

**THE EFFECT OF TREASURE HUNT GAME ON
VOCABULARY MASTERY AT THE TENTH
GRADE STUDENTS OF SMA N 1
BATANGTORU**



THESIS

*Submitted to the English Educational Department of State Islamic
University of Syekh Ali Hasan Ahmad Addary as a Partial
Fulfillment of the Requirement for the Graduate Degree of Education
(S.Pd) in English Department*

Written By:

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STATE ISLAMIC UNIVERSITY OF

SYEKH ALI HASAN AHMAD ADDARY

PADANGSIDIMPUAN

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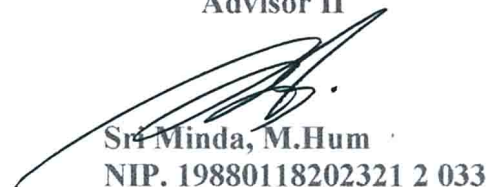
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2024

LETTER OF AGREEMENT

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a.n. Syahdinar Adelina

Padangsidempuan, Januari 2024
To: Dean of Tarbiyah and Teacher
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Assalamu 'alaikumwarohmatullahwabarokatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Syahdinar Adelina**, entitled "**The Effect of Treasure Hunt Game on Vocabulary Mastery at The Tenth Grade Students of SMA N 1 Batangtoru**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

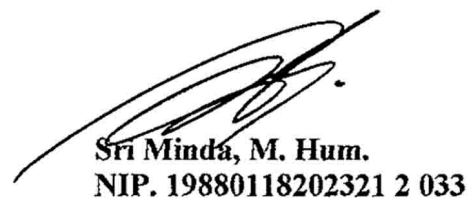
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ABSTRACT

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The problems in this research that faced by students in vocabulary mastery are: The students are lack of vocabulary because students are lazy memorize the vocabulary, the students are bored learning English with conventional method. The purpose of this research is to examine if treasure hunt game significantly affects on vocabulary mastery. Quantitative research with experimental by using Pretest-Posttest control group design was the method of the research. The students in experimental class were given pre-test and post-test multiple choice test. The data in pre-test and post-test were analyzed staisically with mean score and t-test. The mean score of experimental class in pre-test was 65.48 predicated enough. It means that the students' vocabulary mastery before using treasure hunt game is in enough category. The mean score in post-test was 84.59 predicated good, it means that the students' vocabulary mastery after using treasure hunt game is in good category. Besides, by using T-test formula the score of t_{count} was higher than t_{table} ($3.335 > 2.00665$) which means hypothesis alternative (H_a) was accepted. It can be can be concluded that there is significant effect of treasure hunt game on vocabulary mastery at the tenth grade students of SMA N 1 Batangtoru.

Key words : Treasure Hunt Game, Vocabulary Mastery

ABSTRAK

Nama : Syahdinar Adelina
NIM : 1820300047
Judul Skripsi : Pengaruh Permainan Berburu Harta Karun terhadap Penguasaan Kosakata pada Siswa Kelas Sepuluh SMAN 1 Batangtoru

Permasalahan dalam penelitian ini yang dihadapi siswa dalam penguasaan kosakata adalah: Siswa kekurangan kosakata karena siswa malas menghafal kosakata, siswa bosan belajar bahasa Inggris dengan metode konvensional. Tujuan dari penelitian ini adalah untuk menguji apakah permainan berburu harta karun berpengaruh signifikan terhadap penguasaan kosakata. Penelitian kuantitatif bersifat eksperimental dengan menggunakan Pretest-Posttest control group design sebagai metode penelitiannya. Siswa kelas eksperimen diberikan tes pilihan ganda pre-test dan post-test. Data pada pre-test dan post-test dianalisis secara statistik dengan skor rata-rata dan uji-t. Nilai rata-rata kelas eksperimen pada pre-test sebesar 65,48 berpredikat cukup. Artinya penguasaan kosakata siswa sebelum menggunakan permainan berburu harta karun berada pada kategori cukup. Nilai rata-rata post-test sebesar 84,59 berpredikat baik, artinya penguasaan kosakata siswa setelah menggunakan permainan berburu harta karun berada pada kategori baik. Selain itu dengan menggunakan rumus uji T diperoleh nilai t_{hitung} lebih besar dari t_{tabel} ($3,335 > 2,00665$) yang berarti hipotesis alternatif (H_a) diterima. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan permainan berburu harta karun terhadap penguasaan kosakata pada siswa kelas sepuluh SMA N 1 Batangtoru.

Kata kunci : Permainan Harta Karun, Penguasaan Kosakata

خلاصة

اسم : سيهدينار أديلينا
رقم القيد : ١٨٢٠٣٠٠٠٤٧
الموضوع : تأثير ألعاب صيد الكنز على الإتقان المفردات لدى طلاب الصف العاشر في عالية باتج
طورو ١ دولة

يركز هذا البحث على تأثير لعبة البحث عن الكنز على إتقان المفردات لدى طلاب الصف العاشر في مدرسة عالية باتج طورو ١ دولة. المشاكل التي يواجهها الطلاب في إتقان المفردات هي: (١) نقص مفردات الطالب، (٢) كسل الطلاب في حفظ المفردات، (٣) يشعر الطلاب بالملل من تعلم اللغة الإنجليزية باستخدام الطرق التقليدية. هناك صيغتان للمشكلة: هل لعبة البحث عن الكنز لها تأثير كبير على إتقان المفردات؟ كيف تؤثر لعبة البحث عن الكنز بشكل كبير على إتقان المفردات لدى طلاب الصف العاشر في عالية باتج طورو ١ دولة؟ الغرض من هذا البحث هو معرفة ما إذا كانت لعبة البحث عن الكنز لها تأثير كبير على إتقان المفردات وكيف أن لعبة البحث عن الكنز لها تأثير كبير على إتقان المفردات لدى طلاب الصف العاشر في عالية باتج طورو ١ دولة. يستخدم هذا البحث المنهج الكمي باستخدام الأساليب التجريبية مع تصميم التجربة الحقيقية. السكان هم جميع طلاب الصف ث في عالية باتج طورو ١ دولة. والعينة هي ث-٦ كفصل تجريبي يضم ٢٧ طالبا و X-٤ كفصل ضابط يضم ٢٧ طالبا. تم جمع البيانات من خلال الاختبار القبلي والاختبار البعدي في نموذج الاختيار من متعدد وتحليلها باستخدام اختبار ت مستقل. وأظهرت النتائج أن متوسط درجات البحث التجريبي أعلى من متوسط درجات المجموعة الضابطة بعد استخدام لعبة البحث عن الكنز. وكان متوسط درجات البحث التجريبي بعد استخدام لعبة البحث عن الكنز ٨٤,٥٩ ومتوسط درجات البحث الضابط ٧٨,٢٢. يمكن أن نستنتج أن لعبة البحث عن الكنز مفيدة جداً لإتقان المفردات. بالإضافة إلى ذلك، (٣,٣٣٥>٢,٠٠٦٦٥).tcount>ttable. لذا، يتم قبولها ورفضها ٠, مما يعني أن لعبة البحث عن الكنز لها تأثير كبير على إتقان المفردات لدى طلاب الصف العاشر في عالية باتج طورو ١

دولة الكلمات المفتاحية: لعبة البحث عن الكنز، المفردات.

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I realize that there are still many shortcomings in this thesis. Therefore, I would be grateful for correction to level up this thesis.

Padangsidempuan, 11 Desember 2023

Researcher

Syahdinar Adelina

Reg. Number. 1820300047

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Vocabulary plays an important role in learning a foreign language. It is one element that links the four language skills (speaking, listening, reading, and writing) all together. Vocabulary needs more attention in learning English. It means that vocabulary is very influential to English learners in their efforts to learn the language. If students have good vocabulary, they will attain all components of four basic language skills. Students not only need grammar as main aspect but also need vocabulary to conduct communication. It is stated by Wilkins “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.¹ Statement of Wilkins shows that vocabulary has an essential part in doing communication by using particular English language.

Vocabulary is the sum of words, used by understood or added the command of particular person or group of any language used in books or texts. In order to understand text or books the vocabulary as one element of the text should be mastered well. To master vocabulary, the words should be learned item by its definition. Thus, the mastery of vocabulary is seriously considered in the education in Indonesia along with syntax as a means of expressing, meaning, feeling, ideas, though and also opinions. It

¹ D.A. Wilkins, *Linguistics in Language Teaching* (United States of America, 1972).

means vocabulary, among other element of language is firstly taught in order to make the students to be able to speak or express their ideas.

In teaching vocabulary, the teacher usually asks the students to translate several Indonesian words into English. If the students were unable to do the task, the teacher helped them translate the words. The teacher wrote down all the words on the whiteboard, and that was all. This method is called conventional method. It didn't help much to fulfill the purpose or goal of learning. The use of appropriate learning methods can encourage the growth of students' sense of pleasure towards learning, foster and increase motivation, in doing assignments, making it easy for students to understand lessons so as to enable student learning activities to improve and better learning outcomes.²

Some of students have difficulties in studying English vocabulary because they are lack of vocabulary and less drill or practice. It can be known from they are lazy to memorize some vocabularies that's why when learning English they should bring dictionary to find the meaning of word or translate English to Indonesian when do the task. In other side, the way teacher taught students still used conventional method so that make the students bored, they are not interested in learning English and don't understand the lesson.

Based on curriculum 2013, students are expected to be able to master english vocabulary. They must be able to productive, inovative,

² Dhini Mufti, et.al, The Effect Treasure Hunt Game Method against the Activity and Result of Student Learning Class IV Primary School, *International Journal of Science and Research (IJSR)* 8, no. 1 (2019): 1293–1297.

creative, affective, also can contribute and communicate interpersonally with themselves, family, people, animals or things, concrete and imaginative which closest to life and daily students' activity at home, school, and community as well as related to other subject and society in their environment location. That is why vocabulary is important and the students must be able to know that vocabulary is one of element part of four skills in speaking, listening, reading and writing. However, in learning vocabulary for students are not easy or not interested because they might think that they have to always memorize. So that the teacher should be applied a method to make fun learning for students.

The researcher has done pre-observation to the students on 19th December 2022 with the English teacher at the grade tenth of SMA N 1 Batangtoru is Mrs. Sanurilam.³ The result of the pre-observation the researcher found some facts about the students. First, they are lack of vocabulary make them difficult and not confident in speaking English. It happens because they are less drill or practice also sometimes the students mixed Indonesian and English when they speak. Another case, the students feel bored in study English that is why the students are difficult to understand the lesson. It can be seen that the teacher still used the conventional technique in teaching English in the class. The teacher explains the material after that the students will do the task from the

³ Sanurilam, English teacher of students at the grade tenth of SMA N 1 Batangtoru, *interview* (Batangtoru, 19th December 2022. at 11:00 WIB)

textbook. The way teacher taught make students not interesting in learning.

To reduce boredom, the resercher suggests a fun learning. The learning process involves students, so that they will feel happy, interested, and comfortable in attending the learning process. There are many methods and techniques to make the English teaching in learning process enjoyable and insteresting. One of them is using game. The use of games in improving vocabulary is not only changes the dynamic of the class but also its facilities and helps the brain to learn more effectively. Games also allow students to work co-operatively, compete with each other, strategize think a different way, compare and share knowledge, learn from others, learn from mistakes, work in less stressful and more productive and allow students to have fun.

Game has many benefit toward language learning. It offers students a fun filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way.⁴ One of games is Treasure Hunt game, it is based on conructivism theory initiated by Jean Piaget. Piaget views the game as a way of manipulating the outside world in order to harmonize with the schemata it already has. Treasure hunt game should prepare a list of hidden things, so the winner is the first team to find all the contents.⁵

⁴ Arum Nisma Wulanjani, The Use of Vocabulary-Games in Improving Children's Vocabulary in English Language Learning, *Transformatika* 12 (2016): 76–83.

⁵ A. Rofi'udin and Darmayati Z., *Pembelajaran Bahasa Dan Sastra Indonesia Di Kelas Tinggi* (Jakarta: Departemen Pendidikan Jakarta, 1999).

This research had been done by others reseachers, the first is Nurpatima's research.⁶ The result of the data analysis indicated that there was a change of students' vocabulary mastery after being taught using Treasure Hunt Game. The second is Mufti's research.⁷ Based on the results of the study it was seen that the learning activities of the experimental class students taught using the Treasure Hunt Game were higher than the learning activities of the control class students taught with conventional learning.

Based on the explanations above, the researcher is interested to investigate on the effect of treasure hunt game on students' vocabulary mastery because the main thing in learning English is to improve the vocabulary. And for senior high school to study vocabulary by using treasure hunt game as a method will make them more interested, fun and also required to be active in learning.

B. The Identification of the Problem

Based on the background above, there are some problems of students that will be taken on this research, they are:

1. The students got less drill or practice English vocabulary so that the students were lack of vocabulary.
2. The students were lazy in memorize the vocabulary.
3. The students were less interest in studying English vocabulary.

⁶ Nurpatima, et.al, The Use of Treasure Hunt Game Toward the Students, *UIN Alauddin Makassar* 2 (1) (2020): 24–34.

⁷ Mufti, et.al, "The Effect Treasure Hunt Game Method against the Activity and Result of Student Learning Class IV Primary School."

4. The teacher used conventional method in teaching vocabulary so that the students felt bored.

C. The Limitation of the Research Problem

There are some problems in this research, however the researcher would limit the problem and focus on specific problem that will be found some spelling and meaning. Then to know whether treasure hunt game significantly effect on vocabulary mastery at the grade tenth students of SMA N 1 Batangtoru or not.

D. The Formulations of the Research

This research formulation of the research consist of:

1. Does Treasure Hunt game significantly affect on vocabulary mastery at the tenth grade students of SMA N 1 Batangtoru?

E. The Objectives of the Research

Based on the formulation of problem above the researcher determines that the are objectives of the research can be stated as follow:

1. To examine if Treasure Hunt game significantly on vocabulary mastery at the tenth grade students of SMA N 1 Batangtoru.

F. The Significances of the Research

The significances of the research are:

1. Theoretically, the result of the research theoretical. It expresses to be useful as new information for science or knowledge especially in teaching vocabulary subject.

2. Practically, this research is expected to be useful at least for three targets, they are:

a. For the head master of SMA N 1 Batangtoru

The useful thing from this research to the head master of the school is to increase English subject to be more efficient, greatly and also the head master can inform to the English teacher to use modern technique lesson more productive and students have fun.

b. For English teachers

This research will help the English teachers how to teach and make students feel fun and happy in learning vocabulary subject more productive and effectively, while this research also can be great movement of the English teacher to allow students to work cooperatively and students center in learning it.

c. For readers

This study is expected to give new knowledge to the further researchers to do the better research of teaching and learning process, give the other researchers known deeply about the effect of treasure hunt game on students' vocabulary mastery and the writer hopes that another writer easier to do the research.

G. The Definition of Operational Variables

This research will explain about the definition of the key term that can be described as follow:

1. Vocabulary

Vocabulary as one of the knowledge areas in language, plays a great role for learners in acquiring a language. Vocabulary acquisition plays an important role in mastering language. A learner with insufficient vocabulary size will not perform well in every aspect of language itself. Considering the importance of vocabulary acquisition, Schmitt emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language.⁸

Teaching vocabulary is considered as one of most discussed parts of teaching English as a foreign language. The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults.⁹

2. Treasure Hunt Game

According to Hadfield, "A game is an activity designs with rules, a goal, and the element of fun. The emphasis in the game is on

⁸ N. Schmitt, *Vocabulary in Language Teaching* (Cambridge: Cambridge University Press, 2000).

⁹ Alpino Susanto, "The Teaching of Vocabulary: A Perspective," *Jurnal KATA* 1, no. 2 (2017): 182, <https://doi.org/10.22216/jk.v1i2.2136>.

successful communication rather than correctness of language”.¹⁰

Learning through game not only can make learners learn something but also it can make learners feel fun and comfortable during learning process. The treasure hunt game is a convenient game to teach vocabulary, especially in memorizing aspect because treasure hunt game involves almost all sensory nerves. In treasure hunt game students see, hear, speak and write about the list of vocabulary.¹¹

H. The Outline of the Thesis

This research was divided into five chapters, each chapter consists of some sub chapters with details as follow:

The first chapter consists of introduction; the background of the problem, the identification of the problem, the limitation of the research problem, the formulation of the research, the objectives of the research, the significances of the research, the definition of operational variables, and the outline of the thesis.

The second chapter consists of the theoretical descriptions; vocabulary, treasure hunt game, procedures of treasure hunt game, review of the related findings, conceptual framework and the hypothesis.

The third chapter consists of the research methodology; the place and time of the research, the research design, the population and sample,

¹⁰ Jill Hadfield, *Intermediate Communication Games*, Pearson Ed (England: Addison Wesley Longman, 1990).

¹¹ Geuri Nurhayati, “The Influence of Treasure Hunt Game in Improving Young Learners’ Vocabulary Skill English Education,” *Jurnal Kependidikan XVIII* (2017): 37–51.

the instrument of the research, the validity and reliability of instrument, the technique of collecting the data and technique of analyzing the data.

The fourth chapter consists of the result of research; description of the data, data analysis, hypothesis test, discussion of the research and limitation of the research. The last, the fifth chapter consists of the conclusion, suggestion, and implication of the research that are given by the researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Vocabulary

a. Definitions of Vocabulary

Many experts defined the term of vocabulary in many ways. According to Hornby “Vocabulary is total of number of words which with rules for combining them make up a language”.¹ In other source, Longman said “Vocabulary is a list of words, usually alphabetically order and with explanations of their meanings”.² Also, Webster stated that

“Vocabulary is a list of collecting words or phrases usually alphabetically arranged and explained or defined and also he stated that vocabulary is a summary or stock of words employed by a language, group, individual or work or in relation to be a subject”.³

Then, there are some definitions of mastery from some experts. The word mastery means complete knowledge or great skill. From this simple definition, the word mastery is tightly related to the complete knowledge, and great skill of something. Barnhart said that “Mastery is a very great skill or

¹ Albert Sidney Hornby, *Oxford The Advances Learner's Dictionary to Current English*, 2nd ed., 1963.

² Longman group, *Longman Dictionary of Contemporary English New Edition*, (Britain: Longman, 1989)

³ Merriam Webster, *Webster's Third New International Dictionary of The English Language Unabridged* (Massachusetss: Merriam Company, 1966).

knowledge”.⁴ Besides, Webster said, “Mastery is great skill or knowledge in a particular subject or activity. Webster also stated same meaning that mastery is the skill or knowledge in a subject that makes one a master in it.⁵ It means practices not knowledge alone. In this case, mastery is a level of performance shows that a student has demonstrated the knowledge, skill and abilities for a unity of instruction or subject area depend by a recognized standard.

Based on the definitions above, can be concluded that vocabulary mastery is great skill and knowledge of words and meaning. Vocabulary mastery is personal’s great skill in using words of a language, which is acquired based on their own interest needs and motivation because vocabulary mastery is one of the needed components of language.

b. The Importance of Vocabulary

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, according to Schmitt emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of

⁴ Thorndike Barnhart, *Intermediate Dictionary*, (New Jersey; Scott Foresman, 1997)

⁵ Merriam Webster, *Webster’s Third New International Dictionary.....*, p.123.

a second language”.⁶ The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.

In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing) by some experts, furthermore argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

c. Kinds of Vocabulary

Generally, vocabulary is the knowledge of meanings of words. What complicates this definitions is the fact that words come in at least two forms: oral and print. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Then, print vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, print vocabulary comes

⁶ Schmitt, *Vocabulary in Language Teaching*.

to play an increasingly larger role in literacy than does the oral vocabulary.

Knowledge of words also comes in from at least two forms, receptive is when we can understand or recognize and productive is the vocabulary we use when we write or speak.

1) Receptive vocabulary

Receptive vocabulary is the set of words for which individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly. In general, receptive vocabulary or recognition is larger than production vocabulary. And as noted earlier, for beginning readers, oral vocabulary far outstrips print vocabulary.⁷

2) Productive Vocabulary

Productive vocabulary is the set of words that an individual can use, understand and pronounce correctly when speaking or writing. They are words that are well-

⁷ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, ed. Kamil Hiebert (London: Lawrence Erlbaum Associates, 2005).

known, familiar, and used frequently. Productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others.⁸

d. Teaching Vocabulary

Teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students.⁹

There are some definitions of teaching. Hornby said that "Teaching is process of giving knowledge to someone that will cause him to know or to be able to do something".¹⁰ Besides, Newton said that "Teaching is skill for demands the ability attained from relevant theories and practice to assist the

⁸ Mofareh Alqahtani, The Importance of Vocabulary in Language Learning and How to Be Taught, *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, <https://doi.org/10.20472/te.2015.3.3.002>.

⁹ Susanto, "The Teaching of Vocabulary: A Perspective."

¹⁰ Hornby, *Oxford The Advances Learner's Dictionary to Current English*.

students expertly in learning so that they are able to gain linguistic and communicative competence in the target language”.¹¹ From the definition above, the point, teaching is the process of giving knowledge to someone or students in learning so that they are able to know or to do something in the target language.

Recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Thus, although the course curriculum was often quite specific about aspects of teaching such as grammar, reading, or speaking, little specification was given to the role of vocabulary. Teaching vocabulary should be interesting and enjoyable for the students. It is intended in order to the students get easy to keep the new words in their mind. In this case, English teachers should use good strategy in teaching vocabulary to learners. Richard said that “Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential”.¹²

For the teacher, there are several principles for successful in teaching vocabulary as follows:

¹¹ John Newton, *The Historical Content of Newton's Third Law and Teaching of Mechanics*, 1992.

¹² Jack C. Richards and Willy A. Renadya, *Methodology in Language Teaching: An Anthology of Current Practice*, Cambridge (New York, 2002).

a. Focus on the most useful vocabulary

The most useful vocabulary that every English language learners needs, whether that use the language for listening, speaking, reading or writing. In other Hand, the teacher must know what words to teach and learn.

b. Focus on the vocabulary in the most appropriate way.

The teacher need clearly distinguish the way they treat low frequency words. In other words, this principle looks at how vocabulary should be taught and learned.

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

High frequency vocabulary needs to occur in all four strands of course. It should get deliberate attention through teaching and study and should e met and used in communicating message in listening, speaking, reading and writing.

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

Taking this responsibility requires; knowledge of what to learn and the range of options for learning vocabulary, skill in choosing the best options and the

ability to monitor and evaluate progress with those option.¹³

2. Treasure Hunt Game

a. Definition of Treasure Hunt Game

The Treasure Hunt is designed to have students build factual content on a specific topic. The activity works well when gathering relevant factual information and providing specific background information is needed. Treasure Hunt play method is based on constructivism theory initiated by Jean Piaget. Treasure Hunt game can be applied indoors and outdoors because it is more like a pirate going adventurous to find hidden treasures, so that method is one method that can be combine indoor or outdoor activities.

The Treasure Hunt contains a central question that students answer based on information gathered during the hunt. Their answer with indicates how comprehensively they understand the topic.¹⁴ The purpose of treasure hunt game is to find answers from the clue intended in this game related to the material explained by the teacher. By answering each clue, students can understand the material explained by the teacher

¹³ Fitri Rayani Siregar, "Using the Word Card Technique in Teaching Vocabulary," *English Education* 4 (2016).

¹⁴ D. Bell and J. Kahrhoff, *Active Learning Handbook Institute for Excellence in Teaching and Learning*, Webster Un, 2006.

before.¹⁵ To play treasure hunt, a teacher prepares a list of hidden objects for students to find. The winner is the first team to find all the items on the list vocabulary.¹⁶ Ihamaki said:

The treasure hunt game is played through several waypoints rooted in the history, culture, and landscape of the city. Treasure hunt game provide pupils with an opportunity to make their own observations and learn things that would otherwise have been read in books.¹⁷

From the statement above, the researcher can conclude that treasure hunt game is an activity requires a group of students in learning by providing clues to find treasure. The clue intended to break and answer every question in order to get treasure in the end.

b. Procedures of Treasure Hunt Game

According to Lee, the procedure of treasure hunt game for vocabulary mastery as follows:

- 1) Introducing plan a treasure hunt game to instruct students.
- 2) Dividing the students into 5 group, they consist of 6 students.
- 3) Explain the teacher has hidden the clues and treasure around the room.

¹⁵ Mufti, et.al, "The Effect Treasure Hunt Game Method against the Activity and Result of Student Learning Class IV Primary School."

¹⁶ Kim D. W. Jing T. Y., A Treasure Hunt Model for Inquiry-Based Learning in the Development of a Web-Based Learning Support System, *Journal of Universal Computer Science* 16, no. 14 (2010): 1853–81.

¹⁷ Pirita Ihamaki, "The Potential of Treasure Hunt Games to Generate Positive Emotions in Learners : Experiencing Local Geography and History Using GPS Devices," no. November (2014), <https://doi.org/10.1504/IJTEL.2014.060025>.

- 4) The players or students must be able to read the clues and find another clues until they know where the treasure hidden. The treasure such as: a book or pen, some sort of toy, or something they would like to have.
- 5) Each group is given an initial clue and following a different set of clues. But these clues should lead on one to another to the same treasure. For example:
 - a) The first group : Look under the window and find the box.
 - b) The second group : Look on the wall and take a hang paper there.
- 6) To make Treasure Hunt Game interesting, organizing a treasure hunt is to hide various small objects. And the first group to find the treasure is the winner.¹⁸

c. Advantages and Disadvantages of Treasure Hunt Game

1) Advantages of Treasure Hunt Game

There are some advantages of Treasure Hunt Game for teaching vocabulary as follows:

- a) Treasure hunt game is a game that suitable for all ages.
- b) Influences students to be more creative and active.

¹⁸ W. R Lee, *Language Teaching Games and Contests*, 2nd ed. (London: Oxford, New York, Oxford University Press, 1979).

- c) Improve students' vocabulary mastery, communication and cooperating skill, encourage students to think, interact and communicate.

So, from the advantages above can be concluded that Treasure Hunt Game in teaching vocabulary mastery is enough to make students more active and creative, easier to remember and can be used to add vocabulary easily.

2) Disadvantages of Treasure Hunt Game

The disadvantages of Treasure Hunt Game there are:

- a) Makes the class difficult to be controlled.
- b) Need a long time and a lot of equipment.¹⁹

From the statement above, the researcher concluded that Treasure Hunt Game has several limitations, they are students will be difficult to manage the class well. Even though there are advantages and disadvantages of Treasure Hunt Game in teaching vocabulary, however the researcher assumes that Treasure Hunt game still can be applied in the class.

¹⁹ Marlene F, *Treasure Hunt* (America: Celtic Marketing, 2015).

d. Teaching Vocabulary by Using Treasure Hunt Game

The researcher imply to make some steps of teaching vocabulary by using treasure hunt game based on procedure of Lee as follow:²⁰

Table II.1 Teaching Vocabulary by Treasure Hunt Game

Phases	Teacher Activities	Procedures	Students Activities
Pre-teaching	<ol style="list-style-type: none"> 1. Teacher opens the class by greeting the students and pray to start the lesson. 2. Teacher takes the students' attendand list. 3. Teacher explains the purpose of the study. 4. Teacher asks the students about related material. 	<ol style="list-style-type: none"> 1. The game has not started yet 	<ol style="list-style-type: none"> 1. Students listen to the teacher, answer and pray before the lesson start. 2. Students pay attention to the teacher when checking the attendant list. 3. Students listen to the teachers' explanation 4. Students answer the teacher's question to the related material.
While-teaching	<ol style="list-style-type: none"> 1. Teacher introduces plan and how to play the treasure hunt game. 2. Teacher divided the students into 5 groups. 3. Teacher explains that has hidden the clues and treasure in the class. 4. Teacher gives the 	<ol style="list-style-type: none"> 1. Introducing plan a treasure hunt game to instruct the students. 2. Dividing the students into 5 group, they consist of 6 students. 3. Explain the teacher has hidden the clues and treasure around the room. 	<ol style="list-style-type: none"> 1. Students try to focus and listen to the teacher. 2. Students were divided into 5 groups, they consist of 6 students. 3. Students think about where the hidden clues in their class. 4. Students must

²⁰ Lee, *Language Teaching Games and Contests*.

	<p>an initial clue and following a different set of clues.</p> <p>5. Teacher says “start” to students that means the game is started.</p> <p>6. Teacher gives the limited times for students to find the treasure.</p>	<p>4. The players or students must be able to read the clues and find another clues until they know where the treasure hidden.</p> <p>5. Each group is given an initial clue and following a different set of clues</p> <p>6. And the first group to find the treasure is the winner.</p>	<p>be able read and understand from each clue that following the others clue.</p> <p>5. Every groups is given the first clue by the teacher.</p> <p>6. Students start hunting to find another clues until they know where the treasure hidden.</p> <p>7. The first group to find the treasure is the winner.</p>
Post-teaching	<p>1. Teacher gives the task related to the material after do the game.</p> <p>2. Teacher collects the students’ task.</p> <p>3. Teacher gives the conclusion of the material learnt.</p> <p>4. Teacher close the study by saying Alhamdulillah and pray together.</p> <p>5. Teacher greetings and close the study.</p>	<p>1. The game has ended.</p>	<p>1. Students do the task.</p> <p>2. Students collect their task.</p> <p>3. Students give their opinion to the conclusion of the material learnt.</p> <p>4. Students say Alhamdulillah and pray together.</p> <p>5. Students answer the teacher’s greetings.</p>

B. Review of The Related Findings

This research is not the first research that had been done. There are some related findings to this research. The first is Muda's research, she concluded that based on the result of the students' pre-test score and post-test score, it showed that the students' post-test is higher than in pre-test. Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that the treatments have influence of using finding treasure game toward students' vocabulary mastery, so alternative hypothesis is accepted. The result of the data analysis showed that finding treasure game in teaching vocabulary mastery can be implemented. The technique encouraged the students to be more active and motivated in learning vocabulary.²¹

The second is Nurpatima's research, based on her research shows the result was effective. The data shows that students' competence in the experimental class is higher than in the control class. The t-test for both classes in post-test is 2,53 compared to the t-table with 2.01 for 0.05 with degree of freedom (df) = 48 since the score of t-test is higher than the score of t-table, alternative hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected.²²

²¹ Reupita Muda, "The Influence of Using Finding Treasure Game toward Students' Vocabulary Mastery at The Second Semester" (Bandar Lampung: State Islamic University of Raden Intan Lampung, 2020).

²² Nurpatima, "The Use of Treasure Hunt Game toward The First Grade Students' Vocabulary Mastery" (Makassar: Alauddin State Islamic University, 2019).

The third research is by Isnani, the researcher counted and analyzed the students' individual score, average, standard deviation, normality test and T-test. It proves that the alternative hypothesis (H_a) which stated "The use of Treasure hunt game is effective in teaching preposition of place to describing things to students of SMP Negeri 06 Pontianak is accepted and the null hypothesis (H_0) Treasure hunt game is not effective is rejected. It was also analyzed that the effect size of the treatment ($ES = 1,67$) was higher than 1.²³

The last research by Utami, in her research she said, there was a significant difference of students' achievement in the learning of preposition of place between those who were taught by using treasure hunt game and those who were taught without using treasure hunt game for the eighth grade students of SMP N 14 Semarang. It means that the working hypothesis (H_1) was accepted. Thus, the effect of treasure hunt game in teaching preposition of place could be one of the factors in improving students' understanding in learning process.²⁴

Based on the researches above, the researcher concludes that Treasure Hunt Game has an effect on students' vocabulary mastery. Therefore the researcher will use this game to teach at the grade tenth of senior high school in another location.

²³ Isnani, "The Use of Treasure Hunt Game in Teaching Preposition of Place in Describing Things" (Pontianak: Tanjungpura University, 2019).

²⁴ Safitri Dyah Utami, "The Use of Treasure Hunt Game in Learning Preposition of Place" (Semarang: Semarang State University, 2016).

C. Conceptual Framework

Language is one of important aspects in our life because language is a tool for communication human being uses language as a mean in expressing idea feeling and expectation to the other people in instruction among them. Vocabulary needs more attention in learning English. It means that vocabulary is very influential to English learners in their efforts to learn the language.

In teaching vocabulary, an English teacher should be able to help students to memorize the words. Therefore, the teacher should have such kind of techniques or methods to make the students interested and have motivation in learning English. The teacher must prepare the materials as well, using suitable technique and media in teaching and learning vocabulary. In this case, the teacher can help the students by playing Treasure Hunt Game in teaching vocabulary. By using treasure hunt game in teaching vocabulary, the writer hopes that the students can learn more creatively.

The concept of Treasure Hunt game is to make easier in learning vocabulary that have a very high element of cooperation. In this learning, students are also required to be active in learning to increase learning activities with students by providing clues to find treasure. The clue intended in this game is to answer every question related to the material explained by the teacher. By answering each clue, students can understand the material explained by the teacher before.

The researcher used treasure hunt game to know if treasure hunt game gives a significant effect on students' vocabulary mastery. To test the hypothesis, the researcher needs some steps. First, the researcher gives a pre-test to students to know their knowledge. Then divide them into experimental class by treasure hunt game and control class with conventional method. After giving a treatment, the students are given a post-test to compare students' vocabulary mastery by treasure hunt game.

And the conceptual framework that was done as follow:

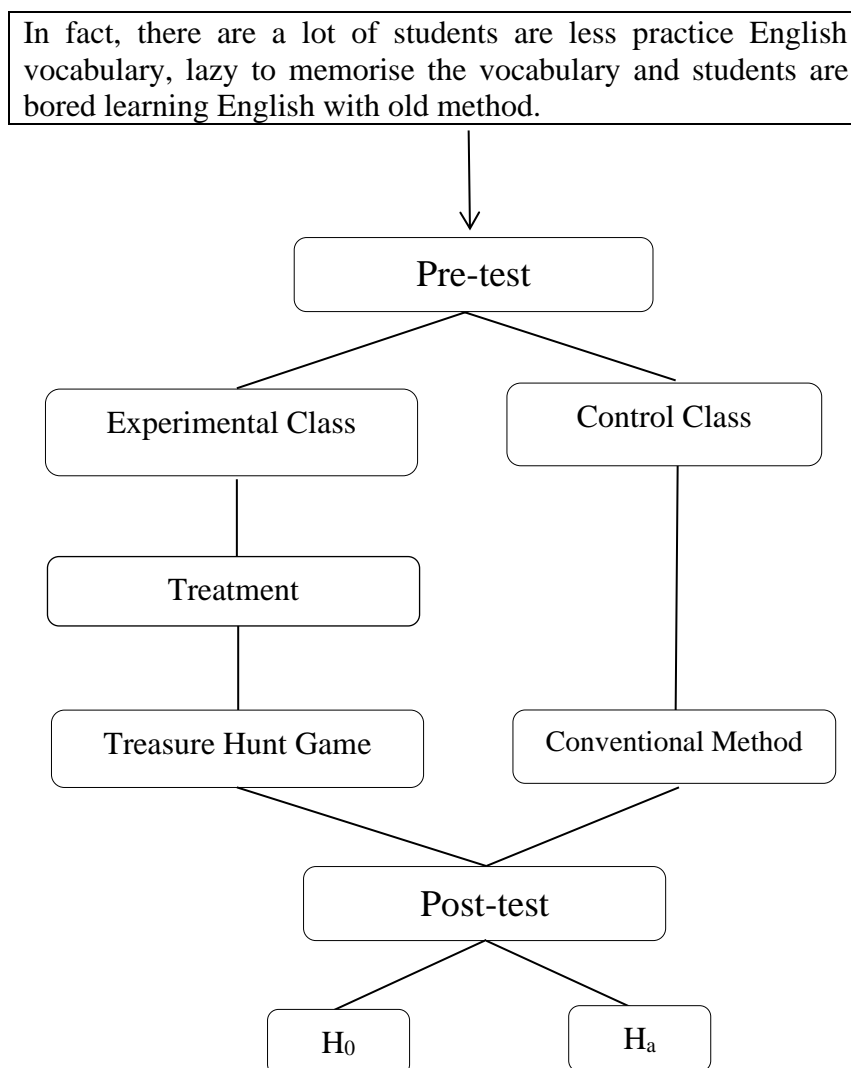


Figure II.1 Conceptual Framework

Based on the conceptual framework above, the students are less drill or practice English vocabulary, the students are lazy to memorise the vocabulary, the students are bored learning English with old method. The concept of treasure hunt game is to make students easier in understanding and vocabulary mastery. The researcher gave a treatment by using treasure hunt game for the experimental class, and the conventional method in control class. The last, the researcher gave a post-test to find out the effect of treasure hunt game on vocabulary mastery at the tenth grade students of SMA N 1 Batangtoru. After getting the result from both of class, the researcher formulated that the alternative hypothesis was accepted, it can be seen in the appendix where that it said treasure hunt game significantly affect on vocabulary mastery at the tenth grade students of SMA N 1 Batangtoru.

D. Hypothesis

The hypothesis of this research is :

There is significant effect of treasure hunt game on vocabulary mastery at the grade tenth students of SMA N 1 Batangtoru Kecamatan Batangtoru Kabupaten Tapanuli Selatan (H_a).

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of Research

The location of this research is in SMA N 1 Batangtoru. It is located at Jl. Sibolga-Aek Pining Batangtoru, Aek Pining, Kec. Batangtoru Kab. Tapanuli Selatan. This research started on 26th to 31st October 2023.

B. The Research Design

The kind of this research is quantitative research. The research design in this research uses experimental research with form true-experimental research which is the design is “randomized subjects, pretest–posttest control group design,” one randomly assigns subjects to the experimental and control groups and administers a pre-test on the dependent variable Y. The treatment is introduced only to the experimental subjects, after which the two groups are measured on the dependent variable. The researcher then compares the two groups’ scores on the posttest. The main strength of this design is the initial randomization, which ensures statistical equivalence between the groups prior to experimentation; also, the fact that the experimenter has control of the pretest can provide an additional check on the equality of the two groups on the pretest.¹

The sample of this research is using random sampling on a specific population by conducting pre-test and post-test for both of group. The researcher uses two classes, experimental class and control class. Two

¹ Ary, et.al, *Introduction to Research in Education*, 8th ed. (Canada, USA: Nelson Education, Ltd., 2010).

classes are given pre-test and post-test to find out the difference between experimental class and control class. Then, experimental class as a class that gets the treatment, meanwhile control class that does not get treatment. It can be shown in the following table.

Table III.1
Pretest-Posttest Control Group Design

Class	Pre-test	Treatment	Post-test
Experimental Class	Y ₁	Treasure Hunt Game	Y ₂
Control Class	Y ₁	-	Y ₂

C. The Population and Sample

1. Population

The population is the whole of students at the grade tenth of SMA N 1 Batangtoru as the subject of this research. They consist of 6 classes and 196 students. It can be seen from the table below :

Table III.2
Population at the grade tenth students of SMAN 1 Batangtoru

No.	Class	Students
1.	X-1	36 students
2.	X-2	34 students
3.	X-3	36 students
4.	X-4	27 students
5.	X-5	36 students
6.	X-6	27 students
	Total	196 students

2. Sample

The sample for this research is taken at grade X-4 and X-6 students of SMA N 1 Batangtoru. The researcher used the random sampling, by

using random sampling the researcher taking the population by carried out randomly without regard to the strata that exist in the population. Therefore, the students of X-6 is sample for experimental class that consist of 27 students and X-4 is sample for control class that consist of 27 students, and total of samples are 54 students.

Table III.3 Samples of the Research

No	Class	Students
1.	Experimental Class X-6	27 students
2.	Control Class X-4	27 students
	Total	54 students

D. The Instrument of the Research

Instrument is the most important one in a research. Instrument is the whole process of preparing to collect data. The researcher uses test as instrument. Test is some of questions or other tool used for measure skill, knowledge, intelligence and ability.

According to Thornburry, multiple choice tests are the popular way of testing vocabulary that they are easy to score.² It means that multiple choice questions used in this research as a tool for testing vocabulary instrument. The researcher limits the vocabulary test become spelling and meaning. The test consist of 50 questions, where 25 for pre-test and 25 for post-test. This test will be given to both class, experimental and control class to find out the score of the students' answer, the researcher gives 4 score for each item.

² Scott Thornburry, *How to Teach Vocabulary*, (Oxfordshire, UK: Blustone Press, 2004).

Table III.4 Scoring of the test

No.	Indicators	Types of test	Items	Number of Items	Score	Total Score
1	Spelling	Multiple Choice	10	1-5 & 11-5	4	40
2	Meaning of words	Multiple Choice	15	6-10 & 16-25	4	60

$$\text{Final score: } \frac{\text{students score}}{\text{maximum score}} \times 100$$

From the table above, the maximum score was 100 and the final score was examined by formula. The final score was gotten by students' score was divided by maximum score times 100. For example the student got 60, the maximum score was 100. So, final score was $60/100$ times 100, the final score that was gotten by student is 60. To know the criteria of ability, it could be seen in the table below:

Table III.5 Scoring scale

No.	Criteria	Score
1	Very good (A)	86 – 100
2	Good (B)	71 – 85
3	Average (C)	56 – 70
4	Less (D)	≤ 55

The criteria of students' ability can be classified into four criterias. Score 86-100 was classified into very good criteria, score 71-85 was classified into good criteria, score 56-70 was classified into average criterion and score ≤ 50 was less criteria.

E. Validity and Reliability of Instrument

Every test should have valid, in other to prove it is good or bad tests. The researcher needs to know the test is valid or not. The researcher used validity in this research. To construct the validity, the researcher creates the exercise which is 25 multiple choice that answered by the students in SMA N 1 Batangtoru.

a. Validity Instrument

In this study, to determine whether or not the test questions was valid using SPSS v.20 using *Point Biserial* test. The result of the calculation of correlation coefficient, the question can be declared valid if $r_{hitung} > r_{table}$, with a significant level of 5%.

The criteria of test validation as below :

- 1) If the Point Biserial value $> r_{table}$, the test is valid.
- 2) If the Point Biserial value $< r_{table}$, the test is not valid.

Based on the provisions in SPSS v.20, the significance value of 0.05 the instrument is said valid if the total of items has value $> r_{table}$. Based on the analysis of the pre-test validity test which was carried out using the SPSS v.20 with a value $r_{table} = 0.482$, there were 25 questions that were valid (the calculation result can be seen in appendix 7). From that table, it can be seen that 25 questions that met the criteria were valid, so the researcher used 25 questions because they have been tested.

Then, post-test also has been validated, it has been tested to students and counted by using SPSS v.20. Based on the provisions in SPSS v.20, the significance value of 0.05 the instrument is said valid if the total of items has value $>r_{table}$. Based on the analysis of the post-test validity test which was carried out using the SPSS v.20 with a value $r_{table} = 0.482$, there were 25 questions that were valid.

b. Reliability Instrument

Reliability instrument was tested by using *Cronbach's Alpha*, it was because the result of the calculation was more accurate and can approach the actual result. Testing the realibility of test devices in the form of multiple choice and completion using *Cronbach's Alpha* > 0.60 (high reliable). If the value of *Cronbach's Alpha* < 0.60 , the test items are not realiable.

Based on the result of the pretest realibility test using SPSS v.20, the Cronbach's Alpha (r_{count}) value of 0.748 was obtained. So it can be concluded that Cronbach's Alpha > 0.60 ($0.748 > 0.60$). It can be proven that the test of the pre-test realiable instrument is very high category.

Based on the results of the post-test realibility test using SPSS v.20, the *Cronbach's Alpha* (r_{count}) value of 0.753 was obtained. So it can be concluded that *Cronbach's Alpha* > 0.60 ($0.753 > 0.60$), it can be proven that the post test realiable instrument test very high category.

F. The Technique of Collecting the Data

To get the data from the students, the researcher will give the test. The test are pre-test, treatment, and post-test to see the effect of the technique will be given. Procedures of the research are:

a. Pre-test

The pre-test is given to both classes (experimental class and control class) to know the students' vocabulary mastery. The function of the pre-test is to find the mean scores of the Treasure Hunt Game before the researcher gives treatment to the experimental class and conventional technique in control class. In this case, the researcher uses some steps, they are :

- 1) The researcher prepared the multiple choice test 25 items.
- 2) The researcher distributed the paper of the test to students of the experimental class and control class.
- 3) The researcher explained what students will do.
- 4) The researcher gave the time for students to answer the questions.
- 5) The students answered the questions.
- 6) Collecting their paper test to researcher.
- 7) And the last, the researcher checked the answer of students and counted score of experimental class and control class.

b. Treatment

The experimental and control class are given the same topic about vocabulary. Then the experimental is given the treatment by game as a method. The steps of treatment as follow:

- 1) Introducing plan a treasure hunt game to instruct students.
- 2) Dividing the students into 5 group, they consisted of 6 students.
- 3) The teacher explained that has hidden the clues and treasure around the room.
- 4) The players or students must be able to read the clues and find another clues until they know where the treasure hidden. The treasure such as: a book or pen, some sort of toy, or something they would like to have.
 - a) Each group is given an initial clue and following a different set of clues. But these clues should lead on one to another to the same treasure. For example, the first group : *Look under the window and find the box.* The second group : *Look on the wall and take a hang paper there.*
 - b) To make Treasure Hunt Game interesting, organizing a treasure hunt is to hide various small objects. And the first group to find the treasure is the winner.

c. Post-test

After giving the treatment for experimental class, the researcher conducted a post-test to both classes are experimental class and control

class. This post-test is the final test in the research, especially measuring the treatment, whether there is significant or not. After conducting the post-test, the researcher finds out the effect of Treasure Hunt Game in the experimental class. There are some procedures that the researcher did in giving post-test, as follow :

- 1) The researcher prepared the multiple choice test 25 items.
- 2) The researcher distributed the paper of the test to students of the experimental class and control class.
- 3) Researcher explained what students will do.
- 4) The researcher gave the time for students to answer the questions.
- 5) The students answered the questions.
- 6) Collecting their paper test to researcher.
- 7) And the last, the researcher checked the answer of students and counted the score of experimental class and control class.

G. The Technique of Analyzing the Data

In order to find out whether there is an effect of Treasure hunt game on vocabulary mastery at the tenth grade students of SMA N 1 Batangtoru, the researcher uses the technique of data analysis as follow :

a. Normality Test

A normality test can determine whether research data are normal or not. Test of normality in this research used SPSS v.20 using the *Shapiro-Wilk test* with a significant level 5% or 0.05 with criteria. If the value is significant ($\text{sig} > 0.05$), the students' pre- test and post-test

were normally distributed. If the significant value (sig) < 0.05, the students' pretest and post- test were not normally distributed.

b. Homogeneity Test

Homogeneity test was used to see the data from two classes was same or different in variant case. Homogeneity test means to know whether control class and experimental class have same variant or not. The researcher used SPSS v.20 to calculate the data.

The test Criteria are:

- 1) If the significance value (sig) > 0.05, the the data variance of the two classes is homogeneous (accept H_0).
- 2) If the significance value (sig) < 0.05, the data variance of the two classes is not homogeneous (accept H_a).

c. The Hypothesis Test

T-test was used to examine the hypothesis. To test the hypothesis of research can be used T-test to conduct the criteria if the T-test is higher than t_{table} , the researcher can conclude that h_a is accepted and h_0 is rejected. T-test formula used when the populations are normally distributed (appraised through a sample) but have non-homogeneous variations/uniform standard deviations.

The researcher used Independent Sample T-test by using SPSS v.20. The result can be seen from the mean of score. The mean score score would show whether there is the difference between mean score of control group and mean score of experimental group. The researcher

made the hypothesis from the data that have been analyzed by looking at the t_{count} and compare it to t_{table} .

The test Criteria are:

- 1) $H_0 : \mu_1 = \mu_2$ (hypothesis was accepted if $t_{\text{count}} < t_{\text{table}}$ or $\text{Sig.}(2\text{-tailed}) > 0.05$), it means there is no significant effect of treasure hunt game on vocabulary mastery at the tenth grade students of SMAN 1 Batangtoru)
- 2) $H_a : \mu_1 \neq \mu_2$ (hypothesis was accepted if $t_{\text{count}} > t_{\text{table}}$ or $\text{Sig.}(2\text{-tailed}) < 0.05$), it means there is a significant effect of treasure hunt game on vocabulary mastery at the tenth grade students of SMAN 1 Batangtoru).

CHAPTER IV

THE RESULT OF RESEARCH

This chapter is presenting the research result. It is talking about the effect of treasure hunt game on students' vocabulary mastery. The data using pre-test and post-test had been calculated. Quantitative research was used in this research and to test the hypothesis used the formulation of t-test.

A. Description of Data

1. Data Description of Pre-test Experimental Class

Class X-6 was as experimental class in this research. Based on the students' performance in pre-test, the students' score has been calculated as the table below:

Table IV.1
The score of Experimental Class in Pre-test

Description	Pre-Test
Total Score	1768
Highest score	80
Lowest score	52
Mean	65.48
Median	63
Modus	64
Range	28
Interval	5
Standard deviation	8.011
Variant	64.182

Total score is the total of points that is got by students, more than 1700 total of score in pre-test experimental class. From it can be seen that the highest score done by the students was 80 and the lower score was 52. The difference between the highest and the lower score was 28. It is

clarified that the students vocabulary mastery in experimental class was adequate, because the mean in this score was 65.48. And, most of students got 64 score in this test where there are 7 students out of 27 students, it is about 26%. Next, the data above is safe because the standard deviation it is around 8 which is far from the mean score. It means that the data has variance.

For frequency distribution of experimental class in pre-test can be seen in the table below.

Table IV.2
Frequency Distribution of Experimental Class in Pre-test

No	Interval Class	Mid Point	Frequency	Percentages
1	52-56	54	5	18,5%
2	57-61	59	4	14,8%
3	62-66	64	7	25,9%
4	67-71	69	3	11,1%
5	72-76	74	6	22,2%
6	77-81	79	2	7,4%
	$i = 5$		27	100%

From the above, it can be seen that the most frequent score in this class was 64 where the are 7 students, it is almost 26% out of 27 students. Then, the least of frequent score was 80 which are 2 students, in percentage only 7%. Then, the frequent score of 68 there are 3 students out of 27 students, it is 11%. Next, there are 4 students out of 27 students who got 60 frequent score, it is 14%. The frequent score between 52 – 56 were about 5 students out of 27 students, that is 18%. The last of frequent score is bewteen 72 - 76 where there are 6 students out of 27 students, that is 22%. It is also clarified that the students with the highest score

which is 80 were 2 students. The students are indicated have already passed the KKM 75 were 5 students. In this pre-test, it was found that 22 students failed.

The histogram below provided a clear description data. According to the picture below, 5 students had scores between 52 and 56. Interval 57 to 61 was 4, interval 62 to 66 was 7. Interval 67 to 71 was 3, interval 72 to 76 was 6 and interval 77 to 81 was 2. According to the histogram, the highest interval (62-66) had a value of 7 and the lowest interval (77-81) had a value of 2.

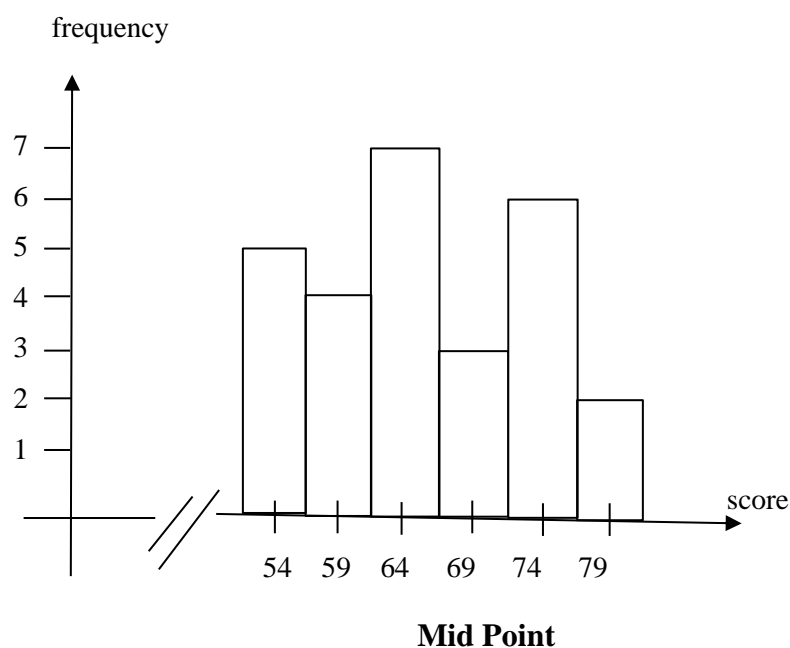


Figure IV.1 Data Description of Pre-test Experimental Class

2. Data Description of Pre-test Control Class

In the control class pre-test, the researcher calculated the students' scores, which are shown in the table below.

Table IV.3
The score of Control Class in Pre-test

Description	Pre-Test
Total Score	1676
Highest score	76
Lowest score	44
Mean	62.07
Median	60.00
Modus	60
Range	32
Interval	5
Standard deviation	9.106
Variant	82.917

Total score is the total of points that is got by students, more than 1600 total of score in pre-test control class. From it can be seen that the highest score done by the students was 76 and the lower score was 44. The difference between the highest and the lower score was 32. It is clarified that the students vocabulary mastery in control class was adequate, because the mean in this score was 62.07. And, most of students got 60 score in this test where there are 7 students out of 27 students, it is about 26%. Next, the data above is safe because the standard deviation it is around 9 which is far from the mean score. It means that the data has variance.

For frequency distribution of control class in pre-test can be seen in the table below.

Table IV.4
Frequency Distribution of Control Class in Pre-test

No	Interval Class	Mid Point	Frequency	Percentages
1	44-48	46	3	11.1%
2	49-53	51	2	7.4%
3	54-58	56	3	11.1%
4	59-63	61	7	25.9%
5	64-68	66	6	22.2%
6	69-73	71	2	7.4%
7	74-78	76	4	14.8%
	<i>i = 5</i>		27	100%

From the above, it can be seen that the most frequent score in this class was 60 where there are 7 students, it is almost 26% out of 27 students. Then, the least of frequent score was 72 which are 2 students, in percentage only 7% in each number out of 27 students. Then, the frequent score between 44 – 58 were about 8 students out of 27 students, it is almost 30%. It is also clarified that the students with the highest score which is 76 were 4 students. The four students are indicated have already passed the KKM 75. In this pre-test, it was found that 23 students were failed. The last of 62 frequent score are gotten by 6 students out of 27 students, that is 22%.

The histogram below provided a clear description data. According to the picture below, 3 students had scores between 44 and 48. Interval 49 to 53 was 2, interval 54 to 58 was 3. Interval 59 to 63 was 7, interval 64 to 68 was 6, then 69 to 73 was 2 and interval 74 to 78 was 4.

According to the histogram, the highest interval (59-63) had a value of 7 and the lowest interval (49-53) and (69-73) had a value of 2.

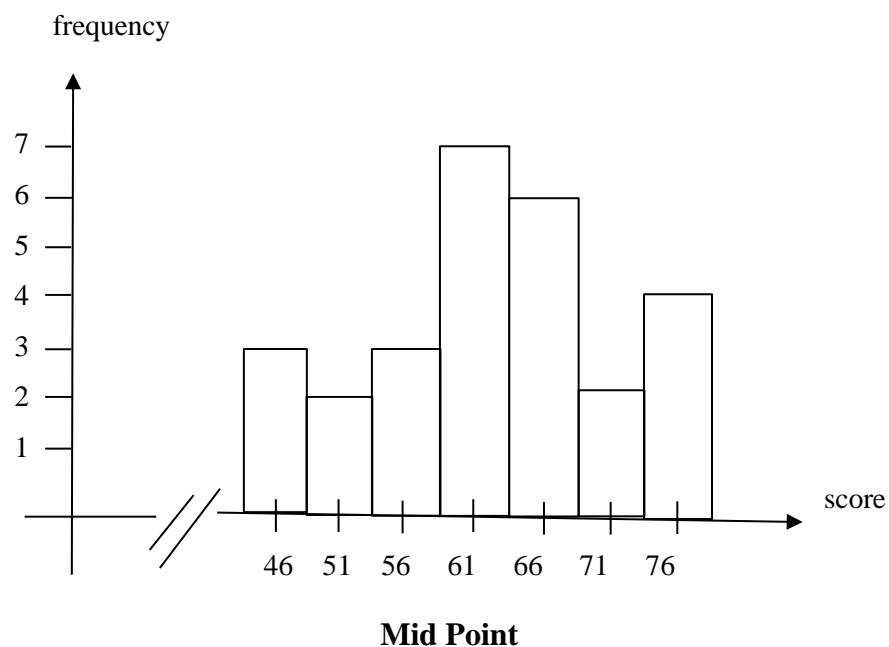


Figure IV.2 Data Description of Pre-test Control Class

3. Data Description of Post-test Experimental Class

The calculation of the result that had been gotten by the students in doing the test after the researcher did the treatment by treasure hunt game. It can be seen in table 4.5.

Table IV.5
The score of Experimental Class in Post-test

Description	Post-Test
Total Score	2284
Highest score	96
Lowest score	72
Mean	84.59
Median	84.00
Modus	84
Range	24
Interval	4
Standard deviation	6.902
Variant	47.635

Total score is the total of points that is got by students, more than 2200 total of score in post-test experimental class. From it can be seen that the highest score done by the students was 96 and the lower score was 72. The difference between the highest and the lower score was 24. It is clarified that the students vocabulary mastery in experimental class after using treasure hunt game was good, because the mean in this score was 84.59. And, most of students got 84 score in this test where there are 7 students out of 27 students, it is about 26%. Next, the data above is safe because the standard deviation it is around 6 which is far from the mean score. It means that the data has variance.

For frequency distribution of experimental class in post-test can be seen in the table below:

Table IV.6

Frequency Distribution of Experimental Class in Post-test

No	Interval	Mid Point	Frequency	Percentages
1	72-75	73.5	2	7.4%
2	76-79	77.5	3	11.1%
3	80-83	81.5	4	14.8%
4	84-87	85.5	7	25.9%
5	88-91	89.5	5	18.5%
6	92-95	93.5	3	11.1%
7	96-99	97.5	3	11.1%
	$i = 4$		27	100%

From the above, it can be seen that the most frequent score in this class was 84 where the are 7 students, it is almost 26% out of 27 students. Then, the least of frequent score was 72 which are 2 students, in percentage only 7% out of 27 students. Then, the frequent score of 76, 92

and 96 there are 9 students out of 27 students, it is 33%. Next, there are 4 students out of 27 students who got 80 frequent score, it is 14%. The last of 88 frequent score was gotten by 5 students out of 27 students, that is 18%. It is also clarified that the students with the highest score which is 96 were 3 students. The students are indicated have already passed the KKM 75 were 25. In this post-test, it was found that 2 students were failed.

The histogram below provided a clear description data. According to the picture below, 2 students had scores between 72 and 75. Interval 76 to 79 was 3, interval 80 to 83 was 4. Interval 84 to 87 was 7, interval 88 to 91 was 5, then 92 to 95 was 3 and interval 96 was 3. According to the histogram, the highest interval (84-87) had a value of 7 and the lowest interval (72-75) had a value of 2.

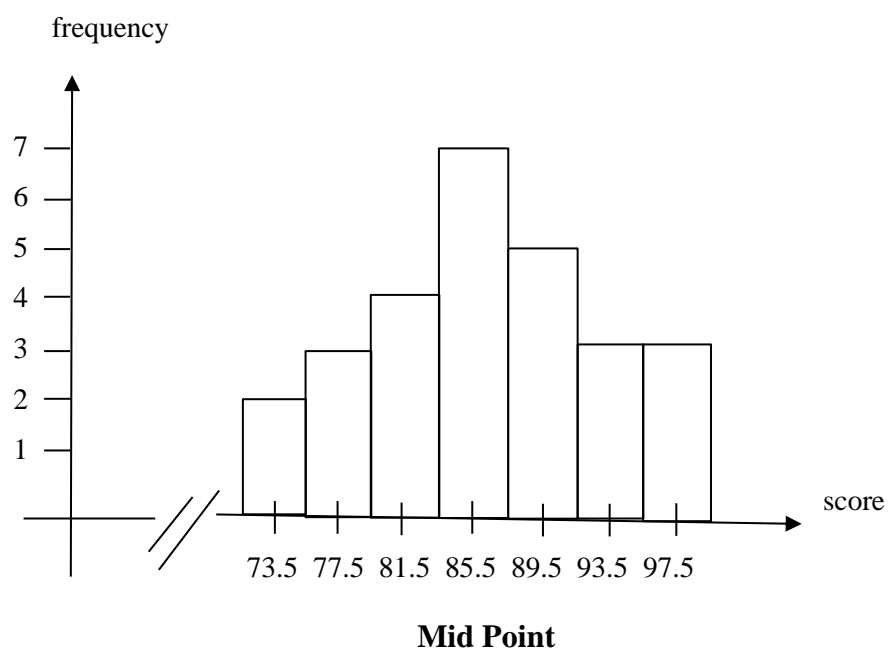


Figure IV.3 Data Description of Post-test Experimental Class

4. Data Description of Post-test in Control Class

The calculated results from the control class tests with students who had been taught vocabulary using traditional methods can be seen as below:

Table IV.7
The score of Control Class in Post-test

Description	Post-Test
Total Score	2112
Highest score	88
Lowest score	64
Mean	78.22
Median	80.00
Modus	80
Range	24
Interval	4
Standard deviation	7.132
Variant	50.872

Total score is the total of points that is got by students, more than 2100 total of score in post-test control class. From it can be seen that the highest score done by the students was 88 and the lower score was 64. The difference between the highest and the lower score was 24. It is clarified that the students' vocabulary mastery in control class by using traditional methods was good, because the mean in this score was 78.22. And, most of students got 80 score in this test where there are 6 students out of 27 students, it is about 22%. Next, the data above is safe because the standard deviation it is around 7 which is far from the mean score. It means that the data has variance.

For frequency distribution of control class in post-test can be seen in the table below.

Table IV.8
Frequency Distribution of Control Class in Post-test

No	Interval	Mid Point	Frequency	Percentages
1	64-67	65.5	2	7.4%
2	68-71	69.5	2	7.4%
3	72-75	73.5	3	11.1%
4	76-79	77.5	5	18.5 %
5	80-83	81.5	6	22.2%
6	84-87	85.5	5	18.5%
7	88-91	89.5	4	14.8%
	$i = 4$		27	100%

From the above, it can be seen that the most frequent score in this class was 80 where there are 6 students, it is almost 22% out of 27 students. Then, the least of frequent scores were 64 and 68 which are 2 students, in percentage only 7.4% out of 27 students. Then, the frequent score of 72, there are 3 students out of 27 students, it is 11%. Next, there are 4 students out of 27 students who got 76 frequent score, it is 14.8%. It is also clarified that the students with the highest score which is 88 were 4 students. The students are indicated have already passed the KKM 75 were 20. In this post-test, it was found that 5 students were failed. The last of 76 and 84 frequent scores were about 10 students out of 27 students, that is 18%.

The histogram below provided a clear description data. According to the picture below, 2 students had scores between 64-68 and 68-71.

Interval 72 to 75 was 3, interval 76 to 79 was 5. Interval 80 to 83 was 6, interval 84 to 87 was 5, and interval 88 was 4. According to the histogram, the highest interval (80-83) had a value of 6 and the lowest interval (64-68) and (68-71) had a value of 2.

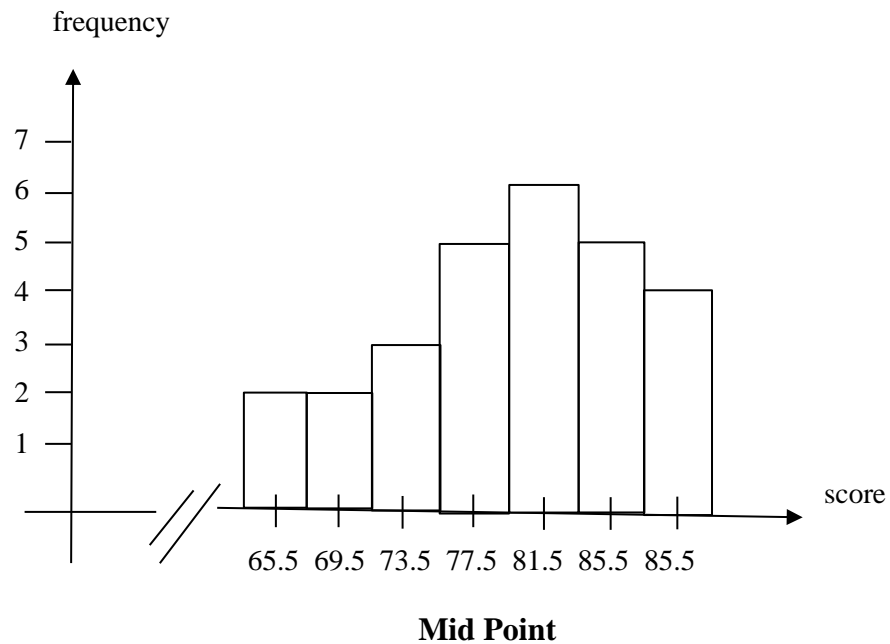


Figure IV.4 Data Description of Post-test Control Class

B. Data Analysis

1. Requirement Test

The purpose of a requirement test is to determine the average score of the data and to determine whether the data is homogeneous and normal.

a. Pre-Test

1) Normality Test

Data normality of the two groups was calculated using SPSS v.20 using *Shapiro Wilk* test because the number of

samples in the study was less than 100 students, the significance level of test was 5% or 0.05. The hypothesis that will be tested in normality test as follows :

H_0 : The students are not distributed normally. H_0 is accepted when the shapiro-wilk < 0.05 .

H_a : The students are distributed normally. H_a is accepted when the shapiro-wilk > 0.05 .

Based on the analysis of normality of the pre-test data with *Shapiro Wilk* test using SPSS v.20 it was obtained that the experimental class was 0.225 and the control class was 0.151. In other word, $0.225 > 0.05$ in experimental class and $0.151 > 0.05$ in control class.

Table IV.9

Normality in Pre-test

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
result of learning	experimental pre-test	,148	27	,135	,951	27	,225
	control pre-test	,123	27	,200*	,944	27	,151

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

From the calculation it was found that *Shapiro Wilk* > 0.05 . So it can be concluded that pre-test data in experimental class and control class were normally distributed.

2) Homogeneity Test

The homogeneity of variance test aims to determine whether the initial value (pre-test) of the sample has a homogeneous variance.

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Heterogeneous Variance)}$$

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.20 calculation (Appendix 18), obtained a significance value (sig) was 0.625. Based on criteria for testing data homogeneity using SPSS v.20 obtained a value significance (sig) based on $\text{mean} > 0.05$ or $0.625 > 0.05$ it means the pre-test value of the sample has a homogeneous variance.

Table IV.10
Homogeneity in Pre-test

Test Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
0,242	1	52	0,625

b. Post-Test

1) Normality Test

Data normality of the two groups was calculated using SPSS v.20 using *Shapiro Wilk* test because the number of samples in the study was less than 100 students, the

significance level of test was 5% or 0.05. The hypothesis that will be tested in normality test as follows :

H_0 : The students are not distributed normally. H_0 is accepted when the shapiro-wilk < 0.05.

H_a : The students are distributed normally. H_a is accepted when the shapiro-wilk > 0.05.

Based on the analysis of normality of the post-test data with *Shapiro Wilk* test using SPSS v.20 (appendix 19) it was obtained that the experimental class was 0.243 and the control class was 0.087. In other word, $0.243 > 0.05$ in experimental class and $0.087 > 0.05$ in control class.

Table IV.11
Normality in Post-test

		Tests of Normality					
Vocabulary		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
result of learning	experimental post-test	,132	27	,200 [*]	,952	27	,243
	control post-test	,154	27	,100	,934	27	,087

Based on the test criteria obtained a significant value (sig) *Shapiro Wilk* > 0.05 so it can be concluded that post-test in experimental class and control class were normally distributed.

2) Homogeneity Test

The homogeneity of variance test aims to determine whether the initial value (post-test) of the sample has a homogeneous variance.

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Heterogeneous Variance)}$$

Based on the results of analysis of homogeneity of variance analysis of the initial value data (post-test) using SPSS v.20 calculation (Appendix 20), obtained a significance value (sig) was 0.728. Based on criteria for testing data homogeneity using SPSS v.20 obtained a value significance (sig) based on $\text{mean} > 0.05$, or $0.728 > 0.05$ it means the post-test value of the sample has a homogeneous variance.

Table IV.12
Homogeneity of Post-test

Test Homogeneity of Variances

result

Levene Statistic	df1	df2	Sig.
0,123	1	52	0,728

From the calculated above, the data of pre-test and post-test were normal and tested homogen, that is why the Hypothesis of statistic parametric can be done.

C. Hypothesis Test

From the results of the data analysis requirements test, it can be seen that the two classes after treatment are normal and have homogeneous variance, so to test the hypothesis using Independent Sample T-test using SPSS v.20. The hypothesis that was tested as follows:

If $H_0 : \mu_1 = \mu_2$ means there is no significant effect of treasure hunt game on vocabulary mastery at the tenth grade students of SMA N 1 Batangtoru.

If $H_a : \mu_1 \neq \mu_2$ means there is significant effect of treasure hunt game on vocabulary mastery at the tenth grade students of SMA N 1 Batangtoru.

Table IV.13
The result of T-test of the both Averages

Post-test	
t_{count}	t_{table}
3.335	2.00665

Based on the calculation in Post-test, it was found that $t_{count} > t_{table}$ or $3.335 > 2.00665$ or looking at $Sig.(2-tailed) < 0.05$ (The calculation in Appendix 21). Based on the test criteria, H_0 is rejected and H_a is accepted. So that is why $H_a : \mu_1 \neq \mu_2$, it can be concluded that “Treasure Hunt Game is significantly affects on vocabulary mastery at the tenth grade students of SMA N 1 Batangtoru.

In this case, a gain of mean score in pre-test and post-test in experimental class and control class can be seen in the table below:

Table IV.14
Gain of Score in Experimental Class and Control Class

Class	Pre-test	Post-test	Enhancement	Gain Score
Experimental	65.48	84.59	19.11	2.96
Control	62.07	78.22	16.15	

D. Discussion

The result of this research found that treasure hunt game gave the significant effect for students at the grade tenth. It can be seen from the calculation of the data and test hypothesis using T-test formula.

It was proved by hypothesis that showed $t_{count} = 3.335$, significance value (sig) $\alpha = 0,05$ and $dk = n_1 + n_2 - 2 = 52$ with $t_{table} = 2,00665$. it means $t_{count} > t_{table}$. It was also sharpen by looking at $Sig.(2-tailed) < 0.05$ ($0.01 < 0.05$). So, it can be concluded that treasure hunt game is significantly affects on vocabulary mastery at the tenth grade students of SMA N 1 Batangtoru.

The researcher also provided the similar case with this research. The first researcher was conducted by Azhari examining the effectiveness of treasure hunt game in improving students' vocabulary mastery: pre-experimental study at ninth-grade students of SMPN 1 Cileunyi-Bandung.¹ Based on her findings, it is known that the result is better than after being given the treatment. Therefore, from the calculation in testing t, it is

¹ Annisa Azhari, "The Effectiveness of Treasure Hunt Game in Improving Students Vocabulary Mastery : Pre-Experimental Study at Ninth-grade Students of SMPN 1 Cileunyi-Bandung," 2019, <https://etheses.uinsgd.ac.id/id/eprint/24202>

known that t_0 18.75 while t_{table} is 2.03. It means that t_0 is higher than t_{table} , so that H_1 is accepted.

In conclusion treasure hunt game gave a significant effect on vocabulary mastery. This game can be used in increasing students' vocabulary mastery, it was supported from discussion above that tells that treasure hunt game is suitable and good game for teaching vocabulary.

E. Limitation of the Research

During the course of this study, the researcher came to the realization that the research presented a number of risks, beginning with the title and continuing through the method for analyzing the data and the arrangement of the proposal to the completion of the thesis. As a result, the research recognized that the thesis was far from being of high quality.

The researcher found the threats of this research as follow:

1. Treasure hunt game was rarely used by English teachers in the classroom, so that the students felt a bit difficult to learn in this way at the first time.
2. Since this research focuses on students' vocabulary which is sport and healthy foods (noun), so this research limited to explain adjective, verb or others.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on quantitative research result with experimental method, the researcher took some points as below:

1. The effect of treasure hunt game on vocabulary mastery at the tenth grade students of SMA N 1 Batangtoru is significant, it is performing T-test which shows that $t_{hitung} = 3.335$, significance value (sig) $\alpha = 0,05$ and $dk = n_1 + n_2 - 2 = 52$ with $t_{tabel} = 2,00665$. $t_{hitung} > t_{tabel}$, H_a is accepted, H_0 is rejected.
2. Treasure hunt game significantly affects on vocabulary mastery at the tenth grade students of SMAN 1 Batangtoru, it is proved by mean score of experimental class in post-test was higher than mean score of control class in post-test. Mean score of experimental class in post-test is 84.59, while mean score of control class in post-test is 78.22.

It can be concluded that treasure hunt game significantly affects on vocabulary mastery at the grade tenth students of SMA N 1 Batangtoru.

B. Suggestions

Based on the conclusion above, the researcher gives some suggestions :

1. To head master, to pay attention to the facilities needed by educators for the sake of progress and increasing the ability to support learning so that learning can improve students' learning outcomes.

2. To English teachers, especially an English teachers in SMA N 1 Batangtoru are hoped to use treasure hunt game in teaching vocabulary to increase the students' mastery.
3. To other researcher/readers, to conduct more in depth research by studying different theories, populations or other English competencies.

C. Implication

The implication of this research is to know whether treasure hunt game is useful to improve students' vocabulary mastery. These findings suggest that treasure hunt game can be used as one of the teaching and learning method to improve the students' vocabulary mastery. Furthermore, as this research has explained in the previous chapters, treasure hunt game also become a powerful tool to not only improve the students' vocabulary mastery but can also advantageous to student's analysis of the literature and reinforce the power of words. This not only aids in development of vocabulary skills for students in earlier grades, but allows advanced students to visualize the story and the characters. It is also said and proved as the related findings explained that the researcher used to support this research that treasure hunt game also benefits to improve other skills for the students. As previously noted, the effect of treasure hunt game has been proved by this research and it is hoped to help and give support for the other researcher interested in this area of study.

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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Experimental Class

Sekolah	: SMAN 1 Batangtoru
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X/ Semester 1
Alokasi Waktu	: 2 x 35 menit
Materi Pokok	: Vocabulary
Sub Materi	: Sport and Healthy Foods

A. Kompetensi Inti

1. KI-1 Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. KI-2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. KI-3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. KI-4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis terkait jenis olahraga dan makanan sehat.

C. Indikator Pencapaian

- 3.4.1 Mengidentifikasi cara menyatakan jenis-jenis olahraga, makanan sehat dalam bahasa inggris.
- 3.4.2 Mengartikan kosakata yang terdapat dalam jenis-jenis olahraga, makanan sehat yang sesuai dengan kata yang dimaksud dalam bahasa inggris.

D. Tujuan Pembelajaran

Melalui kegiatan belajar berbasis game, peserta didik dapat mengucapkan dan mengartikan kosakata melalui sebuah permainan berbasis pelajaran berdasarkan fungsi sosial dan unsur kebahasaan sesuai dengan konteks penggunaannya, sehingga peserta didik dapat menghayati dan mengamalkan ajaran agama yang dianut, mengamalkan perilaku jujur, peduli, santun dan pro-aktif, dapat menerapkan pengetahuan faktual, konseptual, prosedural dan metakognitif kemampuan berpikir kritis, berkomunikasi, berkolaborasi dan kreatif.

E. Materi pembelajaran

Topik : Sport and Healthy Foods
Fungsi social : Belajar sambil bermain sebuah permainan harta karun
karun mencari benda yang tersembunyi.

Unsur kebahasaan : Mengucapkan kosakata dengan baik, mengartikan kosakata dengan benar.

F. Sumber Belajar

Buku Pelajaran Bahasa Inggris kelas X dan Internet.

G. Media/alat

Media/Alat : Board marker, white board, book, paper, pen.

H. Model Pembelajaran

Treasure Hunt Game method

I. Langkah – langkah Pembelajaran

Phases	Kegiatan Guru	Procedures	Kegiatan Siswa
Pre-teaching (10 menit)	5. Guru membuka kelas dengan mengucapkan salam dan berdoa untuk memulai pelajaran. 6. Guru mencatat daftar kehadiran siswa. 7. Guru menjelaskan tujuan pelajaran. 8. Guru bertanya kepada siswa tentang materi yg berkaitan.	2. The game has not started yet.	5. Siswa mendengarkan guru, menjawab dan berdoa sebelum pembelajaran dimulai. 6. Siswa memperhatikan guru ketika memeriksa daftar hadir. 7. Siswa mendengarkan penjelasan guru. 8. Siswa menjawab pertanyaan guru terhadap materi terkait.
While-teaching (50 menit)	7. Guru memperkenalkan rencana dan cara memainkan permainan berburu harta karun. 8. Guru membagi siswa menjadi 5	7. Introducing plan a treasure hunt game to instruct the students. 8. Dividing the students into 5 group, they consist of 6 students.	8. Siswa berusaha fokus dan mendengarkan guru. 9. Siswa dibagi menjadi 5 kelompok yang terdiri dari 6

	<p>kelompok.</p> <p>9. Guru menjelaskan bahwa telah menyembunyikan petunjuk dan harta karun di kelas.</p> <p>10. Guru memberikan petunjuk awal dan mengikuti petunjuk yang berbeda.</p> <p>11. Guru mengucapkan “mulai” kepada siswa yang berarti permainan dimulai.</p> <p>12. Guru memberikan waktu terbatas kepada siswa untuk menemukan harta karun.</p>	<p>9. Explain the teacher has hidden the clues and treasure around the room.</p> <p>10. The players or students must be able to read the clues and find another clues until they know where the treasure hidden.</p> <p>11. Each group is given an initial clue and following a different set of clues</p> <p>12. And the first group to find the treasure is the winner.</p>	<p>siswa.</p> <p>10. Siswa memikirkan dimana petunjuk tersembunyi di kelasnya.</p> <p>11. Siswa harus mampu membaca dan memahami setiap petunjuk yang mengikuti petunjuk lainnya.</p> <p>12. Setiap kelompok diberi petunjuk pertama oleh guru.</p> <p>13. Siswa mulai berburu untuk menemukan petunjuk lain hingga mereka mengetahui di mana harta karun itu disembunyikan.</p> <p>14. Kelompok pertama yang menemukan harta karun adalah pemenangnya.</p>
<p>Post-teaching (10 menit)</p>	<p>6. Guru memberikan tugas terkait materi setelah melakukan permainan.</p> <p>7. Guru mengumpulkan tugas siswa.</p> <p>8. Guru memberikan kesimpulan dari materi yang dipelajari.</p> <p>9. Guru menutup pembelajaran dengan mengucapkan Alhamdulillah dan berdoa bersama.</p>	<p>2. The game has ended.</p>	<p>1. Siswa mengerjakan tugas.</p> <p>2. Siswa mengumpulkan tugasnya.</p> <p>3. Siswa memberikan pendapatnya terhadap kesimpulan materi yang dipelajari.</p> <p>4. Siswa mengucap Alhamdulillah dan berdoa bersama.</p> <p>5. Siswa menjawab salam guru.</p>

	10. Guru mengucapkan salam dan menutup pembelajaran.		
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J. Penilaian Hasil Pembelajaran

No.	Indicators	Types of test	Items	Number of Items	Score	Total Score
1	Spelling	Multiple Choice	10	1-5 & 11-5	4	40
2	Meaning of words	Multiple Choice	15	6-10 & 16-25	4	60

Criteria of Mastery

No.	Criteria of Mastery	Level
1	86-100	Very good
2	71-85	Good
3	56-70	Adequate
4	41-55	Less
5	< 40	Fair

Batangtoru, Oktober 2023

Mengetahui,

Guru Mata Pelajaran Bahasa Inggris

Researcher

Sanurilam, S.Pd

Syahdinar Adelina

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Control Class

Sekolah	: SMAN 1 Batangtoru
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X/Semester 1
Alokasi Waktu	: 2 x 35 menit
Materi Pokok	: Vocabulary
Sub Materi	: Sport and Healthy Foods

A. Kompetensi Inti

1. KI-1 Menghayati dan mengamalkan ajaran agama yang dianutnya
2. KI-2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. KI-3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. KI-4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis terkait jenis olahraga dan makanan sehat.

C. Indikator Pencapaian

- 3.4.1 Mengidentifikasi cara menyatakan jenis-jenis olahraga, makanan sehat dalam bahasa inggris.
- 3.4.2 Mengartikan kosakata yang terdapat dalam jenis-jenis olahraga, makanan sehat yang sesuai dengan kata yang dimaksud dalam bahasa inggris.

D. Tujuan Pembelajaran

Melalui kegiatan belajar berbasis teknik tradisional, peserta didik dapat mengucapkan dan mengartikan kosakata melalui pelajaran berdasarkan fungsi sosial dan unsur kebahasaan sesuai dengan konteks penggunaannya, sehingga peserta didik dapat menghayati dan mengamalkan ajaran agama yang dianut, mengamalkan perilaku jujur, peduli, santun dan pro-aktif, dapat menerapkan pengetahuan faktual, konseptual, prosedural dan metakognitif kemampuan berpikir kritis, berkomunikasi, berkolaborasi dan kreatif.

E. Materi pembelajaran

Topik : Sport and Healthy Foods
Fungsi social : Belajar vocabulary dengan teknik tradisional.

Unsur kebahasaan : Mengucapkan kosakata dengan baik, mengartikan kosakata dengan benar.

F. Sumber Belajar

Buku Pelajaran Bahasa Inggris kelas X dan Internet.

G. Media/alat

Media/Alat : Boardmarker, whiteboard, book, pen.

H. Model Pembelajaran

Ceramah

I. Langkah – langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.	
Warming up untuk menarik perhatian dan kefokusian siswa sebelum pembelajaran dimulai agar siswa lebih relax dalam proses pembelajaran.	
Brain storming dengan memberikan beberapa pertanyaan terkait materi dan mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengaitkannya dengan kegiatan selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh dalam mempelajari vocabulary melalui sebuah permainan.	
Kegiatan Inti (50 menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan mengenai apa yang akan mereka lakukan dalam proses pembelajaran ini, seperti melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi penjelasan dan bahan bacaan terkait materi

	vocabulary.
Critical Thinking	Guru memberi kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan yang berkaitan dengan materi vocabulary. Kemudian, guru mengajak murid – murid untuk mengucapkan kosa kata dari pelajaran hari ini.
Collaboration	Peserta didik diberi tugas individu untuk menghafalkan vocabulary yang sudah dituliskan di papan tulis.
Communication	Peserta didik melafalkan vocabulary yang sudah dihapal didepan kelas.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal – hal yang telah dipelajari terkait materi vocabulary. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal – hal yang belum dipahami.
Kegiatan Penutup (10 menit)	
Peserta didik membuat rangkuman atau kesimpulan pelajaran tentang poin –poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman atau kesimpulan pembelajaran tentang poin –poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

J. Penilaian Hasil Pembelajaran

No.	Indicators	Types of test	Items	Number of Items	Score	Total Score
1	Spelling	Multiple Choice	10	1-5 & 11-5	4	40
2	Meaning of words	Multiple Choice	15	6-10 & 16-25	4	60

Criteria of Mastery

No.	Criteria of Mastery	Level
1	86-100	Very good
2	71-85	Good
3	56-70	Adequate
4	41-55	Less
5	< 40	Fair

Batangtoru, Oktober 2023

Mengetahui,

Guru Mata Pelajaran Bahasa Inggris

Researcher

Sanurilam, S.Pd

Syahdinar Adelina

Appendix 3

Instrument for Pre-test

Nama :

Kelas :

Sekolah :

Choose the correct answer by crossing a, b, c, and d.

(Pilihlah jawaban yang paling tepat dari pilihan a, b, c, dan d)

Spellings questions for number 1 to 5.

Find the correctly spelt words.

- Based on the choices below, which is the correct spelling of the word?
a. voli ball
b. volley ball
c. voli boll
d. volley boll
- Based on the choices below, which is the correct spelling of the word?
a. badminton
b. bedminton
c. bad minton
d. bed minton
- Based on the choices below, which is the correct spelling of the word?
a. tenis
b. tenies
c. tennis
d. tannies
- Based on the choices below, which is the correct spelling of the word?
a. cicling
b. ciclling
c. cyclling
d. cycling
- Based on the choices below, which is the correct spelling of the word?
a. food ball
b. food boll
c. foot boll
d. foot ball
- A sport usually of six players in which a large ball is hit by hand over a high net.
What is the name of this sport?
a. basket ball
b. volley ball
c. badminton
d. bowling
- A game with rackets is played back and front across a net. It is a meaning of.....
a. football
b. tennis
c. badminton
d. volley ball

8. Greysia Polli is one of the best.....player in Indonesia.
 - a. basket ball
 - b. soft ball
 - c. table tennis
 - d. badminton
9. Egy Maulana is a famous.....player.
 - a. tennis
 - b. foot ball
 - c. basket ball
 - d. boxing
10. A sport or activity of swimming and exploring underwater is.....
 - a. swimming
 - b. sailing
 - c. diving
 - d. ski jumping

Spellings questions for number 11 to 15.

Find the correctly spelt words.

11. Based on the choices below, which is the correct spelling of the word?
 - a. carrot
 - b. cerrot
 - c. currot
 - d. carot
12. Based on the choices below, which is the correct spelling of the word?
 - a. lattuce
 - b. latuce
 - c. lettuce
 - d. letuce
13. Based on the choices below, which is the correct spelling of the word?
 - a. broccoli
 - b. broccoly
 - c. brocolli
 - d. brocolly
14. Based on the choices below, which is the correct spelling of the word?
 - a. woterlemon
 - b. watermelon
 - c. waterlemon
 - d. wotermelon
15. Based on the choices below, which is the correct spelling of the word?
 - a. avocado
 - b. avokado
 - c. evocado
 - d. evokado
16. The food that makes our body strong and fit is known as.....
 - a. junk food
 - b. stale food
 - c. healthy food
 - d. uncovered food
17. The following belong to healthy foods, except.....
 - a. fish
 - b. avocado
 - c. junk food
 - d. tomato
18. Which of the following belong to vegetables?
 - a. broccoli, apple, rice
 - b. avocado, carrot, bread
 - c. milk, fish, potato
 - d. carrots, lettuce, cucumber
19. A fruit that has vitamin C is.....
 - a. avocado
 - b. orange
 - c. apple
 - d. carrot

20. Which one is a protein?
- a. bread
 - b. water
 - c. fish
 - d. milk
21. Which of the following NOT true belong to fruits?
- a. apple, avocado, orange
 - b. orange, guava, mango
 - c. banana, strawberry, watermelon
 - d. avocado, almond, potato
22. Which of the following vegetable in green colour?
- a. pumpkin
 - b. almond
 - c. cabbage
 - d. eggplant
23. A drink that is beneficial for bones or calcium is.....
- a. mineral water
 - b. milk
 - c. soda
 - d. juice
24. Which of the following belong to sport which use a ball?
- a. basket ball, soft ball, swimming
 - b. boxing, foot ball, diving
 - c. volley ball, basketball, foot ball
 - d. tennis, volley ball, cycling
25. The action of sailing in a ship or boat is known as sport in.....
- a. sailing
 - b. cycling
 - c. golf
 - d. diving

Appendix 4

Instrument for Post-test

Nama :

Kelas :

Sekolah :

Choose the correct answer by crossing a, b, c, and d.

(Pilihlah jawaban yang paling tepat dari pilihan a, b, c, dan d)

Spellings questions for number 1 to 5.

Find the correctly spelt words.

- Based on the choices below, which is the correct spelling of the word?
a. spynach
b. sfynac
c. spinach
d. sfinach
- Based on the choices below, which is the correct spelling of the word?
a. cacamber
b. cucumber
c. cacumber
d. cucubber
- Based on the choices below, which is the correct spelling of the word?
a. mashrom
b. mushrom
c. mashroom
d. mushroom
- Based on the choices below, which is the correct spelling of the word?
a. pumkin
b. pumpkin
c. pamkin
d. pampkin
- Based on the choices below, which is the correct spelling of the word?
a. waet
b. weat
c. whaet
d. wheat
- A vegetable which has vitamin A is.....
a. carrot
b. lettuce
c. rice
d. tomato
- Which of the following belong to the carbohydrate.....
a. wheat, rice, tofu
b. bread, orange, fish
c. rice, bread, wheat
d. milk, bread, jam
- The healthy food which is the staple food of Indonesian is.....
a. rice
b. bread
c. wheat
d. almond

9. The sport or activity of propelling oneself through water using the limbs. It is a meaning of.....
- | | |
|-------------|-----------|
| a. swimming | c. boxing |
| b. ski | d. diving |
10. A game played by throwing ball to a ring basket is called as.....
- | | |
|----------------|--------------|
| a. volley ball | c. soft ball |
| b. basket ball | d. golf |

Spellings questions for number 11 to 15.

Find the correctly spelt words.

11. Based on the choices below, which is the correct spelling of the word?
- | | |
|-------------|-------------|
| a. swimming | c. swimyng |
| b. swiming | d. swiiming |
12. Based on the choices below, which is the correct spelling of the word?
- | | |
|-------------|-------------|
| a. shoting | c. shooting |
| b. shotting | d. shotiing |
13. Based on the choices below, which is the correct spelling of the word?
- | | |
|---------------|---------------|
| a. gimnastics | c. gymnastycs |
| b. gymnastics | d. gymnastics |
14. Based on the choices below, which is the correct spelling of the word?
- | | |
|-------------|-------------|
| a. sailing | c. sayling |
| b. sailling | d. saylling |
15. Based on the choices below, which is the correct spelling of the word?
- | | |
|--------------|--------------|
| a. base ball | c. base boll |
| b. bes ball | d. besboll |
16. We do.....once a week in the school.
- | | |
|---------------|--------------|
| a. diving | c. swimming |
| b. gymnastics | d. foot ball |
17. A game used small paddles and a ball bounced on a table divided by a net is known as.....
- | | |
|-----------------|---------------|
| a. soft ball | c. golf |
| b. table tennis | d. ice hockey |
18. Tomato and potato are included to.....
- | | |
|------------|---------------|
| a. vitamin | c. vegetables |
| b. protein | d. fruits |
19. Which one of the following as a healthy food?
- | | |
|-----------|--------------|
| a. meat | c. burger |
| b. noodle | d. spaghetti |
20. Which of the following fruit in red colour?
- | | |
|------------|-----------|
| a. avocado | c. banana |
|------------|-----------|

- b. mango
21. What is the function of sport?
- a. body become health and strong
- b. body feels weak
22. What sport do not use a ball?
- a. table tennis
- b. boxing
23. Sport or activity of riding a bicycle. It is a meaning of.....
- a. cycling
- b. ski
24. Grape, melon, mango are included to.....
- a. carbohydrate
- b. vegetables
25. Which of the following **true** belong to vegetables?
- a. cabbage, spinach, cucumber
- b. watermelon, orange, chili
- d. strawberry
- c. easy get sick
- d. not fine
- c. base ball
- d. foot ball
- c. shooting
- d. sailing
- c. fruits
- d. protein
- c. cucumber, mango, chili
- d. cabbage, watermelon, mango

Data for Validity and Reliability in Pre-test

Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Total	
AHP	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	21
AA	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	20
DM	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	21
HSH	1	1	0	1	0	0	1	0	1	1	1	0	0	0	0	1	0	1	0	1	0	1	1	0	1	1	13
HPS	1	1	0	1	0	1	1	0	1	1	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	1	15
NSL	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	0	21
PRJ	1	1	1	0	1	1	1	0	0	1	0	0	0	1	0	1	1	1	1	1	0	1	0	0	1	1	15
TW	0	1	1	0	1	1	0	0	1	0	0	1	1	0	0	1	1	0	1	0	0	1	0	1	1	1	13

Appendix 6

Data Validity and Reliability in Post-test

Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Total	
AHP	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	21
AA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	22
DM	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	24
HSH	1	0	1	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	18
HPS	1	1	1	1	1	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	18
NSL	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	20
PRJ	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	20
TW	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	0	19

Validity and Reliability in Pre-test

Inter-Item Correlation Matrix												Total														
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Total
Q1	1,00	,282	,189	,463	,198	,337	,463	,337	,158	,262	,376	,376	,239	,463	,376	,282	,143	,198	,443	,328	,239	,418	,198	,376	,198	,574
Q2	,282	1,00	,213	,233	,257	,648	,386	,045	,196	,688	,860	,106	,017	,386	,106	,233	,301	,257	,688	,145	,169	,927	,045	,710	,045	,611
Q3	,189	,213	1,00	,213	,105	,373	,524	,052	,052	,107	,105	,577	,632	,373	,577	,213	,108	,105	,107	,922	,000	,158	,577	,052	,577	,531
Q4	,463	,233	,213	1,00	,106	,196	,847	,045	,045	,227	,257	,106	,320	,847	,106	,233	,145	,106	,381	,301	,017	,320	,257	,257	,257	,504
Q5	,198	,257	,105	,106	1,00	,335	,106	,038	,929	,196	,258	,110	,182	,106	,110	,710	,796	,852	,346	,182	,779	,331	,110	,258	,110	,596
Q6	,337	,648	,105	,196	,335	1,00	,196	,110	,258	,559	,780	,038	,033	,196	,038	,196	,432	,187	,559	,028	,265	,713	,110	,780	,110	,519
Q7	,463	,386	,373	,847	,106	,196	1,00	,045	,045	,227	,408	,106	,169	1,00	,106	,233	,145	,106	,381	,457	,017	,472	,106	,257	,106	,536
Q8	,337	,045	,524	,045	,038	,110	,045	1,00	,038	,045	,187	,780	,713	,045	,780	,045	,125	,038	,045	,586	,116	,116	,780	,038	,632	,488
Q9	,158	,196	,052	,045	,929	,258	,045	1,00	,100	,257	,187	,038	,116	,045	,038	,648	,739	,929	,408	,125	,713	,265	,038	,187	,038	,519
Q10	,262	,688	,107	,227	,196	,559	,227	,045	1,00	,257	,648	,106	,017	,227	,106	,381	,324	,346	,847	,012	,287	,590	,106	,497	,106	,501
Q11	,376	,860	,105	,257	,258	,780	,408	,187	,187	,648	1,00	,110	,033	,408	,110	,257	,335	,258	,648	,182	,331	,928	,038	,703	,038	,648

Q12	,376	,106	,577	,106	,110	,038	,106	,038	,106	,110	0	,779	,106	1,00	,106	,182	,110	,045	,642	,033	,182	,703	,258	,852	,575
Q13	,239	,017	,632	,320	,182	0	,169	,713	,116	,033	,779	0	1,00	,169	,779	,240	,182	,135	,703	,100	,100	,928	,033	,928	,602
Q14	,463	,386	,373	,847	,106	,196	0	,045	,045	,227	,408	,106	,169	0	1,00	,233	,145	,381	,457	,017	,472	,106	,257	,106	,536
Q15	,376	,106	,577	,106	,110	,038	,106	,780	,038	0	,110	0	,779	,106	1,00	,106	,182	,110	,642	,033	,182	,703	,258	,852	,575
Q16	,282	,233	,213	,233	,710	,196	,233	,045	,648	,381	,257	,106	,169	,233	1,00	,769	,710	,534	,301	,624	,320	,106	,257	,106	,611
Q17	,143	,301	,108	,145	,796	,432	,145	,125	,739	,324	,335	,182	,240	,145	1,00	,796	,480	,206	,703	,394	,182	,489	,182	,668	
Q18	,198	,257	,105	,106	,852	,187	,106	,038	,929	,346	,258	,110	,182	,106	1,00	,796	0	,497	,182	,779	,331	,110	,258	,110	,606
Q19	,443	,688	,107	,381	,346	,559	,381	0	,408	,847	,648	,045	,135	,381	1,00	,480	,497	0	,168	,287	,742	,045	,648	,045	,683
Q20	,328	,145	,922	,301	,182	,028	0	,457	,586	,125	,012	,182	,642	,703	1,00	,206	,182	,168	0	,086	,240	,642	,028	,642	,636
Q21	,239	,169	,000	,017	,779	,265	,017	,116	,713	,287	,331	,033	,100	,017	1,00	,624	,779	,287	,086	0	,250	,033	,182	,033	,496
Q22	,418	,927	,158	,320	,331	,713	,472	,116	,265	,590	,928	,182	,100	,472	1,00	,394	,331	,742	,240	,250	,033	,779	,033	,718	
Q23	,198	,045	0	,577	,257	,110	0	,106	,780	,038	0	,703	,928	,106	1,00	,182	,110	,045	,642	,033	,033	0	0	,852	,501
Q24	,376	,710	0	,257	,258	,780	,257	,038	,187	,497	,703	,258	,033	,257	1,00	,489	,258	,648	,028	,182	,779	,038	0	,110	,596
Q25	,198	0	,577	,257	,110	0	,106	,632	,038	0	0	,852	,928	,106	1,00	,182	,110	,045	,642	,033	,033	,852	,110	1,00	,522

Total	.574	.611	.531	.504	.596	.519	.536	.488	.519	.648	.575	.602	.536	.575	.611	.668	.606	.683	.636	.496	.718	.501	.596	.522	1,000
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Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.748	.925	26

Validity and Reliability in Post-test

Inter-Item Correlation Matrix

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Total
Q1	1,00 0	,246	,321	,904	,036	,071	-,014	,321	,151	,090	1,00 0	,071	,036	,904	,321	1,00 0	,904	-,104	-,151	-,014	-,060	-,036	,321	,197	,197	,499
Q2	,246	1,00 0	,394	,328	,771	,524	,510	,394	,394	,697	,246	,524	,771	,328	,394	,246	,328	,365	,394	,678	,434	,771	,394	,769	,301	,782
Q3	,321	,394	1,00 0	,239	,321	,394	,399	1,00 0	,550	,418	,321	,394	,321	1,00 0	,321	,321	,239	,394	,550	,236	,316	1,00 0	,169	,472	,743	
Q4	,904	,328	,239	1,00 0	,090	,143	,043	,239	,060	,143	,904	,143	,090	1,00 0	,239	,904	1,00 0	-,041	-,060	,043	,000	,090	,239	,282	,101	,505
Q5	,036	,771	,321	,090	1,00 0	,421	,727	,321	,321	,904	,036	,421	1,00 0	,090	,321	,036	,090	,421	,321	,727	,299	1,00 0	,321	,542	,197	,686
Q6	,071	,524	,394	,143	,421	1,00 0	,510	,394	,394	,512	,071	1,00 0	,421	,143	,394	,071	,143	,524	,394	,342	,922	,421	,394	,301	,301	,665
Q7	-,014	,510	,399	,043	,727	,510	1,00 0	,399	,399	,824	-,014	,510	,727	,043	,399	-,014	,043	,510	,399	,645	,401	,727	,399	,287	,287	,655
Q8	,321	,394	1,00 0	,239	,321	,394	,399	1,00 0	,550	,418	,321	,394	,321	,239	1,00 0	,321	,239	,394	,550	,236	,316	1,00 0	,169	,472	,743	
Q9	,151	,394	,550	,060	,321	,394	,399	,550	1,00 0	,418	,151	,394	,321	,060	,550	,151	,060	,240	1,00 0	,236	,474	,321	,550	,169	,927	,650
Q10	,090	,697	,418	,143	,090	,512	,824	,418	1,00 0	,090	,090	,512	,904	,143	,418	,090	,143	,512	,418	,824	,378	,904	,418	,463	,282	,764

Q11	1,00	,246	,321	,904	,036	,071	-	,014	,321	,151	,090	1,00	,071	,036	,904	,321	1,00	,904	-	,104	,151	-	,014	,060	,036	,321	,197	,197	,499
Q12	,071	,524	,394	,143	,421	1,00	,510	,394	,394	,394	,512	,071	1,00	,421	,143	,394	,071	,143	,524	,394	,342	,922	,421	,394	,301	,301	,301	,665	
Q13	,036	,771	,321	,090	1,00	,421	,727	,321	,321	,321	,904	,036	,421	1,00	,090	,321	,036	,090	,421	,321	,727	,299	1,00	,321	,542	,197	,197	,686	
Q14	,904	,328	,239	1,00	,090	,143	,043	,239	,060	,143	,143	,904	,143	1,00	,090	,239	,904	1,00	-	,060	,043	,000	,090	,239	,282	,101	,101	,505	
Q15	,321	,394	1,00	,239	,321	,394	,399	1,00	,550	,418	,321	,394	,321	1,00	,239	,321	,321	,239	,394	,550	,236	,316	,321	1,00	,169	,472	,743		
Q16	1,00	,246	,321	,904	,036	,071	-	,014	,321	,151	,090	1,00	,071	,036	,904	,321	1,00	,904	,104	,151	-	,014	,060	,036	,321	,197	,197	,499	
Q17	,904	,328	,239	1,00	,090	,143	,043	,239	,060	,143	,143	,904	,143	1,00	,090	,239	,904	1,00	-	,060	,043	,000	,090	,239	,282	,101	,101	,505	
Q18	-	,365	,394	,041	-	,421	,524	,510	,394	,240	,512	1,00	,524	,421	,041	-	,394	1,00	,240	,342	,434	,421	,394	,301	,145	,145	,495		
Q19	,151	,394	,550	,060	,321	,394	,399	1,00	,550	,418	,321	,394	,321	1,00	,060	,550	,151	,060	,240	,342	,474	,321	,550	,169	,927	,927	,650		
Q20	-	,678	,236	,043	,727	,342	,645	,236	,236	,824	,824	,014	-	,342	,727	,043	,236	-	,043	,342	,236	1,00	,229	,727	,236	,452	,122	,554	
Q21	-	,434	,316	,000	,299	,922	,401	,316	,474	,378	,378	,060	-	,922	,299	,000	,316	-	,000	,434	,474	1,00	,299	,316	,213	,373	,544		
Q22	,036	,771	,321	,090	1,00	,421	,727	,321	,321	,904	,036	,421	1,00	,090	,321	,321	,036	,090	,421	,321	,727	,299	1,00	,321	,542	,197	,686		
Q23	,321	,394	1,00	,239	,321	,394	,399	1,00	,550	,418	,321	,394	,321	1,00	,239	,321	,321	1,00	,239	,550	,236	,316	,321	1,00	,169	,472	,743		
Q24	,197	,769	,169	,282	,542	,301	,287	,169	,169	,463	,197	,301	,542	,282	,169	,197	,282	,197	,282	,301	,169	,452	,213	,542	,169	1,00	,080	,525	

G25	,197	,301	,472	,101	,197	,301	,287	,472	,927	,282	,197	,301	,197	,101	,472	,197	,101	,145	,927	,122	,373	,197	,472	,080	,556
Total	,499	,782	,743	,505	,686	,665	,655	,743	,650	,764	,499	,665	,686	,505	,743	,499	,505	,495	,650	,554	,544	,686	,743	,525	1,000

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,753	,941	26

Appendix 9

Result Validity in Pre-test

No.	r_{hitung}	r_{table}	Description
1	0.582	0.487	Valid
2	0.676	0.487	Valid
3	0.649	0.487	Valid
4	0.526	0.487	Valid
5	0.605	0.487	Valid
6	0.495	0.487	Valid
7	0.537	0.487	Valid
8	0.506	0.487	Valid
9	0.527	0.487	Valid
10	0.599	0.487	Valid
11	0.605	0.487	Valid
12	0.584	0.487	Valid
13	0.633	0.487	Valid
14	0.537	0.487	Valid
15	0.584	0.487	Valid
16	0.612	0.487	Valid
17	0.671	0.487	Valid
18	0.605	0.487	Valid
19	0.657	0.487	Valid
20	0.649	0.487	Valid
21	0.615	0.487	Valid
22	0.139	0.487	Valid
23	0.541	0.487	Valid
24	0.562	0.487	Valid
25	0.552	0.487	Valid

Appendix 10

Result Validity in Post-test

No.	r_{hitung}	r_{table}	Descriptions
1	0.554	0.487	Valid
2	0.655	0.487	Valid
3	0.499	0.487	Valid
4	0.619	0.487	Valid
5	0.499	0.487	Valid
6	0.520	0.487	Valid
7	0.547	0.487	Valid
8	0.515	0.487	Valid
9	0.515	0.487	Valid
10	0.619	0.487	Valid
11	0.492	0.487	Valid
12	0.579	0.487	Valid
13	0.537	0.487	Valid
14	0.511	0.487	Valid
15	0.547	0.487	Valid
16	0.554	0.487	Valid
17	0.537	0.487	Valid
18	0.671	0.487	Valid
19	0.636	0.487	Valid
20	0.515	0.487	Valid
21	0.579	0.487	Valid
22	0.520	0.487	Valid
23	0.547	0.487	Valid
24	0.655	0.487	Valid
25	0.636	0.487	Valid

Appendix 11

Score of Experimental Class in Pretest

No.	The name of students	Pre-test
1	A M S	68
2	A B	56
3	A S	76
4	C W	60
5	D W S	72
6	I P	64
7	K A	52
8	L P	60
9	L S	76
10	M P L	64
11	N F A	80
12	N	52
13	P R	64
14	R D H	80
15	R P	56
16	R M	56
17	R D A	68
18	R P	64
19	S R	64
20	S K H	72
21	S P	68
22	S I	64
23	S S	76
24	S N Q	72
25	S E	60
26	W	60
27	Z P M	76
Total		1780

Appendix 12

Score of Control Class in Pre-test

No.	The name of students	Pre-test
1	A J	76
2	A L	44
3	A	52
4	A A S	56
5	A S N L	68
6	F	64
7	G M	72
8	H S H	60
9	H P H	72
10	I J	68
11	I	64
12	J H	48
13	J S N	76
14	L S	64
15	M A P	68
16	M R A	44
17	N H	68
18	N T	60
19	P R	64
20	R	60
21	S S	56
22	S J S	76
23	S	52
24	S H	68
25	T A	76
26	V A S	60
27	W H	60
Total		1696

Appendix 13

Score of Experimental Class in Post-test

No.	The name of students	Post-test
1	A M S	84
2	A B	76
3	A S	92
4	C W	72
5	D W S	84
6	I P	84
7	K A	76
8	L P	80
9	L S	92
10	M P L	84
11	N F A	96
12	N	80
13	P R	88
14	R D H	96
15	R P	84
16	R M	80
17	R D A	88
18	R P	76
19	S R	84
20	S K H	88
21	S P	88
22	S I	84
23	S S	92
24	S N Q	88
25	S E	80
26	W	72
27	Z P M	96
Total		2284

Appendix 14

Score of Control Class in Post-test

No.	The name of students	Post-test
1	A J	80
2	A L	64
3	A	76
4	A A S	76
5	A S N L	84
6	F	84
7	G M	88
8	H S H	76
9	H P H	88
10	I J	80
11	I	80
12	J H	68
13	J S N	84
14	L S	72
15	M A P	80
16	M R A	64
17	N H	84
18	N T	76
19	P R	72
20	R	80
21	S S	68
22	S J S	88
23	S	72
24	S H	84
25	T A	88
26	V A S	76
27	W H	80
Total		2112

Appendix 15

The score of Pre-test and Post-test at Experimental Class

No.	The name of students	Pre-test	Post-test
1	A M S	68	84
2	A B	56	76
3	A S	76	92
4	C W	60	72
5	D W S	72	84
6	I P	64	84
7	K A	52	76
8	L P	60	80
9	L S	76	92
10	M P L	64	84
11	N F A	80	96
12	N	52	80
13	P R	64	88
14	R D H	80	96
15	R P	56	84
16	R M	56	80
17	R D A	68	88
18	R P	64	76
19	S R	64	84
20	S K H	72	88
21	S P	68	88
22	S I	64	84
23	S S	76	92
24	S N Q	72	88
25	S E	60	80
26	W	60	72
27	Z P M	76	96
Total		1780	2284

Appendix 16

The score of Pre-test and Post-test at Control Class

No.	The name of students	Pre-test	Post-test
1	A J	76	80
2	A L	44	64
3	A	52	76
4	A A S	56	76
5	A S N L	68	84
6	F	64	84
7	G M	72	88
8	H S H	60	76
9	H P H	72	88
10	I J	68	80
11	I	64	80
12	J H	48	68
13	J S N	76	84
14	L S	64	72
15	M A P	68	80
16	M R A	44	64
17	N H	68	84
18	N T	60	76
19	P R	64	72
20	R	60	80
21	S S	56	68
22	S J S	76	88
23	S	52	72
24	S H	68	84
25	T A	76	88
26	V A S	60	76
27	W H	60	80
Total		1696	2112

Appendix 17

RESULT OF NORMALITY TEST IN PRE-TEST

A. Experimental Class

High = 80

Low = 52

Range (R) = high score – low score

$$= 80 - 52$$

$$= 28$$

Total of classes (K) = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (27)$$

$$= 1 + 3.3 (1.43)$$

$$= 1 + 4.71$$

$$= 5.71$$

$$= 6$$

Length of Classes = $\frac{\text{range}}{\text{total of classes}} = \frac{28}{6} = 4,6 = 5$

Statistics

result of learning

N	Valid	27
	Missing	0
	Mean	65,93
	Median	64,00
	Mode	64
	Std. Deviation	8,255
	Variance	68,148
	Range	28
	Minimum	52
	Maximum	80
	Sum	1780

result of learning

	Frequency	Percent	Valid Percent	Cumulative Percent
52	2	7,4	7,4	7,4
56	3	11,1	11,1	18,5
60	4	14,8	14,8	33,3
64	6	22,2	22,2	55,6
Valid 68	3	11,1	11,1	66,7
72	3	11,1	11,1	77,8
76	4	14,8	14,8	92,6
80	2	7,4	7,4	100,0
Total	27	100,0	100,0	

B. Control Class

High = 76

Low = 44

Range (R) = high score – low score

$$= 72 - 44$$

$$= 32$$

$$\text{Total of classes (K)} = 1 + 3.3 \log (n)$$

$$= 1 + 3.3 \log (27)$$

$$= 1 + 3.3 (1.43)$$

$$= 1 + 4.71$$

$$= 5.71$$

$$= 6$$

$$\text{Length of Classes} = \frac{\text{range}}{\text{total of classes}} = \frac{32}{6} = 5,3 = 5$$

Statistics

result of learning

N	Valid	27
	Missing	0
	Mean	62,81
	Median	64,00
	Mode	60 ^a
	Std. Deviation	9,401
	Variance	88,387
	Range	32
	Minimum	44
	Maximum	76
	Sum	1696

a. Multiple modes exist. The smallest value is shown

result of learning

	Frequency	Percent	Valid Percent	Cumulative Percent
44	2	7,4	7,4	7,4
48	1	3,7	3,7	11,1
52	2	7,4	7,4	18,5
56	2	7,4	7,4	25,9
60	5	18,5	18,5	44,4
64	4	14,8	14,8	59,3
68	5	18,5	18,5	77,8
72	2	7,4	7,4	85,2
76	4	14,8	14,8	100,0
Total	27	100,0	100,0	

Descriptives

	Vocabulary		Statistic	Std. Error
result of learning		Mean	65,93	1,589
		95% Confidence Interval for Mean	62,66	
		Lower Bound		
		Upper Bound	69,19	
		5% Trimmed Mean	65,92	
		Median	64,00	
		Variance	68,148	
	experimental pre-test	Std. Deviation	8,255	
		Minimum	52	
		Maximum	80	
		Range	28	
		Interquartile Range	12	
		Skewness	,085	,448
		Kurtosis	-,947	,872
		Mean	62,81	1,809
		95% Confidence Interval for Mean	59,10	
		Lower Bound		
		Upper Bound	66,53	
		5% Trimmed Mean	63,13	
		Median	64,00	
	Variance	88,387		
control pre-test	Std. Deviation	9,401		
	Minimum	44		
	Maximum	76		
	Range	32		
	Interquartile Range	12		
	Skewness	-,421	,448	
	Kurtosis	-,467	,872	

C. Experimental – Control Class Normality Result in Pre-test

Case Processing Summary

		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
result of learning	experimental pre-test	27	100,0%	0	0,0%	27	100,0%
	control pre-test	27	100,0%	0	0,0%	27	100,0%

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
result of learning	experimental pre-test	,148	27	,135	,951	27	,225
	control pre-test	,123	27	,200*	,944	27	,151

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

a. Lilliefors Significance Correction

Appendix 18

Result of Homogeneity in Pre-Test

Test of Homogeneity of Variances

result of learning

Levene Statistic	df1	df2	Sig.
,242	1	52	,625

ANOVA

result of learning

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	130,667	1	130,667	1,669	,202
Within Groups	4069,926	52	78,268		
Total	4200,593	53			

Appendix 19

RESULT OF NORMALITY TEST IN POST-TEST

A. Experimental Class

$$\text{High} = 96$$

$$\text{Low} = 72$$

$$\text{Range (R)} = \text{high score} - \text{low score}$$

$$= 96 - 72$$

$$= 24$$

$$\text{Total of classes (K)} = 1 + 3.3 \log(n)$$

$$= 1 + 3.3 \log(27)$$

$$= 1 + 3.3 (1.43)$$

$$= 1 + 4.7$$

$$= 5.7$$

$$= 6$$

$$\text{Length of Classes} = \frac{\text{range}}{\text{total of classes}} = \frac{24}{6} = 4$$

Statistics

result of learning

N	Valid	27
	Missing	0
Mean		84,59
Median		84,00
Mode		84
Std. Deviation		6,902
Variance		47,635
Range		24
Minimum		72
Maximum		96
Sum		2284

result of learning

	Frequency	Percent	Valid Percent	Cumulative Percent
72	2	7,4	7,4	7,4
76	3	11,1	11,1	18,5
80	4	14,8	14,8	33,3
84	7	25,9	25,9	59,3
88	5	18,5	18,5	77,8
92	3	11,1	11,1	88,9
96	3	11,1	11,1	100,0
Total	27	100,0	100,0	

B. Control Class

$$\text{High} = 88$$

$$\text{Low} = 64$$

$$\text{Range (R)} = \text{high score} - \text{low score}$$

$$= 88 - 64$$

$$= 24$$

$$\text{Total of classes (K)} = 1 + 3.3 \log(n)$$

$$= 1 + 3.3 \log(27)$$

$$= 1 + 3.3 (1.43)$$

$$= 1 + 4.7$$

$$= 5.7$$

$$= 6$$

$$\text{Length of Classes} = \frac{\text{range}}{\text{total of classes}} = \frac{24}{6} = 4$$

Statistics

result of learning

N	Valid	27
	Missing	0
Mean		78,22
Median		80,00
Mode		80
Std. Deviation		7,132
Variance		50,872
Range		24
Minimum		64
Maximum		88
Sum		2112

result of learning

	Frequency	Percent	Valid Percent	Cumulative Percent
64	2	7,4	7,4	7,4
68	2	7,4	7,4	14,8
72	3	11,1	11,1	25,9
76	5	18,5	18,5	44,4
80	6	22,2	22,2	66,7
84	5	18,5	18,5	85,2
88	4	14,8	14,8	100,0
Total	27	100,0	100,0	

C. Experimental – Control Class Normality in Post-test

Case Processing Summary

	Vocabulary	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
result of learning	experimental post-test	27	100,0%	0	0,0%	27	100,0%
	control post-test	27	100,0%	0	0,0%	27	100,0%

Descriptives

Vocabulary		Statistic	Std. Error		
result of learning	Mean	84,59	1,328		
	95% Confidence Interval for Mean	Lower Bound 81,86 Upper Bound 87,32			
	5% Trimmed Mean	84,66			
	Median	84,00			
	Variance	47,635			
	experimental post-test	Std. Deviation	6,902		
	Minimum	72			
	Maximum	96			
	Range	24			
	Interquartile Range	8			
	Skewness	-,052	,448		
	Kurtosis	-,626	,872		
	control post-test	Mean	78,22	1,373	
		95% Confidence Interval for Mean	Lower Bound 75,40 Upper Bound 81,04		
		5% Trimmed Mean	78,47		
		Median	80,00		
		Variance	50,872		
		control post-test	Std. Deviation	7,132	
		Minimum	64		
		Maximum	88		
Range		24			
Interquartile Range		12			
Skewness		-,450	,448		
Kurtosis		-,562	,872		

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
result of learning	experimental post-test	,132	27	,200*	,952	27	,243
	control post-test	,154	27	,100	,934	27	,087

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

a. Lilliefors Significance Correction

Appendix 20

Test Homogeneity of Post-Test

Test of Homogeneity of Variances

result of learning

Levene Statistic	df1	df2	Sig.
,123	1	52	,728

ANOVA

result of learning

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	547,852	1	547,852	11,123	,002
Within Groups	2561,185	52	49,254		
Total	3109,037	53			

Appendix 21

The Result of Hypohesis Analysis

A. Pre-test

Group Statistics					
	Vocabulary	N	Mean	Std. Deviation	Std. Error Mean
result of learning	experimental pre-test	27	65,93	8,255	1,589
	control pre-test	27	62,81	9,401	1,809

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
result of learning	Equal variances assumed	,242	,625	1,292	52	,202	3,111	2,408	-1,721	7,943
	Equal variances not assumed			1,292	51,145	,202	3,111	2,408	-1,722	7,945

B. Post-test

Group Statistics					
	vocabulary	N	Mean	Std. Deviation	Std. Error Mean
result of learning	experimental post-test	27	84,59	6,902	1,328
	control post-test	27	78,22	7,132	1,373

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
result of learning	Equal variances assumed	,123	,728	3,335	52	,002	6,370	1,910	2,538	10,203
	Equal variances not assumed			3,335	51,944	,002	6,370	1,910	2,537	10,203

Documentation





CURRICULUM VITAE



A. Identify

- a. Name : Syahdinar Adelina
- b. Reg. number : 18 203 00047
- c. Place/Birthday : Batangtoru, April 17th 2000
- d. Sex : Female
- e. Religion : Islam
- f. Address : Batangtoru, Hapesong Baru
- g. Phone number : 0822-7701-4478
- h. E-mail : syahdinaradelina04@gmail.com

B. Parents

- a. Father : Rivai Pandapotan
Job : Entrepreneur
- b. Mother : Ida Sari
Job : Housewife
- c. Address : Batangtoru, Hapesong Baru

C. Educational Background

- a. Elementary School : SD Negeri no. 101130 Batangtoru
- b. Junior High School : MTs Negeri Batangtoru
- c. Senior High School : SMA Negeri 1 Batangtoru
- d. College : State Institute University of Syekh Ali
Hasan Ahmad Addary Padangsidempuan



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4 November 2021

Lamp : -

Perihal : **Pengesahan Judul dan Penunjukan
Pembimbing Skripsi**

Yth.

1. Fitri Rayani Siregar, M.Hum.

(Pembimbing I)

2. Sri Minda, M.Hum.

(Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Syahdinar Adelina
NIM : 18 203 00047
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect of Treasure Hunt Game on Vocabulary Mastery at The Tenth Grade Students of SMA N 1 Batangtoru

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui

an. Dekan

Wakil Dekan Bidang Akademik
dan Kelembagaan

Ketua Program Studi
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Lampiran : -
Hal : **Izin Penelitian**
Penyelesaian Skripsi.

6 Oktober 2023

Yth. Kepala SMA N 1 Batangtoru

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Syahdinar Adelina
NIM : 1820300047
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Hapesong Baru, Batang Toru

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Treasure Hunt Game on Vocabulary Mastery at the Tenth Grade Students of SMA N 1 Batangtoru"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik


Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A }
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PEMERINTAH PROVINSI SUMATERA UTARA
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SMA NEGERI 1 BATANGTORU

Jl. Sibolga Aek Pining Batangtoru Tapanuli Selatan Telp. ☎ 0634-370271,
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ampiran : 1 Lembar
eriha : Surat Balasan Permohonan Izin
Penelitian Penyelesaian Skripsi

Kepada Yth,
Dekan UIN SYAHADA

Di _____
Tempat

Dengan Hormat,

Berdasarkan surat permohonan dari Universitas Muhammadiyah Tapanuli Selatan No: B-5407/Un.28/E.1/TL.00.9/10/2023. Perihal permohonan izin penelitian untuk penulisan Skripsi jenjang pendidikan S1 UIN SYAHADA dengan **“The Effect of Treasure Hunt Game on Vocabulary Mastery at the Tenth Grade Students of SMA Negeri 1 Batangtoru”**, Maka dengan ini kami menerima:

Nama : **Syahdinar Adelina**
NIM : 1820300047
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : Tadris Bahasa Inggris
Alamat : Hapesong Baru, Batang Toru

Untuk melakukan Penelitian di SMA Negeri 1 Batangtoru.

Demikianlah surat balasan ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih.

Batangtoru, 31 Oktober 2023

