25. Our father and granfather always read ... every morning in living room and

drink coffee.

a. Newspaper

b. Radio

c. Computer

d. Television

APPENDIX IV

TEST CYCLE I

Choose the correct answer for the following questions.

1. In Bahasa Indonesia " fork " is...

   a. Katak

   b. Garpu

   c. Sendok

   d. Makanan

2. I need to bring..... when it is raining.

   a. An umbrella

   b. A dress

   c. A car

   d. A book

3. " Ayah " in Bahasa Inggris is...

   a. Father

   b. Grandmother

   c. Mother

   d. Sister

4. That is my ....

    a. Book

    b. Pencil

    c. Ruler

    d. Pen

5. My mother and sister bring....... for me.

    a. Tree

    b. Flower

    c. Sun

    d. Moon

6. In the bathroom, we.....

    a. Take a shower

    b. Listen to the radio

    c. Play football

    d. Have a guest

7. " kakak laki-laki" in Bahasa Inggris is....

    a. Brother

    b. Sister

c. Brother in law

d. Sister in law

8. Miss Ayu keeps her mobile phone in....

a. Purse

b. Box

c. Glass

d. Bag

9. Sari puts her hat on her....

a. Hand

b. Chin

c. Leg

d. Head

10. My father give me.... to buy my birthday cake

a. Money

b. Paper

c. Door

d. Helm

Choose the correct answer:

11. I went to dentist yesterday because my ….. were in pain.

   a. hands

   b. teeth

   c. ears

   d. legs

12. Lina …… the match in Olympic Games. She is so sad.

   a. won

   b. lost

   c. jumped

   d. celebrated

13. Maya is celebrating her birthday. Now Maya feels......

   a. Angry

   b. Dusty

   c. Easy

   d. Happy

14. The clown is so...... He makes all kids laugh and happy

   a. Funny

   b. Quiet

   c. Noisy

   d. Disgusting

15. The teacher's duty is to..... the students in the school.

    a. Teach

    b. Play

    c. Make

    d. Work

16. I am so hungry. So, I ...... a meal.

    a. Prepare

    b. Walk

    c. Kick

    d. Wear

17. The carpet is …… . I want to clean it.

    a. Large

    b. Shiny

    c. Dirty

    d. Soft

18. Something that you can find in your bedroom is a ....

    a. Blackboard

    b. Bed

    c. Stove

    d. Garden

19. My father always reads ..... everymorning.

    a. Radio

    b. Computer

    c. Television

    d. Newspaper

20. The gardener .... the grass every Monday and Thursday.

    a. Cuts

    b. Plans

    c. Trains

    d. Comes

21. A man who plays guitar is called...

    a. Vocalis

    b. Pianist

    c. Guitarist

    d. Drummer

22. Pizza, noodle, sanwich and burger. They are called.

    a. Vegetables

    b. Food

    c. Fruits

    d. Drinks

23. We need ..... to send a letter.

    a. Glue

    b. Stamp

    c. Coin

    d. Pen

24. Where do people send the letter...

    a. Beach

    b. Post office

    c. Zoo

    d. Station

25. We are ..... at MTSN PEANORNOR

    a. Students...

    b. Artists

    c. Doctors

    d. Farmers

APPENDIX V

TEST CYCLE II

Choose the correct answer a, b, c, or d

1. After eating or drinking in the restaurant, you give the bill to the...

   a. Waiter

   b. Cashier

   c. Waitress

   d. Customer

2. We often watch ..... in the evening.

   a. Newspaper

   b. Radio

   c. Magazine

   d. Television

3. I often listen some news from the ...

   a. Newspaper

   b. Radio

   c. Magazine

   d. Television

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

   a. Stick

   b. Fork

   c. Knife

d. Spoon

5. To protect your head, you need .....

   a. Sandals

   b. Clothes

   c. Hat

   d. Shoes

6. A man who plays guitar is called ....

   a. Vocalis

   b. Pianist

   c. Guitarist

   d. Drummer

7. Ali : What is your father job ?

   Boy : He is a ... He flies the plane

   a. Doctor

   b. Farmer

   c. Postman

   d. Pilot

8. A.... makes some food.

   a. Teacher

   b. Doctor

   c. Chef

   d. Lawyer

9. Coca cola, beer, tea and milk. They are called...

   a. Vegetables

b. Food

c. Fruits

d. Drinks

10. Onion, spinach, potato and tomato. They are called...

   a. Vegetables

   b. Food

   c. Fruits

   d. Drinks

11. Students have to wear uniform to go to ....

   a. School

   b. Mall

   c. Bed

   d. Party

12. What do you use to find a way ...

   a. Car

   b. Bicycle

   c. Map

   d. Shoes

13. What do you wear to go to bed...

   a. Dress

   b. Jacket

   c. Uniform

   d. Pajamas

14. Mother needs meat, carrot, cabbage, and potatoes. She will make...

a. Burger

b. Soup

c. Noodle

d. Fried rice

15. Where do people go to send the letter....

a. Beach

b. Post office

c. Zoo

d. Station

16. Mr. Marwan is a doctor. He works in ...

a. Hotel

b. School

c. Hospital

d. Office

17. The moon appear in the ....

a. Night

b. Noon

c. Evening

d. Morning

18. My mother sweep the floor with...

a. Knife

b. Broom

c. Napkin

d. Towel

19. I wear my ..... to protect my hair.

    a. Veil

    b. Towel

    c. Cloth

    d. Napkin

20. There are many .... in the museum

    a. Trees

    b. Pictures

    c. Walls

    d. Handphones

21. Diana's barbie is broken. Diana is very .... now.

    a. Confuse

    b. Sad

    c. Happy

    d. Charm

22. The clown is so .... He makes all kids laugh and happy.

    a. Funny

    b. Quiet

    c. Noisy

    d. Disgusting

23. Lina is hungry. So, Lina ..... a meal.

    a. Prepares

    b. Walks

    c. Kicks

d. Wears

24. The bedroom is .... I want to clean it.

a. Large

b. Shiny

c. Dirty

d. Soft

25. Santi : When did you get up in this morning ?

Budi : .....

a. I got up at 5.00.

b. I had my breakfast.

c. I was sleepy

d. I went to school.

APPENDIX VI

ANSWER KEY OF PRE TEST

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

ANSWER KEY OF CYCLE 1

Part I

1. B	6. A
2. A	7. A
3. A	8. D
4. A	9. D
5. B	10. A

Part II

11. B	19. D
12. B	20. A
13. B	21. C

14. A   22. B

15. A   23. B

16. A   24. B

17. C   25. A

18. B

ANSWER KEY OF CYCLE II

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

APPENDIX VII

The Students' Test Result in Pre-Test

NO.	Students' Initial Name	Pre-Test	Note
1.	AS	40	Failed
2.	ALS	44	Failed
3.	ASR	28	Failed
4.	ARL	32	Failed
5.	DNA	24	Failed
6.	FAN	52	Failed
7.	FAH	48	Failed
8.	HM	28	Failed
9.	IPG	56	Failed
10.	MARG	36	Failed
11.	NPT	40	Failed
12.	NR	48	Failed
13.	NFT	52	Failed
14.	PS	32	Failed
15.	RJP	28	Failed
16.	STG	44	Failed
17.	SGT	32	Failed
18.	ST	32	Failed
19.	SAS	28	Failed

20.	YZ	48	Failed
	Total (Σx)	**773**	
	Mean (X)	**38.65**	

The Percentage of The Students' Score in Pre-Test

	Criteria	Total of Students	Percentage
P1	**Passed**	**-**	**0 %**
P2	**Failed**	**20**	**100 %**
The Total		**20**	**100 %**

APPENDIX VIII

The Students' Test Result in Post-Test I

NO.	Students' Initial Name	Post-Test I	Note
1.	AS	40	Failed
2.	ALS	48	Failed
3.	ASR	48	Failed
4.	ARL	36	Failed
5.	DNA	40	Failed
6.	FAN	72	**Passed**
7.	FAH	60	Failed
8.	HM	32	Failed
9.	IPG	60	Failed
10.	MARG	44	Failed
11.	NPT	44	Failed
12.	NR	88	**Passed**
13.	NFT	68	**Passed**
14.	PS	32	Failed
15.	RJP	84	**Passed**
16.	STG	80	**Passed**
17.	SGT	44	Failed
18.	ST	56	Failed
19.	SAS	44	Failed

20.	YZ	64	Failed
	Total (Σx)	**1084**	
	Mean (X)	**54.2**	

The Percentage of The Students' Score in Post-Test Cycle I

	Criteria	Total of Students	Percentage
P1	**Passed**	**5**	**25 %**
P2	**Failed**	**15**	**75%**
The Total		**20**	**100 %**

APPENDIX IX

The Students' Test Result in Post-Test II

NO.	Students' Initial Name	Post-Test II	Note
1.	AS	68	**Passed**
2.	ALS	64	Failed
3.	ASR	76	**Passed**
4.	ARL	72	**Passed**
5.	DNA	72	**Passed**
6.	FAN	80	**Passed**
7.	FAH	80	**Passed**
8.	HM	68	**Passed**
9.	IPG	72	**Passed**
10.	MARG	68	**Passed**
11.	NPT	72	**Passed**
12.	NR	92	**Passed**
13.	NFT	68	**Passed**
14.	PS	56	Failed
15.	RJP	88	**Passed**
16.	STG	88	**Passed**
17.	SGT	60	Failed
18.	ST	68	**Passed**
19.	SAS	68	**Passed**

20.	YZ	80	Passed
	Total (Σx)	1460	
	Mean (X)	73	

The Percentage of The Students' Score in Post-Test Cycle II

	Criteria	Total of Students	Percentage
P1	Passed	17	85 %
P2	Failed	3	15 %
The Total			100 %

APPENDIX X

DIARY NOTES

First Meeting (Monday, 14 November 2017)

In the first meeting, the researcher introduced herself and explained the purpose of her coming. The researcher made discussion with students. The students answered in Indonesia language. They could not speak English well because they did not have much vocabulary. To find the ability of students before the use of Mouse and Cat Game applied, the researcher gave an orientation test.

Second Meeting (Thursday, 15 November 2017)

During the teaching and learning process, the students gave good response. When the teacher explained mouse and cat games game and the steps, all them paid attention and listened the teacher in front of the class. While the teacher asked them to play the mouse and cat game some of them still confused. Moreover, when they were asked to do excercise, all of them were so spirit even though most of then seemed not serious because they often spoke to their friends.

Third Meeting (Monday, 20 November 2017)

The teacher gave the students test. In doing the test, some of them were uncertain to do the test, while the others looked so optimistic. In answering the test, some of them were still asked their friends for the answer. Although they had problems in answering the questions, but they still exited in this meeting.

Fourth Meeting (Thursday, 21 November 2017)

During the teaching and learning process, the students participated or gave good response. They more active asked about the lesson. They were looked so excited with the new topic that the teacher gave. They study with new mouse and cat game with new picture.

Fifth Meeting (Monday, 27 November 2017)

To make students had many vocabularies, the teacher still using mouse and cat game with some pictures. The students still optimistic to play mouse and cat game. Some students can answer the question that is given by the teacher from the picture in mouse and cat game.

Sixth Meeting (**Thursday, 28 November 2017)**

In this last meeting, teacher reviewed the lesson include the entire topic which has been discussed. Teacher done the reviewed of study so that the students could recalled what had been learnt before the test gave to them. Then, the teacher gave the vocabulary test that consisted of 25 items for each students. They have only 45 minutes to do the test. They were very confident to answer the test by themselves. At the end, the researcher thanked to them for their attention during teaching learning process.

APPENDIX XI

OBSERVATION SHEET

Focus	Topic	Cycle I		Cycle II	
		Yes	No	Yes	No
The researcher as the teacher	• The teacher explains about mouse and cat game	√			√
	• The teacher gave chance for students to ask about mouse and cat game	√		√	
	• The teacher observes students' activities and behavior while teaching learning process runs	√		√	
	• The teacher motivates students to show their best in vocabulary	√		√	
Students	• Students listen and pay attention to the teacher explaining mouse and cat game	√		√	
	• Students deliver questions when the teacher gives them a chance	√		√	
	• Students ask the teacher about mouse and cat game	√			√
	• Some of students are still confuse and do not know what to do	√			√

	• All of students come to follow the test		√	√	
	• Students use dictionary to help them find the difficult word	√		√	
	• All of students use dictionary when they are studying in the class		√		√
	• Students give good response to the activities in the classroom	√		√	
	• Students are interesting to the teacher instruction and explanation	√		√	
	• Students always get out and get in during learning and teaching process	√		√	
	• Students always play in the classroom	√		√	
		√		√	
Situation	• The classroom is comfortable	√		√	
	• The classroom is far from crowd	√		√	
	• The classroom is noisy	√		√	
	• The classroom has media such as whiteboard, marker, duster.	√		√	

APPENDIX XII

QUESTIONNAIRE SHEET

Choose one of the following statements whether you (A) = 1, (B) = 2, and (C) = 3 with these statements. Do answer honestly. Put a checklist (√) in appropriate answer.

NO	STATEMENTS	CHOICES		
		A	B	C
1	Mouse and cat Game make the vocabulary learning process become easier for me			√
2	I can improve my vocabulary by using Mouse and cat Game			√
3	Mouse and cat Game is exciting media for me		√	
4	Mouse and cat Game can be a solution for me in facing difficulties of vocabulary learning		√	
5	My friends and I always give comments and suggestion in order to improve our vocabulary			√
6	I enjoy Mouse and cat Game when doing learning process			√
7	I can also build up my social relationship in the team			√
8	Mouse and cat Game is easy to be understood for me			√
9	Mouse and cat Game class is not difficult to be practiced in the learning process	√		
10	In the team, I can do cross correction with my friends so that my vocabulary skill will be better than before	√		

APPENDIX XIII

INTERVIEW SHEET

1) Interview between the researcher and the English teacher of class VII- B.

Researcher : First, Thank you mam for your time and give me chance to interview you. So I can do my research. By the way mam, may I know your method in teaching vocabulary students?

Teacher : I ask students to read the text and after that I ask them to mark the difficult word. I ask the difficult word in the dictionary. Sometimes I ask them to translate the text in order to make them remember the words in English.

Researcher : Would you tell me the obstructions you face up in teaching vocabulary to the students during this time mam?

Teacher : The students are lack of vocabulary. They are lazy to remember some words in English. They do not interest to study English. The last oneis the lack of teaching media in school.

2) Interview between the researcher and the students held in the first meeting. It was done to know the students' problem in improving their vocabulary achievement

Researcher : What do you think about English?

ASR : I think English is interesting language. We can talk with foreign language when we go abroad.

DNA   : English is difficult language.

YZ   : English is difficult to say. The written is different from the pronunciation

Researcher : So, how do you improve your vocabulary during this time?

SAS   : By learning English book and read dictionary.

3) Interview between the researcher and the students to obtain their opinion about improving students' vocabulary achievement through mouse and cat game. It was held in last meeting of second cycle.

Researcher : Do you to learn English through mouse and cat game?

NR   : I like to learn English vocabulary through mouse and cat game. It is very nice.

IPG   : I like to learn English trough mouse and cat game, because it is easy to understand.

Researcher : What do you think of your vocabulary achievement after learning vocabulary through mouse and cat game?

RJP   : Mouse and cat game can improve my vocabulary achievement

HM   : In my opinion, my vocabulary increase, Miss, because I can memorize the words.

APPENDIX XIV

Students' Name and Initial

NO.	Names of The Students	The Initial of The Students
1.	AISYAH SIHOMBING	AS
2.	ALDIANSYAH SIHOMBING	ALS
3.	ARIF SYAHPUTRA RITONGA	ASR
4.	ASRUL	ARL
5.	DESMA NIAR ARITONGA	DNA
6.	FADHIL AFKAR NASUTION	FAN
7.	FUJI ANANTA HUTAGALUNG	FAH
8.	HANAFI MANULLANG	HM
9.	IQBAL PRASETYO GULTOM	IPG
10.	M. AMSAR. R. GULTOM	MARG
11.	NASRUL PATARJAYA TAMPU	NPT
12.	NIKEN RAMADHANI	NR
13.	NURUL FADILAH TAMBUNAN	NFT
14.	PAIMA SIAGIAN	PS
15.	RIO JULIARDO PANJAITAN	RJP
16.	SAFAR TARABI GINTING	STG
17.	SAHRUL GUNAWAN TAMBUN	SGT
18.	SYAHIDUL TAMBUNAN	ST
19.	SITI AZIZAH SILALAHI	SAS
20.	YULI ZAHARA	YZ

APPENDIX XV

The Students' Attendance List

NO.	NAMES OF STUDENTS	MEETING					
		1	2	3	4	5	6
1.	AISYAH SIHOMBING	☐	☐	☐	☐	☐	☐
2.	ALDIANSYAH SIHOMBING	☐	☐	☐	☐	☐	☐
3.	ARIF SYAHPUTRA RITONGA	☐	☐	☐	☐	☐	☐
4.	ASRUL	☐	☐	☐	☐	☐	☐
5.	DESMA NIAR ARITONGA	☐	☐	☐	☐	☐	☐
6.	FADHIL AFKAR NASUTION	☐	☐	☐	☐	☐	☐
7.	FUJI ANANTA HUTAGALUNG	☐	☐	☐	☐	☐	☐
8.	HANAFI MANULLANG	☐	☐	☐	☐	☐	☐
9.	IQBAL PRASETYO GULTOM	☐	☐	☐	☐	☐	☐
10.	M AMSAR R GULTOM	☐	☐	☐	☐	☐	☐
11.	NASRUL PATARJAYA TAMPU	☐	☐	☐	☐	☐	☐
12.	NIKEN RAMADHANI	☐	☐	☐	☐	☐	☐
13.	NURUL FADHILAH TAMBUNAN	☐	☐	☐	☐	☐	☐
14.	PAIMA SIAGIAN	☐	☐	☐	☐	☐	☐
15.	RIO JULIARDO PANJAITAN	☐	☐	☐	☐	☐	☐
16.	SAFAR FARABI GINTING	☐	☐	☐	☐	☐	☐
17.	SAHRUL GUNAWAN TAMBUN	☐	☐	☐	☐	☐	☐
18.	SYAHIDUL TAMBUNAN	☐	☐	☐	☐	☐	☐
19.	SITI AZIZAH SILALAHI	☐	☐	☐	☐	☐	☐
20.	YULI ZAHARA	☐	☐	☐	☐	☐	☐

APPENDIX XVI

DOCUMENTATION

BIOGRAFY

Name   : DHITA SYAWALIYAH PANGGABEAN

NIM   : 34.13.3.177

Department   : English Education

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                               Peanornor

Motto   : "When you feel like there is no way out, love is the only

                               way. "