IMPLEMENTATION OF ONLINE GAMES ON YOUNG LEARNERS' VOCABULARY ENRICHMENT

A Paper

Submitted to English Language Study Program Faculty of Teacher Training and

Educational Science at Pakuan University as a partial fulfilment of the

requirements for the *Sarjana Pendidikan* examination

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCE

PAKUAN UNIVERSITY

2022

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IMPLEMENTATION OF ONLINE GAMES ON YOUNG LEARNERS' VOCABULARY ENRICHMENT
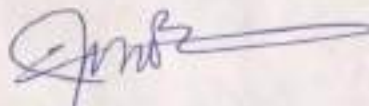
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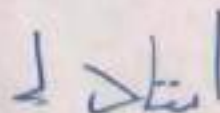Supervisor II,

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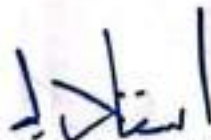
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DECLARATION

I hereby declare that the research paper entitled **"Implementation of Online Games on Young Learners' Vocabulary Enrichment"** is completely my work. I am fully aware that I have quoted and citied some statements and ideas from many resources. All quotations are properly acknowledged in the text, should there be any claim on the originality or ownership of this paper, I would be prepared to take any legal responsibility.

Bogor, June 2022

Tari Mulia Yene Dora

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PREFACE

First of all, Praise God Almighty, for the presence of plenty of mercy and His grace, the writer finished writing the paper entitled "Implementation of an Online Game on Young Learners' Vocabulary Enrichment".

The purpose of writing this paper is to fulfil one of the requirements of the *Sarjana Pendidikan* Examination in the English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

In writing this paper, the writer truly got a lot of challenges and obstructions, but with helps of many individuals, those obstructions could be passed. The writer also realized there are still many mistakes in process of writing this paper.

Because of that, the writer says thank you to all individuals who help in the process of writing this paper. Then, the writer hopes the criticism from the readers can help the writer in perfecting the next paper. Last but not the least, hopefully, this paper can help the readers to gain more knowledge.

Bogor, June 2022

Tari Mulia Yene Dora

AKNOWLEDGMENT

The writer would like to express her greatest gratitude to God Almighty who has given His blessing to the writer. Therefore, the paper entitled "Implementation of an Online Game on Young Learners' Vocabulary Enrichment" is able to be completed.

She firstly would like to express her very great gratitude to the late Mr. Dr. Entis Sutisna, M.Pd, who was her first supervisor and also was also the academic counselor Class D/2015. Then, she also would like to express her very great gratitude to Dr. Istiqlaliah Nurul H, M.Pd., as the head of English Language Education Study Program who is also the first supervisor, and Mursidah Rahmah, M.Pd., as the second supervisor who have given their time, guidance, advice, suggestion, motivation, and supports, so that the paper has finally completed.

In addition, thanks and great appreciation are dedicated to Dr. H. Eka Suhardi, M. Si., as the Dean of Faculty of Teacher Training and Educational Science, Pakuan University, Abdul Rosyid, M. Pd. as the assistant of English Language Education Study Program, all of the lecturers in English Language Education Study Program, for the valuable knowledge, the librarians and all of the administration staff of Faculty of Teacher Training and Educational Sciences, Pakuan University.

Her special gratitude is delivered to the students of 6A and 6B, the principal, the English subject teacher, and other teachers of SDK BPK Penabur Cicurug for their cooperation before and during the data collection process. Without their helps, the data for her research would not be completed.

The greatest gratitude is given to her beloved family, especially her parents, Ferry Siswanto Samosir and Bella Adelina Hutauruk, who never stop sending their prayer, support, advice, and financial support. The researcher also thanks to her younger sister and brother, Claudya and Jose, who always support and help her.

Last but not least, much thankfulness is also given to her close and beloved friends, Resta, Ulfah, Dina, Ratu, and all her friends who cannot be mentioned one by one. This paper would not have been possible without their helps and supports.

Implementation of Online Games on Young Learners' Vocabulary Enrichment

ABSTRACT

Vocabulary is clearly a primary and basic element in all languages. It is also one of the main components that should be learned and enriched from a young age. However, in reality, there are still many students who have difficulties in understanding and memorizing English vocabulary. Therefore, the aim of the research is to know the effect of the implementation of online games on young learners' vocabulary enrichment. The population of the research was the sixth-grade students of SDK BPK Penabur Cicurug. The total sample was 18 students in 6A class. The sample was taken by random sampling technique. For this research, the researcher applied the pre-experimental method and selected one group pre-test post-test design. She administered a pre-test, three treatments, and a post-test to the students. Vocabulary tests consisted of multiple-choice, scrambled letters, and matching tests. They were administered to measure students' vocabulary. The data were analyzed using the t-test formula which presented that t-test value is 5.96 and t-table value is 2.11 at significant level 0.05 with the degree of freedom (df) 17. The result was the value of t-calculated is higher than t-table value (5.96 > 2.11). Thus, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It meant that the implementation of online games on young learners' vocabulary enrichment was effective in enriching students' vocabulary. It could be one of the effective ways to teach and learn vocabulary in this modern era is through online games.

Keywords: Online Games, Young Leaners, Vocabulary Enrichment

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CHAPTER I

INTRODUCTION

A. Background of the Study

For these years, teaching English as a foreign language, especially teaching vocabulary, has already been broadened at an early age. Camara (2019:5) emphasized that the plasticity of young brains makes every language acquisition will be quicker, more native-like and more fluent for young learners. Some people believe that children learn language faster because of the plasticity of their young brains. This means, by starting to teach vocabulary for young learners, it is expected that students will obtain more exposure and master the foreign language. So, young learners also require to learn new words as early as possible for mastering a foreign language.

Kumari and Sunalini (2018:514) show "Unmindful of the importance of vocabulary in language learning, learners tend to neglect and do not focus much in the enrichment of vocabulary." Based on the pre-observation, the students already learn English subject, but they do not really focus on their vocabulary learning and also vocabulary enrichment. It makes them are lack in their vocabulary range. In fact, learning and enriching vocabulary are important. Learning vocabulary is also something which should be learned first and it is required to be enriched. However, some learners feel learning vocabulary is difficult. It is undeniable that teaching vocabulary, especially for young learners,

requires extra efforts for that. Some teachers are confused about how to arouse the students' curiosity in learning vocabulary. Perhaps, how the teachers teach or explain vocabulary is boring,unexciting, and also uninteresting. Therefore, they should also find the right way to overcome that problem. They should also be creative and innovative. They have to consider what they will do when teaching English vocabulary. Therefore, the students are expected to enjoy the teaching learning process and reach the great result.

Everybody knows that games are fun activities. Usually, fun activities will lead and activate students to be interested in doing something. By doing daily activities such as games and technology, learning vocabulary will be more attarctive and useful. Then, there are many research studies which are about investigating and proving that games actually are helpful, then games can be applied and implemented in teaching, especially in teaching vocabulary. Ashraf et al. (2014:288) told that games are effectual way for teaching young learners as they have benefits in educational field. Applying online games will be a great solution for teaching and learning English vocabulary with fun and excitement atmosphere.

B. Reason for Choosing the Topic

There are some issues which are about teaching vocabulary has considered by the writer. It means that the teachers should know how to arouse their students to be interested in learning English vocabulary. The writer has two

reasons why using online games in class is suitable for engaging the students to learn English in the classroom.

First of all, the writer has an opinion that learning vocabulary is essential for young learners. Learning a foreign language, especially English, must be started by knowing the vocabulary first. Later on, they will start to enriching their vocabulary. Without learning and enriching the vocabulary, the learners exactly cannot express their thoughts in English and their vocabulary enrichment are not developed. Based on that reason, the writer thinks the teacher should also focus on teaching vocabulary.

Second, it is known that a game is a fun and exciting activity. The writer thinks that it is great for teaching young learners. They still want to learn something through playing. Therefore, the writer thinks that the teacher has to try applying online games in the teaching and learning English vocabulary.

Consequently, teaching vocabulary by using online games for learning and enriching English vocabulary is a good choice for teachers and also students. Online games facilitate the teachers to present and to teach English vocabulary with fun way. Those reasons make the writer believes to do this research.

C. Statement of the Problem

There is a problem found in this research. Then, the statement of the problem of the research can be formulated as follows : "Are there any effects of using Online Games on young learners' vocabulary enrichment?"

D. Aim of Research

Based on the reason fro choosing the topic, here is an aim to be achieved. The aim of research is to know the effect of the implementation of Online Games on Young learners' vocabulary enrichment.

E. Limitation of the Problem

To limit the problem, Online Games in this study is limited on WordWall online games. The game templates implemented are Image Quiz game, Missing Word game, and Chase Maze game. While the vocabulary taught is noun, verb, and adjective words relating to famous and historical buildings.

F. Hypothesis

According to previous research, Online Game is effective for learning vocabulary. Therefore, the hypothesis of this research is alternatives hypothesis (Ha) : "There is an effect of Online Games on young learners' vocabulary enrichment.

G. Operational Definition

For knowing and understanding this research papers in general, the brief definitions of the variables are provided below.

1. Game is an activity which has components such as rules, a goal and fun situation. Online Game is a visual, electronic, and attainable game played by gadgets.

2. Vocabulary is arranged and also explained words or phrases that someone speaks or says. It has information on each words to be conveyed.

3. Teaching is an activity which facilitates stuedents to learn by giving instructions, providing materials, showing how to learn something, etc.

4. Young learners in this research refers to elementary school students, which is from 7 to 12 years old.

G. Research Significance

1. Theoritical Significance

This research gives solution in teaching vocabulary. It also presents how good game is for teaching and learning vocabulary. It can also lead the other researchers to understand that games are helpful for learning English vocabulary.

2. Practical Significance

It is hoped this research can be useful for the teachers who are interested in teaching vocabulary using online games. This research is also hoped to be the reference for the next research which is related to this research.

3. Institutional Significance

This research gives a real case of teaching vocabulary. The result of this research is expected to be useful for the English Department as its reference related to teaching vocabulary. It is also expected to be a contribution to Institution development.

CHAPTER II

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is one of some elements of English language. It supports learners to develop and to enrich the language skills (listening, speaking, reading, and writing). It means, learning vocabulary is the key of learning English.

There are also several meanings of vocabulary by some experts. Linse (2006:121) declares, "Vocabulary is the collection of words that an individual knows". When someone knows words, he will speak them out. It means, the words which are spoken by someone, it has already been assumed as vocabulary. Everything that is spoken out by someone. Rafinggi and Ikhsan (2013: 2) stated that "vocabulary is a collection of words used in the language to communicate". Communication is needed for human beings. Without knowing words, people cannot communicate with other people.

Huyen and Nga (2003) in Rohani and Behzad (2013) declare "vocabulary is one element that links the four skills of speaking, listening, reading and writing all together". vocabulary learning has a crucial role which cannot be inevitable for the learners. Having a wide range of vocabulary will absolutely affect mastering the four major skills of language. Additionally, Jackson (2002:10) in Setpakdee (2017:8) also emphasized that vocabulary refers to the stock of words in one language

which are used for reading, listening, writing and speaking. In learning vocabulary, it is usually shown in oral and printed contexts. It implies that vocabulary is presented in two styles: in printed (for reading or writing), and in oral (for speaking and listening).

Based on the four statements above, it can be summed up that vocabulary is a set of words and is regarded as the salient part of learning a language. It is important because how people express and speak is by knowing and using words well. In learning a language, it also does support learners to develop the four language skills. It also has two versions; they are printed vocabulary and oral vocabulary. Consequently, vocabulary is clearly a primary and a basic element in all languages.

2. The Importance of Vocabulary

Vocabulary is an essential language component that should be learnt and enriched. Cameron (2001:72) showed that the resource of a language is vocabulary. He also adds "building up a useful vocabulary is central to the learning of a foreign language at primary level." These statements point out that vocabulary is the first thing that must be learnt. Then, learning vocabulary is the first and main step to learn a language. In addition, Richards and Renandya (2002:255) define "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than

their potential and they may be discouraged from making use of language learning opportunities around that such as listening to the native speaker, using the language in a different context, reading, or watching television." Vocabulary plays a role that makes learners improved and enriched in four skills of the language. The learners' language skills also depend on how well they know and understand the vocabulary. Rohmatillah (2014:69-70) tells "Without sufficient vocabulary, people cannot communicate and express their feeling both in form of spoken and written effectively". It shows that vocabulary is important because if the learners have a limited vocabulary range, they must be confused and must not know what they are going to talk about. Accordingly, communication will be not effective and will be troubled. It points out, how essential learning vocabulary is.

Based on those statements above, it sums up that vocabulary has a pivotal role in learning a foreign language, especially English. Without vocabulary, learners cannot express or tell anything. It also shows how well the learners are in four language skills; they are reading, listening, speaking, and writing. So, vocabulary should be learnt and enriched. If they initiate and want to communicate with others clearly, they must know and enrich the vocabulary as many as possible.

3. **Vocabulary Enrichment**

As it is mentioned above, vocabulary is the first and foremost part in learning a foreign language, including English. To have sufficient

vocabulary, learners require to enrich and to expand their vocabulary. Mehta (2009:1) explains "A student's vocabulary bank can be enriched on a gradual basis and one should always show keen interest and enthusiasm in finding, learning, and understanding new words." Based on this statement, it can be seen that to have sufficient vocabulary, vocabulary enrichment should be developed. To enrich vocabulary, learners should attempt to search, to get interested, and to comprehend the new vocabulary.

Endayani (2017:17) declared that by expanding and enriching learners' learning about words, they will also affect well for the learners' reading, listening, speaking, and writing. Vocabulary enrichment is required because it has benefits for learners. If the learners enhance and broaden their vocabulary, their language skills are directly improved. Then, Fajri (2018:4) defines "Enriching vocabulary is a prominent effort that should be performed by English teachers because mastering adequate vocabulary can help the learners to comprehend and perform well in English skills, especially in reading skill." In teaching English, the materials must be proper for enriching learners' vocabulary. It will be seen as an attempt to help learners in building up comprehensive in using English, especially reading skill. Afterwards, Oktan and Kaymakamoğlu (2017:73) assert "Vocabulary enrichment is generally seen as a critical tool for English language students because lack of vocabulary knowledge in a foreign language may block a fruitful conversation." Vocabulary plays an

imperative role in learning a language. It will build on all parts of communication. It means, vocabulary enrichment is fundamentally required because it will improve learners' communication skills. So, when learners have a conversation with others, they will be not confused to express or say something, then the conversation will flow smoothly.

Vocabulary enrichment is needed in learning vocabulary, so the teacher also has an important duty for this case. Mawwadah (2010:9) states "English teacher has important role to stimulate students to enrich their vocabulary." It will be difficult to enhance learners' vocabulary without finding the suitable ways for that. So, in this case, encouraging learners to develop their vocabulary enrichment should be done by the teacher. Then, the teacher should search out and find the right teaching methods or the right teaching techniques to support learners in enriching their vocabulary well. Mawwadah (2010:13) also adds "In teaching English, in this case vocabulary, the teachers usually prepare some materials for their students to enrich their vocabulary by drills or exercises, but if the teachers keep using this monotony methods in learning vocabulary of course will occur and it will make students get bored." Teachers usually require to be prudent for the teaching plan, especially when teaching vocabulary. But, if the teachers often apply unexciting and tedious ways to teach, without considering other innovative ways for the future, learners will be bored. Therefore, teachers should consider thoughtfully of how to teach.

Based on the statements presented above, enriching vocabulary is immensely important for learners. It will promote the language or communication skills to be better. It is also important for the teachers because they have an important role to help and encourage learners in enriching vocabulary. They should facilitate learners by having proper ways to teach vocabulary. They should be thoughtful to plan the teaching materials so it will improve the learners' vocabulary enrichment.

4. **Kinds of Vocabulary**

Vocabulary is needed when learners start to know a new language. It should be known it has kind of itself. Some experts classified the kind of vocabulary. Webb (2005) in AlQahtani (20015:25) classified vocabulary into two kinds. The words are obtained and are understood by hearing or reading, it is called receptive vocabulary. Productive vocabulary is those words which are produced in speaking and writing. These are the particular explanations of receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is the words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in the reading text but do not use it in speaking and writing

b. Productive vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

Furthermore, According to Fromkin et al (2003:73-74) divide words into two kinds. The first is called content or open class word. It is a word that has important information and meaning. It is for telling things such as actions, objects, attributes and ideas. It includes nouns, verbs, adjectives, and adverbs. The second is named function or closed word. It is a word that does not have a clear lexical meaning and only has a grammatical function. It is used to connect those words called the important information or function words. It includes auxiliary verbs, prepositions, articles, conjunctions, and pronouns.

From the explanation above, it is concluded that some experts categorize the kinds of vocabulary with different terms. Webb (2005) categorizes the kinds of vocabulary by using the term of Receptive and Productive vocabulary. Receptive vocabulary is the words that the learners gain when reading. Productive vocabulary means the words that the learners

know well and can be expressed for speaking and writing. Meanwhile, Fromkin et al (2003:73-74) use different terms. They classify vocabulary into terms. The first is the content word, which has meaning and key information. It tells about actions, objects, attributes, and ideas. In other hand, there is a function word. It is used to link the function words. Auxiliary verbs, prepositions, articles, conjunctions, and pronouns are in function words.

5. Teaching Vocabulary

Teaching vocabulary is an activity that a teacher introduces and delivers new words. Walters (2004:1) asserts "teachers and students of second or foreign languages agree that vocabulary acquisition is a major goal of language learning". It proves that learning vocabulary is needed for learners because it is a main aim and also a prerequisite in learning any languages, includes English. Absolutely, teaching vocabulary is required for the learners when learning a new language. It facilitates learners to know and to learn the meaning and the form, and how to use them well. Wulanjani (2016:78) indicates "Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading." By teaching vocabulary, it also facilitates the learners to have an adequate vocabulary, so that they will master the four language skills well.

By teaching vocabulary, the teachers and learners expect a gratifying result in the process of teaching and learning vocabulary. However, several troubles will be faced in teaching vocabulary. AlQahtani (2015:24) tells "When the teaching and learning process takes place, problems would appear to the teachers." This statement shows that it is not simple to get a gratifying result. Andriani (2016:1) said that there are problems that will happen in teaching vocabulary. First, the learners may feel bored by the teacher's explanation. Second, teaching English vocabulary will take more time, but the teaching time is restricted. Third, there are not many teaching techniques or teaching media applied by the teacher. Last, the teacher may apply vocabulary teaching techniques or teaching media that makes the learners unattractive and unmotivating. Those problems make the teachers are in trouble in teaching vocabulary.

To minimalize, even to prevent those problems, the teachers should comprehend principles in teaching vocabulary. Teachers need it for their guidance in teaching vocabulary. The principles are also needed to be understood completely so that the problems that might be occurred in teaching and learning vocabulary can be minimalized. Nunan (2003:135-141) divide several points of principles of teaching vocabulary.

a. Focus on the most useful vocabulary first.

There are words that can be utilized in various ways. In other hand, there are also words that are limited in their use. This means, knowing the most useful and practical vocabulary is required. And, it

is needed to be paid attention to the vocabulary's goals of the learners. The learners need practical vocabulary utilized in formal or informal communication, or in the general daily conversation. It is more needed to teach practical vocabulary because it will have better, even have the best learning result.

b. Focus on the vocabulary in the most appropriate way

This section is about how new vocabulary should be presented and learned. To get a satisfying result in teaching low-frequency words , some learning strategies are recommended to be applied. They are using word parts, guessing for the context, using word cards, and using dictionaries. For the high-frequency words, teachers can teach the words directly, ask students to speak and write using the words, study more about the words, and do the exercise from the words they learn to.

c. Give attention to the high words across the four strands of a course

There are four learning strands in a course, namely learning from meaning-focused input, deliberate learning, meaning-focused output, and fluency development. High-frequency words should exist in all of those strands. It should get an intentional notice by the way of teaching and study. It is also crucial for communicating in written or spoken information. High-frequency words should be easily attainable for receptive and productive use.

d. Encourage learners to reflect on and take responsibility for learning

Vocabulary learning is a continual task. In the teaching-learning process, the teachers should give beneficial materials, bolster up, and facilitate the learners in learning process. Then, learners require to learn more and keep on learning. Due to that statement, learners need to know that they have responsibility for their own learning. Teachers can motivate them to be optimistic for their responsibility. Then, teachers can bolster up the learners by pre-selecting the vocabulary that is needed or learners are also able to select the useful vocabulary.

Those principles should be considered when teaching vocabulary. They are needed because they will be useful for the teachers to prepare and design the vocabulary material well. Hopefully, the result of teaching vocabulary will be successful.

It is important to have great vocabulary teaching. Teachers should facilitate the learners to enrich and also to understand vocabulary. In teaching vocabulary, the important things for the teachers are preparing the materials, strategies, techniques, learning environment, etc. Due to this condition, teachers require to identify and implement effective startegies in teaching vocabulary. That is for reaching a fulfilling target in teaching vocabulary. Manandhar (2009: 1) in Putra (2011:185) state that there are

some effective strategies of teaching vocabulary to young learners. They are as follows :

a. Using Realia

Realia means a real object used in a class for teaching aids. Mostly, realia is any objects that can represent the meaning

b. Using Matchstick Figure

It is also called pinmen. It is a sketch drawn simply without artistical manner

c. Using Picture

There are some objects that cannot be brought easily into a classroom. So, how to represent them is by using pictures

d. Using Synonyms

Synonyms define as words that have a similiar meaning or nearly the same meaning to other words

e. Using Antonyms

Antonyms mean the opposite word of a specific or chosen word, object or thing. Learning it is helpful for learners to know the new vocabulary.

f. Using Definition

There are words that can be introduced and taught by delivering their definitions.

g. Using Demonstration

The demonstration is the actions of showing and proving something which is done by a teacher.

h. Using Presenting Lexical Set/Enumeration

This is the related words listing that can be shown to the meaning of the cover term and the relevant words in the same group

i. Using Games

Games are applied to prevent monotone and boring learning. The examples are crossword, puzzle, guessing, and so on

j. Using Audio/Visual

A large of number of words can be shown by presenting a tape recording or video

Thornburry (2002) in Sorta (2018:16) showed two techniques for teaching vocabulary.

a. Vocabulary games

This technique points out the advantages of learning. Games are exciting for the learners and facilitate them in keeping the words easily. Games make the learners compete with others friendly and. The learners also think games are interesting and   enjoyable.

b. Repetition Drill

It should be undertaken for learners to follow and to repeat what the teacher talks to as fast as possible. Because of that, the teachers must limit the errors as well as they can.

The strategies and the techniques above can be helpful for teachers to teach well. It shows many things that should be prepared. It means, being well-prepared is definitely needed for the teachers. Therefore, teachers should set up vocabulary materials well by selecting effective strategies and techniques for teaching vocabulary, so that it helps learners enrich their vocabulary.

6. Teaching Vocabulary to Young Learners

Teaching vocabulary is important for young learners. Pinter (2006) as cited by Rahmadhani (2015:1), points out "Vocabulary as one of the main components should be taught since the beginning level (young learners)." That shows, young learners also need to learn vocabulary.

Young learners mean children who are also elementary school students. Slattery, and Jane (2001:4) classified that the range of young learners' ages is from 7- 12 years old. This range of age is good to learn vocabulary. Arintia (2015:8) says, "Younger learners are faster in understanding a new language than older learners". So, it is great to learn vocabulary as early as possible. It indicates, how important teaching vocabulary is for young learners.

To teach vocabulary, teachers should know young learners' characteristics. Cameron (2001:1) stated seven characteristics of children. The first is children are excited and agile learners. Second is children prefer to delight the teacher. Third is children will try to do something new even though they do not quite understand it. Fourth is children are faster to be uninterested in learning about something. Fifth is children are faster to give up when they find something that they cannot solve. Sixth is children do not feel easy to talk about language when discussing grammar or discourse. Seventh is children often look more confident than adults when they speak a new language. Their accents also may be clearer and may sound like a native speaker, because of the lack of inhibition.

Slattery and Jane (2001:4) also explained these following young learners' characteristics. First, children grow fast as individuals. Second, children can follow various learning styles, for instance, by watching, by listening, by imitating, by doing things. Third, children are less able to understand grammar. Fourth, children use non-verbal clues when trying to understand a situation. Fifth, children speak in their first language when they understand and do something. It will help them better in learning. Sixth, children can follow the sounds they listen to almost perfectly and follow the adults pronounce. Seventh, children will feel curious often. Eighth, children like to play and to imagine. Ninth, children enjoy being with routines and repetition. Tenth, children need variety because they are not able to keep long their attention.

Those characteristics above can be concluded that teaching vocabulary to young learners and adults are different. . It is because children have different characteristics from the adults The explanation above can be helpful for teachers in deciding the way of teaching. Also, based on young learners' characteristics explanation, they show that young learners love to play. It means, fun learning environment and playing during learn something are absolutely needed for young learners. So, teachers should consider and prepare well to teach vocabulary for young learners.

B. Game

1. Definition of Game

There are several experts' statements about the definition of the game. El Shamy (2001:15) argues "A game is a competitive activity played according to rules within a given context, where players meet a challenge in their attempt to accomplish a goal and win." Games are comprised of several points such as rules, competition, challenge, and learning particularly. They should be challenging so learners can compete and make efforts to reach the best result. Later on, Celce and Murcia (2001:34) show "Game is organized language activity that has a particular task or objective and a set of rules which involve an element of competition between players (e.g., board games, hangman, bingo, etc.); it usually implies entertainment

and relaxation." If people play a game, they should follow some components of the game. They will play the activity in an organized, competitive, and an amusing way. Wright et al (2006:1) stated that a game is an activity which is entertaining, engaging and an activity in which the learners play and usually interact with others. Beside of those components, games should make learners amused and attracted. It also should make learners associate with others by playing it. These statements can be summed up that a game is a competitive activity undertaken by the learners which have several points. It is involved by several regulations, aims, and pleasure. It also creates a fun and relaxed environment for the players so that they can intercommunicate with others. Then, they will feel challenged to struggle on achieving the best target

Furthermore, Ioannou and Georgiou (2010:1) tell "games are a valuable activity for language learning, especially for very young learners". It is shown that game is good to do for young learners . It helps them to learn a new and particular language. That statement is also supported by Derakhshan and Khatir (2015:40) mention "Games are advantageous and effective in learning vocabulary." Implementing games can be beneficial for the learners who learn vocabulary. It is because they are benefited by playing games in their learning and their enrichment. The experts' statements above imply that games will be great for learning vocabulary, especially for young learners. It is because they are a meaningful and worthwhile activity should be undertaken.

These statements can be summed up that a game is a competitive activity undertaken by people called players. It is involved by several regulations, aims, and pleasure. It does not signify that games are solely letting the students move anywhere without control. Games are undertaken by following the rules to obey so that the students are not merely having fun but they also have constraints. It can also be applied as an educational tool for teaching vocabulary so that the learners as its players feel amused and relaxed when learning.

2. The Advantages of Games

Games are an activity that involved several things that should be followed by the player. It also has several advantages for learning. This part will explain several advantages of games.

According to Taghizadeh et al. (2017:156-171) showed that games allow children to learn vocabulary better than applying conventional ways. The conventional ways are boring, so the students will be unenthusiastic. It is better to teach vocabulary in interesting ways, one of them is games. It is because playing games is a good way to learn vocabulary. Games are associated with a feeling of happiness. For this reason, most learners appreciate games and enjoy participating in them even if they are not familiar with their rules. In addition, Takeuchi and Vaala (2014:7) stated that during playing educational games, it is such an opportunity for learners to obtain more beneficial experiences and inspiring learning environments.

Games are cognate with a sense of joyfulness. They are also relatable with fun and creativeness. As a result, most learners are easy to actively participate in them.

Brewster and Ellis (2004: 173-174) list there are advantages of games. Games can be appended as a variation in various learning situation. First, games can increase the pace of a lesson and they can maintain the students' motivation. Then, formal teaching can be lessened by games and they can energize the students. Next, games can contribute developing attention span, focus, memory, and receptive skills. After that, games can push and motivate students to take part and to speak. Afterwards, the communication between students will be improved and better by games and they can be developed in fluency practice. Later on, an exciting environment can be created by playing games and the gap between teacher and students can be minimized. Furthermore, games can be helpful for students to increase their writing skills. Lastly, games can help students in memorization, correct pronunciation, creative use of language

On the whole, the experts' statements show that games are interesting, enjoyable, helpful, meaningful, and important for learning. They can help, can motivate, can boost, can improve the students better in learning. They facilitate learners to have real interaction and communication and to practice language skills. So, games are proper and worthy to be applied in teaching and learning

3. Kinds of Games

Brewster and Ellis (2004: 175-176) classified games into some groups. They are classified by the kinds of language and learning focus they have and the kind of resources, classroom management and organization they need.

According to the kinds of language and learning focus, games are divided into accuracy-focused and fluency-focused games. In accuracy-focused games, the important thing is the students are hoped to get accustomed to listen or read frequently words and sentence patterns. It is not a must for them to speak anything. Then, in fluency-focused games, the students are directed to focus on learning how to communicate with others in the games. It focuses on developing fluency and collaboration with others.

Based on the resources required to play them, games are divided in eighth parts. Firstly, no resources e.g. guessing games, listening games. Secondly, simple pencils and These games are an important part of the communicative and activity-based approaches and are usually done in pairs or groups of four. Thirdly, picture games. Fourthly, word cards. Fifthly, games using sentences cards. Sixthly, dice games. Seventhly, board games. Eighthly, games using charts or matrices

Furthermore, Brewster and Ellis (2004:184) divided games based on the classroom management and organization. They are divided into teams, groups or pairs games. There are games which require to have a leader. For

other games, all students are allowed to join the game. The, some games are played like elimination games.

4. **Online Game**

There are some definitions that are related to online games. The Organization for Economic Co-operation and Development (2005:9) asserts "an online game means a computer-based game such as PC, console and wireless games, which is required the internet for playing it." An online game is defined as a digital, a video or a computer game. It is run and is needed the internet as its an online environment. Furthermore, Wright (2011:217) as cited in Lubis (2020:11) shows "an electronic or computerized game played by manipulating images in a video display. And playing online game is someone plays a video game and playing video game either primarily or partially played through the computer network or internet available." Online games are usually played in gadgets. For playing online games, the user should have internet network.

The statements above can be summed up that digital-based, video-based, and computer-based are called online games. It is required to use the internet for connection. Then, playing online games will be smoothly and steadily.

5. **Teaching Vocabulary Using Online Game**

In this modern era, utilizing technology to support the teaching-learning process is utterly required nowadays. It creates enjoyment and excitement in the class, so the students' enthusiasm in learning will be increased, so it is practical for students. Because of those benefits, it is hoped that the students reach the target of learning. One of the technologies that can be applied is online games. Ashraf et al. (2014:290) showed that online can be employed by the teacher to create, explore or develop, then it is also effective facilitation for knowledge and skill. Online games will be a good choice for an effectual teaching vocabulary. For this reason, online games will benefit the students' vocabulary enrichment. Kayaalti (2018:313) says "online games are helpful for learning language and vocabulary in the classroom and increasing motivation of students in learning." Online games can boost the students' motivation and help the students in learning vocabulary. Due to that statement, online games are worthy to be implemented.

Okaz (2014:77) noted that online games are useful because many online games are no cost and accessible easily. Free online games, are indispensable because it benefits teachers and also students. Easiness in access makes online games recommended to apply in the educational activity. Moreover, Lee (2000) in Okaz (2014:77) stated online games motivate students to cooperate better in teamwork. They also trigger friendly competition. Even, introverted students can be motivated to

associate with others by participating in online games. It shows, if students have the willingness to participate the online games, they will have good teamwork skills. Later on, friendly competition exists, so it can push students to join in online games and their interaction among students will be developed.

Nowadays, online games are provided and available on many websites and applications. Relatable and suitable online games is a requirement for the teacher in teaching. They depend on what kind of topics will be given and will be presented to students. Later on, it is possible to use more than one source of online games on websites or applications. Online games usually offer levels, topics, feedback, scoring, and other features. Therefore, online games can be utilized as a media in teaching vocabulary.

6. **Wordwall Online Game**

For online games, there are some websites offer online games. Ariantia and Fitriati (2017:344) noted that when playing online games, the teachers should select related and suitable topics or materials for students. Ariantia and Fitriati (2017:346) said that the online games usually provide the level, the kinds of topic, the direct feedback, and also score. Therefore, there is wordwall, as an online game website that can be utilized to support teaching materials, especially teaching vocabulary.

Damayanti et al. (2020) as cited by Bolante (2021:605) affirmed that Wordwall is an online game which provides benefits for teaching and also

learning. It is known as a web-based online game which has the slogan *Create better lessons quicker.* By using it, creating educational-based activities or lessons will not take a too long time. It also offers interesting quizzes, matchups, word games, and much more. Additionally, Hasram et al (2021:1061) define "Wordwall is a platform that can assist and enrich pupils' experience in acquiring English language vocabulary." Besides benefiting the teacher, wordwall is a potential supplementary teaching aid that helps students in learning. It benefits them to have good and exciting experiences in learning. Based on the statements above, it is known that Wordwall is an online tool that can support the teaching-learning process. It is also efficient to make lessons or educational activities there. By offering some features, it will be beneficial in the efforts to make the learning better and more interesting.

Drom (2019:1) listed 18 templates or features in wordwall online game. They are airplane, anagram, balloon poop, crossword, find the match, gameshow quiz, group sort, labelled diagram, match up, maze chase, open the box, quiz, random cards, true or false, whack-a-mole, and word search. Those variety features can be chosen to design the games or other educational activities more entertaining and more attractive for students.

Some experts show the advantages of the wordwall online game. Lewis (2017:1) emphasizes "Wordwall takes vocabulary games and reviews into the digital world, and is to use for teachers and learners." Wordwall is good to apply because in this digital era. It can be applied on onsite learning

and also online learning. In teaching, online games, especially the Wordwall eases a teacher to make materials or activities for the students. It also eases for students to learn the materials easily and flexibly. Hasram et al (2021:1061) suggest "This game is accompanied by colourful pictures to help retain players' attention, association of words with images, strengthen the memory of spelling as well as support the understanding of word meaning directly and indirectly." Because of the display of wordwall is eye-catching, it triggers students to be attentive when they are learning. Group of words with images which are available in wordwall can also help students to memorize well and grasp the meaning effectively.

Damayanti et al (2020) as cited by Bolante (2021:605) stated that Wordwall has several advantages. First, there are vary of games which can be chosen. Second, teachers can design their own educational materials and games by selecting the materials, the age, and other factors. Third, many online games are free of cost, but they can be upgraded to be premium. Fourth, it challenges the students to finish the task, then they will automatically get the points. The last is the games can be used to make both interactive and printable activities.

C. Related Research

In doing this research, the writer read some related researches in different sources that related to online games and vocabulary of young learners. There are two early researches related to this which were conducted by some

researchers. First, with the title "The Effects of WordWall Online Games (WOW) on English Language Vocabulary Learning Among Year 5 Pupils" by Wan Muna Ruzanna Wan Mohammad et al (2021). The researcher analysed this quantitive data by using descriptive and dependent t-test analysis. The researcher used the experimental study to focus on pupils' perception. The cross-sectional survey was adapted from the ACRS-V model. The sample consists of 121 Year 5 pupils from a national primary school in Negeri Sembilan who are using the current syllabus for primary school. The syllabus is The English Language Curriculum for Primary Schools (KSSR). The questionnaire involved of two parts; Part A which consists of several demographic multiple-choice items and Part B comprised of items to gauge learners' perceptions towards the use of WOW online games in vocabulary learning. The findings revealed a medium level of *Satisfaction*, *Attention*, *Relevance*, *Confidence and Volition*. In addition, a paired sample t-test represents a significant improvement in the pupils' vocabulary scores after using WordWall (WOW) as a vocabulary learning supplementary material. The effect size demonstrated is also larger regarding its effects in behavioural sciences. This study presented important insights as a guide for primary school English teachers in integrating online games as a learning tool for English language learning, especially in developing pupils' English vocabulary repertoire.

Second, it was already conducted research entitled Teaching Vocabulary by Using Computer Online-Games for Young Learners Class (Media in

Teaching). The researchers, Linda Arintia and Rahima Fitriati, in 2017, conducted this study which had an aim to describe how to use online games to teach vocabulary for EYL as well as its lesson plan. Considering the students' level and their characteristic, the writers applied games that can be found in several sources. These topics were suitable for EYL since it was related to students' environment, such us daily activities, school, food, and part of speech. Practically, these games applied in the classroom because the student must have worked individually, the score were directly given by the website then the teacher gave feedback and lead the discussion. Since online game can attract students' attention to learn English vocabulary, it is suggested that this kind of teaching procedure can be used in teaching English for EYL. However, it needs the availability of well-operated computer and good internet connection for effective and enjoyable learning process.

Based on the prior researches above, it is proved that implementing games for teaching vocabulary is suitable since it has several benefits. It should be considered as an innovative way for teaching vocabulary. In this research, the writer intends to implement online games on young learners' vocabulary enrichment. The difference between this research to the prior researches are, firstly, the students' ages, in which the first prior research was implemented for 5-year-old pupils, while this research was implemented for sixth-grade students. Secondly, the students' language skills might be different because the prior research was implemented on Malay students. In Malaysia, English is the Second Language of Malaysia, on the other hand, English is a Foreign

Language in Indonesia. Then, this research was implemented for Indonesian students. Thirdly, it can be seen that the materials taught are different.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

For conducting this research, the writer uses the pre-experimental method and chooses one group pre-test post-test design. The design is taken by Cohen et al (2007:282) as follows:

$$O_1 X\, O_2$$

O_1 : Pretest

X : Treatment

O_2 : Posttest

There is only one class as a sample. Firstly, students are administered pre-test which has an intention to measure the students' vocabulary knowledge before giving the treatment. Later on, the students are administered treatments for three times by using online games. After giving the treatments, the writer administers post-test to find out the effect of Online Games on Young Learners' Vocabulary Enrichment.

B. Population and Sample

SDK BPK Penabur Cicurug is selected as a place to conduct the research. The population of this research is sixth-grade students. In SDK BPK Penabur Cicurug, there are two classes of sixth-grade consisting of 36 students as the population. Each class consists of 18 students in class 6A and 18 students in class 6B. The writer uses Random Sampling to obtain the data. To choose the class that is going to be studied, lottery system is used in this research.

C. Research Instrument

In this research, the writer uses some instruments. There are vocabulary test (pre-test and post-test), lesson plan (RPP), and syllabus. The writer collaborated with the English teacher of SDK BPK Penabur Cicurug to design and to validate the RPP / Lesson Plan. For both pre-test and post-test, they consist of multiple choice, scrambled letters test, and matching test questions. There are 25 questions. For the pre-test, there are 15 multiple choices and 10 scrambled letter tests. For the post-test, there are 15 multiple choices and 10 matching tests. Then, First, the students are administered a pre-test to measure their vocabulary knowledge. Then, the writer applies treatments by using online games for three times. The vocabulary that will be given are about famous and historical buildings. After the treatments are done, a post-test is administered to check students' vocabulary knowledge.

D. Data Collection Technique

In conducting the research, the data are collected from pre-test and post-test by using multiple choice test, scrambled letters test, and matching test. Pre-test is administered before giving the treatments, then post-test is administered after giving the treatments. The pre- test consists of 25 questions. They are 15 items of multiple-choice and 10 scrambled letters test. The pre- test consists of 25 questions The post-test consists of 25 questions. They are 15 items of multiple-choice and 10 matching test. The pre- test consists of 25 questions. The scale of multiple-choice's measurement for the correct answer is 1 and the incorrect answer is 0. The scale of scrambled letters and matching tests' measurement for the correct answer is 2 and the incorrect answer is 0. The rubric used to calculate the score is as follows:

$$\frac{the\ total\ of\ the\ correct\ answer}{the\ number\ of\ questions}\ x\ 100\ =$$

In the first meeting, there is a pre-test that should be done by the students. Then, in the second until the fourth meeting, the students will be given the material about famous and historical buildings. After all of those treatments, a post-test is administered to measure students' vocabulary enrichment and to find out the effect of using Online games on students' vocabulary enrichment. In the post-test, there are 25 questions that students should answer related to material that has already been given.

E. Data Analysis

After the pre-test, the treatments and the post-test, the result of pre-test and post-test are compared by using t-test formula to find out whether there is an effect of using online games on students' vocabulary enrichment. The steps that will be done to analyze the data are taken from Supardi (2013:325):

1. Scoring the students' vocabulary test

In measuring students' vocabulary test, the writer uses the assessment from Thornburry (2002:135) to assessed the students' multiple choice tests. This is a Conventional Number Right (NR) scoring method. The score of correct answer is one while the score of incorrect answer is zero. For scrambled letters test and matching test, the correct answer is scored two and the incorrect answer is scored zero. They are used for scoring the pre-test and post-test. Correct answer are scored with positive value, while incorrect and absent answer with value of zero (Lesage et al, 2013:2).

Table 3.1

The assessment rubric for multiple choice

NO	CRITERIA	SCORE
1.	Correct answer	1
2.	Incorrect answer	0

Table 3.2

The assessment rubric for scrambled letters test and matching test

NO	CRITERIA	SCORE
1.	Appropriate vocabulary and correct spelling	2
2.	Both vocabulary and spelling are incorrect	0

2. Calculating the Difference (d)

   The purpose of calculating the Difference (*d*) is to know the effective of the technique that has been applied when the treatment is done. It is done when there is the different score between pre-test and post-test. The statistical calculation is shown as follows:

$$d = [y - x]$$

y = the post-test result of the student

x = the pre-test result of the student

3. Calculating Mean of Difference (M*d*)

   After getting the result of the Difference (*d*), the following step is calculating the Mean of Difference. It is used to know the average from Difference (*d*) that will be used in t-test.

$$M_d = \frac{\Sigma d}{n}$$

Md = Mean of Difference

Σd = Sum of Difference

n = total of sample

4. Calculating Deviation of Difference (Xd)

It is used to get the gap score from Difference (d) and Mean of Difference (Md).

$$X_d = d - M_d$$

Xd = The deviation of the difference

d = The difference

Md = The mean

5. Calculating t-test

Calculating t-test is used to know whether there is the different average or not from the sample.

$$t = \frac{M_d}{\sqrt{\frac{\sum x_d^2}{n\,(n-1)}}}$$

t = t-test

Md = mean of difference

Σ xd = deviation of difference score ($Xd = d1$ - Md)

Σ $xd2$ = quadrate deviation of difference score

n = number of the students

6. Testing the Hypothesis

It is used to prove whether the hypothesis is accepted or rejected. Finding the value of degree of freedom (d.f) is done to test the hypothesis by using the following formula:

$$d.f = n - 1$$

d.f = degree of freedom

n = number of students

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. **Research Finding**

This research was conducted in the sixth-grade of SDK Penabur Cicurug. It was started from February 17th until March 17th, 2022. There were 18 students as the sample of this research. To obtain the data, the technique used in this research was random sampling. In conducting the research, the vocabulary tests which consisted of multiple-choice test were used to collect the data. The results of pre-test and post-test scores were analyzed by using t-test formula to find out the effect of online games on students' vocabulary enrichment.

1. **Calculating Frequency Distribution of The Pre test Scores**

In this research, there were 18 students. The writer administered pre-test to the students before doing the treatments. It was used to measure students' vocabulary. Pre-test consisted of 9 multiple choices with pictures and 10 multiple choices with incomplete sentences. After calculating the data, the lowest score on the pre-test was 32 and the highest was 89. The pre-test scores were described in the frequency distribution data in table 4.1.

Table 4.1.
Frequency Distribution Pre-test Scores

Table Frequency Distribution Pre-test Scores				
Class Interval	**Class Boundary**	**Mid Point**	**Fabsolute**	**Frelative**
32 – 36	31.5 – 36.5	34	2	11.1%
37 – 41	36.5 – 41.5	39	2	11.1%
42 – 46	41.5 – 46.5	44	4	22.2%
49 – 53	48.5 – 53.5	51	2	11.1%
54 – 58	53.5 – 58.5	56	1	5.6%
59 – 63	58.5 – 63.5	61	1	5.6%
64 – 68	63.5 – 68.5	66	2	11.1%
69 – 73	68.5 – 73.5	71	0	0.0%
74 – 78	73.5 – 78.5	76	3	16.7%
79 – 83	78.5 – 83.5	81	0	0.0%
84 – 89	83.5 – 89.5	86.5	1	5.6%
TOTAL			N= 18	100%

Highest score : 89

Lowest score   : 32

a. **Range**

R = 89- 32 = 57

b. **Interval class**

K = 1 + 3.3 (Log N)

= 1 + 3.3 (Log 18)

= 1 + 3.3 (1.255)

= 1 + 4.142

= 5.142= 5

c. **Length of Interval**

$P = \dfrac{r}{k}$

$= \dfrac{57}{5}$ $= 11.4 = 11$

Table 4.1 above showed class interval as the score of the vocabulary test, a class boundary as limitation of students' vocabulary test, midpoint stands for the middle of range score, f-absolute as the frequency of variable, and f-relative as the frequency percentage. According to the data of frequency distribution of the pre-test, it presented that there were two students (11.1%) who reached scores in the range of 32-36. There were also two students (11.1%) who obtained scores in the range of 37-41, which indicated that they had difficulty in answering this pre-test. Next, the highest percentage of this table (22.2%) or four students, was in the range of 42-46, which meant that most of the students got scores in this range. It was also viewed that 11.1% or two students reached scores in the range of 49-53. Then, in the range of 54 – 58 and 59 – 63, there was one student (5.6%) in each of those ranges. After that, two students (11.1%) were in the range of 64 – 68, while 0.0% of them (zero students) were in the range of 69 – 73. Those data indicated that the students failed to answer quite many questions, so they got mediocre scores. Next, in the range of 74-78, it had 16.7% with three students, zero students (0.0%) gained the scores in these three ranges; 79-83, 57-61, and at the range of 84 – 89, it was reached by one student or 5.6% of them. It concluded that a few students got excellent scores. Following the data above, the pre-test result was figured out on the histogram graph in figure 4.1.
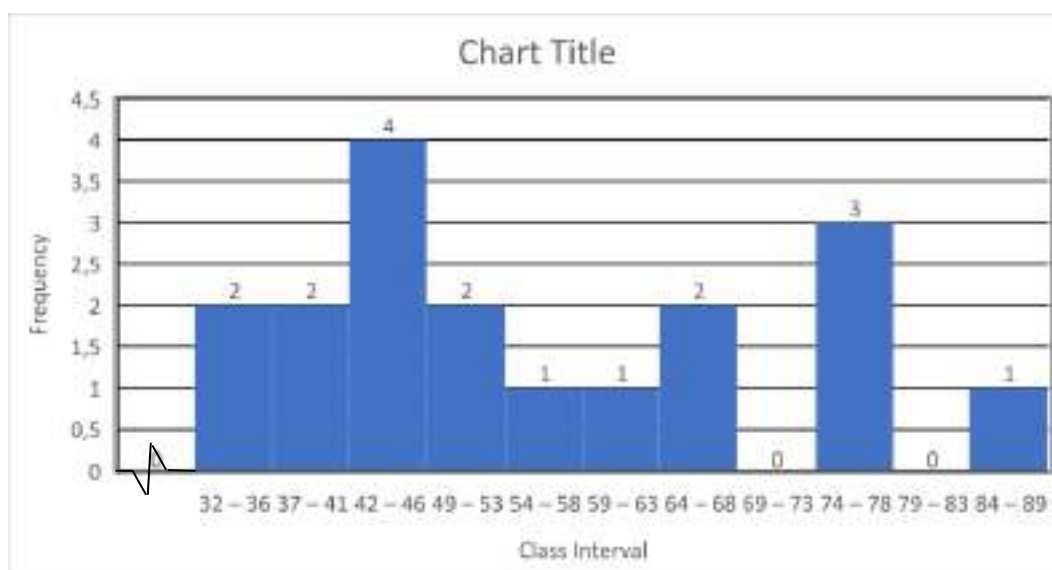
Figure 4.1. Histogram Graph of the Pre-test Score

Based on the graph above, it presented that the students who reached the highest score in the range of 84 – 89 was only one student. Then, the students who reached the lowest score is in the range of 32 - 36 were two students. It was seen that there were not any students who reached scores in the range of 69 – 73 and 79 – 83. This graph indicated that the students got some difficulties on this vocabulary test. Therefore, to support the vast majority of students which had low scores, the treatments should be implemented by using online games for enriching their vocabulary.

2. **Calculating Frequency Distribution of The Post-test Scores**

After administering pre-test to students, the writer implemented the treatments in three times. After that, the writer administered a post-test to students. The post-test was divided into were 8 multiple choices with pictures and 9 multiple choices with incomplete sentences. Having

analyzed the treatments implemented on students, the data showed that the highest score of post-tests was 100 and the lowest score of post-tests was 35. The scores of frequency distribution of post-test score are described in table 4.2.

Table 4.2
Frequency Distribution Post-test Scores

Table Frequency Distribution Post-test Scores				
Class Interval	**Class Boundary**	**Mid Point**	**Fabsolute**	**Frelative**
35 – 39	34.5 – 39.5	37	3	16.7%
40 – 44	39.5 – 44.5	42	1	5.6%
45 – 49	44.5 – 49.5	94	2	11.1%
50 – 54	49.5 – 54.5	52	3	16.7%
55 – 59	54.5 – 59.5	57	2	11.1%
60 – 64	59.5 – 64.5	62	0	0.0%
65 – 69	64.5 – 69.5	67	2	11.1%
70 – 74	69.5 – 74.5	72	2	11.1%
75 – 79	74.5 – 79.5	77	1	5.6%
80 – 84	79.5 – 84.5	82	0	0.0%
85 – 89	84.5 – 89.5	87	0	0.0%
90 – 94	89.5 – 94.5	92	1	5.6%
95 – 100	94.5 – 100.5	97.5	1	5.6%
TOTAL			N= 18	100%

Highest score   : 100
Lowest score   : 35

a. **Range**

R = 100- 35 = 65

b. **Interval class**

K = 1 + 3.3 (Log N)

$= 1 + 3.3 \ (\text{Log } 18)$

$= 1 + 3.3 \ (1.255)$

$= 1 + 4.142$

$= 5.142 = 5$

c. **Length of Interval**

$P = \dfrac{r}{k}$

$= \dfrac{65}{5} \quad = 13$

According to the frequency distribution data of post-test in table 4.2, it showed a little difference with the prior table. First, it was viewed that three students (16.7%) still gained inferior scores in the range of 35 – 39. There was one student (5.6%) got score in the range of 40 – 44. After that, the students who obtained the score at the range of 45 – 49 was two students (11,1%), while in the next range, 50-54, three students got scores in this range. Next, 11.1% of students or two students got score in the range of 55 – 59. Then, there was not any students (0.0%) gained the scores in the range of 60 – 64, while there were 11.1% of them or two students reached the score in the range of 65 – 69. Those showed around 55.6% of the students still had low scores. In the range of 70-74 had 11.1% with two students, while there was only one student (5.6%) gained the scores in the range of 75-79. There were not any students (0.0%) who had the score at the range of 80 – 84 and 85 - 89. In addition, the students' scores in range of 90 – 94 was 5.6% with one student. The last, in the range of 95 – 100 was 5.6% with one student. It was referred that the

range of scores were a bit increased. In accordance with the data above, the post-test result presented on the histogram graph in figure 4.2.
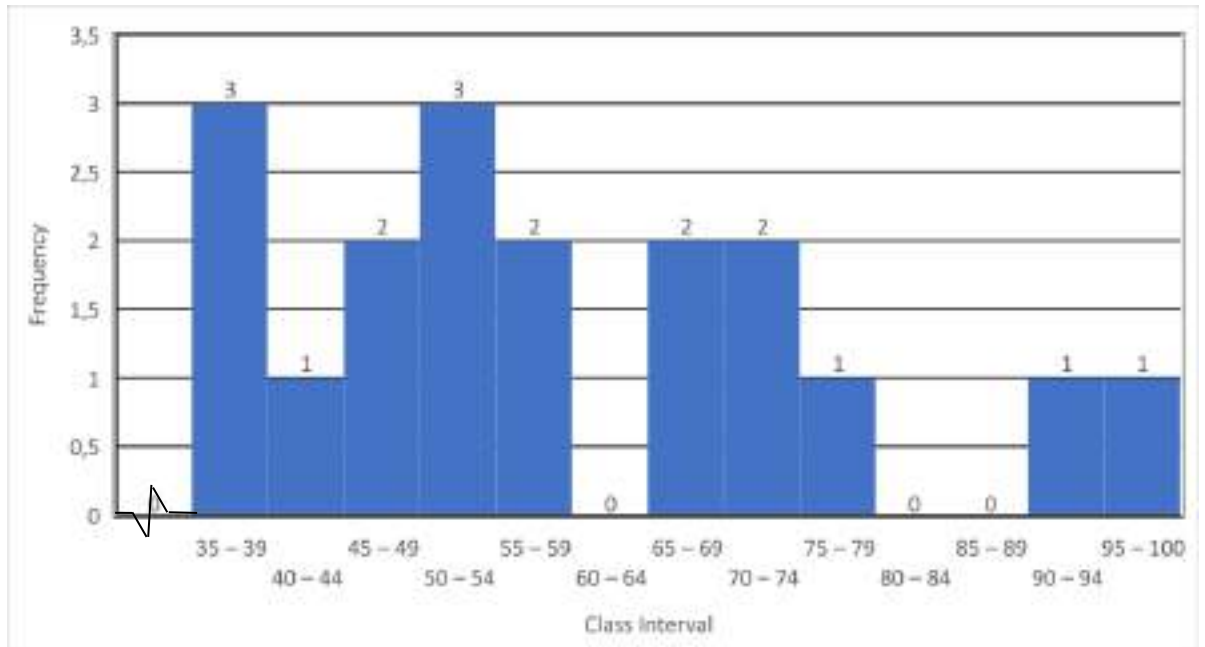
Figure 4.2 Histogram Graph of the Post-test Score

Based on the graph above, it was viewed that there were not any students who got scores in the range of 60 – 64, 80 – 84, and 85 – 89. In addition, the students who reached the highest score in the range of 95 – 100 were still one student. Moreover, the students who got the lowest score is in the range of 35 - 39 were three students. It showed that the students had a little impact on their scores when they played the online games for enriching vocabulary. It was viewed by the range of scores which was only slightly increased and their scores in post-test, they did not change noteworthily.

3. **The Result of the Difference Calculation (*d*)**

Difference Calculation (*d*) is done when there is the different score between pretest and posttest. The statistical calculation is shown as follow

$$d = y - x$$
$$d = 1059 - 968$$
$$d = 91$$

4. **The Result of the Mean (M_d)**

After calculating and getting the result of the difference (*d*), it was continued with calculating the mean of difference. It was used to know the average of sample from Difference (*d*) that would be used in t-test.

$$M_d = \frac{\Sigma d}{n}$$
$$M_d = \frac{91}{18} = 5.05$$

According to the calculation, the mean of difference is obtained by dividing the total of difference between post-test and pre-test (Σd) which

was 91 and the number of the participants (n) which is 18. Therefore, the result was 5.05, that rounded to 5.

5. **The Result of the Deviation of Gain (X_d)**

    After gaining the mean, the calculation is continued by calculating deviation of gain (X_d). To find the deviation of gain (X_d), it is needed to find out the gain of difference between posttest and pretest (d). Therefore, the post-test score is reduced with the pre-test score one by one. This is the example of finding the difference between post-test and pre-test (d).

$$d = posttest - pretest$$
$$d = 100 - 89 = 11$$

    To find the deviation of gain (Xd), the difference between post-test and pre-test (d) is subtracted with the mean of gain (Md). In addition, this should be done one by one. Here is the example of calculating the deviation of gain (Xd).

$$X_d = d - M_d$$
$$X_d = 8 - 5 = 3$$

    The calculation presented that the eleventh student of the sample got value 8 which was from her post test result was subtracted with her pre-test result. After that, the mean of difference (M_d) 5. Then, the value

of difference calculation is reduced with the result of the mean of difference. Therefore, the value of deviation of gain (X_d) of the eleventh student was 3.

6. **The Result of the T-test (t)**

    After getting the result of the deviation of gain (X_d), t-test formula was applied. The calculation of t-test is used to know whether there is the different average or not from the sample. The formula that is used to calculate t-test is:

$$t = \frac{M_d}{\sqrt{\dfrac{\sum x_{d^2}}{n(n-1)}}}$$

$$t = \frac{5}{\sqrt{\dfrac{3727}{18(18-1)}}}$$

$$t = \frac{5}{\sqrt{\dfrac{3727}{306}}}$$

$$t = \frac{5}{\sqrt{12.2}}$$

$$t = 1{,}42$$

    The calculation showed that the result of t-test is 1.42. To determine whether the alternative hypothesis rejected or not, it should be compared between the t-test value with the degree of freedom. If the

calculation t-test was higher than the degree of freedom, it meant the hypothesis (Ha) was accepted and the treatment was effective in enriching students' vocabulary. However, if the calculation t-test was lower than the degree of freedom, it meant the hypothesis (Ha) was rejected and the treatment was not effective.

7. **Testing Hypothesis**

It was to prove whether the hypothesis was accepted or rejected. Finding the value of degree of freedom $(d.f)$ was done to test the hypothesis by using the following formula:

$$d.f = n - 1$$

$$d.f = 18 - 1 = 17$$

The result showed that the degree of freedom was 17. Based on t-table, the degree of freedom 17 at significant level 0.05 was 2.11.

Based on the calculation, it was found that the t-test is 1.42. The value of the degree of freedom (df) value was 17 and the list of t-table value at significant level 0.05 was 2.11. The result of the test showed as $1.42 < 2.11$. It meant that the t-test value was lower than the value of t-table. It assumed that the alternative hypothesis (Ha) was rejected and the null hypothesis (Ho) was accepted. Therefore, the treatment was ineffective in enriching students' vocabulary.

B. Discussion

The data were gained from the results of the pre-test and post-test in the research. Purnawaman et al (2022:37) stated "the pre-test was distributed first to obtain the pre-test score of students." In this study, the pre-test was administered in the first meeting. In the first meeting, the students were confused because they had not learned about those vocabularies yet. They also said that the pre-test was difficult. It showed that most of them were not familiar with the vocabulary on the pre-test. Because of that, many of them did not get a good score on the pre-test.

Purnawaman et al (2022:37) also declared that after administering the pre-test, the treatments were implemented at the next meeting. Hence, the treatments in this study were done in three meetings. The treatments were implemented based on the RPP or lesson plan which was collaborated with the English teacher in SDK BPK Penabur Cicurug. Next, In the second meeting, the writer showed and explained the vocabulary that the students should memorize and learn. After that, the writer asked them to play the first online game. It was an image quiz. In this meeting, most of them were still slightly confused about how to play the game. However, after the writer explained the steps on how to play it, they could play the online game correctly. In the third meeting, the school did distance or online learning. Firstly, the writer reviewed the vocabulary that the students had learned in the second meeting. Secondly, the writer presented the presentation of the next vocabulary that the students should learn for this meeting. Next, they played

the second online game. In the second game, the students should complete the incomplete sentences by selecting one of three options which was the vocabulary that they already learned before playing this game. In the fourth meeting, it was still distance or online learning. The writer, as usual, reviewed the vocabulary that they discussed in the third meeting. Next, the students were presented with the vocabulary of the adjective words related to famous and historical buildings. Next, they played the chase maze game. This game was about a game in which the player should control the main character to run to the correct answer zone, whilst avoiding the enemies' characters. Purnawaman et al (2022:37) show "At the end of treatment, the students were given the post-test." Therefore, in the next and automatically the last meeting, the students were administered the post-test. Several students looked confident to answer this test, while the rest of them were still unconfident. However, they could finish the post-test in around 20 to 30 minutes.

On this research, the writer only calculated the multiple choice because it was contextual. Gandy et al (2021:1) asserted that contextual factors are needed in the English test used in this research because it influences the students' performance when learning the language. It was decided to not calculate the scores of scrambled letters test and matching test. It was decided because it turned out that those tests were not contextual. In the matching test, they were only pictures and the options, and in the scrambled letters test, they were only unarranged letters and the boxes for arranging them. It was concluded that those tests were not appropriate and contextual to be applied.

Therefore, the writer only used and calculated the multiple choices scores because they were contextual. For pre-test, there were 9 multiple choices with pictures and 10 multiple choices with incomplete sentences. For post-test, there were 8 multiple choices with pictures and 9 multiple choices with incomplete sentences.

After calculating the scores of the tests, it was concluded that there were 33% of students who got decreasing scores, 67% of them increased their scores, and 0% of students got the same scores in their post-test. The first data were obtained from the pre-test. It was administered to measure the students' vocabulary knowledge before implementing the treatments. The second data were collected from the post-test. In the post-test, many students were inaccurate in answering the 8th, 11th, 16th, and 17th multiple choice questions. There were only approximately four to six students who answered them right. It showed the students' scores after having the treatments. The instruments used in this research were multiple-choice tests.

Based on the result of the data calculation, the result of t-test was 1.42. The value of the t-table on *d.f* is 17 with the level of significance 0.05 was 2.11. The result of the test could be described as $1.42 < 2.11$. The value of t-calculated was lower than t-table. Thus, the alternative hypothesis (Ha) was rejected and the null hypothesis (Ho) was accepted. It means that implementation of online games on young learners' vocabulary enrichment is ineffective in enriching students' vocabulary.

Because of the result, the writer has found and analyzed the possible causes of why the implementation of online games on young learners' vocabulary enrichment in this study was ineffective. Firstly, it was because the meetings on-site learning once, then the following meetings were online, so the management and supervision of teaching, time, and the students' excitement and involvement in learning were not so good. Buana and Apriliyanti (2021:119) stated that the teachers can get obstacles in teaching the materials and also in supervising the students' participation. Secondly, the time was restricted which was only an hour per meeting. That statement is supported by Hafeez et al (2022:59) who state "The online learning teaching process takes a lot of times, the learners do not have much time to do it." It was not optimal for learning. Thirdly, the students had problems with accessing the online games because of the unstable internet connection in their houses. It is relevant to the statement of Hafeez et al (2022:59). They asserted that the problems relating to inappropriate devices and unstable internet connection or Wi-Fi can be tedious and can disturb the teaching-learning goal. Fourthly, it was not only the writer, but the students also got disruptions when learning. Putri et al (2020:4816) indicate "Shifting to online home learning is even harder in primary schools because young students generally need more assistance in their learning." This situation requires the students to be better at self-learning management in online learning. However, because they have not had an online learning experience, it made them unable or hard to explore more in learning, especially learning the

vocabulary in this study. So, those are factors why there is no increase in students' scores.

According to the related research written by Linda Arintia and Rahima Fitriati (2017) entitled "Teaching Vocabulary by Using Computer Online-Games for Young Learners Class (Media in Teaching)", they declared that online games were attractive to students' attention to learning English and it was recommended to apply in young learners' classes. Their statements were not relevant in this research. Kayaalti (2018:313) also asserted that online games are effective for learning language and vocabulary in the classroom and increasing the motivation of students in learning. In addition, Hasram et al (2021:1061) said that Wordwall is a platform that can assist and enrich pupils' experience in acquiring English language vocabulary. Those two statements were also not relevant in this research. According to their pre-test and post-test results, it was seen that there was no significant effect in the students' scores.

CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter consists of two subchapters. They are conclusions and suggestions. The conclusions were drawn from the result of the analysis, findings, and discussions. After that, the suggestions were based on the finding of the analysis.

A. Conclusion

This research entitled "Implementation of Online Games on Young Learners' Vocabulary Enrichment". Furthermore, this research was conducted to the sixth-grade of SDK Penabur Cicurug. In SDK BPK Penabur Cicurug, there are two classes of sixth-grade consisting of 36 students as the population. Each class consists of 18 students in 6A class and 18 students in 6B class. The sample of this research was 6B class with 18 students. This research is aimed to find out the effect of online games on students' vocabulary enrichment.

On this research, the writer decided to not calculate the scores of scrambled letters test and matching test. It was decided because it turned out that those tests were not contextual. In the matching test, they were only pictures and the options, and in the scrambled letters test, they were only unarranged letters and the boxes for arranging them. It was seen that those tests were not appropriate and contextual to be apply. Therefore, the writer only calculated the multiple choices scores because they were contextual.

After implementing this research and calculating the data, the online games used in this research are not effective for teaching and enriching vocabulary for young learners. Based on the result, there are three possible reasons why the implementation of online games for teaching vocabulary in SDK BPK Penabur Cicurug was ineffective. Firstly, it was because the meetings on-site learning once, then the next meetings were online, so the management of teaching and time, and the students' excitement in learning were not so good. Secondly, the time was restricted which was only an hour per meeting. It was not optimal for learning. Thirdly, the students had problems with accessing the online games because of the unstable internet connection in their houses. In this case, the school did not provide the internet quota. Fourthly, they were unable or hard to learn and to explore more in learning, especially learning the vocabulary in this study According to the data analysis in the fourth chapter, the writer already found the result of this research. It is viewed from the result of the t-test value is lower than the t-table. The value of the t-test is 1.42. Then, the degree of freedom (d.f) is 2.11 at a significant level of 0.05. It assumed that the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted.

In conclusion, the findings of this research are there is no significant effect when implementing online games for young learners on teaching vocabulary. These online games were ineffective for learning and enriching new vocabulary for the students of SDK BPK Penabur Cicurug.

B. Suggestions

In the light of the findings and results of this research, the writer would like to give suggestions to English teachers. Based on the result of this research, this kind of online games are less effective to apply in teaching vocabulary. Hence, the teachers are better to find other online games that are more suitable for teaching vocabulary and vocabulary enrichment. However, the teachers should pay attention to some issues might be appeared, one of them is the unstable internet connection5. It is hoped the cooperation between teachers, parents, and also schools to optimize the internet connection to be stable and adequate

The second suggestion is for the researchers who are interested in conducting research related to teaching vocabulary by using online games. The next researchers can find other online games, or, researchers can apply this online game to another school. It is because the result can be different.

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APPENDENCIES

Appendix 1: Research Instrument (Pre-test)

PRE-TEST

UNIT 8 Part 1

Choose the correct answer by crossing (x) a, b, or c!

1.

   The kind of building's name for this popular building is …

   a. Statue
   b. Museum
   c. Tower

2.

   The luxurious place above shows, this building is known as …

   a. Palace
   b. Statue
   c. Monument

3.

Many people usually come to this place for seeing objects of artistic, cultural, or scientific things. This place is known as ….

    a. Museum
    b. Mausoleum
    c. Cinema

4.

This building can be used for soccer matches. It is called a …

    a. Pyramid
    b. Mausoleum
    c. Stadium

5.

This is a small building for Christian worship. It is known as a …

    a. Chapel
    b. Mosque
    c. Pagoda

6.

This huge place was built for burial room. It is named a …

    a. Pagoda

b. Mausoleum

c. Monument

7.

This glorious Catholic building is named a …

a. Chapel

b. Cathedral

c. Mosque

8.

This building is used for Moslem when they want to pray. It is named a …

a. Statue

b. Mosque

c. Mausoleum

9.

The long and structural building is located in USA. People call it a …

a. Monument

b. Bridge

c. Tower

UNIT 8 Part 2

There will be some incomplete sentences. You have to search and find the correct verbs. Please, complete incomplete sentences with the correct answer by crossing (x) a, b, or c!

10. Dutch explorer …. The Easter Island on Easter day in 1722.
    a. Saw
    b. Discovered
    c. Constructed

11. The ex-president will … a $2.6 million for several art museums in this city.
    a. Dedicate
    b. Buy
    c. Locate

12. Archaeologists …. new historical sites in Europe.
    a. Design
    b. Locate
    c. Create

13. Eiffel Tower was ... from 1887 until 1889.
    a. Renamed
    b. Constructed
    c. Opened

14. Mary …. her friends' efforts to explain about the history of Taj Mahal Mausoleum.
    a. Dislikes
    b. Dedicates
    c. Appreciates

15. Ancient Egyptians liked to …. their dead with gold, jewels, and even live animals.
    a. Bury
    b. Carve
    c. Design

16. He …. a Buddha statue from wood.
    a. Carved
    b. Constructed
    c. Built

17. The architects …. the design of several buildings annually.
    a. Break
    b. Complete
    c. Carve

18. The governor will …. The name of a historical building in Bogor.
    a. Complete
    b. Create
    c. Rename
19. The regent of Bogor tries to …. a plan for creating a monument.
    a. Lose
    b. Consider
    c. Discover

Appendix 2: Research Intrument (Post-test)

POST-TEST

UNIT 8 Part 1

Choose the correct answer by crossing (x) a, b, or c!

1.

Over 200 people have been killed by … eruptions.

a. Rocky
b. Volcanic
c. Hilly

2.

The face of this statue looks …

a. Expressionless
b. Expressive
c. Emotional

3.

4. Aboriginals are the … inhabitants of Australia.
   a. False
   b. Right
   c. Original

5.

The *moai* are … statues found in Easter Island.
   a. Fabulous
   b. Giant
   c. Original

6.

Rini's dream is to visit the Statue of Liberty, but it is a faraway place

   a. Lost
   b. Faraway
   c. Close

7.

Sydney Opera House is …. It looks different than other famous buildings.

a. New
b. Faraway
c. Unique

8.

My family have ever visited those … buildings.

a. Historical
b. Modern
c. Contemporary

UNIT 8 Part 2

Choose the correct answer by crossing (x) a, b, or c!

9. Archaeologists ... new historical sites in Europe.
   a. Design
   b. Create
   c. Locate
10. Statue of Liberty was ... in 1885.
    a. Located
    b. Constructed
    c. Renamed
11. The architects already …. the mosque design very well.
    a. Completed
    b. Took
    c. Carved
12. The governor will …. the name of a Museum in Bogor.

a. Complete
b. Create
c. Rename

13. The regent of Bogor tries to …. a plan for creating a monument.
a. Lose
b. Consider
c. Discover

14. Lucky …. her teacher's efforts to explain about the history of Egyptian Pyramids.
a. Dislikes
b. Dedicates
c. Appreciates

15. Ancient Egyptians liked to …. their dead with gold, jewels, and even live animals.
a. Bury
b. Carve
c. Dig

16. In 1170, James Cook …. Australia Continent.
a. Saw
b. Discovered
c. Constructed

17. To … his loyalty to Judaism, he decided to rebuild the Temple.
a. Dedicate
b. Buy
c. Locate

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

BAHASA INGGRIS

Satuan Pendidikan	: SD/MI
Kelas / Semester	: 6 / 2
Pelajaran	: Unit 8 – Why is It Famous?
Pertemuan	: 1
Alokasi waktu	: 2 x 30 menit

A. TUJUAN

1. Siswa mampu mengetahui kosakata bahasa inggris yang berkaitan dengan *Why is It Famous.*
2. Siswa mampu mengetahui hal penting terkait *Why is It Famous* yang di baca dan di dengar.
3. Siswa mampu mempraktikkan pembacaan teks tentang *Why is It Famous*
4. Siswa mampu menyelesaikan soal- soal bahasa inggris tentang *Why is It Famous*

B. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	1. Kelas dimulai dengan dibuka dengan salam dilanjutkan dengan do'a. **(Religius dan Integritas)** 2. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. **(Motivasi)**	10 menit

Kegiatan Inti	**A. Alat dan Bahan**
	    1. Kamus bahasa Inggris dan Internet
	    2. Projector dan Speaker
	    3. Online Game
	B. Mengamati
	    1. Siswa mendengarkan beberapa *listening sections*
	    2. Siswa menjawab soal dari *listening sections*
	    3. Guru mengoreksi kebenaran jawaban siswa dan memberikan penguatan terhadap jawaban siswa.
	    4. Guru menyampaikan kosakata yang penting yang berkaitan dengan *Why is It Famous.*
	C. Menanya
	    1. Siswa menanyakan penjelasan guru yang belum di pahami tentang kosakata yang berkaitan dengan *Why is It Famous,*
		70 menit

	kemudian guru menjawab pertanyaan siswa. *(Communication)*
	
	D. Menalar
	    1. Siswa diminta untuk memainkan permainan "Image Quiz" yang dapat diakses di www.wordwall.com, yang berkaitan dengan kosakata tentang *Why is It Famous*. *(Creativity and Innovation, Analysing)*
	E. Mencoba
	    1. Siswa diminta untuk mendengarkan sebuah dialog
	    2. Siswa diminta untuk mempraktikkan dialog tersebut secara berpasangan. *(**Mandiri,** **Critical Thinking and Problem Formulation, Analysing**)*
	F. Mengkomunikasikan
	    1. Siswa diminta untuk menyebutkan dan menjelaskan apa yang siswa ketahui tentang kosakata tersebut di depan kelas.	

Kegiatan **Penutup**	1. Siswa mampu mengemukakan hasil belajar hari ini. (Kesimpulan) 2. Guru menyampaikan tugas dirumah kerja sama dengan Orang Tua, Siswa menyelesaikan tugas rumah sendiri dengan bimbingan orang tua. (Mandiri) 3. Salam dan do'a penutup di pimpin oleh salah satu siswa. **(Religius)**	10 menit

C. PENILAIAN (ASSESMENT)

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi unjuk kerja atau hasil karya/projek dengan rubrik penilaian.

Mengetahui   Bogor , ...

Guru Mata Pelajaran,   Peneliti,

…………………………….   ………………………………

NIP. …………………………

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

BAHASA INGGRIS

Satuan Pendidikan	: SD/MI
Kelas / Semester	: 6 / 2
Pelajaran	: Unit 8 - Why is It Famous?
Pertemuan	: 2
Alokasi waktu	: 2 x 30 menit

A. TUJUAN

1. Siswa mampu mengetahui kosakata bahasa inggris yang berkaitan dengan *Why is It Famous.*
2. Siswa mampu mengetahui hal penting terkait *Why is It Famous* yang di baca dan di dengar.
3. Siswa mampu mempraktikkan pembacaan teks tentang *Why is It Famous.*
4. Siswa mampu menyelesaikan soal- soal bahasa inggris tentang *Why is It Famous.*

B. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	1. Kelas dimulai dengan dibuka dengan salam dilanjutkan dengan do'a. **(Religius dan Integritas)** 2. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. **(Motivasi)**	10 menit

Kegiatan Inti	**A. Alat dan Bahan**
	    1. Kamus bahasa Inggris dan Internet
	    2. Projector dan Speaker
	    3. Online Game
	B. Mengamati
	    1. Guru dan siswa membahas bersama tentang pekerjaan rumah yang sudah dikerjakan oleh siswa.
	    2. Guru mengoreksi kebenaran jawaban siswa dan memberikan penguatan terhadap jawaban siswa.
	    3. Siswa diminta untuk memperhatikan penjelasan tentang *grammar part* yang disampaikan oleh guru.
	    4. Siswa diminta untuk membaca yang berkaitan dengan *Why is It Famous.*
		70 menit

		5. Siswa menjawab beberapa soal yang berkaitan dengan *Why is It Famous.*
		6. Guru mengoreksi kebenaran jawaban siswa dan memberikan penguatan terhadap jawaban siswa.
		7. Guru menyampaikan kosakata yang penting yang berkaitan dengan
		Why is It Famous.
		
		C. Menanya
		  1. Siswa menanyakan penjelasan guru yang belum di pahami tentang kosakata yang berkaitan dengan *Why is It Famous,* kemudian guru menjawab pertanyaan siswa. ***(Communication)***
		D. Menalar
		  1. Siswa diminta untuk memainkan permainan "Missing Word" yang dapat diakses di <u>www.wordwall.com</u>, yang berkaitan dengan kosakata tentang *Why is It Famous*. ***(Creativity and Innovation, Analysing)***
		E. Mencoba
		  1. Siswa diminta untuk mengerjakan tugas secara berpasangan
		  (Kerja Sama, Critical Thinking and Problem Formulation,Analysing)
		
		F. Mengkomunikasikan
		  1. Membuat sebuah *report (**Creativity**)* dengan bimbingan guru tentang negara dan juga informasi tentang sejarah, peninggalan, atau bangunan penting dari negara tersebut. ***(Communication)***	

Kegiatan **Penutup**		1. Guru menyampaikan tugas dirumah kerja sama dengan Orang Tua, Siswa menyelesaikan tugas rumah sendiri dengan bimbingan orang tua. (Mandiri) 2. Salam dan do'a penutup di pimpin oleh salah satu siswa. **(Religius)**	10 menit

C. PENILAIAN (ASSESMENT)

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi unjuk kerja atau hasil karya/projek dengan rubrik penilaian.

Mengetahui   Bogor , ...

Guru Mata Pelajaran,   Peneliti,

…………………………….   …………………………….

NIP. …………………………

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

BAHASA INGGRIS

Satuan Pendidikan	: SD/MI
Kelas / Semester	: 6 / 2
Pelajaran	: Unit 8 - Why is It Famous?
Pertemuan	: 3
Alokasi waktu	: 2 x 45 menit

A. TUJUAN

1. Siswa mampu mengetahui kosakata bahasa inggris yang berkaitan dengan *Why is It Famous.*
2. Siswa mampu mengetahui hal penting terkait *Why is It Famous* yang di baca dan di dengar.
3. Siswa mampu mempraktikkan pembacaan teks tentang *Why is It Famous.*
4. Siswa mampu menyelesaikan soal- soal bahasa inggris tentang *Why is It Famous.*

B. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	1. Kelas dimulai dengan dibuka dengan salam dilanjutkan dengan do'a. **(Religius dan Integritas)** 2. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. **(Motivasi)**	10 menit

Kegiatan Inti	**A. Alat dan Bahan**
	  a. Kamus bahasa Inggris dan Internet
	  b. Projector dan Speaker
	  c. Online Game
	B. Mengamati
	  1. Guru dan siswa membahas bersama tentang pekerjaan rumah yang sudah dikerjakan oleh siswa.
	  2. Guru mengoreksi kebenaran jawaban siswa dan memberikan penguatan terhadap jawaban siswa.
	  3. Siswa diminta untuk memperhatikan penjelasan tentang hal hal yang berkaitan dengan *Why is It Famous.*
	  4. Guru menyampaikan kosakata yang penting yang berkaitan dengan *Why is It Famous.*
	C. Menanya
		70 menit

	1. Siswa menanyakan penjelasan guru yang belum di pahami tentang kosakata yang berkaitan dengan *Why is It Famous,* kemudian guru menjawab pertanyaan siswa. *(Communication)*
	Menalar
	2. Siswa diminta untuk memainkan permainan "Maze Chase" yang dapat diakses di www.wordwall.com, yang berkaitan dengan kosakata tentang *Why is It Famous*. *(Creativity and Innovation, Analysing)*
	D. Mencoba
	    1. Siswa diminta untuk mengerjakan tugas secara berkelompok
	    (Kerja Sama, *Critical Thinking and Problem Formulation, Analysing)*
	
	E. Mengkomunikasikan
	    1. Siswa secara berkelompok diminta untuk membuat sebuah peta yang menampilkan beberapa tempat yang terkenal, bersejarah, atau menarik dari kota atau negara dengan bimbingan guru. *(Creativity)*
	    2. Setiap kelompok diminta untuk mempresentasikan hasil kerja kelompok di depan kelas. *(Communication)*	

Kegiatan **Penutup**	1. Guru menyampaikan tugas dirumah kerja sama dengan Orang Tua, Siswa menyelesaikan tugas rumah sendiri dengan bimbingan orang tua. (Mandiri) 2. Salam dan do'a penutup di pimpin oleh salah satu siswa. **(Religius)**	10 Menit

C. PENILAIAN (ASSESMENT)

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi unjuk kerja atau hasil karya/projek dengan rubrik penilaian.

    Mengetahui   Bogor , ...

    Guru Mata Pelajaran,   Peneliti,

………………………………   …………………………………

NIP. …………………………

LAMPIRAN - LAMPIRAN

LAMPIRAN PENILAIAN

A. PENILAIAN ASPEK SIKAP

No	Nama Siswa	Perubahan Tingkah Laku											
		Percaya Diri				Disiplin				Kerjasama			
		BT	MT	MB	SM	BT	MT	MB	SM	BT	MT	MB	SM
1.													
2.													
3.													
4.													
5.													
6.													
7.													

Keterangan   :   BT : Belum Terlihat
MT : Mulai Terlihat
MB : Mulai Berkembang
SM : Sudah Membudaya

Berilah tanda centang (✓) pada kolom yang sesuai

B. PENILAIAN ASPEK PENGETAHUAN

Deskripsi	Skor
Jawaban tepat dan sesuai dengan kunci jawaban	1
Jawaban salah	0

C. PENILAIAN ASPEK KETERAMPILAN

1. WRITING

No	Aspek	Indikator	Skor
1	Grammar	Sangat terstruktur dan sangat tepat	5
		Cukup terstuktur dan cukup tepat	3
		Tidak terstuktur dan tidak tepat	1
2	Kosa Kata	Sangat variatif, mudah dipahami, dan sangat tepat	5
		Cukup variatif, Cukup dipahami, dan cukup tepat	3
		Tidak variatif, tidak dipahami, dan tidak tepat	1
3	Mechanic	Sangat terstruktur dan sangat tepat	5
		Cukup terstuktur dan cukup tepat	3
		Tidak terstuktur dan tidak tepat	1

Pedoman Penskoran:

Nilai = <u>Jumlah Jawaban Benar</u> x 100

15

2. SPEAKING

No	Criteria	Points				
1.	Organization	1	2	3	4	5
2.	Vocabulary and Grammar	1	2	3	4	5
3.	Fluency	1	2	3	4	5
4.	Body Language and Eye Contact	1	2	3	4	5
	Total Grade	**The total of points**				

(https://www.cambridge.org/elt/blog/wp-content/uploads/2017/10/Cambridge_speaking_activities_rubic_grid.pdf)

Appendix 4: Students' Pre-task Tasks

Student's answers of Pre-test (Google Form)

Name: Adara Sheand

1. The kind of building's name for this popular building is ... *

- ◯ Statue
- ◯ Museum
- ⦿ Tower

2. The luxurious place above shows, this building is known as ...

- ⦿ Palace
- ◯ Theatre
- ◯ Monument

3. Many people usually come to this place for seeing objects of artistic, cultural, or scientific things. This place is known as ...

- ⦿ Museum
- ◯ Mausoleum
- ◯ Drama

4. This building can be used for soccer matches. It is called a ...

- ◯ Pyramid
- ◯ Mausoleum
- ⦿ Stadium

5. This is a small building for Christian worship. It is known as a ... *

- ◯ Mosque
- ◯ Chapel
- ⦿ Pagoda

6. This huge place was built for burial room. It is named a ...

- ◻ Pagoda
- ◯ Mausoleum
- ⦿ Mosque

7. This glorious Catholic building is named a... *

- ◻ Chapel
- ⦿ Cathedral
- ◻ Mosque

8. This building is used for Moslem when they want to pray. It is named a ...

- ◯ Statue
- ⦿ Mausoleum
- ◯ Mosque

9. The large and structural building is located in USA. People call it a ... *

- ◯ Monument
- ◯ Tower
- ⦿ Bridge

10. Dutch explorer ... The Easter Island on Easter day in 1722.

- [ ] Saw
- [x] Discovered
- [ ] Constructed

11. The new president will ... a $2.6 million for several art museums in this city. *

- [x] Dedicate
- [ ] Run
- [ ] Locate

12. Archaeologists ... much historical sites in Europe.

- [ ] Design
- [ ] Locate
- [x] Create

13. Grover Cleveland was ... from 1837 until 1889. *

- [ ] Rename
- [x] Commanded
- [ ] Opened

14. Mary ... her friends' efforts to explain about the history of Taj Mahal Mausoleum.

- [x] Unifies
- [ ] Dedicates
- [ ] Appreciates

15. Ancient Egyptians liked to ... their dead with gold, jewels and even fur animals. *

- [ ] Bury
- [ ] Carve
- [x] Design

16. He ... a Buddha statue from wood.

- [ ] Carved
- [x] Commanded
- [ ] Built

17. The architects ... the design of several buildings annually. *

- [x] Direct
- [ ] Complete
- [ ] Carve

18. The governor will ... The name of a historical building in Bogor.

- [x] Complete
- [ ] Create
- [ ] Rename

19. The regent of Bogor tries to ... a plan for creating a monument. *

- [x] Consider
- [ ] Lose
- [ ] Discover

Student's answers of Pre-test (Google Form)

Name: Febrian Immanuel

1. The kind of building's name for this popular building is ... *

- ● Statue
- ○ Museum
- ○ Tower

2. The luxurious place above shows, this building is known as ...

- ● Palace
- ○ Statue
- ○ Monument

3. Many people usually come to this place for seeing objects of artistic, cultural, or scientific things. This place is known as ...

- ● Museum
- ○ Mausoleum
- ○ Cinema

4. This building can be used for soccer matches. It is called a ...

- ○ Pyramid
- ○ Mausoleum
- ● Stadium

5. This is a small building for Christian worship. It is known as a ... *

- ○ Mosque
- ● Chapel
- ○ Pagoda

6. This huge place was built for build Islam. It is named a ...

- ○ Pagoda
- ● Mausoleum
- ○ Mosque

7. The glorious Catholic building is named a ... *

- ○ Chapel
- ○ Cathedral
- ● Mosque

8. This building is used for Moslem when they want to pray. It is named a ...

- ○ Palace
- ○ Mausoleum
- ● Mosque

9. The long and structural building is located in USA. People call it a ... *

- ○ Monument
- ○ Tower
- ● Bridge

10. Dutch explorer ... The Easter Island on Easter day in 1722.

- ( ) Saw
- ( ) Discovered
- ( ) Constructed

11. The ex-president will ... a $2.6 million for general art museums in this city. *

- ( ) Dedicate
- ( ) Give
- ( ) Locate

12. Archaeologists ... new historical sites in Europe.

- ( ) Design
- ( ) Locate
- ( ) Create

13. Eiffel Tower was ... from 1887 until 1889. *

- ( ) Renew
- ( ) Constructed
- ( ) Opened

14. Mary ... her friends' efforts to explain about the history of Taj Mahal Mausoleum.

- ( ) Dislikes
- ( ) Dedicates
- ( ) Appreciates

15. Ancient Egyptians filled to ... their dead with gold, jewels, and even live animals. *

- ( ) Save
- ( ) Renew
- ( ) Design

16. He ... a Buddha statue from wood.

- ( ) Carved
- ( ) Constructed
- ( ) Built

17. The architects ... the design of several buildings annually. *

- ( ) Seek
- ( ) Complete
- ( ) Give

18. The government will ... The name of a historical building in Bogor

- [ ] Complete
- [x] Create
- [ ] Renew

19. The regent of Bogor tries to ... a plan for creating a monument. *

- [ ] consider
- [ ] Lose
- [x] Discover

Student's answers of Pre-test (Google Form)

Name: Andreas Sihombing

1. The kind of building's name for this popular building is ... *

○ Statue
○ Museum
○ Tower

2. The luxurious place above shows, this building is known as ...

○ Palace
○ Statue
○ Monument

3. Many people usually come to this place for seeing objects of artistic, cultural, or scientific things. This place is known as ...

○ Museum
○ Mausoleum
○ Cinema

4. This building can be used for soccer matches. It is called a ...

○ Pyramid
○ Mausoleum
○ Stadium

6. This is a small building for Christian worship. It is known as a ... *

○ Mosque
○ Chapel
○ Pagoda

5. This huge place was built for burial room. It is named a ...

○ Pagoda
○ Mausoleum
○ Mosque

7. This gorgeous Catholic building is named a ... *

○ Chapel
○ Cathedral
○ Mosque

8. This building is used for Moslem when they went to pray. It is named a ...

○ Statue
○ Mausoleum
○ Mosque

9. The long and structural building is located in USA. People call it a ... *

○ Monument
○ Tower
○ Bridge

87

10. Dutch explorer ... The Easter Island on Easter day in 1722.

○ Saw
○ Discovered
◉ Constructed

11. The ex-president will ... a $3.6 million for several art museums in this city. *

○ Dedicate
◉ Buy
○ Locate

12. Archaeologists ... new historical sites in Europe.

○ Design
○ Locate
◉ Create

13. Eiffel Tower was ... from 1887 until 1889. *

○ Rename
◉ Constructed
○ Opened

14. Mary ... her friends' efforts to explain about the history of Taj Mahal Mausoleum.

○ Dislikes
○ Dedicates
◉ Appreciates

15. Ancient Egyptians liked to ... their dead with gold, jewels, and even live animals. *

◉ Bury
○ Carve
○ Design

16. He ... a Buddha statue from wood.

◉ Carved
○ Constructed
○ Built

17. The architects ... the design of several buildings annually. *

○ Break
◉ Complete
○ Carve

18. The governor will ... The name of a historical building in Bogor.

○ Complete
◉ Create
○ Rename

19. The regent of Bogor tries to ... a plan for creating a monument. *

◉ Consider
○ Lose
○ Discover

Student's answers of Pre-test (Google Form)

Name: Khanza Felicia

1. The kind of building's name for this popular building is ... *

○ Statue
○ Museum
◉ Tower

2. The luxurious place above shows, this building is known as ...

◉ Palace
○ Statue
○ Monument

3. Many people usually come to this place for seeing objects of artistic, cultural, or scientific things. This place is known as ...

◉ Museum
○ Mausoleum
○ Cinema

4. This building can be used for soccer matches. It is called a ...

○ Pyramid
○ Mausoleum
◉ Stadium

5. This is a small building for Christian worship. It is known as a ... *

○ Mosque
◉ Chapel
○ Pagoda

6. This huge place was built for burial room. It is named a ...

○ Pagoda
◉ Mausoleum
○ Mosque

7. This glorious Catholic building is named a ... *

○ Chapel
◉ Cathedral
○ Mosque

8. This building is used for Moslem when they want to pray. It is named a ...

☐ Statue
☐ Mausoleum
◉ Mosque

9. The long and structural building is located in USA. People call it a ... *

○ Monument
○ Tower
◉ Bridge

89

10. Dutch explorer ... The Easter Island on Easter day in 1722.

○ See
◉ Discovered
○ Constructed

---

11. The ex-president will ... a $2.6 million for several art museums in this city. *

○ Dedicate
◉ Ban
○ Locate

---

12. Archaeologists ... new historical sites in Europe.

○ Design
○ Locate
◉ Create

---

13. Eiffel Tower was ... from 1887 until 1889. *

○ Rename
◉ Constructed
○ Opened

14. Mary ... her friends' efforts to explain about the history of Taj Mahal Mausoleum.

○ Dislikes
○ Dedicates
◉ Appreciates

---

15. Ancient Egyptians lived to ... their dead with gold, jewels, and even live animals. *

○ Bury
○ Carve
◉ Design

---

16. He ... a Buddha statue from wood.

○ Carved
○ Constructed
◉ Built

---

17. The architects ... the design of several buildings annually. *

○ Break
◉ Complete
○ Carve

---

18. The governor will ... The name of a historical building in Bogor.

○ Complete
○ Erase
◉ Rename

---

19. The regent of Bogor tries to ... a plan for creating a monument. *

○ Consider
○ Lose
◉ Discover

Appendix 5: Students' Post-task Tasks

Student's answers of Post-test (Google Form)

Name: Gracia Putri

Student's answers of Post-test (Google Form)

Name: Yosua Nugroho

Student's answers of Post-test (Google Form)

Name: Maxximillian Lionel

Student's answers of Post-test (Google Form)

Name: Albertus Pandu

Appendix 6: Students' Pre-test and Post-test Scores

No	Nama Siswa	Average		d= y-x	Md	Xd	Xd^2
		Pre-test (x)	Post-test (y)				
1	Adara Sheand	28	55	27	26	1	1
2	Albertus Pandu	78	100	22	26	-4	16
3	Andreas Sihombing	50	73	23	26	-3	9
4	Bona Ventura Sihombing	28	27	-1	26	-27	729
5	El Shandrow Maryo PP	22	67	45	26	19	361
6	Febryan Immanuel	25	79	54	26	28	784
7	Gracia Putri	44	76	32	26	6	36
8	Imanuel Apriliano Nenoliu	28	52	24	26	-2	4
9	Ken Gene Giffin	38	39	1	26	-25	625
10	Khanza Felicia	69	70	1	26	-25	625
11	Layrentvia Jolin	41	88	47	26	21	441
12	Leander Erica Putra Wijaya	41	45	4	26	-22	484
13	Maxximillian Lionel	50	97	47	26	21	441
14	Nelson Chrisgo Panahatan Nababan	25	52	27	26	1	1
15	Novelia Gracia Giranogi Lumban Tobing	31	58	27	26	1	1
16	Priscilla Meilani Nainggolan	28	27	-1	26	-27	729
17	Rachel Gladys	25	61	36	26	10	100
18	Yosua Nugroho	34	79	45	26	19	361
	N=18	685	1145	460		-8	5748

Appendix 7: Calculation of Table Distribution

A. Calculation of Frequency Distribution of Pre-test Scores

Table 4.1.
Frequency Distribution Pre-test Scores

Table Frequency Distribution Pre-test Scores				
Class Interval	**Class Boundary**	**Mid Point**	**Fabsolute**	**Frelative**
32 – 36	31.5 – 36.5	34	2	11.1%
37 – 41	36.5 – 41.5	39	2	11.1%
42 – 46	41.5 – 46.5	44	4	22.2%
49 – 53	48.5 – 53.5	51	2	11.1%
54 – 58	53.5 – 58.5	56	1	5.6%
59 – 63	58.5 – 63.5	61	1	5.6%
64 – 68	63.5 – 68.5	66	2	11.1%
69 – 73	68.5 – 73.5	71	0	0.0%
74 – 78	73.5 – 78.5	76	3	16.7%
79 – 83	78.5 – 83.5	81	0	0.0%
84 – 89	83.5 – 89.5	86.5	1	5.6%
TOTAL			N= 18	100%

Highest score : 89

Lowest score   : 32

a. **Range**

R = 89- 32 = 57

b. **Interval class**

K = 1 + 3.3 (Log N)

= 1 + 3.3 (Log 18)

= 1 + 3.3 (1.255)

= 1 + 4.142

= 5.142= 5

c. **Length of Interval**

$$P = \frac{r}{k}$$

$$= \frac{57}{5} \quad = 11.4 = 11$$

B. **Calculation of Frequency Distribution of Post-test Scores**

Table 4.2
Frequency Distribution Post-test Scores

Table Frequency Distribution Post-test Scores				
Class Interval	**Class Boundary**	**Mid Point**	**Fabsolute**	**Frelative**
35 – 39	34.5 – 39.5	37	3	16.7%
40 – 44	39.5 – 44.5	42	1	5.6%
45 – 49	44.5 – 49.5	94	2	11.1%
50 – 54	49.5 – 54.5	52	3	16.7%
55 – 59	54.5 – 59.5	57	2	11.1%
60 – 64	59.5 – 64.5	62	0	0.0%
65 – 69	64.5 – 69.5	67	2	11.1%
70 – 74	69.5 – 74.5	72	2	11.1%
75 – 79	74.5 – 79.5	77	1	5.6%
80 – 84	79.5 – 84.5	82	0	0.0%
85 – 89	84.5 – 89.5	87	0	0.0%
90 – 94	89.5 – 94.5	92	1	5.6%
95 – 100	94.5 – 100.5	97.5	1	5.6%
TOTAL			**N= 18**	**100%**

Highest score   : 100

Lowest score   : 35

a. **Range**

R = 100- 35 = 65

b. **Interval class**

K = 1 + 3.3 (Log N)

$$= 1 + 3.3 \,(\text{Log } 18)$$

$$= 1 + 3.3 \,(1.255)$$

$$= 1 + 4.142$$

$$= 5.142 = 5$$

c. Length of Interval

$$P = \frac{r}{k}$$

$$= \frac{65}{5} \quad = 13$$

Appendix 8: Berita Acara Bimbingan

FORMAT BIMBINGAN

Nama : Tari Mulia Yene Dora

NPM : 031115088

Dosen Pembimbing : Dr. Entis Sutisna, M.Pd.

Tanggal	Bab	Catatan Bimbingan	Paraf
11/09/2019	I	Konsultasi Bab 1	
23/09/2019	I	Revisi Bab 1 (Bagian *Statement of the problem* dan *Aim of research*)	
30/09/2019	I	Lanjut Bab 2	

Tanggal	Bab	Catatan Bimbingan	Paraf
19/10/2020	II	Revisi Bab 2 (*source* harus dari tahun 2000)	
28/04/2021	I	Mengajukan judul baru dan mengganti *method research* dari kualitatif menjadi kuantitatif	
03/05/2021	I	Konsultasi Bab 1 Dan revisi (Melalui *Zoom meeting*)	
03/06/2021	I	Revisi Bab 1 (Bagian *Statement of the problem* dan *Aim of research*)	

Tanggal	Bab	Catatan Bimbingan	Paraf
08/06/2021	I	Konsultasi Bab 1 (Menunjukkan jurnal/penelitian yang berhubungan dengan skripsi)	
30/06/2021	I	Konsultasi Bab 1 (melalui *zoom meeting*) (Menunjukkan jurnal/penelitian yang berhubungan dengan skripsi) Dan Lanjut Bab 2	
04/10/2021	II	Mengumpulkan Bab 2	

FORMAT BIMBINGAN

Nama : Tari Mulia Yene Dora

NPM : 031115088

Dosen Pembimbing : Istiqlaliah Nurul Hidayati, M. Pd.

Tanggal	Bab	Catatan Bimbingan	Paraf
19/Okt/2021	II	Mengumpulkan Bab II	
30/Okt/2021	II	Mengumpulkan revisi Bab II pertama	
08/Nov/2021	II	Mengumpulkan revisi Bab II kedua	

03/Des/2021	III	Konsultasi Bab 3	
09/Jan/2022	III	Mengumpulkan revisi Bab III dan instrumen pertama	

13/Jan/2022	III	Mengumpulkan Revisi Bab 3 dan instrument kedua	
28/Mar/2022	IV	Mengumpulkan Bab 4 (Memperbaiki koma pada angka, menambahkan experts' statements, memperbaiki spasi)	
20/Apr/2022	IV	Mengumpulkan Revisian Bab 4 (Lanjut ke Bab 5)	

16/Mei/2022	V	Mengumpulkan Bab 5 (Memperbaiki bab 5 dan membuat abstrak dll)	
21/Mei/2022	V	Mengumpulkan Revisian Bab 5, abstrak, dll pertama	
01/Juli/2022	V	Mengumpulkan Revisian Bab 5, abstrak, dll pertama	

FORMAT BIMBINGAN

Nama   : Tari Mulia Yene Dora

NPM   : 031115088

Dosen Pembimbing   : Mursidah Rahmah, M. Pd

Tanggal	Bab	Catatan Pembimbing	Paraf
19/10/2024	1	Mengumpulkan bab I yang sudah di revisi dan Bab II	M
19/02/2021	1	Mengajukan judul baru dan mengganti research method kualitatif menjadi kuantitatif	M

Tanggal	Bab	Catatan Pembimbing	Paraf
20/02/2021	I	Konsultasi mengenai Judul baru	
02/03/2021	I	Konsultasi mengenai Judul baru	

Tanggal	Bab	Catatan Pembimbing	Paraf
28/05/2021	I	Mengumpulkan Revisi Bab I dan Lanjut ke Bab II.	
24/06/2021	II	Konsultasi Bab II (mengenai teori bahasa Indonesia apakah diperbolehkan atau tidak)	

Tanggal	Bab	Catatan Pembimbing	Paraf
04/10/2021	II	Mengumpulkan Bab II	
12/10/2021	II	Konsultasi Bab II	

Tanggal	Bab	Catatan Pembimbing	Paraf
2/11/2024	II	Mengumpulkan Revisian Bab II.	N
15/11/2024	II	Melanjutkan ke Bab III dan juga Instrumennya.	N

Tanggal	Bab	Catatan Pembimbing	Paraf
02/14/2022	III	Mengumpulkan Bab III dan juga Instrumen (memperbaiki Bab 3 dan juga Pre-test dan post-test).	M
13/01/2022	III	Mengumpulkan Revisian Bab III dan Instrumen (Mengganti soal di Pretest & Post test, memperbaiki bagian references)	M

Tanggal	Bab	Catatan Pembimbing	Paraf
18/01/2022	III	Perbaikan references dan Instrumen	
31/05/2022	IV	Mengumpulkan Bab IV - perbaiki interpretasi - halaman kertas di perbaiki a - mengganti "Knowledge" ↳ enrichment	

Tanggal	Bab	Catatan Pembimbing	Paraf
23/05/2022	IV	Mengumpulkan revisian Bab IV. pertama ~~bab IV~~ - halaman di perbaiki - merubah kata " It means" menjadi "It means karena itu adalah findings.	Mg
	V	Sdesai - mengumpulkan abstrak dll	
16/06/2022	V dan abstrak dll	- Perbaiki Spasi menjadi 2.0 - Perbaiki abstract	N,

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Tanggal	Bab	Catatan Pembimbing	Paraf
03/03/2024	I	Lanjut ke Bab I	
29/04/2024	I	Mengumpulkan Bab I dan memperbaiki Bab I (Memperjelas tentang Young Learners)	

Appendix 9: SK

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
Nomor : 1953/SK/D/FKIP/III/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang :
1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
4. Ujian Sarjana harus terselenggara dengan baik.

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/XI/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025.

Memperhatikan :
Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

Menetapkan
Pertama :

Mengangkat Saudara

Istiqlaliah Nurul H, M.Pd.	:	Pembimbing Utama
Mursidah Rahmah, M.Pd.	:	Pembimbing Pendamping

Nama	:	Tari Mulia Yene Dora
NPM	:	031115088
Program Studi	:	PENDIDIKAN BAHASA INGGRIS
Judul Skripsi	:	IMPLEMENTATION OF ONLINE GAMES ON YOUNG LEARNERS' VOCABULARY ENRICHMENT

Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.

Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
Pada tanggal 27 Maret 2022
Dekan

Dr. Eka Suhardi, M.Si.
NIK. 0694 021 205

Tembusan :
1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

Appendix 10: Surat Izin Penelitian

YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 4349/WADEK I/FKIP/II/2022

02 Februari 2022

Perihal : Izin Penelitian

Yth. Kepala Sekolah SDK Penabur Cicurug
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama   : Tari Mulia Yene Dora
NPM   : 031115088
Program Studi   : PENDIDIKAN BAHASA INGGRIS
Semester   : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 17 Februari s.d. 17 Maret 2022 mengenai: IMPLEMENTATION OF ONLINE GAMES ON YOUNG LEARNERS' VOCABULARY ENRICHMENT

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik dan kemahasiswaan

Jauhar Budiana, M.Pd.
NIP. 11006025469

Appendix 11: Surat Keterangan Melakukan Penelitian

BADAN PENDIDIKAN KRISTEN PENABUR
SDK BPK PENABUR CICURUG

Jalan Cicatih No 1a Cicurug - Sukabumi 13359 Telp/fax : (0266) 731114 – 734859
Website : www.bpkpenabur.or.id * Email : cicurug@bpkpenabur.or.id

Cicurug, 17 Februari 2022

No   : 158/CCR/H02/II/2022
Hal   : Jawaban Surat Permohonan Izin Penelitian
Lamp : -

Yang terhormat,
Wakil Dekan 1
Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS PAKUAN
Di tempat

Dengan Hormat
Salam Sejahtera untuk kita semua

      Dengan kami terimanya surat permohonan dari Wakli Dekan 1 FKIP Universitas Pakuan dengan nomor 4349/WADEK I/FKIP/II/2022 perihal permohonanan Izin Observasi Penelitian di SDK BPK PENABUR CICURUG, dengan ini kami menyampaikan bahwa pada dasarnya kami mengijinkan Saudara Tari Mulia Yene Dora untuk melakukan observasi penelitian di sekolah kami.

      Kami mengijinkan pelaksanaan Observasi Penelitian dengan beberapa catatan sebagai berikut :

1. Materi/Kuisioner yang akan digunakan untuk observasi harus disampaikan kepada kepala sekolah minimal 2 minggu sebelum pelaksanaan, agar dipastikan tidak ada hal-hal yang tidak seharusnya.

2. SDK BPK PENABUR CICURUG berhak meminta hasil penelitian yang dilakukan untuk bisa kami gunakan dan aplikasikan dalam kegiatan pendidikan di sekolah.

      Demikian Surat ini kami sampaikan atas perhatian dan kerjasama yang baik ini kami mengucapkan terima kasih.

Kepala Sekolah

Setiyono, S.Pd
NIK. 06 05 002

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Appendix 12. Uji Validitas (menggunakan excel)

A. Multiple choice

No.	Nama Siswa	No Butir Soal													
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
1	X1	1	1	1	1	1	1	1	0	1	1	1	1	1	1
2	X2	1	1	0	1	1	1	1	1	1	1	1	0	1	1
3	X3	1	1	0	1	1	1	1	1	1	1	1	1	1	1
4	X4	0	1	0	1	1	1	1	0	1	1	1	1	1	1
5	X5	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	X6	1	1	0	0	1	1	1	0	1	1	1	1	1	1
7	X7	1	1	0	1	1	1	1	0	1	1	1	1	1	1
8	X8	1	1	0	1	1	1	1	1	1	1	1	1	1	1
9	X9	1	1	1	1	1	1	1	0	1	1	1	1	1	1
10	X10	1	1	0	1	1	1	1	1	1	1	1	1	0	1
11	X11	1	1	0	1	1	1	1	1	1	1	1	1	1	1
12	X12	1	0	0	0	0	0	0	0	0	0	0	0	0	0
13	X13	1	0	1	0	0	0	0	0	0	0	0	0	0	0
14	X14	0	0	1	0	1	0	0	1	0	0	0	0	0	0
15	X15	1	1	1	1	1	1	1	0	1	1	1	1	1	1
16	X16	1	1	1	1	1	1	1	1	1	1	1	1	1	1
17	X17	1	1	1	1	1	1	1	1	1	1	1	1	1	1
18	X18	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	r tabel	0,468	0,468	0,468	0,468	0,468	0,468	0,468	0,468	0,468	0,468	0,468	0,468	0,468	0,468
	r hit	0,316618895	0,471693809	0,48425143	0,462726683	0,37994267	0,471693809	0,471694	-0,04004947	0,4716938	0,471694	0,471694	0,414858	0,526551	0,471694
	Status	TIDAK VALID	VALID	VALID	TIDAK VALID	TIDAK VALID	VALID	VALID	TIDAK VALID	VALID	VALID	VALID	TIDAK VALID	VALID	VALID
	Jumlah Valid	20													

No.	Nama Siswa	Soal													
		Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28
1	X1	1	1	0	1	1	1	1	1	1	1	1	1	1	1
2	X2	1	1	1	1	0	1	1	1	1	1	1	1	0	1
3	X3	1	0	0	1	0	1	0	1	0	1	0	1	0	1
4	X4	1	1	1	1	0	1	0	1	0	1	0	1	0	1
5	X5	1	1	0	1	1	1	1	1	1	1	1	1	0	1
6	X6	1	1	1	1	0	1	1	1	0	1	0	1	1	1
7	X7	1	0	1	1	0	1	1	1	1	1	1	1	0	1
8	X8	1	0	0	1	0	1	1	1	1	1	0	1	1	1
9	X9	1	0	0	1	1	1	1	1	0	1	0	1	1	1
10	X10	1	0	0	1	0	1	1	1	1	1	0	1	0	1
11	X11	1	0	1	1	0	1	1	1	1	1	1	1	0	1
12	X12	0	1	0	0	1	1	1	0	0	0	1	1	1	0
13	X13	0	1	0	0	1	0	0	0	0	0	1	0	0	0
14	X14	0	0	0	0	0	0	0	0	0	0	1	0	0	0
15	X15	1	0	1	1	1	1	1	1	1	1	1	1	1	1
16	X16	1	1	1	1	0	1	1	1	1	1	1	1	1	1
17	X17	1	0	1	1	0	1	1	1	1	1	1	1	0	1
18	X18	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	r tabel	0,468	0,468	0,468	0,468	0,468	0,468	0,468	0,468	0,468	0,468	0,468	0,468	0,468	0,468
	r hit	0,471694	0,192373857	0,179106694	0,471694	0,537492356	0,50659	0,606332	0,471694	0,469455349	0,471694	0,267367067	0,50659	0,587392	0,471694
	Status	VALID	TIDAK VALID	TIDAK VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	TIDAK VALID	VALID	VALID	VALID