THE EFFECTIVENESS OF HEAVEN HELL GAME IN AMENDING STUDENTS' VOCABULARY

THESIS

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC

UNIVERSITY MALANG

2024

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THESIS

Submitted to the Faculty of Tarbiyah and Teacher Training in Partial Fulfillment of The Requirement of the Degree of English Language Teaching (S.Pd) in English Education Department

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May, 2024

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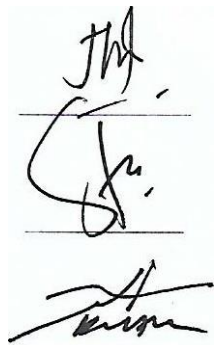
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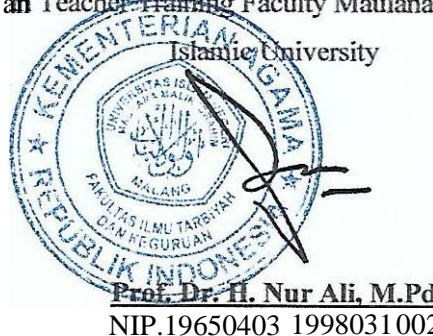Dr. Alam Aji Putera, M.Pd (Main Examiner)
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MOTTO

لَا يُكَلِّفُ اللّٰهُ نَفْسًا اِلَّا وُسْعَهَاۗ

"Allah tidak membebani seseorang, kecuali menurut kesanggupannya…"

(Q.S Al-Baqarah : Verse 286)

THESIS DEDICATION

I would like to express my heartfelt gratitude and dedication to my cherished family, including my father, Ngateri, my beloved mother, Nurhalimah, as well as all my relatives who have been a source of support, encouragement, motivation, and prayers throughout my academic journey. Additionally, I extend my dedication to Mrs. Septia Dwi Jayanti M.Pd , my thesis supervisor, who always provided invaluable assistance and guidance in helping me complete this thesis. Lastly, I extend my dedication to all my friends, whose unwavering support, motivation, prayers, and collaborative efforts have been instrumental in the preparation and completion of this thesis.

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All praise be to Allah SWT, the Lord of all creation, who has bestowed His mercy, grace, and guidance in completing this thesis. Blessings and peace be upon our esteemed Prophet Muhammad SAW, the messenger of Allah who serves as a role model for all mankind.

With heartfelt gratitude, I would like to express my utmost appreciation to all those who have assisted and supported me throughout the journey of writing this thesis. With all humility, the researcher extends thanks to :

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In conclusion, I realize that this thesis is far from perfect. Therefore, I eagerly await any constructive criticism and suggestions for improvement in the future. May this thesis be beneficial for the advancement of knowledge and the benefit of humanity. May Allah SWT always grant us His guidance and enlightenment.

Malang, April 26, 2024
Mahasiswa,

Puput Rima Handayani
NIM. 19180014

LATIN ARABIC TRANSLITERATION GUIDE

The Arabic-Latin transliteration in this thesis adheres to guidelines derived from a collective decision made by the Minister of Religion and the Minister of Education and Culture of the Republic of Indonesia, as stipulated in Regulations Number 158 of 1987 and Number 0543b/U/1987. These guidelines can be outlined as follows:

A. Words

ا	= **a**	ز	= **z**	ق	= **q**
ب	= **b**	س	= **s**	ك	= **k**
ت	= **t**	ش	= **sy**	ل	= **l**
ث	= **ts**	ص	= **sh**	م	= **m**
ج	= **j**	ض	= **dl**	ن	= **n**
ح	= **ḥ**	ط	= **th**	و	= **w**
خ	= **Kh**	ظ	= **zh**	ه	= **h**
د	= **d**	ع	= **'**	ء	= **'**
ذ	= **dz**	غ	= **gh**	ي	= **y**
ر	= **r**	ف	= **f**		

B. Long Vocal

Long Vocal (a)	=**â**
Long Vocal (i)	= **î**
Long Vocal (u)	=**û**

C. Dipthong Vocal

أَو	= **aw**
أَي	= **ay**
أُو	=**ǔ**
إِي	= **î**

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Handayani, Puput Rima. 2024. *The Effectiveness of Heaven Hell game in Amending Student's Vocabulary*. Thesis, Department of English Education. Faculty of Tarbiyah and Teaching Training. State Islamic University Maulana Malik Ibrahim Malang.
Advisor: Septia Dwi Jayanti, M.Pd

Key word: Heaven Hell game, Vocabulary Mastery, Junior High School

Vocabulary is one of the most essential components when it comes to mastering English. In Indonesia, mastering English vocabulary has become a complex challenge because English is foreign language. As a result, students face various difficulties in acquiring vocabulary. For examples, students feel that English is difficult, there is no need to learn it, and students feel bored quickly if the teacher only explains the material in the book. Teachers must create more interactive and motivating learning experiences for students by using various activities, such as incorporating Heaven Hell game in the classroom. This study aims at finding out how effective the use of Heaven Hell game is in amending the vocabulary mastery of seventh grade students. This study used Quasi-experimental research with the subject 30 students of class 7A as the experimental class and 30 students of class 7B as a control class. The researcher use 8 meetings using Heaven Hell game and at the 9th meeting a post test was carried out. The result showed that there was a significant difference between experimental class post-test and control class post-test. This is showed by the result of independent sample test produced a p-value or significance level (2-tailed) of 0.002. This result led to the rejection of the null hypothesis and acceptance of the alternative hypothesis, as the p-value (0.002) was lower than the significance level $\alpha = 0.05$ (5%). This showed a statistically significant difference between the post-test results of the experimental and control groups. In other words, the influence of the Heaven Hell game on students' vocabulary has a significant impact.

ABSTRAK

Handayani, Puput Rima. 2024. *Efektivitas Permainan Heaven Hell dalam Meningkatkan Penguasaan Kosakata Siswa*. Skripsi, Jurusan Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.
Pembimbing: Septia Dwi Jayanti, M.Pd

Kata Kunci: Permainan *Heaven Hell*, Penguasaan Kosakata, Sekolah Menengah Pertama.

Kosakata adalah salah satu komponen paling penting dalam menguasai bahasa Inggris. Di Indonesia, menguasai kosakata bahasa Inggris telah menjadi tantangan kompleks karena bahasa Inggris adalah bahasa asing. Akibatnya, siswa menghadapi berbagai kesulitan dalam memperoleh kosakata. Sebagai contoh, siswa merasa bahwa bahasa Inggris sulit, tidak perlu untuk mempelajarinya, dan siswa cepat merasa bosan jika guru hanya menjelaskan materi di buku. Guru harus menciptakan pengalaman belajar yang lebih interaktif dan memotivasi bagi siswa dengan menggunakan berbagai kegiatan, seperti memasukkan permainan *Heaven Hell* dalam kelas. Penelitian ini bertujuan untuk mengetahui seberapa efektif penggunaan permainan *Heaven Hell* dalam meningkatkan penguasaan kosakata siswa kelas tujuh. Penelitian ini menggunakan penelitian kuantitatif quasi-eksperimental dengan subjek 30 siswa dari kelas 7A sebagai kelas eksperimen dan 30 siswa dari kelas 7B sebagai kelas kontrol. Peneliti menggunakan 8 pertemuan dengan menggunakan permainan *Heaven Hell* dan pada pertemuan ke-9 dilakukan post test. Hasil menunjukkan bahwa terdapat perbedaan signifikan antara post-test kelas eksperimen dan kelas kontrol. Hal ini terbukti dari hasil uji sampel independen yang menghasilkan nilai p atau tingkat signifikansi (2-tailed) sebesar 0,002. Hasil ini mengakibatkan penolakan hipotesis nol dan penerimaan hipotesis alternatif, karena nilai p (0,002) lebih rendah dari tingkat signifikansi $\alpha = 0,05$ (5%). Ini menunjukkan adanya perbedaan yang signifikan secara statistik antara hasil post-test dari kelompok eksperimen dan kontrol. Dengan kata lain, pengaruh permainan Heaven Hell terhadap kosakata siswa memiliki dampak yang signifikan.

المستخلص

هنداياني، بوبوت ريما ٢٠٢٤. استخدام لعبة الجنة والنار في تحسين مفردات الطلاب. رسالة بكالوريوس، قسم تعليم اللغة الإنجليزية، كلية التربية والتدريب. جامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانغ. المشرفة: سبتيا دوي جايانتي، ماجستير التربية

الكلمات الرئيسية: لعبة الجنة والنار، إتقان المفردات، المدرسة الإعدادية

المفردات هي واحدة من أهم المكونات عندما يتعلق الأمر بإتقان اللغة الإنجليزية. في إندونيسيا، أصبح إتقان المفردات الإنجليزية تحديًا معقدًا لأن الإنجليزية هي لغة أجنبية. نتيجة لذلك، يواجه الطلاب صعوبات متنوعة في اكتساب المفردات. على سبيل المثال، يشعر الطلاب بأن اللغة الإنجليزية صعبة، ولا حاجة لتعلمها، ويشعرون بالملل بسرعة إذا كان المعلم يشرح المادة فقط في الكتاب. يجب على المعلمين خلق تجارب تعلم أكثر تفاعلًا وتحفيزًا للطلاب من خلال استخدام أنشطة متنوعة، مثل إدخال لعبة "هيفن هيل" في الفصل. تهدف هذه الدراسة إلى معرفة مدى فعالية استخدام لعبة "هيفن هيل" في تحسين اتقان مفردات طلاب الصف السابع. استخدمت هذه الدراسة البحث شبه التجريبي الكمي كصف ضابط. استخدم الباحث B كصف تجريبي و 30 طالبًا من الصف 7 A مع موضوع 30 طالبًا من الصف 7 اجتماعات باستخدام لعبة "هيفن هيل" وفي الاجتماع التاسع أُجري اختبار بعد. أظهرت النتائج وجود فرق ملحوظ 8 p بين اختبار ما بعد الاختبار في فئة التجريب وفئة التحكم. أظهرت هذه النتيجة من اختبار العينة المستقلة توليد قيمة أو مستوى الدلالة (ثنائي الاتجاه) بمقدار 0.002. أدى هذا النتيجة إلى رفض الفرضية الصفرية وقبول الفرضية البديلة هذا يظهر وجود فرق يعتبر إحصائيًا. (5%) 0.05 = α أقل من مستوى الدلالة (0.002) p حيث كانت قيمة معنويًا بين نتائج الاختبار بعد الاختبار للمجموعات التجريبية والتحكم. بعبارة أخرى، يحمل تأثير لعبة "هيفن هيل" على مفردات الطلاب تأثيرًا ملموسًا.

CHAPTER 1

INTRODUCTION

In this chapter, the researcher would like to explain the background of the study, research question, research objective, scope and limitations of the study, significance of the study, and definition of key terms.

1.1 Background of the Study

English is an internationally significant language that is crucial to learn. With English, we can communicate with a wide range of people domestically and internationally. English also has a profound impact on our education because numerous knowledge-based books and research materials are in English. Therefore, without a grasp of the English language, individuals may find it challenging to communicate with others, potentially contributing to the educational underdevelopment of a country.

The role of English in the field of education is very important. To attain proficiency in the English language, one must possess four fundamental language skills: speaking, listening, reading, and writing. In addition, there are various language components that should be mastered, such as pronunciation, grammar, and vocabulary. Vocabulary is one of the most essential components when it comes to mastering English. Therefore, if English is utilized as a means of communication by students, they do not only have a solid grasp of grammar but also an extensive vocabulary. As stated by Thornburry (2002) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This can be interpreted as

vocabulary being the most crucial component to master when students communicate using a foreign language, particularly English. This aligns with the teachings of Allah in a passage from Surah Al-Baqarah (2:197) which states;

…….. وَتَزَوَّدُواْ فَإِنَّ خَيْرَ ٱلزَّادِ ٱلتَّقْوَىٰ ۚ وَٱتَّقُونِ يَٰٓأُوْلِى ٱلْأَلْبَٰبِ

Meaning: "And take a provision (With you) for the journey, but the best of provisions is right conduct. So fear Me, o ye that are wise." This verse is related to the importance of preparation. Vocabulary is a crucial preparation in the effort to enhance one's English language skills. The verse underscores the significance of readiness (preparation) when embarking on a journey. In this context, the 'journey' can be interpreted as the journey towards improving one's English language. Effective preparation in learning English involves expanding one's vocabulary.

It is highly recommended for students to develop and comprehend vocabulary according to their school level. Vocabulary also plays a key role in language instruction. As emphasized by Richards and Renandya (2002), they argue that vocabulary is a core element in language proficiency, providing a significant foundation for students' speaking, listening, reading, and writing abilities. A deficiency in vocabulary has a significant impact on language skill acquisition, confirming the central role of vocabulary in the language learning process. Unlike other skills such as reading, speaking, and writing, teaching vocabulary allows greater flexibility. Therefore, teachers need to be more creative in integrating vocabulary instruction with other language skills.

Students must master vocabulary to effectively convey their thoughts and express their ideas. Vocabulary learning is still considered challenging. Many

students struggle with vocabulary acquisition, often dedicating a significant amount of time to improving their vocabulary. However, they persistently express that memorizing words is difficult, and they feel there is no way to prevent forgetting them (Li & Marko, 2018).

In Indonesia, mastering English vocabulary has become a complex challenge because English is foreign language. As a result, students face various difficulties in acquiring vocabulary. There are several obstacles in the process of learning English vocabulary. As identified in various studies, these difficulties stem from several factors. Furthermore, Sahrin and Hasan (2019) found that these challenges stem from various factors, including: first, the teaching approach employed by educators, which can make some students less active and reluctant to participate in the learning process. Second, students' engagement and motivation in the learning process decrease due to a lack of resources and materials. Third, students with limited vocabulary tend to use the same words repeatedly in their speech. Regarding these issues, students often struggle to learn without a strong understanding of diverse vocabulary and innovative vocabulary learning methods. Therefore, it is crucial for anyone involved in English language teaching, especially teachers, to find effective approaches to make learning new vocabulary enjoyable, so that students can find English classes enjoyable and be engaged in various activities both inside and outside the classroom.

Based on researcher observations at one of the junior high schools in Malang, there were several problems that caused students to have difficulty in mastering vocabulary. First, their motivation to learn English is low, students

feel English is difficult and there is no need to learn it. Student motivation to learn is what is really needed. If students feel that English is not important, they will be lazy about studying and in the end English will not develop in the school area. Second, students feel bored quickly if the teacher only explains the material in the book. The importance of varied learning methods so that students' interest in English increases. Third, studying pronunciation, pronunciation which is very different from Indonesian makes students lazy about studying English.

As previously explained, vocabulary is one of the most crucial components in learning English. Without a rich vocabulary repertoire, English can be challenging to master. Therefore, English language instruction should be more diverse. Teachers must create more interactive and motivating learning experiences for students by using various activities, such as incorporating games in the classroom. Games are activities that make students feel comfortable. According to Gozcu and Caganaga (2016) English as a Foreign Language (EFL) class, there are many benefits provided by games to help language learning. One of the benefits of using games is that students' feelings of anxiety or fear regarding English lessons will be reduced. So, students are drawn to learning English because of the enjoyable nature of games, which encourages them to play, explore, and interact with their surroundings.

The games are also very motivating and entertaining. If a student feels embarrassed in class, he can be more confident in class because he feels comfortable. Consequently, games can inspire the entire class to collaborate. Thus, games are a quite effective tool in supporting the learning process and

student development. One innovative approach that can be used to enhance vocabulary mastery is through the use of educational games. In this context, the Heaven Hell Game emerges as a potential method to address challenges in vocabulary learning, particularly in improving students' vocabulary retention. This game is actually an adaptation of a game commonly used by several English language institutions in Kampung Inggris, Pare. True to its name, Heaven Hell, this game falls into the category of word recall games, where if a player incorrectly states a word, they are sent to "hell" and given a punishment. Conversely, those who correctly state the word will be safe.

This research aims to evaluate the effectiveness of the Heaven Hell Game in enhancing students' vocabulary mastery. Vocabulary mastery in this study will be measured based on Schmitt's theory (2000), which includes two main aspects: the breadth and depth of vocabulary knowledge. The breadth of vocabulary knowledge refers to the number of words known by the students, while the depth of vocabulary knowledge involves a deeper understanding of word meanings and the use of words in various contexts. Thus, this study not only focuses on how many words students can remember but also on how well they understand and can effectively use those words.

Several studies have already been related to the use of games for developing and honing English vocabulary in the classroom. The first relevant study was carried out by Susanti (2017) entitled "The Effect of Using Word Clap Game on the Vocabulary Mastery of The Fifth Grade Students at SD Negeri 1 Banjar Jawa in Academic Years of 2017/2018". This research used a true-experimental designs. She found that the use of the Word Clap Game

significantly improved students' vocabulary mastery compared to conventional teaching methods. Second research conducted by Karmila et al (2020) entitled "Word Clap Game to Enhance Students' Vocabulary Mastery". This research used a pre-experimental design. It shows that there is an increase in students' vocabulary mastery. This is shown by the average post-test score (79.52) being greater than the pre-test (43.83).

Another research was conducted by Yuliawati and Satik (2022) entitled "Improving English Vocabulary Through Playing Game of Heaven Hell for Children". This research used a qualitative research that is classroom action research (CAR). They found that Heaven Hell game can improve students' vocabulary skills. It can be seen from the mean score of post-test II (81,25) is higher than the mean score of post-test I (75,93). They also said that this game is recommended for teaching English to children. Based on previous research, it can be concluded that the use of clapping word games to improve student's vocabulary in the classroom is highly effective.

There are differences between the previous research and the current research. The previous researches used classroom action research, true-experimental, and pre-experimental design but in the current research, the researcher used a quasi-experimental design using a post-test to collect the data. Furthermore, previous research that utilized the 'heaven hell' game was conducted in kindergarten, and there had never been research using heaven hell game in learning vocabulary which is researched in junior high school students.

The researcher derived Heaven Hell game from the games commonly played by English students in the English Village, Pare. It is essential to

investigate the effectiveness of this game because if the research concludes that the Heaven Hell game can significantly enhance vocabulary. It may be recommended for all English teachers to use in their classrooms. Furthermore, this game can serve as an additional teaching method that teachers can incorporate into their classes. Thus, based on the background information provided above, the researcher is interested in conducting a study entitled "The Effectiveness of the Heaven Hell Game in Amending Students' Vocabulary."

1.2 Research Question

Based on the background above, the research question is formulated as follows:

"Is using Heaven Hell game effective in amending students' English vocabulary?"

1.3 Research Objective

In line with the formulation of the research question, the aim of this research is to know the effect of using the Heaven Hell game on students' vocabulary mastery in junior high school.

1.4 Scope and Limitations of Study

It is important to identify the limitations of the study to prevent misunderstandings and clarify the situation. There are various kinds of games that can be played both indoors and outdoors. However, Junior high school in Dau, Malang in which the research was conducted the students were not allowed

to bring cell phones to school for any reason. School policies that prohibit students from carrying cell phones indirectly support this research, because they require the use of learning methods that do not depend on technology. Besides this game is not digital-based it is easy to practice. Furthermore, this research will specifically focus on seventh-grade students Junior High School in Dau, Malang.

The researcher took two classes, namely class VIIA and VIIB. Students in class VIIA totaling 30 students, while students in class VIIB totaling 30 students. The researcher chose that because it is in the first year of junior high school that vocabulary should be emphasized as it forms the foundation for their future English language learning. Additionally, the researcher has discussed with English teachers, confirming that this game is indeed suitable for the seventh-grade class.

1.5 Significance of the Study

There are several significant outcomes that can be achieved from this research if the research objectives are met and can be beneficial to the readers, particularly teachers, students, and other researchers. For students, it will help them feel more comfortable in learning English because they will realize that learning a language is not difficult as they might have thought. Increased interest will assist them in mastering English. For teachers, this research can serve as a method for motivating students to learn English. It can also be considered a valuable alternative game that allows students to enjoy learning English vocabulary. For other researchers, this study can be used as a reference for those interested in conducting research on games for vocabulary instruction.

1.6 Definition of Key Terms

The terms used in this research need to be explained to avoid misinterpretation. Here are some of the definitions:

1.6.1 Vocabulary Mastery

Vocabulary mastery is an integral part that language learners need to acquire in order to understand the meanings of the words about rooms in the house and things in the rooms to be taught to seventh-grade students.

1.6.2 The Heaven Hell game

Heaven Hell game is a form of learning for various foreign languages, not just English to improve students' memory in remembering vocabulary by using hand clapping and accompanying by a predetermined rhythm.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher intends to elucidate the definitions and theories relevant to the study and the research variables. Various types of additional theories are required to support this research, and furthermore, some previous studies will be elaborated upon in this section.

2.1 Vocabulary

In this point, the researcher would explain about the definition of vocabulary, the importance of vocabulary and kinds of vocabulary.

2.1.1 The Nature of Vocabulary

Vocabulary serves as the fundamental basis for someone learning a foreign language. According to Linse (2005) vocabulary is a collection of words that each individual knows. In other words, vocabulary is the collection of terms that students are familiar with and use in normal speech. Gove (1996) describes vocabulary as a list of words and phrases typically arranged alphabetically, defined, utilized by a language group or individual within a specific context, and as a compilation of words and phrases found in foreign language textbooks that are studied or employed. The conclusion, vocabulary includes the use of words and phrases in a language context and also includes the material taught or used in learning a foreign language.

According to Hornby (2000), vocabulary refers to a collection of words that a person knows or uses, all the words in a language, the words

used when talking about a particular topic, and a list of words and their meanings, especially in foreign language learning materials. From the definitions, researcher conclude that vocabulary is a number of words or phrases that are used and understood by everyone to communicate.

2.1.2 The Importance of Vocabulary

As previously explanation, vocabulary is the key to communication. Without a wide range of vocabulary, we cannot communicate effectively and express our thoughts. The enhancement of vocabulary is often associated with the improvement of critical thinking and creativity. If an individual possesses an extensive vocabulary, it can assist them in formulating their ideas effectively. Thornbury (2002) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. without vocabulary we cannot convey what we want to convey. In Susanto's research (2017), vocabulary is highly crucial in the process of learning language and in the development of communication competencies. As vocabulary stands as a significantly vital component in comprehending the English language and as a means of communication, we cannot effectively communicate or convey our ideas, whether orally or in writing, without possessing adequate vocabulary.

Students should have a broad vocabulary to express their ideas and improve their communication skills. Yokubjonova (2020) stated that without vocabulary development, achieving success in language

learning becomes a challenge. Therefore, vocabulary mastery is an important lesson in mastering a language.

2.1.3 Vocabulary Mastery

Mastery of vocabulary is a crucial component in learning English as a foreign language. Schmitt (2000) states that vocabulary encompasses all the words a person knows and can use appropriately in context. This includes both breadth (the number of words known) and depth (a deep understanding of those words). It is not merely about knowing the words but also being able to use them effectively in communication, reading, and writing within the appropriate context. According to Graves (2006), vocabulary consists of all the words a person knows, both spoken and written, and the ability to comprehend and use those words in different contexts. In vocabulary learning, learners must know and understand the meaning of the words and be able to use them in communication, reading, or writing.

From the explanation above, it can be concluded that vocabulary mastery is not only about knowing the meaning of the words but also understanding their form and how to use them. This foundational knowledge must be acquired by students before they can fully master the English language.

2.1.5 Vocabulary Learning Strategies

To master vocabulary there are several indicators and strategies that can be done, Cameron (2001) states that there are four indicators in

vocabulary mastery; pronunciation, spelling, grammar, and meaning. Pronunciation is the ability to pronounce words correctly. Spelling is the ability to spell words accurately, which is crucial for reading and writing skills. Understanding how words function in sentences includes knowledge of the grammatical rules that govern their use. This encompasses an understanding of how words change form and how they are used within sentence structures. Lastly, meaning involves comprehending the meanings of words in various contexts, including denotative meanings (basic meanings) and connotative meanings (emotional or cultural associations linked to the words). Teaching synonyms and antonyms also deepens students' understanding of word meanings in different contexts.

For vocabulary learning strategies, the researcher uses Schmitt's theory (2000), which identifies several strategies that can be employed to master vocabulary in language learning. These strategies are categorized based on the cognitive processes involved in learning and remembering new words. They are classified into five categories: discovery strategies, social, memory, cognitive, and metacognitive strategies. Below are the definitions of each strategy.

The first category is Discovery Strategies. These are techniques used to find the meaning of new words, such as using a dictionary or guessing from context. Next are Memory Strategies. These are methods for memorizing new words through association or mnemonics. Memory strategies include learning activities such as connecting the word to

previous personal experiences, associating the word with its coordinates, visualizing the word's form, grouping words to be learned together, studying the spelling of words, pronouncing new words out loud while learning, and using physical actions while studying words.

Cognitive Strategies are types of strategies that do not involve the learner in the mental process; instead, they are considered mechanical means. These include verbal repetition, written repetition, word lists, sticking English labels on physical objects, and keeping a vocabulary notebook. Metacognitive Strategies involve planning, monitoring, and evaluating vocabulary use. Metacognitive strategies include using English-language media (songs, movies, news, etc.), creating spaces for word practice, self-testing with word quizzes, and continually studying new words over time.

Lastly, Social Strategies involve learning new words through interaction with others, such as discussions or role-playing. Learners are allowed to engage in interactions with peers, and this strategy helps them learn from each other, such as observing classmates and asking the teacher about the meaning and semantics of words.

2.2 Heaven Hell Game

At this point, the researcher will explain the definition of the Heaven Hell game, the disadvantages and advantages of the Heaven Hell game, and how to play the Heaven Hell game.

2.2.1 The Nature of Heaven Hell Game

The 'Heaven-Hell' game is a vocabulary recall game that is easy to apply, where students are engaged in remembering vocabulary. This game involves hand clapping and follows a pre-set rhythm. Students are prompted to recollect vocabulary taught in previous classes and take turns naming them. The vocabulary itself becomes their 'names'; besides remembering the vocabulary they've adopted as their 'names', students also need to remember the vocabulary used by their peers.

During play, if a student incorrectly names a vocabulary word, they lose and face certain penalties. Although the game provides the freedom to decide the punishment for the loser, the research aims to emphasize student memory retention. Molloy and Norris (2007) in their book suggest that most students need to repeat and write new vocabulary rigorously until they can master it. Based on this explanation, researcher applied several punishments that encouraged students to go deeper into mastering vocabulary, one of which is by asking students to name and state the meaning of the five vocabulary words taught previously. Apart from the teacher making the punishment, the students also negotiate what punishment will be used, such as sprinkling powder on the losing player's face or asking the losing player to sing in front of the class.

This game is designed to facilitate students in remembering vocabulary they have learned. The activity of recalling vocabulary,

which students find difficult and annoying, can transform into an enjoyable activity when packaged within an entertaining game.

2.2.2 Disadvantages and Advantages of Using Heaven Hell Game

There are several advantages in this game, including:

a. This game can stimulate students' sense of challenge, making them think that they must be able to face these challenges. It can also make it easier for students to remember vocabulary because they do it with enjoyment.

b. Due to the game rules, if they cannot mention the vocabulary in the game, they will receive a punishment, which requires them to state five other vocabularies. This pushes students to remember the vocabulary.

In addition to the advantages, this game also has some disadvantages, including:

a. Because the number of students in the class varies, students must remember vocabulary according to the number of their classmates in the class. This makes it difficult for students because of the numerous vocabularies that need to be remembered.

b. Although the game involves predetermined hand movements and rhythms, the variety in activities may be limited. This could lead some students to feel bored or less engaged over an extended period of time.

2.2.3 How to Play Heaven Hell Game

a. First Step

Students are asked to choose one vocabulary word to be their 'name.' The chosen word must align with previously learned vocabulary.

b. Second Step

After selecting a vocabulary word as their 'name,' students are asked to state their chosen vocabulary words one by one. Additionally, they're asked to recall their classmates' vocabulary words.

c. Third Step

Subsequently, the teacher instructs the students to form a circle.

d. Fourth Step

Students are instructed to raise their hands to chest level and clap simultaneously while saying the phrase 'Heaven Hell.' The right hand represents 'heaven,' and the left hand represents 'hell.' When 'Heaven Hell' is spoken, the game commences.

e. Fifth Step

After saying 'Heaven Hell,' the first person must state their own name using their right hand and mention one of their classmates' names using their left hand. Remember, their name is taken from the chosen vocabulary word, not their actual name. This sequence continues. However, students cannot repeat the same classmate's name. If repeated, they will face a punishment, and students who fail to mention their classmates' names will also be considered as having lost.

2.3 Teaching Vocabulary by Using Heaven Hell Game

In learning a language, vocabulary is a crucial aspect. Teaching vocabulary becomes essential in the learning process. When learning a language, we require words to interpret something, and communication also necessitates words. It's nearly impossible to communicate without using words. Therefore, teachers

must be adept at effectively teaching vocabulary. Susanto (2017) identified issues during the teaching process where educators face challenges in instructing effectively to achieve satisfactory outcomes. One approach is through the use of games. Students will feel bored if the teacher explains only with books. By incorporating games, students become more engaged in learning, as games are enjoyable for them. Teachers should encourage students to actively construct language for themselves (Bakhsah, 2016). Thats the benefit and importance of games in vocabulary learning.

Teachers require effective methods to implement them into teaching. The Heaven Hell game, as we all know, is a simple game easily applicable in learning, yet using it in the classroom still requires strategy. In this research, the researcher will employ the Heaven Hell game to teach vocabulary through a game-based learning strategy. Game-based learning involves instructional activities where teachers design teaching strategies using games. Game-based learning is an instructional method that integrates games for educational purposes (Zhang, 2018). This significantly aids students in learning enjoyably and more confidently as games evoke a sense of joy and comfort.

According to Hardianto and Irwan (Hardianto & K, n.d.), there are six steps in the game-based learning method: Teachers select games that correspond to the topics to be presented. The teacher provides an initial explanation/concept related to the game being played. Students agree on the rules presented by the teacher. Students play the game using predetermined devices. Students summarize the knowledge gained from the game. Students reflect on the learning outcomes. By adopting this theory, the author has modified the process

to apply the Heaven Hell game in the teaching process. Here are the steps for implementing the Heaven Hell game in the teaching process using the game-based learning method.

First, after the researcher explains the material , they ask the students to form a circle and then explain the game rules. The researcher then asks students to choose vocabulary words as their names. Each student is then asked to explain the vocabulary they have chosen. The researcher begins playing the Heaven Hell game. During the game, students are asked to remember the vocabulary used by themselves and their peers. After the game, students are asked to form groups, each consisting of 5 members, and then write down the vocabulary used by their peers and describe it. Each group is asked to create a text using their vocabulary notes. The researcher asks students to present their texts, and others are asked to listen to the presentations and write down any information they gather. After all groups have finished presenting, the teacher conducts a small quiz to assess their understanding of their peers' presentations.

To implement game-based vocabulary learning, the researcher also adopts Schmitt's (2000) theory of vocabulary mastery strategies and relates it to the use of the Heaven Hell game in English vocabulary learning as follows: fisrt, discovery strategies, when students choose vocabulary as their 'names,' they use discovery strategies to understand and remember the meanings of new words. Second, social strategies, this game involves social interaction where students must mention their classmates' vocabulary. It encourages students to learn through communication and cooperation. Than, memory strategies, associating

vocabulary with classmates and repeatedly using vocabulary names helps memorize the words through mnemonics and association.

Next, cognitive strategies, the process of repeatedly mentioning vocabulary and associating words with physical actions (such as clapping) helps reinforce the processing and retention of words in long-term memory. Metacognitive Strategies, students plan how they will remember the words, monitor their progress in the game, and evaluate the effectiveness of their strategies in recalling the vocabulary used.

2.4 Previous Related Research

There are several previous studies related to this research. The first study relevant to this research was conducted by Putu Tressya Susanti (2017) entitled *' The Effect of Using Word Clap Game on The Vocabulary Mastery of The Fifth Grade Students at SD Negeri 1 Banjar Jawa in Academic Years of 2017/2018'.* The objective of this research was to examine whether the utilization of the Word Clap Game had a substantial impact on the vocabulary proficiency of fifth-grade students at SD Negeri 1 Banjar Jawa. The study followed a true experimental design employing a Post-test Only Control Group Design. The population comprised fifth-grade students, selected through Cluster Random Sampling. Thirty students from Grade 5A constituted the experimental group, while another thirty students from Grade 5B formed the control group. The post test score results from the two classes have significant differences. The experimental class score was better than the control class. These outcomes led to the conclusion that the utilization of the Word Clap Game significantly

enhanced students' vocabulary mastery in contrast to conventional teaching methods.

The similarity between this research and the current research is that they both use word-clapping games to increase students' vocabulary. However, this research was conducted at the elementary school level, whereas the current research was conducted at the junior high school level. The method used in this research is also different from the current research. The current research uses quasi-experimental, while this research uses true-experimental, in which sample selection is carried out randomly.

Secondly, was conducted by Evi Karmila et al. (2020) entitled *'Word Clap Game to Enhance Students' Vocabulary Mastery'*. The primary objective of this reseaerch is to assess the enhancement in students' vocabulary proficiency through the implementation of the word clap game in the fourth grade of SDN 173 Tiroang, Kabupaten Pinrang. The study focuses on the 4th class consisting of 25 students. The research design employed is pre-experimental, utilizing a pre-test and post-test design along with a questionnaire to gauge students' responses. The main aim is to determine whether the use of the word clap game contributes to vocabulary improvement. The analysis reveals that the mean score of students' post-test (79.52) is significantly higher than their pre-test score (43.83), indicating a notable enhancement in vocabulary mastery following the intervention. Additionally, the questionnaire results, assessed using a Likert scale, support the findings, with all students responding positively and the majority expressing high levels of interest in learning English through the word clap game.

Similar to previous research, this study shares similarities with the current study in that it employs the word clap game as a tool to enhance students' vocabulary. However, in this study, the researcher adopts a pre-experimental design and the sample consists of fourth-grade elementary school students. This is notably different from the current study, which utilizes a quasi-experimental design. Additionally, the population used in this study differs in terms of both level and class. The current study focuses on seventh-grade junior high school students, whose level of English comprehension is expected to be broader as they are at an advanced stage compared to elementary school students.

Thirdly, was conducted by Fitrah Yuliawati & Satik (2022) entitled *'Improving English Vocabulary Through Playing the Game of Heaven Hell for Children.'* The objective of this research was to examine the effectiveness of the Heaven Hell game in enhancing vocabulary among kindergarten children. This research used a qualitative approach by designing, implementing, and evaluating collaborative and participatory actions aimed at improving the classroom process through treatment. The use of the Heaven Hell game in this study showed its effectiveness in boosting students' vocabulary. This was evident in the results of pre-tests and post-tests, where students' scores were higher in the post-test compared to the pre-test.

There are some similarities with the current study. The researcher would examine the effectiveness of using the Heaven Hell game in enhancing students' vocabulary. Both researchers utilize the Heaven Hell game, but there are differences. The difference lies in the method of play; in previous studies,

researchers used simple punishments such as sprinkling powder on the losers, whereas in this study researchers changed the rules of punishment. There are 2 punishments that will be given to the loser, the first is a punishment from the teacher which is related to vocabulary mastery, such as students being asked to name 5 English vocabulary words and their meanings or write sentences using the vocabulary they have learned. the second punishment is in accordance with the student's agreement. Apart from that, the research methods, populations and vocabulary used are also different. This study uses a quantitative method employing a test instrument, namely in the form of a post-test.

2.5 Research Hypothesis

Derived from the research as mentioned earlier questions and relevant theories, the hypotheses of this study are as follows:

- o Null Hypothesis (Ho): The Heaven Hell game does not significantly impact the vocabulary mastery of seventh-grade students at Junior High School in Dau, Malang
- o Alternative Hypothesis (Ha): The Heaven Hell game significantly impacts the vocabulary mastery of seventh-grade students at Junior High School in Dau, Malang.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses research methodology, encompassing details regarding the research setting and duration, the method of research, the population and sample, the research tools, the approach to collecting data, the method employed for data analysis, and a comprehensive overview of the statistical hypotheses.

3.1 Research Design

This study employs quantitative research, which involves data that can be measured numerically. It adopts a quasi-experimental research design. Sugiyono (2014) defines experimental research as a method used to investigate whether specific treatments have an impact on other elements under controlled conditions. There are two forms of quasi-experimental designs, namely the time series design and the non-equivalent control group design (Sugiyono, 2014). The design employed in this study is the non-equivalent control group design, which is similar to the pretest-posttest control group design, but the experimental and control groups cannot be selected randomly. However, in this study, the researcher only used the post-test as an instrument because the researcher want to compare the result of experimental group and the control group.

This research aims at ascertaining whether the 'Heaven Hell' game significantly influences the enhancement of students' vocabulary. This study will involve two groups: an experimental group and a control group. The

experimental group will be subjected to the treatment using the 'Heaven Hell' game, while the control group will not receive any treatment.

3.2 Time and Setting of The Research

This research was conducted at one of the Junior High Schools located in Dau, Malang. It was carried out during December 2023 – January 2024. There were 9 meetings held by researcher to see the effect of a treatment on a factor being tested. The researcher conducted observations and also obtained permission to conduct the research from the school authorities in November 2023. Then, the students were given treatment from December to January, and finally, the students were administered a post-test at the end of the sessions in January. Researcher chose this school because students are not allowed to bring cellphones or other electronic devices. The school policy that prohibits students from carrying cell phones indirectly supports this research, because it requires the use of learning methods that do not depend on technology. Researcher chose game-based learning as a tool for delivering English language material.. The researcher chosen for Game-based learning as a tool for imparting English language materials.

3.3 Research Variable

Research Variables are attributes, characteristics, or values of individuals , objects, or activities that exhibit certain variations and are designated by the researcher for study and subsequent conclusions (Sugiyono, 2014). There are two terms in variables: the independent variable (X) and the dependent variable (Y). The independent variable is the one that influences the

dependent variable. Conversely, the dependent variable is the one influenced by the independent variable.

This research explores the relationship between two variables, namely the use of the 'Heaven and Hell' game as the independent variable (X) and students' mastery of understanding as the dependent variable (Y). In this context, the 'Heaven and Hell' game is considered an independent variable because it has the potential to influence or have an impact on increasing students' mastery of understanding, which is the dependent variable in this research. Variable X" and variable Y are related or have a unidirectional relationship. The use of Heaven Hell aims to amend or enhance students' skill abilities. So, variable X, which is the use of the Heaven Hell game, is expected to have a positive impact or influence on variable Y, namely students' vocabulary abilities.

3.4 Research Population and Sample

According to Sugiyono (2014), a population is a generalized area consisting of objects or subjects with specific qualities and characteristics that researchers apply to study and draw conclusions. The population in this study comprises all seventh-grade students at Junior High School in Dau, Malang, divided into three classes: VII A with 30 students, VII B with 30 students, and VII C with 32 students.

Sugiyono (2014) argues that a sample is a part of the quantity and characteristics or traits possessed by that population. In sampling, there are several methods for determination. According to Sugiyono (2014), sampling techniques are grouped into two categories: Probability Sampling and

Nonprobability Sampling. This research utilizes Nonprobability Sampling, where the sampling technique does not offer equal opportunities for every element or member of the population to be chosen as a sample. For the sampling method, it employs Purposive Sampling.

Based on the explanation above, the sample selected for this study consists of 30 male students from class VII A as the experimental group and 30 female students from class VII B as the control group. The researcher takes this sample because the characteristics of students are not much different from receiving the same treatment from teachers. Researcher also saw that the results of their mid-semester assessments (PTS) were not much different.

3.5 Data Source

Data collection is a crucial and strategic step in obtaining information in research (Sugiyono, 2014). In this research titled 'The Use of Heaven Hell Game in Amending Students' Vocabulary,' The data collection technique used is post-test.

3.5.1 Primary Data

Primary data, often also called primary sources, is data obtained directly by researchers. In this research, primary data was obtained from the results filled in by students as respondents. The research method involves test data obtained from post-tests of students in both the experimental group and the control group.

3.5.2 Data Sources Secondary

Secondary data refers to additional information indirectly related to primary data. These secondary data sources can be obtained from various outlets such as books, journals, personal documents, and official records. In this study, the researcher utilizes secondary data sources from books, journals, and several articles.

3.6 Research Instrument

The instrument used in this study is a vocabulary test, namely a post-test. The test comprises 25 questions to be completed within a 60-minute time frame. The researcher used multiple choice type for students' test with indicators that were chosen by researcher. Each question carries a score of 4, resulting in a total score of 100 for the entire test.

3.7 Validity and Reliability Testing

In the research process, testing plays a crucial role in data collection. The quality of the testing tool significantly impacts the accuracy of the gathered data. The conclusion of the research can be influenced by this, determining whether the research results can be universally applied or not. Therefore, the researcher conducts validity and reliability tests on the testing instrument used to ensure the reliability and validity of the collected data.

3.7.1 Validity

Conducting a validity test is crucial to ensure that the given test accurately assesses students' abilities. Validity here refers to the ability of

a measuring instrument or test to precisely measure what should be measured. In other words, a test is said to be valid when it accurately measures the aspect intended to be tested (Arikunto, 2010). In this research, a validity test is performed on the test given to the research subjects to ensure its accuracy. The researcher uses the Pearson Product Moment method and SPSS.23 software to assess the reliability of this testing tool. This validity test depends on aspects similar to other statistical tests.:

$$R_{xy} : \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{[N\Sigma x^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}$$

Description :

R$_{XY}$ = Correlation coefficient between variables X and Y

N = Number of Respondents

$\sum \boldsymbol{X}$ = Total score of the items

$\sum \boldsymbol{Y}$ = Sum of the total scores

$\sum \boldsymbol{X_2}$ = Sum of the squared scores of the items

$\sum \boldsymbol{Y_2}$ = Sum of the total scores for the squares of the items

From the formula above, the correlation coefficient obtained is the result of dividing the sum of the deviations by multiplying the root of the sum of the squares of the deviations for each variable. If value of r count $\geq$ r table in sig. 0,05 with db: n-2 then the item is valid.

3.7.2 Reliability

A test is considered reliable when its reliability is associated with stability and consistency, where a test is deemed reliable if it produces relatively stable and consistent learning measurements. According to Hamalik (2001), 'the reliability of the evaluation tool indicates consistent results. The instrument is tested on the same subjects repeatedly, yet the results remain consistent. The term 'reliability' refers to the measure used to assess the trustworthiness of measurement results. The testing of reliability utilizes the Cronbach's Alpha formula, and the calculation results will be assessed based on the standards set by the Cronbach's Alpha formula.

a. Scale Reliability

A scale or questionnaire's reliability could be assessed using the following Cronbach's Alpha formula:

$$R_{tt} = \left[\frac{k}{k-1}\right]\left[1 - \frac{\Sigma s_1{}^2}{\Sigma s_t{}^2}\right]$$

Description :

Rtt   = Instrument reliability coefficient (total test)

k   = Number of valid questions

$\sum s_1{}^2$ = Number of item variants

$s_t{}^2$ = Variant of the total score

From the formula above, the researcher multiplied the results of the number of valid question calculations by the total variance calculation of the scores. If value of r count > r table 5 %, then the item is accepted

b. Test Reliability

To ascertain the test's reliability, the KR-20 formula is utilized. As this test is dichotomous, meaning correct answers are scored as 1, while incorrect answers are scored as 0. The KR-20 formula is as follows:

$$R_{tt} = \left[\frac{k}{k-1}\right]\left[\frac{v_t - \Sigma pq}{v_t}\right]$$

Description :

R$_{tt}$ = Test reliability

K   = Number of valid items

V$_t$ = Varian total

p   = Proportion of subject who answered the questions correctly

q   = Proportion of subject who answered the questions incorrectly

From the formula above, the researcher multiplied the number of calculated valid items divided by the number of valid items minus 1 by the total calculated variance minus the number of PQ divided by the total variance. If value of r count > r table 5%, then the item is accepted

3.8 Data Collection Technique

In collecting the data, the researcher will carry out treatment and also post-test. The researcher took class VII A as the experimental class and class VII B as the control class because based on their mid-semester assessments (PTS)

scores, their PTS score results are not much different. The treatment used involved the use of the 'Heaven and Hell' game and was carried out in the experimental class only. The researcher held 9 meetings and at the last meeting a post-test was carried out. After the post-test is carried out, it will be known whether there are differences after the learning has been carried out.

The post-test was conducted after the learning material had been applied to measure the extent of the students' comprehension of the material. The results of the post-test evaluation were influenced by the treatment process carried out earlier. The aim of this post-test was to assess how well students understand the learning material. The post-test are based on indicators in theory teaching previously learned vocabulary. The instrument created uses vocabulary indicators by Cameron (2001) there are four indicators in vocabulary mastery; pronunciation, spelling, grammar, and meaning. Specification the instrument can be found in the Appendix. In assessing objective tests, the correct answer is counted as one point using the formula:

$$S = R \times 4$$

Description :

S   = Score

R   = Total of the correct answer

The final result will be obtained **if the score is multiplied by four**.

By conducting an evaluation comparing the results of classes VII A and VII B after being given treatment, the researcher found out whether there were

differences in students' understanding after using the 'Heaven and Hell' game in Junior High School Dau Malang.

3.9 Data Analysis

The data analysis involves a series of steps aimed at organizing data sequences and structuring them into patterns, categories, and fundamental descriptive units. The data under analysis was derived from respondents. This study employed quantitative data obtained from post-test scores of students, subsequently analyzed using Microsoft Excel and SPSS.23. The information gleaned from this study encompasses evidence that either supports or refutes the research hypothesis. Statistical methods were employed in this research to identify significant differences in scores related to the effectiveness and utilization of game-based learning, such as the Heaven Hell game for enriching vocabulary. The findings were utilized to enhance vocabulary comprehension among Junior High School students.

3.9.1 Normality Test

The normality test is employed to assess whether the collected data follows a normal distribution or not. This test is used to determine whether the post-test data from the experimental and control classes have a normal distribution, conducted using SPSS.23. The data distribution may be considered normal if the normality result is greater than 0.05 in such a case, it is likely that the data distribution is normal. However, if the result is less than 0.05, the data distribution is deemed to deviate from a normal pattern.

3.9.2 Homogeneity Test

After the normality test indicates that the data is normally distributed, a homogeneity test is required. This test aims to determine whether the data is equivalent or homogeneous. The level Statistic Test with $\alpha = 0.05$ is used in this study to obtain this data, which is similar to being homogeneous or having the same variances.

a. Hypothesis :

H_0 : Gain score data group comes from a population that has homogeneous variations

H_1 : Gain score data group comes from a population that has non-homogeneous variations .

b. Significance Level   : $\alpha = 0.05$

c. Statistical Test   : Using SPSS.23

d. Decision criteria   : H_0 is rejected if Sig. $\leq \alpha$ 0.05

3.9.3 Hypothesis Test

A hypothesis test is a component of inferential statistics with the objective of drawing conclusions about a population based on data obtained from sample hypotheses. Hypotheses serve as provisional solutions to scientific problems and require validation through research. Statistical hypotheses pertain to assumptions about conditions within a population, and their verification through statistical testing can lead to acceptance or rejection. In this study, normality testing, homogeneity

testing, and hypothesis testing were conducted using Excel. Hypothesis testing was performed using the t-test: Two-Sample Assuming Equal.

The criteria are as follows:

a. H_0 t $\leq$ 0.05, the null hypothesis is rejected, and the alternative hypothesis is accepted.

b. H_1 t $>$ 0.05, the null hypothesis is accepted, and the alternative hypothesis is rejected.

c. Significance Level: $\alpha = 0.05$

d. Test Statistics :

Using the *t-Test: Two-Sample Assuming Equal in SPSS 23.*

e. Decision Criteria:

H_0 is rejected if Sig. $\leq \alpha$ 0.05.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The research result comparing the experimental and control classes will be discussed in this chapter. The researcher presents the findings together with the analysis. The data that was processed with SPSS and Excel are presented.

4.1. Finding

In this segment, the researcher elaborates on the outcomes acquired throughout the study, encompassing the analysis of data collected following a post-test conducted in both the experimental and control classes.

4.1.1 Data Analysis of Post-Test

The post-test was conducted on January 15th, 2024. The post-test was conducted on the same day at the end of the session before the distribution of rewards. This post-test was carried out after the researcher administered the treatment for 9 sessions, using the Heaven Hell game for the experimental class and conventional learning for the control class. During the post-test session, students were given 25 multiple-choice questions with a time limit of 60 minutes. The questions provided were aligned with the indicators and materials they had learned, focusing on pronunciation and spelling, 'there is' and 'there are', and simple present tense. The following are the data results from the post-test for the experimental and control classes:

Table 4 1 Score of Experimental Class' Post-test

NO	INITIAL NAME	POST-TEST SCORE
1	AFR	76
2	AHMRF	80
3	ADA	84
4	AHQN	100
5	ANAP	76
6	AAAFS	72
7	AJH	88
8	AAW	96
9	DNOZ	100
10	DAI	80
11	DRM	92
12	DH	80
13	DW	64
14	DAZ	76
15	FBF	96
16	FNF	88
17	HYP	72
18	MASA	76
19	MRAG	84
20	MRA	88
21	MRDF	80
22	MRA	76
23	MSAFR	96
24	RMNA	100
25	RA	96
26	RHW	96
27	RDF	92
28	SRW	68
29	VR	88
30	ZPDW	72
	∑	2532
	average	84.40

From the result above, it can be seen from the score results of class 7A students as the experimental class, showing that the student's lowest post-test score is 64 and the highest score is 100. By obtaining this value, the average obtained is 84.40. The distribution of student posttest scores can be seen as follows histogram graph :

Diagram 4.1 Post-test Experimental Class
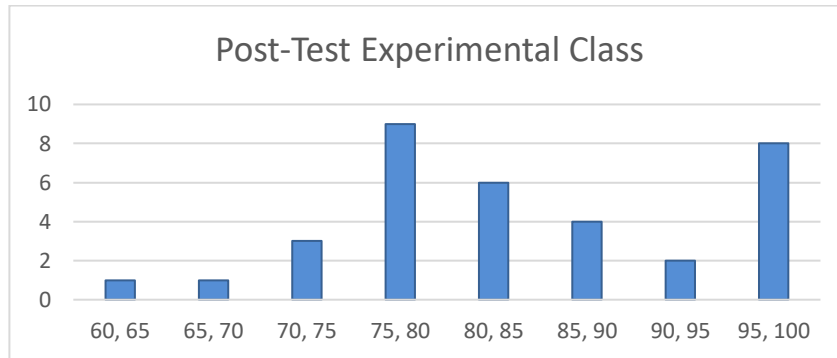
Based on the histogram graph above Based on the histogram graph above, there are 5 students within the 60-75 range, and 25 students within the 75-100 range. It can be observed that there are 5 students whose scores fall below the Minimum Mastery Criteria (KKM), and 25 students whose scores are above the KKM. The decided KKM value is 75. From the students' results, it can be concluded that 25 students are effective, while 5 of them are not effective.

Table 4 2 Score of Control Class' Post-test

NO	INITIAL NAME	POST-TEST SCORE
1	AFYP	80
2	AAM	76
3	AZRP	68
4	AA	84
5	CNERS	68
6	CJM	72
7	DFP	76
8	FFR	88
9	FWYR	84
10	FYT	76
11	HFN	76
12	JQS	68
13	KNPR	64
14	KENF	68
15	KIR	64
16	MAM	60
17	MB	92
18	MADN	80

19	MNA	76
20	NIN	72
21	NAB	80
22	RACY	80
23	SM	80
24	SRA	72
25	SJ	92
26	SAA	84
27	SAS	76
28	TK	68
29	VAB	80
30	FLW	88
	Σ	
	AVERAGE	76.4

From the results of the post-test for the control class in the table above, it can be seen that the average score of the control class students is 76.4. The smallest score obtained by a student is 60, while the highest score is 92. The distribution of student post-test scores can be visualized in the following histogram graph:

Diagram 4.2 Post-test Control Class
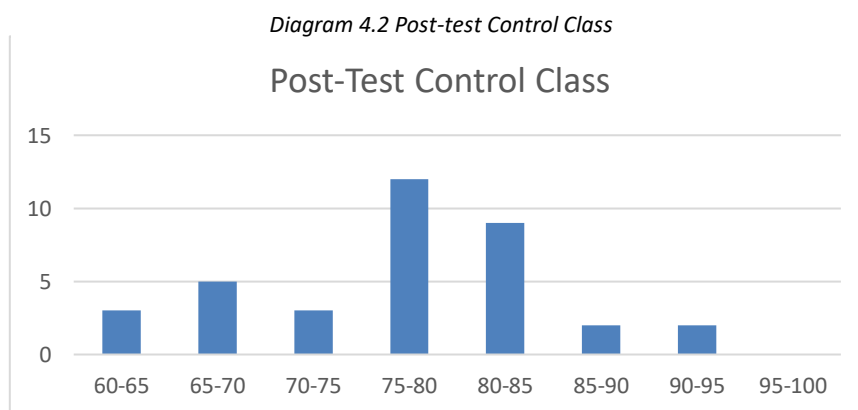
Based on the histogram graph above, it shows the post-test results of students from the lowest to the highest. There are 11 students in the score range of 60-75 and 19 students in the range of 75-100. It can be concluded that there are 11 students who did not achieve scores meeting the Minimum Mastery

Criteria (KKM), where the KKM value is 75, and there are 19 students who did achieve scores meeting the KKM.

From the results of the post-tests of both classes, it can be seen that the lowest number of students who scored below the KKM is in the experimental class, which is 5 students, while in the control class, there are 11 students whose scores are below the KKM. Below is the descriptive statistical data from the experimental class and the control class:

Table 4 3Descriptive Statistic of Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test Eksperimen	30	64	100	84.40	10.417
Post-Test Control	30	60	92	76.40	8.295
Valid N (listwise)	30				

The table 4.3 above explains that the minimum score of the experimental class post-test is 64, with a maximum score of 100 and a mean score of 84.40, with a standard deviation of 10.417. This indicates that the standard deviation value of the experimental class is smaller than its mean, thus it can be concluded that the experimental class post-test data is of good quality. Then, the control class, the minimum score is 60, with a maximum score of 92 and a mean score of 76.40, with a standard deviation of 8.295. This indicates that the standard deviation value of the control class is lower than its mean, suggesting that the data quality of the control class post-test is good.

4.1.2 Result of Validity Testing

The validation of the items was conducted through assessments of construct and content validity with input from lecturers and teachers. The researcher administered 50 questions to grade seventh students who were not part of either the experimental or control groups. Therefore the researcher conducted a validity test on class 7C, totaling 32 students. This assessment was carried out during a single session lasting 90 minutes. The item validity test took place on December 1st, 2023

In this test, the researcher used Microsoft Excel as a tool to test the validity of the instrument in the form of multiple choices using the Corel formula in Microsoft Excel to get the calculated r count for each question, the following are the calculation results :

Picture 4.1 Validity Testing

No respond	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
2	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	0	1	1
3	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0
4	0	1	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	0	1	0	0	0	0
5	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0
6	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1
7	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	0	1
8	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0
9	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	0
10	1	1	1	1	0	0	1	1	1	0	0	0	1	1	1	1	1	1	1	0	0	0	0	1	0
11	0	1	0	0	1	0	0	1	1	0	1	1	1	0	0	1	1	1	0	0	1	0	0	0	0
12	1	0	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	0	1	1	0	1	0	1	0
13	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
14	1	0	1	1	0	1	1	1	1	0	1	0	0	1	0	0	0	0	1	1	0	0	1	1	1
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
16	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
17	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
18	0	0	0	0	0	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1
19	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1
20	1	0	1	0	0	1	1	0	0	1	0	1	1	1	0	0	0	1	1	1	1	1	1	1	0
21	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
22	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
23	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
24	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
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1
26	0	0	0	1	0	0	0	1	1	1	1	0	1	0	1	1	0	0	1	1	0	1	0	0	1
27	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
28	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1
29	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1
30	1	0	1	1	0	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1
31	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
32	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
correct answer	21	21	27	27	23	25	25	30	31	22	29	28	30	28	22	28	28	24	28	25	23	25	19	26	22
r hitung	0.3502	0.4032	0.3858	0.3512	0.4263	0.4480	0.3973	0.3772	0.2865	0.3600	0.4122	0.5141	0.3945	0.3617	0.4234	0.4125	0.4125	0.3975	0.4379	0.4379	0.4283	0.4684	0.4135	0.4544	0.4958
r tabel	0.3434	0.3434	0.3434	0.3434	0.3434	0.3434	0.3434	0.3434	0.3434	0.3434	0.3434	0.3434	0.3434	0.3434	0.3434	0.3434	0.3434	0.3434	0.3434	0.3434	0.3434	0.3434	0.3434	0.3434	0.3434
Status	V	V	V	V	V	V	V	V	TV	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V

iswa	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
	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	0	0	1	0	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	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	0	1	1	0	0	1	1	0	0	0	1	1	1	1	1	1
	0	1	0	0	0	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0
	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	1	0	0	0
	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	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
	0	0	1	1	0	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1
	1	0	1	1	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1
	1	0	0	1	0	1	0	0	0	0	1	1	1	0	1	1	1	1	1	0	1	0	0	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	0	0	1	1	1	1	0	0	0	1	1	0	1	0	1	0	1	1	0	1	0	0	1
	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
	1	1	0	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	0	0	0	1	0	0	1	1	1	1	1	1	0	0	0	1	0	1	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
	0	0	0	1	0	1	0	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	0	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	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	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	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1
	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	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
	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
	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
	27	25	26	25	28	26	29	27	23	24	30	29	28	28	29	25	27	26	29	27	27	28	23	25	30
	0.3974	0.4368	0.4114	0.4887	0.4379	0.4114	0.4122	0.3743	0.3910	0.3975	0.4633	0.3978	0.3744	0.2856	0.4554	0.3668	0.1546	0.4753	0.4122	0.3974	0.4668	0.2383	0.3816	0.3465	0.2384
	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494
	V	V	V	V	V	V	V	V	V	V	V	V	V	TV	V	V	TV	V	V	V	V	TV	V	TV	TV

From the validity results above, it can be seen that the researcher has carried out validity tests on data from questions number 1 to number 50 using Microsoft Excel as a calculation tool. In this test, each question must have a calculated r count ≥ from the r table. The r table obtained is 0.3494, so each question must have a calculated r count of more than 0.3494. From the calculation results, there were 6 invalid questions, namely numbers 9, 39, 42, 47, 49 and 50. Questions that have been declared valid when tested using Microsoft Excel has 44 questions, the questions that are considered valid are question number 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40, 41, 43, 44, 45, 46, and 48.

4.1.3 Result of Reliability Testing

A test is considered reliable if the test consistently produces stable and consistent learning measurements. Reliability assessments usually follow validation tests carried out on each question item. Reliability testing ensures consistent measurements of the same entity, resulting in consistent data. In this

study, researchers conducted a reliability test on questions that had been previously assessed using Microsoft Excel, which produced the following results :

Picture 4.2 Reliability Testing

Reability		
n	50	
n-1	43	
p	0.65625 0.6563 0.8438 0.8438 0.7188 0.7813 0.7813 0.9375 0.9688 0.6875 0.9063 0.875 0.9375 0.875 0.6875 0.875 0.875 0.75 0.875 0.7813 0.7188 0.7813 0.5938 0.8125	
q	0.34375 0.3438 0.1563 0.1563 0.2813 0.2188 0.2188 0.0625 0.0313 0.3125 0.0938 0.125 0.0625 0.125 0.3125 0.125 0.125 0.25 0.125 0.2188 0.2813 0.2188 0.4063 0.1875	
pq	0.22559 0.2256 0.1318 0.1318 0.2021 0.1709 0.1709 0.0586 0.0303 0.2148 0.085 0.1094 0.0586 0.1094 0.2148 0.1094 0.1094 0.1875 0.1094 0.1709 0.2021 0.1709 0.2412 0.1523	
Varians	0.2329 0.2329 0.1361 0.1361 0.2087 0.1764 0.1764 0.0605 0.0313 0.2218 0.0877 0.1129 0.0605 0.1129 0.2218 0.1129 0.1129 0.1935 0.1129 0.1764 0.2087 0.1764 0.249 0.1573	
J.varians	7.3226	
KR20	0.8939	
QUESTION REABILITY	VERY STRONG	

0.6875 0.8438 0.7813 0.8125 0.7813 0.875 0.8125 0.9063 0.8438 0.7188 0.75 0.9375 0.9063 0.875 0.875 0.9063 0.7813 0.8438 0.8125 0.9063 0.8438 0.8438 0.875 0.7188 0.7813 0.9375
0.3125 0.1563 0.2188 0.1875 0.2188 0.125 0.1875 0.0938 0.1563 0.2813 0.25 0.0625 0.0938 0.125 0.125 0.0938 0.2188 0.1563 0.1875 0.0938 0.1563 0.1563 0.125 0.2813 0.2188 0.0625
0.2148 0.1318 0.1709 0.1523 0.1709 0.1094 0.1523 0.085 0.1318 0.2021 0.1875 0.0586 0.085 0.1094 0.1094 0.085 0.1709 0.1318 0.1523 0.085 0.1318 0.1318 0.1094 0.2021 0.1709 0.0586
0.2218 0.1361 0.1764 0.1573 0.1764 0.1129 0.1573 0.0877 0.1361 0.2087 0.1935 0.0605 0.0877 0.1129 0.1123 0.0877 0.1764 0.1361 0.1573 0.0877 0.1361 0.1361 0.1129 0.2087 0.1764 0.0605	57.21

From the image of the reliability test calculation results above with the formula used, the result obtained using the KR 20 formula is 0.8939.

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Interpretation of the Correlation Coefficient Value obtained after calculation, namely "Very Strong", the data is declared reliable.

4.1.4 Result of Normality Testing

The normality test is utilized to assess whether a sample follows a normal distribution or curve within a dataset. Before testing the hypothesis test, the researcher conducted a normality test. The aim of this experiment was to examine whether the data from both groups were normally distributed. The Kolmogorov-Smirnov and Shapiro-Wilk tests were employed to determine normality. SPSS was employed for data analysis. The final outcomes are as follows:

Table 4 4 The Normality Test

Tests of Normality		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Students Learning Outcomes	Post-test Experiment	.134	30	.179	.944	30	.116
	Post-test Control	.114	30	.200[*]	.969	30	.500
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the normality test data in table 4.4, the significance of the post-test with the Kolmogorov-Smirnov test for the experimental class is 0.179, and the significance of the post-test for the control class is 0.200. Data is considered normal if the value is greater than or equal to $\alpha = 0.05$. From the results of both classes, it can be stated that the data of both classes are normally distributed. Similarly, in the Shapiro-Wilk test, the significance of the post-test for the experimental class is 0.116, and the significance of the post-test for the

control class is 0.500. From both significances, it can be stated that the post-test data for both the experimental and control classes are normally distributed.

4.1.5 Result of Homogenety Testing

The homogeneity test serves to evaluate the similarity among samples drawn from a homogeneous population. After conducting the normality test, the researcher employed the homogeneity test to assess the similarity of samples in both groups. The Levene statistic test was utilized for the homogeneity test, analyzing mean-based data to determine the homogeneity of the sample. The following are the results of calculations using SPSS.

Table 4 5 Homogeinity Testing

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students Learning Outcomes	Based on Mean	3.421	1	58	.069
	Based on Median	3.392	1	58	.071
	Based on Median and with adjusted df	3.392	1	57.961	.071
	Based on trimmed mean	3.480	1	58	.067

Based on the results of the homogeneity test in table 4.5, the significance obtained from several assessments in table 4.5 is greater than 0.05, where the condition for the homogeneity test is that if the significance is smaller than 0.05 then the data used is not homogeneous, conversely if the significance is more than 0.05 then the data is used is homogeneous. In this way, it can be concluded that the data from the experimental class and control class are homogeneous and can be continued to the next test, namely hypothesis testing.

4.1.6 Result of Hypothesis Test

Hypothesis testing is carried out after researcher has carried out validity and reliability tests. In the previous test step, the researcher found that the data used in this research was valid and reliable. Because the data obtained is valid and reliable, the next process is analyzing the data, namely the researcher carried out a hypothesis test or t-test to find out whether there was significant influence between classes that were given the heaven hell game treatment and classes that did not apply it. With hypothesis :

a. If sig $\leq$ 0.05, the null hypothesis is rejected, and the alternative hypothesis is accepted. (There are significant differences between experiment and control class of using Heaven Hell game).

b. If sig t > 0.05, the null hypothesis is accepted, and the alternative hypothesis is rejected. (There is no significant different between experiment and control class of using Heaven Hell game).

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Students Learning Outcomes	Post-test Experiment	30	84.40	10.417	1.902
	Post-test Control	30	76.40	8.295	1.514

The result of the t-test calculation would be attached below :

Table 4 6 The Hypothesis Test

In Table 4.6 explains the statistical effects at the experimental and control groups. The cumulative studies of 30 for the control class and 30 for the experimental class are represented by column N. The importance of the mean score of the experimental class and control class can also be seen in the previous table. Experimental class obtained a mean score of 84.40, while the control class obtained a mean score 76.40.

The last, the Independent Sample t-test and homogeneity test are employed to evaluate the results once normality has been established. The Independent Sample t-test is utilized to determine whether there is a statistically significant difference in means between two individual samples (experimental and control groups) to assess measurements or percentages from the two individual samples (experimental and control groups). The researcher employed the t-test to assess the significance of differences in student vocabulary achievement. The researcher utilized IBM Statistics SPSS 23 for measurement and examination. Below are the outcomes of the calculations:

Picture 4.3 Picture of Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students Learning Outcomes	Equal variances assumed	3.421	.069	3.291	58	.002	8.000	2.431	3.133	12.867
	Equal variances not assumed			3.291	55.228	.002	8.000	2.431	3.128	12.872

According to the information presented in picture 4.3, the independent sample test produced a p-value or significance level (2-tailed) of 0.002. This result led to the rejection of the null hypothesis and acceptance of the

alternative hypothesis, as the p-value (0.002) was lower than the significance level $\alpha = 0.05$ (5%). Furthermore, this suggests a statistically significant difference between the post-test results of the experimental and control groups. In other words, the influence of the Heaven Hell game on students' vocabulary has a significant impact.

4.2 Discussion

This research was conducted at Junior High School in Dau, Malang, using an experimental research method with a quasi-experimental design. The researcher conducted the study using 2 classes as samples, and the sampling method was not done randomly. The researcher selected class 7A as the experimental class with a total of 30 students, and class 7B as the control class with a total of 30 students. The selection of these classes was based on their mid-semester exam scores, which were almost similar on average, indicating that their characteristics were not significantly different. In these two classes, different treatments were administered. The experimental class received lessons using the Heaven Hell game, while the control class received regular instructional materials. Researcher conducted 9 meetings with a total of 8 treatments for the experimental class and conventional learning for the control class. At the end, a post-test was administered to compare whether there was a significant difference between the class that received the treatment and the class that did not receive the treatment.

Before conducting research in the experimental and control classes, the researcher administered a test of the instrument questions in another class. The researcher selected class 7C to conduct this test. This trial aimed to determine the

validity and reliability of the questions that would later be used as the post-test. The test consisted of 50 questions, with 90 minutes allotted for completion. The researcher identified 6 invalid questions. Testing the validity of these questions was done to ensure the accuracy of the questions to be used later.

After testing the instrument questions, the researcher conducted 8 treatments using the Heaven Hell game in the experimental class and employed conventional teaching methods in the control class. During the first meeting, the researcher greeted the students, invited them to start the lesson with a prayer, introduced themselves, checked student attendance, and inquired about the students' well-being. Following this, the researcher posed stimulating questions related to the material to be studied, such as "Anybody knows what is the meaning of Living room?" and continued with other questions. After asking these questions, the researcher explained the learning objectives to be achieved. Then, the researcher introduced the first topic, "Rooms and Things in the House." The researcher also wrote several vocabulary words on the board and explained them, then pronounced them for the students to repeat.

After presenting the material, the researcher asked the students to form a circle and explained the rules and steps of the Heaven Hell game. The teacher established an agreement regarding the punishments that students would receive: one punishment agreed upon by all class members and one punishment from the teacher, which was to name and define 5 vocabulary words related to the material. The researcher then gave students the opportunity to ask questions or provide feedback to ensure they understood the instructions. Afterward, the students began playing the Heaven Hell game while the researcher observed. The researcher also

wrote several vocabulary words used by the students on the board, pronounced them, and had the students repeat them.

After reviewing the vocabulary, the students were asked to form groups, each consisting of 5 members. Each group was tasked with writing and describing 10 vocabulary words learned from playing Heaven Hell, reading, examining, and understanding the material. The researcher then asked each group to create a text using the vocabulary words and present it. During this session, the students appeared bored and confused about the learning process. However, in subsequent sessions, the students no longer seemed confused and showed increased interest in learning using the Heaven Hell game.

In subsequent sessions, the students no longer appeared bored, as evident from their enthusiasm while playing Heaven Hell. When they chose vocabulary words to use as names during the game, they began to explore new vocabulary and synonyms, such as "toilet" with "restroom," "parking lot" with "parking area," "auditorium" with "meeting room," and so on. Using games in the classroom made learning feel relaxed, enjoyable, and comfortable, without putting pressure on the students, thereby encouraging them to be more active in class. During class discussions, they also responded well. They began using vocabulary that they rarely used before and started to bravely ask or answer questions from the researcher and their classmates. There were times when the classroom atmosphere became less conducive due to the students' enthusiasm for remembering vocabulary during the game. This posed a challenge for the researcher to maintain a conducive learning environment.

In the control class, learning was conducted without using the Heaven Hell game treatment. In this class, the researcher employed traditional/conventional teaching methods. The researcher applied a didactic approach where the teacher acted as the center of information and the students as recipients of knowledge. The researcher provided explanations, delivered information, and assigned tasks to the students. In several sessions, the researcher asked students to independently search for materials, but many did not comply. Their reasons included discrepancies between the materials in the library books and their workbooks. The researcher also asked them to look for materials at home, but they gave various reasons, such as not being allowed to use mobile phones at home or not having enough time.

Many students were passive in class. They tended to remain silent, merely listening to explanations without actively participating. Although some students paid careful attention to the instructor, there were still many who did not pay attention when the researcher taught in class. They felt bored and uninterested in learning English. Even during question and answer sessions, many of them remained passive. Some were active in asking and answering questions, but they were still shy and tended to be afraid of making mistakes in expressing themselves.

In the final session, the researcher administered a post-test to the students to determine whether there was a difference in vocabulary mastery between the group that received treatment and the one that did not. After administering the post-test, the researcher asked the students in the experimental class if there had been any changes in their vocabulary mastery. The results showed that almost the entire class could answer the researcher's questions, although there were still a few who couldn't answer, but they listened attentively. In the control class, the researcher

also asked the students, and many responded, but they tended to be shy to answer or ask questions.

It is important for teachers to introduce variation in vocabulary learning strategies. This is necessary to actively engage students, prevent them from getting bored quickly, and enhance their memory capacity by incorporating kinesthetic learning involving physical movement and direct interaction with the learning material. Utilizing various interesting and interactive teaching methods can also help increase students' interest and participation in the learning process. One effective strategy is to utilize the Heaven Hell game. Through this game, students can improve their vocabulary mastery skills while still having fun and actively participating in the learning process. Therefore, the use of the Heaven Hell game can have a positive impact on enhancing students' ability to master English vocabulary.

This research is also supported by previous research conducted by Fitrah Yuliawati and Satik (2022). The title of their research is "Improving English Vocabulary Through Playing the Game of Heaven Hell for Children in Kindergarten." This study employed a qualitative approach by developing, implementing, and evaluating collaborative and participatory steps. Students' ability to master English vocabulary has improved using the "Heaven Hell" game method. This change is evident from the pre-test and post-test results. With the average post-test score of students in cycle II exceeding the average post-test score in cycle I (81.25 > 75.93), the researchers concluded that the "Heaven Hell" method can be recommended in English language learning for children as it enhances their English vocabulary skills.

Another study is by Evi Karmila, Mujahidah, and Ahdar (2020) entitled "Word Clap Game to Enhance Students' Vocabulary Mastery." The research design used was pre-experimental, which included pre-tests, post-tests, and the use of questionnaires to evaluate student responses. The results showed an improvement in students' vocabulary comprehension, as evidenced by the comparison of the average post-test score (79.52), which was much higher than the average pre-test score (43.83). Statistical analysis showed significance with a calculated t-value (4.592) greater than the critical t-value (1.710) at a 5% significance level with 24 degrees of freedom. Therefore, it can be concluded that the use of the word clap game has significantly enhanced students' vocabulary comprehension.

From the two previous studies, it can be concluded that despite the differences between this research and the previous studies, they are still considered supporters of the research. With these considerations in mind, it can be concluded that the Heaven Hell game has a positive impact on changing or improving the vocabulary of junior high school students in Dau, Malang. This game can also be considered as a fun way for students to remember vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

In this final chapter, the researcher writes the conclusion of all the content discussed in the previous chapters, along with some suggestions for English teachers, students, and future researchers.

5.1 Conclusion

Based on the conducted research, it can be concluded that the Heaven Hell game is recommended to be implemented in classes with students who have low interest in English. This is because the enjoyable nature of the game will capture students' attention and make them more enthusiastic about participating in learning. Although in its implementation, the game may create a livelier classroom atmosphere and make it more challenging to control students. However, the positive aspect is that after the game activity, students are more active in asking questions to the researcher. This proves that learning using game methods like the Heaven Hell game can amend students' vocabulary mastery.

The statement above is also derived from the results of the post-test scores of students in the experimental and control classes, which showed different outcomes. It can be concluded that the implementation of the Heaven Hell game in vocabulary mastery enhances students' ability in vocabulary mastery. This can be evidenced by the finding that the average post-test score of the experimental class (84.40) is higher than that of the control class (76.40). The Heaven Hell game is a fun way for students to remember vocabulary.

5.2 Suggestion

The researcher would like to provide some recommendations to English teachers, students, and future researchers interested in using game-based learning methods.

5.2.1 The English Teacher

English teachers should have innovative activity designs, especially in acquiring new vocabulary. They should also be able to create a conducive learning environment to prevent students from feeling bored and to capture their attention during lessons. Appropriate teaching techniques should also be used for the materials they want to convey to students.

5.2.2 Students

For students, it is important to be active participants in class and engage in every material presented by the teacher. Paying attention to the teacher and other students during Q&A sessions is also crucial so that students can better understand the material being taught.

5.2.3 Researcher

This research can serve as a perspective in exploring the potential use of the Heaven Hell game to further develop vocabulary skills in the future. Future researchers should conduct studies using different research methods and attempt to modify the Heaven Hell game to discover more outcomes about how this game can be utilized in vocabulary learning.

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Appendix 1 Survey Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 2672/Un.03.1/TL.00.1/11/2023	15 November 2023
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Survey**	

Kepada

Yth. Kepala SMP Muhammadiyah 06 Dau

di

Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Puput Rima Handayani
NIM	:	19180014
Tahun Akademik	:	Ganjil - 2023/2024
Judul Proposal	:	**The use of Heaven Hell Game in Amending students' Vocabulary**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

an. Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

60

Appendix 2 Research Permittion Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 2895/Un.03.1/TL.00.1/11/2023	24 November 2023
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada

Yth. Kepala SMP Muhammadiyah 06 Dau
di
     Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Puput Rima Handayani
NIM	: 19180014
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Ganjil - 2023/2024
Judul Skripsi	: **The use of Heaven Hell Game in Amending Students' Vocabulary**
Lama Penelitian	: **November 2023** sampai dengan **Januari 2023** (3bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Surat Masuk 27/11 23

An. Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix 3 Letter of Complete Research

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
Pimpinan Cabang Muhammadiyah Dau
SMP MUHAMMADIYAH 06 DAU MALANG
Intelectual and Religious Basic
STATUS : TERAKREDITASI "A"
NSS : 204051808141 ; NDS : E18082006 ; NPSN : 20517347
Jl. Margobasuki 48 Jetis Dau - Malang. Telp.(0341) 460972

SURAT KETERANGAN
Nomor : III.A/5.a/53/II/2024

Yang bertandatangan di bawah ini Kepala SMP Muhammadiyah 06 Dau – Malang, menerangkan bahwa :

Nama	:	PUPUT RIMA HANDAYANI
NIM	:	19180014
Fakultas	:	Ilmu Tarbiyah Dan Keguruan
Jurusan	:	Tadris Bahasa Inggris
Institusi	:	Universitas Islam Negeri Maulana Malik Ibrahim Malang

Telah melakukan penelitian pada tanggal 1 Desember 2023 – 31 Januari 2024 di SMP Muhammadiyah 06 Dau dalam rangka untuk memenuhi penyusunan tugas akhir (skripsi) dengan judul "The use of Heaven Hell Game in Amending Students Vocabulary".

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Malang, 19 Februari 2024
Kepala Sekolah

Alfan Ajizan, M.Pd

Appendix 4 Validation Sheet

Validation Sheet

English Vocabulary Test

"The Use of Heaven Hell Game in Amending Students' Vocabulary"

Validator	: Harir Mubarok, M.Pd.
NIP	1987008201802011152
Expertise	: Development of learning media
Instance	: Maulana Malik Ibrahim State Islamic University of Malang
Validation Date	: 17th November 2022
(dd/mm/yyyy)	

A. Introduction

This validation sheet aims to obtain an assessment from the Validator of my research instrument in the form of 15 English questions in multiple-choice form, 5 questions using pictures, and 5 questions constructing sentences using the provided vocabulary. This instrument will be addressed to the research subjects, namely seventh-grade of junior high school students. All comments and suggestions given are very important for researchers to improve the quality of the instrument. Thank you for your willingness to be a validator in my research.

B. Guidance

1. In this section, assess by ticking (√) with the following criteria to the columns below:

   1 : Very Poor
   2 : Poor
   3 : Average
   4 : Good
   5 : Excellent

2. Please give comments and suggestions in the columns below

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	Suitability of instruments to learning outcomes.				✓	
2.	**Instrument Indicator** Clarity of question items contained in the research instrument.				✓	
3.	Clarity of instrument on each question in the research instrument.				✓	
4.	The research instrument is relevant with the relevant with the research objectives.				✓	
5.	The research instrument can help the researcher find out students' abilities in vocabulary skills.				✓	
6.	The research instrument is easy to understand.				✓	
7.	Each question has one correct or most correct answer.				✓	
8.	The research using proper grammar.			✓		
9.	The choice of answers to the research instrument is appropriate and logical in terms of material.				✓	
10.	The subject matter must be formulated clearly and unequivocally.				✓	

D. Suggestion

- Please recheck again about the questions, because I find some mistakes about pronoun.
- Provide about the answer sheet

E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made are:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

1. The instrument can be used without revision.
2. The instrument can be used with alight revision.
3. The instrument can be used with many revisions.
4. The instrument can be used.

Malang, 17th November 2023
Validator,

Harir Mubarok, M.Pd
1987008201802011152

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MODUL AJAR
BAHASA INGGRIS SMP FASE D

A. INFORMASI UMUM

Nama sekolah   : SMP Muhammadiyah Dau Malang

Mata Pelajaran   : Bahasa Inggris

Kelas   : VII A

Topik   : - The rooms and things in the house

                           - The rooms and things in the school

Alokasi Waktu   : 2 x 40 menit (9 pertemuan)

B. CAPAIAN PEMBELAJARAN

•   Menyimak-Berbicara

Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

•   Membaca- Memirsa

Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

•   Menulis-Mempresentasikan

Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi,

imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

C. TUJUAN PEMBELAJARAN

1. Peserta didik dapat mengidentifikasi dan menyebutkan berbagai ruangan dan benda yang ditemukan di dalam rumah dan sekolah.

2. Peserta didik dapat menggunakan *simple present tense* dalam percakapan lisan dan tulis dengan topik *rooms and things in the house* dan *rooms and things in the school.*

D. MATERI PEMBELAJARAN

1. Rooms and Things in the House
2. Rooms and Things in the School
3. Simple Present Tense

Pertemuan 1 & 2

1. Rooms in the House

"Rooms in the house" adalah istilah yang digunakan untuk merujuk kepada berbagai ruangan yang ada di dalam sebuah rumah. Setiap ruangan di rumah memiliki fungsi dan karakteristik khusus yang mendukung berbagai aktivitas sehari-hari.

2. Things in the House

"Things in the house" adalah istilah yang merujuk pada berbagai benda atau peralatan yang terdapat di dalam rumah. Benda-benda ini memiliki fungsi yang berbeda-beda dan digunakan dalam kegiatan sehari-hari.

The rooms and things in the house	
Bathroom	Microwave
Bedroom	Fork
Blanket	Soap
Bolster	Toothpaste
Chair	Pail
Clock	Shampoo
Dining room	Sofa
Family picture	Dressing table
Garage	Pan
Garden	Stove
Kitchen	Refrigerator
Lamp	Jug
Living room	Spoon
Pillow	Dipper

Storeroom	Laundry room
Study desk	Toothbrush
Table	Plate
Table lamp	Towel
Vase	Iron
Wardrobe	Knife

Pertemuan 3 & 4

Simple Present tense

Simple Present Tense adalah bentuk waktu dalam bahasa Inggris yang digunakan untuk menyatakan fakta, kebiasaan, rutinitas, atau hal-hal yang secara umum benar. Bentuk ini juga digunakan untuk menyampaikan instruksi atau arahan. Dalam simple present tense, kata kerja (verb) tetap dalam bentuk dasarnya, kecuali untuk orang ketiga tunggal (he, she, it), di mana kita menambahkan "-s" atau "-es" pada kata kerjanya.

1. **Rumus Simple Present Tense (Verbal)**

   - Kalimat Positif:
   - ➢ Subjek + Kata Kerja (V1) + Objek

     (we clean the bathroom together)
   - ➢ Untuk he, she, it: Subjek + Kata Kerja (V1) + s/es + Objek

     (The bedroom contains a large bed.)
   - Kalimat Negatif:
   - ➢ Subjek + do/does + not + Kata Kerja (V1) + Objek

     (The bedroom does not have a balcony.)
   - Kalimat Tanya:
   - ➢ Do/Does + Subjek + Kata Kerja (V1) + Objek?

     (Does the bedroom have an air conditioner?)

2. **Rumus Simple Present Tense (Nominal)**

   - Kalimat Positif:
   - ➢ Subjek + to be (am/is/are) + Pelengkap

     (She is happy.)
   - Kalimat Negatif:
   - ➢ Subjek + to be (am/is/are) + not + Pelengkap

(She is not happy.)

- Kalimat Tanya:

  ➢ To be (am/is/are) + Subjek + Pelengkap?

  (Is she happy?)

Pertemuan 5, 6 dan 7

1. **Rooms in the School**

   "Rooms in the school" adalah istilah yang digunakan untuk merujuk pada berbagai ruangan yang ada di dalam sebuah sekolah. Setiap ruangan di sekolah memiliki fungsi khusus untuk mendukung kegiatan belajar mengajar dan aktivitas lainnya yang berhubungan dengan pendidikan.

2. **Things in the School**

   "Things in the school" adalah istilah yang merujuk pada berbagai benda atau peralatan yang terdapat di dalam sekolah. Benda-benda ini memiliki fungsi yang berbeda-beda dan digunakan untuk mendukung berbagai aktivitas belajar mengajar dan operasional sekolah sehari-hari.

The rooms and things in the school	
Art room	Cutter
Auditorium	Color pencil
Bag	Chalk
Black board	Canteen
Classroom	Ball
Computer room	Book
Gymnasium	Compass
Laboratory	Basketball
Language room	Trash can
Meeting room	First air kit
Parking lot/area	Cafetaria/canteen
Pen	Ruler
Pencil	Paper
Pencil case	Boardmarker
Principal's room	Scissors
Schoolyard	Eraser
Science room	Racket
Teacher's room	Map
Toilet/restroom	Drawing book
White board	Counselling room

Pertemuan 8

1. **Mereview ulang pelajaran**

   Guru mengajak siswa untuk mereview ulang semua materi yang telah dipelajari.

Pertemuan 9

1. **Melakukan Post-test**

   Siswa diberikan soal post-test sebagai bahan penilaian peneliti.

E. METODE PEMBELAJARAN

Pendekatan   : *Active Learning*

Metode   : *Game-based Learning*

Teknik   : Heaven Hell Game

F. SUMBER

Sumber : Buku LKS Bahasa Inggris kelas VII Kurikulum Merdeka Graha Pustaka

G. KEGIATAN PEMBELAJARAN

(Pertemuan 1)

Kegiatan Pendahuluan

- Guru mengucapkan salam, mengajak peserta didik memulai pelajaran dengan berdoa, memperkenalkan diri, mengecek kehadiran peserta didik, menanyakan kabar peserta didik.

- Guru memberikan pertanyaan mengenai Rooms and Things in the House

  - Anybody knows what is the meaning of Living room?

  - What rooms are usually in the house?

  - Mention 3 things commonly found in the living room and describe their functions!

- Guru menyampaikan tujuan pembelajaran yang akan dicapai

- Guru menyampaikan materi pertama *Rooms and Things in the House*.

Kegiatan Inti

- Peserta didik membaca, mencermati dan memahami materi tentang *Rooms in the House* dari buku LKS Bahasa Inggris peserta didik.

- Guru menuliskan beberapa vocabulary lalu melafalkannya dan siswa menirukannya.
- Guru meminta siswa membuat lingkaran lalu menjelaskan terkait permainan *Heaven Hell game.*
- Guru menjelaskan Langkah-langkah bermain *Heavean Hell game*;
  - ➢ First Step

  Students are asked to choose one vocabulary word to be their 'name.' The chosen word must align with previously learned vocabulary.

  - ➢ Second Step

  After selecting a vocabulary word as their 'name,' students are asked to state their chosen vocabulary words one by one. Additionally, they're asked to recall their classmates' vocabulary words.

  - ➢ Third Step

  Students are instructed to raise their hands to chest level and clap simultaneously while saying the phrase 'Heaven Hell.' The right hand represents 'heaven,' and the left hand represents 'hell.' When 'Heaven Hell' is spoken, the game commences.

  - ➢ Fourth Step

  After saying 'Heaven Hell,' the first person must state their own name using their right hand and mention one of their classmates' names using their left hand. Remember, their name is taken from the chosen vocabulary word, not their actual name. This sequence continues. However, students cannot repeat the same classmate's name. If repeated, they will face a punishment, and students who fail to mention their classmates' names will also be considered as having lost.

- Guru membuat kesepakatan terkait *punishment* yang akan didapat siswa, siswa akan mendapatkan 2 punishment, 1 dari persetujuan semua anggota kelas dan 1 *punishment* dari guru yaitu menyebutkan dan mengartikan 5 vocabulary sesuai materi.

- Guru memberi kesempatan kepada peserta didik untuk bertanya atau memberi tanggapan untuk mengetahui jika mereka sudah mengerti mengenai instruksi yang diberikan.
- Peserta didik memulai bermain *Heaven Hell game*.
- Guru mengamati peseta didik bermain.
- Guru me-*review* Vocabulary yang digunakan peserta didik.
- Guru menuliskan beberapa vocabulary yang digunakan peserta didik di papan tulis.
- Guru melafalkan vocabulary yang ditulis dan peserta didik mengikutinya.
- Peserta didik diminta untuk membuat kelompok, masing-masing kelompok berisikan 5 anggota.
- Setiap kelompok diminta untuk menulis dan mendeskripsikan 10 vocabulary dari hasil bermain Heaven Hell, membaca, mencermati, serta memahami materi.
- Guru meminta setiap kelompok untuk membuat teks dari kosakata yang digunakan lalu mempesentasikannya

Kegiatan Penutup
- Guru Bersama peserta didik menyimpulkan materi yang sudah dipelajari
- Guru memberikan motivasi dan manfaat dari materi yang dipelajari.
- Guru memberikan informasi mengenai pertemuan selanjutnya.
- Guru dan peserta didik berdoa kemudian ditutup dengan salam.

(Pertemuan 2)

Kegiatan Pendahuluan
- Guru mengucapkan salam, mengajak peserta didik memulai pelajaran dengan berdoa, mengecek kehadiran peserta didik, menanyakan kabar peserta didik
- Guru memberikan pertanyaan mengenai materi.
  - Mention 3 rooms in the House and describe their functions!
  - Mention 3 things commonly found in the bathroom and describe their functions!

- Guru menyampaikan tujuan pembelajaran yang akan dicapai.
- Guru menyampaikan materi *Rooms and Things in the House.*

Kegiatan Inti

- Peserta didik membaca, mencermati dan memahami materi tentang *Rooms and Things in the House* pada buku LKS Bahasa Inggris peserta didik.
- Guru menuliskan beberapa vocabulary lalu melafalkannya dan siswa menirukannya.
- Peserta didik diminta untuk menjawab soal yang ada pada LKS peserta didik.
- Peserta didik diminta untuk mengumpulkan tugas yang diberikan.
- Peserta didik diberikan pekerjaan rumah (PR) untuk membuat tabel berisikan kosakata *rooms and things in the House* dan mengartikan serta menuliskan sinonim dan antonym nya.
- Peserta didik diminta membuat lingkaran untuk bermain *Heaven Hell game.*
- Guru membuat kesepakatan terkait punishment yang akan didapat siswa, siswa akan mendapatkan 2 punishment, 1 dari persetujuan semua anggota kelas dan 1 punishment dari guru yaitu menyebutkan dan mengartikan 5 vocabulary sesuai materi.
- Peserta didik memulai bermain *Heaven Hell game.*
- Guru mengamati peseta didik bermain.
- Guru menuliskan beberapa vocabulary yang digunakan siswa.
- Guru melafalkan vocabulary yang ditulis dan siswa mengikutinya

Kegiatan Penutup

- Guru Bersama peserta didik menyimpulkan materi yang sudah dipelajari
- Guru memberikan motivasi dan manfaat dari materi yang dipelajari.
- Guru memberikan informasi mengenai pertemuan selanjutnya.
- Guru dan peserta didik berdoa.
- Guru memberikan pertanyaan kemudian peserta didik yang bisa menjawab boleh pulang terlebih dahulu.

(Pertemuan 3)

Kegiatan Pendahuluan

- Guru mengucapkan salam, mengajak peserta didik memulai pelajaran dengan berdoa, mengecek kehadiran peserta didik, menanyakan kabar peserta didik.

- Guru memberikan pertanyaan mengenai materi sebelumnya dan materi yang akan dibahas.

  - Do you still remember the previous material?

  - Does anyone know what simple present tense is?

- Sebelum menjelaskan *Simple Present Tense* guru meminta siswa untuk bermain *Heaven Hell* menggunakan vocabulary tentang *rooms and things in the House.*

- Guru membuat kesepakatan terkait *punishment* yang akan didapat siswa, ada 1 *punishment* yang wajib dipenuhi yaitu menyebutkan 5 vocabulary sesuai materi.

- Peserta didik dan guru memulai bermain *Heaven Hell game.*

- Guru menyampaikan tujuan pembelajaran yang akan dicapai.

- Guru menyampaikan materi tentang *Simple Present Tense (VERBAL).*

Kegiatan Inti

- Peserta didik membaca, mencermati dan memahami materi tentang *Simple Present Tense (VERBAL).*

- Guru Memberikan kesempatan peserta didik untuk bertanya.

- Peserta didik diminta untuk membuat kelompok dan perkelompok berisi 5 orang.

- Peserta didik diminta untuk berdiskusi dan membuat teks yang berisikan minimal 5 vocabulary *rooms and things in the House* dan menggunakan *Simple Present Tense (VERBAL).*

- Setiap kelompok diminta untuk maju dan mempresentasikan hasil pekerjaan mereka.

Kegiatan Penutup

- Guru Bersama peserta didik menyimpulkan materi yang sudah dipelajari

- Guru memberikan motivasi dan manfaat dari materi yang dipelajari.

- Guru memberikan informasi mengenai pertemuan selanjutnya.
- Guru dan peserta didik berdoa kemudian ditutup dengan salam.

(Pertemuan 4)

Kegiatan Pendahuluan

- Guru mengucapkan salam, mengajak peserta didik memulai pelajaran dengan berdoa, mengecek kehadiran peserta didik, menanyakan kabar peserta didik.
- Guru mengajak peserta didik bernyanyi "*Good Morning my teacher*".
- Guru memberikan pertanyaan mengenai materi sebelumnya dan materi yang akan dibahas.
  - Who can make a simple sentence from the words Living room?
  - Does anyone know what a nominal sentence is?
- Guru menyampaikan tujuan pembelajaran yang akan dicapai.
- Guru menyampaikan materi *Simple Present Tense (NOMINAL)*.

Kegiatan Inti

- Peserta didik membaca, mencermati dan memahami materi tentang *Simple Present Tense (NOMINAL)*.
- Guru memberikan kesempatan peserta didik untuk bertanya mengenai materi.
- Guru meminta peserat didi untuk membuat lingkaran untuk bermain Heaven Hell.
- Guru membuat kesepakatan terkait punishment yang akan didapat siswa, siswa akan mendapatkan 2 punishment, 1 dari persetujuan semua anggota kelas dan 1 punishment dari guru yaitu membuat kalimat dari 2 kosakata yang dipilih sesuai materi.
- Guru memberi kesempatan kepada peserta didik untuk bertanya atau memberi tanggapan untuk mengetahui jika mereka sudah mengerti mengenai instruksi yang diberikan.
- Peserta didik memulai bermain *Heaven Hell game*.
- Guru mengamati peseta didik bermain.
- Guru me-*review* Vocabulary yang digunakan peserta didik.

- Guru menuliskan beberapa vocabulary yang digunakan peserta didik di papan tulis.
- Guru melafalkan vocabulary yang ditulis dan peserta didik mengikutinya.
- Peserta didik diminta untuk membuat kelompok, masing-masing kelompok berisikan 5 anggota.
- Setiap kelompok diminta untuk berdiskusi dan membuat teks yang berisikan minimal 10 vocabulary *rooms and things in the House* dan menggunakan *Simple Present Tense Verbal dan Nominal*
- Guru meminta setiap kelompok untuk membuat teks dari kosakata yang digunakan lalu mempesentasikannya
- Guru memberikan *feedback* kepada kelompok.

Kegiatan Penutup

- Guru Bersama peserta didik menyimpulkan materi yang sudah dipelajari
- Guru memberikan motivasi dan manfaat dari materi yang dipelajari.
- Guru memberikan informasi mengenai pertemuan selanjutnya.
- Guru dan peserta didik berdoa kemudian ditutup dengan salam.

(Pertemuan 5)

Kegiatan Pendahuluan

- Guru mengucapkan salam, mengajak peserta didik memulai pelajaran dengan berdoa, mengecek kehadiran peserta didik, menanyakan kabar peserta didik.
- Guru memberikan pertanyaan mengenai *Rooms in the School.*
  - Dou you know about rooms in the School?
  - What rooms are usually in the School?
- Guru menyampaikan tujuan pembelajaran yang akan dicapai.
- Guru menyampaikan materi *Rooms in the School.*

Kegiatan Inti

- Peserta didik membaca, mencermati dan memahami materi tentang *Rooms in the House* pada buku LKS Bahasa Inggris peserta didik dan catatan dari guru.

- Guru menuliskan beberapa vocabulary lalu melafalkannya dan siswa menirukannya.
- Peserta didik diminta untuk lalu menulis dan mendeskripsikan 10 vocabulary dari hasil membaca, mencermati, serta memahami materi.
- Peserta didik ditunjuk oleh guru untuk mempresentasikannya di depan kelas.
- Guru memberikan *feedback* kepada peserta didik.
- Peserta didik diminta untuk mengumpulkan tugas yang diberikan.
- Peserta didik diminta untuk membuat lingkaran untuk bermain *Heaven Hell game*.
- Guru membuat kesepakatan terkait *punishment* yang akan didapat siswa, siswa akan mendapatkan 2 punishment, 1 dari persetujuan semua anggota kelas dan 1 *punishment* dari guru yaitu menyebutkan dan mengartikan 5 vocabulary sesuai materi.
- Peserta didik memulai bermain *Heaven Hell game*.
- Guru mengamati peseta didik bermain.
- Guru me-*review* Vocabulary yang digunakan peserta didik.
- Guru menuliskan beberapa vocabulary yang digunakan peserta didik.
- Guru melafalkan vocabulary yang ditulis dan peserta didik mengikutinya.
- Peserta didik mencatat Vocabulary baru.

Kegiatan Penutup
- Guru Bersama peserta didik menyimpulkan materi yang sudah dipelajari
- Guru memberikan motivasi dan manfaat dari materi yang dipelajari.
- Guru memberikan informasi mengenai pertemuan selanjutnya.
- Guru dan peserta didik berdoa.
- Guru memberikan pertanyaan kemudian peserta didik yang bisa menjawab boleh pulang terlebih dahulu.

(Pertemuan 6)

Kegiatan Pendahuluan

- Guru mengucapkan salam, mengajak peserta didik memulai pelajaran dengan berdoa, mengecek kehadiran peserta didik, menanyakan kabar peserta didik

- Guru mengajak peserta didik bernyanyi "*Good Morning my teacher*".

- Guru memberikan pertanyaan mengenai materi sebelumnya dan materi yang akan dibahas.

    - Does anyone know how to say "ruang kepala sekolah" in English?

    - Does anyone know what things usually are in the class?

- Guru menyampaikan tujuan pembelajaran yang akan dicapai.

- Guru menyampaikan materi *Things in the School.*

Kegiatan Inti

- Peserta didik membaca, mencermati dan memahami materi tentang *Things in the House* pada buku LKS Bahasa Inggris peserta didik.

- Guru menuliskan beberapa vocabulary lalu melafalkannya dan siswa menirukannya.

- Peserta didik diminta untuk menulis dan mendeskripsikan 10 vocabulary dari hasil membaca, mencermati, serta memahami materi.

- Peserta didik ditunjuk oleh guru untuk mempresentasikannya di depan kelas.

- Guru memberikan *feedback* kepada peserta didik.

- Peserta didik diminta untuk mengumpulkan tugas yang diberikan.

- Peserta didik diberikan pekerjaan rumah (PR) untuk membuat tabel berisikan kosakata *rooms and things in the House* dan mengartikan serta menuliskan sinonim dan antonym nya.

- Peserta didik diminta membuat lingkaran untuk bermain *Heaven Hell game*

- Guru membuat kesepakatan terkait *punishment* yang akan didapat siswa, siswa akan mendapatkan 2 punishment, 1 dari persetujuan semua anggota kelas dan 1 *punishment* dari guru yaitu menyebutkan dan mengartikan 5 vocabulary sesuai materi.

- Guru memberi kesempatan kepada peserta didik untuk bertanya atau memberi tanggapan untuk mengetahui jika mereka sudah mengerti mengenai instruksi yang diberikan.
- Peserta didik memulai bermain *Heaven Hell game.*
- Guru mengamati peseta didik bermain.
- Guru me-*review* Vocabulary yang digunakan peserta didik.
- Guru menuliskan beberapa vocabulary yang digunakan peserta didik di papan tulis.
- Guru melafalkan vocabulary yang ditulis dan peserta didik mengikutinya.
- Peserta didik diminta untuk membuat kelompok, masing-masing kelompok berisikan 5 anggota.
- Setiap kelompok diminta untuk menulis dan mendeskripsikan 10 vocabulary dari hasil bermain Heaven Hell, membaca, mencermati, serta memahami materi.
- Guru meminta setiap kelompok untuk membuat teks dari kosakata yang digunakan lalu mempesentasikannya

Kegiatan Penutup
- Guru Bersama peserta didik menyimpulkan materi yang sudah dipelajari
- Guru memberikan motivasi dan manfaat dari materi yang dipelajari.
- Guru memberikan informasi mengenai pertemuan selanjutnya.
- Guru dan peserta didik berdoa kemudian ditutup dengan salam.

(Pertemuan 7)

Kegiatan Pendahuluan
- Guru mengucapkan salam, mengajak peserta didik memulai pelajaran dengan berdoa, mengecek kehadiran peserta didik, menanyakan kabar peserta didik
- Guru mengajak peserta didik bernyanyi "*Good Morning my teacher*".
- Guru memberikan pertanyaan mengenai materi sebelumnya dan materi yang akan dibahas.

  - Can anyone mention 5 vocabulary words from the previous material?

- Does anyone still remember the simple present tense material?

- Guru menyampaikan tujuan pembelajaran yang akan dicapai.

- Guru menyampaikan materi penggunaan *Simple present tense* pada topic *Rooms and Things in the School.*

Kegiatan Inti

- Peserta didik mempelajari ulang materi tentang *Simple Present Tense.*

- Guru memberikan kesempatan peserta didik untuk bertanya.

- Peserta didik diminta untuk membuat kelompok dan perkelompok berisi 5 orang.

- Peserta didik diminta untuk berdiskusi dan membuat teks yang berisikan minimal 10 vocabulary *rooms and things in the School* dan menggunakan *Simple Present Tense (VERBAL dan NOMINAL).*

- Setiap kelompok diminta untuk maju dan mempresentasikan hasil pekerjaan mereka.

- Peserta didik diminta untuk membuat lingkaran untuk bermain *Heaven Hell*.

- Guru membuat kesepakatan terkait *punishment* yang akan didapat siswa, siswa akan mendapatkan 2 punishment, 1 dari persetujuan semua anggota kelas dan 1 *punishment* dari guru yaitu menyebutkan dan mengartikan 5 vocabulary sesuai materi.

- Peserta didik memulai bermain *Heaven Hell game.*

- Guru mengamati peseta didik bermain.

- Guru me-*review* Vocabulary yang digunakan peserta didik.

- Guru menuliskan beberapa vocabulary yang digunakan peserta didik.

- Guru melafalkan vocabulary yang ditulis dan peserta didik mengikutinya.

- Peserta didik mencatat Vocabulary baru

Kegiatan Penutup

- Guru Bersama peserta didik menyimpulkan materi yang sudah dipelajari

- Guru memberikan motivasi dan manfaat dari materi yang dipelajari.

- Guru memberikan informasi mengenai pertemuan selanjutnya.

- Guru dan peserta didik berdoa.

- Guru memberikan pertanyaan kemudian peserta didik yang bisa menjawab boleh pulang terlebih dahulu.

(Pertemuan 8)

Kegiatan Pendahuluan

- Guru mengucapkan salam, mengajak peserta didik memulai pelajaran dengan berdoa, mengecek kehadiran peserta didik, menanyakan kabar peserta didik
- Guru mengajak peserta didik bernyanyi "*Good Morning my teacher*".
- Guru memberikan pertanyaan mengenai materi yang telah dipelajari
  - Can anyone mention 5 vocabulary words about Rooms and Things in the House and School?
- Guru menyampaikan tujuan pembelajaran yang akan dicapai.
- Guru mengulas sedikit terkait materi yang telah dipelajari

Kegiatan Inti

- Peserta didik diminta membuat lingkaran untuk bermain *Heaven Hell game*.
- Guru membuat kesepakatan terkait *punishment* yang akan didapat siswa, siswa akan mendapatkan 2 punishment, 1 dari persetujuan semua anggota kelas dan 1 *punishment* dari guru yaitu menyebutkan dan mengartikan 5 vocabulary sesuai materi.
- Peserta didik memulai bermain *Heaven Hell game*.
- Guru mengamati peseta didik bermain.
- Guru me-*review* Vocabulary yang digunakan peserta didik.
- Guru meminta peserta didik untuk membuat kelompok dan setiap kelompok berisikan 10 orang.
- Guru memberikan 10 kosakata kepada tiap kelompok dan peserta didik diminta untuk membuat percakapan dari kosakata tersebut.
- Peserta didik diberikan waktu 5 menit untuk mempresentasikan hasil tugas kelompoknya.
- Guru memberikan *feedback* kepada kelompok.
- Guru me-*review* Vocabulary yang digunakan Siswa.

- Guru menuliskan beberapa vocabulary yang digunakan siswa.
- Guru melafalkan vocabulary yang ditulis dan siswa mengikutinya.
- Peserta didik mencatat Vocabulary baru.

Kegiatan Penutup

- Guru Bersama peserta didik menyimpulkan materi yang sudah dipelajari
- Guru memberikan motivasi dan manfaat dari materi yang dipelajari.
- Guru memberikan informasi mengenai pertemuan selanjutnya.
- Guru dan peserta didik berdoa kemudian ditutup dengan salam.

H. Penilaian

1. Sikap : Observasi
2. Pengetahuan : Tes Tertulis
3. Keterampilan : Penilaian Kinerja (Hasil analisis dari informasi yang didapat)

Mengetahui,   Dau,

Guru Mata Pelajaran   Guru Peneliti

Alfan Ajizan, M.Pd   Puput Rima Handayani
                                               NIM. 19180014

MODUL AJAR
BAHASA INGGRIS SMP FASE D

A. INFORMASI UMUM

Nama sekolah   : SMP Muhammadiyah Dau Malang

Mata Pelajaran   : Bahasa Inggris

Kelas   : VII B

Topik   : - The rooms and things in the house

                             - The rooms and things in the school

Alokasi Waktu   : 2 x 40 menit (9 pertemuan)

B. CAPAIAN PEMBELAJARAN

•   Menyimak-Berbicara

Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

•   Membaca- Memirsa

Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

•   Menulis-Mempresentasikan

Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi,

imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

C. TUJUAN PEMBELAJARAN

1. Peserta didik dapat mengidentifikasi dan menyebutkan berbagai ruangan dan benda yang ditemukan di dalam rumah dan sekolah.

2. Peserta didik dapat menggunakan *simple present tense* dalam percakapan lisan dan tulis dengan topik *rooms and things in the house* dan *rooms and things in the school.*

D. MATERI PEMBELAJARAN

1. Rooms and Things in the House
2. Rooms and Things in the School
3. Simple Present Tense

Pertemuan 1 & 2

1. Rooms in the House

"Rooms in the house" adalah istilah yang digunakan untuk merujuk kepada berbagai ruangan yang ada di dalam sebuah rumah. Setiap ruangan di rumah memiliki fungsi dan karakteristik khusus yang mendukung berbagai aktivitas sehari-hari.

2. Things in the House

"Things in the house" adalah istilah yang merujuk pada berbagai benda atau peralatan yang terdapat di dalam rumah. Benda-benda ini memiliki fungsi yang berbeda-beda dan digunakan dalam kegiatan sehari-hari.

The rooms and things in the house	
Bathroom	Microwave
Bedroom	Fork
Blanket	Soap
Bolster	Toothpaste
Chair	Pail
Clock	Shampoo
Dining room	Sofa
Family picture	Dressing table
Garage	Pan
Garden	Stove
Kitchen	Refrigerator
Lamp	Jug
Living room	Spoon
Pillow	Dipper

Storeroom	Laundry room
Study desk	Toothbrush
Table	Plate
Table lamp	Towel
Vase	Iron
Wardrobe	Knife

Pertemuan 3 & 4

Simple Present tense

Simple Present Tense adalah bentuk waktu dalam bahasa Inggris yang digunakan untuk menyatakan fakta, kebiasaan, rutinitas, atau hal-hal yang secara umum benar. Bentuk ini juga digunakan untuk menyampaikan instruksi atau arahan. Dalam simple present tense, kata kerja (verb) tetap dalam bentuk dasarnya, kecuali untuk orang ketiga tunggal (he, she, it), di mana kita menambahkan "-s" atau "-es" pada kata kerjanya.

1. **Rumus Simple Present Tense (Verbal)**
   - Kalimat Positif:
   - ➢ Subjek + Kata Kerja (V1) + Objek
     (we clean the bathroom together)
   - ➢ Untuk he, she, it: Subjek + Kata Kerja (V1) + s/es + Objek
     (The bedroom contains a large bed.)
   - Kalimat Negatif:
   - ➢ Subjek + do/does + not + Kata Kerja (V1) + Objek
     (The bedroom does not have a balcony.)
   - Kalimat Tanya:
   - ➢ Do/Does + Subjek + Kata Kerja (V1) + Objek?
     (Does the bedroom have an air conditioner?)

2. **Rumus Simple Present Tense (Nominal)**
   - Kalimat Positif:
   - ➢ Subjek + to be (am/is/are) + Pelengkap
     (She is happy.)
   - Kalimat Negatif:
   - ➢ Subjek + to be (am/is/are) + not + Pelengkap

(She is not happy.)

- Kalimat Tanya:
  - To be (am/is/are) + Subjek + Pelengkap?

(Is she happy?)

Pertemuan 5, 6 dan 7

1. **Rooms in the School**

"Rooms in the school" adalah istilah yang digunakan untuk merujuk pada berbagai ruangan yang ada di dalam sebuah sekolah. Setiap ruangan di sekolah memiliki fungsi khusus untuk mendukung kegiatan belajar mengajar dan aktivitas lainnya yang berhubungan dengan pendidikan.

2. **Things in the School**

"Things in the school" adalah istilah yang merujuk pada berbagai benda atau peralatan yang terdapat di dalam sekolah. Benda-benda ini memiliki fungsi yang berbeda-beda dan digunakan untuk mendukung berbagai aktivitas belajar mengajar dan operasional sekolah sehari-hari.

The rooms and things in the school	
Art room	Cutter
Auditorium	Color pencil
Bag	Chalk
Black board	Canteen
Classroom	Ball
Computer room	Book
Gymnasium	Compass
Laboratory	Basketball
Language room	Trash can
Meeting room	First air kit
Parking lot/area	Cafetaria/canteen
Pen	Ruler
Pencil	Paper
Pencil case	Boardmarker
Principal's room	Scissors
Schoolyard	Eraser
Science room	Racket
Teacher's room	Map
Toilet/restroom	Drawing book
White board	Counselling room

Pertemuan 8

1. **Mereview ulang pelajaran**

   Guru mengajak siswa untuk mereview ulang semua materi yang telah dipelajari.

Pertemuan 9

1. **Melakukan Post-test**

   Siswa diberikan soal post-test sebagai bahan penilaian peneliti.

E. METODE PEMBELAJARAN

Pendekatan   : *Active Learning*

Metode   : *Conventional Learning*

F. SUMBER

Sumber : Buku LKS Bahasa Inggris kelas VII Kurikulum Merdeka

Graha Pustaka

G. KEGIATAN PEMBELAJARAN

(Pertemuan 1)

Kegiatan Pendahuluan

- Guru mengucapkan salam, mengajak peserta didik memulai pelajaran dengan berdoa, memperkenalkan diri, mengecek kehadiran peserta didik, menanyakan kabar peserta didik.

- Guru memberikan pertanyaan mengenai Rooms and Things in the House

  - Anybody knows what is the meaning of Living room?

  - What rooms are usually in the house?

  - Mention 3 things commonly found in the living room and describe their functions!

- Guru menyampaikan tujuan pembelajaran yang akan dicapai

- Guru menyampaikan materi pertama *Rooms and Things in the House*.

Kegiatan Inti

- Peserta didik membaca, mencermati dan memahami materi tentang *Rooms in the House* dari buku LKS Bahasa Inggris peserta didik.

- Guru menuliskan beberapa vocabulary lalu melafalkannya dan siswa menirukannya.
- Peserta didik diminta untuk membuat kelompok, masing-masing kelompok berisikan 5 anggota.
- Setiap kelompok diminta untuk menulis dan mendeskripsikan 10 vocabulary dari hasil membaca, mencermati, serta memahami materi.
- Guru meminta setiap kelompok untuk membuat teks dari kosakata yang digunakan lalu mempesentasikannya

Kegiatan Penutup

- Guru Bersama peserta didik menyimpulkan materi yang sudah dipelajari
- Guru memberikan motivasi dan manfaat dari materi yang dipelajari.
- Guru memberikan informasi mengenai pertemuan selanjutnya.
- Guru dan peserta didik berdoa kemudian ditutup dengan salam.

(Pertemuan 2)

Kegiatan Pendahuluan

- Guru mengucapkan salam, mengajak peserta didik memulai pelajaran dengan berdoa, mengecek kehadiran peserta didik, menanyakan kabar peserta didik
- Guru memberikan pertanyaan mengenai materi.
  - Mention 3 rooms in the House and describe their functions!
  - Mention 3 things commonly found in the bathroom and describe their functions!
- Guru menyampaikan tujuan pembelajaran yang akan dicapai.
- Guru menyampaikan materi *Rooms and Things in the House.*

Kegiatan Inti

- Peserta didik membaca, mencermati dan memahami materi tentang *Rooms and Things in the House* pada buku LKS Bahasa Inggris peserta didik.
- Guru menuliskan beberapa vocabulary lalu melafalkannya dan siswa menirukannya.

- Peserta didik diminta untuk menjawab soal yang ada pada LKS peserta didik.
- Peserta didik diminta untuk mengumpulkan tugas yang diberikan.
- Peserta didik diberikan pekerjaan rumah (PR) untuk membuat tabel berisikan kosakata *rooms and things in the House* dan mengartikan serta menuliskan sinonim dan antonym nya.

Kegiatan Penutup

- Guru Bersama peserta didik menyimpulkan materi yang sudah dipelajari
- Guru memberikan motivasi dan manfaat dari materi yang dipelajari.
- Guru memberikan informasi mengenai pertemuan selanjutnya.
- Guru dan peserta didik berdoa lalu ditutup dengan salam.

(Pertemuan 3)

Kegiatan Pendahuluan

- Guru mengucapkan salam, mengajak peserta didik memulai pelajaran dengan berdoa, mengecek kehadiran peserta didik, menanyakan kabar peserta didik.
- Guru memberikan pertanyaan mengenai materi sebelumnya dan materi yang akan dibahas.
  - Do you still remember the previous material?
  - Does anyone know what simple present tense is?
- Guru menyampaikan tujuan pembelajaran yang akan dicapai.
- Guru menyampaikan materi tentang *Simple Present Tense (VERBAL)*.

Kegiatan Inti

- Peserta didik membaca, mencermati dan memahami materi tentang *Simple Present Tense (VERBAL)*.
- Guru Memberikan kesempatan peserta didik untuk bertanya.
- Peserta didik diminta untuk membuat kelompok dan perkelompok berisi 5 orang.
- Peserta didik diminta untuk berdiskusi dan membuat teks yang berisikan minimal 5 vocabulary *rooms and things in the House* dan menggunakan *Simple Present Tense (VERBAL)*.

- Setiap kelompok diminta untuk maju dan mempresentasikan hasil pekerjaan mereka.

Kegiatan Penutup

- Guru Bersama peserta didik menyimpulkan materi yang sudah dipelajari
- Guru memberikan motivasi dan manfaat dari materi yang dipelajari.
- Guru memberikan informasi mengenai pertemuan selanjutnya.
- Guru memberikan pertanyaan kemudian peserta didik yang bisa menjawab boleh pulang terlebih dahulu.

(Pertemuan 4)

Kegiatan Pendahuluan

- Guru mengucapkan salam, mengajak peserta didik memulai pelajaran dengan berdoa, mengecek kehadiran peserta didik, menanyakan kabar peserta didik.
- Guru mengajak peserta didik bernyanyi "*Good Morning my teacher*".
- Guru memberikan pertanyaan mengenai materi sebelumnya dan materi yang akan dibahas.
  - Who can make a simple sentence from the words Living room?
  - Does anyone know what a nominal sentence is?
- Guru menyampaikan tujuan pembelajaran yang akan dicapai.
- Guru menyampaikan materi *Simple Present Tense (NOMINAL).*

Kegiatan Inti

- Peserta didik membaca, mencermati dan memahami materi tentang *Simple Present Tense (NOMINAL).*
- Guru memberikan kesempatan peserta didik untuk bertanya mengenai materi.
- Peserta didik diminta untuk membuat kelompok, masing-masing kelompok berisikan 5 anggota.
- Setiap kelompok diminta untuk berdiskusi dan membuat teks yang berisikan minimal 10 vocabulary *rooms and things in the House* dan menggunakan *Simple Present Tense Verbal dan Nominal*

- Guru meminta setiap kelompok untuk membuat teks dari kosakata yang digunakan lalu mempesentasikannya.
- Guru memberikan *feedback* kepada kelompok.

Kegiatan Penutup

- Guru Bersama peserta didik menyimpulkan materi yang sudah dipelajari
- Guru memberikan motivasi dan manfaat dari materi yang dipelajari.
- Guru memberikan informasi mengenai pertemuan selanjutnya.
- Guru dan peserta didik berdoa kemudian ditutup dengan salam.

(Pertemuan 5)

Kegiatan Pendahuluan

- Guru mengucapkan salam, mengajak peserta didik memulai pelajaran dengan berdoa, mengecek kehadiran peserta didik, menanyakan kabar peserta didik.
- Guru memberikan pertanyaan mengenai *Rooms in the School.*
  - Dou you know about rooms in the School?
  - What rooms are usually in the School?
- Guru menyampaikan tujuan pembelajaran yang akan dicapai.
- Guru menyampaikan materi *Rooms in the School.*

Kegiatan Inti

- Peserta didik membaca, mencermati dan memahami materi tentang *Rooms in the House* pada buku LKS Bahasa Inggris peserta didik dan catatan dari guru.
- Guru menuliskan beberapa vocabulary lalu melafalkannya dan siswa menirukannya.
- Peserta didik diminta untuk lalu menulis dan mendeskripsikan 10 vocabulary dari hasil membaca, mencermati, serta memahami materi.
- Peserta didik ditunjuk oleh guru untuk mempresentasikannya di depan kelas.
- Guru memberikan *feedback* kepada peserta didik.
- Peserta didik diminta untuk mengumpulkan tugas yang diberikan.

Kegiatan Penutup

- Guru Bersama peserta didik menyimpulkan materi yang sudah dipelajari
- Guru memberikan motivasi dan manfaat dari materi yang dipelajari.
- Guru memberikan informasi mengenai pertemuan selanjutnya.
- Guru dan peserta didik berdoa lalu ditutup dengan salam.

(Pertemuan 6)

Kegiatan Pendahuluan

- Guru mengucapkan salam, mengajak peserta didik memulai pelajaran dengan berdoa, mengecek kehadiran peserta didik, menanyakan kabar peserta didik
- Guru mengajak peserta didik bernyanyi "*Good Morning my teacher*".
- Guru memberikan pertanyaan mengenai materi sebelumnya dan materi yang akan dibahas.
  - Does anyone know how to say "ruang kepala sekolah" in English?
  - Does anyone know what things usually are in the class?
- Guru menyampaikan tujuan pembelajaran yang akan dicapai.
- Guru menyampaikan materi *Things in the School.*

Kegiatan Inti

- Peserta didik membaca, mencermati dan memahami materi tentang *Things in the House* pada buku LKS Bahasa Inggris peserta didik.
- Guru menuliskan beberapa vocabulary lalu melafalkannya dan siswa menirukannya.
- Peserta didik diminta untuk menulis dan mendeskripsikan 10 vocabulary dari hasil membaca, mencermati, serta memahami materi.
- Peserta didik ditunjuk oleh guru untuk mempresentasikannya di depan kelas.
- Guru memberikan *feedback* kepada peserta didik.
- Peserta didik diminta untuk mengumpulkan tugas yang diberikan.
- Peserta didik diberikan pekerjaan rumah (PR) untuk membuat tabel berisikan kosakata *rooms and things in the House* dan mengartikan serta menuliskan sinonim dan antonym nya.

Kegiatan Penutup

- Guru Bersama peserta didik menyimpulkan materi yang sudah dipelajari

- Guru memberikan motivasi dan manfaat dari materi yang dipelajari.

- Guru memberikan informasi mengenai pertemuan selanjutnya.

- Guru memberikan pertanyaan kemudian peserta didik yang bisa menjawab boleh pulang terlebih dahulu.

(Pertemuan 7)

Kegiatan Pendahuluan

- Guru mengucapkan salam, mengajak peserta didik memulai pelajaran dengan berdoa, mengecek kehadiran peserta didik, menanyakan kabar peserta didik

- Guru mengajak peserta didik bernyanyi "*Good Morning my teacher*".

- Guru memberikan pertanyaan mengenai materi sebelumnya dan materi yang akan dibahas.
  - Can anyone mention 5 vocabulary words from the previous material?
  - Does anyone still remember the simple present tense material?

- Guru menyampaikan tujuan pembelajaran yang akan dicapai.

- Guru menyampaikan materi penggunaan *Simple present tense* pada topic *Rooms and Things in the School*.

Kegiatan Inti

- Peserta didik mempelajari ulang materi tentang *Simple Present Tense*.

- Guru memberikan kesempatan peserta didik untuk bertanya.

- Peserta didik diminta untuk membuat kelompok dan perkelompok berisi 5 orang.

- Peserta didik diminta untuk berdiskusi dan membuat teks yang berisikan minimal 10 vocabulary *rooms and things in the School* dan menggunakan *Simple Present Tense (VERBAL dan NOMINAL)*.

- Setiap kelompok diminta untuk maju dan mempresentasikan hasil pekerjaan mereka.

Kegiatan Penutup

- Guru Bersama peserta didik menyimpulkan materi yang sudah dipelajari

- Guru memberikan motivasi dan manfaat dari materi yang dipelajari.

- Guru memberikan informasi mengenai pertemuan selanjutnya.

- Guru dan peserta didik berdoa lalu ditutup dengan salam.

(Pertemuan 8)

Kegiatan Pendahuluan

- Guru mengucapkan salam, mengajak peserta didik memulai pelajaran dengan berdoa, mengecek kehadiran peserta didik, menanyakan kabar peserta didik

- Guru mengajak peserta didik bernyanyi "*Good Morning my teacher*".

- Guru memberikan pertanyaan mengenai materi yang telah dipelajari
  - Can anyone mention 5 vocabulary words about Rooms and Things in the House and School?

- Guru menyampaikan tujuan pembelajaran yang akan dicapai.

- Guru mengulas sedikit terkait materi yang telah dipelajari

Kegiatan Inti

- Guru meminta peserta didik untuk membuat kelompok dan setiap kelompok berisikan 10 orang.

- Guru memberikan 10 kosakata kepada tiap kelompok dan peserta didik diminta untuk membuat percakapan dari kosakata tersebut.

- Peserta didik diberikan waktu 5 menit untuk mempresentasikan hasil tugas kelompoknya.

- Guru memberikan *feedback* kepada kelompok.

- Guru me-*review* Vocabulary yang digunakan Siswa.

- Guru menuliskan beberapa vocabulary yang digunakan siswa.

- Guru melafalkan vocabulary yang ditulis dan siswa mengikutinya.

- Peserta didik mencatat Vocabulary baru.

Kegiatan Penutup

- Guru Bersama peserta didik menyimpulkan materi yang sudah dipelajari

- Guru memberikan motivasi dan manfaat dari materi yang dipelajari.

- Guru memberikan informasi mengenai pertemuan selanjutnya.

- Guru dan peserta didik berdoa kemudian ditutup dengan salam.

H. Penilaian

4. Sikap   : Observasi

5. Pengetahuan   : Tes Tertulis

6. Keterampilan   : Penilaian Kinerja (Hasil analisis dari informasi yang didapat)

Mengetahui,   Dau,

Guru Mata Pelajaran   Guru Peneliti

Alfan Ajizan, M.Pd   Puput Rima Handayani
                                                  NIM. 19180014

Appendix 7 Try-Out Test English Vocabulary

Question Grid of Validity

Mata Pelajaran	: **Bahasa Inggris**

Mata Pelajaran　　　　　: **Bahasa Inggris**

Kelas/Semester　　　　　: **VII/Ganjil**

Jumlah Soal　　　　　　 : **50**

Waktu　　　　　　　　　 : **90 Menit**

Capaian Pembelajaran　 :

- Menyimak-Berbicara

  Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

- Membaca- Memirsa

  Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

- Menulis-Mempresentasikan

  Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

Topik	Elemen	Alur Tujuan Pembelajaran	Nomor Soal
The rooms and Things in the house and The rooms and things in the school	Menyimak-Berbicara	- Siswa dapat memahami kosakata yang sudah dipelajari. - Siswa dapat menggunakan kosakata yang sudah dipelajari di kehidupan sehari-hari	1-50
	Membaca-Memirsa	- Siswa dapat melafalkan kosakata dengan benar. - Siswa dapat menyimpulkan terkait kosakata yang terdapat dalam teks yang disajikan	
	Menulis-Mempresentasikan	- Siswa dapat merancang dan mengembangkan tulisan sederhana dengan kosakata yang sudah dipelajari dengan menggunakan Simple Present Tense	

Vocabularies of The rooms and things in the house and The rooms and things in the school

The rooms and things in the house		The rooms and things in the school	
Bathroom	Microwave	Art room	Cutter
Bedroom	Fork	Auditorium	Color pencil
Blanket	Soap	Bag	Chalk
Bolster	Toothpaste	Black board	Canteen
Chair	Pail	Classroom	Ball
Clock	Shampoo	Computer room	Book
Dining room	Sofa	Gymnasium	Compass
Family picture	Dressing table	Laboratory	Basketball
Garage	Pan	Language room	Trash can
Garden	Stove	Meeting room	First air kit
Kitchen	Refrigerator	Parking lot/area	Cafetaria/canteen
Lamp	Jug	Pen	Ruler
Living room	Spoon	Pencil	Paper
Pillow	Dipper	Pencil case	Boardmarker
Storeroom	Laundry room	Principal's room	Scissors
Study desk	Toothbrush	Schoolyard	Eraser
Table	Plate	Science room	Racket
Table lamp	Towel	Teacher's room	Map
Vase	Iron	Toilet/restroom	Drawing book
Wardrobe	Knife	White board	Counselling room

Class : VII

Name :

Choose one of the correct answers!

1. What is the meaning of dining room?

   a. Kamar mandi   c. Ruang makan
   b. Kamar tidur   d. Bantal

2. Where do people usually place items that are not used for a long time?

   a. Bathroom   c. Dining room
   b. Bedroom   d. storeroom

3. Putri sees pan, stoves, knife, fork, and spoon. Where is Putri at?

   a. Kitchen   c. Bedroom
   b. Diningroom   d. Bathroom

4. Where do you find toothpaste?

   a. Storeroom   c. Livingroom
   b. Diningroom   d. Bathroom

5. What do you use to sit in the living room?

   a. Stove   c. Microwave
   b. Sofa   d. Refrigerator

6. Where do you keep your clothes?

   a. Wardrobe   c. Microwave
   b. Freezer   d. Study Desk

7. Arrange these letters correctly!
   I-L-N-G-V-M-O-R-O-I

   a. Lamp and room   c. Livingroom
   b. Diningroom   d. Bedroom

8. How to say kursi in English?

   a. Wardrobe   c. Study desk
   b. Bed   d. Chair

9. Where do you wash your hand and face?

   a. Bathroom   c. Bedroom
   b. Kitchen   d. Laundry room

10. How to say bantal and guling in English?

    a. A clock and some   c. Stude desk
       photos
    b. Wardrobe   d. Pillow and bolster

11. What place do you use to keep your books?

    a. Study desk   c. Dishwaser
    b. Cupboard   d. Freezer

12. My father cut the grass at…

    a. Garden   c. Garage
    b. Diningroom   d. Kitchen

13. What object can you find in the bedroom?

    a. Knife, soap, pan   c. Dipper, tower, pail
    b. Bed, blanket, bolster   d. Table, spoon, plate

14. What do you find in the living room?

    a. Pillow, blanket,   c. Table lamp, shower,
       bolster   thoothbrush
    b. Soap, shampoo, pail   d. Vase, sofa, family
            pictures

15. My brother parks the car in the…

    a. Garage   c. Livingroom
    b. Bedroom   d. Dining room

16. What do you sleep on?

    a. Table   c. Hammock
    b. chair   d. Bed

17. What the meaning of' this sentence 'There's a bed on the right side of the door with two pillows and one bolster'?

    a. Ada meja belajar di sebelah ruangan
    b. Di atas Kasur ada jam dan beberapa foto yang aku gantung
    c. Di sebelah pintu ada Kasur dengan dua bantal dan satu guling
    d. Kamarku ada di lantai dua

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18. There ….. a knife in the kitchen.

    a. Is   c. Be
    b. Are   d. Am

19. How to say "ruang seni" in English?

    a. Art room   c. School yard
    b. Scient room   d. Teachers room

20. What the meaning of dipper?

    a. Gayung mandi   c. Sikat gigi
    b. Ember   d. Sabun

21. What picture is this?

    a. Library   c. Teachers room
    b. Bed room   d. Living room

22. In my class there are…

    a. Pillow, bolster, bag   c. Book, pencil, bed
    b. Chair, marker, book   d. Book, blanket, dipper

23. What the meaning of Principal's room?

    a. Ruang guru   c. Ruang keluarga
    b. Ruang kelas   d. Ruang kepala sekolah

24. Arrange these letters correctly!
    s-t-d-y-u-e-d-s-k

    a. Studyroom   c. Studysedk
    b. deskstudy   d. Studydesk

25. Arrange these letters correctly!
    a-v-e-s-a-d-n-l-m-a-p

    a. Vesa and lamp   c. Vase and lmap
    b. Vase and lamp   d. Vass dan lamp

26. What is in the pencil case?

    a. Pencil, pen, ruler   c. Ruler, eraser, spoon
    b. Pen, knife, pan   d. Spidol, spoon, pencil

27. What is the meaning of Auditorium?

    a. Ruang guru   c. Ruang seni
    b. Ruang kelas   d. Ruang pertemuan

28. What items are not in the bedroom?

    a. Bed, bolster, pillow   c. Dipper, pail, soap
    b. Bed, bolster, doll   d. Bed, bolster, blanket

29. Translate this sentence into English!
    "Ibu dan aku memasak di dapur setiap hari"

    a. My mother and I cooks in the kitchen every day
    b. My mother and I cook in the kitchen every day
    c. My mother and my father cook in the kitchen every day
    d. My father and I cook in the kitchen every day

30. Translate these words into English!
    Parkiran, ruang guru, ruang kepala sekolah

    a. Parking lot, scient room, teachers room
    b. Parking area, teachers room, classroom
    c. Parking lot, teachers room, principals room
    d. Parking area, toilet, classroom

31. What are the items in this picture?

    a. Pan, glass, toaster   c. Iron, toaster, jug
    b. Toaster, knife, iron   d. Jug, knife, pan

32. What is the antonym of "clean"?

    a. Dirty   c. Neat
    b. Tidy   d. Organized

33. There ….. a book on the table.

    a. Am   c. Are
    b. Be   d. Is

34. There ….. two chairs in the room.

    a. Am   c. Is
    b. Be   d. Are

35. What is the synonym of "playground"?

    a. Schoolyard   c. Classroom
    b. Gymnasium   d. Library

36. There ….. a computer on the desk

    a. Is   c. Am
    b. Are   d. Be

37. What is the synonym of "toilet"?

    a. Bedroom   c. Bathroom
    b. Parking lot   d. Classroom

38. What is another word of "classmates"?

    a. Teachers   c. Principals
    b. Students   d. Janitors

39. There ..... some books on the table.

    a. Are   c. Am
    b. Is   d. Be

40. There..... 5 pencils on the desk.

    a. Be   c. Is
    b. Am   d. Are

41. Which Translate is correct from this sentence "kakak laki-laki ku mandi di kamar mandi?"

    a. My father take a bath   c. My brother take a
       in the kitchen   bath in the bedroom
    b. My brother takes a   d. My brother take a
       bath in the bathroom   bath in the storeroom

42. What the meaning of storeroom?

    a. Ruang makan   c. Kamar mandi
    b. Ruang tamu   d. Gudang

43. Where do you usually brush your teeth?
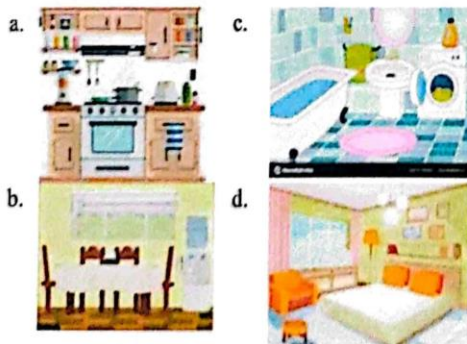
44. What is the meaning of "white board"?

    a. Papan selancar   c. Papan tulis putih
    b. Papan tulis hitam d. Taplak meja

45. What room is in this picture?

    a. Storeroom   c. Kitchen
    b. Livingroom   d. Bathroom

46. What is the item in this picture?

    a. Wardrobe   c. Study desk
    b. Bed   d. Chair

47. What is the item in this picture?

    a. Wardrobe   c. Study desk
    b. Bed   d. Chair

48. What is another word for "stove"

    a. Fridge   c. Cooker
    b. MIcrowave   d. Oven

49. What are the items in this picture?
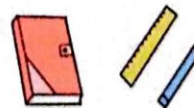
    a. Eraser, pen, pencil   c. Bag, book, pillow
    b. Bed, book, bag   d. Book, ruler, pencil

50. How to say "Kulkas" in English?

    a. Cooler   c. Knife
    b. Iron   d. Refrigerator

Key Answer

NO	ANSWER	NO	ANSWER
1	C	26	A
2	D	27	D
3	A	28	C
4	D	29	B
5	B	30	C
6	A	31	C
7	C	32	A
8	D	33	D
9	A	34	D
10	D	35	A
11	A	36	A
12	A	37	C
13	B	38	B
14	D	39	A
15	A	40	D
16	D	41	B
17	C	42	D
18	A	43	C
19	A	44	A
20	A	45	C
21	A	46	A
22	B	47	C
23	D	48	D
24	B	49	D
25	A	50	C

Appendix 8 Post-Test

Name : DaFFi Naldo Omar. Z.

Class : VII A

(100)

POST-TEST

Choose one of the correct answers!

1. Where do people usually place items that are not used for a long time?
   a. Bathroom
   b. Bedroom
   c. Dining room
   ~~X~~ storeroom

2. Putri sees pan, stoves, knife, fork, and spoon. Where is Putri at?
   ~~X~~ Kitchen
   b. Diningroom
   c. Bedroom
   d. Bathroom

3. What are the items in this picture?

   a. Pan, glass, toaster
   b. Toaster, knife, iron
   ~~X~~ Iron, toaster, jug
   d. Jug, knife, pan

4. What do you use to sit in the living room?
   a. Stove
   ~~X~~ Sofa
   c. Microwave
   d. Refrigerator

5. What is the item in this picture?

   ~~X~~ Wardrobe
   b. Bed
   c. Study desk
   d. Chair

6. Where do you keep your clothes?
   ~~X~~ Wardrobe
   b. Freezer
   c. Microwave
   d. Study Desk

7. Arrange these letters correctly!
   I-L-N-G-V-M-O-R-O-I
   a. Lamp and room
   b. Diningroom
   ~~X~~ Livingroom
   d. Bedroom

8. How to say "kursi" in English?
   a. Wardrobe
   b. Bed
   c. Study desk
   ~~X~~ Chair

9. What the meaning of dipper?
   ~~X~~ Gayung mandi
   b. Ember
   c. Sikat gigi
   d. Sabun

10. Which Translate is correct from this sentence "kakak laki-laki ku mandi di kamar mandi?
    a. My father take a bath in the kitchen
    ~~X~~ My brother takes a bath in the bathroom
    c. My brother take a bath in the bedroom
    d. My brother take a bath in the storeroom

11. What is the meaning of "white board"?
    a. Papan selancar
    b. Papan tulis hitam
    ~~X~~ Papan tulis putih
    d. Taplak meja

12. What is the antonym of "clean"?
    ~~X~~ Dirty
    b. Tidy
    c. Neat
    d. Organized

13. What is the synonym of "playground"?
    ~~X~~ Schoolyard
    b. Gymnasium
    c. Classroom
    d. Library

14. There ..... a computer on the desk
    ~~X~~ Is
    b. Are
    c. Am
    d. Be

15. What is the synonym of "toilet"?
    a. Bedroom
    b. Parking lot
    ~~X~~ Bathroom
    d. Classroom

16. What is another word of "classmates"?
    a. Teachers
    ~~X~~ Students
    c. Principals
    d. Janitors

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17. What is in the pencil case?
    x Pencil, pen, ruler   c. Ruler, eraser, spoon
    b. Pen, knife, pan   d. Spidol, spoon, pencil

18. What the meaning of Principal's room?
    a. Ruang guru   c. Ruang keluarga
    b. Ruang kelas   x Ruang kepala sekolah

19. What picture is this?

    x Library   c. Teachers room
    b. Bed room   d. Living room

20. How to say "ruang seni" in English?
    x Art room   c. School yard
    b. Scient room   d. Teachers room

21. Translate these words into English!
    Parkiran, ruang guru, ruang kepala sekolah
    a. Parking lot, scient room, teachers room
    b. Parking area, teachers room, classroom
    x Parking lot, teachers room, principals room
    d. Parking area, toilet, classroom

22. There ..... some books on the table.
    x Are   c. Am
    b. Is   d. Be

23. There..... 5 pencils on the desk.
    a. Be   c. Is
    b. Am   x Are

24. Translate this sentence into English!
    "Ibu dan aku memasak di dapur setiap hari"
    a. My mother and I cooks in the kitchen every day
    x My mother and I cook in the kitchen every day
    c. My mother and my father cook in the kitchen every day
    d. My father and I cook in the kitchen every day

25. My brother parks the car in the...

    x Garage   c. Livingroom
    b. Bedroom   d. Dining room

Name : Aileen fidela Y. P.

Class : VII B

POST-TEST

(80)

Choose one of the correct answers!

1. Where do people usually place items that are not used for a long time?
   a. Bathroom
   b. Bedroom
   c. Dining room
   X. storeroom

2. Putri sees pan, stoves, knife, fork, and spoon. Where is Putri at?
   X Kitchen
   b. Diningroom
   c. Bedroom
   d. Bathroom

3. What are the items in this picture?

   a. Pan, glass, toaster
   b. Toaster, knife, iron
   X Iron, toaster, jug
   d. Jug, knife, pan

4. What do you use to sit in the living room?
   a. Stove
   X. Sofa
   c. Microwave
   d. Refrigerator

5. What is the item in this picture?

   X. Wardrobe
   b. Bed
   c. Study desk
   d. Chair

6. Where do you keep your clothes?
   X. Wardrobe
   b. Freezer
   c. Microwave
   d. Study Desk

7. Arrange these letters correctly!
   I-L-N-G-V-M-O-R-O-I
   a. Lamp and room
   b. Diningroom
   X Livingroom
   d. Bedroom

8. How to say "kursi" in English?
   a. Wardrobe
   b. Bed
   c. Study desk
   X Chair

9. What the meaning of dipper?
   X Gayung mandi
   b. Ember
   c. Sikat gigi
   d. Sabun

10. Which Translate is correct from this sentence "kakak laki-laki ku mandi di kamar mandi?
    a. My father take a bath in the kitchen
    X My brother take a bath in the bedroom
    b. My brother takes a bath in the bathroom
    d. My brother take a bath in the storeroom

11. What is the meaning of "white board"?
    a. Papan selancar
    b. Papan tulis hitam
    c. Papan tulis putih
    d. Taplak meja

12. What is the antonym of "clean"?
    a. Dirty
    X Tidy
    c. Neat
    d. Organized

13. What is the synonym of "playground"?
    X Schoolyard
    b. Gymnasium
    c. Classroom
    d. Library

14. There ..... a computer on the desk
    a. Is
    X. Are
    c. Am
    d. Be

15. What is the synonym of "toilet"?
    a. Bedroom
    b. Parking lot
    X Bathroom
    d. Classroom

16. What is another word of "classmates"?
    a. Teachers
    X Students
    c. Principals
    d. Janitors

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17. What is in the pencil case?
    a. Pencil, pen, ruler   c. Ruler, eraser, spoon
    b. Pen, knife, pan   d. Spidol, spoon, pencil

18. What the meaning of Principal's room?
    a. Ruang guru   c. Ruang keluarga
    b. Ruang kelas   d. Ruang kepala sekolah

19. What picture is this?

    a. Library   c. Teachers room
    b. Bed room   d. Living room

20. How to say "ruang seni" in English?
    a. Art room   c. School yard
    b. Scient room   d. Teachers room

21. Translate these words into English!
    Parkiran, ruang guru, ruang kepala sekolah
    a. Parking lot, scient room, teachers room
    b. Parking area, teachers room, classroom
    c. Parking lot, teachers room, principals room
    d. Parking area, toilet, classroom

22. There ..... some books on the table.
    a. Are   c. Am
    b. Is   d. Be

23. There..... 5 pencils on the desk.
    a. Be   c. Is
    b. Am   d. Are

24. Translate this sentence into English!
    "Ibu dan aku memasak di dapur setiap hari"
    a. My mother and I cooks in the kitchen every day
    b. My mother and I cook in the kitchen every day
    c. My mother and my father cook in the kitchen every day
    d. My father and I cook in the kitchen every day

25. My brother parks the car in the...

    a. Garage   c. Livingroom
    b. Bedroom   d. Dining room

Appendix 9 Documentation

Treatment

Treatment

Treatment

Treatment

Treatment

Validition testing

Experiment Class Post-test

Control Class Post-test

Conventional Learning

Appendix 10 Evidence of Guidance Consultation

F. KONSULTASI PROPOSAL SKRIPSI

Konsultasi dan Bimbingan Proposal Skripsi*

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
30/08 23	Judul Skripsi	Mencari theory	
19/10 23	Chapter I	- Mencari Novelty & GAP - Teory harus lebih jelas (find the original source)	
23/10 23	Chapter I, II, III	- Penulisan lebih diteliti - membuat post-test	
3/ 23	chapter III	- Format penulisan lebih diteliti lagi - mengumpulkan post-test	
19/ 23	chapter I II III	- Mengumpulkan proposal chapter I, II, III	

Malang, 19 November 2023
Dosen Wali/Pembimbing,

Septia Dwi Jayanti, M.Pd
NIP. 198909122023412051

Catatan:
Lembar konsultasi dan bimbingan Proposal Skripsi yang sudah memperoleh persetujuan/tanda tangan Dosen Wali/Pembimbing sah digunakan sebagai lampiran dalam Proposal dan dapat difotocopy.

Appendix 11 Thesis Consultation Logbook

G. KONSULTASI DAN BIMBINGAN SKRIPSI
Konsultasi dan Bimbingan Skripsi

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
09/29/09	Revisi Bab I-III	- Tambahkan penjelasan pada hypothesis - Tambahkan Rubrik penilaian	
28/29/09	Bab IV & V	- Revisi pada bagian Discussion, cukup explore hasilnya	
30/24/09	Finalisasi Bab I, II, III, IV, & V	- Explore the result of the finding More	

Malang, 30 April 2024
Dosen Pembimbing,

Septia Dwi Jayanti, M.Pd
NIP. 198909122023212051

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Appendix 12 Curriculum Vitae

Curriculum Vitae

Nama Lengkap   : Puput Rima Handayani

Tempat, Tanggal Lahir   : Denpasar, 20 Juni 2001

Jenis Kelamin   : Perempuan

Agama   : Islam

Fakultas   : Ilmu Tarbiyah dan Keguruan

Jurusan   : Tadris Bahasa Inggris

Perguruan Tinggi   : UIN Maulana Malik Ibrahim Malang

Alamat Rumah   : Jl. Cokroaminoto no.350, Ubung Kaja, Denpasar Utara, Bali

No. Hp / Telp   : 088216981019

Alamat Email   : putrihhandayani20@gmail.com

Riwayat Pendidikan

1. 2006-2007   : RA. Alma'ruf Bali
2. 2007-2013   : MI. Alma'ruf Bali
3. 2013-2016   : MTS. Raudlotul Huffadz Bali
4. 2016-2019   : MA. Raudlotul Huffadz Bali
5. 2019-2024   : UIN Maulana Malik Ibrahim Malang

Malang, 29th April , 2024

Mahasiswi,

Puput Rima Handayani

NIM. 19180014