**THE IMPLEMENTATION OF STAND UP SEQUENCES GAME
TO INCREASE STUDENTS' ABILITY IN MASTERING
VOCABULARY AT THE EIGHTH GRADE OF
SMP NEGERI 1 AIR PUTIH IN
2018/2019 ACADEMIC YEAR**

**THESIS**

*Submitted to the Faculty of Tarbiyah Science and Teacher Training State Islamic
University of North Sumatera*

*As a partial Fulfillment of the Requirement for S-1 program*

**By:**

**GUSTI WULAN MANDARI ZEGA**
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**DEPARTMENT OF ENGLISH EDUCATION**

**FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING**

**STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

**MEDAN**

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## STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

## MEDAN

## 2018

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dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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Assalamualaikum Wr.Wb

Setelah membaca, meneliti, dan memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswi :

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**Judul**        **: "The Implementation of Stand up Sequences Game to Increase Students' Ability in Mastering Vocabulary at the Eighth Grade of SMP Negeri 1 Air Putih"**

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

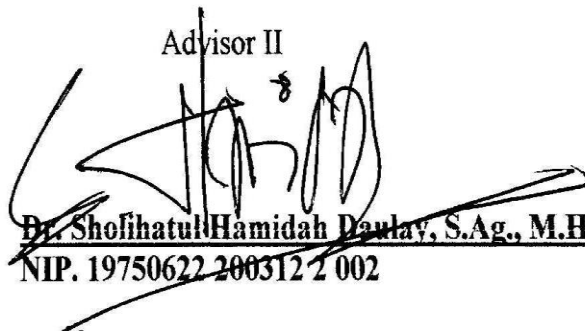Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

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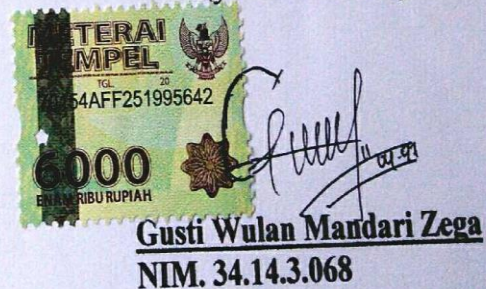
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Judul         **:"The Implementation of Stand up Sequences Game to Increase Students' Ability in Mastering Vocabulary at the Eighth Grade of SMP Negeri 1 Air Putih"**

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

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan, 07 Agustus 2018

Yang Membuat Pernyataan

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# ABSTRACT

**Gusti Wulan Mandari Zega: The Implementation of Stand Up Sequences Game to Increase Students' Ability in Mastering Vocabulary at the Eighth Grade of SMP Negeri 1 Air Putih in 2017/2018 Academic Year.**

**Keyword: Students' Ability, Vocabulary, Stand up Sequences Game**

This research was aimed to find out the increasing of students' ability in mastering vocabulary by using stand up sequences game. The subject of this research was VIII-1 grade students of SMP Negeri 1 Air Putih in 2018/2019 Academic Year. There were 32 students of the class as respondents. This research was conducted by using classroom action research. The technique of analyzing the data applied in this research was qualitative and quantitative. The qualitative data were taken from observation sheet, interview, and documentation. The quantitative data were taken from the test. Data were taken from the tests result, which were carried out in two cycle. In two cycle, four meetings were conducted. The tests were given to the students in forms of pre-test, post-test I in the first cycle and post-test II in the second cycle.

The result of the data analysis showed that there was an increasing in the students' ability in mastering vocabulary. It is showed from the mean of pre-test was 59,37 with six students or 18,75% reach the Minimum Passing Grade or *KKM* (75). The result of post-test I in cycle I, students' mean score was 70,78 with 15 students or 48,87% pass the *KKM*. The result of post-test II in cycle II, students' mean score was 84,06 with 27 students 84,37% pass the *KKM*. It can be concluded that the using stand up sequences game in mastering vocabulary can increase the students' ability in mastering vocabulary.

# ACKNOWLEDGEMENT

In the name of Allah, the beneficent, the merciful.

Thanks to Allah SWT who has given the writer his blessing and a chance to complete this thesis. Praise and blessing to the Prophet Muhammad SAW, who has been my figure to serve Allah SWT.

In the process of completing this thesis, the writer has received many supports and help from many people. Therefore, the writer would like to thanks for:

1. Prof. Dr. KH. Saidurrahman, M.Ag as the Rector of State Islamic University of North Sumatera.

2. Dr. Amirruddin Siahaan, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training State Islamic University of North Sumatera.

3. Dr. Sholihatul Hamidah Daulay, S.Ag as the Head of English Educational Department and also the second advisor who providing careful guidance, helpful corrections, great advice as well as suggestion and encouragement during the consultation.

4. Dr. Siti Zubaidah, M.Ag as the first advisor who patiently guided and helped the writer to finish this skripsi..

5. All lecturers of Educational English Department for teaching the precious knowledge and giving wonderful study experience.

6. The principal of SMP Negeri 1 Air Putih, English teacher and all students of VII-1 class who helped the writer during research.

7. My beloved family for your pray, endless love, advice, supports both financially and mentally that made me possible to finish my study. Thank you so much Papa M Edi Suprianto Zega, Mama Salmiah, my younger brother Gusti Indra Wibowa Ariando Zega, my younger sister Gusti Ade Wiki Wijaya Zega

8. Especially for my beloved brother Praka Artha Zidan Sagala always give me support and advice until finish my study.

9. All of my beloved friends in PBI-3.

10. My beloved sister Umi Mardiyah, Hestu Purwati, Hafizha, Winda Risnawati, Nurul, Fitty, Deria Nurlianti, Eka, Sabrina, Bunga, Pinna who always support me, always give me advice, always beside me until I can completing this skripsi.

11. All people who cannot be mentioned one by one for the contribution in completing this skripsi.

The writer realize that this skripsi is far of the perfect. Therefore, some critiques and suggestion are needed to make it better. Finally, might not be perfect in some parts. Therefore, I say sorry and expect some critics and suggestion to this skripsi. I hope this skripsi will be useful for the teacher.

Medan,    August 2018

The Writer

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# CHAPTER I

# INTRODUCTION

## 1.1  Background of the Study

Language has important role in our life. Language is used to communicate between people. Without language the people can't communicate each other, moreover they can't build relation each other. English is the most popular in the world and as an International language is used in countries throughout the world, including Indonesia. As a foreign language in Indonesia, English is seriously learned by many people to have a good prospect to be community of international world. It is thought from elementry school up to university. Indonesian learn English to communicate in two forms, they are in spoken and written forms.

There are four skills needed when people learn English, they are listening, speaking, reading, and writting. So, to achieve these objective, students need to master components in the language, such as grammar, phonology, vocabulary, and pronounciation. One important components of language learning is vocabulary comprehension.

Vocabulary is one important element to be acquired in learning English, vocabulary skills is basic to communicate in English. Vocabulary is set of known word meaning and can be used by someone in a language. Someone has to know the words and their meaning if they want to speak English well. We do agree that if learners do not recognize the meaning of key word, they will be unable to participate in English conversation.

According to Huyen and Nga, there are several factors why students learn vocabulary passively.[1] First, they consider the teacher's explanation for meaning, pronounciation, spelling and grammatical functions boring because they just listen their teacher. Second, students think vocabulary learning only knowing the primary meaning of new words. Third, students usually only acquired new vocabulary throught new words in their textbooks or teachers give the new words during classroom lessons. Fourth, students are not able to use the words that they have learned appropriately in different contexts.

Based on my observation in the eighth grade at SMP Negeri 1 Air Putih, the reseacher found some problems such as: first problems the students there having lack of english vocabulary mastery, they often found difficulties in getting information from the English text. The second problems there are many errors especially in vocabulary, spelling, and pronunciation. Another problem is the teacher used technique in teaching vocabulary is monotonous, the students felt bored with monotonous teaching technique and would lost their focus in learning vocabulary.

This fact invites the researcher to investigate the cause of the problem faced by the students in learning vocabulary. As we know that vocabulary is used quite often in the teaching and learning English language. To help the students to increasing vocabulary mastery the researcher use Stand up Sequences game as a technique of teaching vocabulary. Stand up sequences game is a good game for students to practise using eye contact and turn talking. Stand up sequences game

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[1]Huyen, N.T.T and T. Nga, *The Effectiveness of Learning Vocabulary Through Games* (Asian EFL Journal, 2003), p.2.

is a game where the students sit in a circle. Establish which sequence you are going to do and without coordinating with the others, one student should just start by standing up and beginning sequences.

There are many techniques to increasing vocabulary such as, by using song, picture, game, etc. One of them the researcher choose by using game to increasing vocabulary, because the class will be more cheerful and joyful and the students will not get bored. It will be easier for them in mastering and increasing their vocabulary. Game also help teacher to create contexts in which the language is useful and meaningful.

From the explanation above that I need to conduct the research under the title **"The Implementation of Stand up Sequences Game to Increase Students' Ability in Mastering Vocabulary at the Eighth Grade students of SMP Negeri 1 Air Putih"**

## 1.2 The Identification of the Study

Based on the backgroud of study, the problem can be identified as follows:

1. Most of the students lack interest to learn English because they consider it difficult.

2. The students have many errors especially in vocabulary, spelling, and pronunciation.

3. The teacher have less method and technique in teaching vocabulary, that makes the students get bored when the learning process.

## 1.3 The Limitation of the Study

Based on the problem above, the reseacher limited to the implemention of stand up sequences game  in teaching vocabulary to the eighth grade of SMP Negeri 1 Air Putih. The reaserch conducted by classroom action research.

## 1.4 Research Question

In relation to the background of study, the problem in this research could be formulated as follows:

a. Can stand up sequences game improve the students' ability in masering vocabulary at SMP Negeri 1 Air Putih?

b. How is the use of stand up sequences game improve the students' ability in mastering vocabulary?

c. How does implementation of stand up sequences game improve students' ability in mastering vocabulary?

## 1.5 The Objective of the Study

In relation to research problem, the objectives of study are:

a. To describe stand up sequences game can improve the students' ability in mastering vocabulary at SMP Negeri 1 Air Putih.

b. To describe how the use of stand up sequences game improve the students' ability in mastering vocabulary.

c. To describe the implementation of stand up sequences game to improve the students' ability in mastering vocabulary.

**1.6 Significant of the study**

The result of this research is expected to be useful for the teachers, students, and readers, or other researchers. It is expected that the result of the study will give some contribution in teaching vocabulary. The significances of the study are elaborated as follow:

a. To the principal, to lead the new game in teaching vocabulary and also can be used as a good reference for the school in teaching learning process, especially in teaching vocabulary.

b. To the English teachers, they can use this game in teaching learning process to increase students' ability in mastering vocabulary.

c. To the students, it will help them in increasing their ability in mastering vocabulary.

d. To the readers or researchers, it help the next researcher getting prior information for further relevant study.

**CHAPTER II**

**LITERATURE REVIEW**

**2.1 Theoretical Framework**

In conducting a research, theories are needed to explain some concepts or term which are applied in this research. Some term in this study and they need to be theorical explained. Thus, the following explanation aimed toward the clear explanation.

**2.1.1 Vocabulary**

**2.1.1.1 The Definition of Vocabulary**

Allah tells about vocabulary in al-Baqarah 31:

وَعَلَّمَ ءَادَمَ ٱلۡأَسۡمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمۡ عَلَى ٱلۡمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسۡمَآءِ هَـٰٓؤُلَآءِ إِن كُنتُمۡ صَـٰدِقِينَ ﴿٣١﴾

Meaning: "And He taught Adam the nature of all things; then He placed them before the angles, and said: "Tell me the nature of these if you are right.[2]

In other definition, according A. S. Hornby said that vocabulary is the total number of words which make up language.[3] So language is arranged by so many words and phrases. He adds that vocabulary is a collection of word or phrases in language. It means that vocabulary is language component which gives information or explaination in language term.

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[2]Abdullah Yusuf Ali, *The Holy Qur'an: Text Translation and Commentary,* (New Delhi: Kitab Bhavan, 2001), p. 24.

[3]A. S. Hornby, *Oxford Advanced Learner's Dictionary,* (Oxford University Press, 1987), p. 461.

According to Thornbury[4], without vocabulary, nothing can be conveyed. It means that without vocabulary there is not value meaning that can be transferred to the others in communication. It helps the learner to understand the message of the communication.

According to L.Beck,Margaret G. Mckeown, vocabulary means learning the meaning of new words[5]. It means that vocabulary is a word that has meaning and part of the languange.

Moreover, there is anothere definition of vocabulary, it is: according to David L. Stepherd; he said that vocabulary is one of the most significant aspects of language development[6]. It means that the development of language depends on vocabulary.

Based on statement above, vocabulary is a word or a sound which represents a certain meaning as an utterance unity. It is most important part in language learning. To achieve four skills, studens must have acquired the vocabulary well and students need to increase their vocabulary too. So, there is no language without vocabulary.

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[4]Scott Thornbury, *How to Teach Vocabulary*, (Edinburgh: Pearson Education Limited, 2002), p. 13.

[5]L.Beck,Margaret G. Mckeown, *Creating Robust Vocabulary Frequently Asked Question And Extended Example*, (New York London: The Guilford Press, 2008), p. 1.

[6]David L. Stepherd, *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Method*, (USA: Bell And Howel Company, 1973), p. 39

### 2.1.1.2 The Types of Vocabulary

Generally, there are four types of vocabulary, they are[7]:

a. Speaking vocabulary is all of the words a person can use through speech. This is a very powerful vocabulary type. Potent speakers, musicians, singers, poets, etc. Have the ability to influence and move their audience/listeners with their charisma and with how they utilize this type. People who are very vigorous and innovative with this type have the power to control their audience in how they perceive, think, and act.

b. Writing vocabulary is all of the words a person can use when they are writing. This is another eminent vocabulary type. Like speakers, writers, also have the power to influence many people with how they use their words. Both writing ang speaking vocabularies are combined and they can complement each other ver well. E.g. if a speech or poem is prepare in writing, the writing completely negates the desideratum of having to complate what to say. All of the thinking was already done befor hand and put into the form of what has been written.

c. Listening vocabulary is all of the words a person can recognize through listening. The larger this type is, the easier it is to understand other who utilize speking vocabulary. Listening plays a significant role in the overall growth of vocabulary since you can encounter new words from several different source simple through hearing and listening.

d. Reading vocabulary is all of the words a person can recognize via reading. This is very important for understanding content produced by those who

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[7]*Thomas Scott, Types of Vocabulary, [Http://Ezinearticles.Com/?The-Main-Types-of-Vocabulary&Id=5386175](Http://Ezinearticles.Com/?The-Main-Types-of-Vocabulary&Id=5386175), Accessed At 10.00 Am, 25 February 2018.*

frequently use writing vocabulary. Like listening, reading also plays a significant role in the overall magnification of vocabulary. It is very easy to encounter new words while reading.

Based on that vocabulary types, each of them have their usefulness. Reading make the vocabularyof the students become more. Listening and speaking train the vocabulary application in the daily useful. And writing make the students become more careful in remambering the spelling of the vocabulary.

Beside that, there are another types of vocabulary. According Jo Ann Aeborsold and Mary Lee Field classfied vocabulary into two terms there are[8]:

a. Active vocabulary is the words that have been learned and used by the students in their daily life to interact with others. The laerners can use this appropriately in speaking or writing and it is also called as productive vocabulary. To use the productive vocabulary, the students must know how to pronounce it well, able to use grammar of the target language and also must be familiar and understanding the meaning of the word. In fact, the active vocabulary is more difficult to practice. This type is often used in speaking and writing.

b. Passive vocabulary refers to all words that the students can be recognized and understood them when they interacted with others. The learners can use it appropriately in listening or reading and it is also called as receptive vocabulary. It means that passive vocabulary is all of the word heard or read by the students.

### 2.1.1.3 The Importance of Vocabulary

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[8]Jo Ann Aeborsold and Mary Lee Field, *From Reader to Reading Teacher*, (New York: Cambridge University Press, 1998), p.139.

Vocabulary is one of the components of language which has the most important role in mastering four language skills. As Lee C. Deighton wrote that "Vocabulary is the most important component of language power. In using the language, students who rich in vocabulary will be successful both in expression skill: speaking and writing, listening and reading. But those who are poor in vocabulary will get trouble in those skills"[9]. It means that dealing with learning English as a foreign language, vocabulary is one of the component of language which has the most important role in mastering four language skills. Furthermore, there is another importance of vocabulary, it is: according to David L. Stepherd, he said that vocabulary is a basic skill to communicate, people will not be able to communicate easily without knowing it[10]. It means that vocabulary is important in communication. We cannot communicate with other in a certain language if we don't know much words of the language.

Vocabulary has an important position in every language. Below, the hadith of prophet SAW. , which contains instructions of the importance of learning language, can be seen in the following hadith:

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[9]Lee C. Deighton, *Encyclopedia of Education*, (New York: Mc. Millan Co Free Press, 1971), p. 461.

[10]David L. Stepherd. *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods.* (USA: Bell and Howel Company, 1973) p. 39

عَنْ زَيْدِ ابْنِ ثَابِتٍ رَضِيَ اللّهُ عَنْهُ قَالَ:
أَمَرَنِي رَسُولُ اللّهِ صَلَّى اللّهُ عَلَيْهِ وَسَلَّمَ أَنْ
أَتَعَلَّمَ لَهُ كَلِمَاتٍ مِنْ كِتَابِ يَهُودَ قَالَ: إِنِّي
وَاللّهِ مَا آمَنُ يَهُودَ عَلَى كِتَابِي قَالَ: فَمَا مَرَّ
بِي نِصْفُ شَهْرٍ حَتَّى تَعَلَّمْتُهُ لَهُ قَالَ: فَلَمَّا
تَعَلَّمْتُهُ كَانَ إِذَا كَتَبَ إِلَى يَهُودَ كَتَبْتُ
إِلَيْهِمْ وَإِذَا كَتَبُوا إِلَيْهِ قَرَأْتُ لَهُ كِتَابَهُمْ.

**The meaning:** *Sourced from Zaid bin Tsabitra. Said: Rasulullah SAW., ordered me to learn several languages from Jewish writings. He said, " I am, by Allah, not sure of the Jews (understand) for my writing. " Zaid said: it will not be more than half a month I have (managed) to learn it. Zaid said: when I have studied it, if the Prophet wrote to the Jaws, I wrote it for them, and if they wrote to the Prophet, I am the one who reads their writings.*[11]

From the above hadith, it is known that the Prophet also studied a language, even though it was a kuffar (Jewish) language. Because, learning a foreign language is very important as long as the language is beneficial for moslems. Therefore, we must have many vocabularies, because it is important so that we have a good language. Because, by mastering the language, we can master the science.

Based on the fact, it can be conclude that vocabulary is the most important factors in the teaching learning of English as a foreign language even in all language. So, the teachers are expected to have the excellent way to make the

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[11] Suja'I Sarifandi, (2014), *Ilmu Pengetahuan dalam Perspektif Hadits Nabi,* Journal Ushuluddin, Vol. XXI, No. 1, p. 73.

student interested in learning Englsih vocabulary, so that the teaching learning objectives can be carried out successfully.

### 2.1.1.4 Teaching Vocabulary

Teaching vocabulary is an activity to acquire some new words to improve the language. According to A. S. Hornby[12], he said that vocabulary is the total number of words in language an individual knows and those words are used as a vehicle of language to express one thought. It means that teaching vocabulary is an activity to acquire some new words to improve the language.

According to Haycraft as cited by Nur Hidayatul points out that there are many ways of presenting new vocabulary. They are:

a. Creating a context or situation from which the students can then deduce the meaning.

b. Describing, defining object and drawing if it is necessary.

c. Taking the students out and introduce words for things seen in a shop windows or in the street.

d. Using word game. There are large the varieties of these, e.g stand up sequences game which it useful for practicing and to increasing their vocabulary.[13]

So, to present some new vocabulary, we can use many ways, they are: creating situation or context, describing, and using word game like stand up sequences game.

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[12]A. S. Hornby, *Oxford Advanced Learner's Dictionary*, (Oxford University Press, 1987), P. 461.

[13]Nur Hidayatul, *The Analysis of Vocabulary Teaching Through Puzzle*, (Thesis Surabaya: UNESA, 2002), p. 25

### 2.1.2  Ability

Ability is a special treatment that stick out between all kinds that have by someone, usually competent form or something education. And of course, so many other ability that very use in process learning.[14]

According to Robert N, ability is thought to be something that is general and enduring or other qualities that are needed in order to do something.[15] The term ability is the power of the students to understand the material that given by the teacher in the classroom.

Sarlito Wirawan Sarwono said that ability can be divided into two parts:

1. Generally ability, it is basic specific ability. Example: two people who have ability in mathematics and the other is physics. These thing depend on motivation, experience, had a change.

2. Specific ability, it is the real things, such as: mathematics, bussiness, administration, and to make a rule in many activities.[16]

As human being, according to Qur'an, has ability to looking for and developed the knowledge based on the Allah's permit. Therefore, many verses of Qur'an asked the human being to look for the knowledge in many different ways. And Qur'an claims how high position to anybody who has knowledge.

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[14]Mardianto, *Psikology Pendidikan*, (Bandung: Perdana Publishing, 2012), p.92.

[15]Robert N Singer, *Motor Learning And Movement Behavior*, (New York: The Florida State University, 1980), p.31.

[16]Sarlito Wirawan Sarwono, *Pengantar Umum Psikologi*, (Jakarta: Bulan Bintang, 1974).

Allah says in the Holy of Qur'an (Al-Mujadillah: 11)

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓا۟ إِذَا قِيلَ لَكُمْ تَفَسَّحُوا۟ فِى ٱلْمَجَٰلِسِ فَٱفْسَحُوا۟
يَفْسَحِ ٱللَّهُ لَكُمْ ۖ وَإِذَا قِيلَ ٱنشُزُوا۟ فَٱنشُزُوا۟ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُوا۟
مِنكُمْ وَٱلَّذِينَ أُوتُوا۟ ٱلْعِلْمَ دَرَجَٰتٍ ۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

Meaning : "O you who believe! When you are told. "space yourselve" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise those who have believed among you and those have were given knowledge, by degrees. And Allah is acquainted with what you do." (Q.S. al-Mujadillah: 11)[17]

The verse above told us that Allah will raise the degree of the believers and learned knowledge to some degree. How excellent is the person who demanded the science so ttat Allah elevate the degree.

**2.1.3 Games**

**2.1.3.1 The Definition of Game**

Game have always been used in education to give students motivaion. According to Arif Kurniawan said that game is kinds of learning media which has highly value for education and experience. For the participants especially for students and makes students can communicate fluency than thinking what is

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[17]Abdullah Yusuf Ali, *The Holy Qur'an: Text Translation and Commentary,* (New Delhi: Kitab Bhavan, 2001), p.1514.

form/pattern of the language. Games also is very good to help increasing knowledge and linguistics skills.[18]

According to Wright states, " The word 'game' means an activity which is entertaining and engaging, often challenging and an activity in which the learners play and usually interact with other."[19] Games are essentially engaging and the native language concerns can easily be substituted for English in many cases. It means that by using games, students have interest to break the challenge in each game. Students concern in how to make the activities that can make them engaged each other.

Moreover, there is another definition of games, it is: according to Larcabal, state that a game can (1) help those who play develop their inner self. (2) help them related to other more effectively and cooperatively, (3) train them in creative freedom as they feel less embarrassed or afraid and become more self confident, and finally, (4) bring them and the facilitation and anxiety that prevent students from acquiring the language."[20]

Based on the statement above, it can conclude that game can help who play to arouse their, self confident, more creativity from acquiring the language. By using game the students are able to learn target language unconsciously. They learnt some new words without any stress on their feeling.

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[18]Arif Kurniawan, *Belajar Bahasa Inggris Melalui Permainan*, (Jakarta Timur: CV Visindo Media Persada, 2007), p. 22.

[19]Andrew Wright, Betteridge D, Buckby M, *Games For Language Learning*, (Cambridge: Cambridge University Press, 2006), p.1.

[20]Rita Susana, Larcabal, *The Role of Games in Language Acquisition.* (English teaching Forum Vol. 30, 1992) p. 28

**2.1.3.2 Principle of Game Selection**

In determining the role of games in developing student's vocabulary, the teacher needs to have their purpose clearly in mind if the major purpose is yo make learning English vocabulary effective and successful. According to Wright, it is important to make sure that the game which is want to play is familiar with the students to reduce the difficulties in conducting the games.[21] It means that in using games in the class, the English teacher not only responsible in selecting game that want to use in the class but also in creating condition in the class, in term conditioning students and material.

According to Weed, he proposed some principle of game selection when effectiveness and success are needed. The principle can be used as a sort of a checklist when selecting a game, in which there are factors that the teacher must take into count.[22]

a. The purpose of game

The teacher should refer to section concerning purpose and relate the purpose to the particular point to teach in the lesson.

b. The space to play the game

The teacher should check whether there is a possibility for having active games in limited space in a room.

c. The number of the students

The teacher should know that there are some games, which work well only for a large number of the students, and some which work quite

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[21]Andrew Wright, Betteridge D, Buckby M, *Games For Language Learning*, (Cambridge: Cambridge University Press, 2006), p.4.

[22]Gretchen E., *Using Games in Teaching Childrens,* (English Teaching Form. Vol X, 1972), No. 2

well with two people. Still there is a possibility of adapting a game to some situation if it is thought of before hand. It means that the game has to be well planned in advance before applying to class activity. Team games can be changed into individual ones, and vice versa.

d. The age of the students

Naturally, children do not suit adult games and vice versa. However, the teacher can use different vocabulary items and shorter structure to make the game suit the level of students.

e. The level of the activity

A teacher should note that it is hard to settle down the students after they play a ver active game. So, the teacher should play a certain kind of game that can be used to settle down the students at the end of the lesson.

f. The type of game

The teacher should use the general game such as guessing game, relay race, and telling time.

g. The time allocation

Some games need a lot of time to play. A seemingly simple game may make a long time to play. So the teacher should make sure that students have learned necessary sentence structures and vocabulary before.

h. The use of properties

When a game needs some properties, the teacher should make sure to bring one and no make it for granted. The teacher may change the properties to suit the class and vocabulary if necessary.

i.   The necessary rewards

Students are usually satisfied when they win the game. But, giving rewards can be a part of the game.

### 2.1.3.3 The Types of Game

According to Jill Hadfield which was stated in his book that the games were classifying as[23]:

a.   Guessing game

Guessing game is a familiar variant on this principle. The players with the information deliberately with hold it, while others guess what it might be.

b.   Matching game

This involve matching corresponding pairs of cards or picture, and may be played as a whole class activity, where everyone must circulated until they find a partner with corresponding cards or pictures, or pair work small group activity, played as a card game on either the 'snap' or the 'pelmanism' principle.

c.   Labelling game

Labelling games involve matching labels to items in a picture.

d.   Board game and Card game

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[23]Jill Hadfield, *Intermediate Vocabulary Games*, (Essex: Pearson Education Limited, 1999), p. 5.

Board game and card game is familiar game types, where the aim is to be the first round a board, or to collect the most cards, or to get rid of the cards first, or to build up a story.

e. Stand up sequences game.

The last game is the one of games I chose for my research. This game is a game where the students sit in a circle. Establish which sequence you are going to do and without coordinating with the others, one student should just start by standing up and beginning sequences.

### 2.1.4 Stand up Sequences Game

### 2.1.4.1 The Definition of Stand up Sequences Game

Stand up sequences game is the interesting activity for students because they can learn through playing.  Stand up sequences game is a good game for students to practise using eye contact and turn talking. Stand up sequences game is a game where the students sit in a circle. Establish which sequence you are going to do and without coordinating with the others, one student should  just start by standing up and beginning sequences. This game uses themes to playing it like the name of fruits, vegetables, animals, etc.[24]

### 2.1.4.2 Procedure of Using Stand up Sequences Game

There are many ways of teaching new words and teachers need to learn a variety of techniques, because some methods will work better with certain type of

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[24]Dilia, *Definition of Stand up Sequences Game,* http://diliafunenglish.blogspot.com/2010/04/stand-up-sequences-game.html, Accessed at 05.46 pm, 12 february 2018.

word than others. Actually, in this game there are some procedures that must be followed:[25]

1. Devide students into groups with 5 students each groups.

2. The teachet must prepare 10 different themes to ask the students like fruits, animals, vegetables, etc.

3. The teacher must prepare the alphabet card.

4. The teacher determine the theme to start the game.

5. The leader of first group take one alphabet card after that leader say the card loudly in front of class.

6. Every student in the first group must answer suitable the theme that has been specified and the way to answer it by standing up and sequences.

7. The time is 10 second, for the groups that can answer, they get 1 point.

### 2.1.4.3 Teaching Implementation of Stand up Sequences Game

Stand up sequences game is a game that can be used by teacher in enriching students' vocabulary. In this case, it will be focused on second grade of junior high school students. The implementation of using stand up sequences game is devided into three step; they are pre-teaching activity, whilst teaching activity, and post teaching activity.[26]

1. Pre-teaching Activity

Pre-teaching activities are done at beginning of teaching learning process in class, which is used to attract students' motivation and make

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[25]http://www.caramudahbelajarbahasainggris.net/2014/05/02/game-bahasa.inggris. Accessed at 05.46 Pm, 12 February 2018

[26]Jack C. Richard And Theodore S. Rodgers, *Approaches And Method in Language Teaching*, (New York: Cambridge University Press, 1999), p.35-37.

them ready to learn. In pre-teaching, there are some activities that will be folowed.

First, teacher introduces a topic. It helps students to consider what they have already known about the topic and present some vocabularies. There are some ways that can be used in introducing the topic.

Second, the teacher check students' background knowledge by asking some question about the vocabularies that students know. Then, the teacher tells the students that they will play a game. But before starting the game, the teacher has to tell the procedure of the game. Finally, the teacher give explenation about the rule of the game that must be followed by the students. The rule is when the students answer and stand together, they lose 1 point.

2. Whilst Teaching Activity

In this stage, the teacher rechecks students' readiness. It is important to do before the game is started. After students are ready, teacher begin to lead them to the game. The game is played during 30 minutes. There are some important points that should be paid attention along the game.

a) Teacher's role is to establish the successfulness of playing this game. In this game, teacher has several function they are, teacher as facilitator and teacher as an instructor.

b) Student's role in this game students are as object of learning. It means that students follow each instruction related to the game

from their teacher. They play the game based on the rules managed by teacher. Moreover, all students should participate in expressing vocabulary they have and also pay attention to their freinds' performance in the game. Besides, students should also keep the situation well during the game is played.

3. Post Teaching Activity

In the post teaching activities, teacher gives exercises. Students do exercises individully. It can be by writing word as many as possible including the meaning of words based on a certain clues given by teacher. This activity is necessary in order to check students understanding about the vocabulary that they acquire during the game.

**2.1.4.4 Advantages of Using Stand up Sequences Game**

There are some advantages of using Stand up Sequences game are for student mastering vocabulary. The advantages include:

1. The students will be easier to memorize the word.

2. Students can be easier to catch the meaning on new vocabulary.

3. Its form and material are simple so the teacher doesn't get difficulties to make it.

4. The way to play it no difficult, so students feel enjoyable and relaxed.

5. The students more active then teacher.

**2.1.4.5 Disadvantages of Using Stand up sequences Game**

There are some disadvantages of using stand up sequences game for student mastering vocabulary. The disadvantages include:

1. Make the class crowded.

2. Students just accept the suitable material.

**2.2 Related Study**

The studies that have relevan with this study are:

a. The first study which has relevance with his research was conducted by Wanda Lestari (2017); Improving students' vocabulary mastery by using text twist game at private islamic junior high school Al-Hijrah 2 lau dendang. The research in her study used classroom action research where she took one class consist of 21 students as respondents with two cycles. And the result of her research that text twist game effective used in teaching vocabulary to improve students' vocabulary.

b. The second study which has relevance with this research was conducted by Ahmad Rozik Harahap (2015); The implementation of using board game strategy to increase the students; ability in mastering vocabulary at IX grade students of MTs LPI PTP IX Saentis. The research aimed to find out the increasing of students' ability in mastering vocabulary by using board game strategy. The population was taken only one class consists of 29 students. The writer used two cycle on his research and he found that the students' score increased from the first cycle. The result of his research that the students' ability

in mastering vocabulary have been increased by using board game strategy.

c. The third study which has relevance with this research was conducted by Novia Robeitah Irham (2017); The implementation of smart guess game media to improve students' vocabulary ability in learning English at MTs. Nurul Huda Tanjung Pura. Based on the finding it could be concluded that smart guess game media could improve the students' vocabulary ability in learning English accepted and could make the class alive and active.

## 2.3 Conceptual Framework

Vocabulary is one of basic element in mastering vocabulary, because if students can't master in vocabulary the students automatically will not obtain the four of skill English, such as listening, reading, speaking, and writing.

In obtaining the four skills of English the teacher must use an effective technique in teaching vocabulary. It is also essential for students to learn English but they often face difficulties in learning vocabulary. It is because the teaching learning process is monotonous. Therefore, it is not surprising that the students face difficulties in mastery vocabulary.

One of technique to increase students' ability in mastering vocabulary is using stand up sequences game. Stand up sequences game is one of game in teaching English which encourage students to understand as much as possible, especially in vocabulary.

Stand up sequences game can be defined as something or an instrument that is used to attract students' motivation to follow the teaching and learning process because Stand up sequences game can make the students focus in learning, because they do not feel that they are forced to learn. Stand up sequences game can be a game technique that will give many advantages for the teachers and the students either.

Based on the above, Stand up sequences game as a technique of teaching can help the students in learning English especially to increasing the students' ability in mastering vocabulary.

# CHAPTER III

# RESEARCH METHODOLOGY

### 3.1 Research Design

This research conducted by applying classroom action research (CAR). Classroom action reasearch is an action research conducted by teachers in the classroom. Classroom action research is research aimed to improve the quality of learning practice, that focus on the process of teaching and learning in the class. Besides that, classroom action research is one of strategies for solving problem which use real action and analyze every influence from the situation.[27]

Classroom action is a method of finding out wht the best way in the classroom. So that, we can increase students' ability in learning process. This aim of classroom action research is to improve the teachers' teaching their own classroom or school. While there is no requirement that the findings be generalize to other situation, the result can add to knowledge base. Classroom action research consist of three words, they are:[28]

a. Research.

Examine activities of an object, use the rules of particular methodology to obtain data or imformation to improve the quality of a thing that interest and important for the researcher.

b. Action

Some activities that are deliberately made with specific purpose, which in this research formed a series of cycle activities.

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[27]Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Kencana, 2009), p.26.
[28]Ibid, p.25.

c. Class

Class is group of students who are in the same time receive the lesson from the teacher. Constrain which written for understanding about the class is old interpretation, to immobilize a misconception and widely understood by the public with "room for the teacher to teach." Class not just a room but a group of students who are studying.

By combining three words above, classroom action research reflection to activity which is intentionally appeared and happened in class.

In here, the researcher uses a Classroom Action Research (CAR) designed by Kemmis and Mc Taggart model that consist of four steps namely, planning, acting, observing, and reflecting. Improvement the problem in this research is brought about by the series of cycle.[29] The figure is bellow:
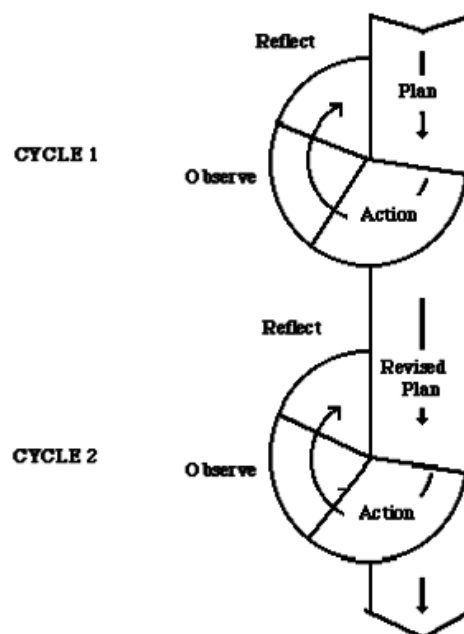


**Figure 3.1: Action Research Spiral, Model From Kemmis And Mc Taggart**

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[29]Ishak Abdulhak dan Ugi Suprayogi, *Penelitian Tindakan Dalam Pendidikan Nonformal*, (Jakarta: Raja Grafindo Persada, 2012), p. 161.

The procedures of research are perform by administrating two cycles. Each cycle contain four steps which are planning, action, observation, and reflection. Before the cycle I begun, orientation test is administrated to identify the basic knowledge of the students about vocabulary mastery.

### 3.1.1 Cycle I

a. Planning

The following points are the specification of the planning are first cycle:

1) Conducting the cycle in two meetings.

2) Administrating the vocabulary learning process according to lesson plan.

3) Conducting pre-test in order to know the students' basic ability in mastery vocabulary.

4) Preparing material for vocabulary mastery.

5) Conducting a test of vocabulary mastery by stand up sequences game in last meeting.

6) Preparing the instrument for collecting data, such as a diary notes, observation, and interview sheets.

b. Action

In this step, the students will be taught how to comprehend vocabulary mastery by using stand up sequences game.

c. Observation

The observation will conducting to all the process and atmosphere of vocabulary mastery and learning process. The

researcher want to find out the overall condition occur during the instruction.

d. Reflection

Reflection has evaluative aspect to effect of spacious issues and suggest handing it. The researcher takes the feedback of this vocabulary mastery and learning process from the result of the observation, the problem that exist, and the cause of problem. If the result does not reach the goal that determines, the researcher make decision that the researcher need to continue to the research into cycle II.

**3.1.2 Cycle II**

Action research is cyclical. After cycle of planning, action, observation, and reflection in cycle I, the process in the cycle II is the same with the first cycle, with of course more improvement vocabulary mastery material. Cycle II is done if there is insignificant improvement of students' ability in mastering vocabulary.

During the treatments, mastery vocabulary test was gave to the students at the end of every meeting. The students are testing by asking them to answer 20 question multiple choice.

**3.2 The Subject of the Research**

The subject of this research is students' at eighth grade of SMP Negeri 1 Air Putih. This participant of the class consist of 32 students.

**3.3 Location and Time of the Research**

The research was conducted in July 2018 at SMP Negeri 1 Air Putih at class VIII-1, which is located in Sipare-pare Kab. Batu Bara.

**3.4 The Procudure of Classroom Action Research (CAR)**

The Classroom Action Research (CAR) using Kemmis and Taggart design consists of four phases, they are planning, acting, observing, and reflecting after doing four phase called one cycle. After finishing the first cycle, it might be found a new problem or the previous unfinished problem yet. Therefore, it necessary to continue to the second cycle in line it the same concept of the first cycle. Here are the explanations about four phases:

a. Planning Phase

A planning phase was done after identifying and diagnosing students' vocabulary problem occurred in the class proven by observing and interviewing; furthermore in this phase the planning is divided into two types. Those are general planning and specific planning.

The general planning is aimed at organizing whole aspects referred to classroom action research. 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 in eighth grade at SMP Negeri 1 Air Putih. It has been

mentioned some instruction regarding procedures of teaching media, resources, and evaluation.

b. Acting Phase

The acting phase in the principle is a realization from an act which has been planned before such as has the strategy used, what material be taught and others. Acting phase is where both the researcher and the teacher collaborate to carry out the planned action. The teacher uses the determined strategy as she is teaching while the research observes the class condition during teaching learning activity. In this phase it begins the process of going more deeply into the issue being researched.

c. Observing Phase

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 effetiveness. When observing, the observer should notice and note all the activities in the physical classroom. It may be about the teacher's performance, class situation, and students' response. In this phase, it also collects the data derived from evaluation or post-test.

d. Reflecting Phase

This phase is aimed to reflect or evaluation from three phases before. It is done based on data that have been collected to hold

evaluation for completing the next cycle. Thus, the reflection is able to be determined after implementating the action and observation outcomes. If there still might have found some problems, it needs to move to the next cycle until to solve.

### 3.5 Technique of Collecting Data

Technique of collecting data in this research using qualitative data and quantitative data. The qualitative data consist of observation within the physical activity in the classroom and interview to be presented for the teacher. On the other side, the quantitative data use pre-test and post-test. The completely explanation as follows:

a. Observation

In this case, the researcher uses the unstructured or opened observation to know the occurrences within learning process. It may be about the teacher's performance during classroom action research, class situation in the classroom activity, and students' response concerning the use of vocabulary by stand up sequences game.

b. Interview

The reseacher asks the teacher to know the students' difficulties in English vocabulary, students' condition involving in English class activity, and the stand up sequences game used by the teacher in teaching English vocabulary.

c. Test

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

d. Documentation

The pictures were captured when the researcher was conducting the research. The researcher took the picture when they were studying. It could show them that were serious or not when learning and teaching process and document in this research.

**3.6 Technique of Data Analysis**

The research used qualitative and quantitative data. The analysis qualitative data used in this researh observation of students' activities during teaching learning process, and the interview before and after classroom action research.

The quantitative data there was a vocabulary test and it were about 20 questions for each cycle. In scoring vocabulary test, it was determined that the ranging from 0-100 by accounting the correct answer. The correct answer was given 5 while the wrong answer was given 0 and by applying this formula:

$$S = \frac{R}{N} \times 100\%$$

Where: S: score

R: the number of correct answer

N: the number of question

To know the mean of the studens' score of vocabulary in each cycle, the following formula was applied:[30]

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

Where: X: mean

$\sum$x: total score

n: number of students

The researcher tries to get the class percentage which pass the minimal mastery level creteion (KKM)  considering English subject gains score 75, which is adapted from the school agreement at SMP Negeri 1 Air Putih. It uses the formula:

$$P = \frac{F}{N} \times 100\%$$

Where: P: the class percentage

F: total percentage score

N: number of students

[30]Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2014), p.81.

# CHAPTER IV

# FINDINGS AND DISCUSSIONS

## 4.1 The Description of the Data

The data was analyzed by quantitative and qualitative data. The quantitative data were taken from the mean of the students' score in taking vocabulary test. The qualitative data were taken from observation sheet, interview, and documentation. This research was conducted in one class of SMP Negeri 1 Air Putih that class VIII-1 with 32 students. This research was accomplished in two cycle, while every cycle consisted of four steps (planning, acting, observing, and reflecting). The firts cycle including pre-test conducted in two meetings. The second cycle was conducted in two meeting.

### 4.1.1 The Qualitative Data

### 4.1.1.1 Observation

The observation was conducted to observe the activity of teacher and students during the learning process, include the students' behavior, and all activities during the learrning process. Such as "students come on time. When the teacher teaches, the students pay attention to the teacher's explanation, and active in joining the learning process." Thus, the result of observation was collected as the data, which was used as a basic reflection. Observation done twice by using cheklist. From the result of the observation, it can be concluded that the teacher can present the material well, managed the class well and used the time effectively.

### 4.1.1.2 Interview

The interview was done before conducting the first cycle. The reseacher interviewed the teacher and the students. This interview also done after implemented the technique. From the students and teacher's answer in interview, showed that there were differences feeling before and after implemented of the technique.

The teacher felt the learning process was more active and students' ability was increase after the technique implemented. The students also showed that they felt pleasure and enjoy learned vocabulary by using stand up sequences game.

### 4.1.1.3 Documentation

As a qualitative research, the reseacher had to take the documentation of the research. The teacher collected some photos during teaching learning process.

### 4.1.2 The Quantitative Data

The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle. There were two cycles consisted of four meeting in this research and the test was given in the last of cycle.

1. The Student's Score in the Pre-Test

The reseacher gave a test in the pre-test. The number of the students who test was 32. Here the students score of pre-test as follow:

**Table 4.1**

**The Students' Score in the Pre-Test**

| No. | Initial of Students' Name | Pre-test | |
|---|---|---|---|
| | | score | Criteria success (>75) |
| 1 | AZL | 45 | Fail |
| 2 | AF | 65 | Fail |
| 3 | AAGD | 50 | Fail |
| 4 | CA | 60 | Fail |
| 5 | DASN | 50 | Fail |
| 6 | DMA | 45 | Fail |
| 7 | DZS | 40 | Fail |
| 8 | DAR | 70 | Fail |
| 9 | EAS | 85 | Successful |
| 10 | EP | 50 | Fail |
| 11 | FN | 50 | Fail |
| 12 | FZA | 60 | Fail |
| 13 | FA | 80 | Successful |
| 14 | GS | 100 | Successful |
| 15 | GVA | 85 | Successful |
| 16 | HS | 55 | Fail |
| 17 | IAYP | 60 | Fail |
| 18 | II | 50 | Fail |
| 19 | JAM | 70 | Fail |
| 20 | MIB | 70 | Fail |
| 21 | NAPN | 100 | Successful |
| 22 | NA | 50 | Fail |
| 23 | N | 45 | Fail |
| 24 | R | 40 | Fail |
| 25 | RA | 35 | Fail |
| 26 | RD | 40 | Fail |
| 27 | RLRP | 95 | Successful |
| 28 | SFM | 45 | Fail |
| 29 | SN | 65 | Fail |
| 30 | SW | 35 | Fail |
| 31 | TW | 60 | Fail |
| 32 | ZFA | 50 | Fail |
| Total | | $\sum x = 1900$ | |

| | X = 59,37 |
|---|---|

From the table of pre-test, the total score of the students was 1900 and the number of students who completed took the pre test were 32 of students, to see the mean of the students in this test the reseacher applied the following formula:

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

Where:      X: The mean of the students

           $\sum$x: The total score

           N: The number of students

So, the mean of students was : $X = \frac{\sum x}{N} = \frac{1900}{32} = 59,37$

From the analysis above knew that students' ability in mastering vocabulary were still low. The mean of the students was 59,37 and the include fair level. And the number of the students who were competent in vocabulary in was calculated by applying the following formula:

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

Where : P = The percentage of students who get poin up to 75

         R = The member of students who get point up to 75

         T = The total number of students who do the test.

$P_1 = \frac{6}{32}$ x 100% = 18,75%

$P_2 = \frac{26}{32}$ x 100% = 81,25%

**Table 4.2**

**The Percentage of the Students' Score in Pre-Test**

|       | Criteria   | Total students | Percentage |
|-------|------------|----------------|------------|
| $P_1$ | Successful | 6              | 18,75%     |
| $P_2$ | Fail       | 26             | 81,25%     |
|       | Total      | 32             | 100%       |

From the percentage above known that the students who competent in mastering vocabulary were very low

2. The Students' Score in Post-Test I

**Table 4.3**

**The Students' Score in Post-Test I**

| No. | Initial of Students' Name | Post-test I | |
|-----|---------------------------|-------------|---------------------------|
|     |                           | Score       | Criteria success (>75)    |
| 1   | AZL                       | 60          | Fail                      |
| 2   | AF                        | 80          | Successful                |
| 3   | AAGD                      | 60          | Fail                      |
| 4   | CA                        | 80          | Successful                |
| 5   | DASN                      | 60          | Fail                      |
| 6   | DMA                       | 60          | Fail                      |
| 7   | DZS                       | 50          | Fail                      |
| 8   | DAR                       | 80          | Successful                |
| 9   | EAS                       | 90          | Successful                |
| 10  | EP                        | 65          | Fail                      |
| 11  | FN                        | 60          | Fail                      |
| 12  | FZA                       | 70          | Fail                      |
| 13  | FA                        | 90          | Successful                |
| 14  | GS                        | 100         | Successful                |
| 15  | GVA                       | 90          | Successful                |

| 16 | HS | 60 | Fail |
|---|---|---|---|
| 17 | IAYP | 70 | Fail |
| 18 | II | 60 | Fail |
| 19 | JAM | 85 | Successful |
| 20 | MIB | 75 | Successful |
| 21 | NAPN | 100 | Successful |
| 22 | NA | 60 | Fail |
| 23 | N | 75 | Successful |
| 24 | R | 55 | Fail |
| 25 | RA | 40 | Fail |
| 26 | RD | 55 | Fail |
| 27 | RLRP | 95 | Successful |
| 28 | SFM | 55 | Fail |
| 29 | SN | 85 | Successful |
| 30 | SW | 45 | Fail |
| 31 | TW | 80 | Successful |
| 32 | ZFA | 75 | Successful |
| **Total** | | $\sum$**x = 2265**<br>**X = 70,78** | |

From the table of post-test I, the total score of students was 2265 and the number of students who completed took the post-test I were 32 of students, to see the mean of the students in this test the reseacher applied the following formula:

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

Where:     X: The mean of the students

$\sum$x: The total score

N: The number of students

So, the mean of the students was: $X = \frac{2265}{32} = 70,78$

From the analysis above knew that students' ability in mastering vocabulary were still low. The mean of the students was 70,78 and include fair

level. And the number of the students who were competent in mastering vocabulary in was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where : P = Thepercentage of students who get poin up to 75

R = The member of students who get poin up to 75

T = The total number of students who do the test.

$P_1 = \frac{15}{32} \times 100\% = 46,87\%$

$p2 = \frac{17}{32} \times 100\% = 53,13\%$

**Table 4.4**

**The Percentage of the Students' Score in Post-Test I**

|  | **Criteria** | **Total students** | **Percentage** |
|---|---|---|---|
| **P₁** | Successful | 15 | 46,87% |
| **P₂** | Fail | 17 | 53,13% |
| **Total** |  | 32 | 100 |

From the analysis above knew that the students' ability in mastering vocabulary got increasing. The mean of students was 70,78. From the score who got point up 75 were 15 students or it was 46,87% and 17 students' got the score fewer than 75 or it was 53,13%. It could be concluded that the students' ability in mastering vocabulary in got higher in post-test I in cycle I than pre-test. But, the students' achievement in post-test of cycle I was categories unsuccessful. Because

the percentage of the students who pass the passing grade only 50%. Therefore the next action continued on the cycle II.

3.  The Students Score in Post-Test II

**Table 4.5**

**The Students'score in Post-Test II**

| No. | Initial of Students' Name | Post-test II | |
|---|---|---|---|
| | | Score | Criteria success (>75) |
| 1 | AZL | 80 | Successful |
| 2 | AF | 90 | Successful |
| 3 | AAGD | 80 | Successful |
| 4 | CA | 95 | Successful |
| 5 | DASN | 75 | Successful |
| 6 | DMA | 75 | Successful |
| 7 | DZS | 75 | Successful |
| 8 | DAR | 90 | Successful |
| 9 | EAS | 100 | Successful |
| 10 | EP | 80 | Successful |
| 11 | FN | 75 | Successful |
| 12 | FZA | 80 | Successful |
| 13 | FA | 95 | Successful |
| 14 | GS | 100 | Successful |
| 15 | GVA | 95 | Successful |
| 16 | HS | 85 | Successful |
| 17 | IAYP | 95 | Successful |
| 18 | II | 75 | Successful |
| 19 | JAM | 90 | Successful |
| 20 | MIB | 85 | Successful |
| 21 | NAPN | 100 | Successful |
| 22 | NA | 75 | Successful |
| 23 | N | 95 | Successful |
| 24 | R | 60 | Fail |
| 25 | RA | 70 | Fail |
| 26 | RD | 70 | Fail |
| 27 | RLRP | 100 | Successful |

| 28 | SFM | 70 | Fail |
|----|-----|----|------|
| 29 | SN | 90 | Successful |
| 30 | SW | 70 | Fail |
| 31 | TW | 90 | Successful |
| 32 | ZFA | 80 | Successful |
| **Total** | | $\sum x = 2690$ $X = 84,06$ | |

From the table above of post-test II, the total score of the students was 2690 and the number of the students who completed took the post-test II were 32 students, to see the mean of the students in this test the reseacher applied the following formula:

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

Where:        X: The mean of the students

$\sum$x: The total score

N: The number of students

So, the mean of the students was: $X = \frac{2690}{33} = 84,06$

From the analysis above knew that students' ability in mastering vocabulary was increased. The mean of the students was 84,06. And the number of the students who were competent in vocabulary in was calculated by applying the following formula:

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

Where : P = Thepercentage of students who get poin up to 75

R = The member of students who get poin up to 75

T = The total number of students who do the test.

$P_1 = \dfrac{27}{32}$ x 100% = 84,37%

$P_2 = \dfrac{5}{32}$ x 100% = 15,63%

**Table 4.6**

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

|  | Criteria | Total Students | Percentage |
|---|---|---|---|
| $P_1$ | Successful | 27 | 84,37% |
| $P_2$ | Fail | 5 | 15,63% |
| TOTAL |  | 32 | 100% |

From the percentage the students' ability in mastering vocabulary was classified on good level when doing the action research on cycle II. The students' score showed the increasing which could be determined that they showed the progress little by little. They got the increasing score in eachcycle.

**Table 4.7**

**The Students' Score during Cycle I (Pre-Test and Post Test I)**

**and Cycle II (Post Test II)**

| No | The Initial of Students | Score | | |
|---|---|---|---|---|
|  |  | Pre-test | Cycle I | Cycle II |
|  |  |  | Post-test I | Post-test II |
| 1 | AZL | 45 | 60 | 80 |
| 2 | AF | 65 | 80 | 90 |
| 3 | AAGD | 50 | 60 | 80 |
| 4 | CA | 60 | 80 | 95 |
| 5 | DASN | 50 | 60 | 75 |
| 6 | DMA | 45 | 60 | 75 |
| 7 | DZS | 40 | 50 | 75 |
| 8 | DAR | 70 | 80 | 90 |
| 9 | EAS | 85 | 90 | 100 |

| 10 | EP | 50 | 65 | 80 |
|---|---|---|---|---|
| 11 | FN | 50 | 60 | 75 |
| 12 | FZA | 60 | 70 | 80 |
| 13 | FA | 80 | 90 | 95 |
| 14 | GS | 100 | 100 | 100 |
| 15 | GVA | 85 | 90 | 95 |
| 16 | HS | 55 | 60 | 85 |
| 17 | IAYP | 60 | 70 | 95 |
| 18 | II | 50 | 60 | 75 |
| 19 | JAM | 70 | 85 | 90 |
| 20 | MIB | 70 | 75 | 85 |
| 21 | NAPN | 100 | 100 | 100 |
| 22 | NA | 50 | 60 | 75 |
| 23 | N | 45 | 75 | 95 |
| 24 | R | 40 | 55 | 60 |
| 25 | RA | 35 | 40 | 70 |
| 26 | RD | 40 | 55 | 70 |
| 27 | RLRP | 95 | 95 | 100 |
| 28 | SFM | 45 | 55 | 70 |
| 29 | SN | 65 | 85 | 90 |
| 30 | SW | 35 | 45 | 70 |
| 31 | TW | 60 | 80 | 90 |
| 32 | ZFA | 50 | 75 | 85 |
| **Total** | | $\sum x = 1900$ <br> X = 59,37 | $\sum x = 2265$ <br> X = 70,78 | $\sum x = 2690$ <br> X = 84,06 |

**Table 4.8**

**The Mean Score of Cycle I (Pre -Test and Post Test I) and Cycle II (PostTest II)**

| X | Pre-Test | Post-Test1 | Post-TestII |
|---|---|---|---|
| **Mean** | 59,37 | 70,78 | 84,06 |

The mean of the students' score in the post- test of cycle II was highest, so it could be said that the students' ability in mastering vocabulary by using stand up sequences game increased from 59,37 to 84,06.

The number of competent the student was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where : P = Thepercentage of students who get point up 75

R = The member of students who get point up 75

T = The total number of students who do the test.

The percentage of the increasing of students' ability in mastering vocabulary could be seen as follows:

a. The percentageof competent students in the pre-test was:

$$P_1 = \frac{6}{32} \times 100\% = 18,75\%$$

b. The percentage of the competent students in the post test I was:

$$P_1 = \frac{15}{32} \times 100\% = 46,87\%$$

c. The percentage of the competent students in the post test II was:

$$P_1 = \frac{27}{32} \times 100\% = 84,37\%$$

**Table 4.9**

**The Percentage of Students Who Got Score Over 75**

| Listening Test | Percentage |
|----------------|------------|
| Pre-Test | 18,75% |
| Post-Test 1 | 46,87% |
| Post-Test 2 | 84,37% |

From the table above, the result showed the increasing of the students' scores from the pre-test to the post-test of cycle I, post-test of cycle I to post-test cycle II. In the pre-test the students who got the score 75 up were 6 students of 32 students (18,75%). In the post-test I the students who got the score 75 up were 15 students of 32 students (46,87%). In the post-test II the students who got the score 75 up were 27 students of 32 students (84,37%).The increasing of the pre-test to the post-test I was about 28,12% and the increasing of post-test I to the post-test II was about 37,5%.

**4.2 Findings**

After the reseacher did the research, there are some findings that will describe in every cycle:

**4.2.1 The First Cycle**

**4.2.1.1 Planning**

Before conducting the research, the researcher prepared the instrument of the research as follows: (1) Lesson plan; making lesson and designing the steps in doing action. In order to control the teaching process, the reseacher used the lesson plan as guidance for the researcher's activities in the class; (2) Material; in

the first cycle, the reseacher was giving the material about vocabulary; (3) Sheet for classroom observation; sheet for classroom observation was prepared in order to know the condition of teaching learning process when stand up sequences game was implemented; (4) Test (pre-test and post-test); pre-test wasa test that was given to the students before the teaching learning process. Meanwhile, post-test was a test that given to the students after learning process was conducted.

### 4.2.1.2 Action

The action of the first cycle was done by implemented the teaching learning process based on the lesson plan had been made. In this phase, there were some activities done by researcher, they were: (1) The reseacher explained about the material, (2) The teacher asked the students to give example from the material, (3) The reseacher asked students to make some group, (4) The reseacher explained about stand up sequences game and the teacher used alphabet card as media, (5) The reseacher asked to leader of group to take one card and answer suitable with the material and the students used stand up sequences game to answer it, (6) The students pronounce the words that they had, (7) The reseacher and students concluded the material together to know how far the students understand about the material.

### 4.2.1.3 Observation

The observation was done to observe how the students' behavior and what the students' problem during teaching learning process. Most of the students had participated effectively during teaching and learning process and also when they did stand up sequences game in the class although some of them still lack of

understanding about vocabulary. They were enthusiastic and enjoyable in learning process.

### 4.2.1.4 Reflection

The reseacher and the teacher discussed about the conclusion of implementing the action. Then, they tried to modify the action in order students more understand about vocabulary and in order students in the class could pass the Minimum Mastery Criterion (KKM) because in the result of post-test I showed only 46,87% of students who passed the Minimum Mastery Criterion (KKM). Based on the result of the post-test I, the mean score of the class derived 70,78 in which there were 15 students who passed the Minimum Mastery Criterion 75.

Based on the post-test I result, the second cycle reseacher as teacher improved their vocabulary mastery by gave explanation the material clearly and slowly, and should manage the class well.

### 4.2.2 The Second Cycle

### 4.2.2.1 Planning

The reseacher and teacher planed the action dealing with preparing stand up sequences game instructional materials and media, and determining the criteria of success. In this phase, the reseacher mad planning for the Action Research based upon the problems faced by students about vocabulary.

Besides of making lesson plan, the researcher also prepared observation sheet to observe te students and researche's activities in teaching learning process.

And the researcher also prepared the post-test II to collect the data, to know there are some students' improvement scores from post-test I post-test II.

### 4.2.2.2 Action

In this part, the researcher implemented the teaching learning process based on the lesson plan had been made. In this phase, there were some activities done by researcher, they were: (1) The reseacher explained about the material, (2) The teacher asked the students to give example from the material, (3) The reseacher asked students to make some group, (4) The reseacher explained about stand up sequences game and the teacher used alphabet card as media, (5) The reseacher asked to leader of group to take one card and answer suitable with the material and the students used stand up sequences game to answer it, (6) The students pronounce the words that they had, (7) The teacher asked the student to memorized the word, (8) Giving the game to the students in order the class would be more active then they must memorize the new word. Most of the students were enthusiastic and serious in playing the game.

### 4.2.2.3 Observation

The observation was still done for the last time. The activity of students was observed and it showed that most of students did not have problems anymore about the material. They liked to learn about vocabulary by using stand up sequences game. They were active during teaching learning process and more enthusiastic then before. The observation also could be taken from interviewed in each meeting.

### 4.2.2.4 Reflection

Having checked the students' ability in mastering vocabulary by giving test to them, it was found that the students' score showed the increasing. Based on the observation and the result of their test, researcher concluded that the students could increase their ability in mastering vocabulary by using stand up sequences game. The students' score in the second cycle had increased than in the first cycle.

So that, the researcher's finding that the students given their responses during learning process. From observaion sheet for the students, it could be concluded that the students were active during teaching learning process, although at the first meeting they still lack of understanding about vocabulary. There were some students make some noisy. But the next meeting was better than the previous meeting because they were less of mistakes. From interview, it was found that the students felt interesting, enjoyable, and enthusiastic in learning vocabulary. Based on the reseacher's finding, it could be concluded that there was an increasing on the students' ability in mastering vocabulary by using stand up sequences game.

### 4.3  Discussion

According to the result of the pre-test and post-test, it shows the teaching learning vocabulary using stand up sequences game is effective in increasing students' ability to the eighth grade students of SMP Negeri 1 Air Putih in the Academic Year 2018/2019.

Teaching learning vocabulary using stand up sequences game makes the students interest to study. Students feel enjoyable and enthusiastic to learn. The students are active in teaching learning process.

The interpretation of the data result among pre-test, post-test of cycle I and cycle II are as following; in the pre-test, the mean score of students is 59,37. Meanwhile, the class percentage which passes the Minimum Mastery Criterion is 18,75%. It means that there are only 6 students who passed the Minimum Mastery Criterion 75 and there are 26 students out of target.

Furthermore, the mean score in the post-test I is 70,78. It means that there are some students score improvement from the pre-test, that is 11,36 (70,78-59,37). Meanwhile, the class percentage which pass the Minimum Mastery Criterion in the post-test I is 46,87%. It shows there are 15 students who pass the Minimum Mastery Criterion and there are 17 students whose score still under the target. However, it is still need more improvement because it could not achive the target of success Classroom Action Research, that is 50% from the class percentage. That is why the researcher and teacher continue to the second cycle.

Next, the mean score in the post-test II is 84,06. It shows students' improvement score  13,28 (84,06 - 70,78) from the post-test I. Meanwhile, the class percentage which passes the Minimum Mastery Criterion is 84,37%. Its shows there are 27 students who pass the Minimum Mastery Criterion and there are 5 students whose score still under target.

# CHAPTER V

## CONCLUSION AND SUGGESTION

### 5.1 Conclusion

After analyzing the data, it could be concluded that:

1.  Stand up sequences game could improve the students' ability in mastering vocabulay at SMP Negeri 1 Air putih

2.  The use of stand up sequences game can improved students' ability in mastering vocabulary by adapting the material with the students' need, interest, etc. It can be started also from the low level to the higher. The teacher can make the vocabulary learnig process more interest by this game.

3.  From the result of research analysis, it was found that the improvement of students' ability in mastering vocabulary was improved. The mean of of post test in cycle I was better than pre-test and the mean of post-test cycle II was better than post-test in cycle I. The percentage of students who got 75 up improved in each cycle.

### 5.2 Suggestion

This research showed that the implementation of stand up sequences game could increase students' ability in mastering vocabulary at the eighth grade of SMP Negeri 1 Air Putih. There were following suggestion:

1.  For the English teacher, it is useful to apply stand up sequences game as one of alternative teaching and do the variation of teaching-learning process so the students' will feel enjoy and spirit.

2. For the students, they will feel interst, enjoy, and motivated so that they can understand the material.

3. For the other reseacher, it is necessary to conduct a further research, in order to validate the result of this study.

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APPENDIX I

**Lesson Plan (Cycle I)**

Sekolah                : SMP Negeri 1 Air Putih

Mata pelajaran     : Bahasa Inggris

Kelas/Semester     : VIII/I

Waktu                : 2 x 40 menit

Tema                 : Part of speech

Standar Kompetensi  : Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar   : Merespon makna yang terdapat dalam percakapan transaksional dan interpersonal pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur, meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi, dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu

Indikator            : - Mengucapkan kosa kata dengan benar

                         - Membuat kalimat dengan benar

A. Tujuan Pembelajaran
   - Siswa mampu  menucapkan kosa kata dengan benar
   - Siswa mampa membuat kalimat dengan denar

B. Materi Pembelajaran

Parts of Speech

1. *Verb (Kata Kerja)*

Verb digunakan untuk menunjukkan tindakan dari subject, menunjukkan peristiwa, atau keadaan.

Contoh: write, listen, watch, type, make, etc

– I write the articles every night.

– She makes me jealous.


2. *Adjective (Kata Sifat)*

Adjective ini digunakan untuk menerangkan noun atau pronoun.

Contoh: the cute baby, a smart girl, the expensive book.

– Look at the cute baby! I want to kiss him.

– I think it is the expensive book taht I have ever bought.



C. Teknik Pembelajaran : stand up sequences game


D. Langkah-langkah Kegiatan

A. Langkah-langkah Kegiatan

1. Kegiatan Pendahuluan

- Guru membuka pelajaran dengan mengucapkan salam
- Guru memanggil satu siswa untuk memimpin doa
- Guru memeriksa daftar hadir siswa
- Guru memberi motivasi dan mengulang kembali pelajaran sebelumnya

2. Kegiantan Inti

Eksplorasi :

- Guru menyampaikan topic yang akan dibahas
- Guru menanyakan kepada siswa tentang pengetahuan mereka sebelumnya yang berhubungan dengan topik yang akan dibahas
- Guru menanyakan contoh dari topik yang dibahas kepada siswa

- Guru mengarahkan siswa untuk membentuk kelompok dalam stand up sequences game

Elaborasi :

- Guru menggunakan stand up sequences game dalam proses pembelajaran
- Ketua dari setiap kelompok mengambil satu kartu alphabet dan ketua mengatakannya dengan keras di depan kelas
- Setiap siswa harus menjawab sesuai dengan kartu tersebut dan menggunakan waktu 10 detik, apabila berhasil menjawab maka mendapat 1 point
- Siswa menjawab dengan cara berdiri dan berurutan
- Guru dan siswa mengucapkan kembali kosa kata setelah semua siswa selesai menjawab

Konfirmasi

- Guru memanggil siswa satu per satu untuk mengucapkan kosa kata yang mereka ingat
- Guru menyuruh siswa untuk membuat kalimat dari kosa kata tersebut
- Guru memberikan hadiah bagi kelompok yang mendapat point terbanyak

3. Kegiatan Akhir
   - Guru menanyakan kesulitan siswa selama proses pembelajaran
   - Guru memberikan kesimpulan tentang topic yang dibahas
   - Guru menutup kelas dengan berdoa dan salam

E. Media : Kartu alphabet

F. Evaluasi :
   - Jenis evaluasi : Menulis
   - Bentuk evaluasi : Pilihan Ganda

G. Penilaian

- Setiap soal yang benar diberi nilai 5

- Total penilaian 20 x 5 = 100

- Nilai maksimum : 100

Penilaian siswa = $\frac{nilai\ yang\ diperoleh}{nilai\ maksimum}\ x\ 100$

Medan, 09 Juli 2018

**English Teacher**        **The Principal of SMP Negeri 1 Air Putih**

**Zainy Azizah, S.Pd**        **Drs. Suharto, M.Si**

**Researcher**

**Gusti Wulan Mandari Zega**

APPENDIX II

**Lesson Plan (Cycle II)**

Sekolah                    : SMP Negeri 1 Air Putih

Mata pelajaran        : Bahasa Inggris

Kelas/Semester      : VIII/I

Waktu                      : 2 x 40 menit

Tema                      : Part of speech

Standar Kompetensi  : Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar    : Merespon makna yang terdapat dalam percakapan transaksional dan interpersonal pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur, meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi, dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu

Indikator               : - Mengucapkan kosa kata dengan benar

                              - Membuat kalimat dengan benar

B. Tujuan Pembelajaran
- Siswa mampu menucapkan kosa kata dengan benar
- Siswa mampa membuat kalimat dengan denar

C. Materi Pembelajaran

Parts of Speech

1. *Verb (Kata Kerja)*

Verb digunakan untuk menunjukkan tindakan dari subject, menunjukkan peristiwa, atau keadaan.

Contoh: write, listen, watch, type, make, etc

– I write the articles every night.

– She makes me jealous.

2. *Adjective (Kata Sifat)*

Adjective ini digunakan untuk menerangkan noun atau pronoun.

Contoh: the cute baby, a smart girl, the expensive book.

– Look at the cute baby! I want to kiss him.

– I think it is the expensive book taht I have ever bought.

D. Teknik Pembelajaran : stand up sequences game

E. Langkah-langkah Kegiatan

1. Kegiatan Pendahuluan

- Guru membuka pelajaran dengan mengucapkan salam
- Guru memanggil satu siswa untuk memimpin doa
- Guru memeriksa daftar hadir siswa
- Guru memberi motivasi dan mengulang kembali pelajaran sebelumnya

2. Kegiantan Inti

Eksplorasi :

- Guru menyampaikan topic yang akan dibahas
- Guru menanyakan kepada siswa tentang pengetahuan mereka sebelumnya yang berhubungan dengan topik yang akan dibahas
- Guru menanyakan contoh dari topik yang dibahas kepada siswa
- Guru mengarahkan siswa untuk membentuk kelompok dalam stand up sequences game

Elaborasi :

- Guru menggunakan stand up sequences game dalam proses pembelajaran

- Ketua dari setiap kelompok mengambil satu kartu alphabet dan ketua mengatakannya dengan keras di depan kelas
- Setiap siswa harus menjawab sesuai dengan kartu tersebut dan menggunakan waktu 10 detik, apabila berhasil menjawab maka mendapat 1 point
- Siswa menjawab dengan cara berdiri dan berurutan
- Guru dan siswa mengucapkan kembali kosa kata setelah semua siswa selesai menjawab

Konfirmasi

- Guru memanggil siswa satu per satu untuk mengucapkan kosa kata yang mereka ingat
- Guru menyuruh siswa untuk membuat kalimat dari kosa kata tersebut
- Guru memberikan hadiah bagi kelompok yang mendapat point terbanyak

3. Kegiatan Akhir
- Guru menanyakan kesulitan siswa selama proses pembelajaran
- Guru memberikan kesimpulan tentang topic yang dibahas
- Guru menutup kelas dengan berdoa dan salam

F. Media : Kartu alphabet

G. Evaluasi :
- Jenis evaluasi : Menulis
- Bentuk evaluasi : Pilihan Ganda

H. Penilaian
- Setiap soal yang benar diberi nilai 5
- Total penilaian 20 x 5 = 100
- Nilai maksimum : 100

Penilaian siswa $= \frac{nilai\ yang\ diperoleh}{nilai\ maksimum}\ x\ 100$

Medan, 09 Juli 2018

**English Teacher**            **The Principal of SMP Negeri 1 Air Putih**


**Zainy Azizah, S.Pd**            **Drs. Suharto, M.Si**




**Researcher**



**Gusti Wulan Mandari Zega**

APPENDIX III

## The Question

## Pre-test

**Choose the correct answer with crossing (X) a, b, c, or d!**

1. Winda is a tailor. She makes.....
   a. Belt            c. Clothes
   b. Bag            d. Ice cream

2. My father is watching ..... now
   a. Television       c. Magazine
   b. Newspaper       d. Radio

3. Masyita's barbie is broken. Masyita is very ..... now
   a. Charm          c. Confuse
   b. Happy          d. Sad

4. A : Can you help me?
   B : Yes, of course. What can I do for you?
   A : Please, ..... this bag to my room.
   B : Yes, Sir.
   a. Give           c. Help
   b. Bring          d. Has

5. Suger is .... , but honey is sweeter than sugar.
   a. Small          c. Salty
   b. Smooth        d. Sweet

6. Ulfa is a .... She teaches Math in our class. Every students love her.
   a. Kind teacher      c. Emotional teacher
   b. Arrogant teacher   d. Ugly teacher

7. Fitty : This fried chicken is my favourite.
   Eka  : I like it too. This fried chicken is very .....
   a. Bitter           c. Salty
   b. Delicious        d. Dangerous

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

    a. Stove                    c. Bed

    b. Garden               d. Blackboard

9. My father always reads ... every morning.

    a. Computer            c. Radio

    b. Newspaper          d. Television

10. I went to dentist yesterday because my .... were in pain.

    a. Teeth                 c. Fingers

    b. Hands              d. Ears

11. This exercise was too .... for me. I got score 100.

    a. Difficult             c. Easy

    b. Expensive          d. High

12. Rina : I want to wear my white gown to Amanda's party. What do you think?

Lisa : I think the red one is better.

Rina : Ok. I will ..... the red gown.

    a. Go                   c. Wrap

    b. Wear              d. Give

13. The carpet is ..... I want to clean it.

    a. Large               c. Dirty

    b. Shiny              d. Soft

14. Amel didn't study hard. She didn't .... the exam.

    a. Pass                c. Break

    b. Give               d. Study

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

    a. Cuts               c. Trains

    b. Plans             d. Comes

16. Superman is the most .... hero.

    a. Stupid             c. Strong

    b. Shy               d. Slow

17. Maya is very ....., so she needs food.

    a. Brave               c. Old

b.  Hungry                     d. Cold

18. Zayn is a .... student, so he gets firts rank in the school.

    a.  Smart                    c. Stupid

    b.  Boring                   d. Diligent

19. I have  a .... house in this area.

    a.  Hot                      c. Glad

    b.  Bright                   d. Large

20. Tina is a .... girl, so many boys like her.

    a.  Bad                      c. Crazy

    b.  Beautiful                d. Ugly

## KEY ANSWER PRE-TEST

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

**POST TEST**

**(Cycle I)**

**Choose the correct answer with crossing (X) a, b, c, or d!**

1. My father always reads ... every morning.
   a. Computer
   b. Newspaper
   c. Radio
   d. Television

2. Suger is .... , but honey is sweeter than sugar.
   a. Small
   b. Smooth
   c. Salty
   d. Sweet

3. Rina : I want to wear my white gown to Amanda's party. What do you think?

   Lisa  : I think the red one is better.

   Rina : Ok. I will ..... the red gown.
   a. Go
   b. Wear
   c. Wrap
   d. Give

4. Winda is a tailor. She makes.....
   a. Belt
   b. Bag
   c. Clothes
   d. Ice cream

5. Maya is very ....., so she needs food.
   a. Brave
   b. Hungry
   c. Old
   d. Cold

6. Tina is a .... girl, so many boys like her.
   a. Bad
   b. Beautiful
   c. Crazy
   d. Ugly

7. Masyita's barbie is broken. Masyita is very ..... now
   a. Charm
   b. Happy
   c. Confuse
   d. Sad

8. I have  a .... house in this area.
   a. Hot
   b. Bright
   c. Glad
   d. Large

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

    a.  Cuts                    c. Trains

    b.  Plans                   d. Comes

10. My father is watching ..... now

    a.  Television              c. Magazine

    b.  Newspaper               d. Radio

11. Fitty : This fried chicken is my favourite.

    Eka  : I like it too. This fried chicken is very .....

    a.  Bitter                  c. Salty

    b.  Delicious               d. Dangerous

12. Zayn is a .... student, so he gets firts rank in the school.

    a.  Smart                   c. Stupid

    b.  Boring                  d. Diligent

13. Superman is the most .... hero.

    a.  Stupid                  c. Strong

    b.  Shy                     d. Slow

14. The carpet is ..... I want to clean it.

    a.  Large                   c. Dirty

    b.  Shiny                   d. Soft

15. A : Can you help me?

    B : Yes, of course. What can I do for you?

    A : Please, ..... this bag to my room.

    B : Yes, Sir.

    a.  Give                    c. Help

    b.  Bring                   d. Has

16. Amel didn't study hard. She didn't .... the exam.

    a.  Pass                    c. Break

    b.  Give                    d. Study

17. This exercise was too .... for me. I got score 100.

    a.  Difficult               c. Easy

    b.  Expensive               d. High

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

    a. Stove                    c. Bed

    b. Garden                d. Blackboard

19. I went to dentist yesterday because my .... were in pain.

    a. Teeth                    c. Fingers

    b. Hands                  d. Ears

20. Ulfa is a .... She teaches Math in our class. Every students love her.

    a. Kind teacher            c. Emotional teacher

    b. Arrogant teacher       d. Ugly teacher

## KEY ANSWER POT TEST I

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

## POST TEST

## (Cycle 2 )

**Choose the correct answer with crossing (X) a, b, c, or d!**

1. The garden so .... I want clean it.
   a. Large
   c. Shiny
   b. Dirty
   d. Sofh

2. The followings are example of noun, *except.....*
   a. Cupboard
   c. Clean
   b. Floor
   d. Door

3. The teacher writes on the whiteboard by using marker. Kata *marker* bermakna .....
   a. Penghapus
   c. Pulpen
   b. Spidol
   d. Kamus

4. I can't hear anything since my .... are sick.
   a. Eyes
   c. Nose
   b. Ears
   d. Mouth

5. Heri is a chef. He makes ....
   a. BBQ
   c. Shoes
   b. Bag
   d. Belt

6. Raffi's robot is broken. He is vey ..... now.
   a. Sad
   c. Happy
   b. Confuse
   d. Charm

7. In studying english, the students use ... to find new words.
   a. Book
   c. Camera
   b. Dictionary
   d. Computer

8. I need .... to buy a chocolate.
   a. Water
   c. Tea
   b. Food
   d. Money

9. You can not find these things in the classroom....
   a. Computer
   c. Drugs
   b. Calculator
   d. Whiteboard

10. Call the ..... to help the patient to go to the hospital.

    a. Police office          c. Ambulance

    b. Post office           d. Clinic

11. If you study hard, you will be .... in your examination.

    a. Success             c. Sad

    b. Unsuccess          d. Stupid

12. Rita buys a medicine in the ...

    a. Library              c. Dispensary

    b. Mall                d. School

13. Ari's father is carpenter. He cut ... to make a chair.

    a. Leaf                c. Flower

    b. Ion                  d. Wood

14. My grandmother always calls my father by ...

    a. Radio              c. Television

    b. Telephone          d. Computer

15. In the break time, the students go to the canteen to have some...

    a. Books             c. Money

    b. Food              d. Assignment

16. This room is dark, please turn on the ...

    a. AC                 c. Lamp

    b. Door              d. Television

17. You should try the new dish in the restaurant near my office. Kata *try* termasuk jenis kata...

    a. Noun              c. Adverb

    b. Adjective          d. Verb

18. Learning English is very important for students. Kata *English* termasuk jenis kata...

    a. Noun              c. Adjective

    b. Verb               d. Adverb

19. He is smart. Kata *smart* termasuk jenis kata ...

    a. Adverb           c. Verb

    b. Adjective         d. Noun

20. <u>Cut</u> up vegetable into small pieces. Kata bergaris bawah termasuk jenis kata ...

a. Adverb            c. Adjective

b. Noun             d. Verb

## KEY ANSWER POST TEST II

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

APPENDIX IV

## **Interview to the Teacher**

1. What do you think about students' ability in english especially in vocabulary?

➢ Teacher : my students, i think is not still low, because a lot of students still worry to using english to make a mistake so they are so shame, so shy to using english , so is still not develop well.

2. How do you teach vocabulary?

➢ Teacher : i teach vocabulary by using picture, and ask the students do the exercises from the textbbok, try to translate some dialoge, try to translate some text.

3. Do the eighth grade students' have difficulties in learning english?

➢ Teacher : yes, they do. They have difficulties in learning vocabulary. They are difficultiesto follow the lesson, they are not serious in studying.

4. What do you think about stand up sequence game?

➢ Teacher : i think it is very interesting because I found that many students get some motivation because of the game.

5. Do you think this game can increase the students' ability in mastering vocabulary?

➢ Teacher : yes, I do. This game can increase students'ability in vocabulary. Beacuse this game can make the students more active and enthusiastic in studying english vocabulary.

6. Do you want to try this game?

➢ Teacher : why not because it is a good for students because it is very good game I think

**Interview to the Students**

1. Do you like study english?
   - Student 1 : suka
   - Student 2 : suka sekali
   - Student 3 : kurang suka

2. How your teacher teaches vocabulary?
   - Student 1 : Menerangkan dengan baik dan menyuruh mengulang kembali dirumah
   - Student 2 : dengan mencatat dan menghafal kata-kta yang belum pernah didengar sebelumnya.
   - Student 3 : dengan sering menghafal dan memoraktekannya dirumah.

3. According to you learn vocabulary difficult or not?
   - Student 1 : tidak terlalu, walaupun agak susah
   - Student 2 : tidak terlalu
   - Student 3 : agak susah

4. What do you think about stand up sequences game?
   - Student 1 : bagus, asyik, dan seru.
   - Student 2 : seru, enak suasananya menyenangkan dan membuat kompak
   - Student 3 : seru, permainannya menantang dan gembira.

5. According to you your vocabulary can increase with stand up sequences game?
   - Student 1 : menurut saya iya miss, jadinya bertambah kosakata saya karna belajar tadi.
   - Student 2 : iya miss.
   - Student 3 : iya miss, karna game adi saya banyak menemukan kosakata yang baru.

6. Do you think that stand up sequences game makes your classroom atmosphere active?
   - Student 1 : sangat aktif
   - Student 2 : aktif, ceria dan kompak
   - Student 3 : sangat aktif miss dan saya juga suka dengan game ini miss

APPENDIX VI

## OBSERVATION SHEET

### The Observation Sheet of Students' Activity in Cycle I (Meeting 1-2)

| No. | Activity | Meeting of Cycle I | | Average | Description |
| --- | --- | --- | --- | --- | --- |
| | | 1 | 2 | | |
| 1 | All of the students come on time. | 4 | 4 | 4 | Very god |
| 2 | The students pay attention to the teacher's explanation. | 4 | 4 | 4 | Very good |
| 3 | The students are active in joining the learning process. | 3 | 4 | 3.5 | Good |
| 4 | The students ask question to the teacher if there is something unclear. | 4 | 4 | 4 | Very good |
| 5 | The students can answer the question from the teacher. | 3 | 4 | 3.5 | Good |
| 6 | The students can follow the rule of stand up sequences game. | 3 | 3 | 3 | Very good |
| 7 | The students can pronounce the words well. | 3 | 4 | 3,5 | Good |
| 8 | The students conclude the material well. | 3 | 3 | 3 | Very good |
| Total of average | | 28,5 | | | |

**Note :**

1 = Bad          2 = Enough          3 = Good          4 = Very good

$$\text{Score} = \frac{The\ value}{number\ of\ activity} = \frac{28,5}{8} = 3,5 \text{ (Good)}$$

**The Observation Sheet of Students' Activity in Cycle II**

| No. | Activity | Meeting of Cycle II | | Average | Description |
|---|---|---|---|---|---|
| | | 1 | 2 | | |
| 1 | All of the students come on time. | 4 | 4 | 4 | Very good |
| 2 | The students pay attention to the teacher's explanation. | 4 | 4 | 4 | Very good |
| 3 | The students are active in joining the learning process. | 4 | 4 | 4 | Very good |
| 4 | The students ask question to the teacher if there is something unclear. | 4 | 4 | 4 | Very good |
| 5 | The students can answer the question from the teacher. | 4 | 4 | 4 | Very good |
| 6 | The students can follow the rule of stand up sequences game. | 4 | 4 | 4 | Vewry good |
| 7 | The students can pronounce the words well. | 4 | 4 | 4 | Very good |
| 8 | The students conclude the material well. | 3 | 4 | 3.5 | Good |
| | Total of average | 31,5 | | | |

**Note :**

1 = Bad           2 = Enough           3 = Good           4 = Very good

$$\text{Score} = \frac{The\ value}{number\ of\ activity} = \frac{31,5}{8} = 3.9 = 4 \text{ (Very good)}$$

APPENDIX VII

## Observation Sheet

### The Observation Sheet of Teachers' Activity in Cycle I

| No. | Activity | Meeting of Cycle I | | Average | Description |
|---|---|---|---|---|---|
| | | 1 | 2 | | |
| 1 | The teacher comes on time. | 4 | 4 | 4 | Very good |
| 2 | The teacher greets the students. | 4 | 4 | 4 | Very good |
| 3 | The teacher motivates the students. | 4 | 4 | 4 | Very good |
| 4 | The teacher gives the instruction clearly. | 4 | 4 | 4 | Very good |
| 5 | The teacher be serious in learning process. | 3 | 4 | 3.5 | Good |
| 6 | The teacher give task to the students. | 3 | 4 | 3.5 | Good |
| 7 | The teacher use the time effectively. | 3 | 3 | 3 | Good |
| 8 | The teacher conclude the material well. | 3 | 4 | 3.5 | Good |
| Total of average | | 29,5 | | | |

**Note :**

1 = Bad          2 = Enough          3 = Good          4 = Very good

$$\text{Score} = \frac{The\ value}{number\ of\ activity} = \frac{29,5}{8} = 3,6 \text{ (good)}$$

**The Observation Sheet of Teachers' Activity in Cycle II**

| No. | Activity | Meeting of cycle II 1 | 2 | Average | Description |
|---|---|---|---|---|---|
| 1 | The teacher comes on time. | 4 | 4 | 4 | Very good |
| 2 | The teacher greets the students. | 4 | 4 | 4 | Very good |
| 3 | The teacher motivates the students. | 4 | 4 | 4 | Very good |
| 4 | The teacher gives the instruction clearly. | 4 | 4 | 4 | Very good |
| 5 | The teacher be serious in learning process. | 4 | 4 | 4 | Very good |
| 6 | The teacher give task to the students. | 4 | 4 | 4 | Very good |
| 7 | The teacher use the time effectively. | 4 | 4 | 4 | Very good |
| 8 | The teacher conclude the material well. | 3 | 4 | 3.5 | Good |
| Total of average | | 31,5 | | | |

**Note :**

1 = Bad　　　　2 = Enough　　　　3 = Good　　　　4 = Very good

$$\text{Score} = \frac{The\ value}{number\ of\ activity} = \frac{31,5}{8} = 3.9 = 4 \text{ (very good)}$$

APPENDIX VIII

**Students' Name Initial**

| No | Name of Students | The Initial of Students |
|----|------------------|--------------------------|
| 1 | Abdul Aziz Latif | AZL |
| 2 | Ahmad Fauzy | AF |
| 3 | Azukhruf Anissa G D | AAGD |
| 4 | Chelsea Amelia | CA |
| 5 | Dea Aulia Salsa N | DASN |
| 6 | Dhea Mega Arista | DMA |
| 7 | Dimas Zulfani S | DZS |
| 8 | Dwi Agni Reisa | DAR |
| 9 | Eka Aditya Syahputra | EAS |
| 10 | Ester Pardosi | EP |
| 11 | Fathin Nadira | FN |
| 12 | Fauzan Akbar | FZA |
| 13 | Feny Afrida | FA |
| 14 | Geraldo Sinaga | GS |
| 15 | Grace Vany Ginting | GVA |
| 16 | Herlambang S | HS |
| 17 | Indri Asima Yanti P | IAYP |
| 18 | Ismi Iriani | II |
| 19 | Jesen Andrian M | JAM |
| 20 | Muhammad Ikhsan Butar-Butar | MIB |
| 21 | Nadia Aulia Putri N | NAPN |
| 22 | Nazwa Az-Zahra | NA |
| 23 | Nurhaliza | N |
| 24 | Rafizah | R |
| 25 | Rahma Adista | RA |
| 26 | Rahmi Danita | RD |
| 27 | Ranin Leuvenia R P | RLRP |
| 28 | Saila Faradita M | SFM |
| 29 | Suci Nurmaliza | SN |
| 30 | Suci Wulandari | SW |
| 31 | Theresia Widyastuti | TW |
| 32 | Zulyan Fazli A | ZFA |

**The Students' Attendance List During the Research**

| No | Name of Students | Meeting | | | |
|----|------------------|:---:|:---:|:---:|:---:|
| | | 1 | 2 | 3 | 4 |
| 1 | Abdul Aziz Latif | √ | √ | √ | √ |
| 2 | Ahmad Fauzy | √ | √ | √ | √ |
| 3 | Azukhruf Anissa G D | √ | √ | √ | √ |
| 4 | Chelsea Amelia | √ | √ | √ | √ |
| 5 | Dea Aulia Salsa N | √ | √ | √ | √ |
| 6 | Dhea Mega Arista | √ | √ | √ | √ |
| 7 | Dimas Zulfani S | √ | √ | √ | √ |
| 8 | Dwi Agni Reisa | √ | √ | √ | √ |
| 9 | Eka Aditya Syahputra | √ | √ | √ | √ |
| 10 | Ester Pardosi | √ | √ | √ | √ |
| 11 | Fathin Nadira | √ | √ | √ | √ |
| 12 | Fauzan Akbar | √ | √ | √ | √ |
| 13 | Feny Afrida | √ | √ | √ | √ |
| 14 | Geraldo Sinaga | √ | √ | √ | √ |
| 15 | Grace Vany Ginting | √ | √ | √ | √ |
| 16 | Herlambang S | √ | √ | √ | √ |
| 17 | Indri Asima Yanti P | √ | √ | √ | √ |
| 18 | Ismi Iriani | √ | √ | √ | √ |
| 19 | Jesen Andrian M | √ | √ | √ | √ |
| 20 | Muhammad Ikhsan Butar-Butar | √ | √ | √ | √ |
| 21 | Nadia Aulia Putri N | √ | √ | √ | √ |
| 22 | Nazwa Az-Zahra | √ | √ | √ | √ |
| 23 | Nurhaliza | √ | √ | √ | √ |
| 24 | Rafizah | √ | √ | √ | √ |
| 25 | Rahma Adista | √ | √ | √ | √ |
| 26 | Rahmi Danita | √ | √ | √ | √ |
| 27 | Ranin Leuvenia R P | √ | √ | √ | √ |
| 28 | Saila Faradita M | √ | √ | √ | √ |
| 29 | Suci Nurmaliza | √ | √ | √ | √ |
| 30 | Suci Wulandari | √ | √ | √ | √ |
| 31 | Theresia Widyastuti | √ | √ | √ | √ |
| 32 | Zulyan Fazli A | √ | √ | √ | √ |

APPENDIX X

**The Result Of Students' Score In Pre-Test, Post-Test I, And Post-Test II**

| No. | Initial of Students' Name | Cycle I | | | | Cycle II | |
|---|---|---|---|---|---|---|---|
| | | Pre-test | Criteria Success (>75) | Post-test I | Criteria Success (>75) | Post-test II | Criteria Success (>75) |
| 1 | AZL | 45 | Fail | 60 | Fail | 80 | Successful |
| 2 | AF | 65 | Fail | 80 | Successful | 90 | Successful |
| 3 | AAGD | 50 | Fail | 60 | Fail | 80 | Successful |
| 4 | CA | 60 | Fail | 80 | Successful | 95 | Successful |
| 5 | DASN | 50 | Fail | 60 | Fail | 75 | Successful |
| 6 | DMA | 45 | Fail | 60 | Fail | 75 | Successful |
| 7 | DZS | 40 | Fail | 50 | Fail | 75 | Successful |
| 8 | DAR | 70 | Fail | 80 | Successful | 90 | Successful |
| 9 | EAS | 85 | Successful | 90 | Successful | 100 | Successful |
| 10 | EP | 50 | Fail | 65 | Fail | 80 | Successful |
| 11 | FN | 50 | Fail | 60 | Fail | 75 | Successful |
| 12 | FZA | 60 | Fail | 70 | Fail | 80 | Successful |
| 13 | FA | 80 | Successful | 90 | Successful | 95 | Successful |
| 14 | GS | 100 | Successful | 100 | Successful | 100 | Successful |
| 15 | GVA | 85 | Successful | 90 | Successful | 95 | Successful |
| 16 | HS | 55 | Fail | 60 | Fail | 85 | Successful |
| 17 | IAYP | 60 | Fail | 70 | Fail | 95 | Successful |
| 18 | II | 50 | Fail | 60 | Fail | 75 | Successful |
| 19 | JAM | 70 | Fail | 85 | Successful | 90 | Successful |
| 20 | MIB | 70 | Fail | 75 | Successful | 85 | Successful |
| 21 | NAPN | 100 | Successful | 100 | Successful | 100 | Successful |
| 22 | NA | 50 | Fail | 60 | Fail | 75 | Successful |
| 23 | N | 45 | Fail | 75 | Successful | 95 | Successful |
| 24 | R | 40 | Fail | 55 | Fail | 60 | Fail |
| 25 | RA | 35 | Fail | 40 | Fail | 70 | Fail |
| 26 | RD | 40 | Fail | 55 | Fail | 70 | Fail |
| 27 | RLRP | 95 | Successful | 95 | Successful | 100 | Successful |
| 28 | SFM | 45 | Fail | 55 | Fail | 70 | Fail |
| 29 | SN | 65 | Fail | 85 | Successful | 90 | Successful |
| 30 | SW | 35 | Fail | 45 | Fail | 70 | Fail |
| 31 | TW | 60 | Fail | 80 | Successful | 90 | Successful |
| 32 | ZFA | 50 | Fail | 75 | Successful | 85 | Successful |
| TOTAL | | $\sum x = 1900$ X = 59,37 | | $\sum x = 2265$ X = 70,78 | | $\sum x = 2690$ X = 84,06 | |

APPENDIX XI

**Documentation**