

**THE EFFECTIVENESS OF Pictionary GAME ON  
STUDENT'S ENGLISH VOCABULARY MASTERY AT 7<sup>th</sup>  
GRADE OF MTs MA'ARIF NU ASSALAM KEMRANJEN,  
BANYUMAS REGENCY**



**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 or Requirement for *Sarjana Pendidikan* (S.Pd.) Degree**

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If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, March 18<sup>th</sup> 2024



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**APPROVAL SHEET**

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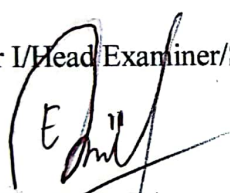
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NU ASSALAM KEMRANJEN, BANYUMAS REGENCY.**

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**Abstract:** This study used experimental research that aims to measure the effectiveness of pictionary game on student's English vocabulary mastery at 7<sup>th</sup> grade of MTs Ma'arif NU Assalam Kemranjen, Banyumas Regency. The subject of this research is all students at 7<sup>th</sup> grade of MTs Ma'arif NU Assalam Kemranjen, with the population consist of 20 students. Then, all the population used as a sample because in this school there is only one class at 7<sup>th</sup> grade. The data collection in this study used pre-test and post-test, the pre-test consisted of 18 multiple-choice questions given before treatment using a pictionary game to measure student's vocabulary mastery. The post-test consisted of 18 multiple-choice questions was given after the treatment using pictionary game. The data were analyzed using a t- test in the IBM SPSS Statistical 25 Windows program. Based on the research data, there is significant effect in student's vocabulary mastery before and after giving the treatment, it can be seen from the result of the mean of pre-test 76,59 and post-test 85,49. Thus, the hypothesis result using paired sample test with the t- count 6,833 and t-table 2,093 (based on the degree of freedom) sig results. (2-tailed) is  $0.000 < 0.05$ , because  $t\text{-count } 6,833 > t\text{-table } 2,093$ , it means  $H_0$  is rejected and  $H_a$  is accepted. Therefore, teaching vocabulary using pictionary game was effective on student's English vocabulary mastery at 7<sup>th</sup> grade of MTs Ma'arif NU Assalam Kemranjen.

**Keywords:** *English vocabulary mastery, Pictionary game, Teaching vocabulary.*

## MOTTO

“Always try to do, there will be an unexpected smile”

Success begins with a strong determination not to give up.”

- Napoleon Hill

The wind does not blow to shake the trees, but rather to test the strength of their roots.”

- Ali bin Abi Talib



## DEDICATIONS

This thesis is dedicated to:

*My beloved people in the world My Moomy (Ibu Imah) and then My Father (Bapak Mukhlasin) who have helped support and pray for me in the preparation of this thesis,*

*The second For My Sister who has helped and encouraged me in the preparation of this thesis.*

*The Third for My Grandmothers and Grandfather who has support and help me to finished this thesis.*

*And the last, I say many thanks for all my friends and people closest to me who have provided encouragement and motivation in the preparation of this thesis.*



## PREFACE

In the name of Allah, the most graceful and for blessing me with his guidance to finish this thesis entitled *"The Effectiveness of Pictionary Game on Students English Vocabulary Mastery at Seventh Grade of MTs Ma'arif NUAssalam Kemranjen"* as a final assignment in achieving Undergraduate Degree (S.Pd) of English Education Study Program at State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

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14. For all of my friends that the researcher cannot mention all one by one, thanks for everything and the motivation.

Finally, the researcher hopes for the reader to benefit from this research. The researcher came to the conclusion that this study is far from ideal.

Purwokerto, March 18<sup>th</sup> 2024

The Researcher, \_\_\_\_\_



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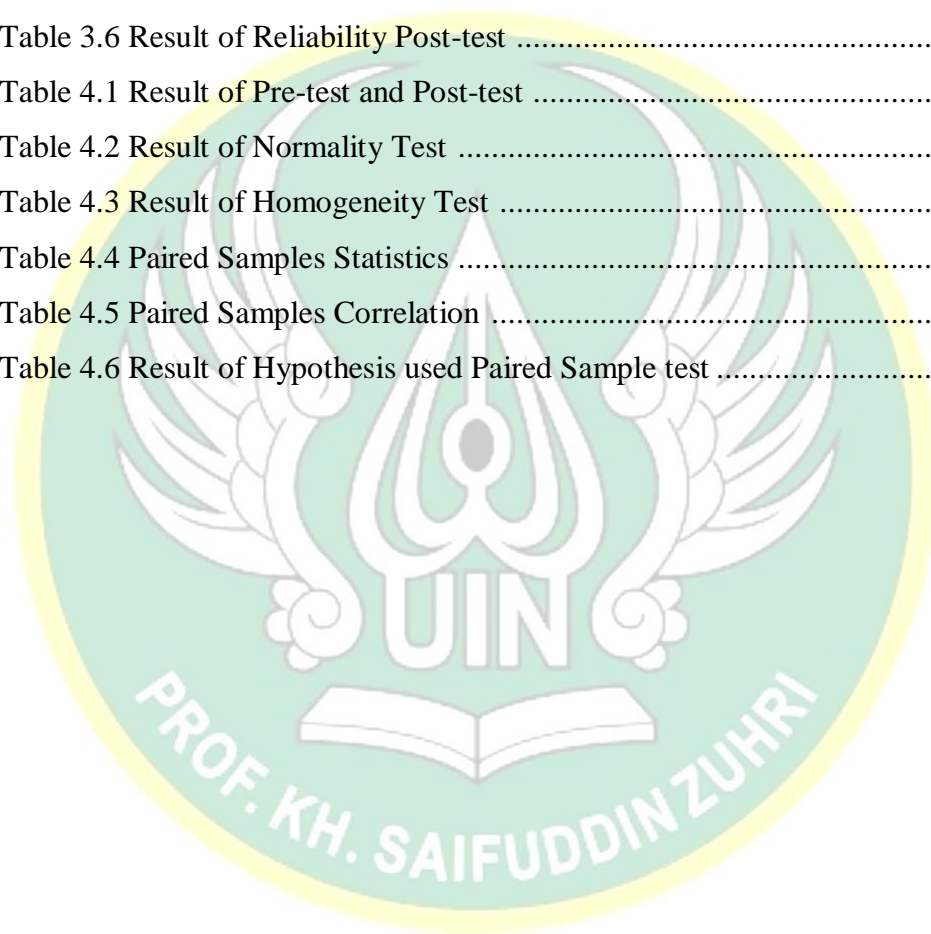
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# CHAPTER I

## INTRODUCTION

This chapter explains the general description of this research which consists of background of the study, operational definition, research question, objectives and significance of the research, and structure of the research.

### **A. Background of The Study**

Vocabulary in learning English is a very crucial language, little or no can be communicated without grammar, and nothing can be communicated without vocabulary (Thornbury, 2002). Language might not exist without vocabulary, and without language, humans cannot speak. Vocabulary is the primary aspect to be emphasized in language-gaining knowledge. This in reality explains that the fundamental potential required for individuals who want to learn English is vocabulary (As sabiq and Sukirno, 2020). Furthermore, vocabulary mastery is essential to speaking, reading, writing, and listening. On achievement tests, students with a larger vocabulary usually do better compared to those with a smaller vocabulary (Richard, 2005). The possession of a large vocabulary permits students to talk more correctly by way of letting them speak in a clear, compelling, and interesting manner (Webber, 2012). From that statement, vocabulary is the language aspects that must be mastered. Therefore, for students to be successful in gaining knowledge of the English language, they need to have a large vocabulary.

In Indonesia, teachers and students mostly find many problems in studying English, especially when learning vocabulary. The reason for those problems are firstly, the teacher is unsure of the finest teaching practices; secondly, the teacher is uncertain of the way to begin focusing an educational emphasis on vocabulary learning; thirdly, Students still only have a basic comprehension of vocabulary; fourthly, the

teacher delivers the material monotonously and is mostly teacher-centered, and lastly is less motivated in learning English (Lestari, 2018).

Based on the preliminary observation on January 2023 at MTs Ma'arif NU Assalam Kemranjen, Banyumas Regency it was found that students have some problems in vocabulary mastery. In this school, the teacher often applies the Text-Based Learning Method which often involves a text being analyzed by the students. The teacher usually distributes the text and instructs students to understand the material. However, they think that learning English is challenging and that it is not their usual language, and most students do not understand the text's contents. Therefore, to help students master vocabulary during the learning process, the teacher conducts learning activities through a whispering game. However, the obstacle, in this case, showed that the teacher does not vary in introducing a game to students, the game uses only a whispering game.

Teaching vocabulary is a challenging task for teachers. Therefore, vocabulary learning should be effective, active, creative, and fun. The teachers are required to teach vocabulary creatively to be more meaningful to attract the learners' attention (Setyaningsih and Wahidiyati, 2022). The teacher's ability to choose solutions to eliminate the problems of the learners learning English well can be done by facilitating the learners in increasing their vocabulary mastery using games (Harmer, 2007). Therefore, it is appropriate to help the teachers in encouraging students to practice their new language in class through games. The purpose of implementing games in the classroom is to increase students' interest and make learning more fun (Simpson, 2011). Furthermore, students will find the material interesting to learn and will comprehend it well.

One of interesting game that can be used to teach vocabulary is a Pictionary game. Pictionary game is a game where the players guess the word through drawn by other players on the same team. Each player should guess the word and the other player should guess it. Then,

Pictionary game can be a fun way to encourage and increase student's vocabulary mastery (Naphine & Daniel, 2011). Furthermore, Students can learn vocabulary effectively by playing games, as memorization on its own can bore them. In addition, games can be used to teach vocabulary strategy and facilitate teachers to learn student personalities. Then, can instruct them on how to practice students' various abilities in more pleasurable ways and collaborate as a team to improve their relationships with others (Ferdinandus and Rahayaan, 2020).

Pictionary games have many benefits that have been tested by several studies and journals. The first study conducted by Tiwa Mur Wijianto entitled "The Effect of Pictionary Game in Teaching Vocabulary at Mts Ma'arif Klego Ponorogo", explained that students need to have a sufficient vocabulary. Students can learn and retain a lot of vocabulary by playing the Pictionary game. Students can select vocabulary more quickly and more effectively. According to this study, students who acquired a Pictionary technique through a game showed significantly higher vocabulary mastery scores than those who did not (Wijianto, 2021). This research used two classes as an experimental class and control class with the sample 19 students and 20 students. Then, in my research used only one class with the sample 20 students. The second study conducted by Hotiah entitled "The Effect of Pictionary Game Technique on Vocabulary Mastery at Grade VII Students of SMA Negeri 5 Padangsidempuan", explained that the game technique has more of an impact on vocabulary acquisition because it minimizes pressure on students to remember what they have learned. Pictionary games are a great way to help students learn new words because they give them rules, an objective, and something fun to do (Hotiah, 2018). This research used two classes as an experimental class and control class with the sample 24 students in each class. Then, in my research only use one class with the sample 20 students.



Furthermore, the other journal conducted by Indri Kartini, E.K. entitled “The Students Responses Toward Implementation of Pictionary Game in Teaching Vocabulary to the Seventh Grade Students in One of Junior High School in Cimahi”, explained that Pictionary game can make interest and increased students in the process of teaching and learning. They stated that playing Pictionary game to learn English was both enjoyable and difficult, which encouraged them to pick up the language and gave the students an interesting method of learning vocabulary (Kartini and Kareviati, 2021). This journal used descriptive qualitative method by using student’s interview. Then in my research used experimental research by using pre-test and post-test. The next journal conducted by Ardi Pranata, Clarry Sada, and Surmiyati entitled “The Effect of Pictionary Game on the Students’ Vocabulary Mastery”, explained Students who play the Pictionary game can actively participate in their education and achieve higher vocabulary levels. Pictionary games can help students make connections between new information and their surroundings, and help them improve their communication skills (Pranata, dkk, 2022). This journal implemented for fifth grade students. Then in my research implemented for seventh grade students.

Based on several studies and journals, it can be concluded that students’ vocabulary mastery can be enhanced by playing Pictionary games. Therefore, the researcher wants to implement and introduce the Pictionary game to determine whether it helps students learn vocabulary at 7<sup>th</sup> Grade of MTs Ma’arif NU Assalam, Kemranjen, Banyumas Regency, because it is expected that students will be more active, motivated, and easy to understand English, especially for understanding English texts which are often applied in learning at this school. Hence, the researcher took the title **“The Effectiveness of Pictionary Game on Student’s English Vocabulary Mastery at 7<sup>th</sup> Grade of MTs Ma’arif NU Assalam Kemranjen, Banyumas Regency.**

## **B. Operational Definition**

The definition of key terms is required to gather all relevant data and offer a research guide. The research is conducted using the key terms as a guide. There are key terms from this research that serve as advice for carrying out this research. All of those are:

### **1. Pictionary Game**

Pictionary is a game of word where students can guess the words from pictures to improve their vocabulary (Darmawan and Fatmawati, 2019). Pictionary is an easy game that takes little preparation and needs to include a deck of word cards, a whiteboard or smart board, and chalk or markers. My class schedule, online class, study habits, school buildings, extracurricular activities, school festivals, and words about the profession are on the list of words employed in this study. However, the students who are in the position of playing the painter in the occupation guessing activity would find it too challenging if they had to choose only from the keywords that the teacher provided that connect with the vocabulary of the profession.

### **2. Vocabulary Mastery**

Vocabulary mastery is the process of learning how to comprehend and apply words in a language, both written and spoken. The ability to master vocabulary will have a significant impact on speaking, listening, writing, and reading comprehension (Utami, 2014). Furthermore, vocabulary mastery refers to learning a large number of words. Adequate vocabulary mastery is required to engage in language-based activities. Mastery of more vocabulary allows us to convey broader and more complex information (Nurgiyanto, 2014). From some of the statements above, according to this study, vocabulary mastery is crucial for students to comprehend words, and student's level of mastery can be analyzed by how well they comprehend text by the teacher. Students' acquisition of the ability is the primary objective of the lesson to quickly remember words and identify them in speech and writing. Furthermore,

teachers need to increase their vocabulary with various activities one interesting thing is using games.

### **C. Research Question**

This research aims to answer the question “Is the use of Pictionary Game Effective on Student’s English Vocabulary Mastery at 7<sup>th</sup> Grade of MTs Ma’arif NU Assalam Kemranjen, Banyumas Regency?”

### **D. Objectives of the Research**

This research aims to measure the Effectiveness of Pictionary Game on Student’s English Vocabulary Mastery at 7<sup>th</sup> Grade of MTS Ma’arif NU Assalam Kemranjen, Banyumas Regency.

### **E. The significance of the research**

The significance that can be expected from this research are:

#### **1. Theoretical Significances**

This research is expected to use effective Pictionary games for learning English vocabulary mastery on students.

#### **2. Practical Significances**

##### **1. For Institutions**

This research is expected to be an indication that Pictionary games are effective in managing students' English vocabulary.

##### **2. For Teacher**

This research hopes to be useful for teachers, especially for English teachers to add learning media and can increase students for English vocabulary mastery.

##### **3. For Future Research**

This research can be planned to contribute to the media of Pictionary game learning by students, institutions, and teachers. Then, can be a reference for researchers interested in research related to teaching English vocabulary mastery.

## **F. Structure of The Research**

This research contains a discussion divided into three parts: the beginning, the content, and the conclusion, as follows:

Chapter I presented an introduction to the research. This chapter discusses the problem's background, research questions, objectives and significance, operational definition, review of relevant studies, research methodology, and research structure.

Chapter II explains the effectiveness of Pictionary game on student's English vocabulary which is presented in a literature review. that includes the theoretical background, a review of relevant studies, and a hypothesis, which is written in a structured manner to facilitate research.

Chapter III contains the research methods including the type of research, time and location, population and sample, variables, data collection technique, and data analysis.

Chapter IV presents the findings of this research which consist of the findings of this research and the discussion.

Chapter V presents the conclusion, limitations of the study, and research suggestions are also available, followed by references, appendices, and the researcher's biography.

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## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter explains about definitions and theories related to the previous study, that can be used as a comparison to support this research.

#### **A. Theoretical Framework**

There are several theoretical frameworks used in this research:

##### **1. Vocabulary Mastery**

###### **a. Definition of Vocabulary Mastery**

Vocabulary is related to language; when learning a language, vocabulary is required. For this reason, vocabulary learning is crucial. There has long been recognition that vocabulary knowledge is important in language development. It becomes necessary to have a strong vocabulary to speak a language; one cannot speak a language without it. Students then need to acquire a language vocabulary. Even though vocabulary is not the only element that is required for students, it is either of the most crucial components to development in language learning (Husnah, 2011)

Vocabulary is an essential aspect of language learning. Learning vocabulary would help you teach and learn English more effectively. According to (Oxford Dictionaries), vocabulary refers to all the phrases in a language. The process of learning to understand and use the words of a language, each written and spoken. The process of learning how to comprehend and apply words in a language, both written and spoken, is known as vocabulary mastery. The capacity to master vocabulary could have a critical impact on speaking, listening, writing, and reading comprehension (Utami, 2014).

Vocabulary is the main aspect of language abilities and the means of learning a speech that allows interpersonal communication and vocabulary is the basis of communication. Limited vocabulary in

a second language makes it difficult to communicate effectively, so vocabulary building is usually regarded as an essential competency for individuals learning a second language (Aisyah, 2017).

Adequate vocabulary mastery is required to carry out language-communication activities. Mastery of more vocabulary allows us to convey broader and more complex information (Nurgiyanto, 2014). Therefore, all words in a language that people use to express ideas or emotions are considered part of their vocabulary. They are used in both written and spoken language for communication. Learners need to be able to apply the context that they know and learn in a variety of contexts. The primary goal of vocabulary learning is for students should have memorization skills and identify words in both written and spoken. Vocabulary is understanding the functions of words in the world

Furthermore, It can be assumed that vocabulary is an essential component of communication. Mastering vocabulary helps people communicate their ideas and thoughts more effectively, which is one of the best ways to be proficient in language learning. Subsequently, even though vocabulary has no direct impact on a language's fluency, learners still need to be familiar with and proficient in some language-related concepts for their language skills to be achieved.

#### **b. Vocabulary Skill**

Vocabulary skills are a person's ability to deepen the concept of a language, by listening, speaking, reading, and writing concepts that have been determined or desired during the learning process. According to (Cameron, 2001) included: Pronunciation, spelling, and grammar means:

##### 1) Pronunciation

The part that significantly affects vocabulary. How people pronounce certain things, pronunciation is the word of the

language. The function is to avoid misunderstandings with the other speaker.

Example: ‘preserve the world” be “preserve the word”.

“Are you walking?” be “Are you working?.”

## 2) Spelling

The syllables and letters we know to create the word “spelling”. Spelling is the process of creating words out of individual letters or word spellings. The function is to enhance writing and reading comprehension and facilitate more fluent communication.

Example: words’ = /wɜːrds/

‘dirty’ = /'dɜːrdɪ/

‘she’ = /SHē/

## 3) Grammar

Since words and grammatical information are connected, learning words can help students learn grammar. This shows that if we give vocabulary a high emphasis, we are not doing so at the expense of grammar. The function of written sentences and paragraphs with proper grammar will be understandable. Paragraphs and sentences are well-organized. Thus, one can understand the meaning contained in sentences and paragraphs. In order to communicate concepts in a way that makes them simple to understand.

Example: Does she read a Cinderella book?

She has finished the English course.

She did not stay at home last week.

## c. Kinds of Vocabulary

Vocabulary is an essential aspect for learners to be aware of what they see, read, and learn. Then, for this reason, learners should understand it well (Baskarani, 2016). Many kinds of vocabulary hoped

it was made easier to learn and the experts have different opinions to determine. According to (Hiebert dkk, 2005) there are three categories. There is Oral vocabulary, it means the set of words when speaking or reading we can use to convey ideas and know their meaning. Print vocabulary means, it consisting of words to know the meaning only when writing or reading. Productive vocabulary, is a set of words that we can use when writing or speaking. Therefore, that's all kinds of vocabulary that we use frequently and the familiar to learners.

According to (Harmer, 2000) there are two kinds of vocabulary, as follows:

1. Productive Vocabulary or Active Vocabulary

Pronunciation, writing, spelling, and using words correctly in grammatical contexts are all necessary for having a productive vocabulary, as are the words that typically connect with them. Then, Learners use it more effectively in speaking and writing. Even though practicing makes it seem harder, learners still need to be able to use words with good structure in the target language and have proper word pronunciation. The expression "active vocabulary" refers to vocabulary that students already know and are thought to learn appropriately.

2. Receptive Vocabulary or Passive Vocabulary

The only ways to understand receptive vocabulary are through reading and listening. Because they seldom use it and are unable to learn every word in a language, people do not need to be very familiar with receptive vocabulary; instead, understanding the utterance allows one to comprehend its ideas in context rather than word for word. Therefore, active vocabulary is easier to use due to previous learning and practice, while passive vocabulary can be challenging to use.



There are many classifications about kinds of vocabulary. According to (Thornbury, 2002) explained that there are six kinds of vocabulary, as follows:

### 1) Word Classes

Word classes or speech acts are groups of words in a language. Word classes are a unit of language which have means something to written or spoken (Oxford Learners Dictionaries). The classification is based on several factors, including word form, function, and meaning in the grammar structure used in the language. Word classes consist of nouns, pronouns, verbs, and adjectives, and they are classified into separate parts of speech.

#### a) Noun

The most significant component of communication and identifying something and the core sentence which is a basic to complete it. Then, it can be objects, people, ideas, or events.

Example: I prefer to drink *tea* with a little sugar.

He bought new *shoes* for the competition.

I opened the *window* to see it raining.

#### b) Verbs

Part of speech act whose role is to describe an event or action. Verbs generally describe doing something by someone.

Example: Most employees *apply* to large companies.

Make sure, you *bring* some cakes for me.

You have to *share* your meal for brunch.

#### c.) Adjective

Adjectives have the function of providing descriptions or additional information from the words that follow them and have the function of describing nouns or circumstances. Adjectives are also used to explain a person, place, or thing like old, handsome, angry, pretty, easy, etc. Then, Nouns and

verbs that become adjectives usually have the addition of -ble, -ful, -like, -ic, -y, -ish.

Example: This place is *instagrammable* for me.

Your face looks very *childish* to him.

She looked very *cheerful* this morning.

d) Adverb

An adverb can play the role of giving a description or explaining in other words about when, how, and where something happens. Then, usually changes the literal meaning of verb, adjective, adverb, phrase, or clause. Then, most of the words in the adverb class have the ending -ly, like quickly, mostly, etc.

Example: You can see him painting in detail and *slowly*.

He drives very *carefully*.

When he climbs the tree, I feel *anxiously*.

e) Preposition

As part of a sentence that explains the connection of nouns, pronouns, and other words in a sentence. Prepositions can provide information about the relationships, places, or times like: in, at, on, near, from, above, before, etc.

Example: The book is *near* the pencil case.

*Before* exercising we have to eat.

This is a special gift *from* your friend

f) Conjunction

Connecting two words, phrases, ideas, or clauses in a sentence. The function of a conjunction is to show or inform the relationship between two parts of a sentence that are related to each other, like: for, and, nor, but, or, yet, so, etc.

Example: My cat *and* rabbit look very cute.

They look beautiful *but* lack of self-confidence.

These flowers are just *for* you.

## g) Determiner

Determiner is a part of speech component that must be understood by everyone who is learning English. That is because this type can help someone express the quantity and amount of an object, like: a, some, the, this, and last

Example: *This* bag looks very pretty.

Please give me *some* sugar.

I saw you every *last* night.

## 2) Word Families

A group of related words with particular features that are formed from the same word (Oxford Dictionaries Learners). Then, they have the same basic word (root) with different suffixes and prefixes added. Thus, they have different meanings, like: work, rework, working, etc. According to (Oxford Dictionaries Learners) there are two types of word families such as:

## a) Basic word similarities

The same word formed the related words from the basic word can be added by the suffix and prefix.

Example: Ability = disability, inability

Appear = appearance, disappear

Take = intake, taker, retake

## b) Based on the sound equation

A group of words with particular features in common and the words with pronunciation in one rhythm.

Example: sound out/aut = about, out, shout

sound ent/ent = gent, sent, went

sound ake/eik = awake, cake, take

## 3) Word Formation

A process carried out can be adding a prefix or suffix from a word to give a new meaning with the process of words combining, cutting, and summarizing from other languages to change from the

original word. One reason for morphology is to form new words formation from old ones, we will refer to this as word formation (Lieber, 2009) and the categories of word formation consisted of:

a) Conversion

The process of modifying the meaning of a term while maintaining its original form of use

Example: Can you *bottle* the milk tea?

You can *butter* the bread with a fork.

“bottle, butter” is a noun but is turned into a verb.

b) Blending

Process of changing the meaning of words by combining and removing several letters in each word.

Example: (1) Let's have *brunch* this afternoon

(brunch is a combination of breakfast and lunch)

(2) He becomes *frenemy* to other people.

(frenemy is a combination of friend and enemy)

c) Compounding

Combining words without reducing letters like blending generally has a different meaning from the authentic word

Example: (1) I can't go to the movie today, I have homework to finish.

(2) Today, I can't go to the movie, I have a lot of homework to finish)

d) Clipping

The process of forming words that have more than one syllable usually removes several letters and forms a new word (the process of cutting words).

Example: Adit didn't go to school because he was sick with *influenza* this morning.

(influenza can be changed into flu).

#### 4) Word Meaning

Relationship between utterances and the meaning of a word which the meaning contained in a word, whether in the form of a sentence or paragraph.

##### a) Synonym

Synonym is a semantic relationship, which asserts that two words have meanings that are similar and their function is different in each sentence.

Example: Attractive: appealing, charming, charismatic

Big : large, giant, vast, huge

##### b) Antonym

An antonym is a word that means the opposite of another word. Another name for antonyms is opposite words.

Example: Agree = Disagree

Arrive = Depart

Adult = Child

#### 5) Homonym

A word that with the same spelling and pronunciation, but has a different meaning in the sentence.

Example: Sell = Cell

Die = Dye

Buy = Bye

#### 6) Collocation

A pair or group of words that are habitually in pairs. Then, combined words in collocations usually form commonly used phrases.

Example: I do the *dishes* every *night*. (verb + noun)

Can I have a *cup* of *milk tea*? (noun + noun)

Their *books* *look* neat and cute (noun + verb)

From the explanation above, it can be summarized that words are one of the language elements or communication tools, that people use to express and convey their ideas and opinions. In addition, learners should increase their vocabulary as much as they can to enhance their communication skills and make it easier for them to learn.

#### **d. Teaching Vocabulary**

Teaching vocabulary is an essential component of language acquisition (Alqahtani, 2015). Then, One of the most crucial section of teaching English of second languages that is vocabulary instruction, and issues can come up both during and after the learning process. As a result, to be able to implement effective teaching methods with the students, the teacher needs to plan and conduct relevant research. There exist multiple approaches for teaching vocabulary (Pinter, 2006) as follows:

1) Teaching vocabulary using objects

This method can aid vocabulary learners in memorizing words because visual aids such as pictures and objects have a highly dependable memory for words.

2) Teaching vocabulary by drilling, spelling, and active involvement

Drilling is a useful tool for introducing word forms to students, especially for spelling words with clearly and naturally.

3) Teaching vocabulary using drawing and picture

Drawing tools can be used on the whiteboard or on flashcards, which can be made with cards and covered in plastic to be reused in a variety of situations. Subsequently, teaching vocabulary through visual aids can facilitate their understanding which becomes a concept of the key in the classroom and improve their memorization of vocabulary.

#### 4) Teaching vocabulary using mime, expressions, and gesture

The phrase "mime or gesture" highlights the significance of facial expressions and gestures in communication, it can be helpful. In essence, because it focuses primarily on conversation, it can be used to indicate the word both in speaking exercises and reading passages. Mime and gestures can be used to introduce a lot of words. Adjectives like "happy" and "sad" come to mind, as well as mime and removing your hat to teach others about hats, etc. Therefore, teaching gestures can aid with comprehension and be useful for students' memorization processes.

#### 5) Teaching vocabulary through guessing from context

Contextual learning includes not only reading extensively but also taking part in discussions and picking up knowledge from stories, films, TV shows, or radio programs. Then, four things are needed for guessing in a spoken or written text involves the reader, the text, unidentified words, and textual indicators that require some degree of guessing the experience. It may be more difficult for the learner to guess if any one of these components is missing. Furthermore, this method encourages students to guess as many different meanings of unfamiliar words as possible.

Teaching vocabulary is fundamental for educators in all subjects. The main problem with teaching vocabulary is that you can only go over a small percentage of it at a time and only a small number of words overall (Nation, 2005). Furthermore, English teachers must be careful when instructing vocabulary to maximize input for their students. There are six principles that teachers must have in teaching vocabulary according to (Nation, 1997), they are:

- 1) Maintaining a clear and basic teaching style. Instructors are prohibited from providing complex explanations;
- 2) Connecting the lessons being taught to prior knowledge by drawing patterns or analogies;

- 3) Using both written and oral presentations and writing the explanations on the board;
- 4) Focusing primarily on words that students already know a little bit;
- 5) Informing students when a word appears frequently but is not worth paying attention to in the future;
- 6) Not introducing related terms that are unknown or poorly understood, such as opposites, close synonyms, or words from the same lexical set.

Learning vocabulary helps students improve their language skills, for instance, speaking, listening, writing, and reading. Thus, vocabulary teaching is crucial for language acquisition. There are three methods for teaching and learning vocabulary, according to (Hunt and Beglar in Cahyono, 2011) divided into:

- 1) Acquired vocabulary incidentally through the course of other language-related tasks, like writing and reading.
- 2) Explicit instruction involves learning vocabulary through instruction, which is necessary for beginners with limited reading skills.
- 3) Independent strategy development aims to give students useful strategies for learning vocabulary.

Furthermore, from the statement above one of the essential aspects of learning language is teaching vocabulary, several methods and principles that can be applied in the classroom. Therefore, to enhance students' motivation and help them memorize vocabulary during the learning process, teachers can then provide an effective teaching vocabulary.

#### **e. The Importance of Vocabulary Mastery**

Vocabulary is a set of common words and phrases organized alphabetically. It is important to study this list because students will



find it harder to learn if they have a limited vocabulary. Furthermore, vocabulary is a crucial step in the education process. According to (Scrivener, 1994) identified there are five functions of vocabulary as follows:

- 1) The importance of vocabulary cannot be overstated, and it should be treated methodically on its own.
- 2) Differentiating between vocabularies for receptive recognition and productive use is necessary.
- 3) If the student has encountered some new vocabulary, it will be challenging for them to complete the assignment.
- 4) We must handle longer, multi-word lexical items in addition to single-word items.
- 5) Learning how to use English dictionaries gives students an essential tool for independent study.

According to (Grauberg, 1997) identified four stages for learning vocabulary:

#### 1) Discrimination

The first step involves continuing to be able to tell distinct sounds and letters from those that are close by, as well as the sounds and letters of words that sound similar when spoken and written. Eventually, as we'll see, a common source of error is a failure to discriminate.

#### 2) Comprehension of meaning

This requires a comprehension of the foreign word or phrase's meaning. This is usually easy to understand because there is an English word that is similar to the word or because the word can be related directly to its reference.

#### 3) Remembering

After introducing and explaining new material, the next step is to ensure retention. After learning a word's definition, students might become disinterested and forget it.

#### 4) Consolidation and extension of meaning

Learning new words is not an immediate process. Should the sole determinant be presentation, vocabulary would not remain and would require learning.

From the explanation above, vocabulary is very important in learning English to master four English skills, especially necessary to master vocabulary and its related a component. Then, learners who have a good mastery of vocabulary can help to express what they are thinking through writing and to comprehend the reading materials by speaking fluently. Furthermore, learners can contribute and express some ideas to ask information with each other.

#### **f. Media in Teaching Vocabulary**

Learning vocabulary is not a particular subject for students, even though the fact that speaking, listening, reading, and writing all heavily depend on this topic. Throughout the class, students apply new words that they learn from the teacher and their peers in classroom activities while also drawing from their existing vocabulary. Then, learning vocabulary is hard work for all teachers to understand, produce, and manipulate words. Therefore, teachers need to more attention to applying innovative instructional media to create motivation and interested students in learning activities (Sartika, 2014). Thus, games, songs, and stories can be a media for learning to improve and enhance student motivation about learning English vocabulary mastery (Purnama, 2023).

According to (Kimtafsirah 1998) divides language learning media into three categories:

- 1) Games and simulations, a game that provides interaction between students through intellectual, social, moral, and emotional to provide information or knowledge to each other through games.

- 2) Visual media are regarded as educational resources including an OHP (Overhead Projector), a blackboard, and a picture.
- 3) Audio media, in this context, audio refers to media that is useful because of its sound as well as recording cassettes that are being played.

This research was chosen to learn vocabulary through games as a media that can support and motivate a large number of language learners to choose new words more quickly. It can also assist teachers in establishing a context in which the target words have purpose and meaning. Furthermore, game-based learning can provide a significant framework for language learning, allowing students to speak afterward without stress (Uberman, 1997). The games to learn vocabulary such as Hangman, Scrabble, Taboo Game, Dabble, and Pictionary game.

Learning vocabulary using games has advantages and is effective in learning because it can motivate cooperation among students and build a friendly feeling of competition. Additionally, students can collaborate and enhance their communication abilities to modify the target language (Azar, 2012).

From the statement above, game is a useful method for the learning process and one of the effective media to use in teaching and learning, especially when learning vocabulary. Then, games are more relevant and suitable for classroom learning, they are not only more enjoyable but also more crucial for language practice and review. Furthermore, this research used pictionary games as a media in teaching vocabulary.

## **2. Pictionary Game**

### **a. Definition of Pictionary Game**

Pictionary game is a game that requires students to guess words or phrases by drawings. Then, to play this game students are divided into

several groups, where each team member takes turns being the artist. This game aims to boost students' enthusiasm for learning English, especially in vocabulary mastery. Students who were previously inactive in the learning process become interested and more active through the Pictionary game because students must participate in the Pictionary game by collaborating in groups to guess the word (Thornbury, 2002) as cited in (Darmawan & Fatmawati, 2019). Furthermore, pictionary game can help students to understand vocabulary and its functions while learning English through the Pictionary game. Thus, pictionary game can increase student's motivation in vocabulary mastery

For those children who are visual learners, A great teaching tool for enhancing students' communication and critical thinking abilities is the Pictionary game. For those people, it is also a good idea to build on material from other subject areas. The rules of Pictionary will concentrate on the growth of creativity and logical reasoning. In addition to being creative. The sketches players need to choose and help in the understanding of the association by the other members of their team. a word game where students guess words from drawings to increase their vocabulary. This game is also great for honing grammar and vocabulary abilities (Hinebaugh, 2009)

Furthermore, it can be argued the students become more creative in their thinking and communication skills to try and guess the words with the pictures. Then, will make them more motivated to find the answer.

## **b. Advantages and Disadvantages of Pictionary Game**

### 1) Advantages of Pictionary Game

Pictionary is one of several fun vocabulary games that may be used to teach common nouns. The following are some benefits of utilizing this game to learn a language:

- a) For those who learn most effectively visually or who show a higher level of artistic ability and enjoy turning challenging

words into elaborate drawings, Pictionary is an excellent game. It promotes teamwork and cooperation.

- b) It establishes a purposeful framework for linguistic use.
- c) It promotes communication and interaction among students.
- d) Depending on the game's variant, it offers language exercises for different skills including speaking, writing, reading, and listening.
- e) It inspires and challenges.

## 2) Disadvantages of Pictionary Game

Additionally, the Pictionary game style has several disadvantages:

- a) The Pictionary game technique can be particularly challenging for visual learners.
- b) Make students disruptive and loud during teaching-learning activities in class.
- c) The artist's team wants to be able to guess what the artist creates if the students who become artists are unable to draw (Tarwiyah, 2008).

From the explanation above summaries, the benefits of playing Pictionary games include having fun, enjoying, and requiring the cooperation of group members, and making interaction between students, to practice this game. The disadvantages of Pictionary games include the fact that they make students chattery and disruptive in the classroom, make it challenging for those who learn visually, and prevent the team from identifying the artist if one of the artists cannot draw the instructor could control it and make studying more conducive.

### c. Steps to Apply Pictionary Games

The procedures for using the Pictionary game in the classroom (Hamer and Lely, 2009) there are several examples as follows:

- 1) A group of students is formed. The size of the group may vary

depending on how many students are present in the classroom, and it can also be separated according to seats.

- 2) The instructor goes over the game's rules for Pictionary.
- 3) A word is given to each group to illustrate.
- 4) Each group assigns a member to sketch or illustrate each word the teacher says. The other group of students may be those who choose to sit at the front of the room or the bottom.
- 5) The teacher places a list of words and an empty sheet of paper on the front of the desk so that each student can draw several words.
- 6) After ensuring that everyone is prepared, the teacher issues the start signal, at which point each student begins to play the game.
- 7) After the warning, one student from each group takes one card and starts drawing. Then each student drawing can only respond "yes" if the statement is true or "no" if it is false. The group members are instructed to guess.
- 8) Each learner takes a turn going ahead while the group members take turns drawing a word from a deck and guessing it.
- 9) The team that correctly guesses the most words in the shortest amount of time would be the winner.

Students play the Pictionary game and have to draw something using the vocabulary that is displayed on the card (Ayu, dkk, 2018) the steps are as follows:

- a) Students are divided into several groups.
- b) The instructor goes over the Pictionary game's rules.
- c) One word to sketch is given by the groups.
- d) Every group chooses a member to illustrate and sketch each word the teacher says.
- e) The teacher signals for everyone to start playing when they are all ready, and each student starts. One group member uses one of the cards to start drawing after asking the other members to guessed.

Students who draw can only answer "yes" if they are correct and "no" if they are incorrect.

#### **d. Implication of Pictionary Game**

This study employed the Pictionary game technique to examine the impact of the game on students' vocabulary mastery, as memorization is a crucial component of vocabulary growth. The author discovered that this game aids students in learning. Pictionary game can help students learn vocabulary and enhance their memorization skills. In the beginning, students feel confused when this game is introduced to them, but as they apply this game become comfortable and effectively apply it.

### **B. Review of Relevant Studies**

The First, thesis research entitled "*The Effect of Using Pictionary Game Towards Students Vocabulary Mastery at Tenth Grade Student of Senior High School 8 Jambi City*" was written by Nur Anisah from Batanghari University Jambi in 2023. This thesis focused on the research is analysis Effect of Pictionary Game on Student's Vocabulary Mastery at Tenth Grade Students of Senior High School 8 Jambi City. This study used experimental research methods. The experimental class average score was higher than the control class, the researcher discovered after applying the Pictionary Game Technique. This demonstrated the acceptance of the alternative hypothesis (Ha). It was discovered that the vocabulary mastery of the tenth-grade students of Senior High School 8 Jambi was significantly impacted by applying Pictionary Game technique. The similarity is found that the study discusses the effect of Pictionary Game technique with experimental research and the data collection used pre-test and post-test. In addition, the difference in this study is the place and time of teaching this study used two classes (experimental class and control class) as a sample, while in my research used only one class at 7<sup>th</sup> grade as a sample.

The Second, thesis research entitled “*The Effectiveness of Pictionary Game in Teaching Vocabulary Mastery at Seventh Grade of MTsN 1 Kediri*” was written Almira Amalia Nur Laili in 2023. This thesis focused on research on The Pictionary game and its effectiveness for student’s vocabulary mastery at seventh grade. Then, this study aims to determine the effectiveness of the Pictionary game technique in teaching vocabulary mastery. The author conducted an experimental study consisting of an experimental class and a control class that used the memorization method to teach. Pre- and post-tests were used for collecting the data, and the results showed that the mean of experimental class was higher than the control class. It indicates that applying the Pictionary game technique to teach vocabulary is effective. The similarity of this study is that the same object is a Pictionary game of English vocabulary mastery with used experimental research and the data collection used pre-test and post-test. In addition, the difference of this research is there is a experimental class and control class with 61 populations from two class, while in my research used only one class as a sample with the populations only 20 students.

The Third, thesis research entitled “*The Effectiveness of Pictionary Game in Teaching Vocabulary at MTS Ma’arif Klego Ponorogo (Quasi-Experimental Research at the Seven Grade Students of MTS Ma’arif Klego Ponorogo in Academic Year 2021/2022)*”. was written Tiwa Mur Wijianto from IAIN Ponorogo in 2021. This thesis focused on the research Pictionary game and effectiveness in teaching vocabulary at MTS Ma’arif Klego Ponorogo (a quasi-experimental study conducted with the school seventh-grade students in the academic year 2021–2022). This study applied a quasi-experimental design and a quantitative methodology. A control group and an experimental group were used in this study. Consequently,  $H_a$  was accepted and  $H_o$  was rejected. Furthermore, it can be inferred that there was an interesting variation in vocabulary mastery scores between students who were instructed in a Pictionary technique through the use of a Pictionary game and those who were not. The similarities of this study are the same



and the purpose of this study is to discuss the effectiveness of the Pictionary game for students and Mastery of English vocabulary, the subject of this study is the same aimed at 7<sup>th</sup> grade and using experimental teaching. In addition, the research fixed differences in place and time of this study are different, and 39 students were used as a sample in this study. In this case, the number of students using the sample in my research is 20 students.

The fourth, journal entitled "*Pictionary Game for Vocabulary Mastery: Best Practice From A Rural School Context*". was written Aurelie Stefania Odang, Stefanus Igolois Grenga Uran, and Wendelinus Oscar Janggo in 2023. This journal focuses on improving a simple application of specific Pictionary games to improve students' English vocabulary learning in a predominantly rural, private school setting in the 11<sup>th</sup> Science Class at SMAK St. Petrus Kewapante during the academic year 2022/2023. In this study, the average vocabulary test score for students in two top-priority skill areas reading and listening as well as quantitative data from the questionnaire were examined. One action was taken within a single cycle. As a result, there was an important rise in the class percentage that fulfilled the success criteria for mastering vocabulary in reading and listening from cycle one to cycle two. This research and thesis are similar in that they both aim to test the effectiveness of a pictionary game on students' English vocabulary mastery. Furthermore, the difference between this thesis is used qualitative and quantitative methods, but my research only used quantitative method.

The Fifth, journal entitled "*The Students Responses Toward the Implementation of Pictionary Game in Teaching Vocabulary to the Seventh Grade Students in One of Junior High School in Cimahi*". Was written by Indri Kartini and Evie Kareviati in 2021. The purpose of this journal was to find out what the seventh-graders thought about the use of picture games to teach vocabulary in English. A descriptive qualitative method was employed in the study. The findings demonstrated that students' acquisition of English vocabulary was aided by the use of video game technology.

According to observational data, students' active engagement in the teaching and learning process increased as a result of the pictictionary game. This research and this thesis have the same research object or focus: to test the effectiveness of the Pictionary game in managing students' vocabulary. Furthermore, this study differs in that it was conducted at a different location and time, and it included 38 students as its sample. Then in my research, the sample number of students used is 20 students, this research used descriptive qualitative method but my research used experimental research.

From some research, the researcher concluded, that the pictictionary game was very effective for student's vocabulary mastery in learning English. Furthermore, the researcher is interested in applying the Pictionary game in different schools. However, the researcher will know whether the pictictionary game is effective or ineffective on student's English vocabulary mastery at 7<sup>th</sup> grade of MTs Ma'arif NU Assalam Kemranjen, Banyumas Regency.

### **C. Hypothesis**

In this research the hypothesis was formulated:

Ha: Alternative Hypothesis (Accepted)

There is a significant effect of Pictionary Game on Student's English Vocabulary Mastery at 7<sup>th</sup> Grade of MTS Ma'arif NU Assalam Kemranjen, Banyumas Regency.

Ho: Nihil Hypothesis (Rejected)

There is no significant effect of Pictionary Game on Student's English Vocabulary Mastery at 7<sup>th</sup> Grade of MTS Ma'arif NU Assalam Kemranjen, Banyumas Regency.

## CHAPTER III

### RESEARCH METHODOLOGY

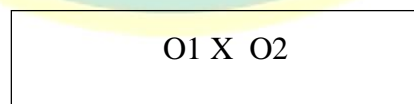
This chapter explains the process of answering the research questions it contains type of research, time and place, collecting data, and data analysis of the study.

#### A. Type of Research

According to the objective of this research, the research used a quantitative approach to find out the effectiveness of Pictionary Games on student's English vocabulary mastery at 7<sup>th</sup> Grade of MTs Ma'arif NU Assalam Kemranjen, Banyumas Regency. This study employed a pre-experimental design because the dependent variable is not completely influenced by the independent variable. There are no control variables, and the sample was not selected at random (Sugiyono, 2020). The design in this research used one group pretest-posttest design. This design contains a pre-test (before being given a treatment) and a post-test (after being given a treatment) in one group. Therefore, to find out the effect of treatment accurately can compare the results of the pre-test and post-test.

One group pretest-posttest design can be represented according to (Sugiyono, 2020) as follows:

**Table 3.1 One Group Pre-test Post-test Design**



Notes: X = Treatment given

O1 = The result of Pre-test (before being given treatment)

O2 = The result of Post-test (after being given treatment)

## B. Place and Time of The Research

This research was conducted at MTs Ma'arif NU Assalam Kemranjen, Masjid Baabussalaam Street, Rt.6 Rw.1, Kedungpring, Kemranjen District, Banyumas Regency, Province of Central Java. The reason for choosing this school because this place had not implemented the Pictionary games in the classroom. Therefore, the researcher was interested in introducing this game and also wanted to see whether Pictionary game is effective or not toward student's vocabulary mastery. The research was carried out from 11<sup>th</sup> January - 24<sup>th</sup> January in the 2023/2024 Academic year. The schedule can be seen in the following table:

**Table 3.2 Schedule of the Research**

NO.	Class	Meeting	Time
1.	VIII	(Validity of Pre-test, Post-test)	Thursday, 11 <sup>th</sup> January 2024 10.00-11.10
2.	VII	Meeting 1 (Pre-test, School Building)	Wednesday, 17 <sup>th</sup> January 2024 07.20-09.05
3.	VII	Meeting 2 (Extracurricular Activity)	Thursday, 18 <sup>th</sup> January 2024 12.30-13.40
4.	VII	Meeting 3 (Extracurricular Activity)	Friday, 19 <sup>th</sup> January 2024 07.20-08.30
5.	VII	Meeting 4 (School Festival, Post-test)	Wednesday, 24 <sup>th</sup> January 2024 07.20-09.05

## **C. Population and Sample of The Research**

### **1. Population**

The population of this research was all the students at 7<sup>th</sup> grade of MTs Ma'arif NU Assalam Kemranjen consisting of 20 students. Thus, the population of this study was 20 students.

### **2. Sample**

The sample of this research was all students at 7<sup>th</sup> grade of MTs Ma'arif NU Assalam Kemranjen which was chosen using saturated sampling. Saturated sampling is a sampling technique that all members of the population use as a sample because the population is less than 30 (Sugiyono, 2020). Therefore, in this research, all members at 7<sup>th</sup> grade of the population are to be sampled which consists of 20 students. The reason this research used all the population to be sampled because in this school there is only one class at 7<sup>th</sup> grade.

## **D. Variable of the Research**

Variables used in this study include the dependent and independent variables. Vocabulary mastery is the dependent variable (Y), and the Pictionary game is the independent variable (X).

## **E. Data Collection Technique**

The most important stage in the research process is data collection since gathering data is the main goal of the study. The research used the following methods:

### **1. Test**

#### **a. Pre-test**

Pre-test was given on 17<sup>th</sup> January 2024. The pre-test was given before using a Pictionary game to measure the student's comprehension in vocabulary mastery before giving treatment and the

learning material. The pre-test consists of 20 multiple-choice questions, but after validity testing only 18 valid questions. Some of these questions were created from the book, and others were modified by themselves and another resource. In the pre-test questions were made differently from the post-test.

#### b. Treatment

The course material for the treatment followed by the school's syllabus such as school building, extracurricular activities, and school festivals. At the beginning of the learning, Pictionary game was given before the treatment. Then, after the treatment was given at the end of the learning, Pictionary game was given again to measure vocabulary mastery before and after given the treatment. The treatment was conducted at the four meetings.

The first meeting was held on Wednesday, 17<sup>th</sup> January 2024. Students were given a pre-test to know the student's vocabulary mastery before being given the treatment allocated 20 minutes. Then, at the beginning of the learning students apply Pictionary game the results of this game are, that group one can guess 2 vocabularies and group two can guess 3 vocabularies. In the last learning process, students apply Pictionary game again with the result of this game, group one can guess 5 vocabularies and group two can guess 7 vocabularies.

The second meeting was held on Thursday, 18<sup>th</sup> January 2024. At the beginning of the lesson, students apply Pictionary game with the result of this game group one can guess 3 vocabularies and group two can guess 5 vocabularies. Further, in the last lesson, students applied Pictionary game with the result that group one can guess 4 vocabularies, and group two can guess 6 vocabularies.

The third meeting was held on Friday, 19<sup>th</sup> January 2024. The learning process begins with applying Pictionary game, the result of

this game group one can guess 4 vocabularies, and group two can guess 6 vocabularies. Further, in the last lesson apply Pictionary game with the result group one can guess 3 vocabularies and group two can guess 4 vocabularies.

The fourth meeting was held on Wednesday, 24<sup>th</sup> January 2024. This lesson begins with applying Pictionary game, the result of this game group one can guess 2 vocabularies and group two can guess 3 vocabularies. Then, in the middle of the lesson applied Pictionary game with the result group one can guess 3 vocabularies and group two can guess 4 vocabularies. The last lesson the students were given a post-test to measure their comprehension of all material from the first meeting until the fourth meeting.

From the explanation above, it showed that at each meeting there is an increase in students vocabulary mastery of the material during the learning process. Furthermore, it can be concluded teaching vocabulary mastery using Pictionary game was effective on student's English vocabulary mastery.

#### c. Post-test

Post-test was given after using the Pictionary games as the treatment to the students. The post-test consists of 20 multiple-choice question, but after validity testing only 18 valid questions. The multiple choice questions are created from the book, and modified from another resource. In the post-test questions were made differently by the pre-test.

## 2. Instrument Testing

Research instruments are tools used to specifically measure a phenomenon because research has principles in carried out measurements. Furthermore, to require good measuring instruments are called research instruments (Sugiyono, 2020). The instrument test in this study consisted of

20 multiple-choice questions. Then, only 18 of the pre-test and post-test valid questions after validity testing. The material instruments were adapted from books, some of the questions came from another source, and questions were designed differently with the time allocated for answering 30 minutes.

## F. Validity and Reliability Testing

### a. Validity Test

A validity test was used in this study to determine whether the data collected after the research was valid for the instrument test on the pre-test and post-test. According to (Sugiyono, 2018) validity testing for each question. The instrument is considered valid if  $r_{\text{count}} > r_{\text{table}}$  at a significant level ( $\alpha = 0.05$ ), and invalid if  $r_{\text{count}} < r_{\text{table}}$ . Furthermore, this research instrument can be said to be valid if can measure objects with data obtained by the researcher.

#### 1) Pre-test

Pre-test activities were held on Thursday, January 11<sup>th</sup> 2024 in pilot class (VIII) at 10.00-11.10. The purpose of the pre-test is to determine whether the items were valid or not. The validity test should be compared to the  $r_{\text{table}}$ , and the value of the  $r_{\text{table}}$  for 27 students with a significance value of 0.05 was 0.381. Validity was determined by if  $r_{\text{count}} > r_{\text{table}}$ . (Sugiyono, 2018), with the following results:

**Table 3.3 Result of Pre-test Validity**

Number of items	Value of rcount	Value of rtable (n= 27, a= 0,381)	Interpretation
1	0,598	0,381	Valid
2	0,518	0,381	Valid
3	0,446	0,381	Valid
4	0,680	0,381	Valid



5	0,425	0,381	Valid
6	0,529	0,381	Valid
7	0,442	0,381	Valid
8	0,385	0,381	Valid
9	0,257	0,381	Invalid
10	0,382	0,381	Valid
11	0,158	0,381	Invalid
12	0,492	0,381	Valid
13	0,529	0,381	Valid
14	0,725	0,381	Valid
15	0,680	0,381	Valid
16	0,529	0,381	Valid
17	0,654	0,381	Valid
18	0,670	0,381	Valid
19	0,670	0,381	Valid
20	0,664	0,381	Valid

Based on the validity calculation, it can be seen from 20 multiple choice of Pre-test, there are 2 invalid questions. Then, invalid questions can be erased. Therefore, valid questions consisted of 18 multiple choices can be used as a pre-test for the sample class.

## 2) Post-test

Post-test activities were held on Thursday, January 11<sup>th</sup> 2024 in pilot class (VIII) at 10.00-11.10. The questions of post-test are different from the pre-test, with the following results:

**Table 3.4 Result of Post-test Validity**

Number of items	Value of rcount	Value of rtable (n= 27, a= 0,381)	Interpretation
1	0,679	0,381	Valid

2	0,406	0,381	Valid
3	0,397	0,381	Valid
4	0,410	0,381	Valid
5	0,634	0,381	Valid
6	0,566	0,381	Valid
7	0,593	0,381	Valid
8	0,449	0,381	Valid
9	0,425	0,381	Valid
10	0,557	0,381	Valid
11	0,170	0,381	Invalid
12	0,453	0,381	Valid
13	0,557	0,381	Valid
14	0,558	0,381	Valid
15	0,397	0,381	Valid
16	0,256	0,381	Invalid
17	0,594	0,381	Valid
18	0,453	0,381	Valid
19	0,486	0,381	Valid
20	0,560	0,381	Valid

According to the result above, it can be seen from 20 questions of multiple-choices, there are 2 invalid questions. Then, invalid questions can be erased. Therefore, the valid questions consist of 18 multiple choices and can be used as a post-test for the sample class.

#### **b. Reliability Test**

Reliability test was used in this research to measure an instrument's degree of accuracy after it had been used on the same subject and in similar situations several times. When research provides for reliability test,

this study used Cronbach's Alpha (alpha) method. If Cronbach's alpha > rtable, as shown by the significance test, which was carried out at a significance level of 0.06, the instrument can be named reliable. The criteria of reliability tests as follows:

- a. The instrument is considered reliable if the Cronbach's alpha  $\alpha$  value is higher than 0.06
- b. Cronbach's alpha value of less than 0.06 indicates that the instrument is not reliable (Sugiyono, 2018).

The IBM SPSS Statistics 25 Windows program supported the processing of reliability test data. Then, if the instrument provides valid results on both the pre-test and post-test. Furthermore, a reliability test can be conducted.

#### 1) Pre-test

**Table 3.5 Result of Reliability Pre-test**

Reliability Statistics	
Cronbach's	
Alpha	N of Items
.822	20

Based on the table above, the data (n) = 27, a value of 0,822 at a significance level of 0,06 was obtained by 0.381. Then, it can be assumed that the value is  $0,822 > 0,381$  indicating that the pre-test items are reliable.

#### 2) Post-test

**Table 3.6 Result of Reliability Post-test**

Reliability Statistics	
Cronbach's	
Alpha	N of Items
.745	20

Based on the table above, the data (n) = 27, a value of 0,745 at a significance level of 0,06 was obtained by 0.381. Then, it can be

assumed that a value is  $0,745 > 0,381$  indicates that the pre-test items are reliable.

## G. Data Analysis Technique

The data collected in pre-test and post-test data were collected to analyze the effectiveness of Pictionary game on English vocabulary mastery. The IBM SPSS Statistics 25 for Windows program helped this study by guiding the data analysis. This research used data analysis as follows:

### 1. Normality Test

The normality test to determine whether the possible sample of the study was normally distributed (Rukajat, 2018). According to (Nuryadi et al., 2017) the normality test finds whether the data is from a population with a normal distribution. Additionally, the Shapiro-Wilk test was employed in this study to identify when the distribution was normal using the IBM SPSS 25 Windows program this follows:

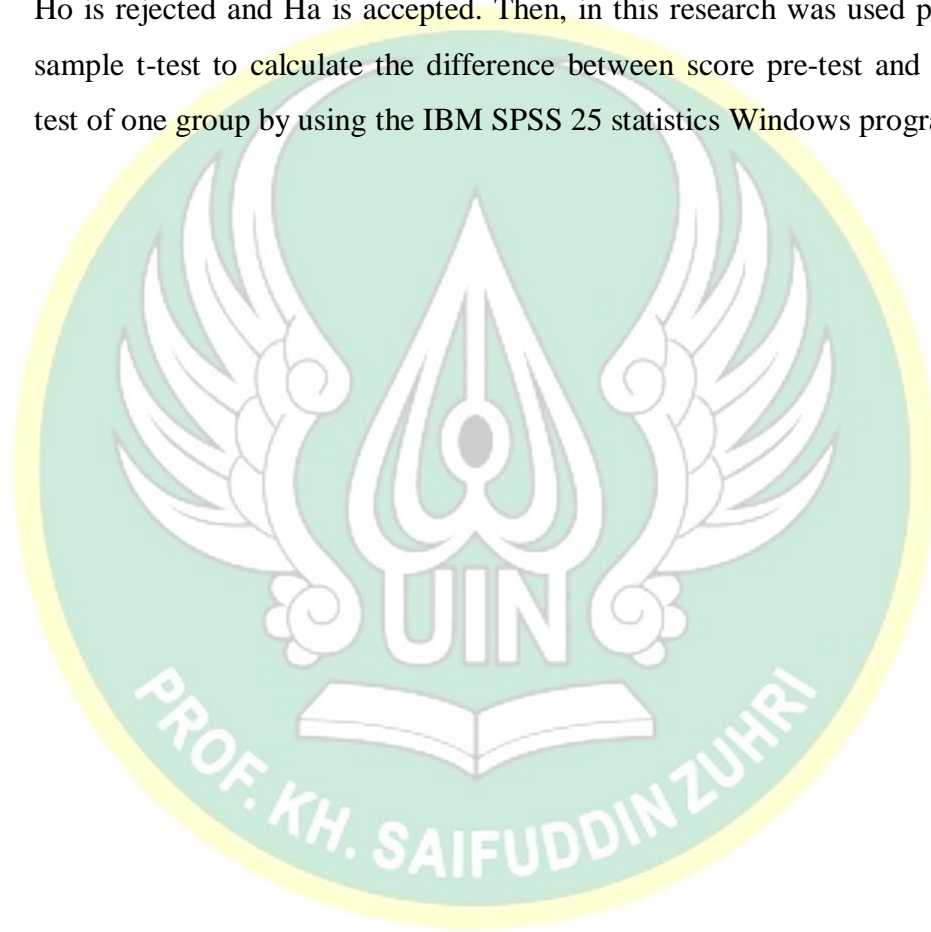
- a. If the Sig.  $< 0.05$  then  $H_0$  that normally distributed data is rejected. This means that the data results come from the pre-test and are not normally distributed.
- b. If the Sig.  $> 0.05$  then  $H_0$  is accepted. This means that the sample data comes from the pre-test normally distributed.

### 2. Homogeneity Test

The homogeneity test is testing whether or not the two variations have the same distribution or more. Then, this research used the IBM SPSS Statistics 25 windows program to calculate the homogeneity test. According to the calculation, if the significant value  $> 0.05$ , it indicates that the variance of data from two or more population groups is homogeneous; if the significant value  $< 0.05$ , it indicates that the variance of two or more population groups of data is inhomogeneous. (Nuryadi et al., 2017).

### 3. Hypothesis Test

Hypothesis test is the process of evaluating the sample of a population, the purpose of a hypothesis test to decide whether the hypothesis being tested is accepted or rejected (Hussein, 2021). This study was carried out to find out the significant difference in pre-test and post-test scores. According to (Singgih Santoso, 2014) a result of sig (2-tailed)  $< 0,05$  in the paired sample t-test calculation of the hypothesis shows that  $H_0$  is rejected and  $H_a$  is accepted. Then, in this research was used paired sample t-test to calculate the difference between score pre-test and post-test of one group by using the IBM SPSS 25 statistics Windows program.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter describes the research findings the result of a sample class and discussion related to the previous study.

#### A. Findings

##### 1. Data Description

The results of this research show the effectiveness of applying Pictionary game on student's English vocabulary mastery. This research was carried out at MTs Ma'arif NU Assalam Kemranjen with a population of all students in class VII consisting of 20 students who received the treatment. The pre-test and post-test instruments in this study consisted of 18 multiple-choice questions. The treatment was held in four meetings. Each meeting begins with given Pictionary game before the learning process (as a brainstorming) and the last learning process was given Pictionary game to measure student's vocabulary mastery about the material. The first meeting was used to provide pre-test questions to measure students' understanding of vocabulary mastery before giving the treatment. The second and third meetings were used for learning the material, then the fourth meeting was given a post-test to measure students' comprehension of the material after receiving the treatment.

After given pre-test and post-test it can be seen the effect of Pictionary game on student's vocabulary mastery on the following table:

**Table 4.1 The Result of Pre-test and Post-test**

<b>STATISTICS</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>
<b>N</b>	20	20
<b>Mean</b>	76,61	85,49
<b>Modus</b>	83,3 and 72,2	88,8
<b>Maximum</b>	88,8	94,4

<b>Minimum</b>	66,6	72,2
----------------	------	------

According to the result above, it can be found that the score minimum of the pre-test is 66,6 and the post-test is 72,2. The maximum score of the pre-test is 88,8 and post-test is 94,4. The mean of pre-test is 76,61 and post-test is 85,49. Then, there is a different score between pre-test and post-test. Therefore, there is a significant effect of using Pictionary game on student's English vocabulary mastery.

## 2. Data Analysis

### a. Normality Test

In this study, the normality test was analyzed using the IBM SPSS Statistics 25 Windows program. Results from the pretest and post-test were used to obtain data for the normality test. According to (Sugiyono, 2014) If the Sig. > 0.05 then H<sub>0</sub> is accepted. This means that the sample data comes from the pre-test normally distributed, If the Sig. < 0.05 then H<sub>0</sub> that normally distributed data is rejected. This means that the data results come from the pre-test and are not normally distributed. The result of the normality test can be seen on Table 4.4

**Table 4.2 The Result of Normality Test**

Tests of Normality							
	Test	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Nilai	Pretest	.176	20	.104	.909	20	.061
	Posttest	.207	20	.025	.918	20	.089

Based on the table, the data can be seen as normally distributed. This is the result from the pretest and posttest data's significance values, which were, respectively, 0.061 and 0.089 > 0.050 for the pre-test and post-test.

Every part of the information suggested that the probability value exceeded 0.05. As a result, the data for the pretest and posttest instrument items were normally distributed.

### b. Homogeneity Test

The homogeneity test is testing whether or not the two variations have the same distribution or more. The homogeneity test was carried out after the results of the pretest and posttest. The value significant  $> 0.05$  then it is said that variants of two or more groups of the data population are homogeneous, if the significant value is  $< 0.05$ , then it is said that the variance of two or more population groups of data is inhomogeneous (Nuryadi et al., 2017). The result of the homogeneity test, it can be seen in the following table:

**Table 4.3 The Result of Homogeneity Test**

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Nil ai	Based on Mean	1.255	1	38	.270
	Based on Median	.929	1	38	.341
	Based on Median and with adjusted df	.929	1	36.85 6	.342
	Based on trimmed mean	1.284	1	38	.264

According on the table, based on mean column, the significance level was 0,270 sig. The value was  $0,270 > 0,05$ . Because the value of the F-statistics  $>$  significant level = 0,05. Therefore, it can be assumed that this data is homogeneous variance. According to Levene statistics, homogeneity increases with decreasing value.

### c. Hypothesis Test

Hypothesis test in this study was carried out to determine the significant difference between pre-test and post-test scores. The difference



between one group's pre-test and post-test was determined using a paired sample t-test. According to (Singih Santoso, 2014) In calculating the hypothesis in the paired sample t-test, if the sig (2-tailed) value is  $< 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted, if the Sig. (2-tailed)  $> 0.05$ , it means  $H_0$  is accepted and  $H_a$  is rejected. The statistics can be seen on the following table:

**Table 4.4 Paired Samples Statistics**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	76.6150	20	7.34046	1.64138
	Posttest	85.4950	20	6.07977	1.35948

Based on the table above, presents that the pretest obtained a mean of 76.6150, while the posttest obtained a mean of 85.4950, with the number of students as a research sample of 20 students. The standard deviation value (Std. Deviation) on the pre-test was 7.34046 and post-test 6.07977. The mean standard error value for the pretest was 1.64138 and the posttest was 1.35948. The mean value is  $76.6150 < 85.4950$ , there is a difference in the mean between the pre-test and post-test. The correlation of paired sample can be seen on the Table 4.7

**Table 4.5 Paired Samples Correlations**

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	pretest & posttest	20	.639	.002

Table above showed, the results of correlation test, there is relationship between the data or the relationship between the variables

measured before and after the test. According to the output above, the correlation coefficient value is 0.639, with a significance value (sig.) of 0.002. The sig value  $< 0.05$  indicates a relationship between the pretest and post-test variables.. The results of hypothesis test can seen on the table 4.7

**Table 4.6 The Results of Hypothesis Test Used Paired Samples Test**

		Paired Samples Test							
		Paired Differences					t	D f	Sig. (2- tailed )
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pai r 1	pret est – post est	- 8.8800 0	5.81211	1.29963	- 11.600 15	- 6.159 85	- 6.83 3	1 9	.000

Based on the table, it is known that using paired sample test with the t-count 6,833 and t-table 2,093 (based on the degree of freedom) sig results. (2-tailed) is  $0.000 < 0.05$ , because  $t\text{-count } 6,833 > t\text{-table } 2,093$ , then  $H_0$  is rejected and  $H_a$  is accepted. Furthermore, it can be concluded that the average difference between the learning from the pre-test and post-test scores indicates that there is effectiveness of the Pictionary game on students' English vocabulary mastery at 7<sup>th</sup> grade of MTs Ma'arif NU Assalam Kemranjen.

## B. Discussion

This research was conducted at MTs Ma'arif NU Assalam Kemranjen regarding the effectiveness of Pictionary game on student's English vocabulary mastery at 7<sup>th</sup> grade. In this study, all members of the student population in class 7<sup>th</sup> were used because the school only had one class so all students were used as samples, which all students were given pictionary games before being given treatment and after that, they were given

pictionary games again which aimed to measure their vocabulary mastery before and after being given the treatment. The data was collected from pre-test and post-test data which was analyzed quantitative, but before being given to class 7<sup>th</sup> the researcher tested the validity instruments in class 8<sup>th</sup>. Furthermore, there are 20 questions became 18 valid questions.

The students were evaluated for their vocabulary mastery by distributing the pre-test consisting of 18 questions of multiple choice. After finishing the pre-test, the students finished the post-test during the last meeting. The pre-test and post-test results provided the data for the analysis. Then, to find out whether there is a significant difference after learning materials (school building, extracurricular activities, and school festival), calculations data were carried out using the IBM SPSS Statistics 25 Windows program by testing the instruments of reliability test with a value of  $0.822 > 0.381$  and posttest results  $0.745 > 0.381$  it can be concluded that the items of pretest and posttest are reliable. In this study there was also a normality test with significance results  $> 0.05$  for the pretest and posttest, the results were  $0.061$  and  $0.089 > 0.050$ , so it was stated that the data was normally distributed. Then, there was a homogeneity test with the result that the significance level was  $0.270$  sig. value was  $0.270 > 0.05$ . Because the value of the F-statistics  $>$  significant level =  $0.05$ . Furthermore, the data is homogeneous.

In this research, descriptive analysis of the process data is described by paired sample statistics. the average (mean) of the pre-test paired sample statistics table is  $76,6150$  and the pre-test is  $85,4950$  which indicates there are 20 students with a standard deviation of the pre-test is  $7,34046$  and post-test  $6,07977$ . The output of the independent sample t-test is the t-count  $6,833$  and t-table  $2,093$  (based on the degree of freedom) sig results. (2-tailed) is  $0.000 < 0.05$ , because t-count  $6,833 >$  t-table  $2,093$ , then  $H_0$  is rejected and  $H_a$  is accepted. Therefore, it can be assumed that there is a difference in the average of pre-test and post-test.

In addition, the research data showed that giving pictorial game effect on student's English vocabulary mastery. Pictionary game requires the students to guess words or phrase by drawing and the students divided into several group, where each member of the group being a sketches player. Students were inactive in the learning process become interested and more active after applying this game, because this game needed participate and collaborating of the group to guess the vocabulary (Thombury, 2002) as cited in (Darmawan and Fatmawati, 2019). As the result, the fact and theories showed that Pictionary game was the effective on learning vocabulary, because can help students more creative to try and guess the vocabulary by drawing.

There was some statement that supported by the previous research and journal it showed that most of the students difficult to remember new vocabulary, which made students too lazy to learn English. One of the learning methods using Pictionary game. The use of Pictionary game is a way to make learning more interesting and fun because the students try to guess the vocabulary with drawing. Therefore, the students will be easier to remember the vocabulary if they feel happy during the learning process (Laili, 2023). This journal showed that applying Pictionary game in the learning process became exciting, challenging, and enjoyable. Students are more actively involved and develop the teamwork when playing pictionary games together. Students can also memorize more easily because they guess and draw the words by themselves. Furthermore, learning vocabulary more fun and creative way to implement for the learning vocabulary (Kartini & Karevieti, 2021). Thus, the previous study showed a significant difference in the student's score pre-test and post-test before and after using the pictorial game at the student's vocabulary mastery (Wijianto, 2021).

Furthermore, this study showed that learning using Pictionary games and the result after applying the game has an effect on learning vocabulary can make students easy to remember vocabulary and making students enjoy during the learning process (Anisah, 2023). This journal also showed that

applying Pictionary game in learning makes the class environment more actively and lively which showed from students' enthusiasm in guessing the vocabulary which drawn by the leader. Subsequently, students can use their creativity to guess words or phrases from drawing and build the team to change complexity, curiosity, and interaction with another member to guess the vocabulary (Odang et al., 2023).



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion, suggestions, and limited of the study. References and appendices are included after the conclusion, which also addresses the research question, and recommendations for future researchers.

#### A. Conclusion

In this conclusion explain the results of this research, that has been carried out regarding the effectiveness of pictorial games on student's English vocabulary master at 7<sup>th</sup> grade of MTs Ma'arif NU Assalam Kemranjen, Banyumas Regency. The data was collected using pre-test and post-test with the population all students at 7<sup>th</sup> grade as a sample which consist of 20 students. Moreover, the data was examined using IBM SPSS 25 statistics Windows program, which included tests are normality, homogeneity, and hypothesis using paired simple t-test. Then, the results of normality and homogeneity test indicated that the data was normal and homogeneous. Thus, and to find the results of hypothesis, this research using paired simple t-test, which indicates the data is accepted.

The data showed that the mean from calculating the hypothesis used paired sample t-test, the pre-test obtained a mean of 76.6150, while the post-test obtained a mean of 85.4950, with the 20 students as a sample. Then, the standard deviation value (Std. Deviation) on the pre-test was 7.34046 and the post-test was 6.07977. The mean standard error value for the pre-test was 1.64138 and the post-test was 1.35948. because the mean value is  $76.6150 < 85.4950$ , there is a difference in the mean between score of pre-test and post-test. Thus, the result of correlation test, showed that coefficient value 0.639 with a significance value of 0.002 and guidelines of sig value  $< 0.05$ , it means there is a correlation between pre-test and post-test. Lastly, the result of hypothesis using paired sample test with the t- count 6,833 and t-table 2,093 (based on the degree of freedom) sig results. (2-tailed) is  $0.000 < 0.05$ , because t-count 6,833  $>$  t-table 2,093, it means H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. From the calculation

above, it can be concluded that teaching vocabulary using Pictionary game was effective on student's English vocabulary mastery at 7<sup>th</sup> grade of MTs Ma'arif NU Assalam Kemranjen.

## **B. Suggestion**

Based on the research findings, the researcher hopes to help teachers, students, and future researchers enhance the quality of interactive English learning by offering helpful recommendations as follows:

### **1. For Teacher**

Teachers are expected to engage students with effective vocabulary teaching techniques and to get them interested in learning English. To help students comprehend and retain the information, teachers should present the material slowly and clearly throughout the learning process. Additionally, in order to increase student enthusiasm, engagement, and interpersonal interactions while learning a variety of subjects, teachers should be creative in the variety of interactive games used in the learning process.

### **2. For Future Researcher**

Future researchers are expected to carry out more in-depth studies related to learning using interactive games to increase student interaction in learning and also expected to be able to research at different levels because this research is still limited both in terms of material and research subjects.

## **C. Limitation of the Study**

This study has a limitation, which is the student's ability and creativity in drawing the vocabulary. During the pictionary game, if in one group there is student less of drawing, it will make it difficult for their group to guess the picture, it will take a long time to guess it. Then, this game can be used for a variety of subjects, not only just English subjects. This study can be used as a resource to learn more about teaching vocabulary mastery to students using Pictionary games.

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## Appendix 1 Official Letter of Preliminary Observation



LEMBAGA PENDIDIKAN MA'ARIF NU KABUPATEN BANYUMAS  
**MTs MA'ARIF NU ASSALAM KEMRANJEN**  
TERAKREDITASI "B"

Jl. Masjid Baabussalaam RT 006 RW 001 Ds. Kedungpring Kec. Kemranjen Kab. Banyumas Kode Pos 53194  
E-mail: [mtsassalamkemranjen@gmail.com](mailto:mtsassalamkemranjen@gmail.com) No. HP 08157763677 NPSN : 69955963 NSM : 121233020053

### SURAT KETERANGAN

Nomor : 098/LPM/33.23/MTs-33/G/V/2023

Yang bertanda tangan di bawah ini :

- a. Nama : **Fitriyani, S.Pd.I**
- b. NIP. : -
- c. Jabatan : Kepala Madrasah

dengan ini menerangkan bahwa :

- a. Nama : **Farda Annisa Hamidah**
- b. NIM : 2017404070
- c. Semester : 6 (Enam)
- d. Jurusan/Prodi : Tadris Bahasa Inggris
- e. Tahun Akademik : 2022/2023

adalah benar yang bersangkutan telah melaksanakan Observasi Pendahuluan tanggal 28 Januari 2023 s.d 11 Februari 2023 di MTs Ma'arif NU Assalam Kemranjen yang beralamat di Jl. Masjid Baabussalaam RT 006 RW 001 Ds. Kedungpring Kec. Kemranjen Kab. Banyumas.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Kemranjen, 10 Mei 2023  
Kepala Madrasah



Tembusan :  
1. Arsip Tata Usaha

## Appendix 2 Official Letter of Individual Research



LEMBAGA PENDIDIKAN MA'ARIF NU KABUPATEN BANYUMAS

**MTs MA'ARIF NU ASSALAM KEMRANJEN**

**TERAKREDITASI "B"**

Jl. Masjid Baabussalaam RT 006 RW 001 Ds. Kedungpring Kec. Kemranjen Kab. Banyumas Kode Pos 53194

E-mail: [mtsassalamkemranjen@gmail.com](mailto:mtsassalamkemranjen@gmail.com) No. HP 082220750007 NPSN : 69955963 N5M : 121233020053

### SURAT KETERANGAN

Nomor : 03/LPM/33.23/MTs-33/G/II/2024

**Assalamu'alaikum Wr.Wb.**

Berdasarkan surat dari Kementerian Agama Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto Fakultas Tarbiyah dan Ilmu Keguruan tentang Permohonan Ijin Riset Individual. Menerangkan dengan sesungguhnya bahwa:

Nama : FARDA ANNISA HAMIDAH  
NIM : 2017404070  
Semester : VII (Tujuh)  
Jurusan/Prodi : Tadris Bahasa Inggris  
Tahun Akademik : 2023/2024

Yang bersangkutan benar-benar telah melaksanakan Riset Individual pada tanggal 17-24 Januari 2024 dengan judul The effectiveness of Pictionary Game on Student's English Vocabulary Mastery at 7<sup>th</sup> Grade of MTs Ma'arif NU Assalam Kemranjen, Banyumas Regency.

Demikian surat keterangan kami buat agar digunakan sebagaimana mestinya. Atas perhatian dan kerjasamanya kami sampaikan terimakasih.

Kemranjen, 20 Februari 2024

Kepala Madrasah

  
Fitriyani, S.Pd.I  
NIP.

## Appendix 3 Validity Instrument

### LEMBAR VALIDASI AHLI INSTRUMEN PENELITIAN

Nama : FARDA ANNISA HAMIDAH  
NIM : 2017404070  
Jurusan/Prodi : FTIK/TBI  
Judul Penelitian : The Effectiveness of Pictionary Game on Student's English Vocabulary Mastery at 7<sup>th</sup> Grade of MTs Ma'arif NU Assalam Kemranjen, Banyumas Regency.

#### Petunjuk :

- a) Bapak / Ibu validator dimohon memberikan penilaian dengan memberikan tanda cek  pada kolom skor penilaian yang tersedia. Deskripsi skala penilaian sebagai berikut:  
1 = Tidak Sesuai  
2 = Kurang Sesuai  
3 = Sesuai  
4 = Sangat Sesuai
- b) Apabila menurut bapak/ibu validator instrument ini perlu adanya revisi, mohon ditulis pada bagian komentar dan saran guna perbaikan.

No	Aspek yang Divalidasi	Penilaian			
		1	2	3	4
1	Kalimat pada soal mudah dipahami				✓
2	Kalimat menggunakan bahasa yang baik dan benar				✓
3	Soal sudah sesuai dengan materi pembelajaran				✓

#### Komentar dan Saran


Revisi pada tiga bagian kalimat tanya.

#### Kesimpulan

Berdasarkan penilaian di atas, lembar instrument soal ini dinyatakan:

- a. Layak digunakan      b. Layak digunakan      c. Tidak layak digunakan

Dosen Pembimbing,

  
Endang Sartika, M.A  
NIDN. 2030109101

Purwokerto, 8 Desember 2023

Validator,

  
Irra Wahidiyati M.Pd  
NIP. 19881130 201908 2001

## Appendix 4 Grid of Pre-test and Post-test

### KISI-KISI SOAL PRE-TEST & POST-TEST

Satuan Pendidikan : MTs Ma'arif NU Assalam Kemranjen  
Mata Pelajaran : Bahasa Inggris  
Materi : School Building, Extracurricular Activities, and School Festival  
Bentuk Soal : Pilihan Ganda

<b>NO.</b>	<b>MATERI</b>	<b>INDIKATOR SOAL</b>	<b>BENTUK SOAL</b>	<b>NOMOR SOAL</b>
1.	School Building	Siswa mampu mengidentifikasi salah satu bagian dari School Building secara tepat.	Pilihan Ganda	1
2.	School Building	Siswa mampu mengidentifikasi salah satu bagian dari School Building secara tepat.	Pilihan Ganda	2
3.	School Building	Siswa mampu mengidentifikasi salah satu bagian dari School Building secara tepat.	Pilihan Ganda	3
4.	School Building	Siswa mampu mengidentifikasi bagian dari direction secara tepat.	Pilihan Ganda	4



5.	School Building	Disajikan gambar, Siswa mampu menentukan gambar untuk mengisi kalimat rumpang secara tepat.	Pilihan Ganda	5
6.	School Building	Disajikan gambar, Siswa mampu menentukan gambar untuk mengisi kalimat rumpang secara tepat.	Pilihan Ganda	6
7.	Extracurricular Activities	Disajikan kalimat, Siswa mampu mengidentifikasi kalimat secara tepat.	Pilihan Ganda	7
8.	Extracurricular Activities	Disajikan kalimat, Siswa mampu mengidentifikasi kalimat secara tepat.	Pilihan Ganda	8
9.	Extracurricular Activities	Disajikan kalimat, Siswa mampu mengidentifikasi kalimat secara tepat.	Pilihan Ganda	9
10.	Extracurricular Activities	Disajikan gambar, Siswa mampu menentukan vocabulary yang sesuai dengan gambar.	Pilihan Ganda	10
11.	Extracurricular Activities	Disajikan gambar, Siswa mampu menentukan vocabulary yang sesuai dengan gambar.	Pilihan Ganda	11
12.	Extracurricular Activities	Disajikan percakapan, Siswa mampu mengidentifikasi maksud dari percakapan dengan tepat.	Pilihan Ganda	12
13.	School Festival	Disajikan kalimat, Siswa mampu mengidentifikasi	Pilihan Ganda	13

		kalimat secara tepat.		
14.	School Festival	Disajikan kalimat, Siswa mampu mengidentifikasi sinonim dengan tepat.	Pilihan Ganda	14
15.	School Festival	Disajikan kalimat, Siswa mampu mengidentifikasi sinonim dengan tepat.	Pilihan Ganda	15
16.	School Festival	Disajikan kalimat rumpang, Siswa mampu menentukan kalimat rumpang dengan tepat.	Pilihan Ganda	16
17.	School Festival	Disajikan kalimat rumpang, Siswa mampu menentukan kalimat rumpang dengan tepat.	Pilihan Ganda	17
18.	School Festival	Disajikan kalimat underlined, Siswa mampu mengidentifikasi maksud dari kalimat tersebut.	Pilihan Ganda	18

**RUBRIK PENILAIAN:**

$$\text{Total Skor} = \frac{\text{Total skor yang diperoleh}}{\text{Total skor maksimal}} \times 100$$

## Appendix 5 Instrument Test

### PRE-TEST

Name :

No :

Class :

Choose one of the four choices that you think is the right answer then cross (x) on your chosen answer!

1. Azura wants to do Dzuhur prayer in the ....

- A. canteen      B. clinic      C. hall      D. mosque

2. The students usually do physical exercises in the ....

- A. garden      B. school yard      C. classroom      D. library

3. Where does a headmaster work ?

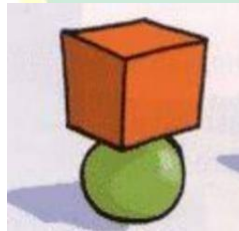
- A. Principals office      B. Classroom      C. Library      D. Hall

4. One tool that can show the direction is ....

- A. protactor      B. calculator      C. compass      D. scales

5. Look at the picture !

The box is ... the ball



- A. beside  
B. behind  
C. under  
D. in front of

6. Look at the picture !



Zeema is ... Atara and Rizki

- A. beside  
B. in front of  
C. between  
D. behind

7. Chandra likes playing ... he can kick the ball to score a goal.

- A. tennis                      B. badminton                      C. football                      D. baseball

8. "Ameena loves to act someone's life story in public",  
What extracurriculars does she participate at school ?

- A. Archery                      B. Choir                      C. Scout                      D. Theater

9. "Zahra loves to experimenting, trying, and Comparing various substances in a food". What is the extracurricular appropriate for this statement ?

- A. English club      B. Science club                      C. Math club                      D. Art club

10. Please, Look at the picture



What extracurriculars are shown in the picture?

- A. Ballet  
B. Dance  
C. Taekwondo  
D. Singing

11. Please, Look at the picture!



What extracurriculars are shown in the picture?

- A. Theatre  
B. Journalistic  
C. Photography  
D. Art Club

12. Zayn : "What will you prepare, Zara?"

Zara : "I want to prepare watercolor, canvas, and paintbrush"

Zayn : "Oh, I see."

From the conversation, Zara joins ... extracurricular ?

- A. calligraphy

- B. painting
- C. theatre
- D. Computer

13. Art exhibition is usually located in the ....

- A. art room
- B. school yard
- C. classroom
- D. hall

14. "My classroom is a large and comfortable to study".

The synonym of the underlined word is ....

- A. big
- B. small
- C. size
- D. little

15. "Each member should write one word is written on one piece of paper.

The closest meaning of the word "piece" is ....

- A. totally
- B. full
- C. complete
- D. section

16. "Students who like football, basketball, and swimming can join a ....activity".

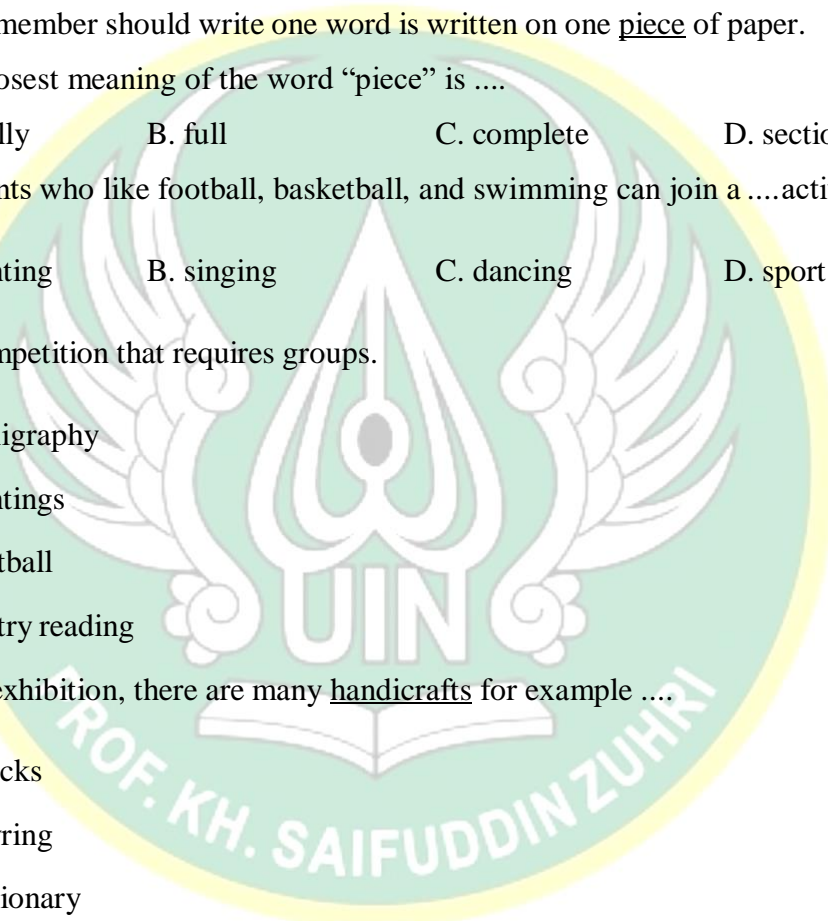
- A. painting
- B. singing
- C. dancing
- D. sport

17. is a competition that requires groups.

- A. Calligraphy
- B. Paintings
- C. Football
- D. Poetry reading

18. At art exhibition, there are many handicrafts for example ....

- A. snacks
- B. keyring
- C. stationary
- D. sports equipment



## POST-TEST

Name :

No :

Class :

Choose one of the four choices that you think is the right answer then cross (x) on your chosen answer!

1. Aleeya and Zeema will test the nutritional of the salt in the ....

Where is the room usually students do this test ?

- A. canteen                      B. library                      C. principals                      D. laboratory

2. "Sandra and Andi want to go to the library".

What is the students usually do in this room ?

- A. Read a book                      B. Prayer                      C. Take a rest                      D. Eating

3. This room has lot of available medicines, and than this room usually to treat students who are sick. What is this room ?

- A. clinic                      B. Library                      C. Classroom                      D. Principals

4. The opposite of **above** is ....

- A. below                      B. beside                      C. behind                      D. between

5. Look at the picture !



The cat is ... the box

- A. beside                      C. Under  
B. Behind                      D. In front of

6. Look at the Picture !



Currently, Doni is at home (Jalan Melati), he plans to go to the "Lapangan Bola". Which the direction should Doni go ? ....

- A. Turn right                      C. Go away  
B. Turn left                      D. Go straight

7. Adi likes ... he can immortalize events through images or photographed objects.
- A. piano                      B. photography                      C. painting                      D. calligraphy
8. "One of the extracurricular activities that students participates at school is scouting".

The reasons for joining scouts are the students can ....

- A. explore, camp, and track in the environment.
- B. read, speak, and present their project.
- C. move, wave, and step according to instructions.
- D. experiment,try, and compare substances of the food.
9. "Every Monday, Liya's school always carry out a flag ceremony and she is the flag bearer". What extracurriculars does she participate at school ?
- A. Scout                      B. Calligraphy                      C. Taekwondo                      D. Paskibra
10. "When exercising at school, Arsyah likes to practice dribbling, passing, and shooting on the School field".

What extracurricular is appropriate for this statement ?

- A. Pencak silat                      B. Science Club                      C. Calligraphy                      D. Basketball
11. "Andi loves playing basketball".

Which of the following picture represents the sentence ?



A



B



C



D

12. "Anna loves to play someone's character and see various shows".

Which of the following picture represents the sentence ?



A



B



C



D

13. Zia : “Fia, did you join the ballet for your extracurricular?”

Fia : “Yes, I did”.

Zia : “What do you prepare before joining the ballet extracurricular?”

Fia : “I usually prepare ... ”

- A. racket, shuttlecock, and hand protection
- B. volley ball, shoes, and knee protection
- C. canvas, watercolor, and paintbrush
- D. leotard, tutu, and shoes ballet

14. “Some students help prepare the ... for the stage.”

- A. decoration
- B. snack
- C. competitions
- D. ticketing

15. “The science competition is attended by each class consisting of four people in one team”.

**Team** means ....

- A. Individual
- B. single
- C. group
- D. personal

16. “Art exhibition show students artwork such as .... “

- A. painting
- B. singing
- C. sports
- D. dancing

17. The sports competitions are ....

- A. basketball and storytelling
- B. basketball and badminton
- C. badminton and poetry
- D. badminton and singing



18. At the book exhibition, students sell ... in the stalls.

- A. crafts
- B. novel
- C. statues
- D. souvenir

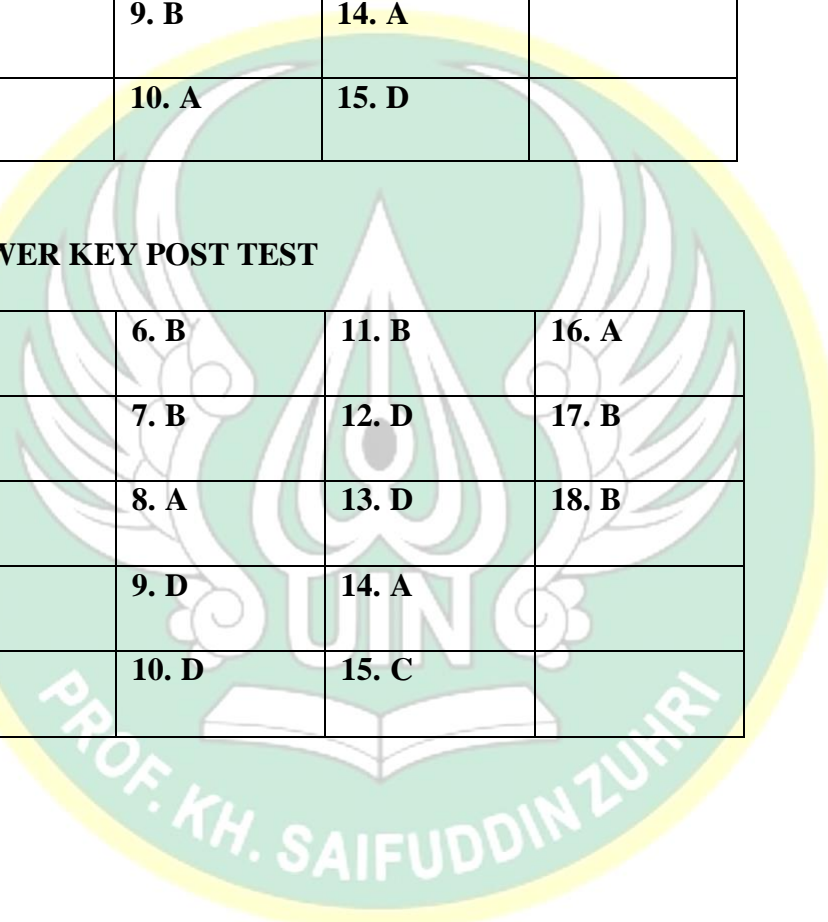


**ANSWER KEY PRE TEST**

<b>1. D</b>	<b>6. C</b>	<b>11. C</b>	<b>16. D</b>
<b>2. B</b>	<b>7. C</b>	<b>12. B</b>	<b>17. C</b>
<b>3. A</b>	<b>8. D</b>	<b>13. A</b>	<b>18. B</b>
<b>4. C</b>	<b>9. B</b>	<b>14. A</b>	
<b>5. C</b>	<b>10. A</b>	<b>15. D</b>	

**ANSWER KEY POST TEST**

<b>1. D</b>	<b>6. B</b>	<b>11. B</b>	<b>16. A</b>
<b>2. A</b>	<b>7. B</b>	<b>12. D</b>	<b>17. B</b>
<b>3. A</b>	<b>8. A</b>	<b>13. D</b>	<b>18. B</b>
<b>4. A</b>	<b>9. D</b>	<b>14. A</b>	
<b>5. D</b>	<b>10. D</b>	<b>15. C</b>	



—

INSTRUMENT TEST

S = 6  
B = 12

PRE-TEST

66.6

Name : Al Ghifari Zainun F.  
No : 01  
Class : VII

Choose one of the four choices that you think is the right answer then cross (x) on your chosen answer!

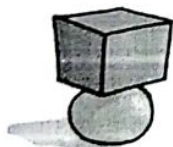
1. Azura wants to do Dzuhur prayer in the ....  
A. canteen                      C. hall  
B. clinic                         ~~X~~ mosque

2. The students usually do physical exercises in the ....  
A. garden                        C. classroom  
~~X~~ B. school yard                D. library

3. Where does a headmaster work ?  
~~X~~ A. Principals office    C. Library  
B. Classroom                D. Hall

4. One tool that can show the direction is ....  
A. protactor                    ~~X~~ compass  
B. calculator                    D. scales

5. Look at the picture !  
The box is ... the ball



- ~~X~~ A. beside
- B. behind
- C. under
- D. in front of

6. Look at the picture !  
Zeema is ... Atara and Rizki



- A. beside
- B. in front of
- ~~X~~ C. between
- D. behind

7. Chandra likes playing ... he can kick the ball to score a goal.  
A. tennis                         C. football  
B. badminton                  ~~X~~ D. baseball

8. "Ameena loves to act someone's life story in public",  
What extracurriculars does she participate at school ?  
A. Archery                        C. Scout  
~~X~~ B. Choir                          D. Theater

9. "Zahra loves to experimenting, trying, and Comparing various substances in a food". What is the extracurricular appropriate for this statement ?  
A. English club    C. Math club  
~~X~~ B. Science club    D. Art club

10. Please look at the picture!  
What extracurriculars are shown in the picture?



- A. Ballet
- ~~X~~ B. Dance
- C. Taekwondo
- D. Singing

11. Please, Look at the picture!  
What extracurriculars are shown in the picture?



- A. Theater
- B. Jurnalistic
- ~~X~~ C. Photography
- D. Art Club

12. Zayn : "What will you prepare, Zara?"  
Zara : "I want to prepare watercolor, canvas, and paintbrush"  
Zayn : "Oh, I see."  
From the conversation, Zara joins ...  
extracurricular ?  
A. calligraphy  
~~B. painting~~  
C. theatre  
D. computer
13. Art exhibition is usually located in  
the ....  
~~A. art room~~ C. classroom  
B. school yard D. hall
14. "My classroom is a large and  
comfortable to study".  
The synonym of the underlined word  
is ....  
~~A. big~~ C. size  
B. small D. little
15. "Each member should write one word  
is written on one piece of paper.  
The closest meaning of the word  
"piece" is ....  
A. totally ~~C. complete~~  
B. full ~~D. section~~
16. "Students who like football, basketball,  
and swimming can join a ... activity".  
A. painting C. dancing  
B. singing ~~D. sport~~
17. ... is a competition that requires groups.  
A. Calligraphy  
B. Paintings  
~~C. Football~~  
D. Poetry reading
18. At art exhibition, there are many  
handicrafts for example ....  
A. snacks  
~~B. keyring~~  
~~C. stationary~~  
D. sports equipment

INSTRUMENT TEST

PRE-TEST

S: 6  
B: 12

66.6

Name : Alvis Ade Saputro  
No : 02  
Class : VII

Choose one of the four choices that you think is the right answer then cross (x) on your chosen answer!

1. Azura wants to do Dzuhur prayer in the ....

- A. canteen
- B. clinic
- C. hall
- ~~X~~ D. mosque

2. The students usually do physical exercises in the ....

- ~~X~~ A. garden
- B. school yard
- C. classroom
- D. library

3. Where does a headmaster work ?

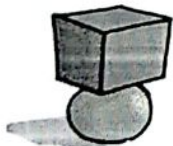
- ~~X~~ A. Principals office
- B. Classroom
- C. Library
- D. Hall

4. One tool that can show the direction is ....

- A. protactor
- B. calculator
- ~~X~~ C. compass
- D. scales

5. Look at the picture !

The box is ... the ball



- A. beside
- ~~X~~ B. behind
- C. under
- D. in front of

6. Look at the picture !

Zeema is ... Atara and Rizki



- A. beside
- B. in front of
- ~~X~~ C. between
- D. behind

7. Chandra likes playing ... he can kick the ball to score a goal.

- A. tennis
- B. badminton
- C. football
- ~~X~~ D. baseball

8. "Ameena loves to act someone's life story in public",

What extracurriculars does she participate at school ?

- A. Archery
- B. Choir
- C. Scout
- ~~X~~ D. Theater

9. "Zahra loves to experimenting, trying, and Comparing various substances in a food". What is the extracurricular appropriate for this statement ?

- A. English club
- ~~X~~ B. Science club
- C. Math club
- D. Art club

10. Please look at the picture!

What extracurriculars are shown in the picture?



- ~~X~~ A. Ballet
- B. Dance
- C. Taekwondo
- D. Singing

11. Please, Look at the picture!

What extracurriculars are shown in the picture?



- A. Theater
- B. Jurnalistic
- ~~X~~ C. Photography
- D. Art Club

12. Zayn : "What will you prepare, Zara?"  
Zara : "I want to prepare watercolor, canvas, and paintbrush"  
Zayn : "Oh, I see."  
From the conversation, Zara joins ... extracurricular ?  
A. calligraphy  
 B. painting  
C. theatre  
D. computer
13. Art exhibition is usually located in the ....  
 A. art room      C. classroom  
B. school yard      D. hall
14. "My classroom is a large and comfortable to study".  
The synonym of the underlined word is ....  
 A. big       B. size  
B. small      D. little
15. "Each member should write one word is written on one piece of paper.  
The closest meaning of the word "piece" is ....  
A. totally       B. complete  
B. full       C. section
16. "Students who like football, basketball, and swimming can join a ... activity".  
A. painting      C. dancing  
B. singing       D. sport
17. ... is a competition that requires groups.  
A. Calligraphy  
 B. Paintings  
 C. Football  
D. Poetry reading
18. At art exhibition, there are many handicrafts for example ....  
A. snacks  
 B. keyring  
C. stationary  
D. sports equipment

**INSTRUMENT TEST**

PRE-TEST

S = 3  
B = 15

83,3

Name : Aris Anina Hagiya  
No : 03  
Class : 7

Choose one of the four choices that you think is the right answer then cross (x) on your chosen answer!

1. Azura wants to do Dzuhur prayer in the ....

- A. canteen
- B. clinic
- C. hall
- D. mosque

2. The students usually do physical exercises in the ....

- A. garden
- B. school yard
- C. classroom
- D. library

3. Where does a headmaster work ?

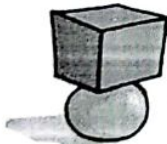
- A. Principals office
- B. Classroom
- C. Library
- D. Hall

4. One tool that can show the direction is ....

- A. protactor
- B. calculator
- C. compass
- D. scales

5. Look at the picture !

The box is ... the ball



- A. beside
- B. behind
- C. under
- D. in front of

6. Look at the picture !

Zeema is ... Atara and Rizki



- A. beside
- B. in front of
- C. between
- D. behind

7. Chandra likes playing ... he can kick the ball to score a goal.

- A. tennis
- B. badminton
- C. football
- D. baseball

8. "Ameena loves to act someone's life story in public", What extracurriculars does she participate at school ?

- A. Archery
- B. Choir
- C. Scout
- D. Theater

9. "Zahra loves to experimenting, trying, and Comparing various substances in a food". What is the extracurricular appropriate for this statement ?

- A. English club
- B. Science club
- C. Math club
- D. Art club

10. Please look at the picture!

What extracurriculars are shown in the picture?



- A. Ballet
- B. Dance
- C. Taekwondo
- D. Singing

11. Please, Look at the picture!

What extracurriculars are shown in the picture?



- A. Theater
- B. Jurnalistic
- C. Photograhly
- D. Art Club

12. Zayn : "What will you prepare, Zara?"  
Zara : "I want to prepare watercolor, canvas, and paintbrush"  
Zayn : "Oh, I see."  
From the conversation, Zara joins ... extracurricular ?  
A. calligraphy  
 B. painting  
C. theatre  
D. computer
13. Art exhibition is usually located in the ....  
 A. art room      C. classroom  
B. school yard      D. hall
14. "My classroom is a large and comfortable to study".  
The synonym of the underlined word is ....  
 A. big      C. size  
B. small      D. little
15. "Each member should write one word is written on one piece of paper.  
The closest meaning of the word "piece" is ....  
A. totally      C. complete  
B. full       D. section
16. "Students who like football, basketball, and swimming can join a ... activity".  
A. painting      C. dancing  
B. singing       D. sport
17. ... is a competition that requires groups.  
A. Calligraphy  
 B. Paintings  
 C. Football  
D. Poetry reading
18. At art exhibition, there are many handicrafts for example ....  
A. snacks  
 B. keyring  
C. stationary  
 D. sports equipment



**INSTRUMENT TEST**

PRE-TEST

S=5  
B=13

72,2

Name : Azim Syafiq Mathab  
No : 9  
Class : 7

Choose one of the four choices that you think is the right answer then cross (x) on your chosen answer!

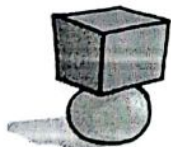
1. Azura wants to do Dzuhur prayer in the ....  
A. canteen      ~~X~~ hall  
B. clinic         D. mosque

2. The students usually do physical exercises in the ....  
A. garden        C. classroom  
~~X~~ school yard    D. library

3. Where does a headmaster work ?  
~~X~~ Principals office    C. Library  
B. Classroom        D. Hall

4. One tool that can show the direction is ....  
A. protactor      ~~X~~ compass  
B. calculator     D. scales

5. Look at the picture !  
The box is ... the ball



- A. beside  
~~X~~ behind  
 C. under  
D. in front of

6. Look at the picture !  
Zeema is ... Atara and Rizki



- A. beside  
B. in front of  
~~X~~ C. between  
D. behind

7. Chandra likes playing ... he can kick the ball to score a goal.  
A. tennis        ~~X~~ football  
B. badminton    D. baseball

8. "Ameena loves to act someone's life story in public",  
What extracurriculars does she participate at school ?  
A. Archery        C. Scout  
B. Choir          ~~X~~ Theater

9. "Zahra loves to experimenting, trying, and Comparing various substances in a food". What is the extracurricular appropriate for this statement ?  
A. English club    ~~X~~ Math club  
 B. Science club    D. Art club

10. Please look at the picture!  
What extracurriculars are shown in the picture?



- ~~X~~ Ballet  
B. Dance  
C. Taekwondo  
D. Singing

11. Please, Look at the picture!  
What extracurriculars are shown in the picture?



- A. Theater  
B. Jurnalistic  
~~X~~ C. Photography  
D. Art Club

12. Zayn : "What will you prepare, Zara?"  
Zara : "I want to prepare watercolor, canvas, and paintbrush"  
Zayn : "Oh, I see."  
From the conversation, Zara joins ...  
extracurricular ?  
 A. calligraphy  
 B. painting  
 C. theatre  
 D. computer
13. Art exhibition is usually located in the ....  
 A. art room      C. classroom  
 B. school yard    D. hall
14. "My classroom is a large and comfortable to study".  
The synonym of the underlined word is ....  
 A. big              C. size  
 B. small            D. little
15. "Each member should write one word is written on one piece of paper.  
The closest meaning of the word "piece" is ....  
 A. totally           C. complete  
 B. full               D. section
16. "Students who like football, basketball, and swimming can join a ... activity".  
 A. painting      C. dancing  
 B. singing         D. sport
17. ... is a competition that requires groups.  
 A. Calligraphy  
 B. Paintings  
 C. Football  
 D. Poetry reading
18. At art exhibition, there are many handicrafts for example ....  
 A. snacks  
 B. keyring  
 C. stationary  
 D. sports equipment

**INSTRUMENT TEST**

PRE-TEST

S = 3

B = 15

83,3

Name : Eka Puji R  
 No : 5  
 Class : VII

Choose one of the four choices that you think is the right answer then cross (x) on your chosen answer!

1. Azura wants to do Dzuhur prayer in the ....

- A. canteen                      C. hall  
 B. clinic                          D. mosque

2. The students usually do physical exercises in the ....

- A. garden                        C. classroom  
 B. school yard                D. library

3. Where does a headmaster work ?

- A. Principals office    C. Library  
 B. Classroom                D. Hall

4. One tool that can show the direction is ....

- A. protactor                     C. compass  
 B. calculator                 D. scales

5. Look at the picture !

The box is ... the ball



- A. beside  
 B. behind  
 C. under  
 D. in front of

6. Look at the picture !

Zeema is ... Atara and Rizki



- A. beside  
 B. in front of  
 C. between  
 D. behind

7. Chandra likes playing ... he can kick the ball to score a goal.

- A. tennis                         C. football  
 B. badminton                 D. baseball

8. "Ameena loves to act someone's life story in public", What extracurriculars does she participate at school ?

- A. Archery                      C. Scout  
 B. Choir                          D. Theater

9. "Zahra loves to experimenting, trying, and Comparing various substances in a food". What is the extracurricular appropriate for this statement ?

- A. English club                C. Math club  
 B. Science club                D. Art club

10. Please look at the picture!

What extracurriculars are shown in the picture?



- A. Ballet  
 B. Dance  
 C. Taekwondo  
 D. Singing

11. Please, Look at the picture!

What extracurriculars are shown in the picture?



- A. Theater  
 B. Jurnalistic  
 C. Photography  
 D. Art Club

12. Zayn : "What will you prepare, Zara?"  
 Zara : "I want to prepare watercolor, canvas, and paintbrush"  
 Zayn : "Oh, I see."  
 From the conversation, Zara joins ...  
 extracurricular ?  
 A. calligraphy  
~~B. painting~~  
 C. theatre  
 D. computer
13. Art exhibition is usually located in the ....  
~~A. art room~~      C. classroom  
 B. school yard      D. hall
14. "My classroom is a large and comfortable to study".  
 The synonym of the underlined word is ....  
~~A. big~~      C. size  
 B. small      D. little
15. "Each member should write one word is written on one piece of paper.  
 The closest meaning of the word "piece" is ....  
~~A. totally~~      ~~C. complete~~  
 B. full      D. section
16. "Students who like football, basketball, and swimming can join a ... activity".  
 A. painting      C. dancing  
~~B. singing~~      ~~D. sport~~
17. ... is a competition that requires groups.  
 A. Calligraphy  
 B. Paintings  
~~C. Football~~  
 D. Poetry reading
18. At art exhibition, there are many handicrafts for example ....  
 A. snacks  
~~B. keyring~~  
 C. stationary  
 D. sports equipment

**INSTRUMENT TEST**

**POST-TEST**

S = 9

B = 14

77,7

Name : AU Ghifari Zainun F.  
 No : 01  
 Class : ✓ 11

Choose one of the four choices that you think is the right answer then cross (x) on your chosen answer!

1. Aleeya and Zeema will test the nutritional of the salt in the ....

Where is the room usually students do this test ?

- A. canteen                      C. principals  
 B. library                      ~~X~~ laboratory

2. "Sandra and Andi want to go to the library".

What is the students usually do in this room ?

- ~~X~~ Read a book                  C. Take a rest  
 B. Prayer                      D. Eating

3. This room has lot of available medicines, and than this room usually to treat students who are sick.

What is this room ?

- ~~X~~ Clinic                          C. Classroom  
 B. Library                      D. Principals

4. The opposite of **above** is ....

- A. below                      ~~X~~ behind  
 B. Beside                      D. between

5. Look at the picture !

The cat is ... the box



- A. beside  
 B. behind  
 C. under  
~~X~~ in front of

6. Look at the Picture !



Currently, Doni is at home (Jalan Melati), he plans to go to the "Lapangan Bola".

Which the direction should Doni go ? ....

- ~~X~~ Turn right                      C. Go away  
B Turn left                      D. Go straight

9. "Every Monday, Liya's school always carry out a flag ceremony and she is the flag bearer". What extracurriculars does she participate at school ?

- A. Scout                      C. Taekwondo  
 B. Calligraphy             D. Paskibra

10. "When exercising at school, Arsyia likes to practice dribbling, passing, and shooting on the School field".

- A. Pencak silat            C. Calligraphy  
 B. Science Club         D. Basketball

11. "Andi loves playing basketball".

Which of the following picture represents the sentence ?

A.



B.



C.



D.



12. "Anna loves to play someone's character and see various shows". Which of the following picture represents the sentence ?

A.



B.



C.



D.



13. Zia : "Fia, did you join ballet extracurricular?"

Fia : "Yes, I did".

Zia : "What do you prepare before joining the ballet extracurricular?"

Fia : "I usually prepare ..."

A. racket, shuttlecock, and hand protection

B. volley ball, shoes, and knee protection

C. canvas, watercolor, and paintbrush

D. leotard, tutu, and shoes ballet

14. "Some students help prepare the ... for the stage."

A. decoration            C. competitions

B. snack                     D. ticketing

15. "The science competition is attended by each class consisting of four people in one team".

Team means ....

A. Individual             C. group

B. single                    D. personal

16. "Art exhibition show students artwork such as ..."

A. painting                C. sports

B. singing                 D. dancing

17. The sports competitions are ....

A. basketball and storytelling

B. basketball and badminton

C. badminton and poetry

D. badminton and singing

18. At the book exhibition, students sell ... in the stalls.

A. crafts

B. novel

C. statues

D. souvenir

INSTRUMENT TEST

POST-TEST

S = 3

B = 15

83,3

Name : Alvis Ade Saputro  
 No : 02  
 Class : VII

Choose one of the four choices that you think is the right answer then cross (x) on your chosen answer!

1. Aleeya and Zeema will test the nutritional of the salt in the ....

Where is the room usually students do this test ?

- A. canteen
- B. library
- C. principals
- D. laboratory

2. "Sandra and Andi want to go to the library". What is the students usually do in this room ?

- A. Read a book
- B. Prayer
- C. Take a rest
- D. Eating

3. This room has lot of available medicines, and than this room usually to treat students who are sick.

What is this room ?

- A. Clinic
- B. Library
- C. Classroom
- D. Principals

4. The opposite of above is ....

- A. below
- B. Beside
- C. behind
- D. between

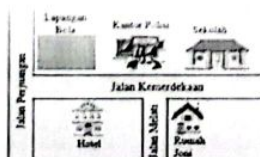
5. Look at the picture !

The cat is ... the box



- A. beside
- B. behind
- C. under
- D. in front of

6. Look at the Picture !



Currently, Doni is at home (Jalan Melati), he plans to go to the "Lapangan Bola".

Which the direction should Doni go ? ....

- A. Turn right
- B. Turn left
- C. Go away
- D. Go straight

9. "Every Monday, Liya's school always carry out a flag ceremony and she is the flag bearer". What extracurriculars does she participate at school ?

- A. Scout                      C. Taekwondo  
 B. Calligraphy             D. Paskibra

10. "When exercising at school, Arsyah likes to practice dribbling, passing, and shooting on the School field".

- A. Pencak silat            C. Calligraphy  
 B. Science Club         D. Basketball

11. "Andi loves playing basketball".

Which of the following picture represents the sentence ?

A.



B.



C.



D.



12. "Anna loves to play someone's character and see various shows".

Which of the following picture represents the sentence ?

A.



B.



C.



D.



13. Zia : "Fia, did you join ballet extracurricular?"

Fia : "Yes, I did".

Zia : "What do you prepare before joining the ballet extracurricular?"

Fia : "I usually prepare ..."

A. racket, shuttlecock, and hand protection

B. volley ball, shoes, and knee protection

C. canvas, watercolor, and paintbrush

D. leotard, tutu, and shoes ballet

14. "Some students help prepare the ... for the stage."

- A. decoration            C. competitions  
 B. snack                      D. ticketing

15. "The science competition is attended by each class consisting of four people in one team".

Team means ....

- A. Individual             B. group  
 C. single                      D. personal

16. "Art exhibition show students artwork such as ..."

- A. painting                C. sports  
 B. singing                      D. dancing

17. The sports competitions are ....

- A. basketball and storytelling  
 B. basketball and badminton  
 C. badminton and poetry  
 D. badminton and singing

18. At the book exhibition, students sell ... in the stalls.

- A. crafts  
 B. novel  
 C. statues  
 D. souvenir



**INSTRUMENT TEST**

POST-TEST

S: 1  
B: 17

94.4

Name : Aris Arina Hajiya  
No : 03  
Class : 7

Choose one of the four choices that you think is the right answer then cross (x) on your chosen answer!

- Aleeya and Zeema will test the nutritional of the salt in the ....  
Where is the room usually students do this test ?

A. canteen                      C. principals  
B. library                         laboratory
- "Sandra and Andi want to go to the library".  
What is the students usually do in this room ?

Read a book                      C. Take a rest  
B. Prayer                              D. Eating
- This room has lot of available medicines, and than this room usually to treat students who are sick.  
What is this room ?

Clinic                              C. Classroom  
B. Library                            D. Principals
- The opposite of above is ....

below                              C. behind  
B. Beside                            D. between
- Look at the picture !  
The cat is ... the box



- A. beside  
B. behind  
C. under  
 D. in front of

6. Look at the Picture !



Currently, Doni is at home (Jalan Melati), he plans to go to the "Lapangan Bola".

- Which the direction should Doni go ? ....
- Turn right                      C. Go away  
 Turn left                        D. Go straight

9. "Every Monday, Liya's school always carry out a flag ceremony and she is the flag bearer". What extracurriculars does she participate at school ?

- A. Scout                      C. Taekwondo  
 B. Calligraphy             D. Paskibra

10. "When exercising at school, Arsyia likes to practice dribbling, passing, and shooting on the School field".

- A. Pencak silat            C. Calligraphy  
 B. Science Club         D. Basketball

11. "Andi loves playing basketball".

Which of the following picture represents the sentence ?

A.



B.



C.



D.



12. "Anna loves to play someone's character and see various shows".

Which of the following picture represents the sentence ?

A.



B.



C.



D.



13. Zia : "Fia, did you join ballet extracurricular?"

Fia : "Yes, I did".

Zia : "What do you prepare before joining the ballet extracurricular?"

Fia : "I usually prepare ... "

A. racket, shuttlecock, and hand protection

B. volley ball, shoes, and knee protection

C. canvas, watercolor, and paintbrush

D. leotard, tutu, and shoes ballet

14. "Some students help prepare the ... for the stage."

- A. decoration            C. competitions  
 B. snack                      D. ticketing

15. "The science competition is attended by each class consisting of four people in one team".

Team means ....

- A. Individual             C. group  
 B. single                      D. personal

16. "Art exhibition show students artwork such as ..."

- A. painting                C. sports  
 B. singing                      D. dancing

17. The sports competitions are ....

- A. basketball and storytelling  
 B. basketball and badminton  
 C. badminton and poetry  
 D. badminton and singing

18. At the book exhibition, students sell ... in the stalls.

- A. crafts  
 B. novel  
 C. statues  
 D. souvenir

INSTRUMENT TEST

POST-TEST

S = 2

B = 16

88,8

Name : Azim Syafiq Makhali  
No : 4  
Class : 7

Choose one of the four choices that you think is the right answer then cross (x) on your chosen answer!

1. Aleeya and Zeema will test the nutritional of the salt in the ....

Where is the room usually students do this test ?

- A. canteen C. principals
- B. library D. laboratory

2. "Sandra and Andi want to go to the library". What is the students usually do in this room ?

- X Read a book C. Take a rest
- B. Prayer D. Eating

3. This room has lot of available medicines, and than this room usually to treat students who are sick.

What is this room ?

- X Clinic C. Classroom
- B. Library D. Principals

4. The opposite of above is ....

- A below X behind
- B. Beside D. between

5. Look at the picture !  
The cat is ... the box



- A. beside
- B. behind
- C. under
- X in front of

6. Look at the Picture !



Currently, Doni is at home (Jalan Melati), he plans to go to the "Lapangan Bola". Which the direction should Doni go ? ....

- A. Turn right C. Go away
- X Turn left D. Go straight

9. "Every Monday, Liya's school always carry out a flag ceremony and she is the flag bearer". What extracurriculars does she participate at school ?

- A. Scout                      C. Taekwondo  
 B. Calligraphy             D. Paskibra

10. "When exercising at school, Arsyia likes to practice dribbling, passing, and shooting on the School field".

- A. Pencak silat            C. Calligraphy  
 B. Science Club         D. Basketball

11. "Andi loves playing basketball".

Which of the following picture represents the sentence ?

A.



B.



B.



D.



12. "Anna loves to play someone's character and see various shows". Which of the following picture represents the sentence ?

A.



B.



B.



C.



13. Zia : "Fia, did you join ballet extracurricular?"

Fia : "Yes, I did".

Zia : "What do you prepare before joining the ballet extracurricular?"

Fia : "I usually prepare ... "

A. racket, shuttlecock, and hand protection

B. volley ball, shoes, and knee protection

C. canvas, watercolor, and paintbrush

D. leotard, tutu, and shoes ballet

14. "Some students help prepare the ... for the stage."

A. decoration            C. competitions  
 B. snack                      D. ticketing

15. "The science competition is attended by each class consisting of four people in one team".

Team means ....

A. Individual             B. group  
 B. single                      D. personal

16. "Art exhibition show students artwork such as ... "

A. painting                C. sports  
 B. singing                      D. dancing

17. The sports competitions are ....

A. basketball and storytelling  
 B. basketball and badminton  
 C. badminton and poetry  
 D. badminton and singing

18. At the book exhibition, students sell ... in the stalls.

A. crafts  
 B. novel  
 C. statues  
 D. souvenir

**INSTRUMENT TEST**

POST-TEST

S = 3

B = 15

83,3

Name : Eka Puji R  
 No : 5  
 Class : VII

Choose one of the four choices that you think is the right answer then cross (x) on your chosen answer!

1. Aleeya and Zeema will test the nutritional of the salt in the ....

Where is the room usually students do this test ?

- A. canteen
- B. library
- C. principals
- D. laboratory

7. Adi likes ... he can immortalize events through images or photographed objects.

- A. piano
- B.  photography
- C. painting
- D. calligraphy

2. "Sandra and Andi want to go to the library". What is the students usually do in this room ?

- A. Read a book
- B. Prayer
- C. Take a rest
- D. Eating

8. One of the extracurricular activities that students participates at school is scouting".

The reasons for joining scouts are the students can ....

- A. explore, camp, and track in the environment.
- B. read, speak, and present their project.
- C. move, wave, and step according to instructions.
- D. experiment, try, and compare substances of the food.

3. This room has lot of available medicines, and than this room usually to treat students who are sick.

What is this room ?

- A. Clinic
- B. Library
- C. Classroom
- D. Principals

4. The opposite of **above** is ....

- A. below
- B. Beside
- C. behind
- D. between

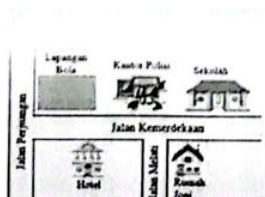
5. Look at the picture !

The cat is ... the box



- A. beside
- B. behind
- C. under
- D. in front of

6. Look at the Picture !



Currently, Doni is at home (Jalan Melati), he plans to go to the "Lapangan Bola".

Which the direction should Doni go ? ....

- A. Turn right
- B. Turn left
- C. Go away
- D. Go straight

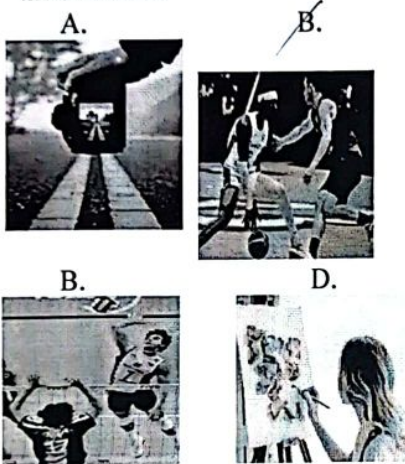
9. "Every Monday, Liya's school always carry out a flag ceremony and she is the flag bearer". What extracurriculars does she participate at school ?

- A. Scout                      C. Taekwondo  
B. Calligraphy                D. Paskibra

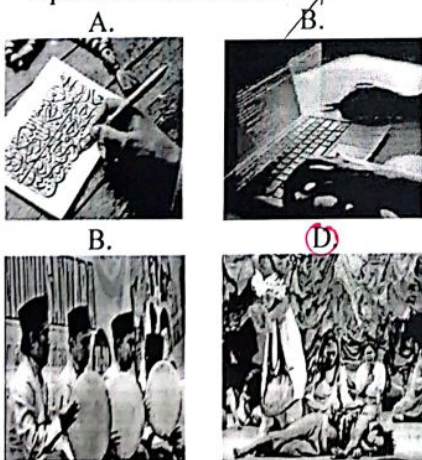
10. "When exercising at school, Arsyah likes to practice dribbling, passing, and shooting on the School field".

- A. Pencak silat                C. Calligraphy  
B. Science Club                D. Basketball

11. "Andi loves playing basketball". Which of the following picture represents the sentence ?



12. "Anna loves to play someone's character and see various shows". Which of the following picture represents the sentence ?



13. Zia : "Fia, did you join ballet extracurricular?"

Fia : "Yes, I did".

Zia : "What do you prepare before joining the ballet extracurricular?"

Fia : "I usually prepare ..."

- A. racket, shuttlecock, and hand protection  
B. volley ball, shoes, and knee protection  
C. canvas, watercolor, and paintbrush  
D. leotard, tutu, and shoes ballet

14. "Some students help prepare the ... for the stage."

- A. decoration                C. competitions  
B. snack                        D. ticketing

15. "The science competition is attended by each class consisting of four people in one team".

Team means ....

- A. Individual                C. group  
B. single                        D. personal

16. "Art exhibition show student's artwork such as ..."

- A. painting                    C. sports  
B. singing                      D. dancing

17. The sports competitions are ....

- A. basketball and storytelling  
B. basketball and badminton  
C. badminton and poetry  
D. badminton and singing

18. At the book exhibition, students sell ... in the stalls.

- A. crafts  
B. novel  
C. statues  
D. souvenir

### Appendix 7 The Result of Pre-test and Post-test

No	Students	Pre-test	Post-test
1.	Student 1	66.6	77.7
2.	Student 2	66.6	83.3
3.	Student 3	83.3	94.4
4.	Student 4	72.2	88.8
5.	Student 5	83.3	83.3
6.	Student 6	88.8	88.8
7.	Student 7	72.2	88.8
8.	Student 8	72.2	77.7
9.	Student 9	77.7	94.4
10.	Student 10	83.3	88.8
11.	Student 11	77.7	88.8
12.	Student 12	66.6	72.2
13.	Student 13	88.8	88.8
14.	Student 14	83.3	94.4
15.	Student 15	77.7	83.3
16.	Student 16	66.6	83.3
17.	Student 17	83.3	88.8
18.	Student 18	72.2	83.3

<b>19.</b>	Student 19	72.2	77.7
<b>20.</b>	Student 20	77.7	83.3
	Mean	76.61	85.49



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## Appendix 8 Lesson Plan

### MODUL AJAR MATERI: SCHOOL BUILDING

#### INFORMASI UMUM

#### I. IDENTITAS MODUL

Nama Penyusun	: Farda Annisa Hamidah
Satuan Pendidikan	: MTs Ma'arif NU Assalam Kemranjen
Kelas / Fase / Semester	: VII (Tujuh) / D / Genap
Mata Pelajaran	: Bahasa Inggris
Prediksi Alokasi Waktu	: 3 x 40 Menit JP
Tahun Penyusunan	: 2024

#### II. KOMPETENSI AWAL

1. Guru mengulas kembali materi sebelumnya. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia pada bagian-bagian penting.
2. Guru menjelaskan tujuan materi yang akan diajarkan. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik.

#### III. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan yang Maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global.

#### IV. SARANA DAN PRASARANA

1. Buku *English for Nusantara\_Chapter 5 This is My school*. SMP/MTs Kelas VII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.
2. Lembar Kerja
3. Potongan kertas vocabulary
3. Papan tulis/White Board
4. Laptop dan LCD
5. Referensi lain yang mendukung

#### V. TARGET PESERTA DIDIK

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

## VI. MODEL PEMBELAJARAN

1. Cooperative learning dengan menggunakan games interaktif berupa pictionary games.
2. Diskusi berkelompok.

## KOMPONEN INTI

### I. TUJUAN PEMBELAJARAN

1. Mention the facilities available at the school.
- 2 Asking for and giving directions.
3. Identify and apply about vocabulary to appropriate with the school building and direction.

### II. PERTANYAAN PEMATI

1. What facilities are there at this school?
2. What kinds of directions do you know?
3. Where is the position of this class?, is it beside to the bathroom?

### III. KEGIATAN PEMBELAJARAN

#### Kegiatan Pendahuluan ( 10 Menit)

- Pendidik membuka pembelajaran dengan salam dan berdoa, memperhatikan kerapian peserta didik, memeriksa kehadiran, dan memperhatikan kesiapan peserta didik.
- Mengkondisikan kelas agar proses pembelajaran berlangsung dengan tertib.
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila**; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.
- Mengulas kembali materi pada pertemuan sebelumnya, diharapkan agar peserta didik memahami materi dengan baik.
- Pendidik menyampaikan tujuan pembelajaran pada materi yang akan dijelaskan.

#### Kegiatan Inti ( 100 Menit)

- Guru memberikan brainstorming berupa pictionary games secara berkelompok untuk mengukur pemahaman siswa tentang vocabulary yang mereka ketahui sebelum pembelajaran berlangsung.
- Siswa mendengarkan dan membaca materi tentang school building yang dijelaskan guru.
- Guru memastikan dan mengontrol siswa agar memahami materi yang dijelaskan dengan baik.

- Siswa menirukan pelafalan berbagai macam kosa kata school building and direction secara benar.
- Dengan disajikan gambar, siswa mampu mengidentifikasi pertanyaan melalui quizziz dengan benar.
- Siswa secara individu mengisi teka-teki silang yang disediakan guru.
- Guru memberikan games, berupa pictionary games secara berkelompok untuk mengukur pemahaman siswa tentang vocabulary setelah mempelajari materi.

#### **Kegiatan Penutup ( 10 Menit)**

- Peserta didik dan pendidik menyimpulkan hasil pembelajaran secara bersama-sama.
- Pendidik menyimpulkan materi pembelajaran yang telah diajarkan.
- Pendidik menyampaikan materi dan kegiatan yang akan dilakukan pada pertemuan berikutnya,
- Pendidik mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

#### **IV. ASESMEN / PENILAIAN**

##### 1. Asesmen Formatif:

Diskusi: Melatih kemampuan peserta didik dalam berkolaborasi dengan kelompoknya, melatih berbicara, dan berani mengungkapkan pendapat, serta memunculkan banyak ide kreatif dalam bekerjasama dengan teman satu tim nya. Secara berkelompok siswa mampu bekerja sama dalam permainan pictionary games.

Pelafalan: Melatih siswa dalam melafalkan kosa kata school building and direction secara baik dan benar.

##### 2. Asesmen Sumatif

Dilaksanakan diakhir pembelajaran untuk mengukur kemampuan peserta didik dalam memahami materi yang diajarkan.

- Guru melakukan pengamatan selama diskusi berlangsung, kemudian siswa akan mendapat apresiasi jika mereka mendapatkan hasil yang maksimal.
- Penilaian Harian Bersama dan Penilaian Akhir Tahun
- Asesmen ini dibuat untuk individu, kelompok, maupun aspek lainnya.

#### **V. PENGAYAAN DAN REMEDIAL**

- a. Bagi siswa yang telah mencapai target pembelajaran sebelum waktu yang ditentukan perlu diberikan pengayaan
- b. Bagi siswa yang belum mencapai target pembelajaran pada waktu yang telah diberikan diberi tugas remedial.

#### **VI. REFLEKSI GURU DAN PESERTA DIDIK**

##### **REFLEKSI GURU**

- a. Apakah sudah sesuai dengan target pembelajaran yang sudah dibuat?

- b. Apakah materi sudah diajarkan semua?
- c. Apa metode dan strategi pembelajaran yang dapat menarik perhatian peserta didik?

**REFLEKSI PESERTA DIDIK**

- a. Please mention school bulding !
- b. Please identify direction to show the location of the *School Building* !

**Lampiran 1**

**DAFTAR PUSTAKA**

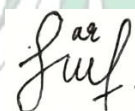
Buku *English for Nusantara\_Chapter 5 This is My school*. SMP/MTs Kelas VII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.

Mengetahui.

Kemranjen, 17<sup>th</sup> January 2024

Guru Pamong

Guru Mata Pelajaran



Munjizatul Millah, S.Pd

Farda Annisa Hamidah

NIP. -

NIM. 2017404070



**MODUL AJAR**  
**MATERI: EXTRACURRICULAR ACTIVITIES**

**INFORMASI UMUM**

**I. IDENTITAS MODUL**

Nama Penyusun	: Farda Annisa Hamidah
Satuan Pendidikan	: MTs Ma'arif NU Assalam Kemranjen
Kelas / Fase / Semester	: VII (Tujuh) / D / Genap
Mata Pelajaran	: Bahasa Inggris
Prediksi Alokasi Waktu	: 2 x 40 Menit JP
Tahun Penyusunan	: 2024

**II. KOMPETENSI AWAL**

1. Guru mengulas kembali materi sebelumnya. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia pada bagian-bagian penting.
2. Guru menjelaskan tujuan materi yang akan diajarkan. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik.

**III. PROFIL PELAJAR PANCASILA**

Beriman, bertakwa kepada Tuhan yang Maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global.

**IV. SARANA DAN PRASARANA**

1. Buku *English for Nusantara\_Chapter 5 This is My school*. SMP/MTs Kelas VII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.
2. Lembar Kerja
3. Potongan kertas vocabulary
3. Papan tulis/White Board
4. Laptop dan LCD
5. Referensi lain yang mendukung

**V. TARGET PESERTA DIDIK**

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

## VI. MODEL PEMBELAJARAN

1. Cooperative learning dengan menggunakan games interaktif berupa pictionary games.
2. Diskusi berkelompok.

## KOMPONEN INTI

### I. TUJUAN PEMBELAJARAN

1. Talk about Extracurricular Activities
2. Identify about vocabulary to appropriate with the Extracurricular Activities

### II. PERTANYAAN PEMATI

1. What Extracurricular in your school ?
2. Look at the picture, What extracurriculars are shown in the picture?

### III. KEGIATAN PEMBELAJARAN

#### Kegiatan Pendahuluan (5 Menit)

- Pendidik membuka pembelajaran dengan salam dan berdoa, memperhatikan kerapian peserta didik, memeriksa kehadiran, dan memperhatikan kesiapan peserta didik.
- Mengkondisikan kelas agar proses pembelajaran berlangsung dengan tertib.
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.
- Mengulas kembali materi pada pertemuan sebelumnya, diharapkan agar peserta didik memahami materi dengan baik.
- Pendidik menyampaikan tujuan pembelajaran pada materi yang akan dijelaskan.

#### Kegiatan Inti (70 Menit)

- Guru memberikan brainstorming berupa pictionary games secara berkelompok untuk mengukur pemahaman siswa tentang vocabulary sebelum pembelajaran berlangsung.
- Siswa mendengarkan dan membaca materi tentang extracurricular activities.
- Guru memastikan dan mengontrol siswa agar memahami materi yang dijelaskan dengan baik.
- Siswa menirukan pelafalan kosa kata extracurricular activities dengan benar.

- Siswa secara individu mampu mencocokkan gambar yang sesuai dengan kosakata yang disediakan.
- Siswa mengidentifikasi kosa kata extracurricular activities yang sesuai dengan gambar melalui pertanyaan wordwall.
- Guru memberikan games kembali berupa pictionary games untuk mengukur pemahaman siswa tentang vocabulary extracurricular activities setelah mempelajari materi

#### **Kegiatan Penutup (5 Menit)**

- Peserta didik dan pendidik menyimpulkan hasil pembelajaran secara bersama-sama.
- Pendidik menyimpulkan materi pembelajaran yang telah diajarkan.
- Pendidik menyampaikan materi dan kegiatan yang akan dilakukan pada pertemuan berikutnya,
- Pendidik mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

#### **IV. ASESMEN / PENILAIAN**

##### 1. Asesmen Formatif:

Diskusi: Melatih kemampuan peserta didik dalam berkolaborasi dengan kelompoknya, melatih berbicara, dan berani mengungkapkan pendapat, serta memunculkan banyak ide kreatif dalam bekerjasama dengan teman satu tim nya dalam pictionary games.

Pelafalan: Melatih siswa dalam melafalkan kosa kata Extracurricular Activities secara baik dan benar.

##### 2. Asesmen Sumatif

Dilaksanakan diakhir pembelajaran untuk mengukur kemampuan peserta didik dalam memahami materi yang diajarkan.

- Guru melakukan pengamatan selama diskusi berlangsung, kemudian siswa akan mendapat apresiasi jika mereka mendapatkan hasil yang maksimal.
- Penilaian Harian Bersama dan Penilaian Akhir Tahun
- Asesmen ini dibuat untuk individu, kelompok, maupun aspek lainnya.

#### **V. PENGAYAAN DAN REMEDIAL**

- a. Bagi siswa yang telah mencapai target pembelajaran sebelum waktu yang ditentukan perlu diberikan pengayaan
- b. Bagi siswa yang belum mencapai target pembelajaran pada waktu yang telah diberikan diberi tugas remedial.

#### **VI. REFLEKSI GURU DAN PESERTA DIDIK**

##### **REFLEKSI GURU**

- a. Apakah sudah sesuai dengan target pembelajaran yang sudah dibuat?
- b. Apakah materi sudah diajarkan semua?

c. Apa metode dan strategi pembelajaran yang dapat menarik perhatian peserta didik?

**REFLEKSI PESERTA DIDIK**

a. Please mention the kinds of *Extracurricular Activities* !

b. Please identify verb that are appropriate to the *Extracurricular Activities*

**Lampiran 1**

**DAFTAR PUSTAKA**

Buku *English for Nusantara\_Chapter 5 This is My school*. SMP/MTs Kelas VII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.

Mengetahui.

Kemranjen, 18<sup>th</sup> January 2024

Guru Pamong

Guru Mata Pelajaran

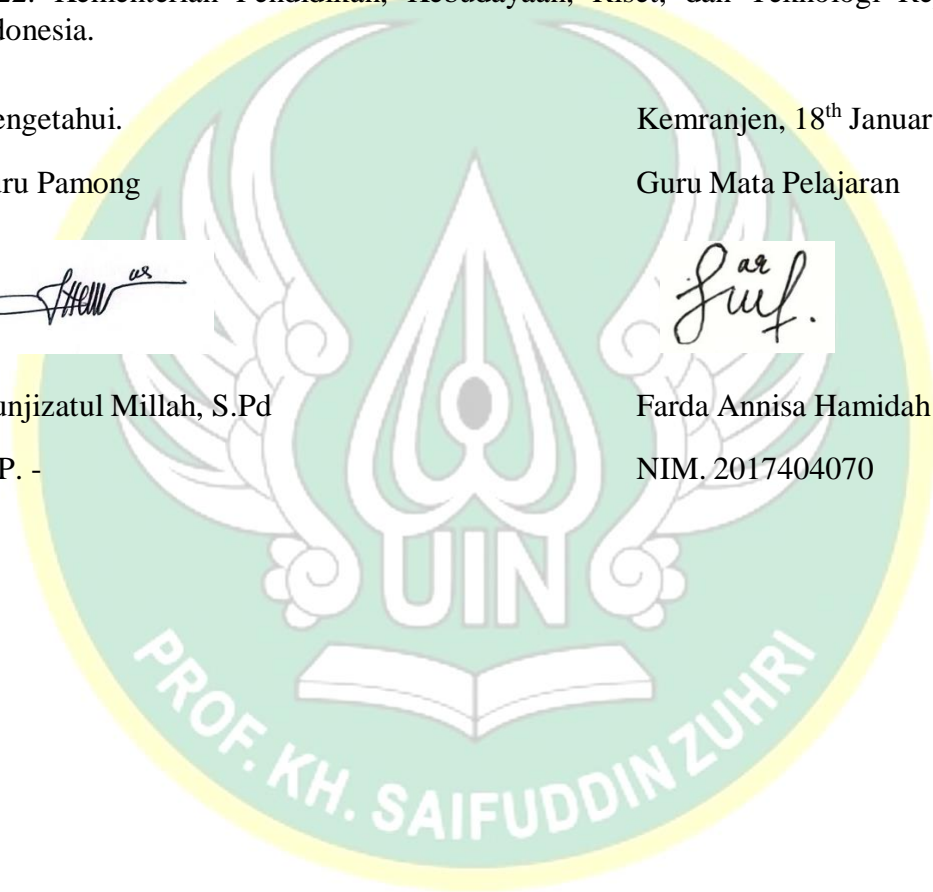


Munjizatul Millah, S.Pd

Farda Annisa Hamidah

NIP. -

NIM. 2017404070





**MODUL AJAR**  
**MATERI: EXTRACURRICULAR ACTIVITIES**

**INFORMASI UMUM**

**I. IDENTITAS MODUL**

Nama Penyusun	: Farda Annisa Hamidah
Satuan Pendidikan	: MTs Ma'arif NU Assalam Kemranjen
Kelas / Fase / Semester	: VII (Tujuh) / D / Genap
Mata Pelajaran	: Bahasa Inggris
Prediksi Alokasi Waktu	: 2 x 40 Menit JP
Tahun Penyusunan	: 2024

**II. KOMPETENSI AWAL**

1. Guru mengulas kembali materi sebelumnya. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia pada bagian-bagian penting.
2. Guru menjelaskan tujuan materi yang akan diajarkan. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik.

**III. PROFIL PELAJAR PANCASILA**

Beriman, bertakwa kepada Tuhan yang Maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global.

**IV. SARANA DAN PRASARANA**

1. Buku *English for Nusantara\_Chapter 5 This is My school*. SMP/MTs Kelas VII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.
2. Lembar Kerja
3. Potongan kertas vocabulary
4. Papan tulis/White Board
5. Laptop and LCD
6. Referensi lain yang mendukung

**V. TARGET PESERTA DIDIK**

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

## VI. MODEL PEMBELAJARAN

1. Cooperative learning dengan menggunakan games interaktif berupa pictionary games.
2. Diskusi berkelompok.

## KOMPONEN INTI

### I. TUJUAN PEMBELAJARAN

1. Talk about Extracurricular Activities
2. Identify verb that explain extracurricular activities at school.

### II. PERTANYAAN PEMANTIK

1. Look at the picture, Please mention what is verb that appropriate with the picture?

### III. KEGIATAN PEMBELAJARAN

#### Kegiatan Pendahuluan ( 5 Menit)

- Pendidik membuka pembelajaran dengan salam dan berdoa, memperhatikan kerapian peserta didik, memeriksa kehadiran, dan memperhatikan kesiapan peserta didik.
- Mengkondisikan kelas agar proses pembelajaran berlangsung dengan tertib.
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.
- Mengulas kembali materi pada pertemuan sebelumnya, diharapkan agar peserta didik memahami materi dengan baik.
- Melakukan *Brainstorming* dengan pertanyaan pemantik terkait dengan materi yang akan diajarkan.
- Pendidik menyampaikan tujuan pembelajaran pada materi yang akan dijelaskan.

#### Kegiatan Inti (70 Menit)

- Guru memberikan Brainstorming berupa Pictionary Games untuk mengukur pemahaman siswa tentang vocabulary sebelum mempelajari materi.
- Siswa membaca dan memahami materi tentang verb yang sesuai dengan extracurricular activities.
- Siswa menirukan pelafalan verb tentang extracurricular activities secara tepat.

- Siswa mengidentifikasi text bacaan untuk mencari kosakata yang sulit.
- Guru mengontrol dan memberikan penjelasan tentang maksud dari text bacaan tersebut.
- Siswa diminta untuk menjawab beberapa pertanyaan yang tersedia sesuai dengan isi dari text bacaan tersebut.
- Guru memberikan games kembali berupa pictionary games untuk mengukur pemahaman siswa tentang vocabulary extracurricular activities setelah mempelajari materi.

#### **Kegiatan Penutup ( 5 Menit)**

- Peserta didik dan pendidik menyimpulkan hasil pembelajaran secara bersama-sama.
- Pendidik menyimpulkan materi pembelajaran yang telah diajarkan.
- Pendidik menyampaikan materi dan kegiatan yang akan dilakukan pada pertemuan berikutnya,
- Pendidik mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

#### **IV. ASESMEN / PENILAIAN**

##### 1. Asesmen Formatif:

Diskusi: Melatih kemampuan peserta didik dalam berkolaborasi dengan kelompoknya, melatih berbicara, dan berani mengungkapkan pendapat, serta memunculkan banyak ide kreatif dalam bekerjasama dengan teman satu tim nya.

Pelafalan: Melatih siswa dalam melafalkan kosa kata extracurricular activities secara baik dan benar.

##### 2. Asesmen Sumatif

Dilaksanakan diakhir pembelajaran untuk mengukur kemampuan peserta didik dalam memahami materi yang diajarkan.

- Guru melakukan pengamatan selama diskusi berlangsung, kemudian siswa akan mendapat apresiasi jika mereka mendapatkan hasil yang maksimal.
- Penilaian Harian Bersama dan Penilaian Akhir Tahun
- Asesmen ini dibuat untuk individu, kelompok, maupun aspek lainnya.

#### **V. PENGAYAAN DAN REMEDIAL**

- Bagi siswa yang telah mencapai target pembelajaran sebelum waktu yang ditentukan perlu diberikan pengayaan
- Bagi siswa yang belum mencapai target pembelajaran pada waktu yang telah diberikan diberi tugas remedial.

#### **VI. REFLEKSI GURU DAN PESERTA DIDIK**

##### **REFLEKSI GURU**

- Apakah sudah sesuai dengan target pembelajaran yang sudah dibuat?
- Apakah materi sudah diajarkan semua?

c. Apa metode dan strategi pembelajaran yang dapat menarik perhatian peserta didik?

**REFLEKSI PESERTA DIDIK**

- a. Please mention kinds of extracurricular activities !
- b. Please identify difficult vocabulary that are appropriate for extracurricular activities !

**Lampiran 1**

**DAFTAR PUSTAKA**

Buku *English for Nusantara\_Chapter 5 This is My school*. SMP/MTs Kelas VII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.

Mengetahui.

Kemranjen, 19<sup>th</sup> January 2024

Guru Pamong

Guru Mata Pelajaran



Munjizatul Millah, S.Pd

Farda Annisa Hamidah

NIP. -

NIM. 2017404070



**MODUL AJAR**  
**MATERI: SCHOOL FESTIVAL**

**INFORMASI UMUM**

**I. IDENTITAS MODUL**

Nama Penyusun	: Farda Annisa Hamidah
Satuan Pendidikan	: MTs Ma'arif NU Assalam Kemranjen
Kelas / Fase	: VII (Tujuh) - D
Mata Pelajaran	: Bahasa Inggris
Prediksi Alokasi Waktu	: 2 x 40 Menit JP
Tahun Penyusunan	: 2024

**II. KOMPETENSI AWAL**

1. Guru mengulas kembali materi sebelumnya. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia pada bagian-bagian penting.
2. Guru menjelaskan tujuan materi yang akan diajarkan. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik.

**III. PROFIL PELAJAR PANCASILA**

Beriman, bertakwa kepada Tuhan yag maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

**IV. SARANA DAN PRASARANA**

1. Buku *English for Nusantara\_Chapter 5 This is My school*. SMP/MTs Kelas VII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.
2. Lembar Kerja
3. Papan tulis/White Board
4. Referensi lain yang mendukung

**V. TARGET PESERTA DIDIK**

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

**VI. MODEL PEMBELAJARAN**

1. Cooperative learning dengan menggunakan games interaktif berupa Pictionary Games.
2. Diskusi berkelompok.

## KOMPONEN INTI

### I. TUJUAN PEMBELAJARAN

1. Talk about School Festival
2. Identify and apply vocabulary about school festival appropriate with the picture.

### II. PERTANYAAN PEMATIK

1. What festival do you like at the school ?
2. What the big event that have been held at school ?

### III. KEGIATAN PEMBELAJARAN

#### Kegiatan Pendahuluan ( 5 Menit)

- Pendidik membuka pembelajaran dengan salam dan berdoa, memperhatikan kerapian peserta didik, memeriksa kehadiran, dan memperhatikan kesiapan peserta didik.
- Mengkondisikan kelas agar proses pembelajaran berlangsung dengan tertib.
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.
- Mengulas kembali materi pada pertemuan sebelumnya, diharapkan agar peserta didik memahami materi dengan baik.
- Pendidik menyampaikan tujuan pembelajaran pada materi yang akan dijelaskan.

#### Kegiatan Inti (70 Menit)

- Guru memberikan brainstorming berupa pictionary games untuk mengukur pemahaman siswa tentang vocabulary yang mereka ketahui sebelum pembelajaran berlangsung.
- Siswa mendengarkan dan membaca materi tentang school festival yang dijelaskan guru.
- Guru memastikan dan mengontrol siswa agar memahami materi yang dijelaskan dengan baik.
- Siswa menirukan pelafalan berbagai macam kosakata school festival secara benar.
- Siswa mengidentifikasi kosa kata school festival yang sesuai dengan gambar melalui pertanyaan wordwall.
- Guru memberikan games kembali berupa Pictionary games untuk mengukur pemahaman siswa tentang vocabulary extracurricular activities setelah mempelajari materi.

### **Kegiatan Penutup ( 5 Menit)**

- Peserta didik dan pendidik menyimpulkan hasil pembelajaran secara bersama-sama.
- Pendidik menyimpulkan materi pembelajaran yang telah diajarkan.
- Pendidik menyampaikan materi dan kegiatan yang akan dilakukan pada pertemuan berikutnya,
- Pendidik mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

## **IV. ASESMEN / PENILAIAN**

### 1. Asesmen Formatif:

Diskusi: Melatih kemampuan peserta didik dalam berkolaborasi dengan kelompoknya, melatih berbicara, dan berani mengungkapkan pendapat, serta memunculkan banyak ide kreatif dalam bekerjasama dengan teman satu tim nya.

Pelafalan: Melatih siswa dalam melafalkan kosakata school festival secara baik dan benar.

Games: Melatih siswa untuk mengasah pemahaman mereka terhadap materi yang diajarkan melalui pictionary games, dengan cara menebak kosa kata yang tersedia melalui gambar.

### 2. Asesmen Sumatif

Dilaksanakan diakhir pembelajaran untuk mengukur kemampuan peserta didik dalam memahami materi yang diajarkan.

- Guru melakukan pengamatan selama diskusi berlangsung, kemudian siswa akan mendapat apresiasi jika mereka mendapatkan hasil yang maksimal.
- Penilaian Harian Bersama dan Penilaian Akhir Tahun
- Asesmen ini dibuat untuk individu, kelompok, maupun aspek lainnya.

## **V. PENGAYAAN DAN REMEDIAL**

- a. Bagi siswa yang telah mencapai target pembelajaran sebelum waktu yang ditentukan perlu diberikan pengayaan
- b. Bagi siswa yang belum mencapai target pembelajaran pada waktu yang telah diberikan diberi tugas remedial.

## **VI. REFLEKSI GURU DAN PESERTA DIDIK**

### **REFLEKSI GURU**

- a. Apakah sudah sesuai dengan target pembelajaran yang sudah dibuat?
- b. Apakah materi sudah diajarkan semua?
- c. Apa metode dan strategi pembelajaran yang dapat menarik perhatian peserta didik?

### **REFLEKSI PESERTA DIDIK**

- a. Please mention the event which has been held at school !

**Lampiran 1**

**DAFTAR PUSTAKA**

Buku *English for Nusantara\_Chapter 5 This is My school*. SMP/MTs Kelas VII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.

Mengetahui.

Kemranjen, 24<sup>th</sup> January 2024

Guru Pamong

Guru Mata Pelajaran



Munjizatul Millah, S.pd

Farda Annisa Hamidah

NIP. -

NIM. 2017404070





## Appendix 11 Biography

### BIOGRAPHY

#### A. Profile

1. Name : Farda Annisa Hamidah
2. Student Number : 2017404070
3. Place/Date of Birth : Banyumas/8 Februari 2002
4. Address : Desa Kedungpring RT5 RW3 Kadus 2 No.7
5. Name of Father : Mukhlasin
6. Name of Mother : Kodimatun Nadar Wisi

#### B. Educational Background

1. SDN Kedanyang, East Java, graduation year 2014
2. SMPN 2 Gresik, East Java, graduation year 2017
3. SMAN 1 Kebomas, East Java, graduation year 2020
4. UIN Prof. KH. Saifuddin Zuhri Purwokerto (On Process)

Purwokerto, March 18<sup>th</sup> 2024



**Farda Annisa Hamidah**  
**S.N. 2017404070**

## Appendix 12 Documentation of the Learning Activities



Validity Testing



Meeting 1



Meeting 2



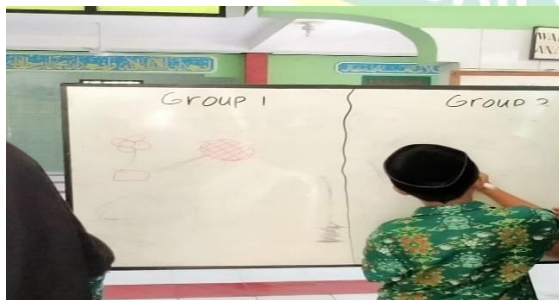
Meeting 3



Meeting 4



Vocabulary Cards



Trying to draw the appropriate of vocabulary