

**THE EFFECT OF ALPHABET GAME ON YOUNG LEARNERS'
MASTERY OF FREQUENTLY USED VOCABULARY**

**(A Quasi Experimental Research at 5th Grade Students of SDN 113 Seluma
In The Academic Year 2022/2023)**

THESIS

**Submitted as A Partial Requirement For The Degree of *Sarjana*
Pendidikan(S. Pd) in English Education Study Program Tarbiyah and Tadris
Faculty UINFAS Bengkulu**



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2022/2023



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Wassalamu 'alaikum Wr. Wb

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RATIFICATION

This is to certify the thesis entitled **“THE EFFECT OF ALPHABET GAME ON YOUNG LEARNERS MASTERY OF FREQUENTLY USED VOCABULARY (A Quasi Experimental Research at 5th Grade Students of SDN 113 Seluma in The Academic Year 2022/2023)”** by **Dwi Fatika Sari, NIM: (1811230078)** has been approved by the board of Thesis Examiners Examiners as the requirement for degree of **Sarjana Pendidikan** in English Education Program.

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MOTTOS

"Don't judge something only from the result, but value

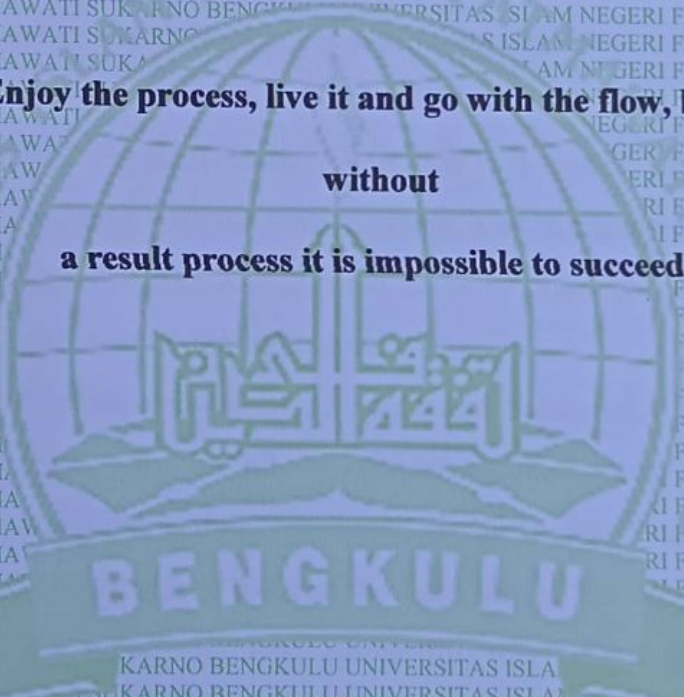
something

from all the processes it goes through"

"Enjoy the process, live it and go with the flow, because

without

a result process it is impossible to succeed"



DEDICATIONS

Bismillahirrohmanirrohim

In the name of Allah SWT, who has always given me the grace, opportunity, and health during the preparation of this thesis. Shalawat and Salam, I give to the Prophet Muhammad SAW, who has brought his people a cruelty that is full of intelligence and technological sophistication today. I dedicate this thesis to:

➤ **My Greatest God, Allah SWT, I really thank to you because without your blessing, I an nothing in this world.**

Our Prophet, Muhammad SAW to bring peoples from the darkness to the lightness.

➤ **My beloved parents, Sunardi and Salasatun. Dad & Mom, thank you for all the prayers, support, enthusiasm, and hard work that you have given so far. Thank you for always trying to give the best things for me. Thank you for being the best home for me, listening to all the complaints I feel, and being a very great parent for me. I love you so much.**

➤ **My supervisors, Mam. Risnawati, M.Pd, Mam. Anita, M.Hum and Sir. Andri Saputra, M.Sc. Thank you for all your suggestions and patience in guiding me so far.**

➤ **All lectures who teach in Tarbiyah and Tadris Faulty, especially in English Education Program. Thanks for all experiences you've given me during the study.**

➤ My beloved sister and young sister, Umi Wahiddatur Rohmatin Fitria, S.E dan Aulia Agustina. Thank you for always praying for, supporting, and comforting me all this time. I am sorry that I have not been able to be the best sister for you.

➤ My big family, you are everything that I have

➤ My beloved boyfriend, Ardian Yogi Pratama, who always never stopped to help me in many situation whenever I need, always beside me to support. Thank you so much.

➤ My best friends, Jami'ah Wulan Safitri, Made Spartini, Dewi Purnama Syari, Juartini and Weka Suryani. Thank you for supporting and accompanying me since I was in SMK until now.

➤ Spesial thanks for Ari Andre Riyanansah, Winda Putri Annisa, Deanta Viomeika, Sinthya Melinda, Ega Rizki Ardia, and Shinta Rosmita. You have accepted me and became a part of my life.

➤ Thank you very much for all students of fifth grade students, teacher, also staff at SDN 113 Seluma for help and cooperation during my research.

➤ Thank you to all members of the TBI 18C class for all the memories and happiness you have given them during these four years. I believe, we are all capable of achieving our respective goals.

➤ My beloved Almamater UIN Fatmawati Sukarno Bengkulu.

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "**The Effect of Alphabet Game on Young Learners' Mastery of Frequently used Vocabulary (A Quasi Experimental Research at 5th Grade Students of SDN 113 Seluma in The Academic Year 2022/2023)**" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu,
Stated By

2023



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ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah SWT, the One and Only, the Lord of the Universe, for all benefits and kindness that have enabled the researcher to submit a thesis with the titled *The Effect of Alphabet Game on Young Lernalers' Mastery of Frequently used Vocabulary (A Quasi-Experimental Research at 5th Grade Students of SDN 113 Seluma in Academic Year 2022/2023)*. Peace given into Prophet Muhammad SAW, as great leader and source of motivation for the revolutionary movement.

The researcher realizes that the preparation of this thesis will not be achieved without the help of various parties. Therefore, on this occasion the researcher would like to express his deepest gratitude to all those who have helped, advised, and guided the researcher during the process of preparing this proposal. This is for :

1. Prof. Dr. H. Zulkarnain Dali, M. Pd as the Rector of UIN Fatmawati Sukarno Bengkulu;
2. Dr. Mus Mulyadi, M. Pd as the Dean of Tarbiyah and Tadris Faculty of UIN Fatmawati Sukarno Bengkulu;
3. Risnawati, M. Pd as the Head of Language Education Department of UIN Fatmawati Sukarno Bengkulu;
4. Feny Martina, M. Pd as the Head of English Education Study Program of UIN Fatmawati Sukarno Bengkulu;

5. Risnawati, M. Pd as the first advisor who always provided guidance and direction during the preparation of this thesis;
6. Andri Saputra, M.Sc as the second advisor who always provide guidance, advice, and motivation during the preparation of this thesis.
7. Anita, M.Hum as the second advisor who always provide guidance, advice, and motivation during the preparation of this thesis.

The researcher hopes that this thesis can be useful and become a bridge for further researchers. The researcher also realizes that the preparation of this thesis is still far from perfect. Therefore, the researcher expects constructive criticism and suggestions from the readers in order to correct any shortcomings in the preparation of this thesis.

Bengkulu, January 2023



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ABSTRACT

Dwi Fatika Sari, 2023. The Effect of Alphabet Game on Young Learners' Mastery of Frequently used Vocabulary (A Quasi Experimental Research at 5th Grade Students of SDN 113 Seluma In The Academic Year 2022/2023).

Advisors :

- 1. Risnawati, M.Pd**
- 2. Andri Saputra, M.Sc**
- 3. Anita, M.Hum**

This study aims to determine whether there is an Effect of Alphabet Game on Young Learners' Mastery of Frequently used Vocabulary at SDN 113 Seluma. This research uses QuasiExperiment method with Time Series design. The researcher decided to conduct an experiment in class 5 with a total of 20students. In the process of collecting data, the researcher conducted a pretest and posttest three times. From the results of this study, the students' average pretest score was 60,75 and the posttest average was 88, which means that the posttest score was higher than the pretest score. So it can be concluded that the application of the Alphabet Game has a significant effect on Young Learners' Masteryof Frequently used Vocabulary.

Keywords : *Young Learners' Mastery of Frequently used Vocabulary, Alphabet Game.*

ABSTRAK

Dwi Fatika Sari, 2023. The Effect of Alphabet Game on Young Learners' Mastery of Frequently used Vocabulary (A Quasi Experimental Research at 5th Grade Students of SDN 113 Seluma In The Academic Year 2022/2023).

Pembimbing :

- 1. Risnawati, M.Pd**
- 2. Andri Saputra, M.Sc**
- 3. Anita, M.Hum**

Penelitian ini bertujuan untuk mengetahui ada tidaknya pengaruh dari Alphabet Game terhadap penguasaan kosakata yang sering digunakan pembelajar muda di SDN 113 Seluma. Penelitian ini menggunakan metode Quasi-Eksperimen dengan desain Time Series. Peneliti memutuskan untuk melakukan eksperimen di kelas 5 dengan total siswa sebanyak 20 siswa. Dalam proses pengumpulan data, peneliti melakukan pretest dan posttest sebanyak tiga kali. Dari hasil penelitian ini, didapatkan nilai rata-rata pretest siswa sebesar 60,75 dan rata rata hasil posttest sebesar 88, yang dimana dapat diketahui nilai posttest lebih tinggi dari nilai pretest. Sehingga dapat disimpulkan bahwa penerapan Alphabet Game dapat memberikan pengaruh yang signifikan terhadap penguasaan kosakata yang sering digunakan pembelajar muda.

Kata kunci : *Penguasaan Kosakata yang sering digunakan Pembelajar Muda, Alphabet Game.*

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CHAPTER I

INTRODUCTION

A. Background of Study

This study aims to determine the effect of Alphabet Games on young learners' mastery of frequently used vocabulary of 5th grade at SDN 113 Seluma in the academic year 2022/2023.

English is an international language where English is the unifying language of the world. English is the first foreign language in Indonesia that is used to transfer and acquire knowledge, science and technology, arts and culture, and build international relations. This is what underlies the English language taught from elementary to university level. According to Ministerial Decree No. 22 of 2006, issued May 23, 2006, English is taught to kids in elementary schools as a local topic, particularly in kindergarten. Young learners, according to Phillips (2002), are more holistic learners who respond to

language in terms of what it does and what they can do rather than viewing it as a game or system abstraction. Young learners do not lack reading and writing abilities, according to Setiaryni (2011), but they also have unique features in terms of their cognitive development, interests, needs, and environment. When the lessons we are teaching young students are relevant, worthwhile, and enjoyable for them, we can help them learn effectively.

Vocabulary learning strategy is a branch of language learning strategy. Foreign language learners often find difficulties regarding their vocabulary learning strategies. In addition, Ghazali. (2007) said that although learning vocabulary is a challenge for foreign language learners, students can use various vocabulary learning strategies to overcome these challenges. Therefore, the strategies used in vocabulary learning are important topics to be discussed in the realm of applied linguistics. For all intents and purposes, the purpose of the game referred to here is specifically a language learning

game by increasing students ' English vocabulary . In fact, 'Game-inEducation' is increasingly important in both informal and formal education.

One of the key elements of language is vocabulary, or vocabulary in English. You may link the four abilities of speaking, listening, reading, and writing by having a strong command of language. According to Nunan, "vocabulary is a crucial component that makes it simpler to use a second language since without a correct vocabulary, language would not be able to operate structurally and will be difficult to grasp. Because it can enhance many English skills, vocabulary mastery is crucial. Students can communicate more effectively in a variety of contexts by learning and using more words. They won't be able to speak, write, or translate anything in English if they don't understand the meaning of the terms (Coxhead, 2006: 1). It can be challenging at times to interpret the vocabulary used by pupils, including its meaning, spoken and written forms, collocations, connotations, grammatical behavior, etc

(Linse,2005:121). Every language skill, including speaking, listening, reading, and writing, uses vocabulary. Many people are aware of how little language they have, which makes it difficult for them to convey their thoughts.

Game is one of the media that can be used to learn and play at the same time for students, besides getting knowledge students can also play, this will make students feel happy. According to O'Dell and Head (2003:4), "games play a very essential part in vocabulary learning because they allow students the opportunity to employ words in easy content and they provide an enjoyable manner to re-enter terms remembered." In addition, games provide opportunities to study, practice, and review English in a fun environment, according to Huyen and Nga (2003). Games can also help kids develop positive character traits.

Games are intrinsically motivating. Many educational studies have long confirmed that intrinsic motivation makes a major contribution to learning . Therefore, when considering an

educational point of view, several issues need to be mentioned: what do learners learn through playing games, and how do they do it? This type of learning is concerned with helping the learner achieve the learning goal of increasing the agreed vocabulary of the language, and what games does the teacher give students? Regarding the final query regarding the teacher's role in learning through play environments, it can be deduced that teachers hold the most clout when it comes to making decisions regarding what happens in their language teaching classes. This is because it has been claimed that teachers are to blame for most of their students' learning issues. Therefore, it's crucial to start understanding how actual teachers feel about using games in the classroom. The purpose of this study will be specifically limited to the impact of employing alphabet games to improve English vocabulary in young learners in the hopes of obtaining a more thorough and trustworthy response to the rise in English vocabulary caused by games. Consequently, the primary issue that will be covered in this study, the primary

objective of teachers employing games in their classrooms while teaching children English as a foreign language is really developed from the issues discussed before.

The first previous research by Arita Destianingsih and Ari Satria conducted "A Study on The Effectiveness of Using Alphabet Cards Game in Teaching Vocabulary for Commercial Business Administration Students" (2017). The goal of this study was to evaluate how well the alphabet card game worked as a fun teaching tool for vocabulary instruction and memorization. The purpose of this study is to ascertain the impact of employing the alphabet card game on students studying commercial business administration's vocabulary knowledge. It contains a quasi-experimental research with pre- and post-tests. Students from Bengkalis State Polytechnic's third semester in commercial business administration (N=54) made up the participants and were split into two groups. Whereas teaching vocabulary to both groups, the experimental group students used an alphabet card game while the control group

students used a more traditional approach. Students in the experimental group and the control group each received a pre- and post-test. The independent sample t-test was used to compare the vocabulary test results. The experimental class's pre-test average score was 61.35, while the control group's was 52.23. The average post-test score for the experimental class after playing the alphabet card game was 78.85, compared to 59.04 for the control class. The significance level of 0.000 and lower than the t test of 0.000 0.05 show an increase in learning outcomes. The null hypothesis is therefore rejected. Therefore, it can be said that there are significant differences between the experimental group's and the control group's student scores on vocabulary learning. Students in the experimental group who played alphabet card games to learn vocabulary saw an improvement in their vocabulary proficiency.

“The Effect of Alphabet Game on Students' Vocabulary Mastery of Descriptive Text”, by Nidia Najati, was the subject of the second prior study (2020). This study intends to ascertain

the impact of playing alphabet games on class VII MTSN 2 Palangka Raya students' vocabulary mastery. As part of its experimental methodology, this study used a one-group pretest-post-test design. 37 pupils from the MTsN 2 Palangka Raya City seventh grade served as the study's sample population. The 20-item multiple-choice exam that was employed as the data collection tool was administered. The outcomes demonstrated a strong impact of vocabulary instruction utilizing letter games on students' vocabulary proficiency. The fact that the T-value test's (0.979), which is lower than the T-table, demonstrates this (1.690). The alternative hypothesis (H_a) is accepted because T-test T-table, which rejects the null hypothesis (H_0). It can be inferred that the usage of letter games has a substantial impact on the vocabulary knowledge of class VII MTsN 2 Palangka Raya City pupils.

“Teaching English Vocabulary of Young Learners through Electronic Guessing Game” by Ana IKTA was the third preceding study (2018) In order to describe the advantages and

challenges of using an electronic guessing game to teach vocabulary, as well as the students' vocabulary mastery and motivation for achievement after using the electronic guessing game, this study conducted an evaluation. In order to describe the advantages and challenges of using an electronic guessing game to teach vocabulary, as well as the students' vocabulary mastery and motivation for achievement after using the electronic guessing game, this study conducted an evaluation. Data for the study were gathered by the researcher via observation, an interview, a questionnaire, and a test. The researchers conducted both qualitative and quantitative analyses of the data because it included both quantitative and qualitative information. The study's findings indicate that: (1) using electronic guessing games in the classroom has several positive effects, including: increasing student engagement, integrating spelling, pronunciation, and meaning, aiding in vocabulary memorization, and making teaching and learning more enjoyable. While there were some implementation-related

technical issues and a lack of adequate facilities, the majority of students were extremely motivated to acquire vocabulary through the use of the electronic guessing game, which led to an improvement in their vocabulary mastery.

Various learning methods are used to deliver English material. Lecture method, discussion, question and answer, and teach the material by reading the subject matter. Students listen carefully to every important word spoken by the author and their meaning. Every important word spoken by the writer was repeated several times by the students. After that, students write down the words and their meanings. If students forget the meaning of these words, students can look up their meanings in the dictionary. It is intended that by writing down and repeatedly stating key terms and their definitions, pupils would be able to learn and retain new vocabulary. In actuality, though, a lot of pupils have struggled to develop strong language skills. Therefore, researchers tried to use other methods to overcome the problems faced by students. The method chosen is the

learning while playing method using an introductory medium, namely the alphabet game. As Benjamin Franklin said in Kalayo that learning will be easier if students are directly involved in learning. This is what convinced the researchers to use alphabet games. As a medium in the learning process, alphabet games involve students directly in acquiring new vocabulary. By using the alphabet game as an introductory medium according to the explanation above, it is hoped that it can overcome the problem of vocabulary mastery in students, so that students can use vocabulary in every aspect of language.

Based on the author's interview, the researcher can find out that young learners at SDN 113 Seluma are still lacking in mastery of English vocabulary. The first experience was that the writer was always asked for help by her younger sister to do English assignments, and in the end the writer found out that her younger sister was still very lacking in mastering English vocabulary. Furthermore, the authors made observations on young learners at the same age, namely the age of 11-12 years

and at the same school, namely at SDN 113 Seluma. The purpose of the author is to find out whether the problems that occur in his younger sister also occur in children of the same age and at the same level. Furthermore, the authors made observations on teachers who teach English and students with that age. The first observation of the author conducted interviews with teachers who teach English, the authors conducted several questions, namely; What methods are used when teaching? Are there specific strategies for teaching children appropriately? And how to overcome children's difficulties in learning English vocabulary, whether by memorizing, explaining, or rewriting? Then the second observation of the authors conducted tests on children. The test that will be used by the author is in the form of questions, which are 20 multiple choice questions.

From the results of the observations above, the researcher gets the answers he wants. The teacher's first observation answered that educators taught as usual, such as the

lecture method, discussion and question and answer. And there is no specific strategy in teaching English, as well as how to overcome children's difficulties in learning English vocabulary, usually educators give children assignments to translate words, sentences or stories. According to him, translating can train children to look for vocabulary they don't understand. Furthermore, the results of the observations of the two authors can also conclude that children aged 11-12 years who have taken the test are still lacking in mastery of English vocabulary, none of the 25 students scored above 50.

The use of alphabet games is anticipated to offer solutions to the various issues raised above, as well as to assist young students in better understanding subject matter and enhancing different kinds of vocabulary in English-related subject matter in order to increase students' command of English vocabulary. young. In light of this, the researcher will carry out a study titled “The Effect of Alphabet Games on Young Learners’ Mastery of Frequently used Vocabulary (A

Quasi Experimental Research at 5th Grade Students of SDN 113 Seluma in Academic Year 2022/2023). By applying the Alphabel game, It is intended that the following issues can be resolved for the younger pupils at SDN 113 Seluma through the use of this game , especially for class V students.

B. Identification of Problems

The following concerns can be recognized based on the history of the issues outlined above:

1. The students' vocabulary in English is restricted.
2. Students struggle to learn vocabulary in English.
3. The motivation of students to learn is still poor.

C. Limitation of the Study

Young learners often struggle internally to master vocabulary because of a variety of factors. Based on the identification of the issue, the researcher offers a constraint on the range of the research to be done. Researchers only limit the problem of whether Alphabet games can improve English

vocabulary mastery for young learners, and the effect of Alphabet games on young learners' mastery of frequently used vocabulary.

D. Research Question

The issues that can be investigated in this study are those that follow from the backdrop of the topic above: *“Is there a significant effect of Alphabet game on young learners’ mastery of frequently used vocabulary of 5th grade at SDN 113 Seluma in the academic year 2022/2023?”*

E. Research Objective

Based on the statement of the problem above, the research objectives are formulated as follows: To determine the effect of alphabet games on young learners’ mastery of frequently used vocabulary of 5th grade at SDN 113 Seluma in the academic year 2022/2023.

F. Significance of the Research

This research can be expected to provide theoretical and practical benefits.

1. Theoretical Benefits

Theoretically, the results of this study are expected to be able to increase our understanding of methods or strategies to improve vocabulary mastery of young learners by using the Alphabet Game.

2. Practical Benefits

a. For students

In order to boost young learners' vocabulary mastery throughout the study of English-related subjects, they will become more interested in and receive assistance with learning English vocabulary.

b. For teachers

The results of this study are expected to be a guide for teachers to have more skills in using and implementing various learning methods that are more innovative,

effective and increase creativity for teachers and learning media that are more creative and fun.

c. For school/institution

The result of this study are anticipated to be used as a guide for the Alphabet game, which can subsequently help elevate the caliber of teachers and students' educational experiences in classrooms.

d. For other researchers

The results of this study can be used as a new literature and reference for researchers about the Alphabet Game learning method in English subjects, especially in the context of vocabulary mastery

G. Definition of Key Terms

To better understand the title of this research, the author emphasizes the meaning of the terms contained in the title, namely:

1. A person's vocabulary is made up of all the terms that they are familiar with or frequently use. A group of words with meaning that can stand alone and be used in sentences together is referred to as a vocabulary.
2. One of the requirements for learning English as a foreign language is vocabulary mastery. It indicates that the students are capable of comprehending and applying the word's meaning. Students perform their language more fluently the more vocabulary they are able to grasp.
3. Young Learners, kids in primary school who are between the ages of 6 and 12 are referred to as young learners. They can be split into two groups: the younger group (ages 6 to 8) and the elder group (ages 9 and higher) (9-12 years).
4. Frequently used vocabulary, meaning that students are expected to be able to master vocabulary that is often used in everyday life, especially in the school environment.

5. Alphabet games are games with the alphabet that the teacher uses during lessons; Alphabet games are letter games used by teachers during the learning process.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Vocabulary Mastery

1. Definition of Vocabulary

One of the key elements of language is vocabulary. It may be seen as a group of words that belong to one language and provide meaning when that language is spoken. The English vocabulary that elementary school students need to learn is estimated to be around 500 words.

One of the key components of learning a foreign language is developing one's vocabulary. Speaking, reading, listening, and writing will all be challenging for someone who lacks strong language skills. The development of vocabulary will aid individuals in learning, comprehending, and improving the process of knowledge transmission for a better life. Success or development can

be achieved in a variety of disciplines, including computers, technology, economics, politics, tourism, and education improvement. We can find word definitions in various works of literature. There are various vocabulary definitions. According to Kridalaksana, vocabulary is a part of language that preserves all knowledge about the definitions and applications of words. The vocabulary listed in Webster's Ninth Alumni Dictionary is:

- a. Word lists and phrase collections are typically described or specified in alphabetical order.
- b. Components or a stock of words utilized by people, language groups, professions, or fields of expertise.
- c. An accessible list, collection, or set of phrases or codes. Meanwhile, according to Roget, vocabulary is:

1. Alphabetical An alphabetical collection of vocabulary words that are commonly misunderstood or translated, along with two verbs.
2. All linguistic terms.

3. Customs specific to aa given subject, profession, or subculture of expression.

It is clear from the definition above that vocabulary is a crucial part of language and affects how many words individuals use when talking in a variety of contexts, including business, education, and others.

2. Benefits of Vocabulary

The benefits of vocabulary in language learning activities are very clear. Vocabulary is closely related to every aspect of language learning. When learning to read, students must know the meaning of each vocabulary in order to understand the contents of what they read. Learning to speak, students must understand the meaning of new vocabulary and be able to communicate well. Learning to listen, students must also know the meaning of vocabulary in order to understand what they hear. Learning to write too, students must understand the meaning of vocabulary to be able to write well. Vocabulary can also be

called the breath of language, because without vocabulary there would be no language.

3. Vocabulary Learning

Teaching language to children is usually done by a mother. A mother who taught her children at home the vernacular when they were toddlers. The kid certainly doesn't remember how his parents taught him the language for the first time because he doesn't have a good memory. However, she was able to notice how her mother taught her sister at home the vernacular. The mother sincerely with motherly affection spoke a few simple words and the younger sister imitated them casually without any pressure. So that the younger brother can talk and can communicate with the people around him. The mother never had a program and a target so that today the younger brother could say 50 words, 60 words or 100 words. Mothers like to train without ever feeling like they want to train let alone teach, Likewise, children never feel like practicing let alone

studying let alone taking exams. It runs naturally and has been done by humans from generation to generation in various cultures, languages and generations. The emotional bond between parents and children has passed down hundreds of languages on this earth from generation to generation.

In general, children learn vocabulary more quickly when supported by visual aids, such as pictures or nearby objects. With props, children's memory will be better, according to the phase in which they are, According to Piaget (1969), there are four stages of a child's development:

1. The sensory-motor stage, which lasts from birth to two years old
2. Between the ages of two and eight is the preoperative stage.
3. From ages 8 to 11, there is the concrete stage
4. From ages 11 to 15, there is the formal stage.

The stages of development are not always the same in every child, both individually and in groups. Stages of development can occur at the same time, but development in each child can be achieved at different times, especially for each type of knowledge is also different.

By focusing on the four stages of growth, we may see the stages that Indonesian primary school students, specifically those aged 6 to 12, go through. They are, of course, at the end of the pre-operational stage and have not yet entered the actual operational stage. As a result, elementary-aged children must receive instruction according to their grade level. Little by little, a child's mind develops along with their knowledge and intellectual abilities, eventually reaching a point where they can think more formally and logically.

Piaget (1963) argues that "children's ways of thinking develop through direct engagement with objects and the environment around them". Your abilities expand

together with your prior degree of thinking capacity each time you enter a new developmental stage. Language teachers must be able to track the features and shifting phases of their students' cognitive growth because two of the four transitional and developmental periods often occur when children are in elementary school.

This description can clearly help language teachers in improving language skills. Based on this, vocabulary learning can be started from the basic level by using various ways that can make learning unlike learning. Learning takes place while playing. Each game has lesson content, especially about vocabulary.

4. Teaching English Vocabulary

Vocabulary instruction is not simple to conduct. Some individuals believe that because there is no end to the amount of words, teaching vocabulary is a waste of time. English teachers would do better to focus on teaching vocabulary before other language skills like grammar,

speaking, reading, and writing. It will be simpler for students to master another component of the English language if they have a larger vocabulary.

According to Celce and Murcia (2001, p. 285), learning vocabulary is essential to learning any language, whether it is one's first language, second language, or a foreign language.

5. Learning English Vocabulary

To master the four primary abilities of speaking, reading, writing, and listening, vocabulary mastery is crucial. As stated by Wilkins in Thornbury (2002), "Grammar and vocabulary are essential for communication, and neither can be done without the other".

Also, learning foreign language vocabulary poses a number of difficulties for the learner. Making the appropriate connections, comprehending the foreign language between word form and meaning, and

differentiating the meanings of words that are closely related are the obstacles, according to Harmer (2002: 2).

Vocabulary acquisition requires a procedure. The student must be in the proper state of mastering vocabulary in order to make a successful process. Thornbury (2002: 2) adds that the circumstance should aid students in acquiring a necessary number of words for both language comprehension and language production. Additionally, it will help students remember words over time and make them easy to recall. Additionally, it can help people come up with coping mechanisms for word gaps, such as how to deal with unfamiliar words or unexpected word combinations.

6. Vocabulary Mastery

Rusmidah (2013:1) argues that teaching vocabulary plays a very important role in learning English, which is directed at developing language skills so that students are

able to communicate and speak English well. For that, it is necessary to have sufficient vocabulary mastery.

According to Yulia (2013: 469), mastering a language's vocabulary is being able to comprehend and apply its terms in both spoken and written form. Nurgiyantoro in Yulia (2013: 469) lists several types of vocabulary competence, including:

1. Active-productive mastery, including the ability to speak and write, also known as encoding, which refers to the practice of expressing ideas, thoughts, and feelings through linguistic forms and denotes command of spoken and written language;
2. Passive-receptive mastery includes listening and reading skills or also called decoding, which can be interpreted as understanding only in the thinking process.

A person is said to have mastered the vocabulary if he can show good language skills. According to

Djiwandono in Linda (2016: 14), indicators of active-productive vocabulary mastery are shown in the form of the ability to pronounce words according to the meaning requested, mentioning other words that have the same or similar meaning (synonyms) with a word, mentioning words another with the opposite meaning (antonym), and write the word according to the correct spelling. Furthermore, passive-receptive vocabulary mastery indicators are shown in the form of the ability to show objects, choose words according to the meaning given from a number of words provided, choose words that have the same or similar meaning to a word (synonyms).),

Suyanto (2015: 133-137) states, in order to communicate well and clearly, it is necessary to be able to distinguish the sounds of language. Mispronunciation can lead to misunderstanding or misunderstanding. Errors in speech and spelling can confuse listeners (readers) and cause static in the communication system. The ability to

spell properly and correctly also enriches vocabulary and supports the success of vocabulary learning.

7. Frequently used Vocabulary

Frequently means often, so frequently used vocabulary is vocabulary that is often used. In this study, students are expected to be able to master vocabulary that is often used in everyday life or which is often used in the school environment, especially during the teaching and learning process.

B. The Concept of Young Learners

1. Definition of young learner

One of the key considerations in teaching English as a foreign language is age (TEFL). According to Harmer (2007), EFL students can be divided into three groups based on their ages: young, adolescent, and adult students. An English instructor should be prepared to use a variety of teaching techniques when working with those three diverse learners. This is so because the demands, skills, and

cognitive capacities of the three main categories of learners vary. For instance, young students may benefit from a game to learn a new language, while adults may learn best when their abstract thinking is encouraged (Harmer, 2007).

Elementary school children are separated into different categories of young learners (Pinter, 2019). Young pupils are primary school children between the ages of six and thirteen who are divided into a number of categories, including the Young Group (ages six to eight) and the Old Group (ages thirteen to thirteen) (9-12 years).

2. The Characteristics of Young Learners

Harmer (2007) asserts that a young learner exhibits a number of qualities. Young students typically prefer to respond even when they don't comprehend. They also pick up information inadvertently from their surroundings. Instead of relying on explanations, kids comprehend best when they actively observe, hear, touch, and interact. They

typically exhibit worldly curiosity and a strong desire to learn a language. Because they have had a variety of experiences and learnings, the majority of them start to comprehend the importance of learning (positive or negative). With it, young students will be more confident speaking up and saying what they want to. Young students have their own learning styles and expectations for the educational process. They will have more self-control than people in other age groups and understand how to work hard to learn. They enjoy talking about themselves and responding to instruction that centers on their daily lives. They enjoy going places, making things, drawing things, using their imagination, and solving riddles. They are quickly bored when learning and have short attention spans. Sometimes they choose a classroom that is lively and spacious enough for a variety of activities.

Teachers ought to be aware of these traits. Additionally, each young learner has unique traits or a

different attitude. In order to easily teach a learning content later, the teacher must first understand each pupil individually.

According to Harmer (1993, cited in Katerina, 2009), if language structure is a language framework, then young learners' vocabulary is the foundation of language production that supports four skills (listening, speaking, reading, and writing) that can be introduced to young learners to aid in their understanding of the meaning of the word. In communication activities, young learners' language knowledge is crucial. One activity to introduce English to young learners is the mastery of vocabulary for young learners.

3. The Importance of Learning English for young learners

Early exposure to English has been shown to aid youngsters in picking up other languages more quickly and effortlessly. Children have less inhibitions, more time to

learn new things, and most importantly a brain that is built for language development..

C. The Concept of Game

1. Definition of game

A game is an activity that has rules, a goal, and a fun factor, according to Hadfield (2001: 4). Then, according to Yu (2005: 33), a game is described as a fun activity in which we put our talent, strength, or luck to the test while adhering to the rules and protocol. Games can be divided into two categories: competitive games and cooperative games. In competitive games, each player strives to win first place and accomplish the objective. Cooperative games, on the other hand, require players or teams to work together for a common goal (Hadfield, 2001: 4).

Even if playing games is pleasurable and fun, there is a purpose that can be served. Games have a purpose that can inspire students to add new language-learning experiences. Nicolson and William (1975: 1) as cited in

Minoo (2010: 3) states that game is a method of instruction that can be employed when traditional methods are not well received or when gaining and maintaining attention is difficult. Games are excellent for keeping students interested and helping them learn the subject. Students can connect with one another and have fun through games. This is crucial in the classroom because when students get to know one another, they feel more at ease and are more likely to speak freely while practising their English. As a result, games are a very engaging technique to teach English because they are enjoyable and promote involvement.

2. The Advantages of Game

The use of games in the classroom has numerous benefits, including:

1. Games offer a refreshing diversion from routine language lessons.
2. Games are stimulating and difficult.

3. Language acquisition involves a lot of work. Students that play games put out effort.
4. Playing games gives you the chance to practice your language skills in speaking, writing, listening, and reading.
5. They promote dialogue and interaction among pupils.
6. They give language use a purposeful context. (Lee Su Kim, 2008, www.teflgame.com).

3. Kinds of Language Game

Learning a language is challenging. Every instant demands effort, which must be sustained over a lengthy period of time. Many students are assisted and motivated by games to maintain their interest and effort. The teacher can establish relevant and practical contexts for the language through the use of games. The students want to participate, but in order to do so, they must comprehend what others are saying or writing, and they must talk or write in order to present knowledge or their own point of view.

There are numerous game types that can be utilized to teach English. Of course, media must assist gaming as a tactic. Games were categorized into categories by Lewis and Bedson (2002: 16–8) based on their overall spirit and character. They differentiate:

1. Physically active children's movement games.
2. Card games

Games in which kids gather, distribute, sort, and count cards; in some games, the cards represent actual things or actions, while in others, they merely serve as symbols.

3. Boards games

Any game where the main objective is to move pieces along a path.

4. Dice games

Games in which players roll one or more dice; a die may have numbers, colors, or alphabetic characters printed on it.

5. Drawing contests

Children must be able to comprehend instructions and describe their art, and they must be creative and sensitive to the outside environment.

6. Game of chance

The objective of these games is to make educated guesses regarding various questions.

7. Role-playing games

They can range from scripted theater to unstructured speaking exercises, depending on the actors' curiosity, confidence, and language proficiency.

8. Team sports

They may fall under different categories, yet they all demand good teamwork.

9. Word puzzles

These games enable the use of words to capitalize on children's enjoyment.

4. Alphabet Games

Alphabet Game is a vocabulary game in visual form. The vocabulary to be studied must be in the textbook or material to be studied by students. But new words can also be used to develop the ability to use these new words to communicate. This game aims to strengthen students' short memory to memorize and use new words in conversation. Below are procedures or steps that can be applied to play with new vocabulary.

a. Word chain

Word chain. Each last alphabet of the word to be learned is the prefix of the new word, then replaces the other alphabets. As an example

BigGirls..... Small.....and so on.

b. Word pyramid

Here, words are shaped like pyramids to show progress. As an example;

A

AN

AND

SANDS

STAND

c. Playing vocabulary in groups

The kinds of games in this group technique are as follows:

1. Researchers can divide students into five groups (for a class of approximately 20 people). Each group chooses a group leader, then assigns him or her to ask for a new word for them to learn. After that, the group leader returns to the group and tries to explain the word using facial expressions and body movements. They may not speak, but group members can use a dictionary to guess the word. When the word is found, the group leader is replaced with another and sent to learn the new

word again. This continues until the available words are exhausted. The first group to guess the entire word list is the winner. The words to be learned may vary depending on the type of difficulty.

2. The researcher can give 4-5 types of concrete nouns to one group. The group must define the word in the form of a puzzle and they can also provide clues such as the first and last alphabet of the word, then let the other group guess what the answer is. Each group gets a turn. The group that guesses all the words in the puzzle will be the winner.

5. Benefits of Alphabet games

In this study, the Alphabet Game is a medium in the learning process, where the Alphabet Game will help young learners to improve Vocabulary. The benefits of playing Alphabet Games include:

- a. Students will be active in learning.
- b. Growing student learning motivation.
- c. Students can learn while playing
- d. Growing students in critical thinking
- e. Work together in a team

D. Previous Studies

In this case, the author describes several previous studies that are relevant to this research. The same idea to use alphabet games as a strategy to solve problems in teaching English became my guide to strengthen this research. First, Thesis entitled "Improving Mastery of English Vocabulary Using Alphabet Games for Fourth Grade Students of Madrasah Ibtidaiyah Azzahidin Pekanbaru" by Juli Wakana. This study aims to improve students' English vocabulary using alphabet games. He did classroom action research to get information related to the research problem. The fourth graders of Madrasah Ibtidaiyah Azzahidin Pekanbaru serve as the study's sample. The findings indicated that including the Alphabet Game into

vocabulary teaching and learning could significantly speed up students' acquisition of new words. The classroom environment is also improved by playing alphabet games, which helps pupils comprehend the topic.

Second, the thesis entitled "Using Alphabet Games as a Strategy to Improve Vocabulary Skills for Fourth Grade Students of MI Islamiyah Sukodono (2014-2015 Academic Year)" was taught using Alphabet Games by Atik Nadzifah. This study aims to demonstrate how critical it is for children to compete for a wide range of new language. The author uses an experimental technique and assumes that there is a significant difference between the class VIII MI Islamiyah Sukodoo students' vocabulary knowledge prior to and following the use of the Alphabet Game during instruction.

Behind the similarities and differences in previous studies, the difference in using research methods, namely, this study uses a quantitative experimental research method while the first previous research uses a qualitative method.

Meanwhile, the similarities between the two studies use alphabet games to improve students' English vocabulary.

E. The Conceptual Framework

English lesson plans are input or the start of the Alphabet game implementation process in this conceptual framework. In order to make the Alphabet game's implementation more successful, English lesson plans gather examples of how it is employed during the educational process. The Alphabet game has a relationship with behaviorism theory. Because behavioristic learning theory is a learning theory that puts forward changes in student behavior as a result of the learning process. Changes in behavior are caused by the interaction between stimulus and response. Behavioristic theorists argue that children are born without any abilities. Thus, children must learn language through conditioning from the environment through the process of imitation by providing reinforcement. Students will be required to continually seek out new language through a sequence of pre-tests, treatments, and

post-tests before using it in their daily lives. As a result, students will automatically be using the terminology just by observing their surroundings. Therefore, there will be adjustments that are used as behaviorism theory's outputs, and the outcomes of using this approach will result in young learners having a greater command of the English language. The following is the conceptual basis for this study:

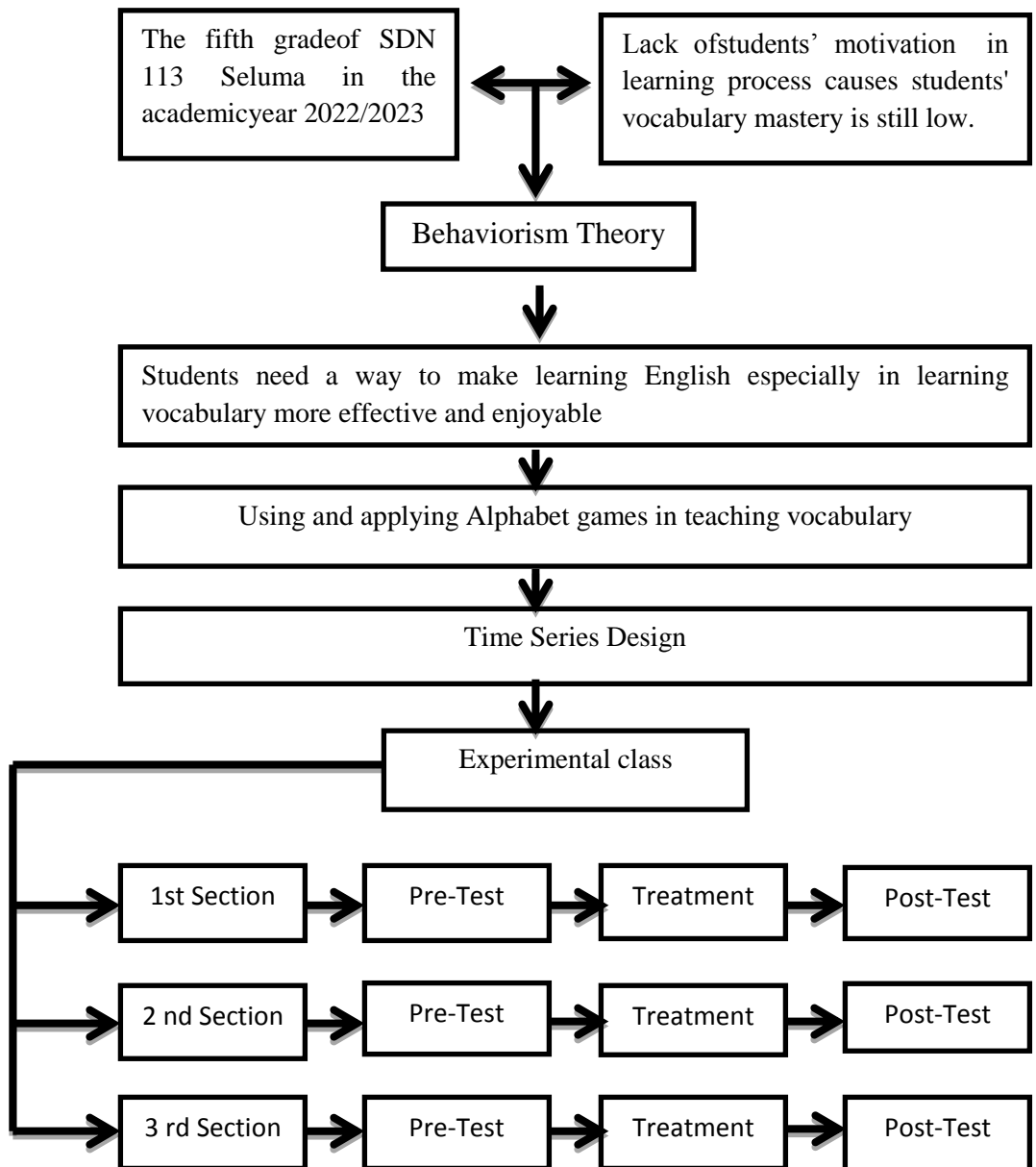


Diagram 2.1 Conceptual Framework
 (Adapted by: Deanta Viomeika, 2022. Page 8)

F. Hypothesis

Hypothesis, some people think that this only explains the approximation or error of research results that can be seen from the evidence of the data management. In this case, the researcher will determine whether it is true or false. The hypothesis that the researcher states is as follows:

(H₀) : There is no significant influence in vocabulary mastery between students who apply learning using the Alphabet Game and those who do not.

(H₁) : There is a significant difference in influence in vocabulary mastery between students who apply learning using the Alphabet Game and those who do not.

CHAPTER III

RESEARCH METHODS

A. Research design

In this study, the researcher used a quasi-experimental technique design and opted for a quantitative research style. The experimental method design is a research strategy that tries to explain the causal relationship (causality) between one variable and another, in accordance with Siyoto and Ali (2015). (variable X and variable Y). In order to ensure that the plan's study objectives are satisfied, the researcher employed this method to determine the impact of the Alphabet game, which is regarded as variable X, on young learners' knowledge of frequently used language, which is variable Y.

One Group Time Series Pretest-Posttest Design was utilized in this study because there is only one class. This study just uses one group as the experimental group, eliminating the need for a control group (Sugiyono, 2009). Pretests were

administered to the experimental group multiple times prior to the start of the treatment in this design in order to determine the clarity and consistency of the group's condition. The group deserves to receive therapy if the pretest results are deemed stable. The time series design used in this investigation is shown in the table below:

Table 3.1 : Research Design of Time Series

Group	Pre-Test	Treatment	Post-Test
Experiment	O1	X1	O2
	O3	X2	O4
	O5	X3	O6

Where :

O1, O3, O5 = Pretest value before treatment

X1, X2, X3 = Treatment using of Alphabet game

O2, O4, O6 = Posttest value after being given treatment

According to Ali (2010), therapy (X) can be monitored multiple times over the course of a specific amount of time.

Three pre-tests were conducted in the experimental group first, nevertheless, before the experimental group received treatment. To determine the stability or balance of the experimental group's state, this is done. It can be determined that the experimental group is unbalanced, unstable, and inconsistent if the values displayed in the results of the pre-test obtained three times (O1, O3, O5) are different. As a result, it is crucial to understand the group's stability of condition Following the completion of the pre-test, each group will receive treatment (X) three times if the group's stability is evident. The final step was to administer three post-tests to the experimental group following therapy (O2, O4, O6).

B. Research Settiy

1) Population

In a quantitative method, the population and sample cannot be separated. They play a crucial part in every area of study that makes use of the quantitative approach. Creswell's (2012) statement that "quantitative

research is particularly significant in selecting a sample from a population" is in agreement with this. The sample is therefore representative of the population (297). The population of this study consisted of up to 20 students from SDN 113 Seluma's 5th grade.

2) Sample

The portion of the population to be examined that serves as the sample. A portion of the population is selected for the study sample and used as a source of information that can accurately reflect the complete population. The demographic sample that will be used must be accurately representative or capable of representing.

The saturated sample approach was used to calculate the number of samples that were used in this investigation. Census is another word for saturated sample. The saturated sample method, according to Sugiyono (2002), is a sampling methodology in which all individuals of the population are taken and used as samples. If the population

is under 30 or is small, this is possible. In the school, there is only one study group, the sample of this research is the 5th grade students as many as 20 students from the entire population of 5th grade students at SDN 113 Seluma.

3) Place and Time Research

This research will be conducted at SDN 113 Seluma, which is located on Jl. Nibung Raya, Kungkai Baru Seluma. The research period is from 7 October 2022 to 11 November 2022.

C. Research Instruments

Tools used or required for data collection are known as research instruments. It shouldn't be arbitrary while choosing the research tool. Research is scientific, as we all know. As a result, the tools employed must be quantifiable and tested scientifically.

This instrument has an important purpose in our study. The researcher employed a multiple-choice test as a tool for data collection. The tool used to measure the variables in this

study might not be obtainable through commercial or scholarly sources, according to Creswell (2012:157). Creswell notes that creating an instrument involves a number of processes, including determining its goal, reading relevant literature, creating test questions, and testing them on people who will be studying the same things as you.

The researcher's instrument in this investigation was a test. Isnawati (2014) claims that the purpose of the test is to gather data. Naturally, the information we anticipate receiving will differ depending on the circumstance. This test is used to calculate the students' vocabulary mastery scores in this study. The researcher used numerous scores to create the test. Prior to administering the actual test, the researcher ran a trial with the same students. There is a pre-test and a post-test in this test. The subject of the pre-test and post-test is the same. The test questions are derived from a elementary school curriculum-based English book on the topic.

In this section, the exam questions must first be tried or tested before being handed to the pre-test and post-test. On the premise that they must be on par with the research participants, the exam questions will be administered to students who are not involved in the study. As long as the respondent is able to comprehend the test instructions, the research instrument is suitable or valid for use in the pretest and post-test. In this instance, the researcher ran three rounds of tryouts at SDN 152 Seluma, gathering responses from a total of 20 students. Each question consists of 30 multiple-choice questions. The research supervisor can create these questions, evaluate their viability, and maintain the validity of the exam questions by using the signs provided in the syllabus. The test questions may be utilized in the pre-test and post-test if they are deemed valid enough.

Pre-test was given to measure the ability of young students before being given treatment; meanwhile post-test was given after giving treatment. The research instrument needed in

this study is a test. The test is used to measure students' vocabulary mastery. This was done to determine the effect of Alphabet game on young learners' mastery of frequently used vocabulary. The test is in the form of pretest and posttest questions with a total of 20 questions. This test will be conducted in six sections using the treatment following:

1. Pre-Test

Before beginning the treatment, researchers conduct a pre-test to gauge the extent of the pupils' aptitudes and initial accomplishments. In this trial, the pretest was administered three times with the requirement that the results be stable before the subsequent treatment could be administered. Before using the Alphabet game in the learning process, a pre-test was administered to gauge the pupils' command of the English language.

2. Treatment

The provision of a condition whose impact will be evaluated is referred to as treatment. In order to ascertain

whether the outcomes of the pretest and posttest had changed, self-treatment was administered. In this study, the experimental group received therapy three times over the course of three meetings, with the Alphabet game being used in each treatment. The researcher treated the group at the first meeting by presenting information on how the body responds to clean air. The researcher presented information on the significance of clean air for breathing at the second meeting, and in the sixth meeting, she presented information on maintaining the health of human respiratory organs. The researcher then carried out a final test known as the posttest following the administration of the therapy.

3. Post-Test

A post-test is a test that is used to evaluate pupils' performance after using the Alphabet game. Students will receive a post-test following treatment utilizing the used approach. The researcher draws conclusions from the post-test results similar to those from the pre-test. The post-test is

the last test administered after the therapy, and its goal is for the researcher to determine whether the students' vocabulary has increased as a result of using the game.

In order to determine whether or not the learning method was a factor, the results of this post-test will be compared to the findings of the pre-test.

D. Instrumen Development Technique

The researcher initially tested the research tool to ensure its validity and reliability before deploying it.

1. Validity

Validity is the primary requirement for a good test. Gay (1992:154) asserts that test validity is absolutely necessary and that no attribute or virtue of a test can make up for poor validity. According to Gay (1992), another definition of validity is the extent to which a test captures what it is intended to capture. It follows that using a reliable instrument is crucial to establishing the accuracy of the data.

$$r_{xy} = \frac{n \sum XY - \sum X \sum Y}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Description:

- r_{xy} : The correlation coefficient sought
- $\sum X$: Score of each item
- $\sum Y$: Respondent score
- $\sum XY$: The product of X and Y score for each t
- N : Number of teks takers

To provide high or low coefficient results, here are the guidelines :

Table 3.2 : Validity Reference Criteria

Coefficient Interval	Rate
0,81 - 1,00	Very high
0,61 - 0,80	High
0,41 - 0,60	Enough
0,21 - 0,40	Low
0,00 - 0,20	Very low

By utilizing the product moment with 0.05 to compare the value of r_{xy} with r_{table} , it is possible to determine whether or not the item is legitimate. Using IBM SPSS Statistics version 22 software, the study's validity calculations were made. where the following technique is followed: Open the IBM SPSS Statistics version 22 application after preparing the data to be calculated in Microsoft Excel; open Variable View and rename the variable in the name column as desired; open Data View and paste the prepared data into the data view by copying the data from Microsoft Excel to the IBM SPSS Statistics version 22 applicatio; d. Click the analyze menu => correlate => bivariate, then the Bivariate correlation window will appear; e. Block all items and enter them into the right column, tick Pearson and two-tailed then click OK.

2. Reliability

Reliability is the extent to which a test consistently assesses whatever it measures, according to

Gay (1992:161). Additionally, reliability is quantified and typically stated as a coefficient; a high coefficient denotes a high level of reliability.

Because the instrument is already good, it can be relied upon enough to be employed as a tool for data gathering (Arikunto, 2008: 109). With the use of the SPSS 22 for Windows program, the reliability test for this study was conducted using the Cronbach Alpha Formula technique, employing the following formula:

$$r = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Description:

R : instrument reliability coefficient (cronbach alpha)

k : the number of questions or the number of questions

$\sum \sigma_b^2$: total item variance

σ_t^2 : total variance

Table 3.3 : Reliability Reference Criteria

Coefficient Interval	Rate
0,81 - 1,00	Very high
0,61 - 0,80	High
0,41 - 0,60	Enough
0,21 - 0,40	Low
0,00 - 0,20	Very low

This study's reliability test was calculated using IBM SPSS Statistics version 22. When the method is predetermined with data whose validity has been determined, select Analyze, Scale, Reliability Test, then enter all variables except for Xtotal in the right box and click OK.

E. Data Collecting Technique

Tests were employed in this research to gather data. A test is a device or process used to determine or measure something in a setting, in a manner, and according to established rules. Gain scores from the pre-test and post-test make up the test results. Before and after the treatment, there

were multiple-choice exams that were administered. The test's classification of pupils' test-taking abilities is as follows:

Table 3.4 : Students' Abilities Classification

Interval value/Score	Predicate	Category
90-100	A	Excellent
75-89	B	Good
60-74	C	Average
45-59	D	Poor
0-40	E	Very Poor

F. Data Analysis Technique

Statistical calculations will next be used to analyze the field data. The stage for testing the hypothesis is the analysis approach. The IBM SPSS Statistics version 22 application and the Microsoft Excel 2010 application will be used in this study's data processing technique. This is an expert program that uses statistics to examine study findings or data.

The test data analysis requirements are:

1. Normality Test

The normality test is a test of a set of data that determines whether or not their distribution follows a normal curve. The Shapiro Wilk statistic was used by the researcher to check the data's normality before doing the t-test. An alpha level of 0.05 will be used to compare the test's results. The data can be regarded as normal if the value of sig, (2 tailed) is greater than 0.05.

2. Hypothesis Test

An One Sample T-Test was employed by the researcher to carry out the hypothesis testing. The goal was to ascertain whether there was a discernible difference between the experimental group class's vocabulary knowledge prior to and following the application of the treatment. The conditions employed must be regularly distributed in order to test the hypothesis using the One Sample T-Test. Because this study will compare learning results before and after treatment, hypothesis testing is done (Sugiyono, 2017).

With a 95% confidence level, the criteria for testing the hypothesis are H_0 being rejected or H_1 being accepted if $t_{table} > t_{count}$. The following tested hypotheses:

(H_0) : There is no significant influence in vocabulary mastery between students who apply learning using Alphabet game and those who do not.

(H_1) : There is a significant differences influence in vocabulary mastery between students who apply learning using of Alphabet game and those who do not.

G. Procedures of the Research

The procedure in this research was carried out with the following steps:

1. First, determine the topic and subject matter by studying the English subject competency criteria.
2. Create a study proposal.
3. Make a preliminary investigation at the research location.
4. Create lesson plans for subjects including English

5. Position the instrument grid in relation to the subject.
6. Create research tools that make use of the already-established grid. The research tool was created as a multiple-choice test with four possible responses.
7. Create media related to the topic.
8. Testing research tools on a number of students who are not part of the research sample
9. Test the validity and reliability of the questions that are deemed inappropriate and analyze and change them to create a research instrument that is more accurate than the one that was previously used.
10. Conduct experiment with the following; a) Determine the sample group, namely the experimental group using of Alphabet game

CHAPTER IV

RESULT AND DISCUSSION

A. Result

This chapter examines the outcomes of in-depth fieldwork and determines whether or not there are variations in learning styles of using Alphabet Game and not in the context on young learners' mastery of frequently used English vocabulary in fifth grade at SDN 113 Seluma throughout the academic year 2022/2023. This study was done face-to-face over the course of around two months, from October 7 to November 11, 2022. In this study, a sample of 20 students in grade 5th 11 male and 9 female was employed by the researchers.

Researchers employed a Quasi-Experimental technique with a One Group Time Series Pretest Posttest Design during the research process. The researcher used a pretest, treatment, and posttesting procedure to gather data. Students took the pre-test three times prior to the therapy, with the need that the

score remain steady for the treatment to proceed. The treatment was administered over the course of six meetings using the RPP guidelines for the Alphabet Game, and after that, a post-test was administered.

The results and the instrument (before test and post test) will be analyzed after all the data has been gathered in order to address the research topic. Each instrument's analysis is displayed:

1. The description of Pre-Test and Post-Test score

This part showed the score of pre-test and post-test of students in experiment class.

1.1 The description of pre-test and post-test score in first meeting

The students total score of pre-test and post-test in first meeting, can be seen on the table above :

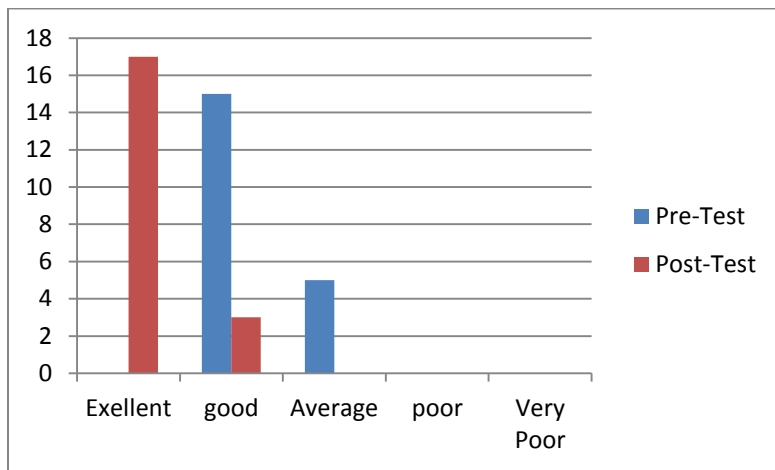


Figure 1
Students pre-test and post-test in experiment 1

Figure 1, shows that the post-test score is greater than the pre-test score. It implies that using the Alphabet Game will improve student performance. According to the data, 20 students together scored an average of 76 on the pre-test. One kid scored an 85 on the pre-test, while another scored a 60, the greatest and lowest scores respectively. The data reveals that most fifth-grade kids still have limited vocabulary skills. From the description of the values in the experimental class above, then the highest post-test score

was 100 which was obtained by 8 students and the lowest post-test score was 80 which was obtained by 2 students.

The results of pretest 1 and posttest 1 show that the posttest score is higher than the pretest score, as can be inferred from the description of score in experimental class above. That means proving that applying the Alphabet Game can improve on young learners mastery of frequently used vocabulary.

Table 4.1
The Distribution Scores of Pre-Test 1 and Post-Test 1

Interval Values/Score	Category	Pretest		Posttest	
		Students Frequency	Percentage (%)	Students Frequency	Percentage (%)
90-100	Excellent	0	0%	17	85%
75-89	Good	15	75%	3	15%
60-74	Average	5	25%	0	0%
45-59	Poor	0	0%	0	0%
0-40	Very poor	0	0%	0	0%

Based on the aforementioned table, it was determined by the researcher that 0 (%) students fell under the category

of Excellent performance, 15 (75%) fell under the Good category, 5 (25%) fell under the Average category, 0 (%) fell under the Poor category, and 0 (%) fell under the Very Poor category. In contrast, 17 (85%) students scored in the Excellent category on Posttest 1, 3 (15%) in the Good category, 0 (0%), in the Average category, and 0 (0%), in the Poor category and Very Poor category.

1.2 The description of pre-test and post-test in second meeting

The students total score of pre-test and post-test in second meeting, can be seen on the table above :

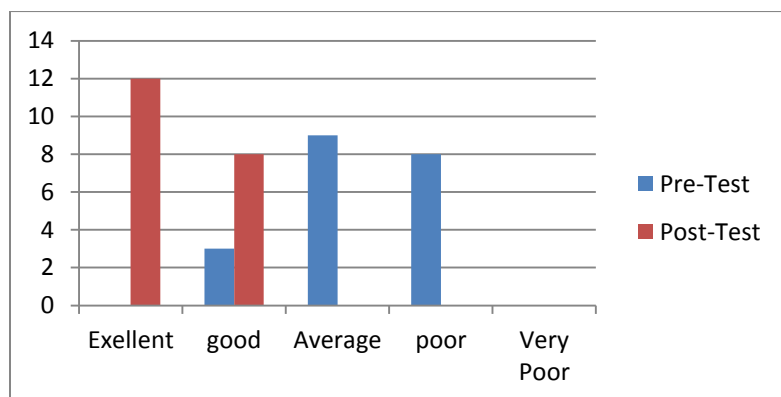


Figure 2
Students pre-test and post-test in experiment 2

Figure 2, shows that the post-test score is greater than the pre-test score. It implies that using the Alphabet Game will improve student performance. The data indicates that, out of 20 students, the average pre-test score was 60,75. The pre-test had a maximum score of 80, earned by one student, and a minimum score of 45, earned by two students. The data reveals that most fifth-grade kids still have limited vocabulary skills.

According to the description of the values in the experimental class given above, 1 student received the highest post-test score of 100, while 4 students had the lowest post-test score of 80.

The figures of the second pretest and second posttest, according to the description, show that the posttest score is higher than the second pretest score. That means proving that applying the Alphabet Game can improve on young learners mastery of frequently used vocabulary.

Table 4.2
The Distribution Scores of Pre-Test 2 and Post-Test 2

Interval Values/Score	Category	Pretest		Posttest	
		Students Frequency	Percentage (%)	Students Frequency	Percentage (%)
90-100	Excellent	0	0%	17	85%
75-89	Good	3	15%	3	15%
60-74	Average	10	45%	0	0%
45-59	Poor	7	40%	0	0%
0-40	Very poor	0	0%	0	0%

Based on the aforementioned table, the researcher discovered that 0 (zero percent) of students scored in the excellent category, 3 (15 percent) in the good category, 10 (45 percent) in the average category, and 7 (40 percent) in the poor and very poor categories for pretest 2. A total of 12 (60%) students scored in the Excellent category on the posttest 2, 8 (40%) in the Good category, 0 (0%), in the Average category, and 0 (0%), in the Poor and Very Poor categories.

1.3 The description of pre-test and post-test in third meeting

The students total score of pre-test and post-test in sthird meeting, can be seen on the table above:

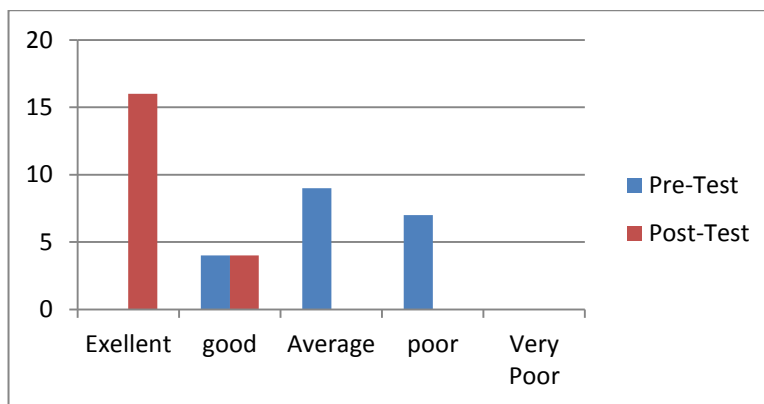


Figure 3
Students pre-test and post-test in experiment 3

According to figure 3, the post test score is more valuable than the pre test score. It implies that using the Alphabet Game will improve student performance. The data indicates that, out of 20 students, the average pre-test score was 61,5. One student scored an 80 on the pre-test, which was the greatest possible score, and one student scored a 45 on the pre-test, which was the lowest possible

score. The data shows that most fifth-grade kids still have limited vocabulary skills.

According to the description of the values in the experimental class given above, nine students received the highest post-test score of 100, and eight students received the lowest post-test score of 80.

Pretest 3 and Posttest 3 results show that the posttest score is greater than the pretest score, which is consistent with the description. That means proving that applying the Alphabet Game can improve on young learners mastery of frequently used vocabulary.

Table 4.3
The Distribution Scores of Pre-Test 3 and Post-Test 3

Interval Values/Score	Category	Pretest		Posttest	
		Students Frequency	Percentage (%)	Students Frequency	Percentage (%)
90-100	Excellent	0	0%	16	80%
75-89	Good	4	20%	4	20%
60-74	Average	9	45%	0	0%
45-59	Poor	7	35%	0	0%
0-40	Very poor	0	0%	0	0%

Based on the aforementioned table, the researcher discovered that 0 (%) students fell under the category of Excellent students, 4 (20%) students fell under the category of Good students, 9 (45%) students fell under the category of Average students, 7 (35%) students fell under the category of Poor students, and 0 (%) students fell under the category of Very Poor students. In contrast, 16 (80%) students scored in the Excellent category on posttest 3, 4 (20%) in the Good category, 0 (0%), in the Average category, 0 (0%), in the Poor category, and 0 (0%), in the Very Poor category.

1.4 The description of the result of pre-test and post-test for all meetings

After taking the test three times, the first time around, the average pre-test score was 76, and the average post-test score was 93,75. In the second meeting, the pre-overall test's average score was 60,75, while the post-overall test's average score was 88. In the third meeting, the pre-overall test's average score was 61,5, while the post-

overall test's average score was 94,5. The figure above shows the overall average score students received on the pre-test and post-test for each meeting:

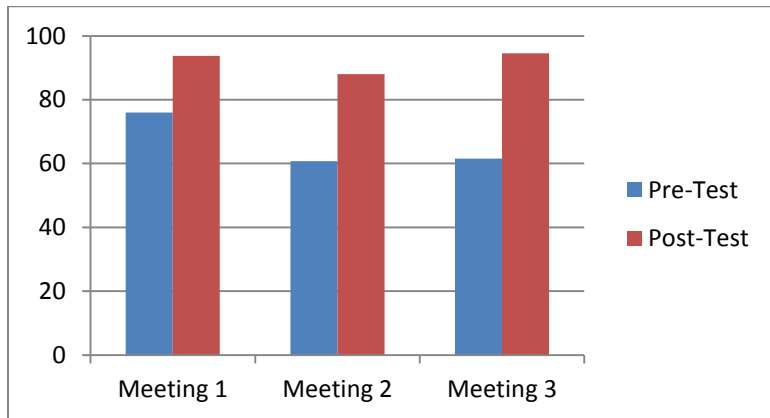


Figure 4
The diagram of overall average score of pre-test and post-test for all meeting

It can be concluded, all meeting the problems that the students get is they do not know vocabulary although that vocabulary there is around them. They are only know vocabulary in their book only. With used this Alphabet Game, the students' vocabulary mastery can increase. As observed from the aforementioned statistics, the overall average score of students in pre-tests of 1-3 fell into the fair

category, however the overall average score of students in post-tests of 1-3 fell into the middle extremely good and good group at 50% & 50%. Consequently, this method of instruction can be used as a substitute for teaching vocabulary.

2. Normality and Hypothesis

Data normality and hypothesis should be assessed prior to data analysis. The following is how each data analysis is presented:

1. Normality Test

The Shapiro-Wilk statistic was employed in this normality test to assess if the data were normally distributed or not.

1.1 The result of Pre-Test Normality Data

a. Normality Test of Pre-Test 1

Table 4. 4
Normality Test of Pre-Test 1
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest_1	,177	20	,200*	,946	20	,313

*This is a lower bound of the true significance

a.Lilliefors Significance Correction

Based on the output table above, it is known that the df value for pretest 1 is 20. So that means the number of data samples is less than 50. So the use of the Sharpio Wilk technique to detect the normality of the data in this study can be said to be correct. Then from the output it is known the value of Sig. of $0.313 > 0.05$, then as the basis for decision making in the Sharpio Wilk normality test above, it can be concluded that the pretest 1 data is normally distributed.

The histogram of the results of the pretest 1 data is shown in figure 5.

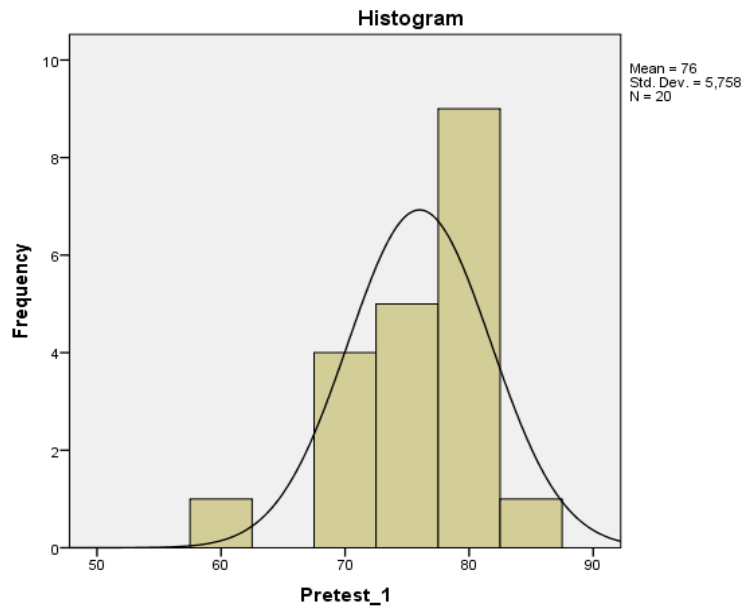


Figure 5
The histogram of normality test on pre-test 1

b. Normality Test of Pre-Test 2

Table 4.5
Normality Test of Pre-Test 2

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest_2	,129	20	,200 [*]	,956	20	,472

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the output table above, it is known that the df value for pretest 2 is 20. So that means the number of data samples is less than 50. So the use of the Shapiro Wilk technique to detect the normality of the data in this study can be said to be correct. Then from the output it is known the value of Sig. of $0.472 > 0.05$, then as the basis for decision making in the Shapiro Wilk normality test above, it can be concluded that the pretest 1 data is normally distributed.

The histogram of the results of the pretest 2 data is shown in figure 6.

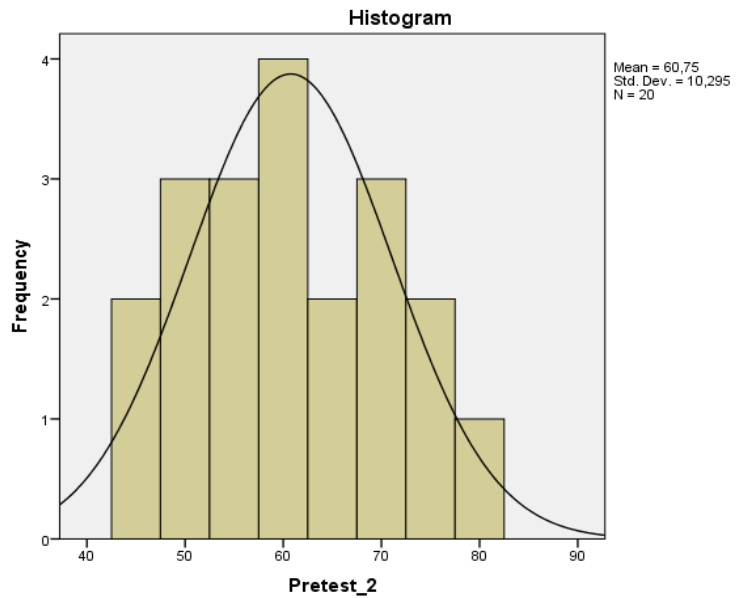


Figure 6
The histogram of normality test on pre-test 2

c. Normality Test of Pre-Test 3

Table 4.6
Normality Test of Pre-Test 3

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest_3	,125	20	,200*	,948	20	,341

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the output table above, it is known that the df value for pretest 3 is 20. So that means the number of data samples is less than 50. So the use of the Sharpio Wilk technique to detect the normality of the data in this study can be said to be correct. Then from the output it is known the value of Sig. of $0.341 > 0.05$, then as the basis for decision making in the Sharpio Wilk normality test above, it can be concluded that the pretest 3 data is normally distributed.

The histogram of the results of the pretest 3 data is shown in figure 7.

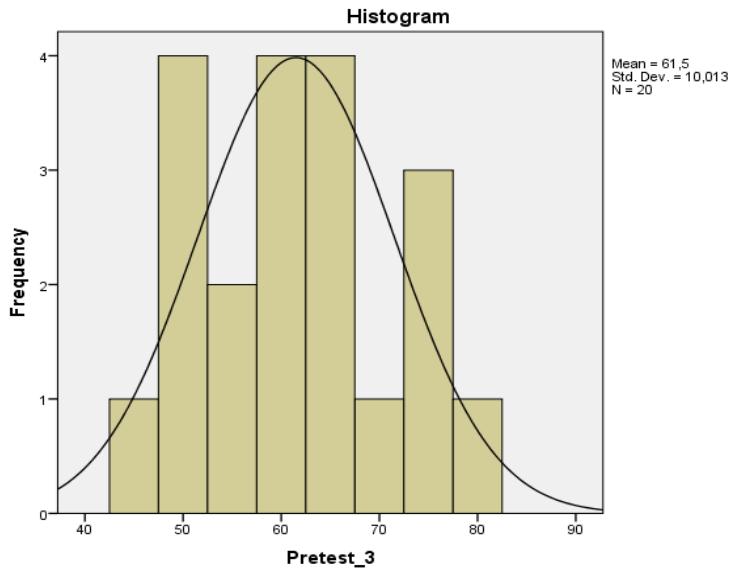


Figure 7
The histogram of normality test on pre-test 3

1.2 The result of Post-Test Normality Data

a. Normality Test of Post-Test 1

Table 7
Normality Test of Post-Test 1

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Posttest_1	,194	20	,200*	,849	20	,055

*This is a lower bound of the true significance

a. Lilliefors Significance Correction

Based on the output table above, it is known that the df value for posttest 1 is 20. So that means the number of data samples is less than 50. So the use of the Sharpio Wilk technique to detect the normality of the data in this study can be said to be correct. Then from the output it is known the value of Sig. of $0.055 > 0.05$, then as the basis for decision making in the Sharpio Wilk normality test above, it can be concluded that the posttest 1 data is normally distributed.

The histogram of the results of the posttest 1 data is shown in figure 8.

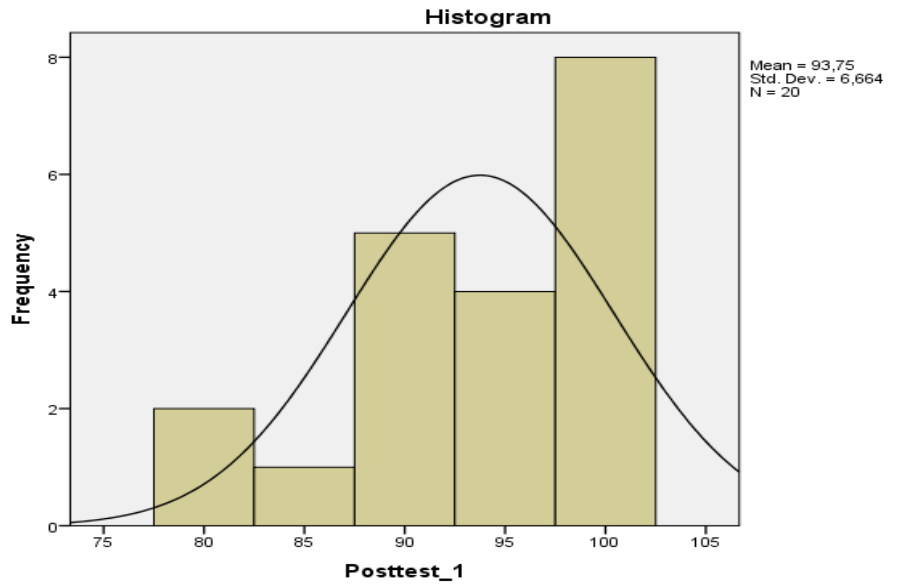


Figure 8
The histogram of normality test on post-test 1

b. Normality Test of Post-Test 2

Table 4.8
Normality Test of Post-Test 2

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Posttest_2	,242	20	,200*	,895	20	,033

*This is a lower bound of the true significance

a. Lilliefors Significance Correction

Based on the output table above, it is known that the df value for posttest 2 is 20. So that means the number of data samples is less than 50. So the use of the Sharpio Wilk technique to detect the normality of the data in this study can be said to be correct. Then from the output it is known the value of Sig. of $0.033 > 0.05$, then as the basis for decision making in the Sharpio Wilk normality test above, it can be concluded that the posttest 2 data is normally distributed.

The histogram of the results of the posttest 2 data is shown in figure 9.

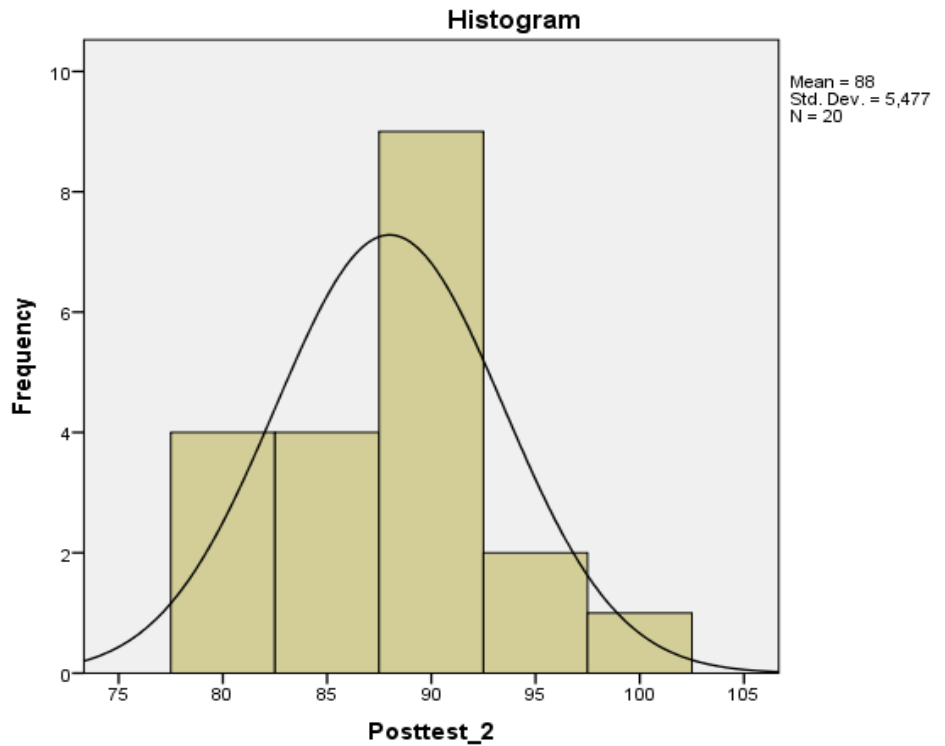


Figure 9
The histogram of normality test on post-test 2

c. Normality Test of Post-Test 3

Table 4.9
Normality Test of Post-Test 3
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Posttest_3	,339	20	,200*	,739	20	,025

*This is a lower bound of the true significance

a. Lilliefors Significance Correction

Based on the output table above, it is known that the df value for posttest 3 is 20. So that means the number of data samples is less than 50. So the use of the Shapiro Wilk technique to detect the normality of the data in this study can be said to be correct. Then from the output it is known the value of Sig. of $0.025 > 0.05$, then as the basis for decision making in the Shapiro Wilk normality test above, it can be concluded that the pretest 1 data is normally distributed.

The histogram of the results of the posttest 1 data is shown in figure 10.

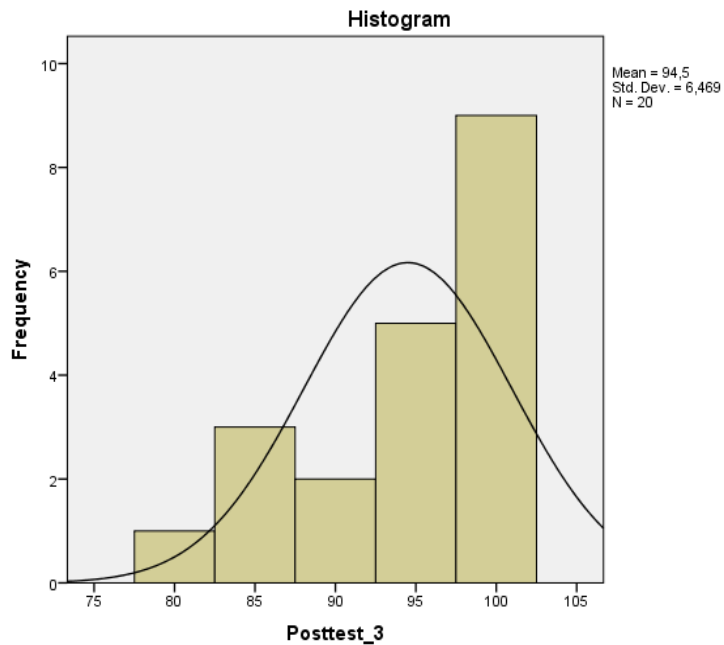


Figure 10
The histogram of normality test on post-test 3

3. Hypothesis Test

The researcher employs the One Sample T-Test for this hypothesis test. To test whether there was a significant change in young learners' mastery of frequently used vocabulary before and after the treatment, the One Sample T-Test was performed. In this instance, the researcher analyzes normal data

with the use of the IBM Statistics SPSS version 22 tool to determine whether the researcher's presented hypothesis is true.

3.1 The Result One Sample T-Test of Pre-Test

a. The Analysis Statistical on the Result of Pre-Test 1

The following is a descriptive table of pretest score statistics 1 which can be seen in table 4.10.

Table 4.10
Statistic Description of Pre-Test 1

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pretest 1	20	76,00	5,758	1,288

The average or mean score in pretest 1 is 76,00, with a standard deviation of 5,758, according to the output above.

Table 4.11
The Result One Sample T-Test of Pre-Test 1

One-Sample Test

	Test Value = 70					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest 1	4,660	19	,000	6,000	3,31	8,69

In the aforementioned One Sample T-Test results, the degree of freedom 19 with the two-tailed t-table test value is 2.093 and the tcount value is 4,660 with a significant level of 0.025.

The tcount obtained, at 4.660, is higher than the critical ttable value of 2.093, as can be seen from the output. As a result, it can be said that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected.

b. The Analysis Statistical on the Result of Pre-Test 2

The following is a descriptive table of pretest score statistics 2 which can be seen in table 4.12.

Table 4.12
Statistic Description of Pre-Test 2

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pretest_2	20	60,75	10,295	2,302

The average or mean score in pretest 2 is 60,75, with a standard deviation of 10,295 according to the output shown above.

Table 4.13
The Result One Sample T-Test of Pre-Test 2

One-Sample Test

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest_2	26,390	19	,000	60,750	55,93	65,57

In the aforementioned One Sample T-Test results, the degree of freedom 19 with the two-tailed t-table test value is 2.093 and the tcount value is 26.390 with a significant level of 0.025.

As can be observed from the output, the tcount obtained is higher than the essential ttable value of 2.093 at 26.390, which is what was required. As a result, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected.

c. The Analysis Statistical on the Result of Pre-Test 3

The following is a descriptive table of pretest score statistics 3 which can be seen in table 4.14.

Table 4.14
Statistic Description of Pre-Test 3
One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pretest_3	20	61,50	10,013	2,239

Based on the output above, the average or mean score in pretest 3 is 61,50 with a standard deviation of 10,013.

Table 4.15
The Result One Sample T-Test of Pre-Test 3

One-Sample Test

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest_3	27,468	19	,000	61,500	56,81	66,19

In the aforementioned One Sample T-Test results, the degree of freedom 19 with the two-tailed t-table test value is 2.093 and the tcount value is 27.468 with a significant level of 0.025.

As can be seen from the output, the tcount obtained is higher than the critical ttable value of 2.093

at 27.468. As a result, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected.

3.2 The Result One Sample T-Test of Post-Test

a. The Analysis Statistical on the Result of Post-Test 1

The following is a descriptive table of posttest score statistics 1 which can be seen in table 4.16.

Table 4.16
Statistic Description of Post-Test 1

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Posttest 1	20	93,75	6,664	1,490

The average or mean score in posttest 1 is 93,75 according to the result above, and the standard deviation is 6,664.

Table 4.17
The Result One Sample T-Test of Post-Test 1
One-Sample Test

	Test Value = 70					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Posttest 1	15,939	19	,000	23,750	20,63	26,87

In the aforementioned One Sample T-Test results, the degree of freedom 19 with the two-tailed t-table test value is 2.093 and the tcount value is 15.939 with a significant level of 0.025.

It is evident from the output that the tcount obtained, at 15.939, is larger than the essential ttable value of 2.093. As a result, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected.

b. The Analysis Statistical on the Result of Post-Test 2

The following is a descriptive table of posttest score statistics 2 which can be seen in table 4.18.

Table 4.18
Statistic Description of Post-Test 2

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Posttest 2	20	88,00	5,477	1,225

The average or mean score in posttest 2 is 88,00, with a standard deviation of 5,477.

Table 4.19
The Result One Sample T-Test of Post-Test 2
One-Sample Test

	Test Value = 70					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Posttest 2	14,697	19	,000	18,000	15,44	20,56

In the aforementioned One Sample T-Test results, the degree of freedom 19 with the two-tailed t-table test value is 2.093 and the tcount value is 14.697 with a significant level of 0.025.

It is evident from the output that the tcount obtained, at 14.697, is higher than the critical ttable value of 2.093. As a result, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected.

c. The Analysis Statistical on the Result of Post-Test 3

The following is a descriptive table of posttest score statistics 3 which can be seen in table 4.20

**Table 4.20
Statistic Description of Post-Test 3**

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Posttest_3	20	94,50	6,469	1,446

The average or mean score in posttest 3 is 94,50, with a standard deviation of 6,469, according to the results shown above.

Table 4.21
The Result One Sample T-Test of Post-Test 3

One-Sample Test

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Posttest_3	65,334	19	,000	94,500	91,47	97,53

In the aforementioned One Sample T-Test results, the degree of freedom 19 with the two-tailed t-table test value is 2.093 and the tcount value is 65.334 with a significant level of 0.025.

As can be seen from the output, the tcount obtained is higher than the crucial ttable value of 2.093 at 65.334, which is higher than the output. Consequently, it can be said that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected.

B. Discussion

This research aims to determine the influence of Alphabet Game on young learners' mastery of frequently used vocabulary. Between October 7 and November 11, 2022, fifth graders at SDN 113 Seluma conducted the study over a period of about one month. When the treatment is being administered, vocabulary is being learned using the Alphabet Game. Applying this strategy involves conducting a pretest, or initial ability test, on each student three times before learning ever starts. The medication was administered three times during each meeting when the pretest findings were deemed to be steady and reliable. A final ability exam known as the posttest was administered following therapy three times throughout each session.

In this study the researchers applied games in teaching English, especially vocabulary mastery for young learners. Nicolson and William (1975: 1) as cited in Minoos (2010: 3) states that game is a method of instruction that can be

employed when traditional methods are not well received or when gaining and maintaining attention is difficult. Games are excellent for keeping students interested and helping them learn the subject. Students can connect with one another and have fun through games. This is crucial in the classroom because when students get to know one another, they feel more at ease and are more likely to speak freely while practising their English. As a result, games are a very engaging technique to teach English because they are enjoyable and promote involvement.

The use of games in the classroom has numerous benefits, including: (1) Games offer a refreshing diversion from routine language lessons, (2) Games are stimulating and difficult, (3) Language acquisition involves a lot of work. Students that play games put out effort, (4) Playing games gives you the chance to practice your language skills in speaking, writing, listening, and reading, (5) They promote dialogue and interaction among pupils. (7) They give language

use a purposeful context. (Lee Su Kim, 2008, www.teflgame.com).

After being given the treatment for six meetings, it turns out that the results of using the Alphabet Game are very significant. Young learners can understand well when they are the first to see it, as applied when using the Alphabet Game, students can directly see the game given by the researcher directly. The second is listening, students can listen to the explanation about the game given by the researcher so that students can understand the game rules that will be used. The third is touching, students individually or in groups can directly touch the given game, as practiced in class, the researcher makes the alphabet fun by involving the child taking a piece of paper with a question written on it and answering it by writing on the blackboard. And the last is interaction. directly rather than from explanations, in the Alphabet game given students directly interact with researchers and also with other students to form collaboration

between groups. So young learners get positive things from using the Alphabet Game, namely students can play while learning.

The results of this study indicate that by using the Alphabet Game make a significant difference in improving students' vocabulary mastery. Students enjoy using the Alphabet Game because they can have fun while learning. Based on the research, the problem of students' lack of vocabulary mastery is students' lack of motivation in learning, low vocabulary limitations, and lack of enthusiasm in learning. When they use the Alphabet game, they can reduce their difficulty or problem. Therefore, in this case learning them means that Alphabet games can improve mastery of frequently used vocabulary in young learners' at 5th Grade Students of SDN 113 Seluma in Academic Year 2022/2023.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The use of the Alphabet Game has an impact on young learners' understanding of frequently used language in fifth grade students at SDN 113 Seluma, according to the study's findings. This is in line with the findings of the pre-test, which was administered three times and yielded an average score of 60,75. The average score on the post-test, which was administered three times, was 88. After the treatment is given to the kids, it is evident that the posttest score has increased. It is well known that there is a 15,25 point difference in average value between the pre- and post-tests, with the post-test average being higher. So it can be said that Alphabet Game has an influence on young learners' mastery of frequently used vocabulary.

This research has implications for young learners' mastery of frequently used vocabulary, especially in

the effectiveness of using the Alphabet Game to improve on young learners' mastery of frequently used vocabulary in fifth grade students of SDN 113 Seluma.

B. Suggestion

Based on the research done, the researcher might make recommendations that might be beneficial to each reader as well as the author. The author offers the following suggestions at the conclusion of the piece:

1. For young learners/student

It is envisaged that this research will aid SDN 113 Seluma students in learning and strengthening their command of the English language. In order to boost young students' vocabulary mastery throughout the study of English related subjects, they will become more interested in and receive assistance with learning vocabulary mastery.

2. For teachers

This research is anticipated to be utilized as study material in academic and nonacademic learning, as well as a guide for instructors to improve their abilities in using and executing a variety of learning techniques that are more creative, successful, and encourage teachers' creativity.

3. For the other researcher

The findings of this study should serve as a useful resource and provide new knowledge for upcoming researchers. They can also be used as a new body of literature and source for researchers studying the Alphabet Game in English-language learning, particularly in the context of vocabulary mastery.

4. For school/institution

This thesis is anticipated to be able to improve awareness of the academic issues faced by UINFAS Bengkulu. After that, this research can be used as a resource for both instructors and students as a way to

understand each other's strengths. because it has been discovered by academics conducting study at SDN 113 Seluma that this approach greatly enhances students' command of the English language. And this approach is also very effectively employed in many schools throughout the district or city.

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*Inggris Dengan Menggunakan Alphabet Game Pada Siswa Kelas
Iv Di Madrasah Ibtidaiyah Azzahidin Pekanbaru. Thesis, UIN
Sultan Syarif Kasim Riau.*

A

P

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E

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X

APPENDIX 1

Students' Tabulation of Tryout 1

	QUESTIONS																														Total	
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Total	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	28
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	28
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	28
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	28
6	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28
S	7	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	27	
T	8	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	27
U	9	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	27
D	10	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27
E	11	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	27
N	12	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	25
S	13	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	26
14	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	26
15	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	26
16	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	26
17	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	26
18	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	25
19	1	1	0	0	1	1	1	1	0	1	0	0	1	0	1	1	0	0	1	1	1	0	1	1	1	1	0	1	1	1	1	20
20	0	1	1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	0	0	1	0	0	1	0	0	1	0	1	17
TOTAL	19	19	18	17	17	18	18	18	18	17	18	18	18	17	19	18	17	16	18	18	17	18	19	17	17	17	16	14	15	17	15	521

APPENDIX 2

Students' Tabulation of Tryout 2

	QUESTIONS																														Total	
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30		
	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	28
	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	29	
	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	28	
	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	27	
	5	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	26	
	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	28	
S	7	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	27	
T	8	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	27
U	9	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	27	
D	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	27	
E	11	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	27	
N	12	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	26	
S	13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	1	1	1	26	
	14	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	26	
	15	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	25
	16	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	25
	17	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	0	0	1	1	1	1	0	1	1	1	0	1	0	22
	18	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1	1	1	0	0	21
	19	1	0	1	0	0	1	0	1	1	0	1	0	1	1	0	1	0	1	1	1	1	0	1	0	1	0	1	0	1	1	19
	20	0	1	0	1	1	0	1	1	0	1	1	0	1	1	0	0	0	0	0	0	1	1	1	1	1	1	0	1	1	17	
TOTAL	18	19	19	19	19	16	19	19	17	18	16	17	18	18	19	14	14	12	13	15	14	19	18	18	18	16	17	16	17	16	508	

APPENDIX 3

Students' Tabulation of Tryout 3

	QUESTIONS																														Total	
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Total	
	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	
	2	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	28	
	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	28	
	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	28	
	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	28	
	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	28	
S	7	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	27	
T	8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	27	
U	9	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	26	
D	10	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	26	
E	11	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	26	
N	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	1	26	
S	13	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	26
	14	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	26
	15	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	26
	16	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	26
	17	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	26
	18	0	1	1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	23
	19	1	1	1	0	1	1	1	0	0	0	1	1	0	1	1	1	0	0	0	1	1	0	1	1	1	1	1	1	1	1	21
	20	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	0	0	0	1	1	0	20	
TOTAL	19	18	19	19	19	18	18	17	17	16	18	18	18	18	18	18	18	18	16	15	16	16	16	18	16	17	16	17	17	17	521	

APPENDIX 4**Instrument Validity Test Result (Tryout 1)**

Number of Question	Rxy	$r_{\text{tabel}}(0,05)$ df (N-2) = 18	Valid/Invalid
1	0,7507	>0,4438	Valid
2	0,4448	>0,4438	Valid
3	0,7637	>0,4438	Valid
4	0,6773	>0,4438	Valid
5	0,4679	>0,4438	Valid
6	0,6295	>0,4438	Valid
7	0,6027	>0,4438	Valid
8	0,6027	>0,4438	Valid
9	0,7637	>0,4438	Valid
10	0,6044	>0,4438	Valid
11	0,7368	>0,4438	Valid
12	0,7637	>0,4438	Valid
13	0,8173	>0,4438	Valid
14	0,9502	>0,4438	Valid
15	0,5779	>0,4438	Valid
16	0,6027	>0,4438	Valid
17	0,6773	>0,4438	Valid
18	0,9845	>0,4438	Valid
19	0,6027	>0,4438	Valid
20	0,8442	>0,4438	Valid
21	0,4568	>0,4438	Valid
22	0,9151	>0,4438	Valid
23	0,7107	>0,4438	Valid
24	0,4679	>0,4438	Valid
25	0,4679	>0,4438	Valid
26	0,8248	>0,4438	Valid
27	0,9746	>0,4438	Valid
28	0,5704	>0,4438	Valid
29	0,5231	>0,4438	Valid
30	0,6969	>0,4438	Valid

Statistics		Validity Creteria	
Total Question	30	Very High	
Total Students	20	Hight	
Number of Valid Question	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30.	Enough	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30.
Total Valid Question	30	Low	
Total in Valid Question		Very Low	-

APPENDIX 5**Instrument Validity Test Result (Tryout 2)**

Number of Question	Rxy	$r_{\text{tabel}}(0,05)$ df (N-2) = 18	Valid/Invalid
1	0,4587	>0,4438	Valid
2	0,4728	>0,4438	Valid
3	0,6206	>0,4438	Valid
4	0,4728	>0,4438	Valid
5	0,4728	>0,4438	Valid
6	0,5715	>0,4438	Valid
7	0,4728	>0,4438	Valid
8	0,9556	>0,4438	Valid
9	0,4452	>0,4438	Valid
10	0,4983	>0,4438	Valid
11	0,6441	>0,4438	Valid
12	0,5051	>0,4438	Valid
13	0,4734	>0,4438	Valid
14	0,4723	>0,4438	Valid
15	0,6206	>0,4438	Valid
16	0,5403	>0,4438	Valid
17	0,9482	>0,4438	Valid
18	0,6311	>0,4438	Valid
19	0,7114	>0,4438	Valid
20	0,7190	>0,4438	Valid
21	0,6005	>0,4438	Valid
22	0,9556	>0,4438	Valid
23	0,5342	>0,4438	Valid
24	0,4944	>0,4438	Valid
25	0,5134	>0,4438	Valid
26	0,2715	>0,4438	Valid
27	0,4432	>0,4438	Valid
28	0,5974	>0,4438	Valid
29	0,4439	>0,4438	Valid
30	0,5974	>0,4438	Valid

Statistics		Validity Creteria	
Total Question	30	Very High	
Total Students	20	Hight	
Number of Valid Question	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30.	Enough	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30.
Total Valid Question	30	Low	
Total in Valid Question		Very Low	-

APPENDIX 6**Instrument Validity Test Result (Tryout 3)**

Number of Question	Rxy	$r_{\text{tabel}}(0,05)$ df (N-2) = 18	Valid/Invalid
1	0,4525	>0,4438	Valid
2	0,4525	>0,4438	Valid
3	0,8657	>0,4438	Valid
4	0,9633	>0,4438	Valid
5	0,4562	>0,4438	Valid
6	0,7418	>0,4438	Valid
7	0,7418	>0,4438	Valid
8	0,5787	>0,4438	Valid
9	0,9971	>0,4438	Valid
10	0,4525	>0,4438	Valid
11	0,9971	>0,4438	Valid
12	0,8339	>0,4438	Valid
13	0,8339	>0,4438	Valid
14	0,5404	>0,4438	Valid
15	0,5226	>0,4438	Valid
16	0,6773	>0,4438	Valid
17	0,9318	>0,4438	Valid
18	0,8042	>0,4438	Valid
19	0,8602	>0,4438	Valid
20	0,5368	>0,4438	Valid
21	0,4984	>0,4438	Valid
22	0,5368	>0,4438	Valid
23	0,9349	>0,4438	Valid
24	0,9349	>0,4438	Valid
25	0,8657	>0,4438	Valid
26	0,4448	>0,4438	Valid
27	0,7418	>0,4438	Valid
28	0,5106	>0,4438	Valid
29	0,5675	>0,4438	Valid
30	0,4448	>0,4438	Valid

Statistics		Validity Creteria	
Total Question	30	Very High	
Total Students	20	Hight	
Number of Valid Question	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30.	Enough	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30.
Total Valid Question	30	Low	
Total in Valid Question		Very Low	-

APPENDIX 7**Instrument Reability Test (Tryout 1)****Case Processing Summary**

		N	%
Cases	Valid	20	100,0
	Excluded ^a	0	,0
	Total	20	100,0

a. Listwise deletion based on all variables in the procedure.

The output table above provides information about the number of samples or respondents (N) in tryout 1 which was analyzed in the SPSS program, namely N as many as 20 students. Because there is no empty data (in the sense that all respondents' answers are filled in) then the number of valid ones is 100%.

Reliability Statistics

Cronbach's Alpha	N of Items
,554	30

From the output table above, it is known that there are N of Items (the number of items or test questions) there are 30 items with a Cronbach's Alpha value of 0.554. Because Cronbach's Alpha value is $0.554 > 0.60$, then as the basis for making decisions in the reliability test above, it can be concluded that the 30 or all test question items in tryout 1 for the Vocabulary Mastery variable are reliable or consistent.

APPENDIX 8**Instrument Reability Test (Tryout 2)****Case Processing Summary**

		N	%
Cases	Valid	20	100,0
	Excluded ^a	0	,0
	Total	20	100,0

a. Listwise deletion based on all variables in the procedure.

The output table above provides information about the number of samples or respondents (N) in tryout 2 which was analyzed in the SPSS program, namely N as many as 20 students. Because there is no empty data (in the sense that all respondents' answers are filled in) then the number of valid ones is 100%.

Reliability Statistics

Cronbach's Alpha	N of Items
,648	30

From the output table above, it is known that there are N of Items (the number of items or test questions) there are 30 items with a Cronbach's Alpha value of 0.648. Because Cronbach's Alpha value is $0.648 > 0.60$, then as the basis for making decisions in the reliability test above, it can be concluded that the 30 or all test question items in tryout 2 for the Vocabulary Mastery variable are reliable or consistent.

APPENDIX 9**Instrument Reability Test (Tryout 3)****Case Processing Summary**

		N	%
Cases	Valid	20	100,0
	Excluded ^a	0	,0
	Total	20	100,0

a. Listwise deletion based on all variables in the procedure.

The output table above provides information about the number of samples or respondents (N) in tryout 3 which was analyzed in the SPSS program, namely N as many as 20 students. Because there is no empty data (in the sense that all respondents' answers are filled in) then the number of valid ones is 100%

Reliability Statistics

Cronbach's Alpha	N of Items
---------------------	------------

.349	30
------	----

From the output table above, it is known that there are N of Items (the number of items or test questions) there are 30 items with a Cronbach's Alpha value of 0.349. Because Cronbach's Alpha value is $0.349 > 0.60$, then as the basis for making decisions in the reliability test above, it can be concluded that the 30 or all test question items in tryout 3 for the Vocabulary Mastery variable are reliable or consistent.

APPENDIX 10

TRYOUT QUESTION I

Nama :

Kelas :

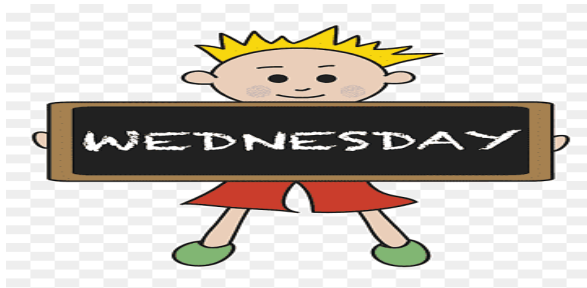
Kompetensi dasar : 1.2

Cross (x) on the correct answer!

(Beri tanda silang (x) pada jawaban yang benar!)

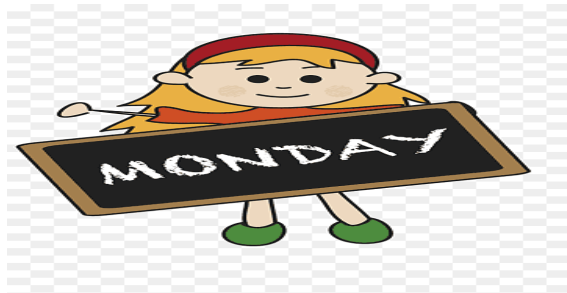
1. What does the picture on the side mean?

- a. Senin
- b. Selasa
- c. Rabu
- d. Kamis



2. What does the picture on the side mean?

- a. Jum'at
- b. Sabtu
- c. Minggu
- d. Senin



3. What does the picture on the side mean?

- a. Selasa
- b. Rabu
- c. Kamis
- d. Jum'at



4. What does the picture on the side mean?

- a. Rabu
- b. Kamis
- c. Jum'at
- d. Sabtu



5. What does the picture on the side mean?

- a. Jum'at
- b. Sabtu
- c. Minggu
- d. Senin



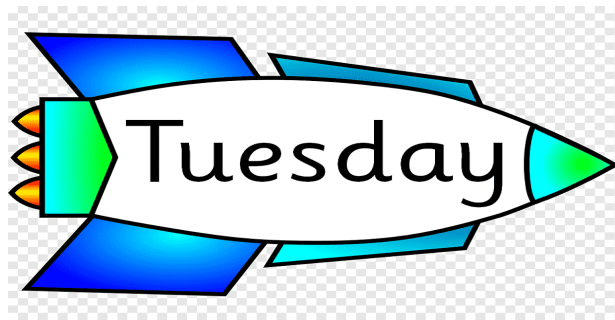
6. What does the picture on the side mean?

- a. Sabtu
- b. Minggu
- c. Senin
- d. Selasa



7. What does the picture on the side mean?

- a. Senin
- b. Selasa
- c. Rabu
- d. Kamis



8. Today is Sunday, Yesterday was Saturday.
Yesterday in Indonesian is called?

- | | |
|------------|----------|
| a. Sabtu | c. besok |
| b. Kemarin | d. lusa |

9. Yesterday is Monday, tomorrow is Wednesday.
Tomorrow in Indonesian is called?

- a. Sabtu
b. Kemarin
- c. besok
d. Lusa
10. After Wednesday is Thursday.
After in Indonesia is called?
- a. Kemarin
b. Besok
- c. setelah
d. Sebelum
11. Before Sunday is Saturday.
Before in Indonesian is called?
- a. Setelah
b. Sebelum
- c. Besok
d. Kemarin
12. What day is today....?
- a. Today is Friday
Wednesday
- b. Today is Tuesday
Thursday
- c. Today is
- d. Today is
13. What day is tomorrow....?
- a. Tomorrow is Saturday
Friday
- b. Tomorrow is Monday
Sunday
- c. Tomorrow is
- d. Tomorrow is
14. What day was yesterday....?
- a. Yesterday was Tuesday
Thursday
- b. Yesterday was Wednesday
Saturday
- c. Yesterday was
- d. Yesterday was
15. What is before Saturday....?
- a. The day before is Monday
is Sunday
- b. The day before is Friday
is Wednesday
- c. The day before
- d. The day before
16. What day is after Monday....?

- a. The day after is Saturday
 - b. The day after is Monday
 - c. The day after is Thursday
 - d. The day after is Tuesday
17. Yesterday was Friday. Today is....?
- a. Saturday
 - b. Wednesday
 - c. Saturday
 - d. Thursday
18. The day after Tuesday is ?
- a. Wednesday
 - b. Sunday
 - c. Monday
 - d. Saturday
19. Yesterday was Wednesday. Tomorrow is?
- a. Tuesday
 - b. Thursday
 - c. Friday
 - d. Saturday
20. What day is after Monday. After Monday is....?
- a. Sunday
 - b. Thursday
 - c. Wednesday
 - d. Tuesday
21. How many days are in a week?
- a. 1
 - b. 12
 - c. 360
 - d. 7
22. What is the first day of the week?
- a. Tuesday
 - b. Wednesday
 - c. Monday
 - d. Sunday
23. What day comes before Friday?
- a. Wednesday
 - b. Saturday
 - c. Thursday
 - d. Monday
24. Is Monday the third of the week?
- a. No, it is not.
 - b. No
 - c. Yes, it is yet.
 - d. Yes
25. What day comes after Saturday?
- a. Sunday
 - b. Wednesday
 - c. Monday
 - d. Tuesday

26. U-S-D-Y-N-A
a. D-A-Y-S-N-U
b. N-U-S-D-A-Y
c. S-U-N-D-A-Y
d. D-A-Y-N-U-S
27. U-S-T-A-R-D-Y-A
a. S-T-A-R-U-D-A-Y
R-U
b. S-A-T-U-R-D-A-Y
U-R
c. D-A-Y-S-T-A-
d. D-A-Y-S-T-A-
28. T-U-H-D-A-Y-R-S
a. T-H-U-R-S-D-A-Y
R-S
b. T-U-H-R-S-D-A-Y
R-S
c. D-A-Y-T-H-U-
d. D-A-Y-T-U-H-
29. M-N-O-D-Y-A
N-O-M-D-A-Y
D-A-Y-N-O-M
c. O-M-N-D-A-Y
d. M-O-N-D-A-Y
30. T-S-U-Y-D-A-E
a. T-U-E-S-D-A-Y
b. T-E-U-S-D-A-Y
c. D-A-Y-T-U-E-S
d. D-A-Y-T-E-U-S

APPENDIX 11

TRYOUT QUESTION 2

Nama :

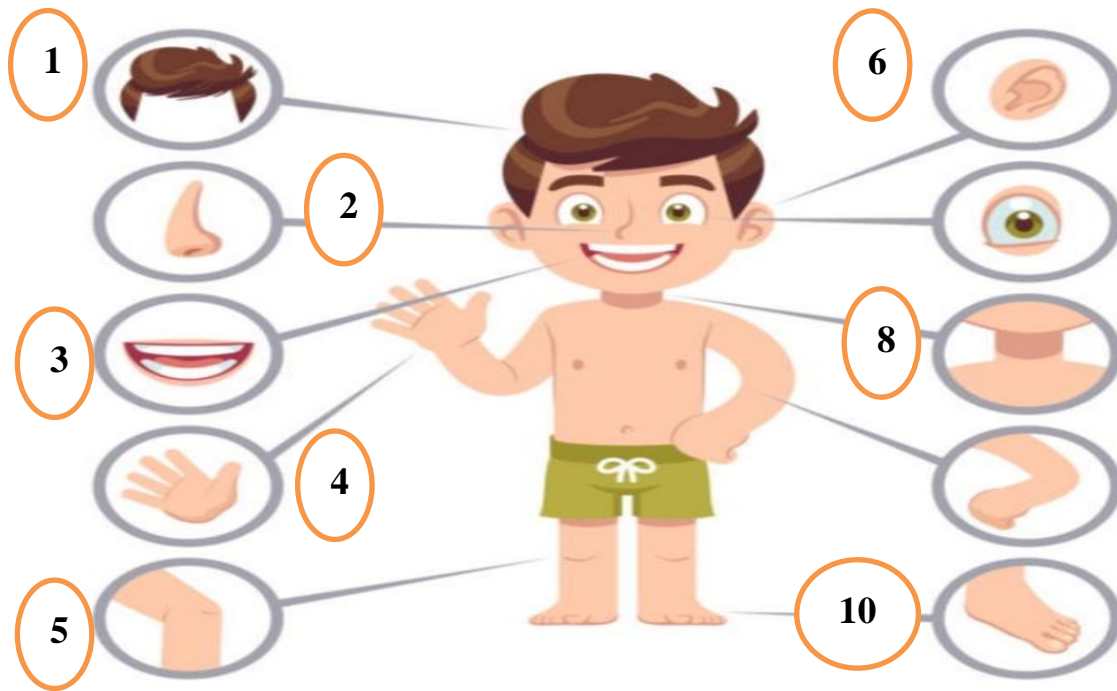
Kelas :

Kompetensi dasar : 3.1

Cross (x) on the correct answer!

(Beri tanda silang (x) pada jawaban yang benar!)

Look at the following picture! to answer questions number 1-10



1. Look at the picture above! Number one shows limbs?

a. Eye	c. Hair
b. Hand	d. Nose
2. Look at the picture above! Number two shows limbs?

a. Eyebrow	c. Nose
b. Tooth	d. Lips
3. Look at the picture above! Number three shows limbs?

a. Mouth	c. Foot
b. Ear	d. Neck
4. Look at the picture above! Number four shows limbs?

a. Palm	c. sole
b. Tooth	d. Foot

5. Look at the picture above! Number five shows limbs?
 - a. Hair
 - b. Ear
 - c. Hand
 - d. Knee
6. Look at the picture above! Number six shows limbs?
 - a. Eye
 - b. Ear
 - c. Mouth
 - d. sole
7. Look at the picture above! Number seven shows limbs?
 - a. Eyebrow
 - b. Eyelashes
 - c. Eyelid
 - d. Eye
8. Look at the picture above! Number eight shows limbs?
 - a. Neck
 - b. Knee
 - c. Ear
 - d. Hand
9. Look at the picture above! Number nine shows limbs?
 - a. Palm
 - b. Knee
 - c. Sole
 - d. Hand
10. Look at the picture above! Number teen shows limbs?
 - a. Neck
 - b. Mouth
 - c. toes
 - d. Eyebrow
11. I have two hands
Have in Indonesian is called?
 - a. Mendapatkan
 - b. Dapat
 - c. Memiliki
 - d. Menggunakan
12. This is my stomach
This in Indonesian is called?
 - a. Ini
 - b. Itu
 - c. yang
 - d. bahwa
13. That is your foot
That in Indonesian is called?
 - a. Ini
 - b. Itu
 - c. yang
 - d. bahwa
14. Aku memiliki rambut panjang

Panjang in English is called?

- a. Long
- b. Froth
- c. short
- d. behind

15. Dia memiliki bahu yang indah
Indah in English is called?

- a. Perfect
- b. Captivating
- c. good
- d. Beautiful

No. 16-20 (Susunlah kata acak menjadi kata yang benar)!

16. I-N-G-E-R-F

- a. I-N-G-E-R-F
- b. N-G-E-R-I-F
- c. F-I-N-G-E-R
- d. R-I-F-N-G-E

17. O-O-H-T-T

- a. O-H-T-O-T
- b. T-O-O-T-H
- c. T-O-H-T-O
- d. H-O-O-T-T

18. R-E-D-O-H-S-L-U

- a. S-H-O-L-D-E-R
- b. R-E-S-O-D-L-H
- c. D-O-S-H-L-E-R
- d. L-H-E-S-O-D-R

19. H-C-O-T-S-A-M

- a. C-O-S-T-A-M-H
- b. T-H-O-S-T-A-M
- c. M-H-A-C-O-S-T
- d. S-T-O-M-A-C-H

20. T-O-F-O

- a. T-O-O-F
- b. T-O-F-O
- c. F-O-O-T
- d. O-F-O-T

21. Every hands have fingers per hand.

- a. Ten
- b. Five
- c. Seven
- d. One

22. We have ears.

- a. Two
- b. Three
- c. Four
- d. Five

23. Vicky: "Is that your contact lenses for your eye?"

Wiko : “No,

- | | |
|----------------|----------------|
| a. That is not | c. That not is |
| b. Is that not | b. Not that is |
24. The english sentences is
- | | |
|--------------------------|--------------------------|
| a. Mouth is part of face | c. Teeth is part of face |
| b. Lip is part of face | d. Chin is part of face |
25. The english senteces is
- | | |
|-------------------------|---------------------|
| a. We have one forehead | c. We have one knee |
| b. We have one back | d. We have one head |
26. Arinta is listening radio with her
- | | |
|----------|---------|
| a. Eyes | c. Ears |
| b. Heads | d. Legs |
27. is – this – my – elbow
The correct order is
- | | |
|---------------------|---------------------|
| a. This my is elbow | c. My elbow this is |
| b. This is my elbow | d. Elbow my is this |
28. have – two – I – hands
The correct order is
- | | |
|---------------------|---------------------|
| a. I have two hands | c. I have hands two |
| b. I two have hands | d. Hands I have two |
29. Brian: “Meta, what is an ear for?”
Meta: “It is for to something.”
- | | |
|-------------|--------------|
| a. Watching | c. Listening |
| b. Catching | d. Jumping |
30. Bagas: “Rukti, what is a nose for?”
Rukti : “It is for to something.”
- | | |
|-------------|------------|
| a. Shooting | c. Singing |
| b. Smelling | d. Talking |

APPENDIX 12

TRYOUT QUESTION 3

Nama :

Kelas :

Kompetensi dasar : 4.2

Cross (x) on the correct answer!

(Beri tanda silang (x) pada jawaban yang benar!)

1. Father, mother, brother and sister are my ...?

- a. Parents
- b. children
- c. family
- d. grandparents



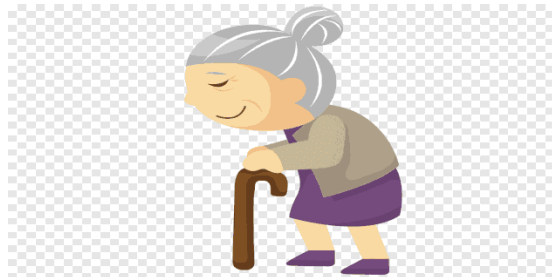
2. I have a father and mother. They are my ...?

- a. Family
- b. Parents
- c. Childrer
- d. Grandparents



3. She is Mrs. Biyah. She is my ...

- a. Mother
- b. father
- c. grandmother
- d. grandfather



4. My is old

- a. Grandchildren
- b. grandparents
- c. grandfather
- d. grandmother



5. My father's wife is my ...?
- a. Cousin
 - b. brother
 - c. mother
 - d. aunt



Text for number 6-9!

I am Gina. I have a family. There are father, mother, brother, and sister. My parents are Mr. and Mrs. Bayu. My brother is Anto and my sister is Selvi.

6. Mr. Bayu is Gina's ...
- a. Brother
 - b. Father
 - c. Mother
 - d. Sister
7. Gina's sister is ...
- a. Mr. Bayu
 - b. Mrs. Bayu
 - c. Selvi
 - d. Anto
8. Anto is Gina's ...
- a. Mother
 - b. Brother
 - c. Father
 - d. Sister

9. Mrs. Bayu is Gina's ...

- a. Uncle
- b. Aunt
- c. Sister
- d. mother

For number 10- 17!

Fatur Family Tree



10. Mr. Fikri is Fatur's....

- a. father
- b. mother
- c. uncle
- d. aunt

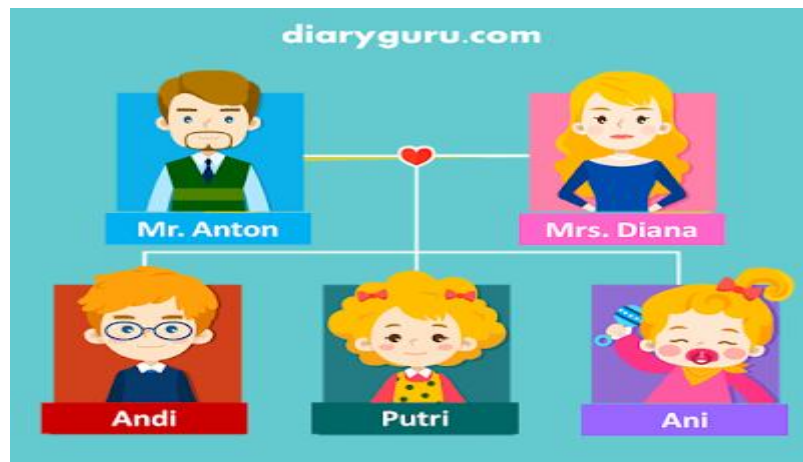
11. Seli is Fatur's ...

- a. brother
- b. father
- c. sister

- d. niece
12. Mrs. Jaka is Fatur's ...
- a. aunt
 - b. sister
 - c. mother
 - d. grandmother
13. ... is Fatur's sister.
- a. Rafi
 - b. Seli
 - c. Heni
 - d. Rosi
14. Mrs. Rosi is Fatur's...
- a. grandmother
 - b. mother
 - c. sister
 - d. aunt
15. Fatur's cousin is ...
- a. Seli
 - b. Rafi
 - c. Jaka
 - d. Adi
16. Fatur is Fikri's ...
- a. son
 - b. niece
 - c. cousin
 - d. nephew
17. Fatur and Seli are Mr. Jaka's ...
- a. grandparents
 - b. grandchildren
 - c. grandfather
 - d. grandmother

18. my aunt is beautiful
beautiful in Indonesia is called?
- Baik
 - Sopan
 - Cantik
 - Ramah
19. my uncle likes to play football
play in Indonesia is called?
- Menendang
 - Melempar
 - Bermain
 - Bersama
20. my sister likes to cook noodles
cook in Indonesia is called?
- Makan
 - Masak
 - Membeli
 - Menjual

Look at the picture below and answer the question!
(Question number 21 – 25)



21. Mr. Anton and Mrs. Diana are Ani's . . .
 - a. Parents
 - b. Family
 - c. Mother
 - d. Father
22. Mrs. Diana has son
 - a. One
 - b. Two
 - c. Three
 - d. Zero
23. Ani and Putri are Andi's
 - a. Daughter
 - b. Aunt
 - c. Mother
 - d. Sister
24. Mr. Anton has . . . children
 - a. One
 - b. Two
 - c. Three
 - d. Four
25. Mr. David . . . Andi's father
 - a. Is
 - b. Is not
 - c. Are
 - d. Are not
26. Two babies born at the same time are called. . .
 - a. Aunt
 - b. Niece
 - c. Twins
 - d. Uncle

27. My mother has a father. He is my. . .
- a. Grandfather c. Grandchild
b. Grandmother d. Grandnephew
28. My mother has got married again. I have a . . .
- a. Step father c. Step daughter
b. Step daughter d. Step sister
29. Dona is my father's sister. She is my. . .
- a. Aunt c. Cousin
b. Uncle d. Twins
30. This is my nephew. . . .hair is brown.
- a. His c. She
b. Her d. He

APPENDIX 13

KEY ANSWER OF TRYOUT QUESTION

No	Tryout 1	Tryout 2	Tryout 3
1	C	C	C
2	D	C	B
3	D	D	C
4	B	A	C
5	C	D	C
6	A	B	B
7	B	D	C
8	B	A	B
9	C	C	D
10	D	D	C
11	B	C	C

12	A	A	D
13	A	B	B
14	C	A	B
15	B	D	B
16	D	C	D
17	C	B	B
18	A	A	C
19	C	D	C
20	D	C	B
21	D	B	B
22	D	A	A
23	C	A	A
24	A	A	B
25	C	D	B
26	C	C	C
27	B	B	B
28	A	A	A
29	D	C	A
30	A	B	A

APPENDIX 14**KISI-KISI SOAL PRE-TEST 1**

Satuan Pendidikan : SDN 113 Seluma
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : V/1
Jumlah Soal : 20 Soal
Bentuk Soal : 20 Pilihan Ganda
Alokasi Waktu : 2 x 35 menit

KOMPETENSI DASAR	MATERI	INDIKATOR	NOMOR SOAL	BENTUK SOAL
1.2 Merespon instruksi sangat sederhana secara verbal	What Day is It Today?	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu nama hari	1	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu nama hari	2	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu nama hari	3	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu nama hari	4	Pilihan Ganda

		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu nama hari	5	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu nama hari	6	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu nama hari	7	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan Frequently used Vocabulary yang berhubungan dengan What Day is It Today?	8	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan Frequently used Vocabulary yang berhubungan dengan What Day is It Today?	9	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan Frequently used Vocabulary yang berhubungan dengan What Day is It Today?	10	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu nama hari	11	Pilihan Ganda

		Disajikan soal, siswa mampu menyebutkan salah satu nama hari	12	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu nama hari	13	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu nama hari	14	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu nama hari	15	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu nama hari	16	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu nama hari	17	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu nama hari	18	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu nama hari	19	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan berapa hari dalam satu minggu	20	Pilihan Ganda

APPENDIX 15

PRE-TEST I

Nama :

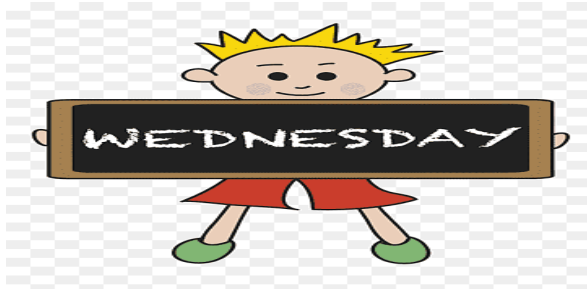
Kelas :

Kompetensi dasar : 1.2

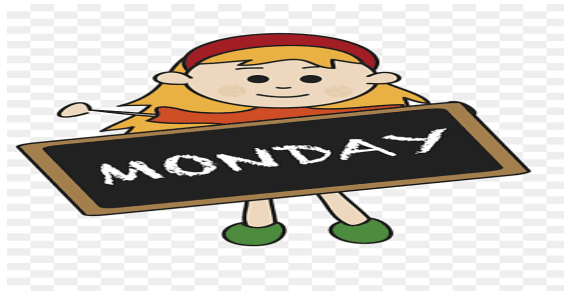
Cross (x) on the correct answer!

(Beri tanda silang (x) pada jawaban yang benar!)

1. What does the picture on the side mean?
 - a. Senin
 - b. Selasa
 - c. Rabu
 - d. Kamis



2. What does the picture on the side mean?
 - a. Jum'at
 - b. Sabtu
 - c. Minggu
 - d. Senin



3. What does the picture on the side mean?

- a. Selasa
- b. Rabu
- c. Kamis
- d. Jum'at



4. What does the picture on the side mean?

- a. Rabu
- b. Kamis
- c. Jum'at
- d. Sabtu



5. What does the picture on the side mean?

- a. Jum'at
- b. Sabtu
- c. Minggu
- d. Senin



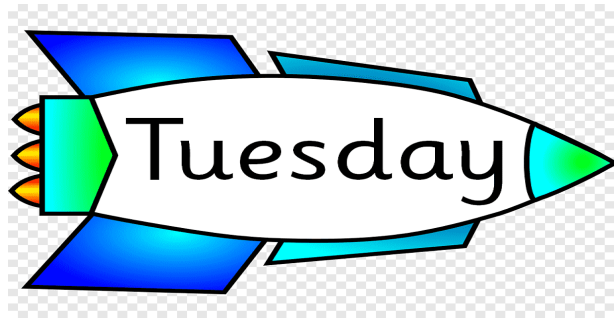
6. What does the picture on the side mean?

- a. Sabtu
- b. Minggu
- c. Senin
- d. Selasa



7. What does the picture on the side mean?

- a. Senin
- b. Selasa
- c. Rabu
- d. Kamis



8. Today is Sunday, Yesterday was Saturday.

Yesterday in Indonesian is called?

- a. Sabtu
- b. Kemarin
- c. besok
- d. lusa

9. Yesterday is Monday, tomorrow is Wednesday.

Tomorrow in Indonesian is called?

- a. Sabtu
- b. Kemarin
- c. besok
- d. Lusa

10. After Wednesday is Thursday.

- a. Kemarin
- b. Besok
- c. setelah
- d. sebelum

11. What day is today....?

- a. Today is Friday
- c. Today is Wednesday

- b. Today is Tuesday
Thursday
12. What day is tomorrow....?
a. Tomorrow is Saturday
Friday
b. Tomorrow is Monday
Sunday
13. What day was yesterday....?
a. Yesterday was Tuesday
Thursday
b. Yesterday was Wednesday
Saturday
14. What is before Saturday....?
a. The day before is Monday
is Sunday
b. The day before is Friday
is Wednesday
15. What day is after Monday....?
a. The day after is Saturday
Thursday
b. The day after is Monday
Tuesday
16. Yesterday was Friday. Today is....?
a. Saturday
b. Wednesday
17. The day after Tuesday is ?
a. Wednesday
b. Sunday
18. Yesterday was Wednesday. Tomorrow is?
a. Tuesday
b. Thursday
- d. Today is
- c. Tomorrow is
- d. Tomorrow is
- c. Yesterday was
- d. Yesterday was
- c. The day before
- d. The day before
- c. The day after is
- d. The day after is
- c. Saturday
- d. Thursday
- c. Monday
- d. Saturday
- c. Friday
- d. Saturday

19. What day is after Monday. After Monday is....?

a. Sunday

c. Wednesday

b. Thursday

d. Tuesday

20. How many days are in a week?

a. 1

c. 360

b. 12

d. 7

APPENDIX 16**KISI-KISI SOAL PRE-TEST 2**

Satuan Pendidikan : SDN 113 Seluma
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : V/1
Jumlah Soal : 20 Soal
Bentuk Soal : 20 Pilihan Ganda
Alokasi Waktu : 2 x 35 menit

KOMPETENSI DASAR	MATERI	INDIKATOR	NOMOR SOAL	BENTUK SOAL
3.1 Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan	Parts of the Body	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota tubuh	1	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota tubuh	2	Pilihan Ganda
		Disajikan sebuah gambar, siswa	3	Pilihan Ganda

berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana	mampu menyebutkan salah satu anggota tubuh		
	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota tubuh	4	Pilihan Ganda
	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota tubuh	5	Pilihan Ganda
	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota tubuh	6	Pilihan Ganda
	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota tubuh	7	Pilihan Ganda
	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota tubuh	8	Pilihan Ganda
	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota tubuh	9	Pilihan Ganda

		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota tubuh	10	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan Frequently used Vocabulary yang berhubungan dengan Parts of the Body	11	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan Frequently used Vocabulary yang berhubungan dengan Parts of the Body	12	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan Frequently used Vocabulary yang berhubungan dengan Parts of the Body	13	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan Frequently used Vocabulary yang berhubungan dengan Parts of the Body	14	Pilihan Ganda
		Disajikan soal, siswa mampu	15	Pilihan Ganda

		menyebutkan Frequently used Vocabulary yang berhubungan dengan Parts of the Body		
		Disajikan soal, siswa mampu menyebutkan salah satu anggota tubuh	16	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota tubuh	17	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota tubuh	18	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota tubuh	19	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota tubuh	20	Pilihan Ganda

2. Look at the picture above! Number two shows limbs?
 - a. Eyebrow
 - b. Tooth
 - c. Nose
 - d. Lips
3. Look at the picture above! Number three shows limbs?
 - a. Mouth
 - b. Ear
 - c. Foot
 - d. Neck
4. Look at the picture above! Number four shows limbs?
 - a. Palm
 - b. Tooth
 - c. sole
 - d. Foot
5. Look at the picture above! Number five shows limbs?
 - a. Hair
 - b. Ear
 - c. Hand
 - d. Knee
6. Look at the picture above! Number six shows limbs?
 - a. Eye
 - b. Ear
 - c. Mouth
 - d. sole
7. Look at the picture above! Number seven shows limbs?
 - a. Eyebrow
 - b. Eyelashes
 - c. Eyelid
 - d. Eye
8. Look at the picture above! Number eight shows limbs?
 - a. Neck
 - b. Knee
 - c. Ear
 - d. Hand
9. Look at the picture above! Number nine shows limbs?
 - a. Palm
 - b. Knee
 - c. Sole
 - d. Hand
10. Look at the picture above! Number teen shows limbs?
 - a. Neck
 - b. Mouth
 - c. toes
 - d. Eyebrow
11. I have two hands
Have in Indonesian is called?
 - a. Mendapatkan
 - b. Dapat
 - c. Memiliki
 - d. Menggunakan

12. This is my stomach
This in Indonesian is called?
- | | |
|--------|----------|
| a. Ini | c. yang |
| b. Itu | d. bahwa |
13. That is your foot
That in Indonesian is called?
- | | |
|--------|----------|
| a. Ini | c. yang |
| b. Itu | d. bahwa |
14. Aku memiliki rambut panjang
Panjang in English is called?
- | | |
|----------|-----------|
| a. Long | c. short |
| b. Froth | d. behind |
15. Dia memiliki bahu yang indah
Indah in English is called?
- | | |
|----------------|--------------|
| a. Perfect | c. good |
| b. Captivating | d. Beautiful |
16. I-N-G-E-R-F
- | | |
|----------------|----------------|
| a. I-N-G-E-R-F | c. F-I-N-G-E-R |
| b. N-G-E-R-I-F | d. R-I-F-N-G-E |
17. O-O-H-T-T
- | | |
|--------------|--------------|
| a. O-H-T-O-T | c. T-O-H-T-O |
| b. T-O-O-T-H | d. H-O-O-T-T |
18. R-E-D-O-H-S-L-U
- | | |
|------------------|------------------|
| a. S-H-O-L-D-E-R | c. D-O-S-H-L-E-R |
| b. R-E-S-O-D-L-H | d. L-H-E-S-O-D-R |
19. H-C-O-T-S-A-M
- | | |
|------------------|------------------|
| a. C-O-S-T-A-M-H | c. M-H-A-C-O-S-T |
| b. T-H-O-S-T-A-M | d. S-T-O-M-A-C-H |
20. T-O-F-O
- | | |
|------------|------------|
| a. T-O-O-F | c. F-O-O-T |
| b. T-O-F-O | d. O-F-O-T |

APPENDIX 18**KISI-KISI SOAL PRE-TEST 3**

Satuan Pendidikan : SDN 113 Seluma
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : V/1
Jumlah Soal : 20 Soal
Bentuk Soal : 20 Pilihan Ganda
Alokasi Waktu : 2 x 35 menit

KOMPETENSI DASAR	MATERI	INDIKATOR	NOMOR SOAL	BENTUK SOAL
4.2 Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima seperti:	My Family Tree	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota keluarga	1	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota keluarga	2	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota keluarga	3	Pilihan Ganda

ucapan selamat, ucapan terima kasih, dan undangan	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota keluarga	4	Pilihan Ganda
	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota keluarga	5	Pilihan Ganda
	Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	6	Pilihan Ganda
	Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	7	Pilihan Ganda
	Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	8	Pilihan Ganda
	Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	9	Pilihan Ganda
	Disajikan sebuah bagan, siswa mampu menyebutkan salah satu anggota keluarga	10	Pilihan Ganda
	Disajikan sebuah bagan, siswa mampu menyebutkan salah satu anggota keluarga	11	Pilihan Ganda
	Disajikan sebuah bagan, siswa mampu menyebutkan salah satu anggota keluarga	12	Pilihan Ganda
	Disajikan sebuah bagan, siswa mampu menyebutkan salah satu anggota keluarga	13	Pilihan Ganda

		Disajikan sebuah bagan, siswa mampu menyebutkan salah satu anggota keluarga	14	Pilihan Ganda
		Disajikan sebuah bagan, siswa mampu menyebutkan salah satu anggota keluarga	15	Pilihan Ganda
		Disajikan sebuah bagan, siswa mampu menyebutkan salah satu anggota keluarga	16	Pilihan Ganda
		Disajikan sebuah bagan, siswa mampu menyebutkan salah satu anggota keluarga	17	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan Frequently used Vocabulary yang berhubungan dengan My Family Tree	18	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan Frequently used Vocabulary yang berhubungan dengan My Family Tree	19	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan Frequently used Vocabulary yang berhubungan dengan My Family Tree	20	Pilihan Ganda

APPENDIX 19

PRE-TEST 3

Nama :

Kelas :

Kompetensi dasar : 4.2

Cross (x) on the correct answer!

(Beri tanda silang (x) pada jawaban yang benar!)

1. Father, mother, brother and sister are my ...?

- a. parents
- b. children
- c. family
- d. grandparents



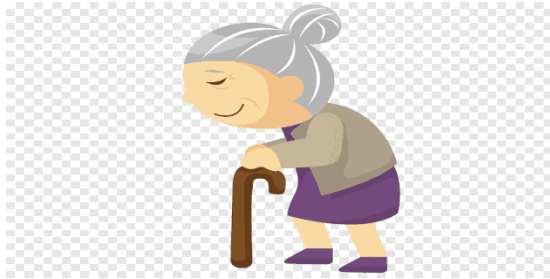
2. I have a father and mother. They are my ...?

- a. Family
- b. Parents
- c. Childrer
- d. Grandparents



3. She is Mrs. Biyah. She is my ...

- a. mother
- b. father
- c. grandmother
- d. grandfather



4. My is old
- a. grandchildren
 - b. grandparents
 - c. grandfather
 - d. grandmother



5. My father's wife is my ...?
- a. Cousin
 - b. brother
 - c. mother
 - d. aunt



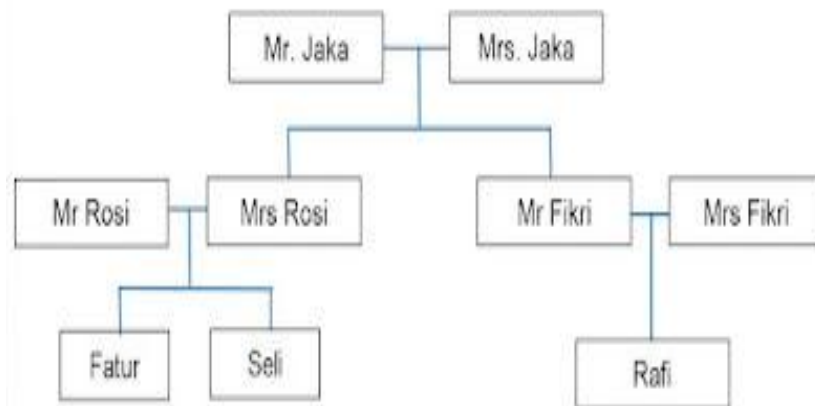
Text for number 6-9!

I am Gina. I have a family. There are father, mother, brother, and sister. My parents are Mr. and Mrs. Bayu. My brother is Anto and my sister is Selvi.

6. Mr. Bayu is Gina's ...
 - a. Brother
 - b. Father
 - c. Mother
 - d. Sister
7. Gina's sister is ...
 - a. Mr. Bayu
 - b. Mrs. Bayu
 - c. Selvi
 - d. Anto
8. Anto is Gina's ...
 - a. Mother
 - b. Brother
 - c. Father
 - d. Sister
9. Mrs. Bayu is Gina's ...
 - a. Uncle
 - b. Aunt
 - c. Sister
 - d. mother

For number 10- 17!

Fatur Family Tree



10. Mr. Fikri is Fatur's....
- | | |
|-----------|----------|
| a. Father | c. uncle |
| b. Mother | d. aunt |
11. Seli is Fatur's ...
- | | |
|------------|-----------|
| a. Brother | c. sister |
| b. Father | d. niece |
12. Mrs. Jaka is Fatur's ...
- | | |
|-----------|----------------|
| a. Aunt | c. mother |
| b. Sister | d. grandmother |
13. ... is Fatur's sister.
- | | |
|---------|---------|
| a. Rafi | c. Heni |
| b. Seli | d. Rosi |
14. Mrs. Rosi is Fatur's...
- | | |
|----------------|-----------|
| a. Grandmother | c. sister |
| b. Mother | d. aunt |
15. Fatur's cousin is ...
- | | |
|---------|---------|
| a. Seli | c. Jaka |
| b. Rafi | d. Adi |
16. Fatur is Fikri's ...
- | | |
|----------|-----------|
| a. Son | c. cousin |
| b. Niece | d. nephew |
17. Fatur and Seli are Mr. Jaka's ...
- | | |
|------------------|----------------|
| a. Grandparents | c. grandfather |
| b. Grandchildren | d. grandmother |
18. my aunt is beautiful
beautiful in Indonesia is called?
- | | |
|----------|-----------|
| a. Baik | c. cantik |
| b. Sopan | d. Ramah |
19. my uncle likes to play football
play in Indonesia is called?
- | | |
|--------------|------------|
| a. Menendang | c. bermain |
|--------------|------------|

b. Melempar

d. Bersama

20. my sister likes to cook noodles
cook in Indonesia is called?

a. Makan

c. membeli

b. Masak

d. Menjual

APPENDIX 20**KEY ANSWER OF TRYOUT QUESTION**

No	Tryout 1	Tryout 2	Tryout 3
1	C	C	C
2	D	C	B
3	D	D	C
4	B	A	C
5	C	D	C
6	A	B	B
7	B	D	C
8	B	A	B
9	C	C	D
10	D	D	C
11	A	C	C
12	A	A	D
13	C	B	B
14	B	A	B
15	D	D	B
16	C	C	D
17	A	B	B
18	C	A	C
19	D	D	C
20	D	C	B

APPENDIX 21**KISI-KISI SOAL POST-TEST 1**

Satuan Pendidikan : SDN 113 Seluma
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : V/1
Jumlah Soal : 20 Soal
Bentuk Soal : 20 Pilihan Ganda
Alokasi Waktu : 2 x 35 menit

KOMPETENSI DASAR	MATERI	INDIKATOR	NOMOR SOAL	BENTUK SOAL
1.2 Merespon instruksi sangat sederhana secara verbal	What Day is It Today?	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu nama hari	1	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu nama hari	2	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu nama hari	3	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu nama hari	4	Pilihan Ganda

		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu nama hari	5	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu nama hari	6	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu nama hari	7	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan Frequently used Vocabulary yang berhubungan dengan What Day is It Today?	8	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan Frequently used Vocabulary yang berhubungan dengan What Day is It Today?	9	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan Frequently used Vocabulary yang berhubungan dengan What Day is It Today?	10	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu nama hari	11	Pilihan Ganda

		Disajikan soal, siswa mampu menyebutkan salah satu nama hari	12	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu nama hari	13	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu nama hari	14	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu nama hari	15	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu nama hari	16	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu nama hari	17	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu nama hari	18	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu nama hari	19	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan berapa hari dalam satu minggu	20	Pilihan Ganda

APPENDIX 22

POST-TEST I

Nama :

Kelas :

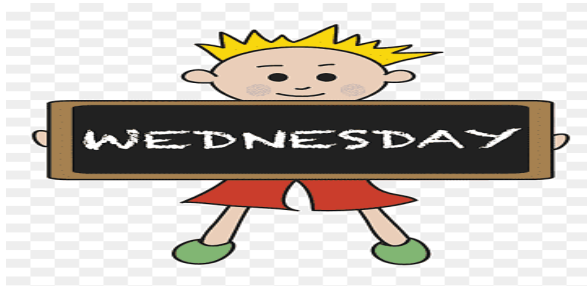
Kompetensi dasar : 1.2

Cross (x) on the correct answer!

(Beri tanda silang (x) pada jawaban yang benar!)

1. What does the picture on the side mean?

- a. Senin
- b. Selasa
- c. Rabu
- d. Kamis



2. What does the picture on the side mean?

- a. Jum'at
- b. Sabtu
- c. Minggu
- d. Senin



3. What does the picture on the side mean?

- a. Selasa
- b. Rabu
- c. Kamis
- d. Jum'at



4. What does the picture on the side mean?

- a. Rabu
- b. Kamis
- c. Jum'at
- d. Sabtu



5. What does the picture on the side mean?

- a. Jum'at
- b. Sabtu
- c. Minggu
- d. Senin



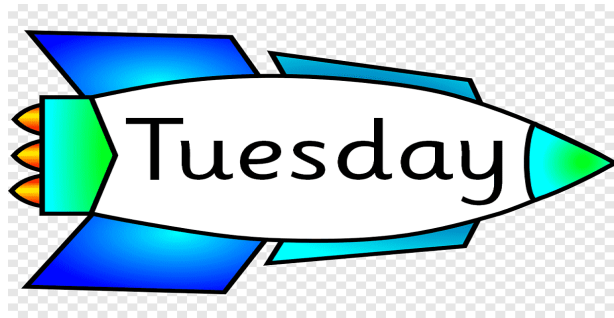
6. What does the picture on the side mean?

- a. Sabtu
- b. Minggu
- c. Senin
- d. Selasa



7. What does the picture on the side mean?

- a. Senin
- b. Selasa
- c. Rabu
- d. Kamis



8. Today is Sunday, Yesterday was Saturday.

Yesterday in Indonesian is called?

- | | |
|------------|----------|
| a. Sabtu | c. besok |
| b. Kemarin | d. lusa |

9. Yesterday is Monday, tomorrow is Wednesday.

Tomorrow in Indonesian is called?

- | | |
|------------|----------|
| a. Sabtu | c. besok |
| b. Kemarin | d. Lusa |

10. After Wednesday is Thursday.

- | | |
|------------|------------|
| a. Kemarin | c. setelah |
| b. Besok | d. sebelum |

11. What day is today....?

- | | |
|--------------------|-------------|
| a. Today is Friday | c. Today is |
| Wednesday | |

- b. Today is Tuesday
Thursday
12. What day is tomorrow....?
a. Tomorrow is Saturday
Friday
b. Tomorrow is Monday
Sunday
13. What day was yesterday....?
a. Yesterday was Tuesday
Thursday
b. Yesterday was Wednesday
Saturday
14. What is before Saturday....?
a. The day before is Monday
is Sunday
b. The day before is Friday
is Wednesday
15. What day is after Monday....?
a. The day after is Saturday
Thursday
b. The day after is Monday
Tuesday
16. Yesterday was Friday. Today is....?
a. Saturday
b. Wednesday
17. The day after Tuesday is ?
a. Wednesday
b. Sunday
18. Yesterday was Wednesday. Tomorrow is?
a. Tuesday
b. Thursday
- d. Today is
- c. Tomorrow is
- d. Tomorrow is
- c. Yesterday was
- d. Yesterday was
- c. The day before
- d. The day before
- c. The day after is
- d. The day after is
- c. Saturday
- d. Thursday
- c. Monday
- d. Saturday
- c. Friday
- d. Saturday

19. What day is after Monday. After Monday is....?

a. Sunday

c. Wednesday

b. Thursday

d. Tuesday

20. How many days are in a week?

a. 1

c. 360

b. 12

d. 7

APPENDIX 23**KISI-KISI SOAL POST-TEST 2**

Satuan Pendidikan : SDN 113 Seluma
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : V/1
Jumlah Soal : 20 Soal
Bentuk Soal : 20 Pilihan Ganda
Alokasi Waktu : 2 x 35 menit

KOMPETENSI DASAR	MATERI	INDIKATOR	NOMOR SOAL	BENTUK SOAL
3.1 Membaca nyaring dengan ucapan, tekanan, dan intonasi	Parts of the Body	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota tubuh	1	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota tubuh	2	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota tubuh	3	Pilihan Ganda

secara tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota tubuh	4	Pilihan Ganda
	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota tubuh	5	Pilihan Ganda
	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota tubuh	6	Pilihan Ganda
	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota tubuh	7	Pilihan Ganda
	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota tubuh	8	Pilihan Ganda
	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota tubuh	9	Pilihan Ganda
	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota tubuh	10	Pilihan Ganda
	Disajikan soal, siswa mampu menyebutkan Frequently used Vocabulary yang berhubungan dengan Parts of the Body	11	Pilihan Ganda
	Disajikan soal, siswa mampu menyebutkan Frequently used Vocabulary yang berhubungan dengan Parts of the Body	12	Pilihan Ganda

		Disajikan soal, siswa mampu menyebutkan Frequently used Vocabulary yang berhubungan dengan Parts of the Body	13	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan Frequently used Vocabulary yang berhubungan dengan Parts of the Body	14	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan Frequently used Vocabulary yang berhubungan dengan Parts of the Body	15	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota tubuh	16	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota tubuh	17	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota tubuh	18	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota tubuh	19	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota tubuh	20	Pilihan Ganda

APPENDIX 24

POST-TEST 2

Nama :

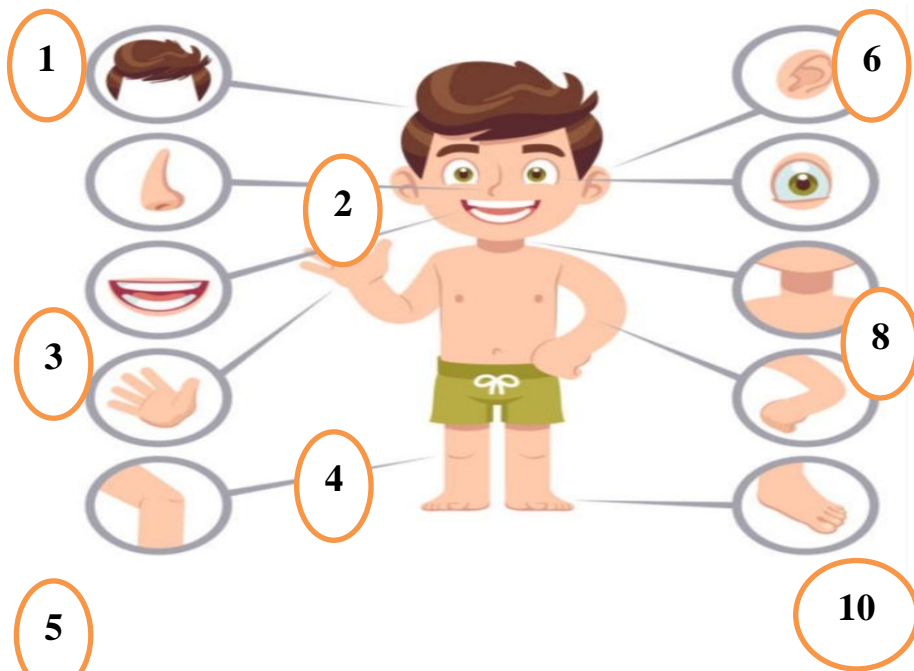
Kelas :

Kompetensi dasar : 3.1

Cross (x) on the correct answer!

(Beri tanda silang (x) pada jawaban yang benar!)

Look at the following picture! to answer questions number 1-10



1. Look at the picture above! Number one shows limbs?
- a. Eye
 - b. Hand
 - c. Hair
 - d. Nose

2. Look at the picture above! Number two shows limbs?
 - a. Eyebrow
 - b. Tooth
 - c. Nose
 - d. Lips
3. Look at the picture above! Number three shows limbs?
 - a. Mouth
 - b. Ear
 - c. Foot
 - d. Neck
4. Look at the picture above! Number four shows limbs?
 - a. Palm
 - b. Tooth
 - c. sole
 - d. Foot
5. Look at the picture above! Number five shows limbs?
 - a. Hair
 - b. Ear
 - c. Hand
 - d. Knee
6. Look at the picture above! Number six shows limbs?
 - a. Eye
 - b. Ear
 - c. Mouth
 - d. sole
7. Look at the picture above! Number seven shows limbs?
 - a. Eyebrow
 - b. Eyelashes
 - c. Eyelid
 - d. Eye
8. Look at the picture above! Number eight shows limbs?
 - a. Neck
 - b. Knee
 - c. Ear
 - d. Hand
9. Look at the picture above! Number nine shows limbs?
 - a. Palm
 - b. Knee
 - c. Sole
 - d. Hand
10. Look at the picture above! Number teen shows limbs?
 - a. Neck
 - b. Mouth
 - c. toes
 - d. Eyebrow
11. I have two hands
Have in Indonesian is called?
 - a. Mendapatkan
 - b. Dapat
 - c. Memiliki
 - d. Menggunakan

12. This is my stomach
This in Indonesian is called?
a. Ini
b. Itu
c. yang
d. bahwa
13. That is your foot
That in Indonesian is called?
a. Ini
b. Itu
c. yang
d. bahwa
14. Aku memiliki rambut panjang
Panjang in English is called?
a. Long
b. Froth
c. short
d. behind
15. Dia memiliki bahu yang indah
Indah in English is called?
a. Perfect
b. Captivating
c. good
d. Beautiful
16. I-N-G-E-R-F
a. I-N-G-E-R-F
b. N-G-E-R-I-F
c. F-I-N-G-E-R
d. R-I-F-N-G-E
17. O-O-H-T-T
a. O-H-T-O-T
b. T-O-O-T-H
c. T-O-H-T-O
d. H-O-O-T-T
18. R-E-D-O-H-S-L-U
a. S-H-O-L-D-E-R
b. R-E-S-O-D-L-H
c. D-O-S-H-L-E-R
d. L-H-E-S-O-D-R
19. H-C-O-T-S-A-M
a. C-O-S-T-A-M-H
b. T-H-O-S-T-A-M
c. M-H-A-C-O-S-T
d. S-T-O-M-A-C-H
20. T-O-F-O
a. T-O-O-F
b. T-O-F-O
c. F-O-O-T
d. O-F-O-T

APPENDIX 25**KISI-KISI SOAL POST-TEST 3**

Satuan Pendidikan : SDN 113 Seluma
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : V/1
Jumlah Soal : 20 Soal
Bentuk Soal : 20 Pilihan Ganda
Alokasi Waktu : 2 x 35 menit

KOMPETENSI DASAR	MATERI	INDIKATOR	NOMOR SOAL	BENTUK SOAL
4.2 Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima	My Family Tree	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota keluarga	1	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota keluarga	2	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota keluarga	3	Pilihan Ganda

seperti: ucapan selamat, ucapan terima kasih, dan undangan	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota keluarga	4	Pilihan Ganda
	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota keluarga	5	Pilihan Ganda
	Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	6	Pilihan Ganda
	Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	7	Pilihan Ganda
	Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	8	Pilihan Ganda
	Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	9	Pilihan Ganda
	Disajikan sebuah bagan, siswa mampu menyebutkan salah satu anggota keluarga	10	Pilihan Ganda
	Disajikan sebuah bagan, siswa mampu menyebutkan salah satu anggota keluarga	11	Pilihan Ganda
	Disajikan sebuah bagan, siswa mampu menyebutkan salah satu anggota keluarga	12	Pilihan Ganda
	Disajikan sebuah bagan, siswa mampu menyebutkan salah satu anggota keluarga	13	Pilihan Ganda

		Disajikan sebuah bagan, siswa mampu menyebutkan salah satu anggota keluarga	14	Pilihan Ganda
		Disajikan sebuah bagan, siswa mampu menyebutkan salah satu anggota keluarga	15	Pilihan Ganda
		Disajikan sebuah bagan, siswa mampu menyebutkan salah satu anggota keluarga	16	Pilihan Ganda
		Disajikan sebuah bagan, siswa mampu menyebutkan salah satu anggota keluarga	17	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan Frequently used Vocabulary yang berhubungan dengan My Family Tree	18	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan Frequently used Vocabulary yang berhubungan dengan My Family Tree	19	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan Frequently used Vocabulary yang berhubungan dengan My Family Tree	20	Pilihan Ganda

APPENDIX 26

POST-TEST 3

Nama :

Kelas :

Kompetensi dasar : 4.2

Cross (x) on the correct answer!

(Beri tanda silang (x) pada jawaban yang benar!)

1. Father, mother, brother and sister are my ...?

- a. parents
- b. children
- c. family
- d. grandparents



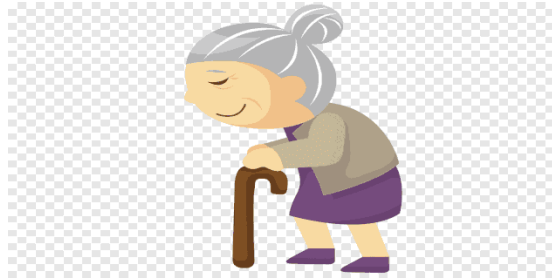
2. I have a father and mother. They are my ...?

- a. Family
- b. Parents
- c. Childrer
- d. Grandparents



3. She is Mrs. Biyah. She is my ...

- a. mother
- b. father
- c. grandmother
- d. grandfather



4. My is old
- a. grandchildren
 - b. grandparents
 - c. grandfather
 - d. grandmother



5. My father's wife is my ...?
- a. Cousin
 - b. brother
 - c. mother
 - d. aunt



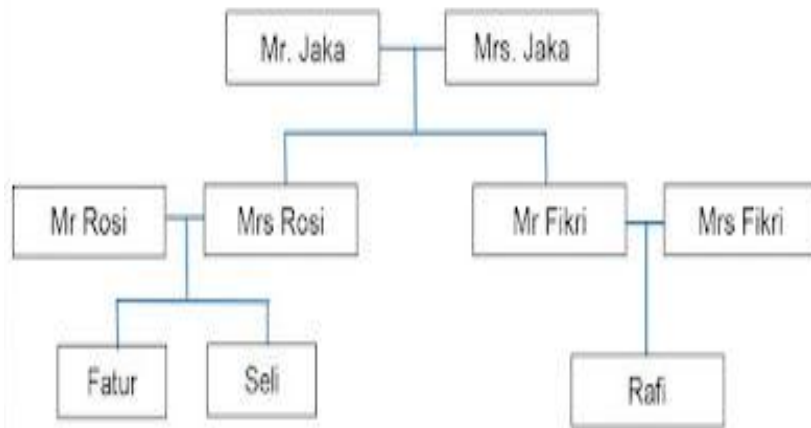
Text for number 6-9!

I am Gina. I have a family. There are father, mother, brother, and sister. My parents are Mr. and Mrs. Bayu. My brother is Anto and my sister is Selvi.

6. Mr. Bayu is Gina's ...
 - a. Brother
 - b. Father
 - c. Father
 - d. Sister
7. Gina's sister is ...
 - a. Mr. Bayu
 - b. Mrs. Bayu
 - c. Selvi
 - d. Anto
8. Anto is Gina's ...
 - a. Mother
 - b. Brother
 - c. Father
 - d. Sister
9. Mrs. Bayu is Gina's ...
 - a. Uncle
 - b. Aunt
 - c. Sister
 - d. Mother

For number 10- 17!

Fatur Family Tree



10. Mr. Fikri is Fatur's....
 - a. Father
 - b. Mother
 - c. Uncle
 - d. Aunt

11. Seli is Fatur's ...
- | | |
|------------|-----------|
| a. Brother | c. sister |
| b. Father | d. niece |
12. Mrs. Jaka is Fatur's ...
- | | |
|-----------|----------------|
| a. Aunt | c. mother |
| b. Sister | d. grandmother |
13. ... is Fatur's sister.
- | | |
|---------|---------|
| a. Rafi | c. Heni |
| b. Seli | d. Rosi |
14. Mrs. Rosi is Fatur's...
- | | |
|----------------|-----------|
| a. Grandmother | c. sister |
| b. Mother | d. aunt |
15. Fatur's cousin is ...
- | | |
|---------|---------|
| a. Seli | c. Jaka |
| b. Rafi | d. Adi |
16. Fatur is Fikri's ...
- | | |
|----------|-----------|
| a. Son | c. cousin |
| b. Niece | d. nephew |
17. Fatur and Seli are Mr. Jaka's ...
- | | |
|------------------|----------------|
| a. Grandparents | c. grandfather |
| b. Grandchildren | d. grandmother |
18. my aunt is beautiful
beautiful in Indonesia is called?
- | | |
|----------|-----------|
| a. Baik | c. cantik |
| b. Sopan | d. Ramah |
19. my uncle likes to play football
play in Indonesia is called?
- | | |
|--------------|------------|
| a. Menendang | c. bermain |
| b. Melempar | d. Bersama |
20. my sister likes to cook noodles
cook in Indonesia is called?

- a. Makan
- b. Masak

- c. membeli
- d. Menjual

APPENDIX 27**KEY ANSWER OF TRYOUT QUESTION**

No	Tryout 1	Tryout 2	Tryout 3
1	C	C	C
2	D	C	B
3	D	D	C
4	B	A	C
5	C	D	C
6	A	B	B
7	B	D	C
8	B	A	B
9	C	C	D
10	D	D	C
11	A	C	C
12	A	A	D
13	C	B	B
14	B	A	B
15	D	D	B
16	C	C	D
17	A	B	B
18	C	A	C
19	D	D	C
20	D	C	B

APPENDIX 28**THE RESULT OF PRE-TEST**

No	Name	Pre-Test 1	Pre-Test 2	Pre-Test 3
1	Arya Hebi Saputra	80	75	70
2	Dimas Adreano	75	60	60
3	Hafizah Ananda Ayu Aprilia	70	55	50
4	Joko Sasongko	80	60	65
5	Keflin Orlando	75	50	55
6	Khodijah Fatma Ur Roudatul J.	80	65	75
7	Lukman Wali'd Dzaki Wijaya	85	70	80
8	Raditya Saputra	60	75	60
9	Refin Terang Satrio	80	60	60
10	Rehan Dwi Novianto	80	50	55
11	Riski Ellzi Saputra	75	55	75
12	Serli Anggraini	70	70	50
13	Siti Sa'diyah	80	80	65
14	Sri Lestari	75	55	65
15	Syabila Afika	80	45	75
16	Syareza Anwar Rifai	70	45	50
17	Viola Ega Andarista	80	70	45
18	Viqi Alviandi	70	60	60
19	Yuli Mistiani	80	50	50
20	Zazkia Fahma Dhafita	75	65	65
Total		1520	1215	1230
Mean		76	60,75	61,5

APPENDIX 29**THE RESULT OF POST-TEST**

No	Name	Pre-Test 1	Pre-Test 2	Pre-Test 3
1	Arya Hebi Saputra	95	95	100
2	Dimas Adreano	95	90	95
3	Hafizah Ananda Ayu Aprilia	95	90	85
4	Joko Sasongko	100	80	100
5	Keflin Orlando	90	85	85
6	Khodijah Fatma Ur Roudatul J.	100	90	95
7	Lukman Wali'd Dzaki Wijaya	100	95	100
8	Raditya Saputra	80	85	90
9	Refin Terang Satrio	90	90	100
10	Rehan Dwi Novianto	100	90	100
11	Riski Ellzi Saputra	100	80	100
12	Serli Anggraini	90	85	95
13	Siti Sa'diyah	100	90	95
14	Sri Lestari	85	90	90
15	Syabila Afika	100	90	100
16	Syareza Anwar Rifai	80	80	80
17	Viola Ega Andarista	100	100	95
18	Viqi Alviandi	95	90	100
19	Yuli Mistiani	90	80	85
20	Zazkia Fahma Dhafita	90	85	100
Total		1875	1760	1890
Mean		93,75	88	94,5

**PERANGKAT
PEMBELAJARAN
RENCANA PELAKSANAAN
PEMBELAJARAN
(RPP)**

Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : SD/MI
Kelas/Semester : V/1
Sekolah : SDN 113 Seluma

**KURIKULUM TINGKAT SATUAN
PENDIDIKAN (KTSP)**

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(TREATMENT 1)**

SD	: SDN 113 Seluma
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: V/1
Standar Kompetensi	: 1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah
Kompetensi Dasar	: 1.2 Merespon instruksi sangat sederhana secara verbal
Alokasi Waktu	: 2 x 35 menit
Tujuan Pembelajaran**	: 1. Siswa dapat mengulang apa yang didengar dari kaset/CD dengan suara lantang 2. Siswa dapat mengulang apa yang didengar dari kaset/CD dengan pengucapan bahasa Inggris yang benar 3. Siswa dapat merespon apa yang didengar dari kaset/CD secara lisan
Karakter siswa yang diharapkan :	Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)
Metode Pembelajaran	: 1. Siswa bersama-sama mengulang dengan suara lantang apa yang didengar dari kaset/CD

2. Masing-masing siswa mengulang dengan suara lantang apa yang didengar dari kaset/CD
3. Siswa bersama-sama merespon apa yang didengar dari kaset/CD secara lisan
4. Siswa bersama-sama bermain sambil belajar dengan menggunakan permainan Alphabet Game guna meningkatkan kosakata bahasa Inggris.

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari.
- Guru dapat meminta siswa untuk menyebutkan ujaran-ujaran yang biasa dipakai dalam situasi-situasi yang disajikan dalam buku. Sebagai contoh, jika bab yang sedang dibahas mengangkat topik menyebutkan nama-nama hari, guru bertanya pada siswa bagaimana cara menyebutkan nama-nama hari dalam bahasa Inggris.

2. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Siswa diminta mendengar instruksi guru atau instruksi dari kaset/CD dan merespon dengan mengulang apa yang mereka dengar secara klasikal.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Siswa mengulang secara kelompok/individu.

- ☞ Siswa merespon apa yang didengar dari kaset/CD secara lisan
- ☞ Guru memperhatikan pengucapan bahasa Inggris siswa dan membetulkan jika ada pengucapan yang salah.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru menunjuk siswa secara acak untuk merespon instruksi yang didengar dari kaset/CD secara verbal.
- ☞ Guru memberikan komentar dengan mengucapkan well done, good job, atau very good pada siswa agar mereka termotivasi.

Alat/Sumber Belajar:

1. Buku teks *Let's Make Friends with English*, Bambang Sugeng, jilid 5, Esis
2. Rekaman kaset/CD
3. Buku-buku lain yang relevan
4. *Script* percakapan

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
<ul style="list-style-type: none"> ▪ Merespon dengan mengulang apa yang didengar dari kaset/CD dengan suara lantang 	<ul style="list-style-type: none"> • Unjuk kerja 	<ul style="list-style-type: none"> • <i>Responding</i> 	<p><i>Listen to the dialogues and repeat.</i> (rekaman kaset/CD):</p>

<ul style="list-style-type: none"> ▪ Merespon dengan mengulang apa yang didengar dari kaset/CD dengan pengucapan bahasa Inggris yang benar ▪ Merespon apa yang diengar dari kaset/CD secara lisan 	<ul style="list-style-type: none"> • Tes lisan 	<ul style="list-style-type: none"> • Merespon dengan menjawab secara lisan 	<p><i>How many months are there in a week?</i> <i>Siswa:</i> <i>(mengulang)</i></p> <p><i>Listen and answer orally.</i> <i>(rekaman kaset/CD):</i> <i>Tomorrow is Wednesday.</i> <i>What day was it yesterday?</i> <i>Siswa:</i> <i>Monday</i> <i>(menjawab secara lisan)</i></p>
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FORMAT KRITERIA PENILAIAN

PRODUK (HASIL DISKUSI)

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

PERFORMANSI

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* kadang-kadang Pengetahuan	2
		* tidak Pengetahuan	1
2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
3.	Sikap	* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1

LEMBAR PENILAIAN

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

✍ Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

.....20 ...

**Mengetahui
Kepala Sekolah
Bahasa Inggris**

.....,

Guru Mapel

.....
.....

NIP :

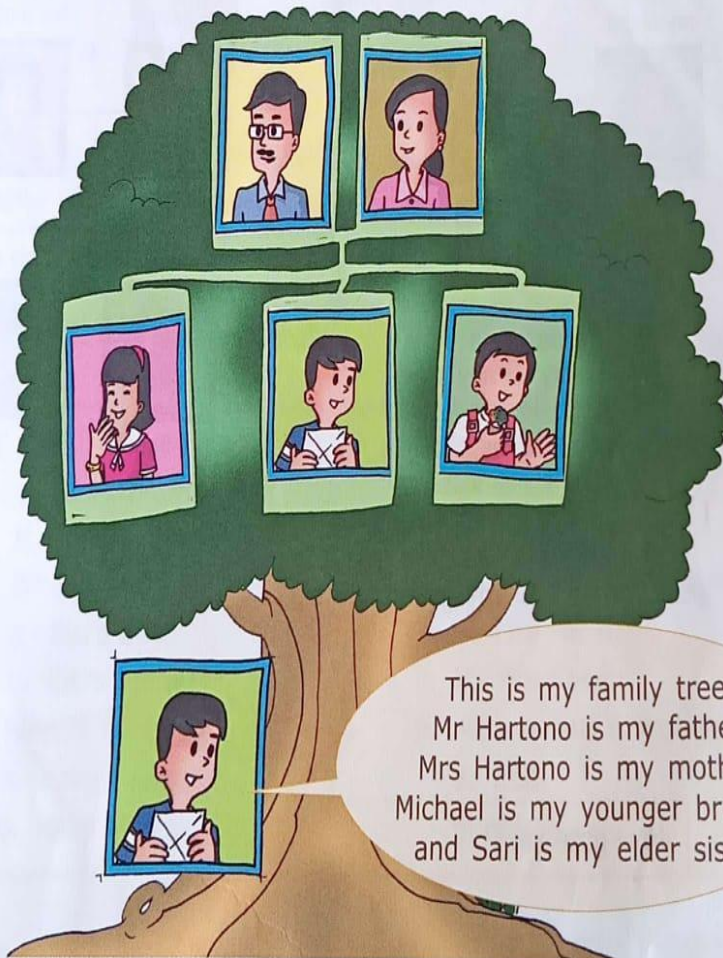
NIP :

6

My Family Tree



Let's listen and repeat.



Teacher's Notes

1. Ask the students to study the family tree.
2. Read what Dany says aloud and ask the students to repeat.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(TREATMENT 2)**

SD	: SDN 113 Seluma
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: V/1
Standar Kompetensi	: 3. Memahami tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah
Kompetensi Dasar	: 3.1 Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana
Alokasi Waktu	: 2 x 35 menit
Tujuan Pembelajaran**	: 1. Siswa dapat melafalkan kata, frasa, dan kalimat dengan baik dan benar 2. Siswa dapat membaca kata, frasa, dan kalimat dengan tekanan dan intonasi yang benar 3. Siswa dapat membaca nyaring dengan baik dan benar
Karakter siswa yang diharapkan :	Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)

- Metode Pembelajaran : 1. Siswa mendengarkan dan merespon hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring: ucapan, tekanan, dan intonasi
2. Siswa mendengarkan contoh membaca nyaring yang dilakukan guru
3. Siswa menirukan membaca nyaring dengan intonasi dan jeda sesuai model
4. Siswa membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar
5. Siswa bersama-sama bermain sambil belajar menggunakan permainan Alphabet Game guna meningkatkan kosakata bahasa Inggris.

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari
- Guru dapat meminta siswa untuk menyebutkan kosakata yang telah dipelajari yang berkaitan dengan topik bacaan.

2. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Guru membaca teks secara lantang dengan pengucapan dan intonasi yang sesuai sementara siswa mendengar.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Guru membaca teks secara lantang untuk kedua kalinya dan kali ini meminta siswa untuk menirukan membaca nyaring dengan intonasi dan jeda sesuai dengan yang guru contohkan.
- ☞ Masing-masing siswa membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar (sementara siswa melakukan kegiatan ini, guru mengitari siswa dan membetulkan apabila terdapat siswa yang melakukan kesalahan dalam membaca).
- ☞ Guru meminta siswa mengeja namanya masing-masing.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:


- ☞ Guru menunjuk siswa secara acak dan meminta siswa menyebutkan waktu dan bagian tubuh dalam bahasa Inggris.
- ☞ Guru meminta siswa untuk berlatih menyebutkan waktu dan bagian tubuh dalam bahasa Inggris sebagai latihan tambahan di rumah.

Alat/Sumber Belajar:

1. Buku teks *Let's Make Friends with English*, Bambang Sugeng, jilid 5, Esis
2. Buku-buku lain yang relevan
3. Alat peraga

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
<ul style="list-style-type: none"> ▪ Melafalkan kata, frasa, dan kalimat dengan baik dan benar ▪ Membaca kata, frasa, dan kalimat dengan tekanan dan intonasi yang benar ▪ Membaca nyaring dengan baik dan benar 	<ul style="list-style-type: none"> ▪ Tes unjuk kerja ▪ Observasi 	<ul style="list-style-type: none"> ▪ Uji petik membaca nyaring ▪ Lembar observasi 	<p><i>Read the time aloud.</i></p> <p><i>It is a quarter past four.</i></p> <p><i>It is half past six.</i></p> <p><i>It is five to ten.</i></p> <p><i>Read all parts of the body loudly and carefully.</i></p> <p><i>Ears</i></p> <p><i>Mouth</i></p> <p><i>Neck</i></p> <p><i>etc.</i></p>

FORMAT KRITERIA PENILAIAN** *PRODUK (HASIL DISKUSI)***

No.	Aspek	Kriteria	Skor
1.	Konsep	<ul style="list-style-type: none"> * semua benar * sebagian besar benar * sebagian kecil benar * semua salah 	<p>4</p> <p>3</p> <p>2</p> <p>1</p>

 *PERFORMANSI*

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	<ul style="list-style-type: none"> * Pengetahuan * kadang-kadang 	<p>4</p> <p>2</p>

2.	Praktek	Pengetahuan	1
		* tidak Pengetahuan	4
		* aktif Praktek	2
3.	Sikap	* kadang-kadang aktif	1
		* tidak aktif	4
		* Sikap	2
		* kadang-kadang Sikap	1
		* tidak Sikap	

 **LEMBAR PENILAIAN**

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

.....20 ...

Mengetahui
Kepala Sekolah
Bahasa Inggris

.....,

Guru Mapel

.....
.....

NIP :

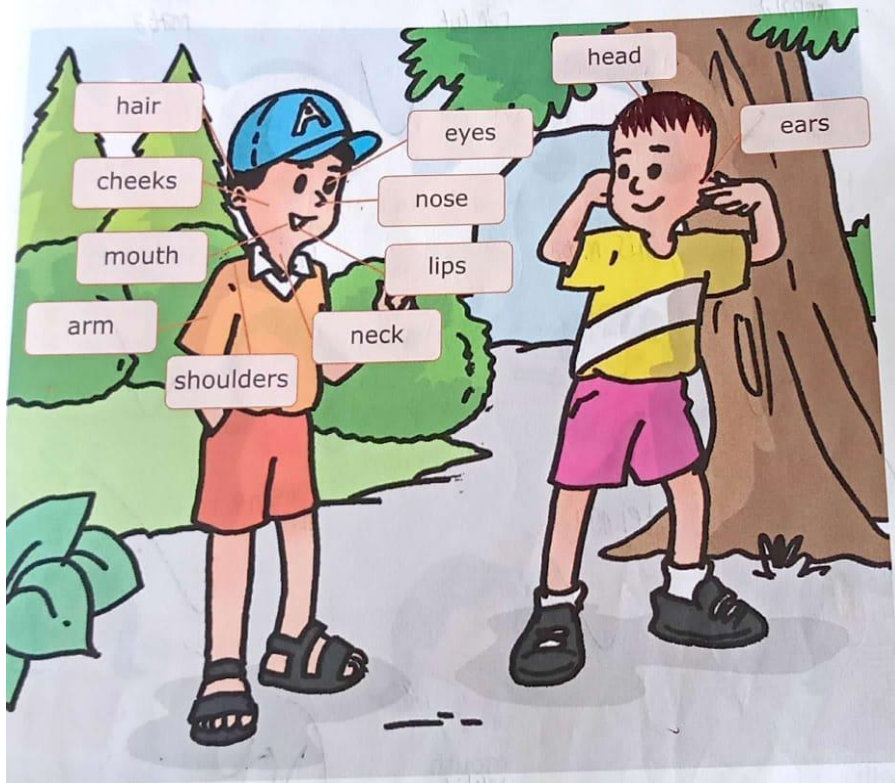
NIP :

5

Parts of the Body



Let's listen and repeat.



Teacher's Notes

1. Ask the students to study the picture first.
2. Read parts of the body aloud and ask the students to repeat.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(TREATMENT 3)**

SD	: SDN 113 Seluma
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: V/1
Standar Kompetensi	: 4. Mengeja dan menyalin kalimat sangat sederhana dalam konteks kelas
Kompetensi Dasar	: 4.2 Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima seperti: ucapan selamat, ucapan terima kasih, dan undangan
Alokasi Waktu	: 4 x 35 menit
Tujuan Pembelajaran**	: Siswa dapat menyalin dan menulis kalimat bahasa Inggris sangat sederhana dengan benar

Karakter siswa yang diharapkan : Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)
Tanggung jawab (*responsibility*)
Berani (*courage*)

- | | |
|---------------------|---|
| Metode Pembelajaran | : 1. Siswa menyalin dan menulis kalimat bahasa Inggris sangat sederhana.
2. Siswa bersama-sama bermain sambil belajar menggunakan permainan Alphabet Game guna meningkatkan kosakata bahasa Inggris. |
|---------------------|---|

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari
- Guru dapat meminta siswa untuk menyebutkan ujaran-ujaran yang biasa dipakai dalam situasi-situasi yang disajikan dalam buku. Sebagai contoh, jika bab yang sedang dibahas mengangkat topik *family*, guru bertanya pada siswa bagaimana cara mereka memperkenalkan keluarga mereka dalam bahasa Inggris.

2. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Siswa dapat Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima seperti: ucapan selamat, ucapan terima kasih, dan undangan

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Guru meminta siswa mengerjakan latihan menyalin dan menulis kalimat bahasa Inggris.
- ☞ Siswa dapat melakukan kegiatan ini secara individual atau berpasangan.
- ☞ Pada saat melakukan kegiatan ini, guru mengitari siswa dan melihat apakah siswa sudah menulis dengan benar.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru membahas hasil pekerjaan siswa bersama-sama.
- ☞ Sebagai latihan tambahan, guru dapat memanggil siswa secara acak dan meminta mereka untuk menceritakan tentang keluarga mereka di depan kelas.


Alat/Sumber Belajar:

1. Buku teks *Let's Make Friends with English*, Bambang Sugeng, jilid 5, Esis
2. Buku-buku lain yang relevan
3. Alat peraga yang berkaitan dengan materi ajar

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Menyalin dan menulis kalimat bahasa Inggris sangat sederhana dengan benar	Tes tulis	Menulis kalimat sangat sederhana	<i>Write your own family.</i> (siswa menulis kalimat-kalimat sederhana tentang keluarga mereka)

FORMAT KRITERIA PENILAIAN

 **PRODUK (HASIL DISKUSI)**

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar * sebagian besar benar * sebagian kecil benar * semua salah	4 3 2 1

 **PERFORMANSI**

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* kadang-kadang Pengetahuan	2
		* tidak Pengetahuan	1
2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
3.	Sikap	* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1

 **LEMBAR PENILAIAN**

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial

.....20 ...
Mengetahui
Kepala Sekolah
Bahasa Inggris

.....,

Guru Mapel

.....
.....
NIP :

NIP :

2

What Day is It Today?

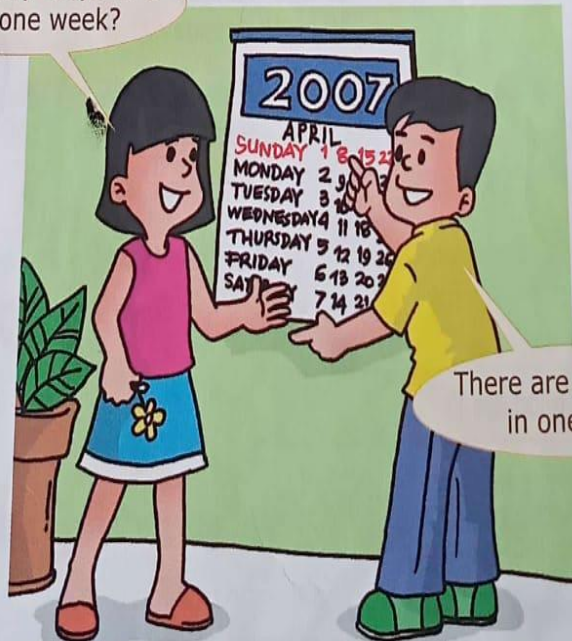


Let's listen and repeat.

THE WEEK

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

How many days are there in one week?



There are seven days in one week.

Teacher's Notes

1. Read the dialogue aloud and ask the students to repeat.
2. Ask the students to learn days of the week.

APPENDIX 31

DOKUMENTATION





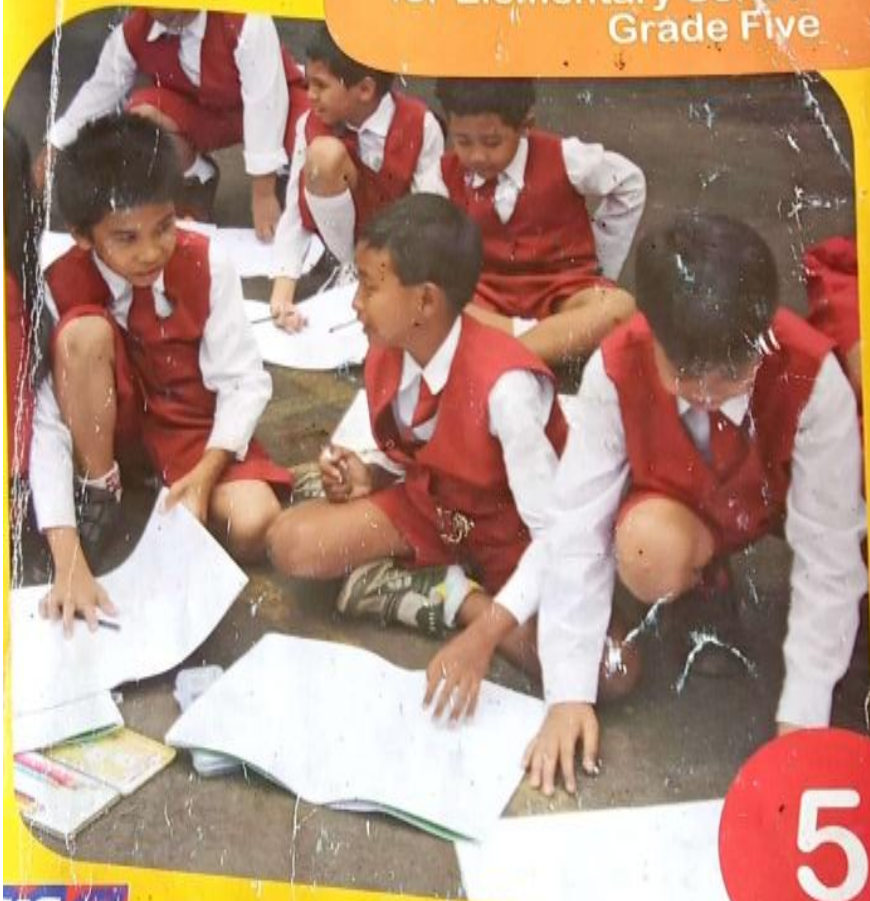


Bambang Sugeng

KTSP
STANDAR IS
2006

Let's Make Friends with English

for Elementary School
Grade Five



5

SIS
Learning

© 2006 Bambang Sugeng, Indragiri



SURAT PENUNJUKAN

Nomor : 1779 /Un.23/F.II/PP.00.9/03/2022

Dalam rangka penyelesaian akhir studi mahasiswa, maka Dekan Fakultas Tarbiyah dan Tadris Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu, dengan ini menunjuk dosen:

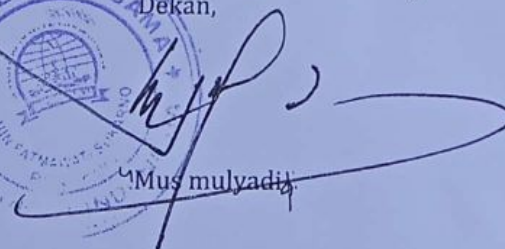
1. Nama : Risnawati, M.Pd
NIP : 197405231999032002
Tugas : Pembimbing I
2. Nama : Andri Saputra, S.Pd, M.Sc
NIP : 199106262019031014
Tugas : Pembimbing II

Bertugas untuk membimbing, menuntun, mengarahkan dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, kegiatan penelitian sampai persiapan ujian munaqasyah bagi mahasiswa yang namanya tertera di bawah ini:

Nama Mahasiswa : Dwi Fatika Sari
NIM : 1811230078
Judul : Teaching Strategies Using Alphabet Games to Improving English Vocabulary to Young Learner (A Case Fifth Grade Students at State Elementary Scholl 113 Seluma in Academic Year 2021/2022)

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu
Pada tanggal : 31 Maret 2022
Dekan,


Mus Mulyadi

Tembusan:

1. Wakil rektor 1
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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Website: www.uinfasbengkulu.ac.id

SURAT PENUNJUKAN

Nomor : *sig* /Un.23/F.IVPP.00.9/11/2022

Dalam rangka penyelesaian akhir studi mahasiswa, maka Dekan Fakultas Tarbiyah dan Tadris Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu, dengan ini menunjuk dosen:

1. Nama : Risnawati, M.Pd
NIP : 197405231999032002
Tugas : Pembimbing I
2. Nama : Anita, M.Hum
NIP : 199008142019032011
Tugas : Pembimbing II

Bertugas untuk membimbing, menuntun, mengarahkan dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, kegiatan penelitian sampai persiapan ujian munaqasyah bagi mahasiswa yang namanya tertera di bawah ini:

Nama Mahasiswa : Dwi Fatika Sari
NIM : 1811230078
Judul : Teaching Strategies Using Alphabet Games to Improving English Vocabulary to Young Learner (A Case Fifth Grade Students at State Elementary School 113 Selama in Academic Year 2021/2022)

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu
Pada tanggal : 14 November 2022
Dekan,



Tembusan:

1. Wakil rektor 1
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Jurusan Tadris Bahasa Inggris UINFAS Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Dwi Fatika Sari

NIM : 1811230078

Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: **The Effect of Alphabet Game on Young Learners' Mastery of Frequently used Vocabulary (A Pre Experimental Research at 5th Grade Student of SDN 113 Seluma in Academic Year 2022/2023)**

Menjadi: **The Effect of Alphabet Game on Young Learners' Mastery of Frequently used Vocabulary (A Quasi Experimental Research at 5th Grade Student of SDN 113 Seluma in Academic Year 2022/2023)**

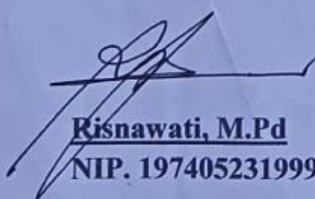
Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.


Bengkulu, September 2022

Disetujui oleh,

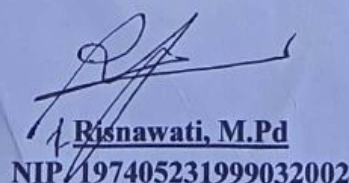
Pembimbing I

Pembimbing II


Risnawati, M.Pd
NIP. 197405231999032002


Andri Saputra, M.Sc
NIP.199106262019031014

Diketahui oleh,
Ketua Jurusan Bahasa


Risnawati, M.Pd
NIP.197405231999032002



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Website: www.uinfasbengkulu.ac.id

Nomor : 4055 /Un.23/F.II/PP.00.9/09/2022

Tempat : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1.Dr.Syamsul Rizal, M.Pd Penyeminar I)

2.Anita,M.Hum (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Jum'at 09 September 2022

Tempat : Ruang Munaqasah Jurusan Tadris Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Dwi Fatika Sari 1811230078	08.00-08.50 WIB	The Effect of Alphabet Game on Yong Learners' Mastery of Frequently Used Vocabulary (A Pre Experimental Research Students at 5 th of SDN 113 Seluma in Academic Year 2022/2023)
2.	Wendy Pramanna Putra 1811230031	08.50-09.40 WIB	Utilizing of Hello English Application Based on Android Smartphone to Increasing The Vocabulary Students of Tenth Grade at Vocational High School 2 Bengkulu City
3.	Siska Prihatini 1811230158	09.40-10.30 WIB	The Effectiveness of The Listen-Read-Discuss (LRD) Strategy in Students' Listening Comprehension

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, September 2022

Dekan,


Agus Mulyadi



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Website: www.uinfasbengkulu.ac.id

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Dwi Fatika Sari, NIM : 1811230078 yang berjudul **"THE EFFECT OF ALPHABET GAME ON YOUNG LEARNERS' MASTERY OF FREQUENTLY USED VOCABULARY (A Quasi Experimental Research at 5th Grade Students of SDN 113 Seluma in Academic Year 2022/2023)"**. Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Jum'at, 09 September 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, September 2022

Penyeminar I

Dr. Syamsul Rizal, M.Pd
NIP . 196901291999031001

Penyeminar II

Anita, M.Hum
NIP. 199008142019032011



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PENGESAHAN PEMBIMBING

Pembimbing I dan pembimbing II menyatakan skripsi yang ditulis oleh:

Nama : Dwi Fatika Sari
NIM : 1811230078
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris
Proposal skripsi yang berjudul : "The Effect of Alphabet Game on Young Learners' Mastery of Frequently used Vocabulary (A Quasi Experimental Research at 5th Grade Students of SDN 113 Seluma in Academic Year 2022/2023)"

ini telah dibimbing diperiksa dan diperbaiki sesuai dengan saran pembimbing I dan pembimbing II. Oleh karena itu, skripsi tersebut sudah memenuhi persyaratan untuk sidang munaqasah.

Pembimbing I

Risoawati, M.Pd

Nip. 197405231999032002

Bengkulu, 2022

Pembimbing II

Anita, M.Hum

Nip. 199008142019032011



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Website: www.uinfatsengkulu.ac.id

Nomor : AA88 / Un.23/F.II/TL.00/10/2022

6 Oktober 2022

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,
Kepala SDN 113 Seluma
Di -
Kabupaten Seluma

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul ***"THE EFFECT OF ALPHABET GAME ON YOUNG LEARNERS' MASTERY OF FREQUENTLY USED VOCABULARY (A Quasi Experimental Research AT 5th Grade Students Of SDN 113 Seluma In The Academic Years 2022/2023)"***.

Nama : Dwi Fatika Sari
NIM : 1811230078
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : SDN 113 Seluma di Kabupaten Seluma
Waktu Penelitian : 07 Oktober s/d 11 November 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,

Mus Mulyadi



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Website: www.uinfasbengkulu.ac.id

Nomor: 2531 /Un.23/F.II/PP.00.9/06/2022

Lamp. : -

Perihal: Ujian Komprehensif

Kepada Yth.

1. Ernawati, M.Pd.I
(kompetensi UIN)

2. Reko Serasi, M.A
(kompetensi jurusan/Prodi)

3. Fatrima Santri Syafri, M.Pd.Mat
(Kompetensi Keguruan)

Assalamu'alaikum Wr. Wb.

Bersama ini kami mohon Bapak/Ibu untuk menjadi Penguji komprehensif Mahasiswa Prodi Tadris Bahasa Inggris, Jurusan Tadris Bahasa, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Senin, 06 Juni 2022

Waktu : 13.30-16.00 WIB

Tempat : Ruang Munaqasah Jurusan Sains dan Sosial Lantai 3 Dekanat

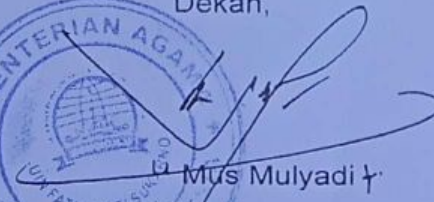
Adapun nama-nama mahasiswa:


NO	NAMA MAHASISWA	NIM
1	Renda Dwita Sari	1811230096
2	Shinta Rosmita	1811230092
3	Dwi Futika Sari	1811230078
4	Siska Prihatini	1811230158
5	Evi cut Mutia	1811230161

Demikianlah, agar dilaksanakan sebagaimana mestinya.

Bengkulu, 2 Juni 2022

Dekan,


Mus Mulyadi





PEMERINTAH KABUPATEN SELUMA
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH DASAR NEGERI No. 113 SELUMA

Alamat : Desa Kungkai Baru Kecamatan Air Periukan Kabupaten Seluma Provinsi Bengkulu



SURAT KETERANGAN
NOMOR : 228 /22.4.8.113/C2022

Yang bertanda tangan dibawah ini :

Nama : Minzikran S.Pd
Nip : 196610101992061001
Nama Sekolah : Sekolah Dasar Negeri 113 Seluma
No. Identitas Sekolah : NPSN 10701443
Alamat Sekolah : Desa Kungkai Baru, Kec. Air Periukan, Kab. Seluma
Jabatan : Kepala Sekolah Sdn 113 Seluma

Menerangkan bahwa :

Nama : Dwi Fatika Sari
Nim : 1811230078
Prodi : Tadris Bahasa Inggris (TBI)
Jabatan : Mahasiswa UIN Fatmawati Sukarno Bengkulu

Yang bersangkutan telah diberi izin untuk melakukan penelitian dengan judul :
“The Effect Of Alphabet Game Of Young Learners’ Mastery Of Frequently Used
Vocabulary Of SDN 113 Seluma In The Academic Years 2022/2023”
Dari tanggal 07 oktober 2022 s/d November 2022.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat di gunakan
sebagai mana mestinya.



Kungkai Baru, 24 November 2022

Kepala sekolah

Minzikran S,Pd

Nip.196610101992061001

20/12/2022

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FATMAWATI SUKARNO BENGKULU

Alamat: Jln. Raden Fatah Kelurahan Pagar Dewa Kota Bengkulu 38211
Telepon: (0736) 50176-51171-53879 Faksimili: (0736) 51171-51172
website: www.uinfasbengkulu.ac.id

Bengkulu, 9 Januari 2023

Nomor : 026 /Un.23/F.II/PP.00.9/01/2023
Lampiran : -
Perihal : Jadwal Munaqasyah Skripsi

Kepada Yth.

Sukarno, M.Pd (Ketua)
Reko Serasi, S.S., M.A (Sekretaris)
Fera Zasrianita, M. Pd
(Penguji 1)
Pebri Prandika Putra, M.Hum
(Penguji 2)

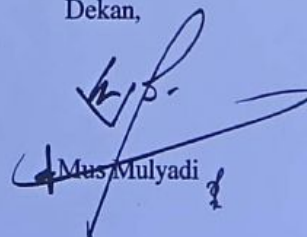
Assalamu'alaikum Warohmatullahi Wabarokatuhu
Dengan ini kami sampaikan jadwal Munaqasyah Skripsi Mahasiswa Prodi Tadris Bahasa Inggris,
Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UIN FAS) Bengkulu pada:

Hari / Tanggal : Kamis, 12 Januari 2023
Tempat : Ruang Munaqosah Jurusan Tadris Lantai 3 Dekanat.

NO	NAMA / NIM	WAKTU (WIB)	JUDUL
1.	Adibu Dzakwan Putra Kerlis (1811230089)	13.00-14.00	Investigating The Problems of EFL Students in A Rural Secondary School in Bengkulu
2.	Diana Angraini (1811230046)	14.00-15.00	The Correlation Between Teachers Profesionalism and Their Infact on Students' Achievement in English Learning (A Correlation Studt at the Madrasah Aliya Pancasila Bengkulu City)
3.	Tenti Nopita Sari (1811230138)	16.00-17.00	The Interplay Among Genre Awareness, Reading Habits, and Students' Reading Comprehension (A Correlation Study at Eleventh Grade of SMAN 3 Kota Bengkulu)
4.	Dwi Fatika Sari (1811230078)	17.00-18.00	The Effect of Alphabet Game on Young Learners' Matery of Frequently Used Vocabulary (A Quasy Experimental Research At 5 th Grade Students' Of SDN 113 Seluma)

Demikian jadwal ini disampaikan, untuk dilaksanakan sebagaimana mestinya.

Dekan,


Mus Mulyadi



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Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Dwi Fatika Sari

Pembimbing II : Andri Saputra, S.Pd, M.Sc

NIM : 1811230078

Judul Skripsi : The Effect of Alphabet Game of Young Learners' Mastery of Frequently Used Vocabulary (A Pre Experimental Research at s/1 Grade Students of SDN 113 Seluma in Academic Year 2022/2023)

Jurusan : Bahasa

Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1	Selasa, 17 April 2022	Penyerahan sk Pembimbing Background of study	Perbaiki sesuai catatan	
2.	Selasa, 19 April 2022	Perbaikan judul, background of study	Perbaiki background sesuai dengan catatan, Cari instrument test vocabulary, Observasi di SD tempat penelitian.	
3.	Selasa, 24 Mei 2022	Research questions	Perbaiki sesuai catatan	
4.	Jumat 27 Mei 2022	Procedure of the Research	Tambahkan procedure of the research	
5.	Rabu, 02 Juni 2022		ACC	

Bengkulu, 02 June 2022

Mengetahui,
Dekan

Pembimbing II



Andri Saputra, S.Pd, M.Sc
NIP.197005142000031004

Andri Saputra, S.Pd, M.Sc
NIP.199106262019031014



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Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Dwi Fatika Sari

Pembimbing I : Risnawati, M.Pd

NIM : 1811230078

Judul Skripsi : The Effect Of Alphabet Game
ON Young Learners' Mastery Of Frequently
Used Vocabulary (Pre Experimental Research at
5th Grade Students Of SDN 113 Seluma In Academic
Year 2022/2023)

Jurusan : Bahasa

Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Tuesday, 12-04-2022	SK Pembimbing + Research Proposal	• Revise the title	
2.	Friday, 24-06-2022	Chapter 1	• Revise as suggested : 1. Theory of : 1. English vocabulary 2. Alphabet Games	
3.	Monday, 25-07-2022	Chapter II	• Revise as suggested : 1. The concept of vocabulary 2. The concept of young learners.	

Bengkulu, 25 July 2022

Mengetahui,
Dekan

Pembimbing I

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Risnawati, M.Pd
NIP. 197405231999032002



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Nama Mahasiswa : Dwi Fatika Sari

Pembimbing I : Risnawati, M.Pd

NIM : 1811230078

Judul Skripsi : The Effect of Alphabet Game On Young Learners' Mastery Of Frequently Used Vocabulary (A Pre Experimental Research at 5th Grade Students Of SDN 113 Seluma in Academic Year 2022/2023)

Jurusan : Bahasa

Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
4.	Thursday, 11-08-2022	Chapter III	Revise as suggested : 1. Research design 2. Method of collecting data 3. Teaching procedure of Alphabet Game	
5.	Wednesday, 24-08-2022	Chapter I, II, III, References, Appendices	Acc... you can register for "Seminar Proposal!"	

Bengkulu, 24 August 2022

Pembimbing I

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Risnawati, M.Pd
NIP. 197405231999032002



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Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Dwi Fatika Sari

Pembimbing 2 : Anita, M.Hum

NIM : 1811230078

Jurusan : Bahasa

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : The Effect Of Alphabet Game On
Young Learners Mastery Of Frequently Used
Vocabulary (A Quasi Experimental Research at 5th
Grade Students Of SDN 03 Seuma In Academic
Year 2022/2023)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Senin, 5 des 2022	- explain the research procedure specifically. - figure 15 not clarified	follow the instructions	
2.	Selasa, 6 des 2022	Ace	Ace	

Bengkulu, 6 Desember 2022

Mengetahui,
Dekan

Pembimbing I



Anita, M.Hum
NP. 199008142019032011



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Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Dwi Fatika Sari

Pembimbing I : Risnawati, M.Pd

NIM : 1811230078

Judul Skripsi : The Effect of Alphabet Game on
Young Learners' Mastery of Frequently Used
Vocabulary (A Quasi Experimental Research at 5th
Grade Students of SDN 113 Seluma in Academic
Year 2022/2023)

Jurusan : Bahasa

Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
6.	Friday, 16-12-2022	• Chapter IV 1. Result 2. Discussion	• Revise as suggested! Improve data presentation & data analysis.	
7.	Monday, 19-12-2022	• Chapter V 1. Conclusion 2. Suggestion	• Revise as suggested!	
8.	Wednesday, 21-12-2022	• Chapter I, II, III, IV, V, Abstract, Reference, Appendices	• Acc... you can register for "Ujian Munasabah!"	

Bengkulu, 21 December 2022.

Pembimbing I

Mengetahui,
Dekan



M. Mulyadi, M.Pd
NIP. 197005142000031004

Risnawati, M.Pd
NIP. 197405231999032002



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Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172

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DAFTAR HADIR UJIAN SEMINAR PROPOSAL

Fakultas Tarbiyah Dan Tadris Program Studi Tadris Bahasa Inggris

Hari/Tanggal : Jum'at, 09 September 2022

NO	Nama Mahasiswa	Judul Skripsi	Pembimbing	Tanda Tangan
1	Dwi Fatika Sari 1811230078	The Effect of Alphabet Game on Yong Learners' Mastery of Frequently Used Vocabulary (A Pre Experimental Research Students at 5 th of SDN 113 Seluma in Academic Year 2022/2023)	1. Risnawati, M.Pd 2. Andri Saputra, M.Sc	

No	Nama Dosen Penyeminar	Tanda Tangan
1	Dr. Syamsul Rizal, M.Pd	
2	Anita, M.Hum	

SARAN PENYEMINAR

1	PENYEMINAR 1: <i>Revisi ns suggested</i>
2	PENYEMINAR 2: <i>1. Theoretical Framework not clarified 2. Grammar & typo 3. References & sources not clarified</i>

AUDIEN

Nama Audien	Tanda Tangan	Nama Audien	Tanda Tangan
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Tembusan:

1. Dosen penyeminar 1 dan 2
2. Pengelola prodi
3. Subbag AAK
4. Pengelola data umum
5. Yang bersangkutan

Bengkulu, 09 September 2022
Dekan FTT,

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004



SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Dwi Fatika Sari
Tempat, Tanggal Lahir : Pasar Ngalam, 17 Januari 2000
Fakultas : Tarbiyah dan Tadris
Pragram Studi : Tadris Bahasa Inggris
NIM : 1811230078

Dengan ini saya menyatakan:

1. Karya tulis/Thesis ini yang berjudul: "The Effect of Alphabet Game on Young Learners' Mastery of Frequently used Vocabulary (A Quasi Experimental Research at 5th Grade Students of SDN 113 Seluma in Academic Year 2022/2023)"
2. Karya tulis ini murni gagasan dan pemikiran sendiri, tanpa bantuan yang tidak sah dari pihak lain, kecuali dari tim pembimbing.
3. Didalam karya tulis/Thesis ini tidak terdapat hasil karya atau pendapat yang telah dipublikasikan orang lain, kecuali dikutip secara tertulis dengan jelas atau dicantumkan acuan didalam naskah saya dengan disebutkan nama pengarangnya dan dicantumkan pada daftar pustaka.
4. Pernyataan ini dibuat dengan sesungguhnya, dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini. Serta sanksi lainnya sesuai norma dan ketentuan hukum yang berlaku.

Bengkulu, 28 Desember 2022



Dwi Fatika Sari
NIM. 1811230078

SURAT PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Dwi Fatika Sari
Nim : 1811230078
Program : Tadris Bahasa Inggris
Judul Skripsi : The Effect of Alphabet Game on Young Learners' Mastery of Frequently used Vocabulary (A Quasi Experimental Research at 5th Grade Students of SDN 113 Seluma in Academic Year 2022/2023)

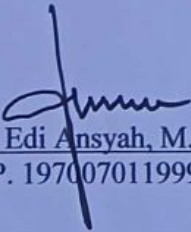
Telah melakukan verifikasi plagiasi melalui program <https://www.turnitin.com> Skripsi ini memiliki indikasi plagiat sebesar 26% dan dinyatakan dapat diterima.

Demikian surat pernyataan ini di buat dengan sebenarbenarnya, dan untuk dipergunakan sebagaimana semestinya, apa bila terdapat kekeliruan dengan verifikasi ini maka akan dilakukan peninjauan ulang kembali.

Bengkulu, 28 Desember 2022

Mengetahui

Ketua Tim Verifikasi,


Dr. Edi Ansyah, M.Pd
NIP. 197007011999031002

Yang menyatakan,



Dwi Fatika Sari
NIM. 1811230078



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
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KARTU HADIR SEMINAR PROPOSAL SKRIPSI

Nama Mahasiswa : Dwi Fatika Sari
 Nomor Induk Mahasiswa : 1811230070
 Prodi : Tadris Bahasa Inggris

NO	Hari/Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Rabu, 08 Juni 2020		Diah Agungningtyus	1811230086	Content Analysis of Micro-Level Coherence made by students in writing Background of thesis in Academic Year 2019-2020	<i>[Signature]</i>
2	Rabu, 08 Juni 2020		Intan Putri Permata Juci	1811230072	An Analysis of Talk-Backed language Teaching (TABT) Technique used by the Teacher to Improve Writing Ability At SMPN 08 Muaromuko in the Academic	<i>[Signature]</i>
3	Rabu, 08 Juni 2020		Azhari Atbar	1811230015	The Use of Word Wall Technique to Improve Student's Writing Ability in Descriptive Text ELIZABETH BRADY OF SMPN 01 Bengkulu Tengah in Academic Year 2019/2020	<i>[Signature]</i>
4	Rabu, 08 Juni 2020		Setar Mayung	1711230033	The Influence of Dialogue Teaching Ability on Speaking Comprehension in English Learning for 10th Grade Student of IPAN by Bengkulu City in The New Normal	<i>[Signature]</i>
5	Rabu, 08 Juni 2020		Rahma Dinda	1811230005	Teacher's Condition on Teacher Student Interaction in English class (Descriptive Qualitative Study on English Teacher At Vocational High School 2 Bengkulu City)	<i>[Signature]</i>
6	Rabu, 08 Juni 2020		Fitiska Cindy Attiyah	1811230030	Comparative Study on Questioning Strategy Utilization vs Novice Teachers in Middle of Kota (Attributive Quantitative Research on Teacher	<i>[Signature]</i>

Bengkulu,
 Ko. Prodi Tadris Bahasa Inggris

Ketua Jurusan Bahasa

[Signature]
 Rispawati, M.Pd
 NIP. 197405231999032002

Feny Martina, M.Pd
 NIP. 198703242015032002

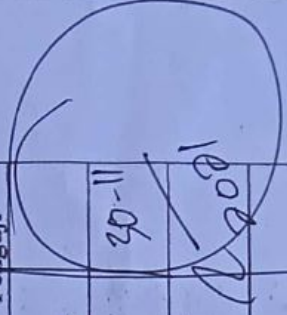


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KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : Dwi Fatika Sari
NOMOR INDUK MAHASISWA : 1811230078
PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Selasa 30/2021 /11	8.00	Ari Andra Rianjansah	1811230083	Investing of Students' Self-Directed Learning in Marketing English Speaking During Covid-19	
2	Selasa 30/2021 /11		Siti Murtada	1711230080	Investigating SLA of Foreign Language Students in Al-Iman Modern Islamic Boarding School Viewed from Pseudok Learning Environment	
3	Selasa 30/2021 /11		M. Firdaus Saputra	1611230020	An Analysis of Classroom Interaction in EFL Class by Using Flac Technique at MTS Al-Mubarak Kota Bengkulu	
4	Selasa 30/2021 /11		Mediansyah	1611230088	The challenges of online learning during Covid-19 pandemic: perception analysis of teacher students	
5	Selasa 30/2021 /11		Anggura Marcelena	1611230091	The analysis of derivational affixes used in the background of the students in state institute of Islamic (IAIN) Bengkulu 2021/2021	
6						