THE EFFECTIVENESS OF MODIFIED SNAKES AND LADDERS GAME IN TEACHING VOCABULARY AT THE 4TH GRADE STUDENTS OF SD NEGERI 01 REMPOAH, BATURRADEN, BANYUMAS

AN UNDERGRADUATE THESIS

Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirement for *Sarjana Pendidikan* (S.Pd.)
Degree

by

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ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2023

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STATEMENT OF ORIGINALITY

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Wassalamu'alaikum Wr. Wb.

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MOTTO

"*Here we go!!"*

- Fabrizio Romano-

DEDICATION

I dedicate this thesis to :

My precious parents, Agus Hari Mardiko and Marwati

My Grandmothers, Sakiyah and Almh. Hj. Tuminah

My Grandfathers, Achmad Sumardika and Alm. H. Tugiyo

My beloved brother, Rafi Atha Nafis

My dearest uncles, aunties, cousins, and families

My cherished friends

PREFACE

In the name of Allah, the most graceful, the most. The praise be to Allah for blessing me with his mercy and guidance to finish this thesis entitled "The Effectiveness of Modified Snakes and Ladders Game in Teaching Vocabulary at The 4th Grade Students of SD Negeri 01 Rempoah, Baturraden, Banyumas" could be completed.

This thesis presented as partial fulfillment of the requirement for obtaining the undergraduate degree of the faculty of Tarbiya and Teacher Training of State Islamic University Prof. KH. Saifuddin Zuhri Purwokerto. The writer would like to express the deep gratitude and appreciation to :

1. Prof. Dr. Suwito, M.Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
2. Dr. Suparjo, M.A., as the Deputy I Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
3. Prof. Dr, Subur, S.Ag. M.A., as the Deputy II Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
4. Dr. Sumiati, M.Ag., as the Deputy III Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
5. Dr. Maria Ulpah, M.Si., as the Head of Education Departement of Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
6. Desi Wijayanti Ma'rufah, M.Pd,, as the Coordinator of English Education in Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
7. Windhariyati Dyah Kusumawanti, M.A., as the Academic Advisor of TBI A 2019, who always give support, and positive vibes for finishing this thesis.
8. Khairunnisa Dwinalida, M.Pd., as the supervisor who always give supports, wide-knowledge, motivations, and suggestions for finishing this thesis.

9. All the lectures in Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto
10. All staffs and officials of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
11. Samsul Ma'arif, S.Pd., as the Headmaster of SDN 01 Rempoah, Baturraden, Banyumas.
12. All the Teachers and Staffs in SDN 01 Rempoah, Baturraden, Banyumas.
13. The students of IV A and IV B who gave a chance to do experiments in them.
14. Beloved Parents, Agus Hari Mardiko and Marwati who always gave their best, supports, loved, and prayed the best for their son.
15. Beloved brother, Rafi Atha Nafis who take cares their brother in any conditions.
16. The Teachers and Protectors, Dr. Fathul Aminuddin Aziz, M.M., Hasanudin, B.Sc. M.Sy., Achmad Najib, B.Sc., Iik Burhanudin Azhar, M.Ag., Wahid Nur Hidayat, S.Pd., Nur Achmad Zulkifli, S.Sos., Masdar, S.Th.I. M.S.I. and all teachers and staffs in Islamic Modern Boarding School eL-Fira Purwokerto.
17. Private Coach, Rizki Utomo, S.Pd. who gives their experiences in writing the thesis.
18. Brother in Arms, Iqbal, Imron, Fakih, Umar Cabs, Mufid, Burhan, Andre, Zian, Idos, Nanda, Tama, Subhan, Fatah, Faishal, and all the members of eL-Fira Kalijaga.
19. Partner in crime, Lisa Arifatul Fajri, who gives their lazy vibes.
20. All of my classmates of TBI A 2019, who have shared great memories for 4 years.
21. Train Spotting Partner, Nicko Chaeruddin Novaliantama, Prayudha Setyo, Muhammad Faiq, Reza Abidin, Erzi Anjar Azzaki, Valentinus Garda Wardana, Januar Paradita and all the members of Indonesia Railways Preservation Society (IRPS) Region Purwokerto, and Spoorlimo Purwokerto who always suggest and experience in writing the success.
22. Everyone who has contributed to finish the study.

Purwokerto, July 1st 2023

The Researcher

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THE EFFECTIVENESS OF MODIFIED SNAKES AND LADDERS GAME IN TEACHING VOCABULARY AT THE 4TH GRADE STUDENTS OF SD NEGERI 01 REMPOAH, BATURRADEN, BANYUMAS

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Abstract: According to Merdeka Curriculum at fourth grade elementary school level, learning vocabulary is crucial to acquiring a foreign language. Moreover, without vocabulary, students cannot reach language skills ideally. However, there were some students' difficulties in mastering vocabulary at fourth grade students of SDN 01 Repoah, Baturraden, Banyumas, because of monotonous activity and limited time to study. Modified snakes and ladders game was proposed as a strategy to teach vocabulary. The goal of this study is to find out whether or not there is a significant effect of Modified snakes and ladders game in teaching vocabulary at fourth grade students in SDN 01 Rempoah. This study used quasi-experiment and quantitative approach. The population of this study was the fourth grade students in SDN 01 Rempoah in academic year 2022/2023 which consists of 78 students from IV A until IV C. The sample was selected by purposive sampling with IV A as an experiment class and IV B as a control class. IBM SPSS v23 for windows was used to help analyze the data in this research. This study used pre-test and post-test with multiple choice to collect data. The result of independent sample t-test showed that there was improvement in learning achievement of the students who were taught using Modified snakes and ladders game. In other words, it can be assumed that Modified snakes and ladders game was used in teaching vocabulary is effective.

Keywords: *Modified Snakes and Ladders Game, Teaching Vocabulary.*

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CHAPTER I

INTRODUCTION

In this chapter, an introduction is provided. The components encompassed in this study consist of the historical background, operational definitions, research inquiry, objectives, and the implications of the research methodology, as well as the structure of the research.

A. Background of The Study

Vocabulary acquisition is a crucial component in the development of English proficiency. Through the mastery of vocabulary, individuals are able to effectively communicate, engage in learning activities, and enhance their cognitive abilities. Hence, the acquisition of vocabulary is an essential requirement that aids certain individuals in achieving proficiency in the English language. English and vocabulary cannot separate because, in many aspects, English and Vocabulary complete each other, like in the listening element, writing part, speaking aspect, and many more.

According to Alqahtani (2015), learning vocabulary is crucial to acquiring a foreign language. Moreover, without vocabulary, students cannot reach language skills ideally. Besides, The significance of vocabulary for EAL students' reading comprehension suggests that teachers should put more effort into raising these students' vocabulary levels (Brooks *et al*, 2021). Based on the source, vocabulary mastery needs more action from the teacher and high motivation from students to learn the vocabulary. Support the statement above, vocabulary is the central aspect of learning a language. Without vocabulary, students cannot improve their English mastery (Setiawan & Zuana, 2018).

The lack of vocabulary still becomes a big problem for a teacher in teaching English. The issue was raised more significantly when teachers still used an old method. The one of old method that still famous in teaching English is translation method. Based on Alqahtani (2015), this method is

widely regarded as an efficient means of communicating intended significance. The utilization of this method proves to be advantageous in terms of time efficiency, particularly when instructing words that are infrequently used. Nevertheless, the excessive utilization of translation by educators poses a significant peril. Excessive reliance on one's native language can impede students' ability to cultivate their proficiency in a second language. Individuals often have a tendency to utilize their first language (L1) as a structural framework upon which they subsequently incorporate elements of their second language (L2). This old method, still used in SDN 01 Rempoah, Baturraden, Banyumas, the research site of this study.

The teacher must find a way to develop English vocabulary in this stage to avoid the small vocabulary size in another day of students. According to Susanto (2017), college students' small vocabulary sizes are the main cause of their imperfect mastery of the language. A solid understanding of vocabulary teaching is essential for assisting learners in their learning process. Small vocabulary size, as the main problem here can be surmounted when students are still in the elementary stage. One way to get the student's interest in vocabulary is to change the conventional learning media to "anti-mainstream" learning media. As Sabiq & Sukirno (2020), according to research on the Effect of Instagram on teaching English subjects, it has been found that Instagram offers a valuable platform for teachers to create innovative learning activities. Instagram facilitates the cognitive development of students by offering them a platform to engage with contextual content, thereby enhancing their learning experience in a pleasurable manner.

Developing vocabulary is very important, especially for a nation that uses English as a second or foreign language. British or every country that uses English as the primary language uses the reading comprehension method to develop their vocabulary (August *et al*., 2005). In Indonesian educational curriculum system, vocabulary is still combined with listening,

speaking, writing, and speaking skills, although vocabulary is the basic language. This situation made a vocabulary learning set aside in English learning process. The example is a English teacher in Indonesia uses the reading comprehension method, especially in SDN 01 Rempoah to build their student's vocabularies when the effect of using reading comprehension to teach vocabulary appears when students reach senior high school or college based on research from Susanto (2017) above.

To develop vocabulary mastery, an innovatives learning media must raise from mind the teacher to make the learning activity easier. One innovative idea is to modify the game for vocabulary development. Teachers should integrate the learning activity into a game to teach vocabulary to young learners besides innovative ideas. Young learners are elementary students school or kindergarten (Setiawan & Zuana, 2018), they still keen on playing and learn the material when they feel enjoy. Teacher can use the game and modify the game based on the learning activity. One method teachers can try to modify one game (the game's purpose is to entertain the player) and combine the game and the material. One of the modified games for education is Modified snakes and ladders game to teach vocabulary. The Snakes and ladders game consists of 2-4 players with some symbol, stairs for up, and snakes for down.

Modifying the snakes and ladders game for vocabulary learning media can help the young learner, especially in elementary school to master vocabulary (Rohayati & Rizkyanti 2019). This game allows teachers to teach vocabulary easily and make the students enjoy the material. Bringing the game trusted can get the student's interest in learning. The game can be combined with the learning activity, aspect engages and challenge the player in the game push the student to know what happens next.

Several studies by Prabantari (2017), Rohayati & Rizkyanti, (2019), Setiawan & Zuana (2018), Zikriyati & Syafei (2018) have already discussed snakes and leaders game for elementary school, specifically for vocabulary learning media. The studies aim to prove that the snakes and

ladders game is effective for students' vocabulary. The studies were conducted in elementary schools. The similarity of the studies is equal research about using the snakes and ladders game as a learning media. However, no studies focus on modifying the game to adapt to the needs of elementary students. Snakes and ladders games need improvement in some aspects to maximize their potential as learning media.

According to the findings of the studies, playing a modified version of snakes and ladders is an effective way to teach vocabulary to students, particularly younger students. As a result, this study interested in implementing the strategy in SD N 01 Rempoah to prevent the issue from occurring again.

B. Conceptual Definition

The definition includes essential vital terms to assist the investigation. In addition, several concepts about this research govern its execution. Indeed:

1. Vocabulary

   According to Ur (1996), vocabulary can be broadly defined as the terms taught in a foreign language. The provided definition of terminology is widely acknowledged in academic circles. Conversely, it is worth noting that a novel lexical unit can be comprised of multiple linguistic elements. The linguistic constructs commonly referred to as "post office" and "mother-in-law" are of interest in this discussion. These linguistic units consist of two or three syllables, but they encapsulate a singular concept. In such circumstances, it is more beneficial to participate in conversations regarding lexical items rather than terminology. This analysis provides a comprehensive examination of all potential scenarios.

2. Snakes and Ladders Game

According to Arneson's (2004) research, snakes and ladders is an ancient board game originating from India, which has attained a global status as a classic game. In the context of a gridded and numbered game board, multiple participants have the opportunity to engage in a competitive endeavor aimed at determining the ultimate victor. The board is adorned with multiple representations of "ladders" and "snakes," each of which serves to connect two distinct squares on the board. The primary goal of the game is to strategically navigate one's game piece from the starting point, situated in the lower square, to the endpoint, situated in the upper square. This is achieved by utilizing ladders and snakes, which can either facilitate or hinder the player's advancement throughout the game. The vertical progression along the game board was designed to symbolize the individual's passage through the various stages of life, wherein the inherent challenges were augmented by the presence of virtues, represented by ladders, and vices, represented by snakes.

3. Learning Media

According to Arsyad (2017), the incorporation of diverse educational media is an essential element in the facilitation of teaching and learning. This practice is crucial for attaining educational objectives in a broader sense, as well as meeting the specific learning goals of educational institutions. Within the framework of the teaching and learning process, learning media typically encompass a range of tools, such as graphics, photographs, and electronic resources, that enable the recording, processing, and reorganization of information in both visual and verbal formats.

4. Young Learners

According to Syafrizal and Haerudin, "The young learners are students who are studying in Elementary or Senior High School years

7-15, and they studied English as a second language" (2018). In addition, children four or five years old begin to learn grammar, vocabulary, and pronunciation. They also develop an exciting vocabulary throughout this period (Gordon, 2007).

C. Problem Formulation

Further in this research, there is a research formulation. Does Modified snakes and ladders game provide significant effect for student's vocabulary effectively at 4th grade students of SDN 1 Rempoah?

D. Objectives and Significances of The Research

1. Objectives of The Research

   According to the research question above, this research aims to know whether the snakes and ladders game significantly affects student's vocabulary effectively at 4th grade students of SDN 01 Rempoah.

2. Significances of The Research

   this study would contribute to and benefit instructors and other scholars.

   a) For Teachers

      Because of the reduction in the monotony that this brings to the classroom setting, instructors can give their pupils access to cutting-edge instructional strategies and give them opportunities to expand the breadth and depth of their English vocabularies.

   b) For Other Researcher

      The present study can serve as a valuable resource for future researchers who are engaged in investigating teaching strategies for enhancing vocabulary mastery.

E. Organization of The Paper

In the realm of academic research, it is imperative to classify the structure of the research in order to facilitate systematic investigation. This research comprises five chapters that will elucidate the following:

In this chapter, an introduction provided. The components encompassed in this study consist of the historical background, operational definitions, research inquiry, objectives, and the implications of the research methodology, as well as the structure of the research.

Chapter II provided an exposition of the theoretical foundations pertaining to the effectiveness of the cooperative learning approach in the context of writing instruction.

Chapter III presented the study methodology, encompassing the research design, temporal and spatial parameters, target population, sample selection, data collection instruments, and techniques for data gathering, organisation, and analysis.

Chapter IV presented an analysis of the research findings, focusing on the efficacy of cooperative learning as a pedagogical approach for the instruction of writing.

In Chapter V, the research was expounded upon the conclusion and provided recommendations. The conclusion provides the response to the research inquiries. Moreover, this chapter encompasses suggestions for prospective investigation.

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CHAPTER II

LITERATURE REVIEW

This chapter provided an exposition of the theoretical foundations pertaining to the effectiveness of the cooperative learning approach in the context of writing instruction.

A. Theoretical Framework

1. Modified Snakes and Ladders Game

a. Definition of Snakes and Ladders Game

Arneson (2004) asserts that the game of snakes and ladders holds historical roots in ancient India and has since gained global recognition as a timeless board game. The game is engaged in by a minimum of two participants, although it can accommodate additional players, and is conducted on a game board featuring gridded squares that are assigned numerical values. The board displays multiple illustrations of "ladders" and "snakes," each of which serves to connect two distinct squares on the board. The objective of the game is to strategically manoeuvre one's game piece, based on the outcome of dice rolls, from the initial position (located at the bottom square) to the final position (located at the top square), while encountering both advantageous ladders and disadvantageous snakes along the way. The historical iteration of this game can be traced back to its origins in moral teachings, wherein the advancement of a player along the board symbolised a complex life journey influenced by virtues (represented by ladders) and vices (represented by snakes).

Besides, Vitoria (2020) stated that the snakes and ladders game is appropriate for elementary schools for various reasons, including their affordability, usability, and familiarity with the students. It means that students can acquire the game rule quickly. Furthermore, the snakes and ladders game is one of Indonesia's most played traditional games, although the game is categorized as an ancient game. Nevertheless, Cave

(2010) perceive snakes and ladders differently. Cave stated that The game is notoriously frustrating, especially for a player who plunges down a snake on the brink of victory. It means that the snakes and ladders game can make students frustrated, bored, and causes learning activity cannot running as a plan the teacher planning. To avoid the chance that Cave stated, this study modified the game by removing the snakes body with requisite students can answer the following question on a box that the snakes appear.

b. Modified Snakes and Ladders Game in Teaching English

Sudarto (2020) stated that modified is an effort to make a different thing than before. The action can be adjusted physical or method in something. The modified snakes and ladders game in teaching English aims to become the support system for the material teachers deliver to the students. This study adjusts some pictures to the snakes and ladders board (especially in a square where snakes and ladders) and students must answer the question on the image to use the ladders and escape from snakes.

Besides, according to Rohman (2022), Snakes and ladders is rated as "attractive" based on various factors. It can be said that using snake and ladder media to teach class VII students about learning English is interesting. The various aspects are students are engaged, motivated, and have an exciting learning experience attributable to game media.

According to Setiawan (2018), Snakes and Ladders can be classified as a traditional game. This classic game has gained familiarity among a wide range of individuals, including children. The game involves the participation of two or more individuals who utilise dice and playing pieces on a designated board. The board is partitioned into squares that are assigned numbers, and it features a series of snakes and ladders that establish connections between different squares in both upward and downward directions. The rules are designed to be easily comprehensible, ensuring that children encounter minimal challenges while engaging in gameplay. Regrettably, the utilisation of this game for language instruction

remains predominantly in traditional formats. Numerous educators who seek to employ this game as an instructional instrument make slight adaptations to the previous structure. Hence, it is imperative to transform the game into an electronic format to enhance its level of captivation. The implementation of electronic formatting is necessary in order to offer suitable educational resources for children. The utilisation of electronic Snakes and Ladders game has the potential to enhance student motivation in acquiring new vocabulary due to its visually appealing design and advanced structure. The presence of pictures can enhance both the size of children's vocabulary and their comprehension of vocabulary. Furthermore, the children have the opportunity to engage in individual or cooperative learning experiences due to the interactive design of the games.

c. Characteristics of Modified Snakes and Ladders Game

According to Nissa (2020), the attributes of early childhood involve engaging in physical movement and participating in a variety of activities, which serve as a means of satisfying children's learning needs. During early childhood, children actively engage with their environment to enhance various aspects of their development, including gross motor skills, as well as social, emotional, creative, cognitive, and artistic abilities. The researchers have made adaptations to the snakes and ladders game in order to engage students in the early stages of language acquisition, facilitating a more effective learning process.

Besides, according to Khaerina (2022), the snakes and ladders game can be an alternative method to giving education to students. This game can help students reach an understanding because this game makes students involved directly. The involvement of students in a game in practice or listening to the game help the students to accept the information/material on the learning activity.

The game of Snakes and Ladders offers students increased opportunities to actively cultivate their personal development. It enhances their ability to actively engage in classroom activities. According to

Prabantari (2017), games have the potential to serve as tools for reinforcement, review, and enrichment. Games facilitate active engagement from students with varying learning speeds, offering prompt feedback to educators, and promoting extensive student involvement while requiring minimal teacher preparation.

The implementation of the snakes and ladders game proved to be beneficial for students as it facilitated both collaborative and individual tasks. According to Prabantari (2017), the integration of games within the language classroom has the potential to foster a positive perception of learning English among children, as they perceive it as a pleasurable and fulfilling experience. Engaging in game-based activities within the educational setting fosters the development of cooperative skills, the ability to engage in healthy competition devoid of aggression, and the cultivation of good sportsmanship even in the face of defeat. Furthermore, Prabantari asserts that games have the potential to foster an environment of wholesome rivalry, offering individuals an opportunity to express their linguistic creativity in a relaxed setting.

Based on several statements, there are some characteristic of modified snakes and ladders game. First, the modification of snakes and ladders game is friendly with the child environment. Second, the modification of snakes and ladders game is easy to use, that become an alternative learning media.

d. Advantages and Disadvantages Snakes and Ladders Game

Prabantari (2017) asserts that educators employ a deliberate approach in the selection and formulation of questions that align with the students' proficiency level and individual requirements. Furthermore, teachers impart objectivity and essential skills to students prior to incorporating the Snake Ladder game as an instructional tool within the classroom setting. Additionally, educators actively monitor and assess students' progress during the implementation phase of the Snake Ladder game. The Modified of the snakes and ladders game offers an advantage in

facilitating rapid language acquisition among students. One drawback associated with the snakes and ladders game is that it requires teachers to exert additional effort in order to effectively monitor the students' abilities within the classroom setting.

According to Wulansari and Azizah (2018), an additional contention posits that the implementation of the snakes and ladders game is restricted to bilingual educational institutions. The utilization of snakes and ladders game media may not be universally applicable in all educational institutions. The utilization of the snakes and ladders game can serve as a valuable tool for early childhood educators aiming to enhance the English vocabulary of children aged 4 to 5. By incorporating this game into their teaching approach, educators can create a conducive and enjoyable learning environment, thereby fostering optimal development of the children's English vocabulary skills. According to the cited source, this study conducted the study during the fourth grade of elementary school in order to mitigate potential negative outcomes, as previously mentioned by another researcher.

2. Teaching English Vocabulary

a. Definition of Vocabulary

According to Ur (1996), the concept of vocabulary can be broadly characterised as the collection of words that are instructed and learned in a second language. Nevertheless, it is important to note that a novel lexical unit can extend beyond a solitary term. Instances such as "post office" and "mother-in-law" exemplify compound words comprising two or three individual words that collectively convey a unified concept. One beneficial practise is to address all instances of this nature by discussing vocabulary items instead of individual words.

According to Sabiq and Sukirno (2020), vocabulary serves as a fundamental gateway to acquiring various language skills, including grammar, reading, speaking, and others. This elucidates that the acquisition of vocabulary is a fundamental component that individuals aspiring to

acquire proficiency in the English language must endeavour to master. Insufficient lexical repertoire may expose individuals to the potential of experiencing language skill delays throughout their lifespan. The significance of vocabulary surpasses that of grammar. The acquisition of a strong vocabulary will enable students to effectively understand and interpret the intended meaning conveyed by others. Furthermore, enhancing one's vocabulary will augment their level of proficiency and bolster their social confidence.

A proficient command of vocabulary is a fundamental skill in language acquisition, particularly in the context of English language teaching and learning. Various definitions of vocabulary have been put forth by esteemed linguists. According to Hornby (1995), vocabulary can be defined as the comprehensive collection of words within a given language, encompassing a list of words along with their corresponding meanings. In a similar vein, Schmitt (1997) posited that vocabulary can be defined as a comprehensive compilation or assortment of lexical items specific to a given language, encompassing the various words that are utilised by individual speakers of that language. The process of organising words in dictionaries is primarily based on alphabetical order, as vocabulary is presented in the form of a list. In dictionaries, vocabulary is typically arranged in alphabetical order according to the linguistic system or rule of the respective foreign language. According to Schmitt (1997), vocabulary serves as a fundamental component of language and therefore it is essential to acquire a proficient command of it as a primary step. Proficiency in both oral communication and reading comprehension is essential for individuals to effectively communicate and comprehend written texts. The individual further asserted that irrespective of the proficiency achieved in acquiring the phonetics of a foreign language, effective communication in said language necessitates the presence of vocabulary capable of conveying a wider spectrum of meanings.

b. Teaching Vocabulary

It is advisable to introduce vocabulary instruction at an earlier stage in the students' education. Cameron (2001) asserts that the early stages of schooling present an opportune period for the acquisition and retention of practical vocabulary in the context of foreign language learning. It can be argued that the instruction of speech should be incorporated into the curriculum for young learners, as this developmental stage presents an optimal opportunity for acquiring this skill. This will facilitate their future language acquisition as they have developed a foundational understanding of the language from a young age.

The acquisition of vocabulary is a crucial component in the process of language learning, as languages are comprised of lexical units (Alqahtani, 2015). The statement asserts the importance of teaching vocabulary in language learning, emphasising that this applies not only to the English language, but to other languages as well.

c. The Obstacle in Teaching Vocabulary

According to Sedita (2005), Certain groups of students face substantial barriers when it comes to acquiring an adequate vocabulary that is essential for achieving academic success :

1. Students with little or no English proficiency. Speaking of conversational English is distinct from literate English, which is the English used in books and other printed materials. Particularly in middle and high school, this can provide difficulties as these pupils attempt to understand the English they read.
2. Students who do not read outside of the classroom. It matters how much and how much time is spent reading. For instance, a student reading outside of class for 21 minutes daily reads over 2 million words annually. A kid reading outside class for less than a minute each day only reads 8,000 to 21,000 words annually.

3. Students who have difficulty reading and learning. Students cannot read the grade-level text because of their poor phonemic awareness, phonics, and word analysis skills, which denies them the rich opportunity this presents for learning new, content-related terms that are only found in written English.

Students who lack an appropriate vocabulary when they first start school. High-achieving first-graders know nearly twice as many words as cheap ones, but this gap widens with each passing year until high-achieving 12th-graders know roughly four times as many words as the low-achieving 12th-graders.

Susanto (2017) posits that in order for language learners to effectively communicate their concepts or thoughts, it is imperative for them to possess a repertoire of potential words from which they can select. The learners of the language themselves experienced distraction as a result of their limited vocabulary. In order to mitigate the issue of distraction during vocabulary acquisition, it is imperative to provide students with an alternative approach to facilitate their learning of vocabulary.

d. Method of Teaching Vocabulary

Three distinct learning methods were compared by Brown and Perry (1991) for the purpose of ESL vocabulary acquisition. The comparison of the efficacy of the three techniques was the aim of this study. They are a semantic processing method, a keyword method, and a combined semantic-keyword technique. A group of kids got each of the three treatments in an actual classroom setting. Measures of recognition and recall were used to determine if there were any variations in the retention of knowledge and the capacity to retrieve it. The study's instrument included pre, post-, and delayed tests.

As further statement stated by Susanto (2017), There are typically several vocabulary teaching strategies. However, there are a few factors that most English teachers need to keep in mind if they want to introduce new lexical items or terminology to their students. To prevent pupils from

forgetting new vocabulary, English teachers must learn, practice, and review it if they want their students to retain it.

The following are some vocabulary-teaching strategies that some professionals have suggested (Susanto, 2017). There is,

1. The teaching of language is facilitated through the utilisation of objects. The utilisation of visual cues and the strong reliability of memory for objects and images can enhance learners' ability to effectively memorise vocabulary. This approach necessitates the utilisation of visual representations and practical examples.
2. Vocabulary acquisition can be facilitated through the implementation of instructional strategies such as drills, spelling exercises, and active participation. Drilling is employed as a pedagogical technique to familiarise students with word forms, specifically focusing on auditory recognition. The process of drilling should be conducted in a manner that is organic and easily comprehensible, with the aim of enhancing students' familiarity and understanding of the vocabulary. The process of repeating words to oneself during the learning process, known as drilling, is essential for students to effectively retrieve them from memory.
3. The utilisation of visual aids, such as illustrations and drawings, as pedagogical tools for language instruction. Objects can be depicted either on the blackboard or on flash cards. The aforementioned can be repeatedly utilised across various scenarios, provided they are constructed using cards and encased in plastic. Educational aids facilitate the comprehension and recognition of key concepts among young students, thereby enhancing their understanding of classroom instruction.
4. The utilisation of mime, facial expressions, and hand gestures as instructional tools for vocabulary acquisition. According to Alqahtani (2015), the inclusion of the phrase "mime or gesture" serves to underscore the significance of utilising gestures and facial expressions

as effective means of communication. In essence, the utilisation of this tool can serve to elucidate the semantic content of a lexical item within a given textual context, as well as in oral communicative tasks, due to its pronounced focus on fostering effective communication. The utilisation of mime, facial expressions, and hand gestures proves to be an effective method for teaching a multitude of words. For example, employing the adjectives "happy" and "sad"; employing mimetic gestures, such as the act of removing one's hat to illustrate the process, and similar actions.

5. Employing the techniques of comparison and enumeration for vocabulary instruction. Enumeration refers to the process of listing all items within a collection in a comprehensive and accurate manner, ensuring that each item is included and arranged in the proper order. This technique has the potential to effectively communicate a message. This approach proves to be beneficial when encountering a comment that presents difficulties in terms of visualisation. Through the utilisation of descriptive or enumerative techniques, the term "clothing" can be employed to elucidate our intended concept. The term "clothes" can be elucidated by the teacher through the enumeration of various articles of clothing, such as a shirt, a skirt, or a pair of trousers. The aforementioned principle can also be extended to terms such as "furniture" or "vegetable."
6. The pedagogical approach of vocabulary instruction through context-based inference. The utilisation of contextual inference has been suggested by numerous experts in L1 and L2 reading as a strategy for addressing unfamiliar terminology in unedited texts (Dubin, 1993). Alqahtani (2015) posits the existence of two distinct settings. In contrast to the broader context, commonly referred to as non-textual context, which encompasses the reader's pre-existing knowledge of the subject matter being read, the initial type of context is the intra-

textual context. This context encompasses the morphological, semantic, and syntactic elements present within a specific text.

The chosen method for teaching vocabulary in this study aligns with the approach proposed by Susanto (2017), which involves utilising illustrations and drawing. This study made adaptations to the snakes and ladders game in order to utilise it as an educational tool, employing visual aids in the form of pictures to illustrate the questions posed to the students.

3. Learning Medium

a. Definition of Learning Medium

According to Arsyad (2017), the utilisation of learning media is essential in order to achieve educational goals, especially in relation to the specific learning objectives of schools. Learning media are commonly perceived as tools, such as graphics, photographs, or electronic devices, that are used to capture, manipulate, and organise visual or auditory information during the process of teaching and learning.

According to Kumar Basak (2018), it is argued that the integration of learning media and technology is inseparable. In the contemporary era, technology plays an indispensable role in our daily existence. The utilisation of technology necessitates professionals, educators, and students to critically reassess their foundational concepts in order to reconfigure or reconstruct the education and training system. Furthermore, these technological tools significantly contribute to enhancing the educational experience for both students and teachers. The terms electronic learning (e-learning), mobile education (m-learning), and digital learning (d-learning) are occasionally employed synonymously or in conjunction to refer to the acquisition of knowledge through technology.

b. Learning Medium in Teaching English

According to Susanty (2021), digital media serves as a valuable tool for facilitating teaching and learning endeavours. According to Noor-Ul-Amin (2013), the utilization of diverse teaching methods, enhanced student engagement, and the incorporation of the 13 curriculum and

educational requirements contribute to the enhancement of students' enthusiasm for learning. Educators are proficiently facilitating the utilization of educational media, particularly digital media, as they enhance both the quantity and quality of students' learning outcomes through the implementation of practical strategies and methodologies aimed at ensuring the successful acquisition of information by students. In the context of utilizing digital media, it is imperative for educators to proficiently oversee the instructional and educational procedures, thereby stimulating students' engagement in a particular lesson (Matzat & Vrieling, 2016).

Abidin (2015) elucidated in his publication, Attarbiyatu Watta'liim, that his pedagogical approaches exerted a profound influence on sensory perception and facilitated comprehension. An individual with a deep understanding possesses a greater level of comprehension compared to someone who merely observes or listens, while those who solely listen exhibit a distinct level of comprehension.

In contemporary society, children are already being exposed to technology through the utilisation of electronic media, such as computers. According to Wartella and Richert, children typically allocate an equivalent amount of time to electronic entertainment and outdoor play. In contemporary times, a significant number of children engage in computer gaming activities due to their inherent capacity for providing entertainment. There exists a diverse range of intriguing characteristics that warrant further investigation. Furthermore, in the event that a game has gained significant popularity among children, its electronic rendition may lack originality for this demographic. Children will inherently experience a sense of enthusiasm when engaging in a game that they are already acquainted with. This approach facilitates an enjoyable learning experience for children, thereby fostering an enhanced motivation to engage in academic pursuits. The aforementioned research demonstrates that the utilisation of learning media can effectively enhance the delivery of

educational content by teachers. Moreover, the integration of technology or gamification into the learning media can effectively engage students' interest in educational activities.

c. Characteristics Learning Medium

According to Novela (2022) Several students expressed a strong interest in creating these learning media, according to the identification of students' requirements connected to the production of learning media that can enhance students' reading skills. Additionally, students mentioned several features of learning media that they believed may spark interest in reading information and materials and even completing tasks. For instance, the material must be interactive, digitally packed, have appealing, readable typefaces that are not inflexible, and be usable on cellphones, which are still one of the devices that people frequently carry with them when they are out and about.

In general, the media is used in the learning process to create more effective and efficient communication, according to Rusyan (Supriyono, 2018). As a result, learning materials are cleverly, successfully, quickly, and simply made for students to understand.

d. Advantages and Disadvantages Use Learning Medium in Teaching English Vocabulary.

In the study conducted by Ma (2012), it was found that students identified several advantages of learning English with the assistance of Native English Teachers (NETs). These benefits included the enhancement of student learning, the attainment of a high level of English proficiency, and the utilization of preferred teaching methods. The findings of this study are consistent with previous research that has demonstrated the positive Effect of Native English Speaking Teachers (NESTs) on students' pronunciation and listening skills (Barratt & Kontra, 2000; Lasagabaster & Sierra, 2005; Mahboob, 2004). According to Lasagabaster and Sierra (2005).

Another statement stated by Fajriannor & Darsono (2020). The learner's development of information, skills, and positive attitudes defines learning success. Utilizing instructional material that serves as an intermediate, container, or connecting learning messages is one aspect that significantly Effects how well this learning goes. Learning media aims to point learners in the direction of different learning opportunities. Teachers' use of instructional media helps them deliver the best, most effective instruction possible. According to the above criteria, research is required to create media for the game Snakes and Ladders so primary school students can learn about clean and healthy living practices.

4. Young Learner

a. Definition of Young Learner

According to Syafrizal and Haerudin (2018), the young learners refer to students who are currently enrolled in either Elementary or Senior High School, specifically within the age range of 7 to 15 years. These students engage in the study of English as a second language. In addition, children between the ages of four and five acquire knowledge in the areas of grammar, pronunciation, and vocabulary. During this period, individuals also develop a captivating lexicon (Gordon, 2007).

According to (Cameron, L., 2001), a young learner is defined as an individual between the ages of five and twelve, indicating that these learners are typically enrolled in elementary school. While this phenomenon does not possess universal applicability, it may exhibit applicability in certain regions while lacking it in others.

b. English for Young Learners

It is advisable to introduce vocabulary instruction at an earlier stage in the students' education. Cameron (2001) asserts that the early stages of schooling present an opportune period for the acquisition and retention of practical vocabulary in the context of foreign language learning. It can be argued that the instruction of vocabulary is imperative for students, particularly during their formative years, as

this period presents the most opportune time for acquisition. This will facilitate their future language acquisition as they have been exposed to the fundamentals of that language from a young age.

Bakhsh (2016) asserts that early exposure to and auditory engagement with the English language are imperative for children to acquire proficiency in it. It is widely acknowledged that children, due to their ample time for learning and lack of burdensome obligations, generally exhibit a greater aptitude for acquiring knowledge compared to adults. Moreover, individuals who are exposed to a language in a natural setting for a prolonged duration tend to acquire it at an accelerated pace.

c. Vocabulary for Young Learner

The acquisition of vocabulary entails more than simply acquiring new words and devoting time to rote memorization. Additionally, this pertains to the strategic storage of words in long-term memory through innovative means. Furthermore, the instruction of vocabulary poses challenges, particularly when it comes to young learners who exhibit high levels of classroom engagement and physical activity. In order to facilitate an effective vocabulary learning process, it is imperative for a teacher to possess a comprehensive understanding of the individual characteristics of their students. Ytreberg L. (1990) aptly delineates the attributes commonly exhibited by young learners, asserting that they possess a strong inclination towards play and exhibit optimal learning outcomes when engaged in enjoyable activities. In a remarkable manner, individuals possess the ability to acquire language skills through engaging in recreational pursuits and other enjoyable endeavours.

d. Teaching Vocabulary for Young Learner

According to Bakhsh (2016) games have been effective in teaching vocabulary to young students, but they present some difficulties for both the teacher and the students. The classroom's

commotion and noise present the first difficulty, example when they are thrilled, kids occasionally move about a lot and talk too much, making it challenging to keep them under control. According to Brown (2001), to manage the class and foster an environment conducive to learning, the teacher must be aware of the characteristics of the students.

To keep young learners' attention and away from other distractions, teachers of young learners must select a range of imaginative activities. According to Harmer (2001), children should not be expected to remain still or continue with the same activity for an extended period since they get bored after a while. Additionally, as previously said, young learners have a limited attention span. Therefore, activities must be as enjoyable as possible to keep their interest through the first ten minutes. When selecting or developing games to teach vocabulary to young learners, creativity is a crucial factor.

e. Method in Teaching for Young Learners

According to Hariyono (2020), Researchers discovered that watching YouTube videos in class sparked students' excitement since they felt upbeat and inspired and the learning environment became enjoyable. In addition, the students felt that employing technology to complement the learning process was very useful since it kept them interested in the lecture. From the first observation day through day six, learning is focused on English Vocabulary related to domestic items. The observational findings indicate that most young students actively participated when the YouTube video was used to teach vocabulary in an English class.

According to Rahmadhani (2015), Three categories of standard vocabulary teaching methods can be distinguished. Most teachers in the survey favored utilizing flashcards and miming while teaching new

terms. Grouping words into specific categories is preferable to the other approaches for encouraging pupils to practice the words they have learned. Most of the instructors who answered to the research indicated that they had been familiarised with sentence and text completion rather than creativity for the last step of teaching vocabulary revision.

f. Obstacle in Teaching Vocabulary for Young Learner

According to Sanjaya (2022), One of the challenges the English teacher still encounters while using instructional tools to introduce vocabulary is time-related. The final one is how the instructor handles difficulties. Every difficulty a teacher experiences may be categorized by how they approach it. For instance, a teacher who struggles with time management will discover a better method to do it by setting aside more time to create instructional materials.

The second issue is connected to the absence of media and poor quality educational resources, particularly for technological teaching aids (such as LCD projectors, speaker, etc.) The school provided teachers with a variety of teaching aids to use in their courses, including an LCD projector, a computer, flashcards, and more.

B. Review of Relevant Study

The study conducted by Prabantari (2017) titled "Enhancing Students' Vocabulary Proficiency through the Implementation of the Snakes and Ladders Game." The objectives of this study are to (1) ascertain the Effect of the game of snakes and ladders on students' vocabulary acquisition and (2) elucidate the classroom atmosphere when the game of snakes and ladders is implemented as an instructional tool. This research utilized the examination of class actions (CAR). The study's participants were selected from the fifth-grade cohort at an elementary school situated in Karang Mojo. The data was collected using the pre-test and post-test instruments. Based on the findings of the study, it was observed that the overall performance of the pupils exhibited an increase prior to the commencement of this study implementation of the research. The study's findings suggest that engaging

in game-based activities, such as playing "snakes and ladders," could potentially enhance students' vocabulary skills and increase their level of engagement with the subject matter. This study aims to investigate the effectiveness of utilizing the game of snakes and ladders as a pedagogical tool for teaching English vocabulary, alongside the efforts of other researchers. This study exhibits similarities to the work conducted by other researchers. The research methodology serves as a delineating factor that separates the study itself from the individual conducting the research. The study employs classroom action research as opposed to the experimental research conducted by the researcher.

The research was performed by Setiawan and Zuana (2018) and given the title “Teaching Vocabulary Using Modified Snakes and Ladders Game”. This study has two primary objectives: the first is to construct an electronic version of the traditional Snakes and Ladders game to facilitate teaching English vocabulary to second graders, and the second is to investigate students' reactions to the game that has been built. The participants in this study are the students in the second grade at the elementary school. Overall, the content utilized and the features made available in the digital version of snakes and ladders are suitable for the characteristics of the second graders as well as their educational goals. In addition, the pupils have a positive reaction to the digital version of the snakes and ladders game. The researcher comes to the conclusion that making slight adjustments to the success of the snakes and ladders game makes it easier for kids to absorb the vocabulary information. This study and the author of this paper both conducted research on the same topic, which was applying a modified version of the snakes and ladders game to teaching English vocabulary. The research methodology can be thought of as the dividing line between the study and the researcher. In the study, the qualitative technique is utilized, and the focus is placed on the learning media production. On the other hand, this study uses the quantitative

method, emphasizing the operation and efficiency of the modified learning media.

Rohayati and Rizkyanti (2019) conducted a study with the working title “The Use of Snakes and Ladders Games in Teaching Vocabulary”. The purpose of this study is to investigate the attitudes of students concerning the use of the game "snakes and ladders" in the context of vocabulary instruction. Descriptive research was utilized for this study. Participants in this study are kids who are currently enrolled in the sixth grade at SDN 2 Ngamparah Padalarang. According to the findings of the study, playing games like snakes and ladders could be an effective way to encourage students to continually learn or review information that they have already been exposed to. Students' knowledge of the material was tested using games, making the experience of learning more fun for them.

The researcher's study and this one are both investigating the effectiveness of using the game of snakes and ladders to teach young students English vocabulary. This is the resemblance between the two studies. The research methodology can be thought of as the dividing line between the study and the researcher. The study takes a qualitative approach and focuses on the responses of the students, whilst this study employs a quantitative strategy and concentrates on the practicality and efficiency of modifying the learning media.

C. Hypothesis

Through the comparison of the results obtained from the data collected during the pre-test and post-test, it becomes feasible to ascertain the presence of a statistically significant disparity in scores between the snowball throwing technique and the conventional approach. The paired sample T-test is employed to compute the disparities between the pre-test and post-test outcomes of the experimental group. The T-test is employed to evaluate the presence of a statistically significant disparity between the post-test scores of the two groups.

According to Santoso (2014), the basis of decision Paired Sample T-Test is divided into two, there is

a) If the p-value (two-tailed) is less than the predetermined significance level (0.05), then the null hypothesis (H0) is rejected in favor of the alternative hypothesis (Ha). The utilization of the Modified Snakes and Ladders Game has been found to have a notable Effect on the acquisition of vocabulary during the process of instruction.
b) If the p-value (two-tailed) is greater than the predetermined significance level (0.05), the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected. The study found that the implementation of the Modified Snakes and Ladders Game did not yield a statistically significant Effect on vocabulary acquisition during the instructional period.

CHAPTER III

RESEARCH METODOLOGY

This chapter presented the study methodology, encompassing the research design, temporal and spatial parameters, target population, sample selection, data collection instruments, and techniques for data gathering, organisation, and analysis.

A. Research Design

This study employs a quasi-experimental research design, conducted on fourth-grade students at SD N 01 Rempoah. The students were divided into two groups: an experimental class and a control class. The control group did not receive any form of treatment, while the experimental group was provided with a modified snakes and ladders game.

B. Research Site

The study was conducted at SD N 01 Rempoah, Baturaden, specifically in grade 4, since their English education places greater focus on word proficiency. This study determines that the school is a suitable research location due to the availability of necessary data. People are drawn to SD N 01 Rempoah as one of the greatest primary schools in Banyumas. In addition, the sheer quantity of students at SD N 01 Rempoah will make it easier to conduct their studies. This study is interested in determining whether or not teaching English vocabulary using the modified snakes and ladders game will be beneficial.

C. Population and Sample

1. Population

A population is an area of generalization that is made up of items or subjects that have particular characteristics and qualities that have been identified by the researcher to be researched and come to conclusions about (Sugiyono, 2015). There is table of population of this study:

Table 3.1 Population of Research

Class	IV A	IV B	IV C
Student	26	26	26

2. Sample

Table 3.2 Sample of Research

Class	IV A	IV b
Student	26	26
Role	Experimental	Control

The sample can be thought of as a subset of the population. It conveys the message that the sample represents a subset of the population from which the research findings are collected. Given that the findings of the research was extrapolated to the entire population, the sample needs to be as representative of the population as possible. The population samples consist of 52 students from two classes: 26 students from IV A as the experimental group and 26 students from IV B as the control group. Both the experimental and control groups received the treatment. The experimental group underwent a modified version of the snakes and ladders game treatment, while the control group received the standard treatment typically administered by teachers. However, it should be noted that both classes possess identical learning modules and background knowledge. In this study, the sample was selected using purposive sampling method from classes with comparable mean test scores. Purposive sampling encompasses a set of non-probability sampling methodologies wherein units are deliberately chosen based on specific characteristics that are deemed necessary for inclusion in the sample (Santoso, 2014). Because this study was conducted within a school, it was deemed much simpler to collect data using this technique.

D. Variable and Indicators of The Research

Variables are measurable or observable qualities or attributes of individuals or organizations that vary among those being investigated. Gender, age, socioeconomic level (SES), and attitudes or behaviors such as racism, social control, political power, or leadership are frequently measured in study

1. Independent Variable

Additional designations for the independent variable encompass the terms stimulus, predicator, and antecedent. Independent variables are factors that exert an influence, induce a Modified, or contribute to the dependent variable. In academic literature, it is customary to represent the independent variable using the symbol X. The independent variable in this study is the modified version of the snakes and ladders game.

2. Dependent Variable

The dependent variable refers to the variable that is influenced or determined by the independent variable. In academic research, it is customary to represent the dependent variable as Y. The acquisition of vocabulary skills among students.

E. Technique Data Collection

In order to address the research question, the data collection instruments use in this study included a pilot test, a pre-test, and a post-test. On the basis of these devices, the acquired data on the effectiveness of the Modified snakes and ladders game examined.

To investigate the validity, reliability, and difficulty of the items, a pilot test will administered in V A, which was distinct from the experimental class and the control class. According to the plan, this activity will proceed the next semester.

The pre-test consists of 25 multiple-choice questions taken from the midterm and national examinations, with 25 minutes allotted for completion.

After the pre-test, the experimental group will given the treatments over the course of eight meetings, and they study these materials at each meeting:

Table 3.3 Treatment Material

Meeting	Material
1	Transportation
2	Transportation
3	Transportation
4	Transportation
5	Public Place
6	Public Place
7	Public Place
8	Public Place

After the treatments, post-tests administer to both the experimental and control groups. 25 minutes were allotted with the identical worksheet as the pre-test.

F. Data Analysis Technique

The utilization of pre-test and post-test data is employed to assess the efficacy of incorporating Modifieds to the snakes and ladders game as a pedagogical tool for vocabulary instruction. The data analysis in this study was facilitated by the utilization of IBM SPSS V 23 for Windows.

The data that has been gathered is being analyzed in order to ascertain the differentiation between the experimental and control groups. The data analysis in this study utilizes a t-test as employed in this study. The T-test is utilized to assess the statistical significance of the difference between the means of two groups. The data that has been gathered was employed to ascertain the efficacy of utilizing Total Physical Response as a means to enhance students' comprehension of vocabulary. In accordance with the requirements of the t-test, it is necessary to conduct normality testing on the dataset.

The formula for t-test analyzing data is as follow:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S_{\bar{x}_1 - \bar{x}_2}}$$

Where, $S_{\bar{x}_1 - \bar{x}_2} = \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}$

As the requirement of t-test, the data have to be tested using normality test and homogeneity test.

1. Normality Test

   The distribution of the instrument's response examined using the normality test to determine whether or not it was oral (Sugiyono, 2015). The IBM SPSS V 25 uses a graphical normality assessment based on the normality test.

2. Homogeneity Test

   Before comparing the various groups, the homogeneity test was employed to ascertain how similar the population was. The homogeneity test calculated with IBM SPSS v23.

G. Analysis of Research Instrument

1) Validity Test

In order for a test to be considered valid, it must be able to measure exactly what it claims to measure (Madsen, 1983). Precision and hard work are requirements for validity. The validity of the claim was evaluated base on the results of the test run that will first be carried out. The author use a discrete scoring system in order to evaluate the results of the examination. She would award one point (one) for the correct response and zero points (zero) for the response that was incorrect. As a result, it is necessary to do a separate analysis on each item. The formula can be broken down as follows:

$$r = \frac{\overline{X}_i - \overline{X}t}{\sqrt{\frac{\sum x_i^2}{n}}}\sqrt{\frac{p_i}{q_i}}$$

2) Reability of Test

The reliability of an instrument indicates whether or not it may be use to collect data while maintaining consistent test scores. For a test to be considered reliable, it must produce comparable results when performed multiple times under the same conditions (Madsen, 1983). If the test consistently produces the same or nearly the same rank when given multiple times, it can be considere reliable. The data used for this study's reliability analysis came from valid test items. A test's reliability can be defined as the degree to which it produces consistent results. After that, the author uses the result of the validity coefficient in the following formula:

$$S_t = \sqrt{\frac{\sum x_t^2}{n}}$$

H. SPSS

SPSS, which stands for Statistical Product and Services Solution, is a data processing program that may be applied for a range of purposes, such as research and business and internal research. There are many different ways to implement SPSS, and the one you choose should depend on how much analysis you need to do and what the user wants. Typically employed to improve the organization, such as through cost-benefit analyses and surveys gauging customer satisfaction. Several academic and non-academic interests frequently motivate people to carry out this study. Users of SPSS are frequently put to use in a wide number of different applications. Studies of a variable's correlation, association, influence, and effect on other

variables should serve as the first order of business. To avoid the error when calculate the data, the SPSS expert was used to process the data.

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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research data, analysis, and discussion. The data was collected using pre-test and post-test measures. In order to analyse the data in this study, this study employed the Paired Sample and Independent Sample T-tests. This case will present several points pertaining to the results and discussions.

A. Findings

1. Data Description

The data acquired throughout the investigation is shown in the findings section. The present study investigated the efficacy of a modified iteration of the game Modified known as snakes and ladders in the context of vocabulary instruction. The present study employed a quasi-experimental design and was carried out at SDN 1 Rempoah, located in the Baturraden area of Banyumas. This study employed the purposive sampling method to gather a sample from the population of fourth-grade students. The study included a total of 52 participants, with 26 students assigned to the experimental class (Class IV A) and 26 students assigned to the control class (Class IV B). In order to assess the persuasiveness of the revised version of the Modified snakes and ladders game, it is necessary to examine the outcomes of the pre-test, post-test, and the differences in achievement between students who were taught using the revised version and those who were not. The methods of data acquisition utilized in this study involved the collection of pre-test and post-test data.

Prior to the beginning of the treatment, a pre-test was administered to both the experimental and control groups. The control and experimental groups underwent a pre-test on March 20th, 2023. In a series of eight sessions, the experimental group employed a modified version of the snakes and ladders game as a teaching tool, while the control group relied on the traditional lecture-based instructional approach. The administration of the post-test occurred subsequent to the implementation of the treatment, which

was conducted on May 15th, 2023. The mean, standard deviation, minimum score, maximum score, paired sample T-test, and independent sample T-test were conducted on the pre-test and post-test scores using IBM SPSS v23 for Windows. Based on the data obtained from the research, the following are the results of the pre-test and post-test.

Table 4.1 The Result of Pre Test and Post Test

No.	Experimental Class		Control Class	
	Pre Test	Post Test	Pre Test	Post Test
1	60	96	52	52
2	48	100	60	72
3	56	92	64	52
4	60	100	68	80
5	72	100	20	64
6	56	88	60	72
7	60	100	24	28
8	68	100	36	44
9	56	100	40	52
10	52	96	44	52
11	64	100	40	52
12	56	100	64	64
13	48	100	52	52
14	60	100	48	76
15	40	100	60	64
16	48	88	68	84
17	40	100	48	52
18	44	100	32	56
19	52	100	44	68
20	44	100	32	68
21	40	92	44	52
22	48	100	40	64

23	60	96	44	68
24	16	96	60	76
25	12	100	56	68
26	24	96	60	76

The data obtained from the pre-test and post-test were subjected to analysis using the paired sample T-test. This statistical test was employed to assess the Effect of the modified Modified snakes and ladders game on vocabulary instruction in the fourth grade of SDN 1 Rempoah, Baturraden, and Banyumas. The distinction between the control and experiment groups was subsequently assessed utilizing the independent sample T-test.

a. Pre-test Data in Control and Experiment Classes

The pre-test was conducted on March 20th, 2023. The result of research in experimental class did applied the Modified Modified snakes and ladders game in teaching vocabulary and control class, which did not apply the Modified Modified snakes and ladders game in teaching vocabulary. It resulted in the following table:

Table 4.2 The Result of Pre-test in Control and Experiment Classes

No.	Statistics	Experimental Pre-test	Control Pre-Test
1	N	26	26
2	Minimum	12	20
3	Maximum	72	68
4	Mean	50	48.5
5	Median	52	48
6	Mode	48	60
Mean different = 1.54			

According to the provided table, there are a total of 26 data points obtained from experimental and class observations. The data indicates that the average score for the experimental class is 50, while the average score for the control class is 48.46. This implies that there is no

significant difference in the level of vocabulary mastery between the experimental and control groups.

However, it is evident that both the experimental class and the control class continue to exhibit a limited level of proficiency in acquiring vocabulary. The minimum required score in the English subject is 75. The experimental class exhibits a median score of 52, while the control class demonstrates a median score of 48. Furthermore, the experimental class displays a mode score of 48, whereas the control class exhibits a mode score of 60.

Regarding the data on the table above, 26 students as the respondent from pre-test between experimental and control classes had a mean difference of 1.54. The above-mentioned findings demonstrate that the experimental class exhibited superior pre-vocabulary knowledge in comparison to the control class.

b. Post-test in Experimental and Control Classes

A post-test was conducted on May 20th, 2023. The research findings showed that the control class did not make any modifications to the snakes and ladders game with the intention of utilizing it as a tool for vocabulary instruction., while the experimental class did. The resulting table is as follows:

Table 4.3 The Result of Post-test in Control and Experiment Classes

No.	Statistics	Experimental Post-test	Control Post-test
1	N	26	26
2	Minimum	88	28
3	Maximum	100	84
4	Mean	97.76	62.24
5	Median	100	64
6	Mode	100	52
Mean different = 35.52			

There are 26 data from experimental and class settings, according to the table above. It demonstrates that the experimental classes' mean score is 97.76, whereas the control classes' is 62.24. The experimental class had a median score of 100 and a mode score of 100, compared to a control class score of 64.

Based on the data presented in the table, it can be observed that the average disparity between the experimental and control groups, as reported by 26 participants in the post-test, was 35.52. The post-test scores for the experimental class range from a minimum of 88 to a maximum of 100, while the post-test scores for the control class range from a minimum of 28 to a maximum of 84.

c. Pre-test and Post-test in Experimental Class

The pre-test was conducted on March 20th, 2023. The result of the research in experimental class did applied the modified snakes and ladders game in teaching vocabulary. It resulted in the following table:

Table 4.4 The Result of Pre-test and Post-test in Experimental Class

No.	Statistics	Experimental Class	
		Pre-test	Post-test
1	N	26	26
2	Minimum	12	88
3	Maximum	72	100
4	Mean	50	97.76
5	Median	52	100
6	Mode	48	100
Mean different = 47.76			

There are 26 data from the pre-test in the experimental class, as shown in the table. The average score was indicated to be 50. Because the minimum requirement (KKM) for English subject is 75, students who fell into this category had a poor level of vocabulary learning proficiency. The mode is 48, and the median is 52.

In the experimental class, a total of 26 data points were collected from both the pre-test and post-test. The data indicates that the average post-test score is 97.76, suggesting that students exhibit improved vocabulary acquisition compared to their performance on the pre-test. The median value of the scores is 100, while the mode of the scores is also 100.

Based on the data presented in the aforementioned table, it can be observed that a total of 26 students from the experimental class participated as respondents. These students were subjected to a pre-test and post-test, resulting in a mean difference of 47.76. The pre-test scores range from a minimum of 12 to a maximum of 72, whereas the post-test scores range from a minimum of 88 to a maximum of 100.

d. Pre-test and Post-test in Control Class

The pre-test was conducted on March 20th, 2023. The utilization of the adapted version of the snakes and ladders game for vocabulary instruction was not implemented based on the findings obtained from the control group during the research study. The table that is obtained is presented below:

Table 4.5 The Result of Pre-test and Post-test in Control Class

No.	Statistics	Control Class	
		Pre-test	Post-test
1	N	26	26
2	Minimum	20	28
3	Maximum	68	84
4	Mean	48.46	62.24
5	Median	48	64
6	Mode	60	52
Mean different = 13.78			

As shown in the table, there are 26 data from the pre-test in the control class. The indicated average score was 48.46. Due to the fact that the minimum requirement (KKM) for the English subject is 75, pupils in this

category had a very low level of vocabulary learning proficiency. 60 is the mode, while 48 is the median.

In the meantime, there are 26 pre-test and post-test data for the control group. It demonstrates that, with a mean post-test score of 62.24, students learn vocabulary more effectively than before the pre-test. However, some students have yet to meet the KKM minimum requirement of 75 points. The mode score is 52, while the median score is 64.

According to the data in the table above, the mean difference between the pre-test and post-test scores of 26 respondents from the control cohort who took a pre-test and post-test sample was 13.78. The minimal score on the pre-test is 20, and the maximum is 68, while the minimum and maximum scores on the post-test are 28 and 84, respectively.

2. Data Analysis

a. Instrument Testing

1) Validity Test

The validity test was conducted at SDN 1 Rempoah, Baturraden, Banyumas, involving a sample of 23 students from class V A. The test consisted of 50 multiple-choice questions, with 25 questions administered as a pre-test and the remaining 25 questions as a post-test. The rationale behind choosing V A for the pilot test is based on their placement one level higher than the experimental and control groups, as well as their demonstrated proficiency in vocabulary mastery. To ascertain the validity of the items, it is imperative to juxtapose the results of the validity test with the reference table (referred to as the "rtable"). The observed value of rtable was determined to be 0.396, based on a sample size of 23 students and a significance level of 0.05. The validity assessment of the items employed Pearson's product moment formula.

$$r = \frac{\frac{\sum xy - (\bar{x})(\bar{y})n}{n-1}}{(s_x)(s_y)}$$

The results of the validity test have been carried out using the formula of prosuct-moment with help of IBM SPSS v23 can be seen in the table below:

Table 4.6 The Validity of Pre-test Instrument

No.	Value of r_{table}	Value of r_{hitung}	Description
Pre-test			
1	0.396	0.961	Valid
2	0.396	0.74	Valid
3	0.396	0.961	Valid
4	0.396	0.504	Valid
5	0.396	0.811	Valid
6	0.396	0.314	Valid
7	0.396	0.443	Valid
8	0.396	0.523	Valid
9	0.396	0.961	Valid
10	0.396	0.541	Valid
11	0.396	0.961	Valid
12	0.396	0.74	Valid
13	0.396	0.961	Valid
14	0.396	0.504	Valid
15	0.396	0.811	Valid
16	0.396	0.314	Valid
17	0.396	0.443	Valid
18	0.396	0.523	Valid
19	0.396	0.961	Valid
20	0.396	0.541	Valid
21	0.396	0.811	Valid
22	0.396	0.314	Valid
23	0.396	0.443	Valid
24	0.396	0.523	Valid
25	0.396	0.961	Valid
Post-test			
1	0.396	0.767	Valid
2	0.396	0.707	Valid
3	0.396	0.93	Valid
4	0.396	0.634	Valid
5	0.396	0.559	Valid

6	0.396	0.559	Valid
7	0.396	0.392	Valid
8	0.396	0.653	Valid
9	0.396	0.93	Valid
10	0.396	0.717	Valid
11	0.396	0.93	Valid
12	0.396	0.707	Valid
13	0.396	0.93	Valid
14	0.396	0.634	Valid
15	0.396	0.772	Valid
16	0.396	0.529	Valid
17	0.396	0.392	Valid
18	0.396	0.653	Valid
19	0.396	0.93	Valid
20	0.396	0.717	Valid
21	0.396	0.772	Valid
22	0.396	0.529	Valid
23	0.396	0.392	Valid
24	0.396	0.653	Valid
25	0.396	0.93	Valid

Based on the validity analysis, it is evident that the set of 50 multiple-choice questions pertaining to the vocabulary content possesses validity and can be employed as a reliable assessment tool for the participants.

2) Reliability Test

A reliability assessment is employed to ascertain the instrument's ability to consistently capture the phenomenon of interest among respondents, even when administered at distinct points in time. The formula denoted as alpha is commonly employed in the computation of reliability tests:

$$r_{11} = \frac{n}{n-1}\left(1 - \frac{\sum_{i=1}^{n} s_i^2}{s_t^2}\right)$$

The obtained value of r11 was compared to the critical value in the rtable at a significance level of 5%. The reliability of the instrument can be determined by comparing the value of r11 with the critical value of rtable. A vocabulary material test was administered to 23 respondents, and the resulting rtable value was found to be 0.396 at a significance level of 0.05.

Table 4.7 Result of Pre-tets Reliability

Rhitung	Rtable	Description
0,955	0,396	Reliable

Table 4.8 Result of Post-tets Reliability

R_{hitung}	R_{table}	Description
0,951	0,396	Reliable

A review of the findings from the reliability tests presented in the table, it can be inferred that the multiple-choice vocabulary instrument employed in this study demonstrates reliability, as indicated by the observed value of rhitung surpassing the critical value of rtable. This indicates that the instrument exhibited a higher level of reliability, as evidenced by the fact that the value of 0.951 is greater than 0.369.

b. Inferential Statistics

1) Normality Test

The purpose of the normality test is to assess the distribution of the questionnaire used in this study, specifically to determine if it follows

a normal distribution or not. The Shapiro-Wilk test was employed to conduct this analysis in SPSS. The obtained results are presented below:

Table 4.9 Normality Test of Pre-test and Post-test in The Experimental and Control Classes

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
VAR00002		Statistic	df	Sig.	Statistic	df	Sig.
VAR00001	Pre-test Experimental	.146	26	.165	.945	26	.173
	Post-test Experimental	.150	26	.139	.942	26	.152
	Pre-test Control	.155	26	.108	.946	26	.188
	Post-test Control	.164	26	.069	.939	26	.125

The above normality test revealed that the probability value of Sig. value is greater than the significance level of 0.05. Consequently, the data satisfy the assumptions of normality and can be used in the subsequent evaluation.

2) Homogeneity Test

The homogeneity test used values of the pre-test result in experiment class and control class.

Table 4.10 Result Of Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	2.331	3	100	.079
	Based on Median	1.935	3	100	.129
	Based on Median and with adjusted df	1.935	3	85.248	.130
	Based on trimmed mean	2.181	3	100	.095

Based on the data presented in the previous table, the Levene Statistic demonstrates a significance value of 2.331, indicating that this value exceeds the threshold of 0.05. The homogeneity assumption is deemed satisfied as the F-Statistic exceeds the significance level of

0.05. Based on the available data, it can be deduced that the population being examined exhibits comparability.

3. Hypothesis Testing

a. Paired Sample T-test of Experimental Class

Singgih Santoso argued that the fundamental decision for the Paired Sample T-test is the division by two (Santoso, 2018) :

1) If the p-value (two-tailed) is less than the significance level (0.05), the null hypothesis (H0) is rejected in favor of the alternative hypothesis (Ha).
2) If the p-value (two-tailed) is greater than the predetermined significance level (0.05), the alternative hypothesis (Ha) is rejected in favor of the null hypothesis (H0).

The result of Paired Sample T-test were calculated by IBM SPSS v23 software for windows are presented in this table below :

Table 4.11 Result Of Paired Sample

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	50.0000	26	14.93452	2.92890
	Posttest	97.6923	26	3.78174	.74166

The processed data is subject to descriptive analysis, which is presented in the form of a descriptive statistics table for paired sample groups. The mean table presented the arithmetic mean of each variable. Based on the provided table, it can be observed that the average pre-test score for the experimental class is 50, whereas the average post-test score is 97.69. The variable N is used to denote the quantity of data, which is equal to 26. The level of risk in the pre-test of the experimental class was determined using the standard deviation, which was found to be 14,934. In the post-test, the standard deviation was 3.78. The standard error of the mean was employed to assess the precision with which the sample data mean approximates the population mean for each variable. The mean

standard error for the pre-test in the experimental class is 2.92, whereas the mean standard error for the post-test in the experimental class is 0.74. The mean standard error may be considered negligible as the data typically exhibit a distribution pattern. Based on the average of the pre-test and post-test scores, it can be deduced that the post-test score is higher than the pre-test score.

Table 4.12 Result Of Paired Sample Test in Experimental Class

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 Pretest - Posttest	-47.69231	15.17569	2.97620	-53.82190	-41.56271	-16.025	25	.000

On the basis of the above analysis results, it is clear that Sig. (2-tailed) is greater than Alpha. Since Sis. (2-tailed) is less than 0.05, Ha is accepted and H0 is rejected.

The t-test for paired samples resulted in a t-value of -16.025. It is important to acknowledge that the significance lies solely in the absolute values of the numbers, rendering the negative symbols inconsequential. The t-value obtained from the calculation was -16.025, based on a sample size of 25 and a significance level of 0.05%. The t-table value of 1.708 was obtained from the intersection of the column corresponding to a significance level of 0.05% and the row corresponding to a degrees of freedom (df) value of 25. Based on the data provided in the table, it is evident that the numerical value of 16.025 surpasses that of 1.708. The observed data suggests a statistically significant disparity between the pre-test and post-test scores within the Experimental Class.

SDN 1 Rempoah has established a benchmark for measuring the achievement of student learning outcomes, which is set at a minimum score of 75, as per the KKM guidelines. According to the subsequent computations, the outcomes of the experimental group prior to and subsequent to the intervention are as follows:

Table 4.13 Percentage Score of Pre-test and Post-test in Experimental Class

Class	Pre-test		Post-test		N
	Completed	Incompleted	Completed	Incompleted	
Experimental	0	26	26	0	26
	0%	100%	100%	0%	

The tabulated data indicates the outcome of vocabulary acquisition in the experimental group. The variable N denotes a quantity of data equivalent to 26. The results indicate a noteworthy rise in completeness percentage, starting from 0% in the pre-test and culminating in 100% completeness in the post-test. In contrast to the incomplete column, students who were initially categorized as incomplete obtained scores ranging from 100% to 0%.

b. Paired Sample T-test of Control Class

Table 4.14 Result Of Paired Sample

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	48.4615	26	13.25815	2.60014
	Posttest	61.8462	26	12.76148	2.50273

The data that has undergone processing has been analyzed descriptively, and the results are presented in the form of a table containing descriptive statistics for paired sample groups. The table of means displayed the arithmetic mean of each variable. According to the aforementioned table, it is evident that the control group exhibits an average pre-test score of 48.46, while the average post-test score is 61.84. The variable N represents a data quantity of 26. The level of risk in the control group was assessed by calculating the standard deviation. The pre-test yielded a standard deviation of 13.25, while the post-test resulted in a standard deviation of 12.76. The standard error of the mean was used to determine the accuracy of the sample mean in approximating the

population mean for each variable. The mean standard error of the pre-test for the control group is 2.60, while the mean standard error of the post-test for the control group is 2.50. The mean standard error can be considered insignificant given the normal distribution of the data. Based on the mean value derived from the pre-test and post-test scores, it can be inferred that the post-test score exceeds that of the pre-test.

Table 4.15 Result Of Paired Sample Test in Control Class

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-13.38462	12.12956	2.37880	-18.28385	-8.48538	-5.627	25	.000

Based on the aforementioned analysis results, it is apparent that the two-tailed significance level exceeds the predetermined alpha level. The null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted based on the statistical significance (Sig.) value of less than 0.05.

The Paired Sample T-test generated a t-count of -5.627. It is imperative to acknowledge that the magnitudes of the numerical values hold significance, while the negative signs may be deemed inconsequential. The t-value obtained was -5.627, accompanied by a degree of freedom of 25 and a significance level of 0.05%. The t-value of 1.708 was obtained from the intersection of column 0.05% and row df = 25 in the t-table. Based on the tabulated data, it is evident that the numerical value of 5.627 surpasses that of 1.708. The results suggest a statistically significant disparity between the pre-test and post-test scores observed in the control group.

SDN 1 Rempoah has implemented a standard for evaluating the attainment of student learning objectives, which has been established at a threshold of no less than 75, following the KKM directives. Based on the subsequent calculations, the results of the control group before and after the intervention are ascertained:

Table 4.16 Percentage Score of Pre-test and Post-test in Control Class

Class	Pre-test		Post-test		N
	Completed	Incompleted	Completed	Incompleted	
Control	0	26	5	21	26
	0%	100%	19.25	80.75	

The presented tabular data depicts the results of the control group's vocabulary acquisition. The variable N represents a dataset of 26 units. The findings suggest a significant increase in the percentage of completeness, commencing at 0% during the pre-test and peaking at 19.25% completeness in the post-test. In contrast to the column that denotes an incomplete status, students who were initially classified as incomplete achieved scores that spanned from 100% to 80.75%.

c. Independent Sample T-test of Pre-test

The basic of decision Independent Sample T-test is divided into two:

1. If the value of Sig. (2 tailed) < Research Alpha (0.05), the H0 is rejected and Ha is accepted.
2. If the value of Sig. (2 tailed) > Research Alpha (0.05), the Ha is rejected and H0 is accepted.

The result of Group Statistics of pre-test calculated by IBM SPSS v23 software for windows are presented in this table below:

Table 4.17 Result of Group Statistic of Pre-test

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil	Pretest Experimental	26	50.0000	14.93452	2.92890
	Pretest Control	26	48.4615	13.25815	2.60014

The group statistic displayed in the pre-test table provides a comprehensive and descriptive analysis of the processed data. The table of means displayed the arithmetic mean of each variable. The provided table displays the average pre-test scores for both the experimental class (mean = 50) and the control class (mean = 48.46). The marginal discrepancy in the average disparity between the two groups implies that the students' understanding of vocabulary acquisition is relatively uniform. The homogeneity of the classes can be considered as a contributing factor, suggesting that both groups exhibit comparable levels of proficiency. The variable N represents a data quantity that is equal to 26. The standard deviation was used to measure the level of risk in the pre-test of both the experimental class and the control class. The experimental class had a standard deviation of 14.934, while the control class had a standard deviation of 13.258. The application of the standard error of the mean was utilized to evaluate the effectiveness of the sample data's mean values in estimating the population means for each variable. The experimental group demonstrates a standard error of 2.93, whereas the control group exhibits a mean standard error of 2.60. Based on the assumption of a normal distribution of the data, it is acceptable to neglect the standard error of the mean. The assertion can be made regarding the homogeneity of data variants between the control and experimental groups.

Table 4.18 Result of Independent Samples Test of Pre-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil	Equal variances assumed	.002	.960	.393	50	.696	1.53846	3.91653	-6.32811	9.40503
	Equal variances not assumed			.393	49.309	.696	1.53846	3.91653	-6.33085	9.40777

The significance value of Levne's test for assessing the quality of column variances is 0.960, indicating that the probability value (p) is greater than 0.05. The demonstration of homogeneity between the two

clashes necessitates the assumption of equal variance in t-tests for Equality of Means, which utilizes variance to compare population means.

Based on the provided table, the assumption of equal variances was employed and the significance (two-tailed) value was determined to be 0.696, surpassing the predetermined alpha level of 0.05. Thus, it can be inferred that the null hypothesis (H0) is supported while the alternative hypothesis (Ha) is rejected in the context of the independent t-test. Therefore, it can be inferred that there was no substantial discrepancy in the average learning outcomes of students in the control and experimental groups during the pre-test phase.

d. Independent Sample T-test of Post-test

Table 4.19 Result of Group Statistic of Post-test

Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Learning Outcomes	Experimental	26	97.6923	3.78174	.74166
	Control	26	61.8462	12.76148	2.50273

The group statistical table generated subsequent to the post-test offers a comprehensive and explanatory examination of the processed data. The table presents the arithmetic mean of each variable. The tabulated data demonstrates that the experimental group displays a mean score of 97.69 on the post-test, while the control group exhibits an average score of 61.85 on the identical assessment. The slight discrepancy observed in the average difference between the two groups suggests that the experimental group of students demonstrated a higher level of vocabulary acquisition comprehension after the intervention compared to the control group. The variable N denotes a data quantity that is equivalent to the numerical value of 26. The standard deviation was employed to assess the degree of risk in the post-test of both the experimental and control groups, resulting in values of 3.78 and 12.76, correspondingly. The utilization of the standard error of the mean was

employed to assess the efficacy of the sample data's mean values in estimating the population means for each variable. The experimental group exhibits a standard error of 0.74, while the control group displays a mean standard error of 2.50. Given the assumption of data following a normal distribution, it is deemed appropriate to disregard the standard error of the mean.

Table 4.20 Result of Independent Sample Test of Post-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Learning Outcomes	Equal variances assumed	27.177	.000	13.733	50	.000	35.84615	2.61031	30.60319	41.08912
	Equal variances not assumed			13.733	29.357	.000	35.84615	2.61031	30.51029	41.18202

Based on the information provided in the table, it can be inferred that the variances are assumed to be equal. The subsequent analysis resulted in a significance value (two-tailed) of 0.00, which is lower than the predetermined alpha level of 0.05. Therefore, it can be deduced that the outcomes of the independent t-test lead to the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (H0). Hence, it can be deduced that a discrepancy in the average academic performance of students in the experimental and control groups was present, as indicated by their post-test outcomes.

The t-value was obtained from the output table of the Independent Samples T-test conducted on the post-test data. The t-value, commonly referred to as the t-score, is a statistical measure that quantifies the difference between the means of two sample sets relative to the

variability within those samples (Santoso, 2018). In the circumstance where the value of t possessed a negative value, it did not give rise to an error. A t-value of 13.733 was obtained by excluding the negative symbols. The T-table was constructed with a degree of freedom of 50 and a significance level of 0.05, yielding a critical value of 1.67. For the t-count value to surpass the t-table value, it is imperative that the numerical value of 13.733 is larger than the value of 1.67. It can be argued that the null hypothesis (H0) has been rejected, thereby accepting the alternative hypothesis (Ha). It is possible to hypothesize a discrepancy in the average post-assessment scores between the experimental and control groups.

B. Classroom Treatment

There were a total of eight sessions dedicated to the treatment that specifically targeted vocabulary enhancement. Prior to administering treatments to the students, this study devised a comprehensive lesson plan, instructional materials, and a modified snakes and ladders game to be utilized as fresh media. Former to the distribution of the modified snakes and ladders game in the experimental session, this study established a correlation between the components present on the modified snakes and ladders board. Initially, the creation of the modified snakes and ladders template involves the utilization of two primary materials. Additionally, the preparation of the necessary tools, including a dice and pawn, is imperative for the successful implementation of the game. During the initial encounter, the researcher provided an overview of the game "modified snakes and ladders" and elucidated the significance of acquiring proficiency in the English language.

The material was initiated by providing an explanation of the content outlined in the lesson plan. Subsequently, the students were instructed to acquire the direction. Following the subject matter's presentation, the researcher organized a cohort comprising four to six pupils to engage in a game of modified snakes and ladders. In the game of modified snakes and ladders, the player is required to place their game piece on the designated space labeled as 'start here'.

Subsequently, participants should alternate turns to roll the dice. Advance the counter by the number of spaces indicated on the dice. If the game piece lands at the base of a ladder, it is allowed for the game piece to move to the top of the ladder, on the condition that the participants can accurately identify the English vocabulary corresponding to a given image. If the game piece lands on the head of a snake, it is not allowed for the game piece to move down to the lower end of the snake, as long as the students are able to correctly identify the English vocabulary related to the corresponding image. The individual who first arrived at the specified location referred to as 'home' will be declared the victor.

Students who demonstrated active participation in class and achieve higher scores while playing a modified snakes and ladders game are typically awarded a prize. During the upcoming meeting, recommended to utilize the same procedures as previously employed and potentially incorporate certain elements of the modified snakes and ladders game, as appropriate for the particular classroom context.

In the control group, where no intervention was implemented, the process involved the preparation of lesson plans and teaching materials. This also comprised of eight meetings. The disparities observed in this course primarily entailed the utilization of the students' handbook, delivering the course content via PowerPoint, and projecting the same through an LCD projector. The pedagogical approach involved explicating the subject matter, facilitating an interactive classroom environment by encouraging students to respond to inquiries, initiating an introductory activity to foster a comfortable learning atmosphere, and assigning tasks to the students. Students who actively participated in the class was received a reward from researcher. During the upcoming meeting, the same method was employed upon completion of the treatment in both the experimental and control groups.

C. Discussion

The objective of this research is to investigate the potential effects of incorporating the modified snakes and ladders game as an instructional tool on the vocabulary acquisition of fourth-grade students at SDN 1 Rempoah,

Baturraden, Banyumas. The discussion was derived from the results obtained through the analysis of the collected data. This study employed the paired sample t-test to assess the statistical significance of the differences in students' vocabulary acquisition outcomes before and after being exposed to the treatment, which consisted of utilizing the modified snakes and ladders game. The data was subjected to paired sample statistics in order to perform a descriptive analysis. According to the mean table, the control class exhibited an average pre-test score of 48.46, whereas the post-test score averaged at 62.24. Based on the feedback from the participants, the control group was comprised of a maximum of 26 students.

The paired sample statistics of the pre-test and post-test scores for a cohort of 26 students in an experimental class reveal that the mean score for the pre-test was 50, while the mean score for the post-test was 97.76. Based on the examination of two statistical tables containing paired samples, a marginal disparity was identified in the average scores of pre-test assessments between the control and experimental groups. The control group exhibited a mean score of 48.46, whereas the experimental group demonstrated a mean score of 50. Therefore, it can be deduced that there was a discrepancy between the mean scores of the pre-test and post-test. The empirical findings suggest that there was a significant rise in class 50, with the value increasing from 47.76 to 97.76. The control group demonstrated a statistically significant rise, with values increasing from 13.78 to 62.24. The data reveals an increase in the mean score for both classes, accompanied by a mean difference of 35.52. The experimental group demonstrates a superior level of performance in comparison to the control group.

The results of this study are consistent with the research conducted by Parabantari in 2017, which showed that the utilization of the modified snakes and ladders game approach led to a statistically significant increase in the average scores of students in the post-test as compared to their average scores in the pre-test. The study's results suggest that incorporating the modified version of the snakes and ladders game has a beneficial Effect on

students' vocabulary development, including their proficiency in understanding word definitions, effectively expressing words, spelling vocabulary accurately, and utilizing words appropriately within contextual settings. The implementation of the modified version of the game "Snakes and Ladders" has the capacity to augment students' academic performance and enhance their educational achievements.

The validity of the descriptive analysis findings was confirmed by employing the Paired Sample T-test to assess the hypothesis in both the control and experimental groups. The obtained p-value (two-tailed) was found to be 0.000, indicating statistical significance at a significance level of 0.05. The null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted due to the observed significant disparity in mean scores before and after treatment within the experimental group, in comparison to the control group that did not undergo any treatment.

According to the preceding statement, the students demonstrated an improvement in their scores. According to an expert, the utilization of the modified snakes and ladders game can be implemented as a pedagogical tool for teaching vocabulary. This statement pertains to Wulansari's 2018 research, which posited that the utilization of Modified snakes and ladders games resulted in an improvement in English vocabulary. According to Wulansari and Azizah's (2018) research, using the Modified snakes and ladders game as a medium has a positive effect on enhancing English vocabulary proficiency. The statistical significance of the independent sample t-test was determined by the obtained value of sig. The result of Levene's test indicates that the calculated t-value for testing the equality of variances is greater than the critical t-value obtained from the table. The pre-test value is 0.393, while the post-test value is 13.733, indicating that the post-test value is greater than the pre-test value. This implies that the average post-test score was higher than the average pre-test score.

The English subject at SDN 1 Rempoah, Baturrraden, Banyumas, had a minimum score of 75. Based on the results obtained from both classes,

it can be inferred that the mean score for the control class was 62.24, while the experimental class had a mean score of 97.76. This suggests that the students in the experimental class achieved a higher minimum score compared to those in the control class. On the other hand, based on the analysis of the results pertaining to the enhancement of mastery in learning outcomes tests, it can be inferred that the utilization of Modified snakes and ladders game in the experimental class was deemed to be 100% effective, as evidenced by the perfect category mean.

The study identified the rationale behind the effectiveness of utilizing the aforementioned application as a post-treatment measure in enhancing students' proficiency in vocabulary. As-Sabiq and Sukirno (2020) speculate that incorporating visual media in language learning can enhance vocabulary retention. This is attributed to the reliability of memory for objects and pictures, as well as the ability of visual media to serve as cues for word recall. The utilization of visual media, such as games, has been shown to enhance individuals' proficiency in the English language. In addition, English instructors possess the ability to establish the appropriate methodology for teaching English to juvenile language learners by means of social context-based exercises. The management and ambiance of an English classroom are contingent upon the pedagogical practices employed by instructors. This is particularly crucial in engaging students who may be experiencing disinterest, as it can stimulate their attention and involvement in the learning process (Khusnaini, 2019). According to the aforementioned statement, games are classified as a form of visual media that has the potential to enhance interactivity and enjoyment in the classroom, particularly among young learners.

The game of modified snakes and ladders has a noteworthy effect on enhancing students' mastery of vocabulary. The t-value was obtained from the output table of the Independent Samples T-test in the post-test as per the findings of this study. If t had a negative value, it was not considered an error. A t-value of 13.733 was obtained by disregarding the negative symbols. The

T-distribution table was constructed with a degree of variance of 50 and a significance level of 0.05, generating a critical value of 1.67. For the t-count value to surpass the t-table value, it is imperative that the value of 13.733 is greater than 1.67. The findings suggest that the game of Modified snakes and ladders has a noteworthy effect on the acquisition of vocabulary proficiency among students. According to Prabantari's (2017) findings, the game of Modified snakes and ladders can be beneficial for students in their language acquisition process. The students exhibit a greater degree of self-expression, enhanced self-assurance, and sustained or elevated levels of positivity towards themselves, their academic abilities, peers, and school. The game of Modified snakes and ladders possesses several advantageous features that can be utilized by educators to address classroom challenges.

Conversely, the utilization of the modified snakes and ladders game as an innovative alternative medium has resulted in improved academic performance among students. Initially, the students exhibited a heightened level of interest in the learning activity. The reason for their inclination towards playing the game of Modified snakes and ladders can be attributed to their enthusiasm during the learning process. According to Setiawan and Zuana (2018), young children possess a heightened sensitivity and are capable of assimilating information through a variety of multisensory experiences. Modified snakes and ladders provide visual stimuli in the form of recognizable characters. Upon rediscovering it within the game's visual representation, individuals exhibit heightened attraction toward it.

The utilization of the Modified snakes and ladders game has yielded positive outcomes in the learning process, eliciting a sense of contentment among students and mitigating the risk of monotony. The utilization of the Modified snakes and ladders game in the learning process was a novel approach that had not been previously attempted, resulting in its causative effect. According to Prabantari, Asib, and Sarosa's (2017) research, incorporating games in language classrooms can foster a positive perception of learning English among children, as it is perceived as a pleasurable and

gratifying experience. Engaging in classroom games fosters the development of skills such as cooperation, non-aggressive competition, and good sportsmanship. Setiawan, Zuana, and Mustaba have asserted that the effects of the exposures provided by Modified snakes and ladders are not limited to cognitive processes but also extend to affective aspects of self-perception. If the user experiences a positive impression of the game, it may facilitate their cognitive processes and enhance their ability to comprehend and assimilate the game's content.

An additional advantage of utilizing this software is that educators have the ability to choose and pose suitable inquiries based on the proficiency and requirements of their students. This enables them to instruct objectivity and competencies prior to integrating the Snake Ladder game into their instructional curriculum, while also actively monitoring their students during the implementation phase of the game. According to Setiawan *et al*. (2018), the modified version of the Modified snakes and ladders game offers the benefit of facilitating rapid language acquisition among students. According to Rohayati and Rizkyanti's (2019) explanation, the majority of students concur that this game has been instrumental in enhancing their vocabulary skills. Additionally, they exhibit heightened levels of enthusiasm and enjoyment during the instructional period. Moreover, the utilization of captivating media has resulted in increased student motivation towards learning. The utilization of Modified snakes and ladders games has been observed to facilitate the acquisition of vocabulary among students while also fostering a heightened motivation towards enhancing their proficiency in the English language.

The study revealed that utilizing the modified snakes and ladders game as an educational tool resulted in increased student motivation towards learning. This was evidenced by their enthusiasm and active participation during the lesson, as they were eager to complete the teacher's instructions. According to the research conducted by Dwinalida and Afifah (2022), there exists a correlation between the motivation of learners and their employment of language learning strategies. The implementation of strategic approaches in

acquiring a target language can potentially affect students' motivation to learn English and yield more favorable learning outcomes.

Based on empirical evidence and prior scholarly investigations, reintegrating the natural environment into the learning process for young learners has been found to be an efficacious approach for enhancing their learning outcomes, particularly in relation to vocabulary acquisition. According to Sanjaya (2022), one of the challenges encountered in the process of vocabulary acquisition is the lack of effective strategies employed by teachers in approaching vocabulary materials. The teachers encountered difficulties with the effectiveness of the vocabulary material they utilized. This study provides an exploration of learning media that encourage children to engage in play, with the aim of assisting teachers in adapting these strategies within their classroom settings. The adaptation of the game "Snakes and Ladders" draws inspiration from ancient iterations of the game, which were primarily designed to provide entertainment for players. When this study is integrated with the vocabulary material and tailored to the learning activity, it demonstrates effective functioning and yields a statistically significant effect.

Furthermore, according to Khusnaini (2019), it has been observed that students in the early stages of learning exhibit a natural inclination towards exploring and discovering novel elements within their immediate surroundings. The Modified of the snakes and ladders game is considered as a development in learning media. This particular game aims to enhance students' interest in exploring unfamiliar concepts and phenomena. In this study, the introduction of the "discover things" characteristic into the learning media facilitated the easy delivery of the learning material. Based on the pre-test and post-test scores, there was a significant increase in the percentage of students who achieved the minimum score, rising from 0 percent to 100 percent following the implementation of the treatment.

The final advantage of utilizing the Modified snakes and ladders game application, as evidenced by this study, is that it promotes student engagement and attentiveness to both instructional materials and teacher guidance

throughout the learning process. During the process of learning, students demonstrate their understanding of the material by presenting a board game resembling Modified snakes and ladders. As a result, students are provided with visual aids that enhance their comprehension of the instructional material. The amalgamation of the two entities is expected to yield favorable outcomes for the student body of this educational institution.

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CHAPTER V

CONCLUSION, IMPLICATION, LIMITATION, AND SUGGESTION

This section offers a comprehensive summary of the conclusions, implications, and recommendations derived from the subsequent findings:

A. Conclusion

The aim of this study was to evaluate the effectiveness of the modified iteration of the snakes and ladders game as an instructional instrument for improving vocabulary acquisition among fourth-grade students attending SDN 01 Rempoah, Baturraden, Banyumas. Based on the analysis of quantitative data, it can be conducted that the students demonstrated a commendable level of performance on the post-test. The data was obtained by comparing the average scores from pre-test and post-test assessments, which were then calculated using IBM SPSS v23 for Windows. After conducting a comparative analysis of the control and experimental groups, it was noted that the implementation of a modification version of the snakes and ladders game resulted in enhanced scores for students' vocabulary comprehension. The experimental group, which integrated the snakes and ladders game into their learning methodology, demonstrated superior performance in comparison to the control group that did not incorporate the game into their learning approach.

The results and discourse suggest that the utilisation of the modified snakes and ladders game during the class had a noteworthy Effect on the academic performance of the students. The findings of the study revealed that the implementation of a modified version of the snakes and ladders game as a vocabulary teaching tool resulted in improved students performance, as evidenced by higher post-test scores compared to pre-test

scores. Moreover, this particular application can still be utilised as a novel alternative medium for learning the English language.

B. The Implication of Research Result

In light of the findings presented, the researcher aims to elucidate the implications of the study in the following manner:

1. Theoretical Implication

The findings indicate that the adaptation of the snakes and ladders game resulted in improved academic performance among students, with a notable and effectful effect, particularly within the context of this educational institution. The present study's findings bear significant implications for the theoretical framework proposed by Wulansari and Azizah (2018). Specifically, the results of this study demonstrate a noteworthy association between the use of the modified snakes and ladders game and heightened student interest in vocabulary acquisition, which in turn positively Effected their learning outcomes.

2. Practical Implications

The findings of this study may recommend the utilization of games as a pedagogical tool for instructing English language learners, particularly in the area of vocabulary acquisition, to educators. The utilisation of this modified version of the snakes and ladders game offers the advantage of enabling educators to incorporate diverse media forms, specifically to enhance the academic achievements of their students. Moreover, educators have the ability to enhance the educational experience by incorporating enjoyable elements into the learning process. Another implication is that students can utilise the modified version of the Snakes and Ladders game as a tool for learning various other subjects related to the English language.

C. Limitation of The Study

The present study is subject to certain limitations, primarily stemming from the restricted time frame within which it was conducted. The research was constrained by the need to adhere to the allocated time, which resulted in certain limitations being imposed on the study. Specifically, the research consisted of only eight meetings, which were not solely focused on vocabulary materials. Consequently, the treatment was not fully optimized and would have benefited from a more extensive time frame.

D. Suggestion

Based on the finding of the research and discussions, several suggestions can be considered as improvements to various matters relating to this research, including:

1. For Teacher

a. It is imperative to improve the learning media and teaching methods of educators.
b. It is recommended that educators display adaptability and discern the individual needs of their students in order to foster interactive learning.
c. In order to achieve optimal learning outcomes, it is imperative that educators demonstrate increased effort and enthusiasm in their instructional practices.

2. For Students

The adapted version of the classic game of Snakes and Ladders has the potential to serve as an effective tool for instructing students in the English language. Furthermore, this game could be adapted to facilitate learning in other subject areas. This form of media has the potential to pique the interest of students and serve as a novel alternative platform.

3. For Other Research

The scope of this study was limited to a narrow range of topics. It is recommended that further research be conducted to investigate a particular aspect within a related thematic area.

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APPENDICES

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Appendices 1 Result of Pre-test and Post Test

Result of Pre-test and Post-test

No.	Experimental Class		Control Class	
	Pre Test	Post Test	Pre Test	Post Test
1	60	96	52	52
2	48	100	60	72
3	56	92	64	52
4	60	100	68	80
5	72	100	20	64
6	56	88	60	72
7	60	100	24	28
8	68	100	36	44
9	56	100	40	52
10	52	96	44	52
11	64	100	40	52
12	56	100	64	64
13	48	100	52	52
14	60	100	48	76
15	40	100	60	64
16	48	88	68	84
17	40	100	48	52
18	44	100	32	56
19	52	100	44	68
20	44	100	32	68
21	40	92	44	52
22	48	100	40	64
23	60	96	44	68
24	16	96	60	76
25	12	100	56	68
26	24	96	60	76

Appendices 2 Result of Validity

No.	Value of r_{table}	Value of r_{hitung}	Description
Pre-test			
1	0.396	0.961	Valid
2	0.396	0.74	Valid
3	0.396	0.961	Valid
4	0.396	0.504	Valid
5	0.396	0.811	Valid
6	0.396	0.314	Valid
7	0.396	0.443	Valid
8	0.396	0.523	Valid
9	0.396	0.961	Valid
10	0.396	0.541	Valid
11	0.396	0.961	Valid
12	0.396	0.74	Valid
13	0.396	0.961	Valid
14	0.396	0.504	Valid
15	0.396	0.811	Valid
16	0.396	0.314	Valid
17	0.396	0.443	Valid
18	0.396	0.523	Valid
19	0.396	0.961	Valid
20	0.396	0.541	Valid
21	0.396	0.811	Valid
22	0.396	0.314	Valid
23	0.396	0.443	Valid
24	0.396	0.523	Valid
25	0.396	0.961	Valid
Post-test			
1	0.396	0.767	Valid
2	0.396	0.707	Valid
3	0.396	0.93	Valid
4	0.396	0.634	Valid
5	0.396	0.559	Valid
6	0.396	0.559	Valid
7	0.396	0.392	Valid
8	0.396	0.653	Valid
9	0.396	0.93	Valid

10	0.396	0.717	Valid
11	0.396	0.93	Valid
12	0.396	0.707	Valid
13	0.396	0.93	Valid
14	0.396	0.634	Valid
15	0.396	0.772	Valid
16	0.396	0.529	Valid
17	0.396	0.392	Valid
18	0.396	0.653	Valid
19	0.396	0.93	Valid
20	0.396	0.717	Valid
21	0.396	0.772	Valid
22	0.396	0.529	Valid
23	0.396	0.392	Valid
24	0.396	0.653	Valid
25	0.396	0.93	Valid

Appendices 3 Pre-test Instruments

Name :

Class :

Choose the right answer from image question.

1. What is it?

A. Car
B. Train
C. Bus
D. Bicycle

2. What is it?

A. Car
B. Motorcycle
C. Bus
D. Bicycle

3. What is it?

A. Bicycle
B. Pedicab
C. Boat
D. Bus

4. What is it?

A. Plane
B. Helicopter
C. Garbage Car
D. Speedboat

5. What is it?

A. Train
B. MRT
C. Monorail
D. bicycle

6. What is it?

A. Food Truck
B. Car
C. Hot air ballon
D. Helicopter

7. What is it?

A. Truck
B. Ambulance

C. Fire Truck D. Carriage

8. What is it?

A. Truck B. Tank
C. Fire Truck D. Car

9. What is it?

A. Truck B. Tractor
C. Sweeper D. Ambulance

10. What is it?

A. Motor cycle B. Train
C. bicycle D. MRT

11. What is it?

A. Police car B. Ambulance
C. Truck D. Sweeper

12. What is it?

A. Police car
B. Tank
C. Fire truck
D. Ambulance

13. What is it?

A. Bicycle
B. Tank
C. Ambulance
D. Car

14. What is it?

A. Park
B. Station
C. Hospital
D. Harbor

15. What is it?

A. Hospital
B. Park
C. Station
D. Harbor

16. What is it?

A. Office
B. Fork
C. Station
D. Hospital

17. What is it?

A. Hospital B. Bank
C. POS office D. Office

18. What is it?

A. Zoo B. Supermarket
C. Bank D. Hospital

19. What is it?

A. Supermarket B. Hospital
C. Bank D. Zoo

20. What is it?

A. Supermarket B. Book Store
C. Bank D. Zoo

21. What is it?

A. Supermarket B. Office
C. Market D. Zoo

22. What is it?

A. Bank
B. Office
C. Market
D. School

23. What is it?

A. Stadium
B. Hospital
C. Market
D. Zoo

24. What is it?

A. Supermarket
B. Hospital
C. Market
D. Zoo

25. What is it?

A. Station
B. Office
C. Airport
D. Harbor

Appendices 4 Post Test Instruments

Name :

Class :

Choose the correct answer from image question.

26. What is it?

E. Cart
F. Train
G. Bus
H. Bicycle

27. What is it?

E. Car
F. Motorcycle
G. Bus
H. Bicycle

28. What is it?

E. Bicycle
F. Pedicab
G. Boat
H. Bus

29. What is it?

E. Plane
F. Helicopter
G. Garbage Car
H. Speedboat

30. What is it?

E. Train
F. MRT
G. Monorail
H. bicycle

31. What is it?

E. Food Truck
F. Car
G. Hot air ballon
H. Helicopter

32. What is it?

E. Truck
F. Ambulance
G. Fire Truck
H. Carriage

33. What is it?

E. Truck
F. Tank

G. Fire Truck H. Car

34. What is it?

E. Truck F. Tractor
G. Sweeper H. Ambulance

35. What is it?

E. Motor cycle F. Train
G. bicycle H. MRT

36. What is it?

E. Police car F. Ambulance
G. Truck H. Sweeper

37. What is it?

E. Police car F. Tank
G. Fire truck H. Ambulance

38. What is it?

E. Bicycle F. Tank
G. Helicopter H. Car

39. What is it?

E. Park F. Station
G. Hospital H. Harbor

40. What is it?

E. Hospital F. Park
G. Station H. Harbor

41. What is it?

E. Office F. Fork
G. Station H. Hospital

42. What is it?

E. Hospital F. Bank
G. POS office H. Office

43. What is it?

E. Zoo F. Supermarket
G. Bank H. Hospital

44. What is it?

E. Supermarket F. Hospital
G. Bank H. Zoo

45. What is it?

E. Supermarket F. Book Store
G. Bank H. Zoo

46. What is it?

E. Supermarket F. Office
G. Market H. Zoo

47. What is it?

E. Bank F. Office
G. Market H. School

48. What is it?

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E. Stadium
F. Hospital
G. Market
H. Zoo

49. What is it?

E. Supermarket
F. Office
G. Market
H. Hospital

50. What is it?

E. Station
F. Office
G. Airport
H. Harbor

PROF. K.H. SAIFUDDIN ZUHRI

Appendices 5 Modul

MODUL AJAR KURIKULUM MERDEKA 2023
BAHASA INGGRIS SD KELAS 4

INFORMASI UMUM

A. IDENTITAS MODUL

Penyusun	**:**	**Naufal Rahadian**
Instansi	**:**	**UIN Prof. KH. Saifuddin Zuhri**
Tahun Penyusunan	**:**	**Tahun 2023**
Jenjang Sekolah	**:**	**SD**
Mata Pelajaran	**:**	**Bahasa Inggris (Eksperimental)**
Fase / Kelas	**:**	**B / 4**
Semester	**:**	**II (Genap)**
Unit / Tema	**:**	**11. How do you go to school?**
Alokasi Waktu	**:**	**2 Minggu (4 X 35 Menit)**

B. KOMPETENSI AWAL

- Anak mampu mengidentifikasi jenis kendaraan.
- Anak mampu membuat kalimat sederhana tentang kendaraan.

C. PROFIL PELAJAR PANCASILA

- Gotong royong
- Kreatif

D. SARANA DAN PRASARANA

- Sumber Belajar : (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021 *My Next Words Grade 4 Student's Book For Elementary School*, Penulis : EYLC Team dan Internet), Lembar kerja peserta didik
- Peralatan Pembelajaran : Alat Bantu Peraga, Proyektor, Papan Tulis, Dan Alat Tulis, Seperti Spidol Atau Kapur Tulis.

E. TARGET PESERTA DIDIK

- Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

- ❖ Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir aras tinggi (HOTS), dan memiliki keterampilan memimpin

F. JUMLAH PESERTA DIDIK

- ❖ Minimum 15 Peserta didik, Maksimum 30 Peserta didik

G. MODEL PEMBELAJARAN

- ❖ Pembelajaran Tatap Muka

KOMPONEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN

- ❖ **Capaian Pembelajaran :**

  Membaca - Memirsa

  Siswa memahami kata-kata yang sering digunakan sehari-hari dengan bantuan gambar/ilustrasi. Mereka membaca dan memberikan respon terhadap teks pendek sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif.

  Menulis - Mempresentasikan

  Siswa mengomunikasikan ide dan pengalamannya melalui gambar dan salinan tulisan. Dengan bantuan guru, mereka menghasilkan teks deskripsi dan prosedur sederhana menggunakan kata/frasa sederhana dan gambar. Mereka menulis kosakata sederhana yang berkaitan dengan lingkungan kelas dan rumah dalam Bahasa Inggris menggunakan ejaan y ng diciptakan sendiri oleh anak.

- ❖ **Tujuan Pembelajaran:**
  - Siswa mampu mengidentiikasi jenis-jenis kendaraan.
  - Siswa mampu membuat kalimat sederhara tentang kendaraan

B. PEMAHAMAN BERMAKNA

- ❖ Anak mampu mengidentifikasi jenis kendaraan.
- ❖ Anak mampu membuat kalimat sederhana tentang kendaraan

C. PERTANYAAN PEMANTIK

- How do you go to school?

D. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan

1. Siswa dan guru saling menyapa dalam bahasa Inggris, lalu secara tertib mempersiapkan diri untuk mengikuti pembelajaran.
2. Siswa yang mendapat giliran memimpin doa untuk memulai proses pembelajaran.
3. Siswa menjawab pertanyaan dari guru seputar perasaan mereka dan kondisi kesehatan mereka di hari itu sambil guru melakukan presensi.

Let's Sing

1. Guru melakukan tanya jawab dengan peserta didik tentang alat transportasi apa saja yang mereka lihat dalam perjalanan menuju sekolah.
2. Guru menanyakan gambar alat transportasi pada halaman 118.

   Contoh instruksi:

   "Look at the picture, what kind of transportations in the picture?".

   "Do you know what is it?"**(**sambil menunjuk salah satu alat transportasi dalam gambar di halaman 118).

3. Guru meminta peserta didik membuka buku bahasa inggris halaman119.

   Contoh instruksi guru kepada peserta didik:

   "Ok students, open your book page 119. Today I will ask you singing about transportation."

4. Guru menyanyikan lagu yang ada pada buku peserta didik halaman 119 sebagai contoh. (lagu ***the wheel on the bus*** bisa dicari di you tube, disarankan agar guru pengajar terlebih dahulu bisa menyanyikan sebelum mengajarkan lagu kepada peserta didiknya).

   Contoh instruksi guru:

   "Listen and look your book, I will sing for you".

5. Guru member contoh dan Peserta didik mendengarkan serta menirukan contoh dari gurunya. Diulang-ulang sampai bisa.
6. Guru dan peserta didik menyanyikan lagu sesuai contoh dari guru.

Kegiatan Inti

Look and Say

1. Guru mengajak peserta didik untuk mengamati gambar alat transportasi pada halaman 120-121.

   Contoh instruksi guru:

   "Look at the picture then repeat after me".

2. Guru membimbing peserta didik melafalkan nama alat transprtasi sesuai gambar.

   "Is it a bike".

   "Is it a pedicab". Dan seterusnya.

3. Peserta didik diminta mengulang nama- nama alat transportasi sesuai pada gambar yang ada di buku peserta didik halaman 120-121.
4. Guru dan peserta didik melakukan tanya jawab tentang alat transportasi dengan menunjukkan gambar.

   Contoh pertanyaan guru pada peserta didik :

   Guru : **"*What is it?***

   Peserta didik **:" *Is it a bus".***

   Guru : **"*Is it a bus?* "(**sambil menunjukkan gambar).

   Peserta didik **: "*Yes/No is it not".***

Look and Write

1. Guru menyebutkan kegiatan peserta didik selanjutnya yaitu menyebutkan macam-macam kendaraan yang biasa digunakan.

2. Guru memberikan instruksi pada peserta didik untuk menulis nama- nama alat transportasi pada buku peserta didik halaman 122 sesuai dengan gambar.

   Contoh instruksi guru:

   "Ok students, open your book page 122".

   "Look at the picture and write the name of transportation".

3. Peserta didik menuliskan nama-nama alat transportasi pada buku peserta didik halaman 122 sesuai gambar.

Look and Match

1. Guru mengajak peserta didik mengamati gambar pada hlaman 123.

   Contoh instruksi guru:

   "Let's do the exercise, look at the pictures and read thr sentences".

   "Match the picture with the sentences".

2. Peserta didik mengamati gambar dan memilih kalimat yang sesuai dengan gambar dengan cara menuliskan huruf pada kolom yang tersedia.

Game

1. Guru membagi kelompok siswa, masing-masing berisi 4-6 siswa.
2. Guru memberikan permainan ular tangga berisi kosa kata kendaraan.
3. Siswa bermain ular tangga seperti pada ummnya dengan ketentuan khusus seperti,
   a. Apabila siswa bertemu kotak berisi tangga dan terdapat gambar kendaraan, siswa menyebutkan kendaraan tersebut dalam bahasa Inggris, siswa tersebut dapat menaiki tangga menuju kotak yang lebih tinggi.
   b. Dan begitu juga sebaliknya apabila siswa menemui kotak ular berisi kosa kata kendaraan.

Let's Do Survey

1. Pada kegiatan ini, peserta didik akan melakukan survey dengan bertanya pada teman tentang alat transportasi yang digunakan saat pergi ke sekolah.

   Guru terlebih dahulu melakukan tanya jawab dengan peserta didik tentang alat transportasi yang mereka gunakan untuk pergi ke sekolah dengan memberikan contoh terlebih dahulu.

   Contoh pertanyaan guru kepada peserta didik:

   Guru: ***"Made, how do you go to school?"***

   Made: ***"by bike mom"***

   Guru: ***"Made goes to school by bike"***

2. Guru memberikan instruksi pada peserta didik untuk melakukan survey dengan bertanya pada 5 temannya tentang alat transpotasi yang digunakan saat pergi ke sekolah dan menuliskan hasilnya pada tabel yang tersedia pada buku peserta didik halaman 125.

Kegiatan Penutup

My New Words

1. Guru mengajak peserta didik mengulang kembali kata-kata yang sudah dipelajari pada ular tangga, dan memberikan new vocabulary kepada siswa dengan cara diucapkan bersama-sama.
2. Siswa yang mendapat giliran memimpin doa untuk menutup proses pembelajaran.
3. Siswa mengucapkan salam dan terima kasih, kemudian bersama dengan guru saling mengucapkan selamat berpisah.

E. REFLEKSI

Refleksi Guru

1. Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?
2. Apakah yang menjadi kendala dalam pembelajaran pada unit ini?
3. Bagaiamana pencapaian Keberhasilan dalam pembelajaran unit ini?

4. Apa poin penting yang menjadi catatan dalam menyelesaikan permasalahan pembelajaran pada unit ini?
5. Satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini?

Refleksi Peserta Didik:

1. Menyebutkan hal hal yang ingin mereka lakukan setelah mempelajari pada unit ini.
2. Menyebutkan bagian kegiatan yang sangat mereka sukai pada unit ini.

Kunci jawaban

1. Look and write (bike, pedicab, car, ship, fery, bus, plane, truck, helocopter, train).
2. Look and match(B, C, E, A,F,D).

F. ASESMEN / PENILAIAN

Keterangan penilaian writing meliputi:

1. Akurasi (grammar)
2. Ketuntasan (kelancaran)
3. Tulisan (rapi/tidaknya tulisan)
4. Mekanik (punctuation, spelling, kapitalisasi)

Keterangan penilaian reading meliputi :

1. Accuracy
2. Pronunciation intonation

G. KEGIATAN PENGAYAAN DAN REMEDIAL

Pengayaan adalah kegiatan pembelajaran yang diberikan pada peserta didik dengan capaian tinggi agar mereka dapat mengembangkan potensinya secara optimal.

Remedial diberikan kepada peserta didik yang membutuhkan bimbingan untuk memahami materi atau pembelajaran mengulang. Saat merancang kegiatan pengayaan, perlu

diperhatikan mengenai diferensiasi contohnya lembar belajar/kegiatan yang berbeda dengan kelas.

LAMPIRAN

A. LEMBAR KERJA PESERTA DIDIK

LEMBAR KERJA PESERTA DIDIK (LKPD)

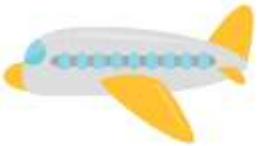
Nama : .....

Kelas : .....

Petunjuk!

It is a motorcycle.

That is a car.



That is a plane.

It is a helicopter.

That is a train.

Look and Write

1

Bike

2

3

4

5

6

7

8

9

10

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Look and Match

A. Mother goes to the market on foot.
B. Made rides a bike around the Townsquare.
C. Mr. Udin goes to work by motorcycle.
D. Mrs. Maria goes to the Supermarket by car.
E. Mr. Surya goes to Jakarta by plane.
F. Aisyah goes to school by pedicab.

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Game
Match the picture with name.
Plane

Let's do Survey

No	Name	Vehicle	Sentence
1	Made	Car	Made goes to school by car
2			
3			
4			
5			
6			

Nilai

Paraf Orang Tua

B. BAHAN BACAAN GURU & PESERTA DIDIK

- Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021**,** *Teacher Book - My Next Words Grade 4*, Penulis : EYLC Team, Penyadur : Lili Nailufary, Lilin Rahmawati, ISBN : 978-602-244-510-4 (jil.4)
- Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021, *My Next Words Grade 4 Student's Book For Elementary School,* Penulis : EYLC Team, Penyadur : Lili Nailufary, Lilin Rahmawati, ISBN : 978-602-244-513-5 (jilid4)

C. GLOSARIUM

How do you go to school?

Truck, plane, train, bus. Pedicab, motorcycle, helicopter, boat, ship, bike

D. DAFTAR PUSTAKA

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MODUL AJAR KURIKULUM MERDEKA 20223

BAHASA INGGRIS SD KELAS 4

INFORMASI UMUM

A. IDENTITAS MODUL

Penyusun	**:**	**Naufal Rahadian**
Instansi	**:**	**UIN Prof. KH. Saifuddin Zuhri Purwoket**
Tahun Penyusunan	**:**	**Tahun 2023**
Jenjang Sekolah	**:**	**SD**
Mata Pelajaran	**:**	**Bahasa Inggris (Control)**
Fase / Kelas	**:**	**B / 4**
Semester	**:**	**II (Genap)**
Unit / Tema	**:**	**11. How do you go to school?**
Alokasi Waktu	**:**	**6 Minggu (2 X 35 Menit)**

B. KOMPETENSI AWAL

- Anak mampu mengidentifikasi jenis kendaraan.
- Anak mampu membuat kalimat sederhana tentang kendaraan.

C. PROFIL PELAJAR PANCASILA

- Gotong royong
- Kreatif

D. SARANA DAN PRASARANA

- Sumber Belajar : (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021 *My Next Words Grade 4 Student's Book For Elementary School*, Penulis : EYLC Team dan Internet), Lembar kerja peserta didik
- Peralatan Pembelajaran : Laptop, Alat Bantu Audio (Speaker), Proyektor, Papan Tulis, Dan Alat Tulis, Seperti Spidol Atau Kapur Tulis.

E. TARGET PESERTA DIDIK

- Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

- ❖ Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir aras tinggi (HOTS), dan memiliki keterampilan memimpin

F. JUMLAH PESERTA DIDIK

- ❖ Minimum 15 Peserta didik, Maksimum 25 Peserta didik

G. MODEL PEMBELAJARAN

- ❖ Pembelajaran Tatap Muka

KOMPNEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN

- ❖ **Capaian Pembelajaran :**

  Membaca - Memirsa

  Siswa memahami kata-kata yang sering digunakan sehari-hari dengan bantuan gambar/ilustrasi. Mereka membaca dan memberikan respon terhadap teks pendek sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif.

  Menulis - Mempresentasikan

  Siswa mengomunikasikan ide dan pengalamannya melalui gambar dan salinan tulisan. Dengan bantuan guru, mereka menghasilkan teks deskripsi dan prosedur sederhana menggunakan kata/frasa sederhana dan gambar. Mereka menulis kosakata sederhana yang berkaitan dengan lingkungan kelas dan rumah dalam Bahasa Inggris menggunakan ejaan y ng diciptakan sendiri oleh anak.

- ❖ **Tujuan Pembelajaran:**
  - Siswa mampu mengidentiikasi jenis-jenis kendaraan.
  - Siswa mampu membuat kalimat sederhara tentang kendaraan

B. PEMAHAMAN BERMAKNA

- ❖ Anak mampu mengidentifikasi jenis kendaraan.
- ❖ Anak mampu membuat kalimat sederhana tentang kendaraan

C. PERTANYAAN PEMANTIK

- How do you go to school?

D. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan

1. Siswa dan guru saling menyapa dalam bahasa Inggris, lalu secara tertib mempersiapkan diri untuk mengikuti pembelajaran.
2. Siswa yang mendapat giliran memimpin doa untuk memulai proses pembelajaran.
3. Siswa menjawab pertanyaan dari guru seputar perasaan mereka dan kondisi kesehatan mereka di hari itu sambil guru melakukan presensi.

Let's Sing

1. Guru melakukan tanya jawab dengan peserta didik tentang alat transportasi apa saja yang mereka lihat dalam perjalanan menuju sekolah.
2. Guru menanyakan gambar alat transportasi pada halaman 118.

   Contoh instruksi:

   "Look at the picture, what kind of transportations in the picture?".

   "Do you know what is it?"**(**sambil menunjuk salah satu alat transportasi dalam gambar di halaman 118).

3. Guru meminta peserta didik membuka buku bahasa inggris halaman119.

   Contoh instruksi guru kepada peserta didik:

   "Ok students, open your book page 119. Today I will ask you singing about transportation."

4. Guru menyanyikan lagu yang ada pada buku peserta didik halaman 119 sebagai contoh. (lagu ***the wheel on the bus*** bisa dicari di you tube, disarankan agar guru pengajar terlebih dahulu bisa menyanyikan sebelum mengajarkan lagu kepada peserta didiknya).

   Contoh instruksi guru:

   "Listen and look your book, I will sing for you".

5. Guru member contoh dan Peserta didik mendengarkan serta menirukan contoh dari gurunya. Diulang-ulang sampai bisa.
6. Guru dan peserta didik menyanyikan lagu sesuai contoh dari guru.

Kegiatan Inti

Look and Say

1. Guru mengajak peserta didik untuk mengamati gambar alat transportasi pada halaman 120-121.

   Contoh instruksi guru:

   "Look at the picture then repeat after me".

2. Guru membimbing peserta didik melafalkan nama alat transprtasi sesuai gambar.

   "Is it a bike".

   "Is it a pedicab". Dan seterusnya.

3. Peserta didik diminta mengulang nama- nama alat transportasi sesuai pada gambar yang ada di buku peserta didik halaman 120-121.
4. Guru dan peserta didik melakukan tanya jawab tentang alat transportasi dengan menunjukkan gambar.

   Contoh pertanyaan guru pada peserta didik :

   Guru : **"*What is it?***

   Peserta didik **:" *Is it a bus".***

   Guru : **"*Is it a bus?* "(**sambil menunjukkan gambar).

   Peserta didik **: "*Yes/No is it not".***

Look and Write

1. Guru menyebutkan kegiatan peserta didik selanjutnya yaitu menyebutkan macam-macam kendaraan yang biasa digunakan.

2. Guru memberikan instruksi pada peserta didik untuk menulis nama- nama alat transportasi pada buku peserta didik halaman 122 sesuai dengan gambar.

   Contoh instruksi guru:

   "Ok students, open your book page 122".

   "Look at the picture and write the name of transportation".

3. Peserta didik menuliskan nama-nama alat transportasi pada buku peserta didik halaman 122 sesuai gambar.

Look and Match

1. Guru mengajak peserta didik mengamati gambar pada hlaman 123.

   Contoh instruksi guru:

   "Let's do the exercise, look at the pictures and read thr sentences".

   "Match the picture with the sentences".

2. Peserta didik mengamati gambar dan memilih kalimat yang sesuai dengan gambar dengan cara menuliskan huruf pada kolom yang tersedia.

Let's Do Survey

1. Pada kegiatan ini, peserta didik akan melakukan survey dengan bertanya pada teman tentang alat transportasi yang digunakan saat pergi ke sekolah.

   Guru terlebih dahulu melakukan tanya jawab dengan peserta didik tentang alat transportasi yang mereka gunakan untuk pergi ke sekolah dengan memberikan contoh terlebih dahulu.

   Contoh pertanyaan guru kepada peserta didik:

   Guru: ***"Made, how do you go to school?"***

   Made: ***"by bike mom"***

   Guru: ***"Made goes to school by bike"***

2. Guru memberikan instruksi pada peserta didik untuk melakukan survey dengan bertanya pada 5 temannya tentang alat transpotasi yang digunakan saat pergi ke sekolah dan menuliskan hasilnya pada tabel yang tersedia pada buku peserta didik halaman 125.

Kegiatan Penutup

My New Words

1. Guru mengajak peserta didik mengulang kembali kata-kata yang sudah dipelajari pada unit 11 dengan cara diucapkan bersama-sama..
2. Siswa yang mendapat giliran memimpin doa untuk menutup proses pembelajaran.
3. Siswa mengucapkan salam dan terima kasih, kemudian bersama dengan guru saling mengucapkan selamat berpisah.

E. REFLEKSI

Refleksi Guru

1. Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?
2. Apakah yang menjadi kendala dalam pembelajaran pada unit ini?
3. Bagaiamana pencapaian Keberhasilan dalam pembelajaran unit ini?
4. Apa poin penting yang menjadi catatan dalam menyelesaikan permasalahan pembelajaran pada unit ini?
5. Satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini?

Refleksi Peserta Didik:

1. Menyebutkan hal hal yang ingin mereka lakukan setelah mempelajari pada unit ini.
2. Menyebutkan bagian kegiatan yang sangat mereka sukai pada unit ini.

Kunci jawaban

1. Look and write (bike, pedicab, car, ship, fery, bus, plane, truck, helocopter, train).
2. Look and match(B, C, E, A,F,D).

F. ASESMEN / PENILAIAN

Keterangan penilaian writing meliputi:

1. Akurasi (grammar)
2. Ketuntasan (kelancaran)
3. Tulisan (rapi/tidaknya tulisan)
4. Mekanik (punctuation, spelling, kapitalisasi)

Keterangan penilaian reading meliputi :

1. Accuracy
2. Pronunciation intonation

G. KEGIATAN PENGAYAAN DAN REMEDIAL

Pengayaan adalah kegiatan pembelajaran yang diberikan pada peserta didik dengan capaian tinggi agar mereka dapat mengembangkan potensinya secara optimal.

Remedial diberikan kepada peserta didik yang membutuhkan bimbingan untuk memahami materi atau pembelajaran mengulang. Saat merancang kegiatan pengayaan, perlu diperhatikan mengenai diferensiasi contohnya lembar belajar/kegiatan yang berbeda dengan kelas.

LAMPIRAN

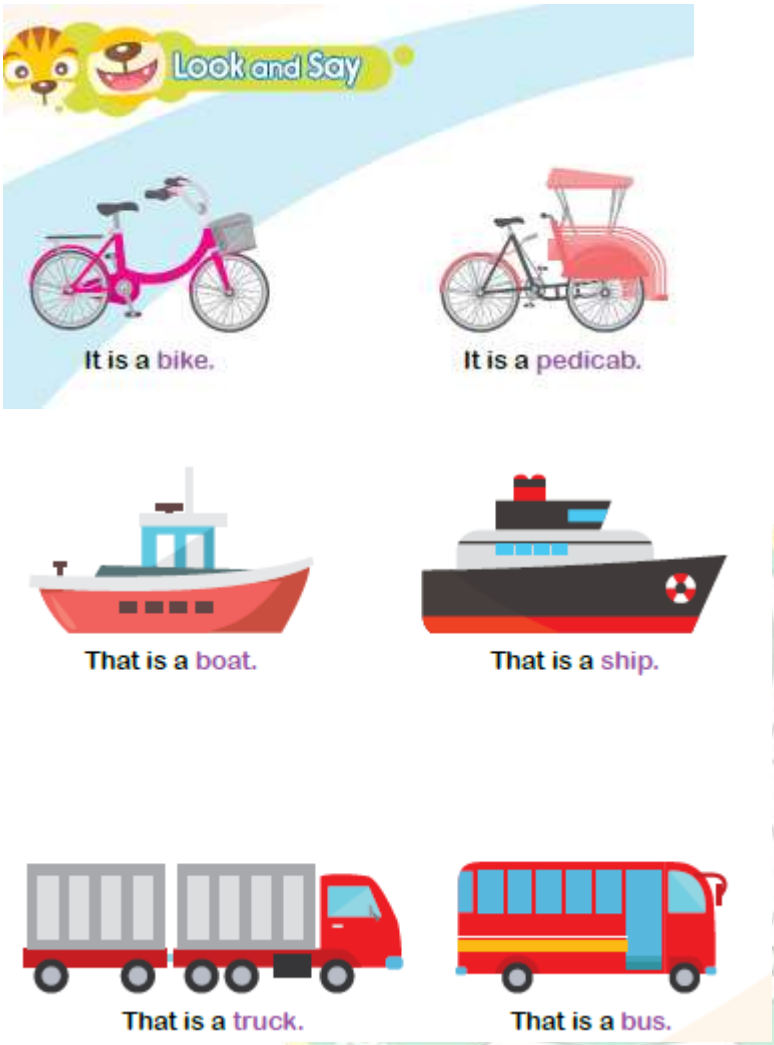
A. LEMBAR KERJA PESERTA DIDIK

LEMBAR KERJA PESERTA DIDIK (LKPD)

Nama : .....

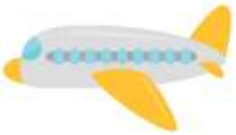
Kelas : .....

Petunjuk!


Look and Say
It is a bike.
It is a pedicab.
That is a boat.
That is a ship.
That is a truck.
That is a bus.

It is a motorcycle.

That is a car.



That is a plane.

It is a helicopter.

That is a train.

UIN PROF. K.H. SAIFUDDIN ZUHRI

Look and Write

1.
Bike

2.

3.

4.

5.

6.

7.

8.

9.

10.

PROF. K.H. SAIFUDDIN ZUHRI

Look and Match

A. Mother goes to the market on foot.
B. Made rides a bike around the Townsquare.
C. Mr. Udin goes to work by motorcycle.
D. Mrs. Maria goes to the Supermarket by car.
E. Mr. Surya goes to Jakarta by plane.
F. Aisyah goes to school by pedicab.

PROF. K.H. SAIFUDDIN ZUHRI

Game
Match the picture with name.
Plane

Let's do Survey

No	Name	Vehicle	Sentence
1	Made	Car	Made goes to school by car
2			
3			
4			
5			
6			

P. K.H. SAIFUDDIN ZUHRI

Nilai	Paraf Orang Tua

B. BAHAN BACAAN GURU & PESERTA DIDIK

- Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021**,** *Teacher Book - My Next Words Grade 4,* Penulis : EYLC Team, Penyadur : Lili Nailufary, Lilin Rahmawati, ISBN : 978-602-244-510-4 (jil.4)
- Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021, *My Next Words Grade 4 Student's Book For Elementary School,* Penulis : EYLC Team, Penyadur : Lili Nailufary, Lilin Rahmawati, ISBN : 978-602-244-513-5 (jilid4)

C. GLOSARIUM

How do you go to school?

Truck, plane, train, bus. Pedicab, motorcycle, helicopter, boat, ship bike

D. DAFTAR PUSTAKA

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MODUL AJAR KURIKULUM MERDEKA 2023
BAHASA INGGRIS SD KELAS 4

1. INFORMASI UMUM

A. IDENTITAS MODUL

Penyusun	**:**	**Naufal Rahadian**
Instansi	**:**	**UIN Prof. KH. Saifuddin Zuhri Purwokerto**
Tahun Penyusunan	**:**	**Tahun 2023**
Jenjang Sekolah	**:**	**SD**
Mata Pelajaran	**:**	**Bahasa Inggris (Eksperimental)**
Fase / Kelas	**:**	**B / 4**
Semester	**:**	**II (Genap)**
Unit / Tema	**:**	**12. He goes to school by bike**
Alokasi Waktu	**:**	**2 Minggu (4 X 35 Menit)**

B. KOMPETENSI AWAL

- Anak mampu mengidentifikasi kegiatan sehari-hari dengan kendaraan yang digunakan.
- Anak dapat menceritakan bagaimana mereka pergi ke tempat umum.

C. PROFIL PELAJAR PANCASILA

- Kreatif
- Mandiri

D. SARANA DAN PRASARANA

- Sumber Belajar : (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021 *My Next Words Grade 4 Student's Book For Elementary School*, Penulis : EYLC Team dan Internet), Lembar kerja peserta didik
- Peralatan Pembelajaran : Laptop, Alat Bantu Audio (Speaker), Proyektor, Papan Tulis, Dan Alat Tulis, Seperti Spidol Atau Kapur Tulis.

E. TARGET PESERTA DIDIK

- Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.
- Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir aras tinggi (HOTS), dan memiliki keterampilan memimpin

F. JUMLAH PESERTA DIDIK

- Minimum 15 Peserta didik, Maksimum 35 Peserta didik

G. MODEL PEMBELAJARAN

- Pembelajaran Tatap Muka

2. KOMPONEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN

- **Capaian Pembelajaran :**
  Membaca - Memirsa

Siswa memahami kata-kata yang sering digunakan sehari-hari dengan bantuan gambar/ilustrasi. Mereka membaca dan memberikan respon terhadap teks pendek sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif.

Menyimak - Berbicara

Pelajar menggunakan bahasa Inggris untuk berinteraksi dalam lingkupsituasi sosial dan kelas yang makin luas namun masih dapat diprediksi (rutin) menggunakan kalimat dengan pola tertentu. Mereka mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam rutinitas kelas dan aktivitas belajar, seperti menyampaikan perasaan, men yampaikan kebutuhan, dan meminta pertolongan. Mereka memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual, serta menggunakan kosa kata sederhana. Mereka mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur elas dan aktivitas belajar dengan bantuan visual.

❖ **Tujuan Pembelajaran:**

- Siswa mampu mengidentiikasi jenis-jenis kendaraan.
- Siswa mampu membuat kalimat sederhara tentang kendaraan

B. PEMAHAMAN BERMAKNA

❖ Children are able to identify daily activities with vehicles used.
❖ Children are able to tell how do they go to public places.

C. PERTANYAAN PEMANTIK

❖ Apa Arti " He goes to school by bike " Dalam Bahasa Indonesia

D. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan

1. Siswa dan guru saling menyapa dalam bahasa Inggris, lalu secara tertib mempersiapkan diri untuk mengikuti pembelajaran.
2. Siswa yang mendapat giliran memimpin doa untuk memulai proses pembelajaran.
3. Siswa menjawab pertanyaan dari guru seputar perasaan mereka dan kondisi kesehatan mereka di hari itu sambil guru melakukan presensi.

Kegiatan Inti

1. Peserta didik mengamati gambar pada halaman 127 pada buku peserta didik.
2. Guru bertanya kepada peserta didik.

   Contoh kalimat guru untuk peserta didik:

   "Look at the picture, they are Made and Joshua".

   "Where do they go?"

   "How do they go?"
3. Peserta didik menjawab pertanyaan guru.

   Contoh kalimat peserta didik untuk guru:

"They go to school".

"They go there by bike"

4. Kemudian guru bertanya kepada beberapa peserta didik, tentang kendaraan yang digunakan mereka untuk pergi ke sekolah.

   Contoh kalimat guru untuk peserta didik:

   Guru: ***"How do you go to school?"***

   Peserta didik: ***" I go to school by ...."***

Look and Say

1. Guru menyebutkan hari ini peserta didik akan belajar tentang transportasi yang biasa digunakan dalam kehidupan sehari-hari.

   Contoh kalimat guru:

   *"**Today,we will study about famili's activities".***

   "Where they go?"

   "How they go?"

2. Guru bersama peserta didik menyebutkan satu persatu karakter atau tokoh pada halaman tersebut dan menanyakan tentang gambar di halaman128.

   "Open page 128, who are they?"

3. Kemudian guru bersama peserta didik menyebutkan kalimat yang berhubungan dengan gambar.

   Contoh kalimat guru yang disampaikan pada halaman ini kepada peserta didik:

   Guru: *"He is father, his name is pak Johanes".*

   *"**Where does father go?"***

   "How does he go to the office?"

   "What time he goes to office?.

4. Guru meminta peserta didik menirukan kalimat yang diucapkan tentang gambar dengan baik dan benar.

   "Now repeat after me".

   "Pak Johanes goes to office at 07.00 by bus".

   "Joshua goes to school at 06.30 by bike".

   "Bu Maria goes to the market at 06.00 by pedicab".

Look and Match

1. Guru memberitahukan bahwa peserta didik kegiatan yang akan dipelajari pada halaman 130.
2. Guru meminta peserta didik mencocokan gambar dengan kalimat yang tepat.
3. Guru meminta peserta didik memperhatikan gambar satu- persatu dan kalimat yang ada pada halaman tersebut.
4. Guru menunjuk pada satu gambar sebagai contoh dan memberikan pertanyaan.

Contoh pertanyaan guru:

"***Who is he?"***

"Where does he go?"

"How does he go to school?"

5. Guru memberikan instruksi sederhana kepada peserta didik untuk mencari jawaban dan mencocokannya dengan kalimat pilihan yang tersedia dibawah gambar, kemudian menuliskan huruf yang tepat pada kotak yang tersedia.

   Contoh instruksi guru untuk peserta didik:

   "Look at the pictures and match with the sentences below".

Game

4. Guru membagi kelompok siswa, masing-masing berisi 4-6 siswa.
5. Guru memberikan permainan ular tangga berisi kosa kata kendaraan.
6. Siswa bermain ular tangga seperti pada ummnya dengan ketentuan khusus seperti,
   c. Apabila siswa bertemu kotak berisi tangga dan terdapat gambar kendaraan, siswa menyebutkan kendaraan tersebut dalam bahasa Inggris, siswa tersebut dapat menaiki tangga menuju kotak yang lebih tinggi.
   d. Dan begitu juga sebaliknya apabila siswa menemui kotak ular berisi kosa kata kendaraan.

Enjoy the game.

Catatan : Guru membawa permainan ular tangga yang sudah di desain sebelumnya.

Look and Write

1. Guru memberitahukan bahwa peserta didik akan mengerjakan latihan soal pada halaman 132.
2. Guru meminta peserta didik membuka dan memperhatikan gambar pada halaman tersebut.
3. Guru meminta satu peserta didik membaca contoh kalimat yang ada pada buku.
4. Guru meminta peserta didik menyebutkan manakah gambar yang cocok pada kalimat tersebut.
5. guru menginstruksikan peserta didik untuk menuliskan kalimat pada setiap nomer dengan melihat gambar yang ada.

   Guru mengucapkan:

   "Now we are going to make simple sentences about many activities".

Kegiatan Penutup

My New Words

1. Pada tahapan ini guru mengajak peserta didik untuk mengingat dan menyebutkan kembali kalimat yang berkaitan dengan tempat umum yang biasanya digunakan dalam kegiatan sehari-hari seperti telah dipelajari sebelumnya.

2. Siswa yang mendapat giliran memimpin doa untuk menutup proses pembelajaran.
3. Siswa mengucapkan salam dan terima kasih, kemudian bersama dengan guru saling mengucapkan selamat berpisah.

E. REFLEKSI

Refleksi Guru

1. Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?
2. Apakah yang menjadi kendala dalam pembelajaran pada unit ini?
3. Bagaiamana pencapaian Keberhasilan dalam pembelajaran unit ini?
4. Apa poin penting yang menjadi catatan dalam menyelesaikan permasalahan pembelajaran pada unit ini?
5. Satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini?

Refleksi Peserta Didik:

1. Menyebutkan hal hal yang ingin mereka lakukan setelah mempelajari pada unit ini.
2. Menyebutkan bagian kegiatan yang sangat mereka sukai pada unit ini.

F. ASESMEN / PENILAIAN

Pada unit ini penilian yang diambil adalah penilaian membaca

Indikator: Bertanya jawab tentang kendaraan yang dikendarai jika pergi kesuatu tempat dengan baik

No.	Nama	Aspek									Rata-rata
		Akurasi (grammar)			Ketuntasan			Mekanik (pactuation, spelling, kapitalisasi)			
		1	2	3	1	2	3	1	2	3	
1	Haidar										
2											
3											

Kelancaran:

1. Jeda lama dalam berkomunikasi
2. Sedikit jeda dalam berkomunikasi
3. Berkomunikasi tanpa jeda yang lama

Ketuntasan:

1. Kesulitan berkomunikasi

2. Sedikit kesulitan berkomunikasi
3. Berkomunikasi dengan baik

Pelafalan:

1. Kesulitan melafalkan
2. Sedikit kesulitan melafalkan
3. Lancar melafalkan.

Rubrik penilaian writing meliputi:

1. Akurasi (grammar)
2. Ketuntasan (kelancaran)
3. Tulisan (rapi/tidaknya tulisan)
4. Mekanik (punctuation, spelling, kapitalisasi)

Rubrik penilaian reading meliputi :

1. Accuracy
2. Pronunciation
3. intonation

G. KEGIATAN PENGAYAAN DAN REMEDIAL

Pengayaan adalah kegiatan pembelajaran yang diberikan pada peserta didik dengan capaian tinggi agar mereka dapat mengembangkan potensinya secara optimal.

Remedial diberikan kepada peserta didik yang membutuhkan bimbingan untuk memahami materi atau pembelajaran mengulang. Saat merancang kegiatan pengayaan, perlu diperhatikan mengenai diferensiasi contohnya lembar belajar/kegiatan yang berbeda dengan kelas.

LAMPIRAN

A. LEMBAR KERJA PESERTA DIDIK

LEMBAR KERJA PESERTA DIDIK (LKPD)

Nama : .....

Kelas : .....

Petunjuk!

Look and Say

Father goes to the office
at 07.00 by bus.

Joshua goes to school
at 06.30 by bike.

Mother goes to the market
at 06.00 by pedicab.

Cici goes to the book store
at 09.00 by car.

Grand father goes to the paddy field
at 06.30 on foot.

Look and Match

Match the picture with the sentences.

a. Aisyah and her family go to Surabaya by car.
b. Mrs. Maria goes to the office at 07.00 by bus.
c. Joshua and Made go to Malang at 06.00 by train.
d. My mother goes to the market at 08.00 by pedicab.
e. Joshua goes to school at 06.30 by bike.

Game

Take your cards
and tell to your friend.

PROF. K.H. SAIFUDDIN ZUHRI

Look and Write

Write a sentence through the table.

Sentence:

1. Father goes to work at quarter to seven by motorcyle.
2. _____ .
3. _____ .
4. _____ .
5. _____ .

Nilai	Paraf Orang Tua

B. BAHAN BACAAN GURU & PESERTA DIDIK

- Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021**,** *Teacher Book - My Next Words Grade 4*, Penulis : EYLC Team, Penyadur : Lili Nailufary, Lilin Rahmawati, ISBN : 978-602-244-510-4 (jil.4)
- Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021, *My Next Words Grade 4 Student's Book For Elementary School,* Penulis : EYLC Team, Penyadur : Lili Nailufary, Lilin Rahmawati, ISBN : 978-602-244-513-5 (jilid4)

C. GLOSARIUM

He Goes to School by Bike

Supermarket, office, paddy field, book store, by, at, go to

D. DAFTAR PUSTAKA

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MODUL AJAR KURIKULUM MERDEKA 2023
BAHASA INGGRIS SD KELAS 4

INFORMASI UMUM

A. IDENTITAS MODUL

Penyusun	**:**	**Naufal Rahadian**
Instansi	**:**	**UIN Prof. KH. Saifuddin Zuhri Purwokerto**
Tahun Penyusunan	**:**	**Tahun 2023**
Jenjang Sekolah	**:**	**SD**
Mata Pelajaran	**:**	**Bahasa Inggris (Control)**
Fase / Kelas	**:**	**B / 4**
Semester	**:**	**II (Genap)**
Unit / Tema	**:**	**12. He goes to school by bike**
Alokasi Waktu	**:**	**6 Minggu (2 X 35 Menit)**

B. KOMPETENSI AWAL

- Anak mampu mengidentifikasi kegiatan sehari-hari dengan kendaraan yang digunakan.
- Anak dapat menceritakan bagaimana mereka pergi ke tempat umum.

C. PROFIL PELAJAR PANCASILA

- Kreatif
- Mandiri

D. SARANA DAN PRASARANA

- Sumber Belajar : (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021 *My Next Words Grade 4 Student's Book For Elementary School,* Penulis : EYLC Team dan Internet), Lembar kerja peserta didik
- Peralatan Pembelajaran : Laptop, Alat Bantu Audio (Speaker), Proyektor, Papan Tulis, Dan Alat Tulis, Seperti Spidol Atau Kapur Tulis.

E. TARGET PESERTA DIDIK

- Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

- ❖ Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir aras tinggi (HOTS), dan memiliki keterampilan memimpin

F. JUMLAH PESERTA DIDIK

- ❖ Minimum 15 Peserta didik, Maksimum 35 Peserta didik

G. MODEL PEMBELAJARAN

- ❖ Pembelajaran Tatap Muka

KOMPNEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN

- ❖ **Capaian Pembelajaran :**

  Membaca - Memirsa

  Siswa memahami kata-kata yang sering digunakan sehari-hari dengan bantuan gambar/ilustrasi. Mereka membaca dan memberikan respon terhadap teks pendek sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif.

  Menyimak - Berbicara

  Pelajar menggunakan bahasa Inggris untuk berinteraksi dalam lingkupsituasi sosial dan kelas yang makin luas namun masih dapat diprediksi (rutin) menggunakan kalimat dengan pola tertentu. Mereka mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam rutinitas kelas dan aktivitas belajar, seperti menyampaikan perasaan, men yampaikan kebutuhan, dan meminta pertolongan. Mereka memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual, serta menggunakan kosa kata sederhana. Mereka mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur elas dan aktivitas belajar dengan bantuan visual.

- ❖ **Tujuan Pembelajaran:**
  - Siswa mampu mengidentiikasi jenis-jenis kendaraan.

- Siswa mampu membuat kalimat sederhara tentang kendaraan

B. PEMAHAMAN BERMAKNA

- ❖ Children are able to identify daily activities with vehicles used.
- ❖ Children are able to tell how do they go to public places.

C. PERTANYAAN PEMANTIK

- ❖ Apa Arti " He goes to school by bike " Dalam Bahasa Indonesia

D. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan

1. Siswa dan guru saling menyapa dalam bahasa Inggris, lalu secara tertib mempersiapkan diri untuk mengikuti pembelajaran.
2. Siswa yang mendapat giliran memimpin doa untuk memulai proses pembelajaran.
3. Siswa menjawab pertanyaan dari guru seputar perasaan mereka dan kondisi kesehatan mereka di hari itu sambil guru melakukan presensi.

Kegiatan Inti

1. Peserta didik mengamati gambar pada halaman 127 pada buku peserta didik.
2. Guru bertanya kepada peserta didik.

   Contoh kalimat guru untuk peserta didik:

   "Look at the picture, they are Made and Joshua".

   "Where do they go?"

   "How do they go?"
3. Peserta didik menjawab pertanyaan guru.

   Contoh kalimat peserta didik untuk guru:

   "They go to school".

   "They go there by bike"
4. Kemudian guru bertanya kepada beberapa peserta didik, tentang kendaraan yang digunakan mereka untuk pergi ke sekolah.

Contoh kalimat guru untuk peserta didik:

Guru: ***"How do you go to school?"***

Peserta didik: ***" I go to school by ...."***

Look and Say

1. Guru menyebutkan hari ini peserta didik akan belajar tentang transportasi yang biasa digunakan dalam kehidupan sehari-hari.

   Contoh kalimat guru:

   *"**Today,we will study about famili's activities".***

   "Where they go?"

   "How they go?"

2. Guru bersama peserta didik menyebutkan satu persatu karakter atau tokoh pada halaman tersebut dan menanyakan tentang gambar di halaman128.

   "Open page 128, who are they?"

3. Kemudian guru bersama peserta didik menyebutkan kalimat yang berhubungan dengan gambar.

   Contoh kalimat guru yang disampaikan pada halaman ini kepada peserta didik:

   Guru: *"He is father, his name is pak Johanes".*

   *"**Where does father go?"***

   "How does he go to the office?"

   "What time he goes to office?.

4. Guru meminta peserta didik menirukan kalimat yang diucapkan tentang gambar dengan baik dan benar.

   "Now repeat after me".

   "Pak Johanes goes to office at 07.00 by bus".

   "Joshua goes to school at 06.30 by bike".

   "Bu Maria goes to the market at 06.00 by pedicab".

Look and Match

1. Guru memberitahukan bahwa peserta didik kegiatan yang akan dipelajari pada halaman 130.
2. Guru meminta peserta didik mencocokan gambar dengan kalimat yang tepat.
3. Guru meminta peserta didik memperhatikan gambar satu- persatu dan kalimat yang ada pada halaman tersebut.
4. Guru menunjuk pada satu gambar sebagai contoh dan memberikan pertanyaan.

   Contoh pertanyaan guru:

   "***Who is he?"***

   "Where does he go?"

   "How does he go to school?"
5. Guru memberikan instruksi sederhana kepada peserta didik untuk mencari jawaban dan mencocokannya dengan kalimat pilihan yang tersedia dibawah gambar, kemudian menuliskan huruf yang tepat pada kotak yang tersedia.

   Contoh instruksi guru untuk peserta didik:

   "Look at the pictures and match with the sentences below".

Look and Write

1. Guru memberitahukan bahwa peserta didik akan mengerjakan latihan soal pada halaman 132.
2. Guru meminta peserta didik membuka dan memperhatikan gambar pada halaman tersebut.
3. Guru meminta satu peserta didik membaca contoh kalimat yang ada pada buku.
4. Guru meminta peserta didik menyebutkan manakah gambar yang cocok pada kalimat tersebut.
5. guru menginstruksikan peserta didik untuk menuliskan kalimat pada setiap nomer dengan melihat gambar yang ada.

Guru mengucapkan:

"Now we are going to make simple sentences about many activities".

Kegiatan Penutup

My New Words

1. Pada tahapan ini guru mengajak peserta didik untuk mengingat dan menyebutkan kembali kalimat yang berkaitan dengan trasportasi yang biasanya digunakan dalam kegiatan sehari-hari seperti telah dipelajari sebelumnya.
2. Siswa yang mendapat giliran memimpin doa untuk menutup proses pembelajaran.
3. Siswa mengucapkan salam dan terima kasih, kemudian bersama dengan guru saling mengucapkan selamat berpisah.

E. REFLEKSI

Refleksi Guru

1. Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?
2. Apakah yang menjadi kendala dalam pembelajaran pada unit ini?
3. Bagaiamana pencapaian Keberhasilan dalam pembelajaran unit ini?
4. Apa poin penting yang menjadi catatan dalam menyelesaikan permasalahan pembelajaran pada unit ini?
5. Satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini?

Refleksi Peserta Didik:

1. Menyebutkan hal hal yang ingin mereka lakukan setelah mempelajari pada unit ini.
2. Menyebutkan bagian kegiatan yang sangat mereka sukai pada unit ini.

F. ASESMEN / PENILAIAN

Pada unit ini penilian yang diambil adalah penilaian membaca

Indikator: Bertanya jawab tentang kendaraan yang dikendarai jika pergi kesuatu tempat dengan baik

No.	Nama	Aspek									Rata-rata
		Akurasi (grammar)			Ketuntasan			Mekanik (pactuation, spelling, kapitalisasi)			
		1	2	3	1	2	3	1	2	3	
1	Haidar										
2											
3											

Kelancaran:

1. Jeda lama dalam berkomunikasi
2. Sedikit jeda dalam berkomunikasi
3. Berkomunikasi tanpa jeda yang lama

Ketuntasan:

1. Kesulitan berkomunikasi
2. Sedikit kesulitan berkomunikasi
3. Berkomunikasi dengan baik

Pelafalan:

1. Kesulitan melafalkan
2. Sedikit kesulitan melafalkan
3. Lancar melafalkan.

Rubrik penilaian writing meliputi:

1. Akurasi (grammar)
2. Ketuntasan (kelancaran)
3. Tulisan (rapi/tidaknya tulisan)
4. Mekanik (punctuation, spelling, kapitalisasi)

Rubrik penilaian reading meliputi :

1. Accuracy
2. Pronunciation
3. intonation

G. KEGIATAN PENGAYAAN DAN REMEDIAL

Pengayaan adalah kegiatan pembelajaran yang diberikan pada peserta didik dengan capaian tinggi agar mereka dapat mengembangkan potensinya secara optimal.

Remedial diberikan kepada peserta didik yang membutuhkan bimbingan untuk memahami materi atau pembelajaran mengulang. Saat merancang kegiatan pengayaan, perlu diperhatikan mengenai diferensiasi contohnya lembar belajar/kegiatan yang berbeda dengan kelas.

LAMPIRAN

A. LEMBAR KERJA PESERTA DIDIK

LEMBAR KERJA PESERTA DIDIK (LKPD)

Nama : .....

Kelas : .....

Petunjuk!

Look and Say

Father goes to the office
at 07.00 by bus.

Joshua goes to school
at 06.30 by bike.

Mother goes to the market
at 06.00 by pedicab.

Cici goes to the book store
at 09.00 by car.

Grand father goes to the paddy field
at 06.30 on foot.

Look and Match

Match the picture with the sentences.

a. Aisyah and her family go to Surabaya by car.
b. Mrs. Maria goes to the office at 07.00 by bus.
c. Joshua and Made go to Malang at 06.00 by train.
d. My mother goes to the market at 08.00 by pedicab.
e. Joshua goes to school at 06.30 by bike.

PROF. K.H. SAIFUDDIN ZUHRI

Game

Take your cards
and tell to your friend.

PROF. K.H. SAIFUDDIN ZUHRI

Look and Write

Write a sentence through the table.

Sentence:

1. Father goes to work at quarter to seven by motorcyle.
2. _____ .
3. _____ .
4. _____ .
5. _____ .

Nilai

Paraf Orang Tua

B. BAHAN BACAAN GURU & PESERTA DIDIK

- Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021**,** *Teacher Book - My Next Words Grade 4*, Penulis : EYLC Team, Penyadur : Lili Nailufary, Lilin Rahmawati, ISBN : 978-602-244-510-4 (jil.4)
- Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021, *My Next Words Grade 4 Student's Book For Elementary School*, Penulis : EYLC Team, Penyadur : Lili Nailufary, Lilin Rahmawati, ISBN : 978-602-244-513-5 (jilid4)

C. GLOSARIUM

He Goes to School by Bike

Supermarket, office, paddy field, book store, by, at, go to

D. DAFTAR PUSTAKA

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Appendices 6 The Official Letter of Preliminary Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.2553/Un.19/D.FTIK/PP.05.3/10/2022 10 Oktober 2022
Lamp. : -
Hal : **Permohonan Ijin Observasi Pendahuluan**

Kepada
Yth. Kepala SD N 1 Rempoah
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Naufal Rahadian
2. NIM : 1917404036
3. Semester : 7 (Tujuh)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2022/2023

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Objek : Guru dan Siswa dalam Pembelajaran Bahasa Inggris
2. Tempat / Lokasi : SD N 1 Rempoah
3. Tanggal Observasi : 11-10-2022 s.d 25-10-2022

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

Appendices 7 The Official Letter of Finished Preliminary Research Statement

PEMERINTAH KABUPATEN BANTUMAS
UPTD PENDIDIKAN DASAR KECAMATAN BATURRADEN
SD N 01 REMPOAH
NPSN 20302852
Jl.raya Baturraden Timur No. 45, Rempoah, Kec. Baturaden, Kab. Banyumas Prov. Jawa Tengah

SURAT KETERANGAN

Nomor : 421.2/004/2023

Yang bertandatangan dibawah ini Kepala Sekolah SD N 01 Rempoah, Baturraden, Banyumas menerangkan dengan sebenar-benarnya bahwa

Nama	:	Naufal Rahadian
NIM	:	1917404036
Prodi	:	Tadris Bahasa Inggris
Semester	:	7 (Tujuh)
Perguruan Tinggi	:	Universitas Islam Negeri Prof. KH. Saifuddin Zuhri Purwokerto

Telah melaksanakan observasi untuk kebutuhan penulisan skripsi di SD N 01 Rempoah, Baturraden, Banyumas pada tanggal 20 Oktober 2022 s.d 9 Januari 2023.

Demikian Surat Keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Purwokerto,9 Januari 2023

Kepala Sekolah

Samsul Ma'arif, S.Pd.
NIP. 196703091991031007

Appendices 8 The Official Letter of Finished Research Statement

PEMERINTAH KABUPATEN BANYUMAS
DINAS PENDIDIKAN
SD NEGERI 1 REMPOAH
Alamat : Jl. Raya Baturraden TimurNo. 45 Rempoah☎ (0281) 6816908
BATURRADEN ✉ 53151

SURAT KETERANGAN

Nomor : 421.2/042/2023

Yang bertandatangan dibawah ini Kepala Sekolah SDN 1 Rempoah, Baturraden, Banyumas menerangkan dengan sebenar-benarnya bahwa

Nama	:	Naufal Rahadian
NIM	:	1917404036
Prodi	:	Tadris Bahasa Inggris
Semester	:	8 (Delapan)
Perguruan Tinggi	:	Universitas Islam Negeri Prof. KH. Saifuddin Zuhri Purwokerto

Telah melaksanakan observasi untuk kebutuhan penulisan skripsi di SDN 1 Rempoah, Baturraden, Banyumas pada tanggal 20 Maret 2023 s.d 30 Mei 2023.

Demikian Surat Keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Rempoah, 16 Juni 2023

Kepala Sekolah

Samsul Ma'arif, S.Pd.
NIP. 196703091991031007

Appendices 9 The Official Letter of Thesis Proposal Guidance

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

BLANGKO BIMBINGAN PROPOSAL

Nama : Naufal Rahadian
No. Induk : 1917404036
Fakultas/Jurusan : FTIK/Tadris Bahasa Inggris
Pembimbing : Khairunnisa Dwinalida, M.Pd.
Nama Judul : The Effectiveness of Modification Snakes and Ladders Game as A Vocabulary Learning Medium at 4th Grade Students of SD Neger 1 Rempoah, Baturraden, Banyumas

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1	5/10 22	Bimbingan proposal mini	[signature]	[signature]
2.	5/11 22	Bimbingan proposal (adaptasi promin ke proposal)	[signature]	[signature]
3.	13/11 22	Bimbingan Background of study.	[signature]	[signature]
4.	23/11 22	Bimbingan Research method	[signature]	[signature]
5.	14/11 22	Bimbingan /revisi Research Method	[signature]	[signature]

Dibuat di : Purwokerto
Pada tanggal : 23 November 2022
Dosen Pembimbing

[signature]

Khairunnisa Dwinalida, M.Pd.
NIP. 199211152019032034

Appendices 10 The Official Letter of Thesis Proposal Seminar

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
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Telepon (0281) 635624 Faksimili (0281) 636553
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SURAT KETERANGAN
SEMINAR PROPOSAL SKRIPSI
No. No. B294.Un.17/FTIK.JTBI/PP.00.9/02/2023

Yang bertanda tangan di bawah ini, Kordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul :

"The Effectiveness Of Modification Snakes And Ladders Game As Vocabulary Learning Media At 4th Grade Students Of SD Negeri 01 Rempoah, Baturraden, Banyumas."

Sebagaimana disusun oleh :

Nama	:	Naufal Rahadian
NIM	:	1917404036
Semester	:	VII
Jurusan/Prodi	:	Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 27 Januari 2023

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, Januari 2023

Mengetahui,
Kordinator Prodi Tadris Bahasa Inggris

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 19881215201801200[illegible]

Penguji

Desi Wijayanti Ma'rufah, M.Pd.

Appendices 11 The Letter of Comprehensive Examination

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PURWOKERTO
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Telepon (0281) 635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

SURAT KETERANGAN
No. B-1647Un.19/WD1.FTIK/PP.05.3/06/2023

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a	: Naufal Rahadian
NIM	: 1917404036
Prodi	: TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan ***LULUS*** pada :

Hari/Tanggal	: Senin, 12 Juni 2023
Nilai	: A

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 19 Juni 2023
Wakil Dekan Bidang Akademik,

Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001

Appendices 12 The Official Letter of Undergraduate Thesis Guidance

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
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Telepon (0281) 635624 Faksimili (0281) 636553
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BLANGKO BIMBINGAN SKRIPSI

Nama : Naufal Rahadian
No. Induk : 1917404036
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Pembimbing : Khairunnisa Dwinalida, M.Pd.
Nama Judul :
"The Effectiveness of Modification Snakes And Ladders Game as a Vocabulary Learning Media at 4th Grade Students Of SD Negeri 01 Rempoah, Baturraden, Banyumas."

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1.	06 Maret 2023	Revisi Setelah Seminar Proposal		
2.	13 Maret 2023	Perbaikan Bab I, II, III dan Bimbingan Instrumen Penelitian		
3.	20 Maret 2023	Bimbingan Instrumen Penelitian dan Persiapan Pengambilan Data		
4.	3 April 2023	Bimbingan Pengambilan Data		
5.	10 April 2023	Bimbingan Pengambilan Data dan Persiapan Pengolahan Data		
6.	8 Mei 2023	Bimbingan Pengolahan Data		
7.	5 Juni 2023	Bimbingan Pengolahan Data dan Persiapan Bab IV		
8.	12 Juni 2023	Bimbingan Bab IV		

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
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Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

9.	19 Juni 2023	Bimbingan Bab IV dan Persiapan Bab V		
10.	26 Juni 2023	Bimbingan Skrips Full Chapter		

Dibuat di : Purwokerto
Pada tanggal : 03 Juli 2023
Dosen Pembimbing

Khairunnisa Dwinalida, M.Pd.
NIP. 19921115 201903 2 034

Appendices 13 The Letter of Library Donation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
UPT PERPUSTAKAAN
Jalan Jenderal A. Yani No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
Website: http://lib.uinsaizu.ac.id, Email: lib@uinsaizu.ac.id

SURAT KETERANGAN SUMBANGAN BUKU
Nomor : B-2601/Un.19/K.Pus/PP.08.1/6/2023

Yang bertandatangan dibawah ini menerangkan bahwa :

Nama : NAUFAL RAHADIAN

NIM : 1917404036

Program : SARJANA / S1

Fakultas/Prodi : FTIK / TBI

Telah menyumbangkan buku ke Perpustakaan UIN Prof. K.H. Saifuddin Zuhri Purwokerto dengan judul dan penerbit ditentukan oleh perpustakaan. Sumbangan buku tersebut dilakukan secara kolektif atau gabungan dengan menitipkan uang sebesar :

Rp 40.000,00 (Empat Puluh Ribu Rupiah)

Uang terkumpul dibelanjakan buku yang kemudian buku hasil pembeliannya diserahkan secara sukarela sebagai koleksi perpustakaan UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Demikian surat keterangan ini dibuat untuk menjadi maklum dan dapat digunakan seperlunya.

Purwokerto, 27 Juni 2023
Kepala,

Aris Nurohman

Appendices 14 The Certificate of Arabic Language Development

IAIN PURWOKERTO

وزارة الشؤون الدينية

الجامعة الإسلامية الحكومية بوروكرتو

الوحدة لتنمية اللغة

www.iainpurwokerto.ac.id

الشهـــــادة

الرقم: إن.١٧/ /UPT.Bhs /PP.٠٠٩ ٢٠٢١/١٥٤٢٦

منحت الى

الاسم : نوفل رها ديان

المولود : بتشيلاتشاب، ١٨ أغسطس ٢٠٠١

الذي حصل على

فهم المسموع	: ٥٤
فهم العبارات والتراكيب	: ٤٦
فهم المقروء	: ٥١
النتيجة	: ٥٠١

في اختبارات القدرة على اللغة العربية التي قامت بها الوحدة لتنمية اللغة في التاريخ ١٤ ديسمبر ٢٠١٩

بوروكرتو، ٨ أكتوبر ٢٠٢١

نيابة عن رئيس الوحدة لتنمية اللغة،

الدكتورة أدي روسواتي الماجستير

رقم التوظيف: ١٩٨٦٠٦٠٤٢٠١٥٠٣٢٠٠٤

ValidationCode

Appendices 15 The Certificate of English Language Development

IAIN PURWOKERTO

MINISTRY OF RELIGIOUS AFFAIRS
INSTITUTE COLLEGE ON ISLAMIC STUDIES PURWOKERTO
LANGUAGE DEVELOPMENT UNIT
Jl. Jend. A. Yani No. 40A Purwokerto, Central Java Indonesia, www.iainpurwokerto.ac.id

EPTIP CERTIFICATE

(English Proficiency Test of IAIN Purwokerto)
Number: In.17/UPT.Bhs/PP.009/15426/2021

This is to certify that

Name	:	**Naufal Rahadian**
Date of Birth	:	**CILACAP, August 18th, 2001**

Has taken English Proficiency Test of IAIN Purwokerto with paper-based test, organized by Language Development Unit IAIN Purwokerto on July 15th, 2019, with obtained result as follows:

1. Listening Comprehension	: 54
2. Structure and Written Expression	: 45
3. Reading Comprehension	: 50
Obtained Score	**: 496**

The English Proficiency Test was held in IAIN Purwokerto.

ValidationCode

Purwokerto, October 8th, 2021
Head of Language Development Unit,

Dr. Ade Ruswatie, M. Pd.
NIP: 198607042015032004

SIUB v.1.0 UPT BAHASA IAIN PURWOKERTO - page1/1

Appendices 16 The Certificate of BTA PPI

IAIN PURWOKERTO

KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI PURWOKERTO

UPT MA'HAD AL-JAMI'AH

Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah 53126, Telp:0281-635624, 628250 | www.iainpurwokerto.ac.id

SERTIFIKAT

Nomor: In.17/UPT.MAJ/14680/19/2020

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

NAMA	:	NAUFAL RAHADIAN
NIM	:	1917404036

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur`an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI) dengan nilai sebagai berikut:

# Tes Tulis	:	80
# Tartil	:	80
# Imla`	:	90
# Praktek	:	70
# Nilai Tahfidz	:	80

Purwokerto, 19 Agt 2020

ValidationCode

Appendices 17 The Certificate of Computer

SERTIFIKAT
APLIKASI KOMPUTER

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT TEKNOLOGI INFORMASI DAN PANGKALAN DATA
Alamat: Jl. Jend. Ahmad Yani No. 40A Telp. 0281-635624 Website: www.lainpurwokerto.ac.id Purwokerto 53126

IAIN PURWOKERTO

No. IN.17/UPT-TIPD/8097/I/2022

SKALA PENILAIAN

SKOR	HURUF	ANGKA
86-100	A	4.0
81-85	A-	3.6
76-80	B+	3.3
71-75	B	3.0
65-70	B-	2.6

MATERI PENILAIAN

MATERI	NILAI
Microsoft Word	78 / B+
Microsoft Excel	75 / B
Microsoft Power Point	80 / B+

Diberikan Kepada:

NAUFAL RAHADIAN
NIM: 1917404036

Tempat / Tgl. Lahir: Cilacap, 18 Agustus 2001

Sebagai tanda yang bersangkutan telah menempuh dan **LULUS** Ujian Akhir Komputer pada Institut Agama Islam Negeri Purwokerto **Program *Microsoft Office®*** yang telah diselenggarakan oleh UPT TIPD IAIN Purwokerto.

Purwokerto, 09 Januari 2022
Kepala UPT TIPD

Dr. H. Fajar Hardoyono, S.Si, M.Sc
NIP. 19801215 200501 1 003

Appendices 18 The Certificate of Competence

11213796

BADAN NASIONAL
SERTIFIKASI PROFESI
INDONESIAN PROFESSIONAL CERTIFICATION AUTHORITY

SERTIFIKAT KOMPETENSI
CERTIFICATE OF COMPETENCE

No. 84300 1211 000051 2023

Dengan ini menyatakan bahwa,
This is to certify that,

Naufal Rahardian

No. Reg. : SDM.2198.00027 2023

Telah kompeten pada bidang :
Is competence in the area of :

Aktivitas Konsultasi Manajemen Lainnya
Other Management Consulting Activities

Dengan kualifikasi / kompetensi :
With qualification / competence :

Sertifikasi Klaster Pelaksanaan Pembelajaran Sumber Daya Manusia (SDM)
Human Resources Learning Implementation Cluster Certification

Sertifikat ini berlaku untuk : 3 (tiga) tahun
This certificate is valid for : 3 (three) years

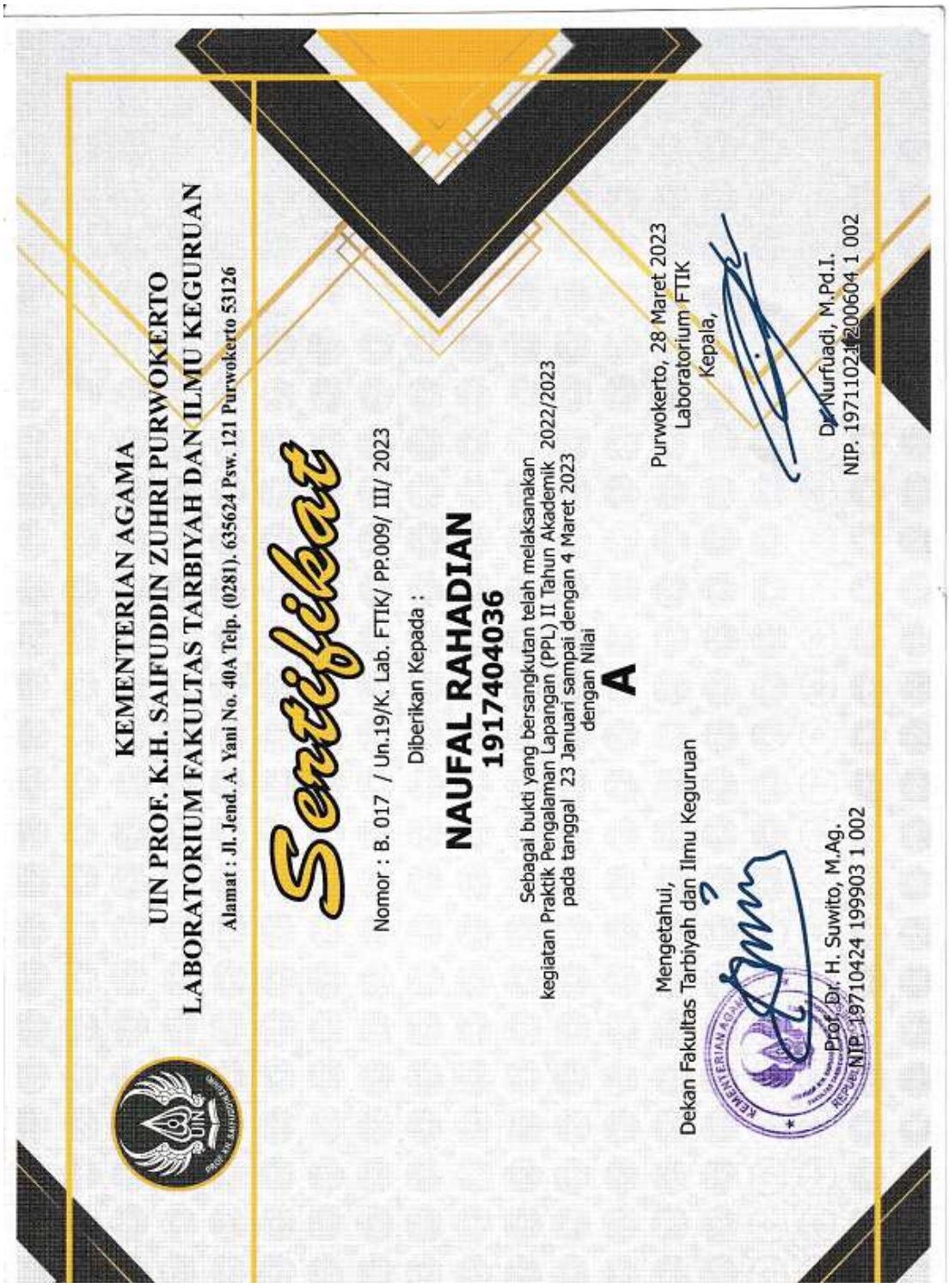
Purwokerto, May 30, 2023

Atas nama Badan Nasional Sertifikasi Profesi
On behalf of Indonesian Professional Certificate Authority
Lembaga Sertifikasi Profesi
Professional Certification Body
Universitas Islam Negeri Profesor Kiyai Haji Saifuddin Zuhri Purwokerto
State Islamic University Professor Kiyai Haji Saifuddin Zuhri Purwokerto

M. Sochimin, Lc., M.Si.
Direktur
Director

BNSP
BADAN NASIONAL SERTIFIKASI PROFESI

Appendices 19 The Certificate of Macro Teaching



KEMENTERIAN AGAMA
UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO
LABORATORIUM FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat : Jl. Jend. A. Yani No. 40A Telp. (0281). 635624 Psw. 121 Purwokerto 53126

Sertifikat

Nomor : B. 017 / Un.19/K. Lab. FTIK/ PP.009/ III/ 2023

Diberikan Kepada :

NAUFAL RAHADIAN
1917404036

Sebagai bukti yang bersangkutan telah melaksanakan
kegiatan Praktik Pengalaman Lapangan (PPL) II Tahun Akademik 2022/2023
pada tanggal 23 Januari sampai dengan 4 Maret 2023
dengan Nilai

A

Purwokerto, 28 Maret 2023
Laboratorium FTIK
Kepala,

Dr. Nurfuadi, M.Pd.I.
NIP. 197110212200604 1 002

Mengetahui,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Prof. Dr. H. Suwito, M.Ag.
NIP. 19710424 199903 1 002

Appendices 20 The Certificate of KKN

Sertifikat

Nomor Sertifikat : 0318/K.LPPM/KKN.50/09/2022

Lembaga Penelitan dan Pengabdian kepada Masyarakat (LPPM)
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto menyatakan bahwa:

Nama Mahasiswa	: **NAUFAL RAHADIAN**
NIM	: **1917404036**
Fakultas	: **Tarbiyah & Ilmu Keguruan**
Program Studi	: **Tadris Bahasa Inggris (TBI)**

Telah mengikuti Kuliah Kerja Nyata (KKN) Angkatan ke-50 Tahun 2022,
dan dinyatakan **LULUS** dengan nilai **A (92)**.

Certificate Validation

Appendices 21 The Documentation

Picture 1
Experimental Class Pre-test

Picture 2
Control Class Pre-test

Picture 3
Experimental Post-test

Picture 4
Preparation Before Treatment

Picture 5
Experimental Post-test

Picture 6
Control Class Learning Activity

Picture 7
Experimental Treatment Process

Picture 8
Experimental Learning Activity

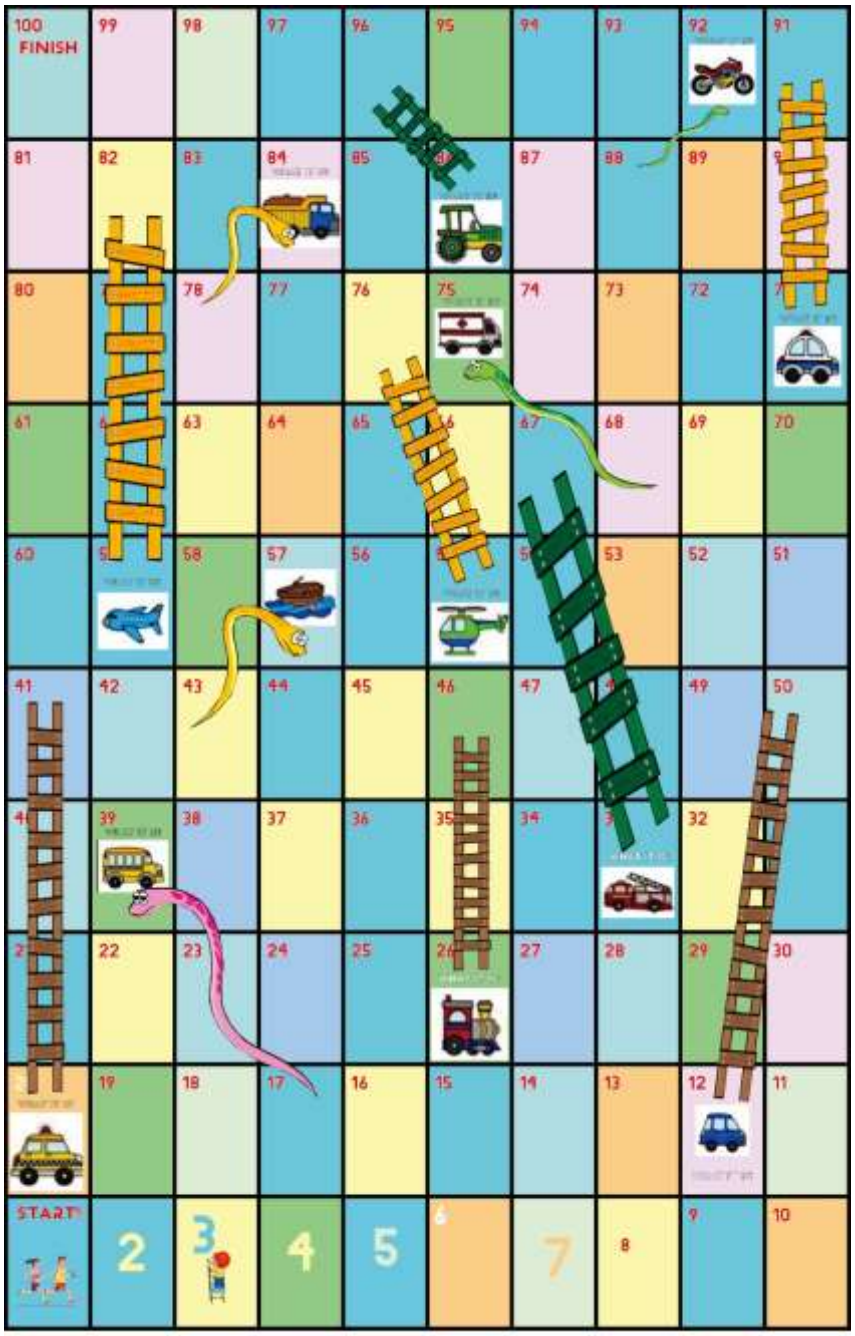
Picture 9
Experimental Treatment Process

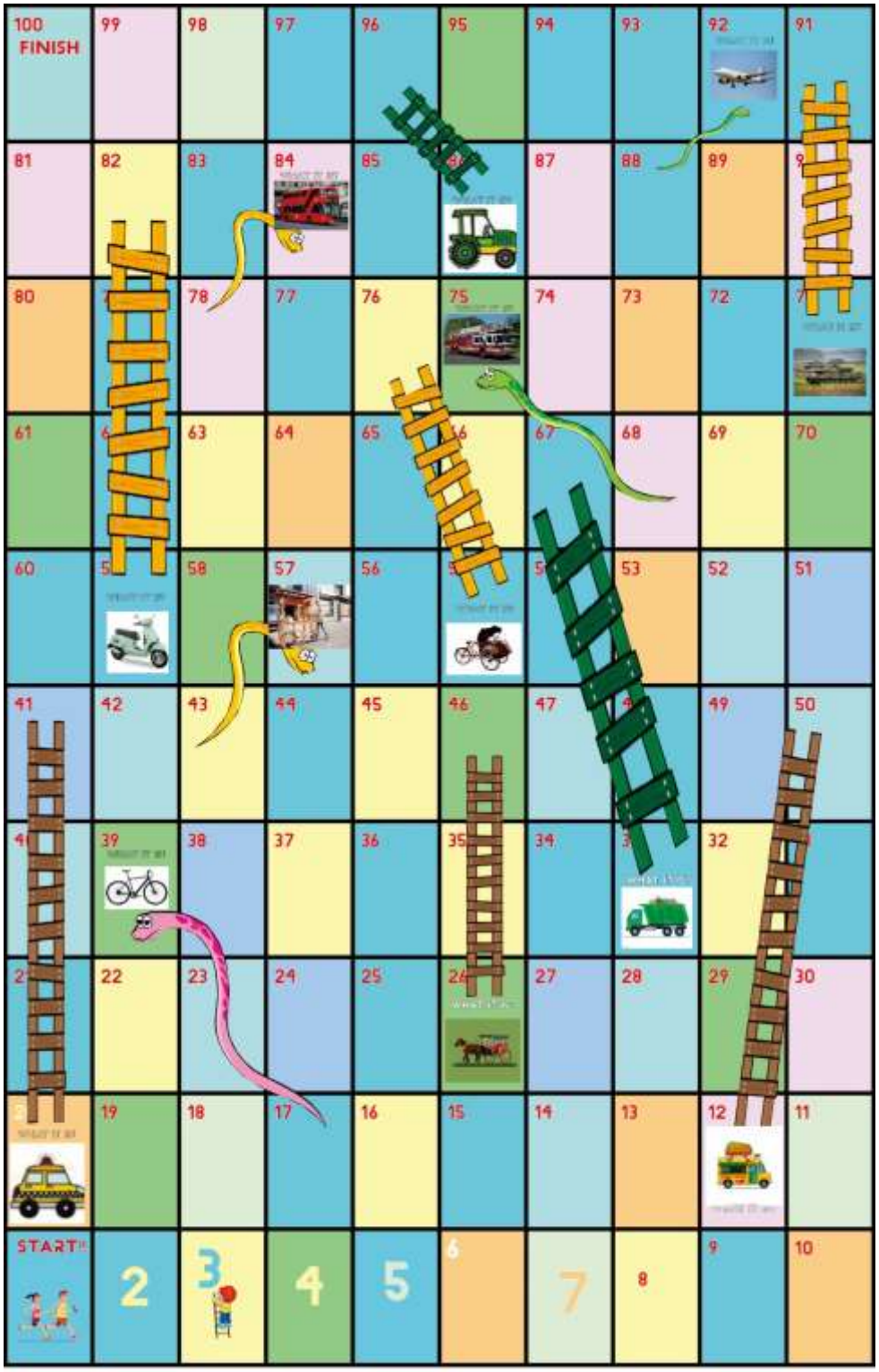
Picture 10
Control Class Learning Activity

Picture 11
Experimental Treatment Process

Picture 12
Experimental Treatment Process

Appendices 22 The Modification Snakes and Ladders Game Board

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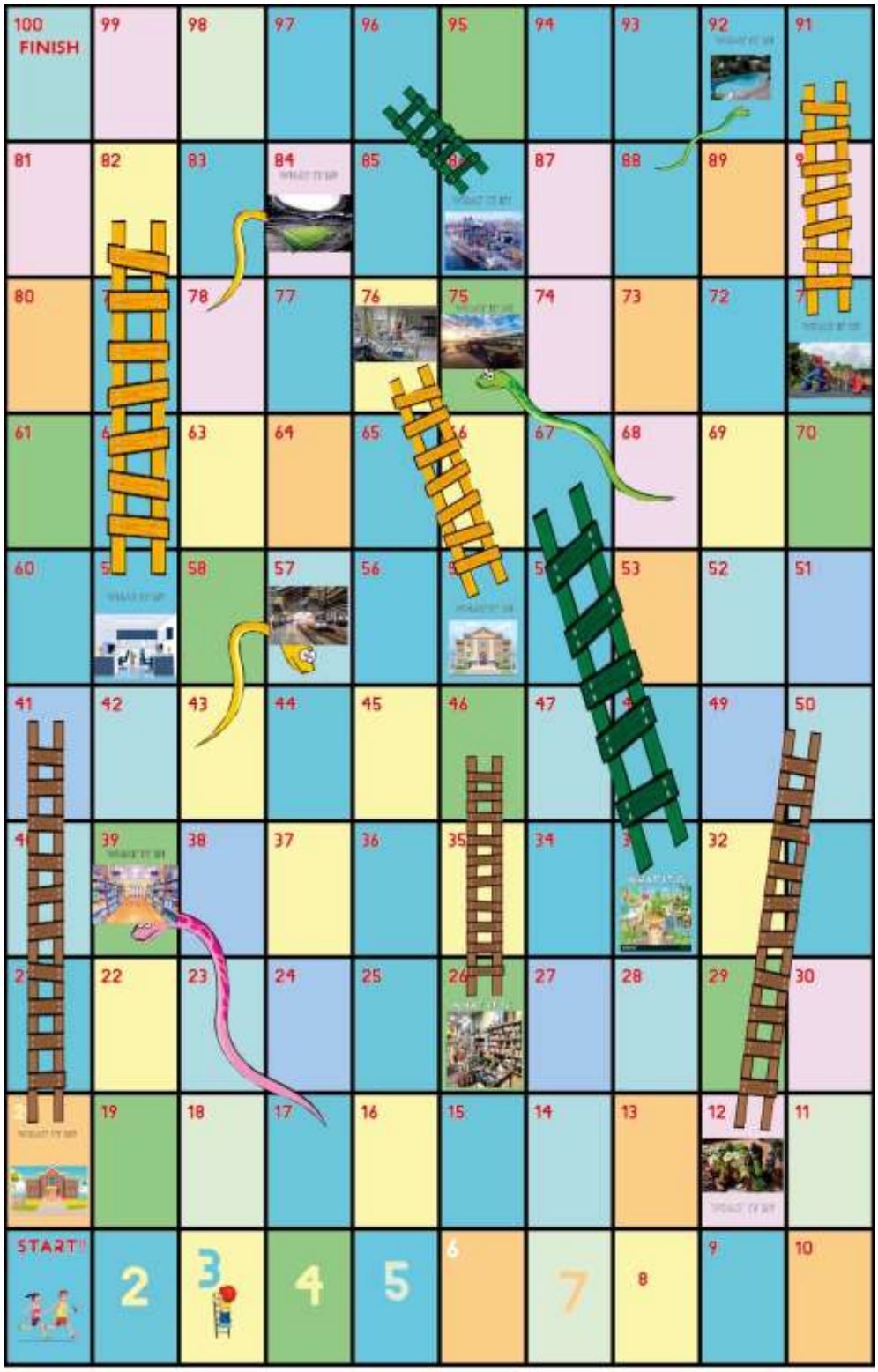
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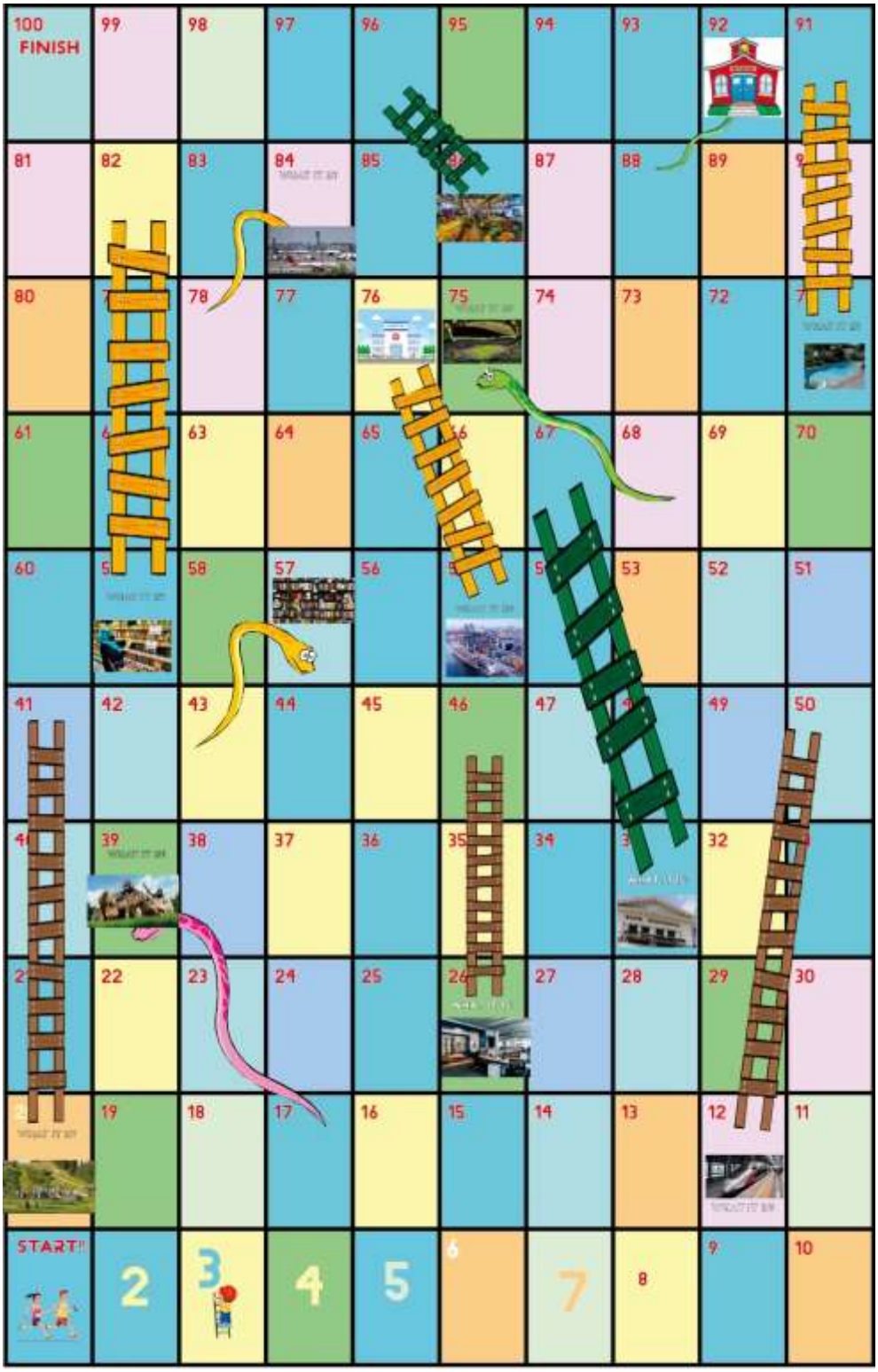
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BIOGRAPHY

A. Profile

1. Name : Naufal Rahadian
2. Student Number : 1917404036
3. Place / Date of Birth : Cilacap / August 18th 2001
4. Address : Doplang, Adipala, Cilacap, Central Java
5. Name of Father : Agus Hari Mardiko
6. Name of Mother : Marwati

B. Educational Background

1. Formal Education
   a. TK Pertiwi Adipala, Graduation Year 2007
   b. SDN 2 Doplang, Graduation Year 2013
   c. MTs An-Nawawi Berjan, Purworejo, Graduation Year 2016
   d. MA N 1 Cilacap, Graduation Year 2019
   e. S1 UIN Prof. KH. Saifuddin Zuhri Purwokerto, Year of Entry 2019
2. Non-Formal Education
   a. Islamic Boarding School An-Nawawi, Berjan, Purworejo, Graduation Year 2016
   b. Islamic Modern Boarding School eL-Fira Purwokerto, Year of Entry 2019

C. Achievement Academic

1. Presenter on International Seminarr on Islamic Education "Islamic Education for Society 5.0 : Between Tradition and Innovation" Faculty Tarbiya and Teacher Training of Islamic State University Prof. KH. Saifuddin Zuhri Purwokerto 2022

D. Organizational Experience

1. Member of Spoorlimo Indonesian Railways Company Operation Area V Purwokerto (2017 – now)
2. Member of Indonesian Railways Preservation Society Region Purwokerto (2023 – now)

3. Member of Security Departement of Islamic Modern Boarding School eL-Fira III (2019 – 2020)
4. Chief of Security Departement of Islamic Modern Boarding School eL-Fira III (2020 – 2021)
5. Chief of Security Departement of Islamic Modern Boarding School eL-Fira II (2021 – 2022)
6. Chief of Secretary Departement of Islamic Modern Boarding School eL-Fira (2022 – now)

Purwokerto, July 1st 2023

Naufal Rahadian

S.N 1917404036

UIN
PROF. K.H. SAIFUDDIN ZUHRI