

**THE EFFECT OF USING TABOO WORD GAME
TO STUDENTS' VOCABULARY MASTERY
AT GRADE VIII SMP N 8 PADANGSIDIMPUAN**



A Thesis

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

Written By:

**PUTRI ZUL HILMA LUBIS
Reg. Num. 2020300030**

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE UNIVERSITY FOR ISLAMIC STUDIES OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2025**

**THE EFFECT OF USING TABOO WORD GAME
TO STUDENTS' VOCABULARY MASTERY
AT GRADE VIII SMP N 8 PADANGSIDIMPUAN**



A Thesis

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

Written By:

**PUTRI ZUL HILMA LUBIS
Reg. Num. 2020300030**

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE UNIVERSITY FOR ISLAMIC STUDIES OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2025**

**THE EFFECT OF USING TABOO WORD GAME
TO STUDENTS' VOCABULARY MASTERY
AT GRADE VIII SMP N 8 PADANGSIDIMPUAN**



A Thesis

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

Written By:

**PUTRI ZUL HILMA LUBIS
Reg. Num. 2020300030**

Advisor I

Dr. Eka Sustri Harida, M.Pd.
NIP. 19750917 200312 2 002

Advisor II

Sri Rahmadhani Siregar, M.Pd
NIP. 19860506 202321 2 045

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE UNIVERSITY FOR ISLAMIC STUDIES OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2025**

LETTER OF AGREEMENT

Term: Thesis
a. n Putri Zul Hilma Lubis

Padangsidempuan, 26 Agustus 2024
To:
Dean Tarbiyah and Teacher Training Faculty In –
Padangsidempuan

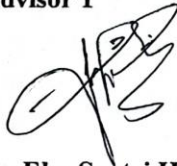
Assalamu 'alaikum Warahmatullahi Wabarokatuh

After reading, studying and giving advices for necessary revision on thesis belongs to Putri Zul Hilma Lubis, entitled "*The Effect of Using Taboo Word Game To Students' Vocabulary Mastery at Grade VIII SMPN 8 Padangsidempuan*". The researcher assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Education Scholar (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.
Thank you

Assalamu 'alaikum Warahmatullahi Wabarokatuh

Advisor I



Dr. Eka Sustri Harida, M.Pd.
NIP. 19750917 200312 2 002

Advisor II



Sri Rahmadhani Siregar, M.Pd.
NIP. 19860506 202321 2 045

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : PUTRI ZUL HILMA LUBIS

Registration Number : 20 203 00020

Faculty/ Department : Tarbiyah and Teaching Training Faculty/ TBI-1

The Title of Thesis : **THE EFFECT OF USING TABOO WORD
GAME TO STUDENTS' VOCABULARY MASTERY AT GRADE VIII
SMP N 8 PADANGSIDIMPUAN**

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it declarating to arrage own thesis without doing plagiarism as it is in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan article 14 subsection.

I do this declaration thrutfully, if there is deceitfulness and incorrectness degrading to this declaration in the future, I will be willing to get the punishment as it is required in student' academic degree disrespectfully, and other punishment regarding norms and legal law.

Padangsidimpuan, Desember 2024
Declaration Maker



METERAI
TEMPEL
18304AMX054453064

PUTRI ZUL HILMA LUBIS
Reg.Num. 20 203 00020

**AGREEMENT PUBLICATION OF FINAL TASK
FOR ACADEMIC CIVITY**

As Academic Civity of The State Institut for Islamic Studies Padangsidimpuan,
the name who signed here:

Name : PUTRI ZUL HILMA LUBIS
Registration Number : 20 203 00020
Faculty/ Department : Tarbiyah and Teaching Training Faculty
Kind : Thesis

For development of science and knowledge, I here by declare that I present to the State Islamic university Syekh Ali Hasan Ahmad Addary Padangsidimpuan **non exclusive royalty right** on ny thesis entitled:

"THE EFFECT OF USING TABOO WORD GAME TO STUDENTS' VOCABULARY MASTERY AT GRADE VIII SMPN 8 PADANGSIDIMPUAN."

With all sets of equipments (if needed). Based on this **non exclusive royalty right**, the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in database form, to keep and to publicate my thesis as for as I am determined as a writer and owner of its creative right.

Above all, this statement is made true heartedly to be used properly.

Made in Padangsidimpuan

Date, 2 Desember 2024

Signed



PUTRI ZUL HILMA LUBIS

Reg.Num. 20 203 00020



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022


EXAMINERS
SCHOLAR MUNAQASYAH EXAMINATION

Name : Putri Zul Hilma Lubis
Registration Number : 20 203 00020
Faculty/Department : Tarbiyah and Teaching Training Faculty
The Title of Thesis : The Effect of Using Taboo Word Game to Students' Vocabulary
Mastery at Grade VIII SMP N 8 Padangsidimpuan


Chief


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004


Secretary



Sri Rahmadhani Siregar, M. Pd.
NIP. 19860506 202321 2 045

Members


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004


Sri Rahmadhani Siregar, M. Pd.
NIP. 19860506 202321 2 045


Dr. Eka Susti Harida, M.Pd.
NIP. 197509 172003 122002


Yusni Sinaga, S. Pd., M.Hum.
NIP. 19700715 200501 2 010

Proposed

Place

Date

Time

Result/Score

IPK

Predicate

: Padangsidimpuan

: 16 Januari 2025

: 08.00 WIB s/d 12.00 WIB

: 86/A

: 3.47

: Sangat Memuaskan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

Jalan T. Rizal Nurdin Km 4,5 Sihitang Kota Padang Sidempuan 22733
Telepon (0634) 22080 Faximili (0634) 24022

LEGALIZATION

Thesis : The Effect of Using Taboo Word Game To
Students' Vocabulary Mastery at Grade VIII SMP
N 8 Padangsidempuan
Name : Putri Zul Hilma Lubis
Reg. Num : 20 203 00020
Faculty : Tarbiyah and Teacher Training Faculty/TBI

The thesis has been accepted as a partial fulfillment of the requirement
for degree of graduate of education (S.Pd) in English.

Padangsidempuan, 26 Agustus 2024

Dean of Tarbiyah and Teacher Faculty



Dr. Hilda, M.Si.

NIP. 19720920 200003 2 002

ABSTRACT

Name : Putri Zul Hilma Lubis
Reg Number : 2020300020
Title : The Effect of Using Taboo Word Game To Students' Vocabulary Mastery at Grade VIII SMP N 8 Padangsidempuan.

The purposes of this research are to describe how the students' vocabulary mastery before using Taboo Word Game at grade VIII in SMP N 8 Padangsidempuan, to describe how the students' vocabulary mastery after using Taboo Word Game at grade VIII in SMP N8 Padangsidempuan, and to examine the result of using the Taboo Word Game whether there is significant effect or not to students' vocabulary mastery at grade VIII in SMP N 8 Padangsidempuan. This research uses in experimental type with pre-test and post-test control group design. The sample taken by cluster random sampling, the classes are VIII-1 and VIII-2 that consisted of 50 students. The data were collected 25 multiple choices test. In analyzing the data, this research used the SPSS 29.0 version to examine the control t test . The researcher found that the mean score of the students in VIII-2 after learning using taboo word Game was higher than the mean score before using taboo word. The mean score before using taboo word game was 53.60 the category was enough. While after using Taboo Game the mean score was 89.76 the category was good. Moreover. After calculating the t-test, the researcher found the result of this research that was $t_{4.172} > t_{2069}$. It means hypothesis was accepted. It can be concluded that there is a significant effect of using taboo word game to students' vocabulary mastery at grade VIII SMP N 8 Padangsidempuan.

Keywords : Taboo Word Game and Vocabulary Mastery

ABSTRAK

Nama : Putri Zul Hilma Lubis
Nomor Registrasi : 2020300020
Judul : Pengaruh Penggunaan Permainan Kata Tabu Terhadap Penguasaan Kosakata Siswa Kelas VIII SMP N 8 Padangsidempuan.

Tujuan dari penelitian ini adalah untuk mendeskripsikan penguasaan kosakata siswa sebelum menggunakan Permainan Kata Tabu di kelas VIII SMP N 8 Padangsidempuan, untuk mendeskripsikan penguasaan kosakata siswa setelah menggunakan Permainan Kata Tabu di kelas VIII SMP N 8 Padangsidempuan serta untuk menguji hasil penggunaan Permainan Kata Tabu apakah ada pengaruh signifikan atau tidak terhadap penguasaan kosakata siswa di kelas VIII SMP N 8 Padangsidempuan. Penelitian ini menggunakan penelitian jenis eksperimental dengan pre-test dan post-test kontrol grup desain. Sampel diambil dengan teknik cluster random sampling, yaitu kelas VIII-1 dan VIII-2 yang terdiri dari 50 siswa. Data dikumpulkan 25 test pilihan ganda. Dalam menganalisis data, penelitian ini menggunakan SPSS versi 29.0 untuk menguji t kontrol. Peneliti menemukan bahwa skor rata-rata siswa di kelas VIII-2 setelah belajar menggunakan Permainan Kata Tabu lebih tinggi daripada skor rata-rata sebelum menggunakan permainan tersebut. Skor rata-rata sebelum menggunakan permainan kata tabu adalah 53,60 kategorinya sudah cukup. Sedangkan setelah menggunakan Taboo Game skor rata-rata adalah 89,76 kategorinya bagus. Selain itu. Setelah menghitung uji-t, peneliti menemukan bahwa hasil penelitian ini adalah $t_{4.172} > t_{2069}$. Ini berarti hipotesis diterima. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari penggunaan Permainan Kata Tabu terhadap penguasaan kosakata siswa kelas VIII SMP N 8 Padangsidempuan.

Kata Kunci : Permainan Taboo dan Penguasaan Kosakata

ملخص البحث

الاسم	:الأميرة زول حلمى لوبيس
رقم التسجيل	: ٢٠٢٠٣٠٠٠٢٠٠
عنوان البحث	:تأثير استخدام لعبة الكلمات المخطورة على إتقان الطلاب للمفردات اللغوية في الصف الثامن الإعدادي ٨ بادانغسيديمبوان

تتمثل أغراض هذا البحث في وصف كيفية إتقان الطلاب للمفردات قبل استخدام لعبة الكلمات المحرمة في الصف الثامن في الصف الثامن الإعدادي في المرحلة الإعدادية ٨ بادانغسيديمبوان، ووصف كيفية إتقان الطلاب للمفردات بعد استخدام لعبة الكلمات المحرمة في الصف الثامن في المرحلة الإعدادية N8 بادانغسيديمبوان، وفحص نتيجة استخدام لعبة الكلمات المحرمة فيما إذا كان هناك تأثير كبير أم لا على إتقان الطلاب للمفردات في الصف الثامن في المرحلة الإعدادية بادانغسيديمبوان. يستخدم هذا البحث في هذا النوع التجريبي مع تصميم مجموعة تحكم قبل الاختبار وبعد الاختبار. أُخذت العينة عن طريق أخذ عينات عشوائية عنقودية، والصفان هما الثامن-١ والثامن-٢ اللذان تألفا من ٥٠ طالبًا. تم جمع البيانات من خلال ٢٥ اختبار اختيارات متعددة. في تحليل البيانات، استخدم هذا البحث الحزمة الإحصائية للعلوم الاجتماعية الإصدار ٢٩,٠ لفحص اختبار جدول التحكم. وجدت الباحثة أن متوسط درجات الطالبات في الثامن-٢ بعد التعلم باستخدام لعبة الكلمات المحرمة كان أعلى من متوسط الدرجات قبل استخدام كلمة محرمة. فقد كان متوسط الدرجات قبل استخدام لعبة الكلمات المحرمة ٥٣,٦٠ درجة قبل استخدام لعبة الكلمات المحرمة. بينما كان متوسط الدرجات بعد استخدام لعبة الكلمات المحرمة ٨٩,٧٦ وكانت الفئة جيدة. وعلاوة على ذلك. بعد حساب اختبار الجدول، وجد الباحث نتيجة هذا البحث التي كانت $4,172 > 2069$. وهذا يعني أنه تم قبول الفرضية. يمكن أن نستنتج أن هناك تأثير كبير لاستخدام لعبة الكلمات المخطورة على إتقان الطلاب للمفردات في الصف الثامن الإعدادي ٨ بادانغسيديمبوان.

الكلمات المفتاحية : لعبة الكلمات المحرمة وإتقان المفردات

TABLE OF CONTENTS

	Page
INSIDE TITLE PAGE	
LEGALIZATION ADVISOR SHEET	
AGREEMENT ADVISOR SHEET	
DECLARATIONBOF SELF THESIS COMPLETION	
PULICATION APPROVAL STATEMENT	
SCHOLAR MUNAQOSYAH EXAMINATION	
LEGALIZATION OF DEAN TARBIYAH AND TEACHER	
TRAINING FACULTY	
ABSTRACT	
AKNOWLEDGEMENT	
TABLE OF CONTENTS	
LIST OF TABLES	
LIST OF FIGURES	
LIST OF APPENDIXES	
CHAPTER I INTRODUCTION.....	1
A. The Background of the Problem	1
B. The Identification of the Problem	5
C. The Limitation of the Problem.....	5
D. The Defenition of the Operational Variable	6
E. The Formulation of the Problem.....	6
F. The Objectives of the Research.....	7
G. The Significances of the Research	7
H. The Outline of the Research.....	8
CHAPTER II LITERATURE REVIEW	9
A. Theoritical Description.....	9
1. Vocabulary Mastery	9
a. The Definition of Vocabulary Mastery.....	9
b. Kinds of Vocabulary	10
c. Classification of Vocabulary	12
d. Description of Noun	14
1. The Definition of Noun.....	14
2. Classification of Noun	15
e. Material of Vocabulary in SMP N 8 Padangsidimpuan	17
2. Taboo Word Game.....	20
a. Teaching Principles of Vocabulary	20
b. Definition of Taboo Word Game	21
c. Rules of Taboo Word Game	23
d. Advantages and Disadvantages of Taboo Word Game	25
e. Teaching Vocabulary by Using Taboo Game	26
f. Teaching Vocabulary by Using Teacher Activities.....	29
B. The Related Findings	31

C. The Conceptual Framework.....	33
D. The Hypothesis.....	35
CHAPTER III RESEARCH METHODOLOGY	36
A. The Research Design.....	36
B. The Time and the Location of The Research	36
C. The Population and the Sample.....	38
D. The Instrument of Data Collection	39
E. The Validity and the Reliability of the Instrument	48
F. The Research Procedure	49
G. The Technique for Data Analysis	51
CHAPTER IV RESULT OF THE RESEARCH	54
A. Describing of The Data	54
1. Description Data of Pre-Test.....	54
2. Description Data of Post-Test	60
3. Description of Comparison Score Pre-Test and Post-Test	65
B. Requirement and Hypothesis Test.....	67
1. Requirement Test.....	67
2. Hypothesis Test	68
C. Discussion	69
D. Threat of The Research	71
CHAPTER V DISCUSSION AND SUGGESTION	72
A. Conclusion.....	72
B. Implication	73
C. Suggestion.....	73
REFERENCES	
CURRICULUM VITAE	
APPENDIXES	

LIST OF TABLES

	Page
Table II. 1 Example of Nouns	18
Table II. 2 Teaching Experimental Class by Using Taboo	27
Table II. 3 Teaching Control Class by Using Teacher Activities	29
Table III.1 Table of The Research Design.....	36
Table III.2 Population of Grade VIII SMP N 8 Padangsidempuan	37
Table III.3 The Table of Sample.....	37
Table III.4 The Indicators Pre-test of Vocabulary Test.....	39
Table III.5 The Indicators Post-test of Vocabulary Test	39
Table III.6 The Criteria Score Interpretation of Mean Score	44
Table III.7 The Mean Score	44
Table IV. 1 Score of Pre-Test in Control Class	47
Table IV. 2 Frequency Distribution of Pre-test in Control Class	47
Table IV. 3 The Score of Pre-test in Experimental Class	50
Table IV. 4 Frequency Distribution of Pre-test in Experimental Class	50
Table IV. 5 The Score of Post-test in Control Class.....	53
Table IV. 6 Frequency Distribution of Post-test in Control Class.....	54
Table IV. 7 Score of Post-Test inExperimental Class.....	56
Table IV. 8 Frequency Distribution of Post-test in Control Class.....	56
Table IV. 9 The Comparison Score Pre-test and Post-test in Control	58
Table IV.10 The Comparison Score Pre-test and Post-test in Experimental	59
Table IV.11 The Range Score of Pre-test and Post-test.....	60
Table IV.12 The Normality Test	61
Table IV.13 The Homogeneity Test.....	61
Table IV.14 The Independent Sample Test.....	62

LIST OF FIGURES

	Page
Figure II. 1 Conceptual Framework	34
Figure IV.1 Students' Score of Pre-Test in Control Class	48
Figure IV.2 Students' Score of Pre-Test in Experimental Class.....	52
Figure IV.3 Students' Score of Post-Test in Control Class.....	58
Figure IV.4 Students' Score of Post-Test in Experimental Class	57

LIST OF APPENDIXES

- APPENDIX 1 Lesson Plan (RPP) In Experimental Class
- APPENDIX 2 Lesson Plan (RPP) In Control Class
- APPENDIX 3 Instrument Pre-Test Before Validation
- APPENDIX 4 Instrument Post-Test Before Validation
- APPENDIX 5 Key Answers of Pre-test and Post-test in Control Class and
Experimental Class
- APPENDIX 6 Validation Instrument of Pre-Test
- APPENDIX 7 Validation Instrument of Post-Test
- APPENDIX 8 Instrument Test of Pre-Test in Experimental Class and Control
Class
- APPENDIX 9 Instrument Test of Pre-Test in Experimental Class and Control
Class
- APPENDIX 10 Key Answers
- APPENDIX 11 Calculation of Statistical Result
- APPENDIX 12 Students' Score in Experimental Class
- APPENDIX 13 Students' Score in Control Class
- APPENDIX 14 T-Table
- APPENDIX 15 Validation Letter
- APPENDIX 16 The Title Confirmation Letter
- APPENDIX 17 The Research Letter
- APPENDIX 18 Research Reply Letter

CHAPTER I

INTRODUCTION

A. The Background of the Problems

Vocabulary refers to the set of words that are known, understood, and used by a person or group in a particular language. It encompasses all the words and phrases that an individual can recognize and use in speaking, writing, and understanding language. Vocabulary is essential for effective communication and comprehension, as it allows people to express ideas clearly and understand what others are saying. Vocabulary can be expanded through reading, listening, and practicing the language. Bauer¹ says that vocabulary is about words where they come from, how they change, how they relate to each other and how we use them to view the world. Beside that, Siregar² stated that vocabulary is an important component of language in learning a language, especially as basic of language. So, that is why vocabulary is important in education.

Vocabulary is about remembering words. McCarten³ stated that learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned

¹ Laurie Bauer, *Vocabulary*, ed. Richard Hudson, *Analytical Biochemistry*, 2001st ed., vol. 11 (London and New York: Independely Published, 1998), <https://singlelogin.re/book/997434/052f66/vocabulary-language-workbooks.html>.

² Fitri Rayani Siregar, "Male and Female Students' Vocabulary Mastery," *English Education: English Journal for Teaching and Learning* 10, no. 2 (2022): 237–49, <https://doi.org/10.24952/ee.v10i2.6755>.

³ Jeanne McCarten, *Teaching Vocabulary: Lessons From The Corpus, Lessons From The Classroom* (Cambridge University Press, 2007).

them. Somathasan⁴ stated that vocabulary supports all of the English skills. Many educational researches show that vocabulary strongly relates to language skills like listening, speaking, reading, writing, and general abilities of students.

Vocabulary is important aspects of language, because with the vocabulary the students can communicate with the teacher and to each others. So, language emerges first as words both historically, and in terms of the way each of us learned our first and any subsequent languages. The coining of new words never stops. Nor does the acquisition of words. Even in our first language we are continually learning new words, and learning new meanings for old words.⁵ So, Vocabulary is crucial in language because it allows students to communicate with teachers and peers. Language starts with words, both historically and in how we learn languages. New words are constantly created, and continue to learn new words and meanings, even on our first language.

Based on Setiyadi language learning can meet with the people and community. The community is very important for the learning and maintenance of a language.⁶ In addition Gaol⁷ stated that vocabulary problems often interfere with communication, communication will stop when the person communicating is not

⁴ M. Somathasan, "The Importance of Vocabulary Development: An ESL and Tool Based Approach" 12, no. 1 (2021): 1–13, [http://192.248.64.43/bitstream/handle/1234/14587/Essay 1 Dr.Somathasan.pdf?sequence=1&isAllowed=y](http://192.248.64.43/bitstream/handle/1234/14587/Essay%201%20Dr.Somathasan.pdf?sequence=1&isAllowed=y).

⁵ Scott Thornbury, *How to Teach Vocabulary*, https://www.academia.edu/18950782/How_to_teach_vocabulary_by_Scott_Thornbury, Copy Right (Pearson Education Limited, 2002, 2002), <https://singlelogin.re/book/2492323/944f92/how-to-teach-vocabulary.html>.

⁶ Ag. Bambang Setiyadi, *Teaching English As A Foreign Language*, 1st ed. (Graha Ilmu, 2006).

⁷ Reni Rosiann Lumban Gaol, "The Effect of Taboo Word Game in Improving Vocabulary Mastery," *Journal MELT (Medium for English Language Teaching)* 4, no. 2 (June 4, 2021): 155, <https://doi.org/10.22303/melt.4.2.2019.155-169>.

using the right words. Furthermore Schmitt⁸ the mechanics of vocabulary learning are still something of a mystery, but one thing we can be sure of is that words are not instantaneously acquired, at least not for adult second language learners. Rather, they are gradually learned over a period of time from numerous exposures. From the statements that have been explained, vocabulary is collection of words processed by human and can make it easier for them to communicate with foreign language. It shows the importance of mastering vocabulary because communication will be difficult without good vocabulary mastery.

Based on interviewed with Khairani⁹ as the English teacher in SMP N 8 Padangsidempuan, there are many students do not like to learn English. The teacher taught the English Learning using books provided and students are asked to say or spelling the word, write and memorize the words being thought. Teacher prepares the teaching materials in accordance with the syllabus and lesson plan. Students do no like to study English because they do not interested with teacher's method or the way teacher teaches, and also lack on memorizing vocabularies. However, in reality the students often got difficulties in learning process and the students' ability in learning vocabulary is still low, specially in grade VIII-5. Another problems from Alfiah¹⁰ as a student grade VIII-5 in SMP N 8 Padangsidempuan, he said that English is difficult, it is difficult to say or to pronounce, difficult in writing because spelling in English is not always consistent with the pronunciation.

⁸ Norbert Schmitt, *Vocabulary in Language Teaching*, Vocabulary in Language Teaching (United Kingdom: Cambridge University Press, 2000), <https://doi.org/10.4324/9781315679549>.

⁹ Interview with Masna Khairani on the 13th November 2023 at SMP N 8 Padangsidempuan.

¹⁰ Interview with Ahmad Alfiah on the 16th November 2023 at His house

Based on statements above, the researcher is interested to apply the game to teach the vocabularies. In this era, teaching methods are applications of theoretical findings, they may have developed from theories and then put into practice.¹¹ Some institutions realize that using game is one of the methods that can help students when students are engaged in playing with other students.

There are many ways to increase the students' vocabulary mastery such as using song, pictures, and game. As known game has many varieties in English teaching such as, board game, guessing game, scrabble game, bingo, hot seat, memory game, dominous game and taboo word game, etc. Based on Priyasudiarja and Purwaningsih¹² Taboo Word Game can be used to enrich vocabulary and sharpen speaking and listening skill. The game of taboo gets its name from the word "taboo" (or "taboo"), which comes from the Polynesian language, this word refers to something that is forbidden or forbidden. The term "taboo" was first introduced to English in the late 18th century by British explorer James Cook. So, etymologically, the game takes the concept of the original idea of prohibition or taboo contained in the meaning of the word "taboo" from Polynesian culture, and then applies it in the context of language games where some words are forbidden to be used.

In addition, Nasution et al¹³ students can enrich their vocabulary mastery by using the game. The students also can study vocabulary enjoy without any

¹¹ Ag. Bambang Setiyadi, *Teaching English As A Foreign Language*.

¹² Yusup Priyasudiarja and Y. Sri Purwaningsih, *70 English Game Fun & Learning*, ed. Th. Ari Prabawati (Yogyakarta: C.V Andu Offset, 2014).

¹³ Wardah Mutiah Nasution, Eka Sustri Harida, and Ardi Oktapian, "Anagram Game to Teach Vocabulary Mastery for Islamic Junior High School Students," *Tazkir: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 6, no. 2 (2020), <https://doi.org/10.24952/tazkir.v6i2.3014>.

boredom. So, In this case the researcher is interested in using taboo word game to develop students' vocabulary mastery skill.

So, the researcher conducted the title of the research **“The Effect of Taboo Word Game to Students' Vocabulary Mastery at Grade VIII SMPN 8 Padangsidempuan.”** This study aims to examine the extent to which the taboo word game can have a positive impact on students' vocabulary mastery. This research focuses on eighth-grade students as the subjects of the study. The results of the research are expected to contribute to efforts in enhancing the effectiveness of vocabulary learning through more interactive and enjoyable methods in the classroom.

B. The Identifications of the Problems

Based on the backgorund of the problems the researcher found that the problems in vocabulary mastery at grade VIII of SMP N 8 Padangsidempuan, such as the students had lack of vocabulary, especially nouns, the students difficult to say or to pronounce, difficult in writing because spelling in English is not always consistent with pronunciation. The students were not very interested in learning English. And the students were not good at in memorizing and translating the vocabulary.

C. The Limitation of the Problems

Based on the identification above, the researcher focused on lack of vocabulary mastery of the students in noun (animal and things) and in the game of teaching vocabulary, the game focused on Taboo Word Game.

D. The Definition of the Operational Variables

1. Taboo Word Game

Taboo Word Game is a game that refers to guess, where the players from each team have to guess the hidden word on the cards without saying the words itself, the player can say the similiar or characteristics of words on the card that will guess.

2. Vocabulary Mastery

Vocabulary Mastery is A person's ability to understand, remember, and use vocabulary in a language effectively. It includes understanding the meaning of words, how they are pronounced, their use in the proper context, as well as their relationship to other words such as synonyms and antonyms.

E. The Formulations of the Problems

The formulation of the research problems can be formulated as follows :

1. How is the students' vocabulary mastery to before using Taboo Word Game at grade VIII in SMPN 8 Padangsidempuan ?
2. How is the students' vocabulary mastery after using Taboo Word Game at grade VIII SMPN 8 Padangsidempuan ?
3. Is there any significantly effect of Taboo Word Game on students' vocabulary mastery at grade VIII SMPN 8 Padangsidempuan ?

F. The Objectives of the Research

Based on the formulation above, the objective of the research can be followed as :

1. To describe the students' vocabulary mastery before using Taboo Word game at grade VIII in SMPN 8 Padangsidempuan.
2. To describe the students' vocabulary mastery after using Taboo Word Game at grade VIII in SMPN 8 Padangsidempuan.
3. To examine the result of using the Taboo Word Game whether there is significant effect or not to students' vocabulary mastery at grade VIII SMPN 8 Padangsidempuan.

G. The Significances of the Research

The Significances of this study is expected to give some information for ;

1. Headmaster, the result of the research provided information and knowledge about the effect of Taboo Word Game on teaching vocabulary to the headmaster.
2. Teachers, the result of the research provided benefit for the English Teacher. The benefit can be information to know the Taboo Word Game to make better and more effective in teaching vocabulary.
3. Researcher, the result of the reserach supplied information for further related studies and this study can be used by the researcher as a strategyin teaching learning process and gives insightful knowledge of English proficiency.

H. The Outline of the Thesis

In this research, the researcher divided the research into five chapters. Each chapters consist of some subtitles or chapters with detail as follow :

Chapter I discusses of introduction that consisted of background of the problem, identification of the problem, limitation of the problem, definition operational variable, formulation of the problem, objective of the research, and significance of the research. Chapter II contains about literature review that consist of theoretical description with some sub theory about taboo word game, related findings, conceptual framework and hypothesis.

Chapter III is about the research methodology that is used the research methodology explain about place and time of the research, the research design, population and sample, instrument of the data collection, validity of instrument, procedure of data collection, and technique of data analysis. Chapter IV consist of the result of the research, this chapter is talking about data analysis, description of the data and threats of research. Chapter V deals with conclusions, implication and suggestions. There are several conclusions that can be drawn from the results of this study. Therefore, researchers have some suggestions for students and teach

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Vocabulary Mastery

a. The Definition of Vocabulary Mastery

Vocabulary is a component of language that has meaning. Vocabulary also refers to the collection of words that a person knows and uses in a particular language. It includes the words that one understands when reading or listening as well as the words that one can use when speaking or writing. Based on Bauer¹⁴ vocabulary is about words where they come from, how they change, how they relate to each other and how we use them to view the world. In addition Nastiti and Veniranda¹⁵ stated that vocabulary is one of the most important aspects of any language. Vocabulary is important role in learning English, vocabulary can help students to understand and express language.

Furthermore, Siregar and Harida¹⁶ stated that vocabulary is a central of language and of critical importance of typical language. Without

¹⁴ Laurie Bauer, *Vocabulary*, ed. Richard Hudson, *Analytical Biochemistry*, 2001st ed., vol. 11 (London and New York: Independely Published, 1998), <https://singlelogin.re/book/997434/052f66/vocabulary-language-workbooks.html>.

¹⁵ Maria Graciela Wuri Nastiti and Yohana Veniranda, "Using Taboo Game To Improve Vocabulary," no. February (2021): 51–60, https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=Using+Taboo+Game+To+Improve+Vocabulary+Of+Grade+VIII+Students+Of+Smp+Negeri+I+Semin+Gunungkidul&btnG=.

¹⁶ Fitri Rayani Siregar and Eka Sustri Harida, *Building A Better Vocabulary By Word Formation Process*, 1st ed. (Kencana, 2021), chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/[https://repo.uinsyahada.ac.id/980/2/Building a Better Vocab_wm_sample.pdf](https://repo.uinsyahada.ac.id/980/2/Building%20a%20Better%20Vocab_wm_sample.pdf).

sufficient vocabulary, people cannot communicate effectively or express his ideas in both oral and written form. In addition, Lubis et al¹⁷ stated that vocabulary is one aspect which own by every student to make them understand and master english language. It is a part of language that so important to all aspect in life.

Based on the statements before, Vocabulary mastery noun objects is the ability to understand and use vocabulary related to various objects or objects in daily life. Mastery of this vocabulary includes recognizing the names, functions, and characteristics of objects, as well as using them in the right sentences. By improving vocabulary mastery about objects, a person can communicate more clearly and effectively in describing the surrounding environment.

b. Kinds of Vocabulary

Vocabulary refers to the set of words and phrases that an individual or group knows and uses in a language. It encompasses all the words a person can recognize, understand, and employ in speaking, writing, and comprehending language. Vocabulary development is crucial for effective communication and comprehension, as it enables individuals to express ideas clearly and understand others. It can be expanded through various activities like reading, listening, and practicing the language. Harmer¹⁸

¹⁷ Fitriadi Lubis, Sojuangon Rambe, and Rahmi Pu'adi Siregar, "The Effect of Concept Circle Strategy on Students' Vocabulary Mastery at Grade VII MTs N 2 Padangsidempuan," *Block Caving – A Viable Alternative?* 21, no. 1 (2017): 1–9, <https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/1174>.

¹⁸ Jeremy Harmer, *The Practical of English Language Teaching* (New York: Longman, 2000).

stated that there are two kind of vocabulary: Receptive vocabulary or passive vocabulary and Productive vocabulary or active Vocabulary.

Active vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others. Passive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing. In addition passive vocabulary refers to the set of words that the human can recognize and understand. There are words that a person knows the meaning of and can comprehend but does not necessarily feel confident or comfortable using in everyday communication.

Futhermore, Kamil and Hiebert¹⁹ is divided the vocabulary into Oral Vocabulary, Print Vocabulary and Productive Vocabulary. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. 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 to play an

¹⁹ Michael L Kamil and Elfrieda H Hiebert, *Teaching and Learning Vocabulary*, Illustrate (Lawrence Erlbaum Associates, 2005), <https://singlelogin.re/book/667521/38f52a/teaching-and-learning-vocabulary-bringing-research-to-practice.html>.

increasingly larger role in literacy than does the oral vocabulary. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Conversely, receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading.

Based on explanation above, Oral vocabulary is often broader because it involves understanding words in the context of everyday conversation, while print vocabulary may be more limited to words found in written texts. Productive vocabulary includes our ability to actively and effectively use vocabulary in communication. In other words, productive vocabulary is a combination of both oral and print vocabulary that we can utilize in speaking and writing practices.

c. Classification of Vocabulary.

Vocabulary can be classified into several words. Wahyuningsih²⁰ stated that vocabularies are classified into function and contents of words. The function words are closed class, we cannot add to the preposition or auxiliaries or modals, or any structure words of language. The content words, on other hands can be added to any time new scientific advances make new words and communication about new invention necessary. It means that vocabulary is words that are part of language, but words can be combined and cannot be combined, just stand alone.

²⁰ Sri Wahyuningsih, "The Effect of Word Chain Game To Students' Vocabulary Mastery At Grade Viii of Smp Negeri 5 Padangsidempuan" (State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, 2020), <https://etd.uinsyahada.ac.id/2769/1/1520300029.pdf>.

According to Siregar et al²¹ in Murthy these are functions are classified as different part of speech. They are ;

- 1) Noun it is one of most important part of speech. It is arrangement with the verb helps to form the sentence core which is essential to every complete sentence. It could be the name of person, place, thing or idea.

Example: a) It is a *mosque*.

b) There is an *umbrella*.

- 2) Verb it is the word which expresses an action, condition or existence.

Example: a) Mr. Herman is *teaching* Arabic.

b) The students are *playing* football.

- 3) Adjective it is a word used to describe or qualify nouns.

Example : a) Mr. Herman is *clever*.

b) This magazine is *expensive*.

- 4) Adverb it is a word to modify a verb, an adjective or another adverb or word used to explain how, where, when and why an action.

Example: a) Mrs. Nurul is cooking in the kitchen.

b) I go to swimming pool.

- 5) Conjunction it is a word used to combine one word to another one, or one sentence to another one.

²¹ Sri Nardani Hsb, Eka Sustris Harida, and Fitri Rayani Siregar, "The Effect of Watching Film To Students' Vocabulary Mastery At Grade Xi Smk Negeri 1 Padangsidimpuan," *English Education* 02, no. 01 (2014), <https://www.academia.edu/search?q=vocabulary>.

Example: a) I want to study, but I feel very tired.

b) Irma and I go to UIN Syahada Padangsidempuan.

6) Pronoun it is the word which can take the place of a noun. Example:

Example: a) They are my lectures.

b) Sultan goes to office.

The conclusion from the statements above, vocabulary is divided into two types: function words and content words. Function words are closed, meaning new words such as prepositions, auxiliaries, or modals cannot be added. On the other hand, content words are open and can be expanded as new inventions or scientific advances emerge. Therefore, vocabulary is an essential part of language, where some words can be combined while others stand alone. This research is focused on noun, so the discription of noun as follow :

d. Description of noun

1. The Definition of Noun

According to Hornby in Mayasari that a noun is a word used to name or identify any of a class of things, people, place or ideas or a particular one of these.²² In English, nouns are part of speech which is quite important to learn. Nouns themselves are used to store all objects and concepts that exist in this world. Apart from that, nouns can also be interpreted as words used to refer to people, objects, places and also ideas.

In other words, this word refers to a physical object.

²² Nila Mayasari, "Memahami ' Noun' Bahasa Inggris Dalam Menentukan Lead Term Kodifikasi Diagnosis Menggunakan ICD-9 Pada Bab " Operation on The Digestive System "," *Jurnal Ilmiah Mandala Education* 9, no. 1 (2023): 48–51, <https://doi.org/10.58258/jime.v9i1.4167>.

2. Classification of Nouns

According to Betti²³ the classification of nouns can be seen below :

1) Countable and Uncountable Noun

a. Countable noun

Count nouns or countable nouns are common nouns that can take a plural, can combine with numerals or counting quantifiers (e.g., one, two, several, every, most), and can take an indefinite article such as a or an (in languages which have such articles). Examples of count nouns are chair, nose, and occasion.

b. Uncountable noun

Mass nouns or uncountable (or non-count) nouns differ from count nouns in precisely that respect: they cannot take plurals or combine with number words or the above type of quantifiers. For example, it is not possible to refer to a furniture or three furnitures. The characteristics are the opposite of countable nouns, namely:

- a) cannot be followed on counts 1, 2, 3, 4, 5, and so on.
- b) cannot be imitated by articles a and an (no singular form).
- c) cannot add –s and –es (no plural form).

²³ Mohammed Jasim Betti, "Form Classes: Nouns," no. January (2022), <https://doi.org/10.13140/RG.2.2.36443.69920>.

2) Common and Proper Noun

a. Common Noun

Common nouns are nouns that refer to things that are still common. So, the writing does not use capital letters, unless starting a sentence or title. Example: *Person, city, country, month, restaurant, park, hall, phone.*

b. Proper Noun

Proper noun is a hyponym of common noun. So, the reference is more specific than a common noun. This type of noun is usually known in the form of the name of a thing (person, thing, place, etc.). And generally writing requires capital letters. Example: *John, Semarang, Indonesia, July, Bernand Steak House, Greenwich Park.*

3) Abstract Noun and Concrete Noun

a. Abstract Noun

Abstract nouns are nouns that are not observed by the five senses. In other words, this noun is abstract or only has a material concept. This type of noun is usually marked with the suffix: *ace, age, ance, ancy, ion, sion, tion, dom, hood, ice, ism, ment, ness, ship, ity, ty.* Example: *Love, Happiness, Freedom, Knowledge, Feeling.*

b. Concrete Noun

Concrete nouns are nouns that can be observed by the five senses. So, it is concrete in nature or refers to an object directly as mentioned above. Examples: *Book, eraser, bottle, flower, chair, classroom, star, moon, fire, wind.*

It can be concluded that countable nouns are nouns that can be counted and have singular and plural forms, such as apple and car. On the other hand, uncountable nouns cannot be counted, such as water and sugar. Common nouns are common nouns that do not use capital letters except at the beginning of a sentence, for example city and cat. Meanwhile, proper nouns are special names that always start with a capital letter, such as Tokyo and John. Abstract nouns represent concepts or emotions that cannot be felt with the five senses, such as happiness and love. Meanwhile, concrete nouns are nouns that represent physical objects that can be felt directly by the five senses, such as tables, pen, book, handphone, and others.

e. **Material of Vocabulary in SMP N 8 Padangsidempuan**

Material is the main material that must be prepared by a teacher before starting the class and it can help the teacher in teaching and learning process. Learning materials refer to all the content, information, and resources used to support the teaching and learning process. Learning materials are designed to be adapted to the needs and skill levels of students

and must be relevant to the educational objectives to be achieved. Selecting the appropriate materials is crucial to ensuring that the learning process is effective and efficient. Brian stated that Noun is a word that names a person, animal, place or things.²⁴ Or class of words that express everything that is objectified.

Based on the book by Surtiyah²⁵ et al, those the example of the names of nouns as material.

Table II.1
Example of Nouns

No	Noun	No	Noun
1.	Rabbit	14.	Mouse
2.	Mouse	15.	House
3.	Fish	16.	Hamster
4.	Snake	17.	Chair
5.	Fish	18.	Table
6.	Cat	19.	Spoon
7.	Ball	20.	Television
8.	Book	21.	Pencil case
9.	Watch	22.	Phone
10.	Egg	23.	Ball
11.	Mosque	24.	Ma'had Al-Jami'ah
12.	Al-Qur'an	25.	Cupboard
13.	Dictionary	26.	Bed


²⁴ Brian P. Cleary, *A Mink, a Fink, a Skating Rink: What Is a Noun?* (Lerner Publishing Group, 1999), <https://singlelogin.re/book/701267/601736/a-mink-a-fink-a-skating-rink-what-is-a-noun.html>.


²⁵ Titie Surtiyah K, Ai Siti Djamilah, and Neneng Nurjannah, *Bahasa Inggris Communicative English in Context*, ed. Nadira Dhaifina (Bandung, 2017).


The picture below is the examples of Animal and vocabulary assignment in a class of 8 textbook.²⁶


Task 13


Work in pairs. Look at the pictures of pets below. Ask 5 classmates which animal they would be willing to keep as a pet. Write the answer in the table.


1


2


3


4


5


6


Source: www.pinterest.com, www.mentalfloss.com, www.petbarn.com, www.amazon.com, www.i-love-cats.com, www.reference.com (January 6, 2017)

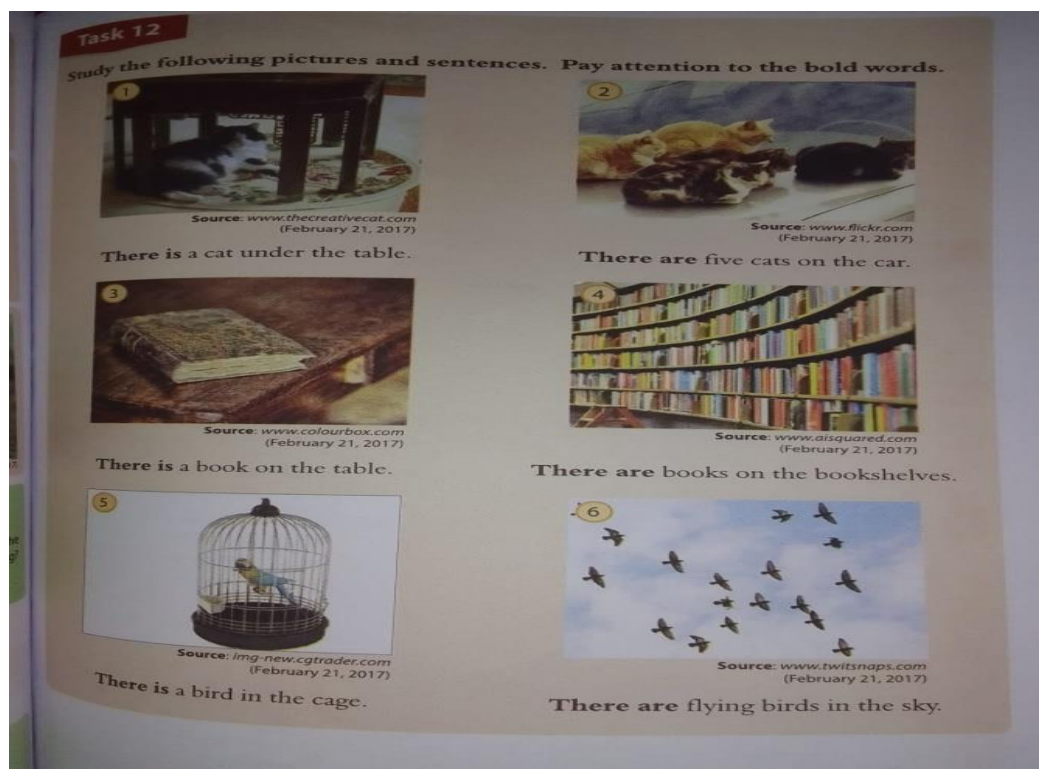
No.	Name	Animal					
		Rabbit	Hamster	Fish	Dog	Cat	Snake
		✓			✓	✓	
1.							
2.							
3.							
4.							
5.							

Picture II. 1 Examples of Animal and Vocabulary Assignment

Based on the picture above, there are 6 vocabulary of animal. Such as ; Rabbit, Hamster, Fish, Dog, Cat and Snake. So, the students must be able to know the name of animal above in English.

²⁶ K, Djamilah, and Nurjannah.

Another examples in the picture below, we can see the vocabularies.²⁷



Picture II. 2 Examples of vocabulary

2. Taboo Word Game

a. Teaching Principles of Vocabulary

There are some principles in teaching vocabulary. According to Hedge²⁸, there are number of principle for teaching vocabulary are :

- 1) Developing a variety of techniques for the teaching of meaning.
- 2) Encouraging the development of efective strategies.
- 3) Exposing learners to vocabulary through reading and training lexical inferencing.
- 4) Teaching the efetive use of dictionaries.

²⁷ K, Djamilah, and Nurjannah.

²⁸ Tricia Hedge, *Teaching and Learning in the Language Classroom*, 1st ed. (Oxford University Press, 2000).

- 5) Evaluating the vocabulary component of coursebooks.
- 6) Teaching vocabulary explicitly through a range of activity types.
- 7) Developing resources for vocabulary teaching.

In addition, Astika²⁹ stated there are seven principles of teaching vocabulary, they are :

- 1) Provide opportunities for incidental learning.
- 2) Diagnose which of the 3,000 most common words learners need to study.
- 3) Provide opportunities for intentional learning of vocabulary.
- 4) Provide opportunities for elaborating word knowledge.
- 5) Provide opportunities for developing fluency with known vocabulary.
- 6) Experiment with guessing meaning from context.
- 7) Examine different types of dictionaries and teach students how to use them.

Based on the points above, the more principles how the teacher's way to teaching vocabulary that the students able to know, understanding and memorize the vocabularies. In this research, the researcher used Taboo Word Game.

b. Definition of Taboo Word Game

A game is a method used to enhance student engagement and make the learning process more enjoyable and effective. In an educational context, games involve various activities designed with specific rules and objectives to help students understand and master the subject matter.

²⁹ Gusti Astika, "Teaching English Vocabulary: What International Language Educators Tell Us," *The English Teacher* 44, no. 2 (2015): 84–95, <https://meltajournals.com/index.php/TET/article/view/86>.

Priyasudiarja and Purwaningsih³⁰ say that Taboo Word Game can be used to enrich vocabulary and sharpen speaking and listening skill. Sarmila³¹ stated that Taboo game card is a game guess the word, students must be able to guess the word hidden, and students should not say the words written on the card taboo. Students are required to be able to find new vocabularies so that the hidden word can be guessed, if the word that hidden is known, students are asked to make a simple sentence from the word. This game is played by group. This game is also demanding students to be active because with this game all students can participate and students must also be able to guess as many words as possible to win the game.

In addition Alyani et al³² stated that one of the games used in teaching techniques to increase students' vocabulary is the taboo word guessing game. Students will enjoy learning if they play games. Also, it will help students increase their motivation to learn English, which will increase their enthusiasm for doing.

Based on the statements above, the researcher can conclude that the Taboo Game is a game that the player can say the synonym of word to guess the hidden word.

³⁰ Yusup Priyasudiarja and Y. Sri Purwaningsih, *70 English Game Fun & Learning*, ed. Th. Ari Prabawati (Yogyakarta: C.V Andu Offset, 2014).

³¹ Nina Sarmila, "Development Of Taboo Game Cards Props As An Alternative Medium in Teaching English For Seventh Grade Students Of SMPN 8 Palopo" (State Islamic Institute Of Palopo, 2022), http://repository.iainpalopo.ac.id/id/eprint/6084/1/NINA_SARMILA.pdf.

³² Cindi Alyani, Syarif Amin, and Muflihun, "The Effectiveness of Taboo Word Game Guessing Games in Students' Vocabulary Improvement" 1, no. 2 (2024): 101–16, <https://journal.umkendari.ac.id/index.php/mataoleo/article/view/706/304>.

c. Rules of Taboo Word Game

Based on Priyasudiarja and Purwaningsih³³ there some rules to play with Taboo Word Game ;

- 1) The teacher groups students into groups of 3 or 4 peoples.
- 2) Each group gets a number of cards between 6-24 cards.
- 3) The first student takes a card and shows it to the other students. He also acts as a timer.
- 4) The second student provides a description of the picture but may not mention the English Language of the picture, for specific time, for example 7-10 seconds.
- 5) After that, the third student and the fourth student.

In addition, Arini³⁴ stated that there are many rules to play Taboo Word Game ;

- 1) An even number of players from four to ten sit alternating around in a circle.
- 2) Players take turns as the "giver," who attempts to prompt his or her teammates to guess as many keywords as possible in the allotted time.
- 3) However, each card also has "taboo" (forbidden) words listed which may not be spoken.

³³ Priyasudiarja and Purwaningsih, *70 English Game Fun & Learning*.

³⁴ Dini Noor Arini, *Practicing The Students' Pronunciation And Adding The Vocabulary In Intensive English Classes By Playing The Taboo Game.*, 1st ed. (Surabaya, 2016), https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=development+of+taboo+game+cards+props+as+an+alternative&btnG=#d=gs_qabs&t=1700465289773&u=%23p%3DYkB9bgDeLtAJ.

- 4) Should the giver say one, a "censor" on the opposing team hits the buzzer and the giver must move on to the next word. For example, the giver might have to get his or her team to deduce the word "baseball" without offering the words "sport," "game," "pastime," "hitter," "pitcher," or "baseball" itself as clues.
- 5) The giver may not say a part of a "taboo" word; for example, using "base" in "baseball" is taboo.
- 6) The giver may only use speech to prompt his or her teammates; gestures, sounds (e.g. barking), or drawings are not allowed.
- 7) Singing is permitted, provided the singer is singing words rather than humming or whistling a tune.
- 8) The giver's hints may not rhyme with a taboo word, or be an abbreviation of a taboo word.
- 9) While the giver is prompting the teammates they may make as many guesses as they want with no penalties for wrong guesses.
- 10) Once the team correctly guesses the word exactly as written on the card, the giver moves on to the next word, and tries to get as many words as possible in the allotted time.
- 11) When time runs out, play passes to the next adjacent player of the other team.
- 12) The playing team receives one point for correct guesses and one penalty point if "taboo" words are spoken.

Based on the points above, the researcher choosed the rules by Priasudiarja and Purwaningsih, and the researcher can conclude the Taboo Word Game is played in groups that consist of several people. One person in each group is the word guesser, one person is the clue giver, where this person cannot say the hidden words in the picture, and to get the score the guesser must be able tu guess the name of picture.

d. Advantages and Disadvantages of Taboo Word Game

Priyasudiarja and Purwaningsih³⁵ stated that there are many advantages of Taboo Word Game ;

- 1) Train students' sportsmanship.
- 2) The establishment of cooperation between students.
- 3) Creating an active and challenging learning atmosphere.
- 4) Train students' speed and spontaneity in guessing words and speaking.
- 5) Develop students' creativity.
- 6) Increase student motivation.

The others advantages Taboo Word Game like ;

- 1) The game helps participants expand and deepen their understanding of vocabulary, as they have to look for synonyms or other descriptions for the words they have to convey.
- 2) Improve listening skills.
- 3) Boosting confidence.
- 4) Enhancing Language Creativity

³⁵ Priyasudiarja and Purwaningsih, *70 English Game Fun & Learning*.

- 5) Improving Problem-Solving Skills.
- 6) Boosting Memory.
- 7) Developing Social Skills.

Aside from advantages, taboo word games also have disadvantages, they are :

- 1) Lack of focus on pronunciation.
- 2) Does not improve writing skills.
- 3) D It makes the class noisy.

The conclusion of the advantages above is that students' learning in class becomes interesting and enthusiastic, cooperation is established, students can guess vocabulary and of course this can increase students' vocabulary.

e. Teaching Vocabulary by Using Taboo Game

Teaching vocabulary is important because can help the students to understanding the material. From teaching vocabulary the students know the new knowledges. To teach vocabulary, the researcher is interested to using Taboo Word Game. Based on Priyasudiarja and Purswaningsih³⁶ these are the procedures of teaching vocabulary by using Taboo Word Game :

³⁶ Priyasudiarja and Purwaningsih.

Table II. 2
Teaching Experimental Class by Using Taboo

Teacher's Activities	Procedures' of Using Taboo Word Game	Students' Activites
Pre-Teaching		
Teacher comes into the class and open the class. Then teacher asks the students to pray on their beliefs.	The head of the class leads the students to pray together.	Students start to pray.
Teacher checks the students attendant list and gives motivation to students.	Teacher cheks the students's attendant list and teacher gives the motivation before start the class.	Students pay attention to teacher and listen to the teacher.
Teacher explain about the material that they will learn.	Teacher explain the material and shows the some pictures of vocabulary and asks the students about the name of vocabulary.	Students pay attention to teacher and answer the name of vocabulary.
While-teaching		
Teacher asks the students to make a group.	The teacher groups students into groups of 3 or 4 peoples.	Students follow the instruction from the teacher.
Teacher gives the rules and how to play the game, asks the students to start to play the game.	Each group gets a number of cards between 6-24 cards.	Students take the cards from the teacher.

Teacher's Activities	Procedures' of Using Taboo Word Game	Students' Activites
Teacher pays attention to the students.	The first student takes a card and shows it to the other students. He also acts as a timer. The second, the student provides a description of the picture but may not mention the English language of the picture, for a specified time, for example 7-10 seconds. And afther that, the third student and the the fourth student.	Students follow the procedures, and another teams pay attention to the team that is playing.
Teacher writes down the score of teams.	If someone fails, the student who failed gets the cards.	Stuents must be able to guess the hidden word to ge the score.
Post-teaching		
In the end of game, teacher and students count the score each teams. And the team who gets high score will get the reward from the teacher.	The winner of the game is the students who gets the fewest cards.	Team who gets the high score gets the reward from the teacher.

f. Teaching Control Class by Using Teacher Activities

Teaching Vocabulary in Control Class is different with teaching in Experimental Class, Because in Control Class teaching there is no treatment like in Experimental Class.

Table II.3
Teaching Vocabulary by Using Teacher Activities

Teacher's Activities	Procedures	Student' Activities
Pre-teaching		
Teacher comes into the class and open the class. Then teacher asks the students to pray on their beliefs.	The head of the class leads the students to pray together.	Students start to pray together.
Teacher checks the students' attendant, and asks about the last material.	Teacher cheks the students's attendant and asks about the last material and the students answer in an orderly manner.	Students answer what the teacher asks based on their condition.
While-teaching		
Teacher asks the students to open their English Book.	Students show their English Book	Students open their English Book.
Teacher shows the picture of noun from the book and says it.	Students pay attention to the teacher.	Students say the name the picture.
Teacher asks the students about vocabulary they have known.	Students prepare their self.	Students answer the teacher.

Teacher's Activities	Procedures	Student' Activities
Teacher shows the picture and says the name of picture and asks the students to repeat it.	Students look at the picture.	Students repeat the name of vocabulary.
Teacher asks the students to write the nouns with the meaning on their book and show to the teacher.	Students follow the instruction from the teacher.	Students write their task on their book.
The teacher collect the students' book and check their task.	Students follow the instruction from the teacher.	Students collect their book to the teacher.
Post-Teaching		
Teacher asks the students to review the vocabulary that has learned.	Students follow the instruction of the teacher.	Students review the vocabulary.
Teacher explain a little bit about the next lesson.	Students focus to the teacher.	Students listen to the teacher.
Teacher closes the class.	The leader of class closes the class with prayer.	The all of students prayer with their belief

B. Related Findings

The research with this title is not a beginner, but there is the researcher had researched which relevant with title. There have been some finding related to this study. Some of them are ;

The first, Sarmila³⁷ stated that the result of the research of using Taboo Word Game can develop the students' vocabulary mastery. It can be proved based on the data, the average reached 4.57 and 91.4% in the "Excellent" category. It also indicates that the product can be used without revision.

The second, Sari and Agung³⁸ stated that there is a significant difference between the students who were taught vocabulary using taboo games and vice versa in seventh-grade at MTs. Ma'arif Balong in the academic year 2022/2023. The mean post-test score for the experimental class (80.19) was higher than the control class (67.78). It shows that the score of the experimental class is better than the control class. The t-test shows that the t-count was 6.114 with a significance of 0.000.

The third, Siregar and Fithriani³⁹ stated that Taboo game has a significant effect on how well a student can use words. During the teaching and learning process, the students paid close attention to what the teacher said. The students were interested in the Taboo Word Game. The results show that Taboo

³⁷ Nina Sarmila, "Development Of Taboo Game Cards Props As An Alternative Medium in Teaching English For Seventh Grade Students Of SMPN 8 Palopo."

³⁸ Santika Dewi Nila Sari and Winantu Kurnianingtyas Sri Agung, "The Effectiveness of Taboo Game To Improve Studnets' Vocabulary Mastery," *Jurnal Pendidikan, Bahasa Dan Budaya* 4, no. 02 (2023): 90–97, <https://doi.org/10.55606/jpbb.v1i2.975>.

³⁹ Mega Agnesya Siregar and Rahmah Fithriani, "Learning English Vocabulary with Taboo Game: A Case Study of Indonesian Junior High School Students Corresponding Email Article's History," *Ethical Lingua Journal of Language Teaching and Literature* 10, no. 1 (2022): 2023, <https://doi.org/10.30605/25409190.513>.

Word Game helps students learn more words than traditional ways of teaching. The data from the questionnaires were looked at, and the results showed that 85.5% of the students were joyful with how the Taboo game helped them learn new vocabulary the most and was the most effective way to learn.

The fourth, Fitriana⁴⁰ stated that there is a positive and significant influence of variable X on variable Y. In the other words, Ha is accepted and Ho is rejected. Furthermore, it was investigated that the t-observe is 7.343. While t-value in f-table for the 5% significance level for df 26 is 1.706. While the significance level of 1% df 26 is 2,479. This shows that the t-observe is higher than the t-value in the f-table. Therefore, the statistical hypothesis shows that the taboo game can have a positive and significant influence on students' speaking skill.

The fifth, Nastiti and Veniranda⁴¹ stated that from the data, two findings were concluded. The first finding is the students' vocabulary improved after implementing the Taboo game as a teaching vocabulary medium. The improvement was significant. It was shown by the mean score of the students in the pre-test, i.e. 56.07 and it increased to 97.3 in the second post-test. The result of the paired t-test also showed that there is a significant difference ($p \leq 0.05$) between the pre-test and last post-test. It can be inferred that the students' achievement was satisfactory. The second finding is the students' perceptions of the use of the Taboo game in teaching and learning vocabulary. The Taboo game

⁴⁰ Dwi Ajeng Fitriana, "The Influence of Taboo Game on Students' Speaking Skill at The Seventh Grade at SMP Ma'Arif 1 Metro" (IAIN Metro, 2022), [chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://repository.metrouniv.ac.id/id/eprint/7027/1/SKRIPSI Dwi Ajeng Fitriana 1801071014 - Dwi Ajeng.pdf](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://repository.metrouniv.ac.id/id/eprint/7027/1/SKRIPSI%20Dwi%20Ajeng%20Fitriana%201801071014%20-%20Dwi%20Ajeng.pdf).

⁴¹ Nastiti and Veniranda, "Using Taboo Game To Improve Vocabulary."

can make the students more interested and participate more actively. It can be seen from the observation conducted during cycle I and cycle II. The teacher got high attention and positive responses from the students. The classroom situation was interactive but still conducive. They were motivated by the teaching and learning process.

From the related findings above, the researcher concluded that the Taboo Word Game can develop and improve the students vocabulary mastery, used Taboo Word Game to students speaking skill and they got the result of using Taboo Word Game. There are differences between the researcher with the related findings in using Taboo Word Game. Such as the method, grade of class and place, the researcher choosed the experimental class to teaches the vocabulary, the researcher also choosed the VIII grade class and SMP N 8 Padangsidipuan as place for research.

C. The Conceptual Framework

From the background of the problems, the researcher found the problems on students' in English Learning. Such as :The students get the difficulties to pronounce the vocabulary, they have lack to spell the vocabulary, they do not interested to learn the English. So, In this research the researcher interested to use the Taboo Game to teach vocabulary. In this research, the researcher will prove whether this game has an effect or not towards students' vocabulary mastery. Based on the above, conceptual framework can be seen from the figure below :

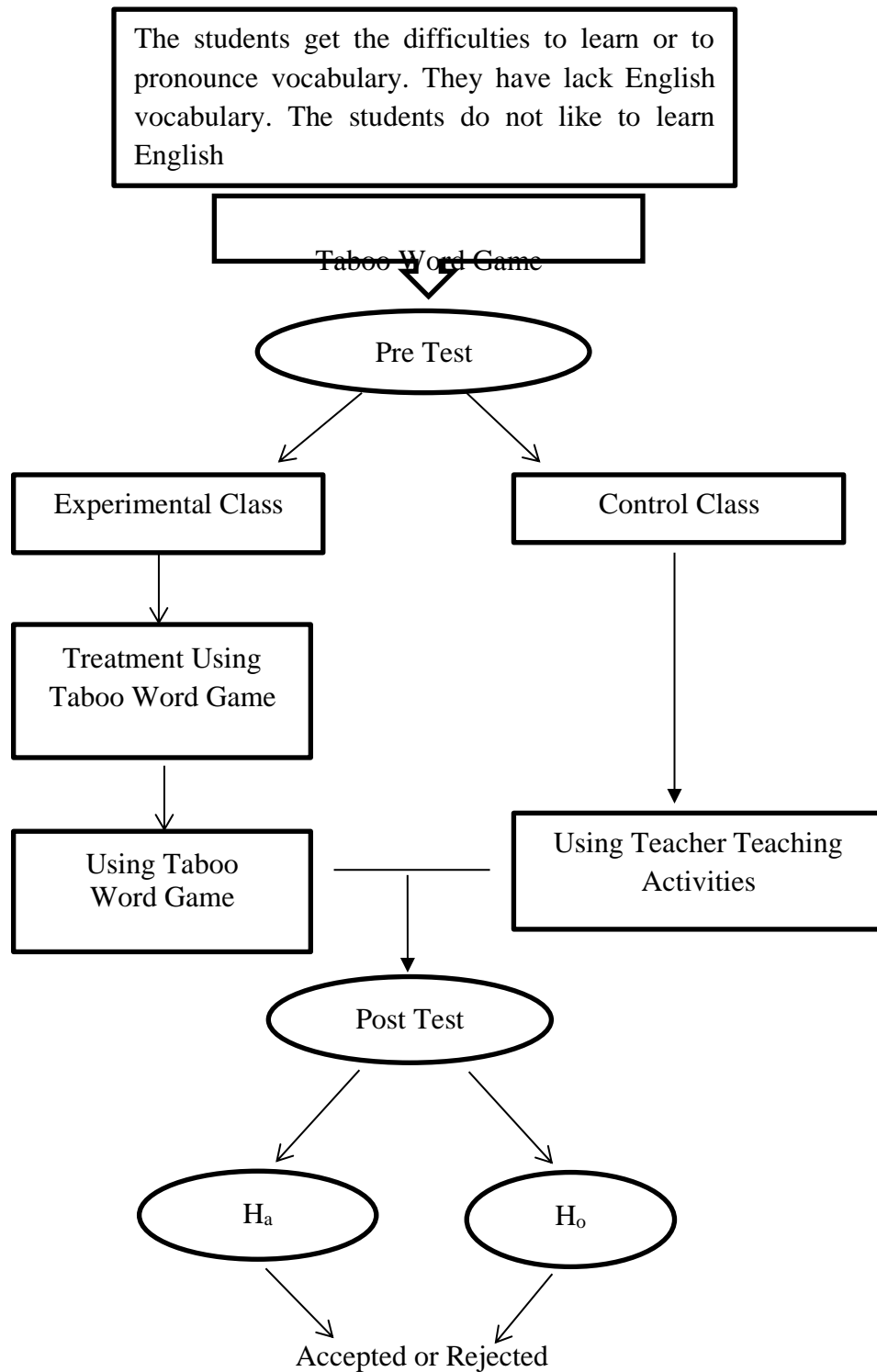


Figure II. 1 : Conceptual Framework

There are the problems of students vocabulary mastery in VIII grade of SMP N 8 Padangsidempuan. The researcher used the Taboo Word Game to teaches the the students vocabulary and the researcher has gotten the 2 classes by cluster random sampling, there is Experimental Class and Control Class. The reseacrher will give the test to Experimental Class and Control Class to get the score of students vocabulary mastery. After that, the researcher do the treatment in Experimental Class which is teaching the class by using Taboo Word Game. And for Control Class the researcher teaching the class without treatment. And the last, the researcher give the test in Experimental Class and Control Class to know the score of class or to know the students' vocabulary understanding, there is a significant effect or not.

D. The Hypothesis

Hypothesis of this researh stated that ;

“There is a significant effect the Effect of Using Taboo Word Game to Students' Vocabualary Mastery at Grade VIII SMP N 8 Padangsidempuan

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is quantitative research in experimental research. This research used two classes, as an experimental class and a control class. The researcher concluded experimental research was one of research design kinds which have purpose to know or to find causal-effect from the variables. The design of the research is Pre test- Post test control group design, based on Ary et al.⁴² it can be seen in the following table :

Table III. 1. Table of the Research Design

Class	Pre-test	Treatment	Post Test
Experimental Class	01	X	02
Control Class	03	-	04

The Formula:

R= The sample of the research

01= Pre-test in experimental class

02= Post-test in experimental class

X= Treatment 03= Pre-test in control class

04= Post-test in control class

⁴² Donald Ary et al., *Introduction to Research in Education*, ed. Chris Shortt, *Sustainability (Switzerland)*, Eight Edit, vol. 11 (Wadsworth Cengage Learning, n.d.), chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://ebookppsunp.wordpress.com/wp-content/uploads/2016/06/donald_ary_lucy_cheser_jacobs_asghar_razavieh_bookfi-org.pdf.

B. Time and Location of the Research

This research conducted students at grade VIII of SMP N 8 Padangsidimpuan. The location was at JL. Mandailing Km. 7.8, Padangsidimpuan Tenggara. North Sumatera. This research has been done from November 2023 until December 2024.

C. The Population and Sample

1. Population

The population of this reserach all students at grade VIII of SMP N 8 Padangsidimpuan, which is consists five classes of the students at grade VIII of SMP N 8 Padangsidimpuan. That consists of 142 students.

Table III. 2
Population of Grade VIII SMP N 8 Padangsidimpuan

No	Class	Total
1.	VIII-1	25
2.	VIII-2	25
3.	VIII-3	30
4.	VIII-4	31
5.	VIII-5	31
	Total	142

2. The Sample

The sample of the research is part of population chosen as the object of the research. The researcher used the cluster random sampling, which is the researcher wrote down the all of name of class in pieces of paper, then rolled it up and the researcher randomly took the VIII-1 and VIII-2 as a samples.

Table III.3
The Table of Sample

No	Sample	Total
1.	VIII-1	25
2.	VIII-2	25

	Total	50
--	--------------	-----------

Based on the table above, VIII-2 consist of 25 students as experimental class and VIII-1 also consist of 25 students as control class and the all of samples consist 50 students.

D. Instrument of Data Collection

The test used as an instrument in this research. The instrument of this research was multiple choice. The researcher prepared 50 questions for the pre-test and 50 questions for the post-test to be validated first. After validation, the researcher obtained results in the form of 30 valid pre-test questions and 34 valid post-test questions.

From the results above, the researcher decided to create an instrument of vocabulary test that consists 25 multiple choice of pre-test and 25 multiple choice of post-test with the 4 option a, b, c, d in each question. The function of pre- test to know how far the students' vocabulary mastery before using Taboo Word Game and function of post test is to know the enhancement of students' vocabulary mastery after using Taboo Word Game and to examine whether or not the game has an effect on the students' vocabulary mastery. The result of this assessment is to provide the information about the students' vocabulary mastery.

Below was the indicator items of the pre-test for the vocabulary mastery instrument :

Table III. 4
The Indicators Pre-Test of Vocabulary Test

No	Indicators	Items	Number of Items	Value	Skor
1.	Students are able to identify name and the characteristics of animals and things.	8	1, 2, 3, 4, 5, 6, 7, 8	4	32
2.	Students are able to write correct spelling of the words.	5	9, 10, 11, 12, 13	4	20
3.	Students are able to know the meaning of each word.	12	14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25	4	48
Total					100

Below is the indicators items of the post-test for the vocabulary mastery instrument :

Table III. 5
The Indicators Post-Test of Vocabulary Test

No	Indicators	Items	Number of Items	Value	Skor
1.	Students are able to identify name and the characteristics of animals and things.	10	1, 2, 3, 4, 5, 6, 7, 8,9,10	4	40
2.	Students are able to write correct spelling of the words.	5	11,12,13,14,15	4	20
3.	Students are able to know the meaning of each word.	10	16, 17, 18, 19, 20, 21, 22, 23, 24, 25	4	40
Total					100

Based on the table above, there were 25 questions in the pre-test and 25 questions in post-test, and one question received 4 points. So, the students would have answered all of questions to got the 100 score.

E. Validity and the Reliability Instrument

1. The Validity

Sugiyono stated that validity is important thing to doing the research, because a good test must be validity. Valid means that the instrument can be used to measure what is supposed to measure.⁴³ To make it sure, the researcher validated the test by using item validity. There were two validations of test in this research, they were pre-test and post-test. To determines the item validity, the students at grade VIII-2 in SMPN 8 Padangsidempuan have validated it.

The formula :

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

Description :

R_{xy} = Correlation coefficient between variables X and Y.

X = Score of the quostion item.

Y = Total score.

N = There are many subjects with score X and score Y.⁴⁴

In pre-test there were 30 out of 50 questions that are valid, they are question numbers 1, 2, 3, 6, 10, 13, 14, 17, 19, 20, 21, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37, 38, 39, 40, 43, 46, 47, 48, 50. There were 20 out of 50 questions that were not valid, were numbers 4, 5, 7, 8, 9, 11, 12, 15, 16, 18, 22, 23, 25, 35, 36. In post-test there were 34 out of 50 questions that were valid, were numbers 4, 7, 9, 10, 12, 13, 15, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 35, 36,

⁴³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, 25th ed. (Bandung: Alfabeta, 2017).

⁴⁴ Sugiyono.

39, 40, 41, 42, 43, 44, 45, 47, 48, 49, 50, and there were 16 out of questions that were not valid, they are 1, 2, 3, 5, 6, 8, 11, 14, 16, 18, 19, 33, 34, 37, 38, 46.

Based on the explanation above, the researcher decided to select 25 questions from the pre-test and post-test to be used as the tests in this research.

2. Reliability

Besides having validity, the internal consistent of the measurement was defined as reliability. Internal consistency was have done by trying the instrument just once, then the data obtained was analyzed with certain techniques. Reliability was the consistency and accuracy in scoring that would have resulted from the researched measure. That reality of successful test was reliability.

F. Research Procedure

Procedure is a steps that can help the people and make the procces more easier. And here many procedures of this research ;

1. Pre-test

- 1) The researcher gave pre-test to the students in the experimental class and control class.
- 2) The test was vocabulary test and topic was about noun.
- 3) The researcher got the result from studensts' vocabulary mastery in experimental class anc control class.

2. Treatment

In this research, after doing a pre-test in experimental class and control class the researcher did the treatment in experimental class by using Taboo Word Game and the traditional teaching in control class. In experimental Class the researcher using the Taboo Word Game to teaching vocabulary mastery, and in Control Class teaching class without Taboo Word game or teaching class by teacher's activities.

The following was the procedure for playing the Taboo word game as a treatment :

- 1) The teacher grouped students into groups of 3 or 4 peoples.
- 2) Each group got a number of cards between 6-24 cards.
- 3) The first student took a card and showed it to the other students. He also acted as a timer. The second student provided a description of the picture but did not mention the English name of the picture, for a specified time, for example, 7-10 seconds. After that, the third student and the fourth student took their turns.
- 4) If someones failed, the student who failed got the card.

3. Post-Test

After giving treatment, the researcher conducted a post-test. The researcher gave the test to the Experimental Class and the Control Class. The function of the post-test was to determine the difference in scores between the experimental and control classes and to assess the effect of using the Taboo

Word Game on students' vocabulary mastery, to see whether there was a significant effect or not.

G. Techniques for Analyzing Data

1. Normality Test

The normality test is used to determine whether the distribution is normal or not. The researcher used Shapiro-Wilk. The data was calculated using SPSS 29.0. it was statistical program for social science that used to analyzed statistic data with computer application. The criteria of acceptance and rejection of normality test are:

The distribution is normal, if $\text{sig} < 0.05$

The distribution is not formal, if $\text{sig} > 0.05$

2. Homogeneity Test

To test whether the variants of the two samples are homogeneous, the variants equality test is used. The researcher used test of homogeneity of variances with using SPSS 29.0. The criteria of acceptance and rejection of homogeneity test are:

If $\text{sig} > 0.05$, the variance is homogeneous

If $\text{sig} < 0.05$, the variance is not homogeneous.

3. Mean Score

The results can be seen from the mean score. The mean score showed whether there was a difference between mean score of the control class and mean score of the experimental class, which means that the method was useful or not.

Table III.6
The Mean Score

No	Mean Score of Post-test in Control Class	Mean Score of Post-test in Experimental Class
1.	81.92	89.76

According to Gay et al⁴⁵ the category interpreted of mean score can be seen in the table below :

Table III. 7
The Criteria Score Interpretation of Mean Score

Persentages	Criteria
90-100	Very Good
70-89	Good
50-69	Enough
30-49	Low
10-29	Very Low

Based on Gay et al⁴⁶ here are the steps to scoring the students' answer;

$$\text{Score} = \frac{\text{The correct answer}}{\text{Total number of item}} \times 100 \%$$

$$\text{Score} = \frac{25}{25} \times 100 \% = 100$$

4. Hypothesis Test

Hypothesis is the statement or initial conjecture about the relationship between variables in a research study. The hypothesis serves as an initial step in the research process, guiding investigation and testing. In this reserach, the researcher used the independent sample T-test using SPSS 29.0 version.

Researchers must made a hypothesis from the data that has been analyzed by

⁴⁵ L R Gay, Geoffrey E Mills, and Petter Airasian, *Educational Research*, Tenth Edit (Pearson Education. InC, n.d.), [https://yuli-elearning.com/pluginfile.php/4831/mod_resource/content/1/Gay-E Book Educational Research-2012.pdf](https://yuli-elearning.com/pluginfile.php/4831/mod_resource/content/1/Gay-E%20Book%20Educational%20Research-2012.pdf).

⁴⁶ Gay, Mills, and Airasian.

looking at the t_{count} and comparing it with t_{table} . If $t_{\text{count}} > t_{\text{table}}$ means the alternative hypothesis is accepted, while if $t_{\text{count}} < t_{\text{table}}$ means the alternative hypothesis is rejected. By testing the hypothesis, the formulation of the problem was answered based on the decision-making method using data analysis.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

In this chapter, it tells about the result of the research. The research tells about the effect of using taboo word game to students' vocabulary mastery at grade VIII SMP N 8 Padangsidimpuan. The researcher had calculated the data of pre-test and post-test. The researcher conducted the research by conducting pretest to know the students' vocabulary mastery before the treatment and conducting post-test is to know the students' vocabulary after giving treatment by using taboo word game. After getting the data, the researcher used the spss 29.0 to test the hypothesis. Then, the researcher described the data to find out the effect of using Taboo Word Game to Students' Vocabulary Mastery at Grade VIII SMP N 8 Padangsidimpuan, the researcher has taken the data by pre test and post test. Applying quantitative analysis the researcher used the formulation to test normality and homogeneity. Then the researcher described the data as follow:

A. Describing of the Data

1. Description Data of the Pre Test

a. Pre Test Score of Control Class

The pre-test in control class, the researcher choosed the VIII-1. The researcher has calculated the students' score and arranged it from the lowest score until the highest score in interval class form. The researcher calculated it used the spss 29.0. The researcher calculated it to get the score of total score, highest score, lowest score, range, interval, mean, median, modus, variant and standard deviation. The total score of pre-test

in control class was 1.232, highest score was 60, lowest score was 36, range was 24, interval was 4, mean was 49.28, modus was 52, variant was 48.973, standart deviation was 6.998. The score of pre-test in control class can be seen in the table below :

Table IV. 1
The score of Pre-Test in Control Class

No	Description	Statistics
1	Total Score	1.232
2	Highest Score	60
3	Lowest Score	36
4	Range	24
5	Interval	4
6	Mean	49.28
7	Median	52.00
8	Mode	52
9	Variant	44.960
10	Standard Deviation	6.705

After getting the result based on the table, the next step is the researcher made it into percentages to see the dominants score that gotten by the students. Below was the table of the distribution frequency :

Table IV. 2
Frequency Distribution of Pre-Test in Control Class

No	Interval	Frequency	Percentages
1.	36-39	1	4%
2.	40-43	4	16%
3.	44-47	3	12%
4.	48-51	2	8%
5.	52-55	11	44%
6.	56-59	1	4%
7.	60-63	3	12%
	i = 4	25	100%

Based on the table above, there was 1 student who got the score in interval between 36-39 (4%) with midpoint, there were 4 students who got the score in interval 40-43 (16%) there were 3 students who got score in interval 44-47 (12%), there were 2 students who got the score in interval 48-51 (8%), there were 11 students who got the score in interval 52-55 (44%), there was 1 student who got the score in interval 56-59 (4%), and there were 3 students who got the score in interval 60-63 (12%). Then, the researcher also presented the data in the form of histogram to made the description of the data clearly and completely, the histogram as follow :

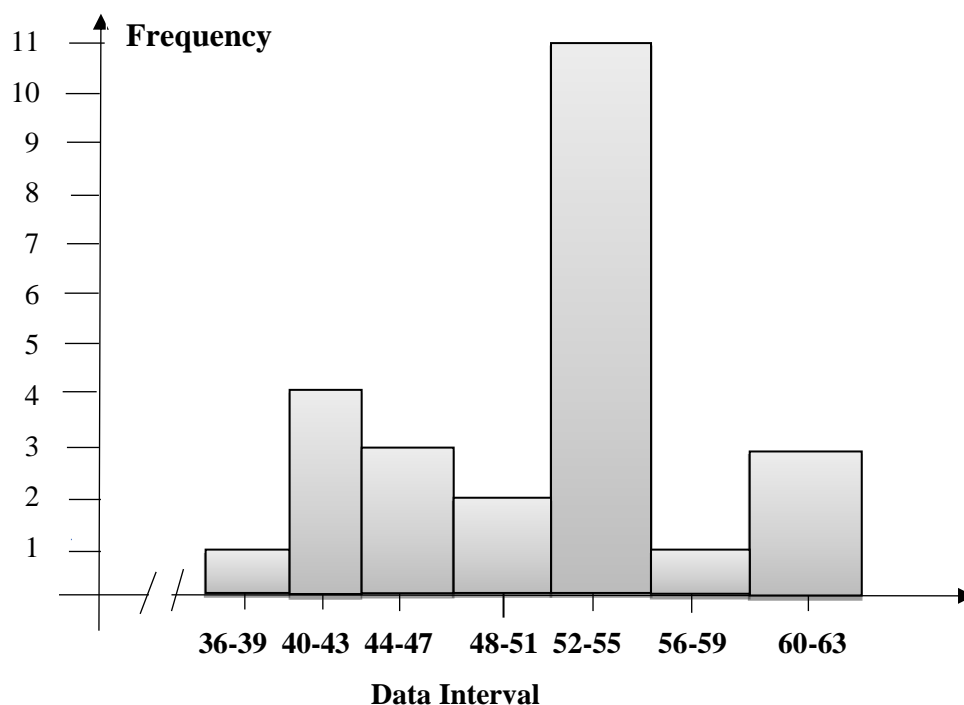


Figure IV.1 Students' Score of Pre-test in Control Class

The Figure described the students' score of pre-test in interval was different. The X-axis showed in interval score obtained by the

students, while Y-axis showed the number of students who got the score. There was 1 student got score in interval 36-39; 4 students got score in interval 40-43; 3 students who got the score in interval 44-47; 2 students who got the score in interval 48-51; 11 students who got the score in interval 52-55; 1 student who got the score in interval 56-59; and 3 students who got the score in interval 60-63. The frequency can be seen above.

b. Score of Pre-test in Experimental Class

In this research, the researcher have been given the 25 pre-test questions to the students before conducting the learning using the Taboo Word Game. The researcher used class VIII-2 as the experimental class. The researcher calculated the students' scores based on their pre-test responses, then ranked the results in the form of class intervals, starting from the lowest to the highest scores. scores, intervals, mean, median, mode, variance, and standart deviation were obtained by the researcher through calculations. The total score of experimental class in pre-test was 1.340, highest score was 72, lowest score was 36, range was 36, interval was 6, mean was 53.60, median was 52.00, more was 60, variance was 77.333, standart deviation was 8.794. The score of pre-test in experimental class can be seen in the following table :

Table IV. 3
Score of Pre-Test in Experimental Class

No	Description	Statistics
1	Total Score	1.340
2	Highest Score	72
3	Lowest Score	36
4	Range	36
5	Interval	6
6	Mean	53.60
7	Median	52.00
8	Mode	60
9	Variant	77.333
10	Standard Deviation	8.794

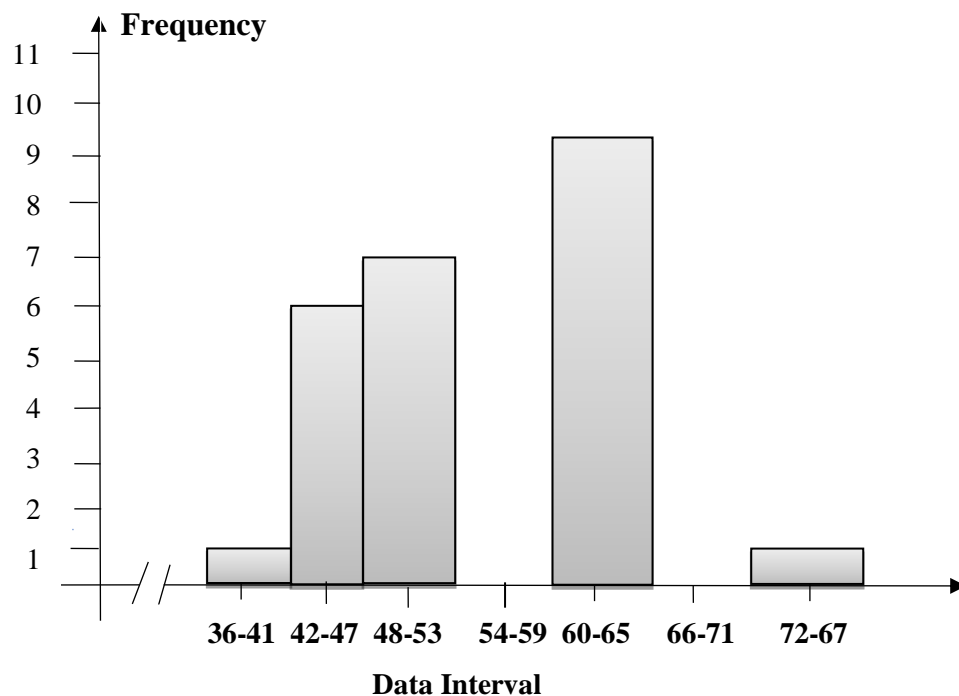
After getting the result of total score, highest score, lowest score, range, interval, mean, median, mode, variant and standart deviation, the next step was the researcher made it into percentages to see the dominant score of the students. The frequency distribution of the students' score of experimental class in pre-test could be into table frequency distribution as follow:

Table IV. 4
Frequency Distribution of Pre-Test in Experimental Class

No	Interval	Frequency	Percentages
1.	36-41	1	4.0%
2.	42-47	6	24%
3.	48-53	7	28.0%
4.	54-59	0	0%
5.	60-65	10	40%
6.	66-71	0	0%
7.	72-77	1	4.0%
	i = 6	25	100%

Based on the table above, the researcher found the students' score in interval class between 36-41 was 1 student (4.0%) it indicates that very few students are in the lowest score range. Students' score in interval 42-47 were 6 students (24%) it shows an increase in the number of students who scored slightly higher compared to the first group. Students' score in interval 48-53 were 7 students (28.0%) it showes

the performance that is in the middle. There is no students' score in interval 54-59 (0%), the students' score in interval 60-65 were 10 students (40%) it shows that most students scored in this interval, indicating relatively good performance. There is no students' score in interval 66-71, and the students' score in interval 72-77 was 1 student (4.0%) it shows that only 1 student who got the high score in this interval. After that, the researcher also presented the data in the form of histogram to make description of the data clearly and completely, the histogram as follow:



**Figure IV.
2 Students'
Score of
Pre-test in
Experimen
tal Class**

The
Figure
described
the
students'

score of pre-test in interval was different. The X-axis showed in interval score obtained by the students, while Y-axis showed the number of students who got the score. There was 1 student got score in interval 36-41, there were 6 students got score in interval 42-47, there were 7 students who got the score in interval 48-53, there is no students who got the score in interval 54-59, there were 10 students who

got the score in interval 60-65 , there is no students who got the score in interval 66-71, and there was 1 student who got the score in interval 72-77.

Based on the result of the data above, the mean score of pre-test in experimental class was higher than the mean score of post-test in control class.

2. Description Data of Post-Test

b. Post-Test Score of Control Class

The researcher gave the teacher method to students for the treatment. Then, students did the post-test. The researcher gave the test consists of 25 multiple choice and the researcher has calculated the students' score and arranged it from the lowest score until the highest score in interval class form. The researcher calculated it based on spss 29.0. The researcher calculated it to get the score of total score, highest score, lowest score, range, interval, mean, median, mode, variant and standard deviation. The score of post-test in control class can be seen in the table below :

Table IV. 5
Score of Post-Test in Control Class

No	Description	Statistics
1	Total Score	2.048
2	Highest Score	96
3	Lowest Score	72
4	Range	24
5	Interval	4
6	Mean	81.92
7	Median	80.00
8	Mode	80
9	Variant	38.827
10	Standard Deviation	6.231

The total score of post test in control class was 2.048, highest score was 96, lowest score was 72, range was 24, interval was 4, mean was 81.92, median was 80.00, modus was 80, variant was 38.827, and the standart deviation was 6.231. After calculating and getting the result, the next step is, the researcher made it into

percentages to see the dominants score that gotten by the students. The score of post test in control class could be applied into tha table frequency distribution as follow :

Table IV.6
Frequency Distributution of Post-test in Control Class

No	Interval	Frequency	Percentages
1.	72-75	1	4%
2.	76-79	6	24%
3.	80-83	9	36%
4.	84-87	3	12%
5.	88-91	2	8%
6.	92-95	3	12%
7.	96-99	1	4%
	i = 4	25	100%

Based on the table above, there was 1 students who got score in interval between 72-75 (4%), there were 6 students who got score in interval 76-79 (24%), there were 9 students who got score in interval 80-83 (36%), there were 3 students who got score in interval 84-87 (12%), there were 2 students who got score in interval 88-91 (8%), there were 2 students who got score in interval 92-95 (12%), and there was 1 student who got the score in interval 96-99 (4%). Next step is the

researcher presented the data in the form of histogram as follow :

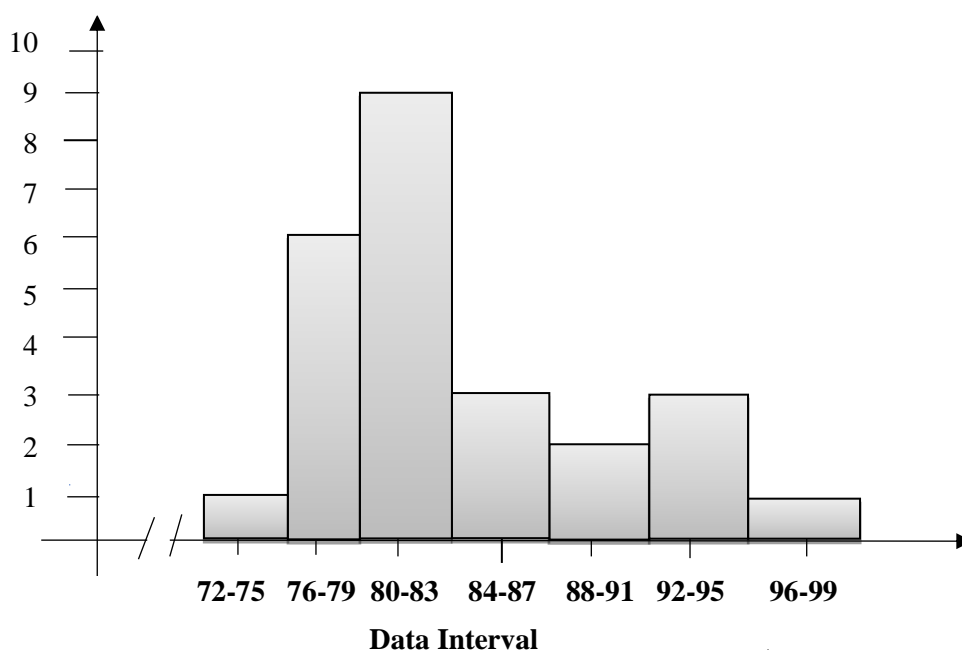
Frequency

Figure IV.
3 Students'
Score of
Post-test in
Control
Class

The

histogram above showed the students' score of post-test in interval was different. The X-axis showed in interval score obtained by the students, while Y-axis showed the number of students who got the score. There was 1 student got score in interval 72-75, 6 students got score in interval 76-79, 9 students who got the score in interval 80-83, 3 students who got the score in interval 84-87, 2 students who got the score in interval 88-91, 3 students who got the score in interval 92-95 and there was 1 students who got the score in interval 96-99.

c. Post-Test Score of Experimental Class

After giving the Taboo Word Game treatment, the students did the post-test to know the Taboo Word Game affects to the students' vocabulary mastery, the researcher gave the test of multiple choice consist of 25 questions. The researcher has calculated the students' score arranged it from the low score until the high score in interval class form. The researcher calculated using spss 29.0. The researcher calculated it to get the score of range, interval, mean, median, modus, variant and standart deviation.

Table IV. 7
The Score of Post-Test in Experimental Class

No	Description	Statistics
1	Total Score	2.244
2	Highest Score	100
3	Lowest Score	80
4	Range	20
5	Interval	3
6	Mean	89.76
7	Median	92.00
8	Mode	96
9	Variant	49.440
10	Standard Deviation	7.031

Based on the data above, the total score of post-test in experimental class was 2.244, the highest score was 100, the lowest score was 80, the range was 20, the interval was 3, the mean was 89.76, the median was 92.00, the modus was 80, the variant was 49.440, and the standard deviation was 7.031. After calculating and got the result above, the researcher made it into percentages to see the dominant score that gotten by the students. The score of post test in experimental class could be applied into the table frequency distribution as follow :

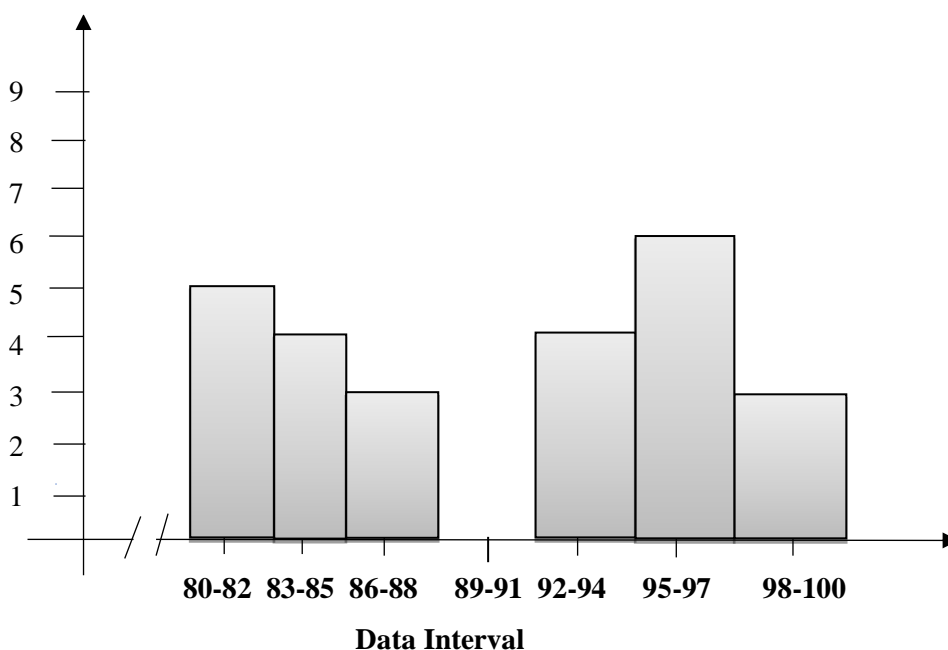
Table IV. 8
Frequency Distribution of Post-Test in Experimental

No	Interval	Frequency	Percentages
1.	80-82	5	20%
2.	83-85	4	16%
3.	86-88	3	12%
4.	89-91	0	0%
5.	92-94	4	16%
6.	95-97	6	24%
No	Interval	Frequency	Percentages
7.	98-100	3	12%
	i = 3	25	100%

Based on the table above, there were 5 students who got score in between 80-82 (20%) with midpoint 121, there were 4 students who got the score in interval 83-85 (16%), there were 3 students who got score in interval 86-88 (12%), there is no students' score in interval 89-91, there were 4 students who got score in interval 92-94 (16%), there were 6 students who got the score in interval 95-97 (24%), there were 3 students who got the score in interval 98-100 (2%). Next step is the researcher presented the data in the form of histogram as follow :

Figure IV. 4 Students' Score of Post-test in Experimental Class

Frequency



T
he Figure
above
described
the
students'
score of
post-test
in
interval

was different. The X-axis showed in interval score obtained by the students, while Y-axis showed the number of students who got the score. There were 5 students got score in interval 80-82, 4 students got score in interval 83-85, 3 students who got the score in interval 86-88, there is no student who got the score in interval 89-91, 4 student who got the score in interval 92-94, 6 students who got the score in interval 95-97 and 3 students who got the score in interval 98-100.

3. Description of Comparison the Score of Pretest and Posttest

a. The Comparison of Score Pre-test and Post-test in Control Class

After getting the score of pre-test and post test in control class, the researcher made the comparison of score in form of table. The comparison of score of pre-test and post-test in control class can be seen in the table below :

Table IV.9
The Comparison of Score Pre-test and Post-test in Control Class

No	Description	Pre-Test	Post-Test
1	Total Score	1.232	2.048
2	Highest Score	60	96
3	Lowest Score	36	72
4	Range	24	24
5	Interval	4	4
6	Mean	49.28	81.92
7	Median	52.00	80.00
8	Mode	52	80
9	Variant	44.960	38.827
10	Standart Deviation	6.705	6.231

Based on the table above, the researcher found the different score between pre-test and post-test in control class, the most of students got the lowest score in pre-test, the score was 36. The highest score in pre-test was 60 and in post test was 96. it can be concluded that the score of students' vocabulary mastery was higher in the post-test than pre-test.

b. The Comparison of Score Pre-test and Post-test in Experimental Class

After getting the score of pre-test and post test in experimental class, the researcher made the comparison of score in form of table. The comparison of score of pre-test and post-test in experimental class can be seen in the table below :

Table IV.10
The Comparison of Score Pre-test and Post-test in
Experimental Class

No	Description	Pre-Test	Post-Test
1	Total Score	1.340	2.244
2	Highest Score	72	100
3	Lowest Score	36	80
4	Range	36	20
5	Interval	6	3
6	Mean	53.60	89.76
7	Median	52.00	92.00
8	Mode	60	96
9	Variant	77.333	49.440
10	Standard Deviation	8.794	7.031

Based on the table above, the researcher found the different score pre-test and post-test in experimental class, the most of students got the lowest score in pre-test, the lowest score in pre-test was 36. But after got the treatment the lowest score in post test was 80. And the range score between pre-test and post test was 44. Based on the data, it can be concluded that the score of students' vocabulary mastery was higher in the post-test than pre-test.

c. The Range Score of Pre-Test and Post-Test

After calculated the result of this research, the researcher found the range score of pre-test and post-test in control class and experimental class. The data can be seen in form of table below :

Table IV. 11
The Range Score

Class	Pre-Test	Post-Test	Range
Control Class	60	96	36
Experimental Class	72	100	28

Based on the table above, the largest range value was in the control class, where the difference between the pre-test score and the post test score was 36.

Meanwhile, the difference in scores in the experimental class was 28. So, based on these results, both classes have increased.

B. Requirement and Hypothesis Test

1. Requirement Test

a. Normality Test

After got the score of pre-test and post test in experimental class and control class, the reseacrher calculated the normality test. The normality test in this research used Shapiro-Wilk, the data was calculated using spss 29.0. the result of normality can be seen in the table below :

Table IV. 12
The Normality Test
Shapiro-Wilk

Class	Statistic	Df	Sig.
Pre-test Experiment	,935	25	,111
Post-test Experiment	,897	25	,016
Pre-test Control	,903	25	,021
Post-test Control	,897	25	,016

In this research the researher used the Shapiro-Wilk that the test is used for small samples (less than 50). If the p-value is greater than 0.05, the data is considered normal. So, based on the table test of normality above can be seen that the significances $> 0,05$. So, $111 > 0.05$ t means that the data is normal.

b. Homogeneity Test

homogeneity test is a statistical test used to determine whether two or more groups of data have the same or homogeneous variance. This test helps ensure that the variation in different groups of data is similar, allowing for valid comparisons between groups. In calculating the data, the researcher used SPSS 29.0 version. The result in calculating the data can be seen in the table below :

Table IV.13
Homogeneity Test

Result	Levence Statistic	df 1	df 2	Sig
Based on Mean	1.482	1	48	,229
Based on Median	1.688	1	48	,200
Based on Median and with adjusted df	1.688	1	46.9 76	,200
Based on trimmed mean	1.605	1	48	,211

From the table of homogeneity test of the variance above, based on mean of post-test experimental class and post test control class, sig is 229. So, $229 > 0.05$. It means that there is no significant difference in the variances between the groups of data tested. In other words, the assumption of homogeneity of variance is met.

2. Hypothesis Test

Based on the result of the data analysis requirements test, it can be seen that both classes are normally distributed and have homogeneous variants. Therefore, to test the hypothesis can be done using the independent Sample T-test. Researchers used the SPSS version 29.0 application to calculate the hypothesis statistically. To see the effect of Taboo Word Game to students vocabulary mastery. The researcher presented the data in the table bellow :

Table IV.14
Independent Sample Tes

		F	Sig	t
Students Learning Outcomes	Equal Variances Assumed	1.4832	,229	4.172
	Equal Variances not Assumed			4.172

Based on the data above, to see whether a research is successful or not, it can look at the t_{count} and t_{table} , if $t_{\text{count}} > t_{\text{table}}$ then H_a is accepted and H_o is rejected, and if

$t_{\text{count}} < t_{\text{table}}$ then H_a is rejected and H_o is accepted. And for the hypothesis of this research can be seen from the table above, where t_{count} was 4.172 and t_{table} was 2.069. It means that $t_{\text{count}} > t_{\text{table}}$ ($4.172 > 2.069$) so Hypothesis is accepted. So, there is a significant effect of taboo word game to vocabulary mastery at grade VIII SMPN 8 Padangsidempuan.

C. Discussion

This research was conducted to determine the significance of the theory from the data analysis results in order to find the t-score and H_a . The result of the research proved theory from Priyasudiarja and Purwaningsih which stated that taboo word game can be used to enrich vocabulary and sharpen speaking and listening skill. In this research, the researcher found the result of experimental class in pre-test and post-test, before using the Taboo Word Game, the mean score of pre-test in experimental class was 53.60, the highest score was 72, and the lowest score was 36. And after using Taboo Word Game, the mean score of post-test in experimental class was 89.76, the highest score was 100, and the lowest score was 80. So the post-test score higher than pre-test score. From the score, it can be concluded that this research can prove the theory of this research, Priyasudiarja and Purwaningsih⁴⁷ stated that Taboo Word Game can be used to enrich vocabulary and sharpen speaking and listening skill.

There were several results from previous research. The first, Sari and Agung⁴⁸ the result of mean post-test score for the experimental class (80.19) was higher than the control class (67.78). The second, Alyani et al⁴⁹, the average score of the pretest before the

⁴⁷ Yusup Priyasudiarja and Y. Sri Purwaningsih, *70 English Game Fun & Learning*, ed. Th. Ari Prabawati (Yogyakarta: C.V Andu Offset, 2014).

⁴⁸ Santika Dewi Nila Sari and Winantu Kurnianingtyas Sri Agung, "The Effectiveness of Taboo Game To Improve Studnets' Vocabulary Mastery," *Jurnal Pendidikan, Bahasa Dan Budaya* 4, no. 02 (2023): 90–97, <https://doi.org/10.55606/jpbb.v1i2.975>.

⁴⁹ Cindi Alyani, Syarif Amin, and Muflihun, "The Effectiveness of Taboo Word Game Guessing Games in Students' Vocabulary Improvement" 1, no. 2 (2024): 101–16, <https://journal.umkendari.ac.id/index.php/mataoleo/article/view/706/304>.

researcher did the treatment was 55.38. After the researcher did the treatment taboo word game, the average post-test score was 77.30. Based on result above, the similarity between this research and the previous research was that have an effect on students' vocabulary mastery, but have different results. In this research, in experimental class the score of mean in pre-test was 53.00 and the score of mean in post-test was 89.76. it shows that the score of the experimental class is better than the control class. Furthermore, Harida⁵⁰ by combining TPR with taboo (aka hot seat) game, it will be more interested.

Besides that, there are also differences, the difference can be seen from the number of samples, the samples in this research amounted to 50 students, which had an experimental class of 25 students and a control class of 25 students. In the Sari and Agung research, the sample was only 27 students and in the Alyani et all research there were 13 students. In addition, the difference can be seen from achievements, in this research taboo game used to measure the students' achievement in learning noun of animals and things, in Sari and Agung reserach to measure the students' achievement in learning adjectives, and in Alyani et all research taboo game used to measure the students' achievement in learning noun of fruit.

Based on the table of interpretation the mean score the score of pre-test in experimental class before using Taboo Word Game was 53.60. So, the category was Enough. And the mean score of post-test in experimental class after using Taboo Word Game was 89.76, and the category was very good. And based on the data of mean score of Pre-Test and Post-Test in Experimental Class there is no significant effect of using Taboo Word Game to students' vocabulary mastery at grade VIII SMPN 8 Padangsidimpuan because the category of post-test in control class and experimental class was good. But, If

⁵⁰ Eka Sustri Harida, "Teaching Vocabulary by Total Physical Response (TPR) Method with Taboo (Aka Hot Seat) Game for Young Learners," *Jurnal.Iain-Padangsidimpuan.Ac.Id* 05, no. 01 (2013), <https://jurnal.iain-padangsidimpuan.ac.id/index.php/JP/article/viewFile/155/137>.

based on the increase in value, the taboo word game can develop of students' vocabulary mastery.

D. The Threat of the Research

There were some threats that faced by the researcher when conducting this research, as follow:

1. There are many students dislike to learn English.
2. Some students are slow to understand how to play Taboo Word Game.
3. Some students had the difficult to pronoun the name of things or animal on the taboo card.
4. Taboo Word Game made the classroom environment was somewhat uncondusive to learning.

CHAPTER V

DISCUSSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher got the conclusion as follow :

1. Before learning by using taboo word game, the mean score of pre-test in experimental class was 53.60. So, the students' vocabulary mastery was enough.
2. After learning by using taboo word game, the students' vocabulary mastery increasing became better than before. It can be seen from the mean score of pre-test in experimental class, the mean score of post-test in experimental class was 89.76, the category was very good. It means there is the different mean score before and after using taboo word game.
3. There is no significant effect of using taboo word game to students' vocabulary mastery at grade VIII SMP N 8 Padangsidimpuan. It can be seen from the mean score of post-test in control class and experimental class, both of class got the category "Good". But based on the t_{count} was 4.172 > t_{table} was 2.045 Taboo Word Game can enrich the students' vocabulary mastery at grade VIII SMPN 8 Padangsidimpuan.

B. Implication

Based on the research conducted on “The effect of Using Taboo Word Game to Students’ Vocabulary Mastery at Grade VIII SMPN 8 Padangsidempuan”. There are several implications obtained from the results of the study they are:

1. The result of this study, Taboo Word Game can be a good media use to improve students’ vocabulary mastery.
2. The result of this study, Taboo Word Game can make the students more enthusiastic to learn English.
3. The result of this study, Taboo Word Game can improve the quality of learning vocabulary.
4. This study can increase teachers’ awareness about the importance of using media in teaching vocabulary.

In summary, the use of taboo word game during the research can affect to the students’ vocabulary mastery. Therefore, the taboo word game needs to be applied continuously in teaching vocabulary. It is because the use of taboo word game can be effective media to help the students’ vocabulary and create an enthusiastic learning process so that the standard of competence of learning process can be achieved.

C. Suggestion

After Finishing this research, the researcher got a lot of information and experience in learning English. The researcher would like to give some suggestions, such as:

1. For Teachers

Taboo Word Game can be used as an alternative media used in the vocabulary teaching and learning process. Because taboo word game can make the students more enthusiastic to learn English. Teachers can provide interesting

methods in learning vocabulary so that the teaching and learning process becomes more enjoyable and not boring.

2. For Students

Students should be more interested in learning English, especially to enrich their vocabulary mastery. Taboo Word Game can be one of the alternative media so that students are motivated to learn English.

3. For Future Researchers

Future researchers can use this study as a reference. It also suggested that future research is expected to find new techniques, methods, and strategies to help students in mastering vocabulary.

REFERENCES

- Ag. Bambang Setiyadi. *Teaching English As A Foreign Language*. 1st ed. Graha Ilmu, 2006.
- Alyani, Cindi, Syarif Amin, and Muflihun. "The Effectiveness of Taboo Word Game Guessing Games in Students' Vocabulary Improvement" 1, no. 2 (2024): 101–16. <https://journal.umkendari.ac.id/index.php/mataoleo/article/view/706/304>.
- Arini, Dini Noor. *Practicing The Students' Pronunciation And Adding The Vocabulary In Intensive English Classes By Playing The Taboo Game*. 1st ed. Surabaya, 2016. https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=development+of+taboo+game+cards+props+as+an+alternative&btnG=#d=gs_qabs&t=1700465289773&u=%23p%3DYkB9bgDeLtAJ.
- Ary, Donald, Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh. *Introduction to Research in Education*. Edited by Chris Shortt. *Sustainability (Switzerland)*. Eight Edit. Vol. 11. Wadsworth Cengage Learning, n.d. chromeextension://efaidnbmninnibpcjpcgglefindmkaj/https://ebookppsunp.wordpress.com/wpcontent/uploads/2016/06/donald_ary_lucy_cheser_jacobs_asghar_razavieh_book-fi-org.pdf.
- Astika, Gusti. "Teaching English Vocabulary: What International Language Educators Tell Us." *The English Teacher* 44, no. 2 (2015): 84–95. <https://meltajournals.com/index.php/TET/article/view/86>.
- Bauer, Laurie. *Vocabulary*. Edited by Richard Hudson. *Analytical Biochemistry*. 2001st ed. Vol. 11. London and New York: Independely Published, 1998. <https://singlelogin.re/book/997434/052f66/vocabulary-language-workbooks.html>.
- Betti, Mohammed Jasim. "Form Classes: Nouns," no. January (2022). <https://doi.org/10.13140/RG.2.2.36443.69920>.
- Cleary, Brian P. *A Mink, a Fink, a Skating Rink: What Is a Noun?* Lerner Publishing Group, 1999. <https://singlelogin.re/book/701267/601736/a-mink-a-fink-a-skating-rink-what-is-a-noun.html>.
- Fitriana, Dwi Ajeng. "The Influence of Taboo Game on Students' Speaking Skill at The Seventh Grade at SMP Ma'Arif 1 Metro." IAIN Metro, 2022. [chrome-extension://efaidnbmninnibpcjpcgglefindmkaj/https://repository.metrouniv.ac.id/id/eprint/7027/1/SKRIPSI Dwi Ajeng Fitriana 1801071014 - Dwi Ajeng.pdf](chrome-extension://efaidnbmninnibpcjpcgglefindmkaj/https://repository.metrouniv.ac.id/id/eprint/7027/1/SKRIPSI%20Dwi%20Ajeng%20Fitriana%201801071014%20-%20Dwi%20Ajeng.pdf).
- Gaol, Reni Rosiann Lumban. "The Effect of Taboo Word Game in Improving Vocabulary Mastery." *Journal MELT (Medium for English Language Teaching)* 4, no. 2 (June 4, 2021): 155. <https://doi.org/10.22303/melt.4.2.2019.155-169>.
- Gay, L R, Geoffrey E Mills, and Petter Airasian. *Educational Research*. Tenth Edit. Pearson Education. InC, n.d. [https://yuli-elearning.com/pluginfile.php/4831/mod_resource/content/1/Gay-E Book Educational Research-2012.pdf](https://yuli-elearning.com/pluginfile.php/4831/mod_resource/content/1/Gay-E%20Book%20Educational%20Research-2012.pdf).

- Harida, Eka Sustri. "Teaching Vocabulary by Total Physical Response (TPR) Method with Taboo (Aka Hot Seat) Game for Young Learners." *Jurnal.Iain-Padangsidimpuan.Ac.Id* 05, no. 01 (2013). <https://jurnal.iain-padangsidimpuan.ac.id/index.php/JP/article/viewFile/155/137>.
- Harmer, Jeremy. *The Practical of English Language Teaching*. New York: Longman, 2000.
- Hedge, Tricia. *Teaching and Learning in the Language Classroom*. 1st ed. Oxford University Press, 2000.
- Hsb, Sri Nardani, Eka Sustri Harida, and Fitri Rayani Siregar. "The Effect of Watching Film To Students' Vocabulary Mastery At Grade Xi Smk Negeri 1 Padangsidimpuan." *English Education* 02, no. 01 (2014). <https://www.academia.edu/search?q=vocabulary>.
- K, Titie Surtiyah, Ai Siti Djamilah, and Neneng Nurjannah. *Bahasa Inggris Communicative English in Context*. Edited by Nadira Dhaifina. Bandung, 2017.
- Kamil, Michael L, and Elfrieda H Hiebert. *Teaching and Learning Vocabulary*. Illustrate. Lawrence Erlbaum Associates, 2005. <https://singlelogin.re/book/667521/38f52a/teaching-and-learning-vocabulary-bringing-research-to-practice.html>.
- Lubis, Fitriadi, Sojuangon Rambe, and Rahmi Pu'adi Siregar. "The Effect of Concept Circle Strategy on Students' Vocabulary Mastery at Grade VII MTs N 2 Padangsidimpuan." *Block Caving – A Viable Alternative?* 21, no. 1 (2017): 1–9. <https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/1174>
- McCarten, Jeanne. *Teaching Vocabulary: Lessons From The Corpus, Lessons From The Classroom*. Cambridge University Press, 2007.
- Nastiti, Maria Graciela Wuri, and Yohana Veniranda. "Using Taboo Game To Improve Vocabulary," no. February (2021): 51–60. https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=Using+Taboo+Game+To+Improve+Vocabulary+Of+Grade+VIII+Students+Of+Smp+Negeri+1+Semin+Gunung+kidul&btnq=.
- Nasution, Wardah Mutiah, Eka Sustri Harida, and Ardi Oktapian. "Anagram Game to Teach Vocabulary Mastery for Islamic Junior High School Students." *Tazkir: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 6, no. 2 (2020). <https://doi.org/10.24952/tazkir.v6i2.3014>.
- Priyasudiarja, Yusup, and Y. Sri Purwaningsih. *70 English Game Fun & Learning*. Edited by Th. Ari Prabawati. Yogyakarta: C.V Andu Offset, 2014.
- Sari, Santika Dewi Nila, and Winantu Kurnianingtyas Sri Agung. "The Effectiveness of Taboo Game To Improve Studnets' Vocabulary Mastery." *Jurnal Pendidikan, Bahasa Dan Budaya* 4, no. 02 (2023): 90–97. <https://doi.org/10.55606/jpbb.v1i2.975>.

Sarmila, Nina. "Development Of Taboo Game Cards Props As An Alternative Medium in Teaching English For Seventh Grade Students Of SMPN 8 Palopo." State Islamic Institute Of Palopo, 2022. http://repository.iainpalopo.ac.id/id/eprint/6084/1/NINA_SARMILA.pdf.

Schmitt, Norbert. *Vocabulary in Language Teaching*. Vocabulary in Language Teaching. United Kingdom: Cambridge University Press, 2000. <https://doi.org/10.4324/9781315679549>.

Siregar, Fitri Rayani. "Male and Female Students' Vocabulary Mastery." *English Education : English Journal for Teaching and Learning* 10, no. 2 (2022): 237–49. <https://doi.org/10.24952/ee.v10i2.6755>.

Siregar, Fitri Rayani, and Eka Sustri Harida. *Building A Better Vocabulary By Word Formation Process*. 1st ed. Kencana, 2021. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://repo.uinsyahada.ac.id/980/2/Building a Better Vocab_wm_sample.pdf.

Siregar, Mega Agnesya, and Rahmah Fithriani. "Learning English Vocabulary with Taboo Game: A Case Study of Indonesian Junior High School Students Corresponding Email Article's History." *Ethical Lingua Journal of Language Teaching and Literature* 10, no. 1 (2022): 2023. <https://doi.org/10.30605/25409190.513>.

Somathasan, M. "The Importance of Vocabulary Development : An ESL and Tool Based Approach" 12, no. 1 (2021): 1–13. [http://192.248.64.43/bitstream/handle/1234/14587/Essay Dr.Somathasan.pdf?sequence=1&isAllowed=y](http://192.248.64.43/bitstream/handle/1234/14587/Essay%20Dr.Somathasan.pdf?sequence=1&isAllowed=y).

Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*. 25th ed. Bandung: Alfabeta, 2017.

Thornbury, Scott. *How to Teach Vocabulary*. https://www.academia.edu/18950782/How_to_teach_vocabulary_by_Scott_Thornbury. Copy Right. Pearson Education Limited, 2002, 2002. <https://singlelogin.re/book/2492323/944f92/how-to-teach-vocabulary.html>.

Wahyuningsih, Sri. "The Effect of Word Chain Game To Students' Vocabulary Mastery At Grade Viii of Smp Negeri 5 Padangsidempuan." State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, 2020. <https://etd.uinsyahada.ac.id/2769/1/1520300029.pdf>.

CURRICULUM VITAE



I. Identity

1. Name : Putri Zul Hilma Lubis
2. Reg. Numb : 20 203 00020
3. Gender : Female
4. Place/Birth : Salambue, 01 April 2002
5. Child : 3
6. Nationality : Indonesia
7. Status : Not Married
8. Religion : Islam
9. Address : Desa Salambue, Kota Padangsidimpuan
10. Phone Number : 081264428088
11. E-mail : putrizulhilma@gmail.com

II. Parents

- a. Father
 1. Name : Muhammad Rum Lubis
 2. Job : Pensiunan
- b. Mother
 1. Name : Juriati Harahap
 2. Job : Pedagang

III. Educational Background

1. Elementary School : SD Negeri 200501 Salambue
2. Junior High School : SMP Negeri 8 Padangsidimpuan
3. Senior High School : SMA Negeri 3 Padangsidimpuan
4. S.1 : UIN Syekh Ali Hasan Ahmad Addary
Padangsidimpuan

APPENDIX 1

LESSON PLAN IN EXPERIMENTAL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP N 8 Padangsidempuan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Ganjil
Materi : Vocabulary about Animal and Things
Alokasi waktu : 2 x 40 menit

A. Kompetensi Inti

1.	Menghargai dan menghayati ajaran agama yang dianutnya.
2.	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3.	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4.	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar		Indikator	
3.1	Siswa mampu memahami kosa kata yang diajarkan oleh guru.	3.1.1	Siswa mampu menuliskan kosa kata yang diajarkan oleh guru.
4.1	Siswa mampu menguasai kosa kata yang telah diajarkan oleh guru.	4.1.1	Siswa mampu mengucapkan kosa kata yang diajarkan oleh guru.

C. Tujuan Pembelajaran

1. Secara bersama-sama peserta didik mampu mengetahui kosa kata baru yang diajarkan oleh guru
2. Melalui kegiatan Taboo Word Game para peserta didik mampu mengenali ciri-ciri atau persamaan dari kosa kata yang diajarkan oleh guru.
3. Melalui kegiatan Taboo Word Game para peserta didik mampu menguasai dan menerjemahkan kosa kata yang diajarkan.

D. Materi Pembelajaran

Materi pembelajaran tentang kata benda Animal and Things.

E. Metode Pembelajaran :

Metode pembelajaran melalui kegiatan Taboo Word Game.

F. Media Pembelajaran

1. Papan tulis
2. Spidol
3. Kartu yang berisi kosa kata
4. Laptop dan infocus (jika ada)

G. Sumber Belajar

1. Buku penunjang kurikulum 13 mata pelajaran bahasa inggris.
2. Kamus bahasa inggris.

H. Langkah-langkah Pembelajaran

- a. Kegiatan pendahuluan
 1. Berdoa sebelum memulai pembelajaran
 2. Greeting
 3. Guru mengabsen siswa
 4. Guru memberi motivasi
 5. Guru memberi gambaran penjelasan mengenai materi yang akan di pelajari serta strategi yang akan digunakan.
 6. Guru menunjukkan gambar benda kepada siswa dan bertanya apakah nama benda tersebut dalam bahasa inggris
 7. Siswa menjawab pertanyaan guru
- b. Kegiatan inti
 1. Guru mengelompokkan siswa dalam kelompok-kelompok yang berjumlah 3 atau 4 orang.
 2. Setiap kelompok mendapatkan sejumlah kartu antara 6-24 kartu.
 3. Siswa pertama mengambil kartu dan menunjukkannya kepada siswa yang lain. Dia juga berperan sebagai *timer*.
 4. Siswa kedua memberikan deskripsi tentang gambar tersebut tapi tidak boleh menyebutkan bahasa inggris dari gambar tersebut, selama waktu yang ditentukan, misalnya 7-10 detik.
 5. Setelah itu siswa ketiga, dan kemudian siswa keempat.
 6. Apabila ada yang gagal, siswa yang gagal itu mendapatkan kartu tadi.
- c. Kegiatan Penutup
 1. Diakhir permainan guru dan peserta didik bersama-sama menghitung skore dari masing-masing team.
 2. Team dengan perolehan skore tertinggi akan mendapatkan hadiah dari guru.

I. Penilaian Hasil Pembelajaran

- Keaktifan :
1. Berkontribusi dalam kegiatan pembelajaran
 2. Mampu merespon pertanyaan secara lisan.

Padangsidimpuan,

2024

Researcher

Putri Zul Hilma Lubis

APPENDIX 2

LESSON PLAN IN CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP N 8 Padangsidempuan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Ganjil
Materi : Vocabulary about Animal and Things
Alokasi waktu : 2 x 40 menit

A. Kompetensi Inti

1.	Menghargai dan menghayati ajaran agama yang dianutnya.
2.	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3.	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4.	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar		Indikator	
3.1	Siswa mampu memahami kosa kata yang diajarkan oleh guru.	3.1.1	Siswa mampu menuliskan kosa kata yang diajarkan oleh guru.
4.1	Siswa mampu menguasai kosa kata yang diajarkan oleh guru	4.1.1	Siswa mampu mengucapkan kosa kata yang diajarkan oleh guru.

C. Tujuan Pembelajaran

1. Secara bersama-sama peserta didik mampu mengetahui kosa kata baru yang diajarkan oleh guru.
2. Siswa mampu memahami kosa kata yang diajarkan oleh guru.
3. Siswa mampu untuk menguasai kosa kata serta terjemahan dari kosa kata yang diajarkan oleh guru.

D. Materi Pembelajaran

Materi pembelajaran tentang noun of Animal and Things.

E. Metode Pembelajaran :

Metode pembelajaran melalui kegiatan traditional methode.

F. Media Pembelajaran

1. Papan tulis
2. Spidol
3. Kertas yang berisi gambar

G. Sumber Belajar

1. Buku penunjang kurikulum 13 mata pelajaran bahasa inggris.
2. Kamus bahasa inggris.

H. Langkah-langkah Pembelajaran

- a. Kegiatan pendahuluan
 1. Berdoa sebelum memulai pembelajaran.
 2. Greeting
 3. Guru mengabsen siswa
 4. Guru memberi motivasi
 5. Guru memberi gambaran penjelasan mengenai materi yang akan di pelajari.
 6. Guru menunjukkan gambar benda kepada siswa dan bertanya apakah nama benda tersebut dalam bahasa inggris
 7. Siswa menjawab pertanyaan guru
- b. Kegiatan inti
 1. Guru menunjukkan beberapa gambar tentang benda.
 2. Guru menyebutkan nama benda yang ada didalam gambar dalam bahasa inggris dan siswa diminta untuk menyebutkan ulang nama benda tersebut.
 3. Guru meminta siswa mencari arti benda yang ada pada gambar menggunakan kamus bahasa inggris.
 4. Guru meminta siswa untuk menuliskan kosa kata tersebut di buku tulis mereka masing-masing.
- c. Kegiatan Penutup
 1. Guru meminta siswa untuk menyebutkan ulang kosa kata yang mereka tulis sebelumnya.
 2. Guru meriview pembelajaran sekaligus merangkum materi pembelajaran pada hari itu.
 3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
 4. Kelas di tutup dengan doa.

I. Penilaian Hasil Pembelajaran

- Keaktifan :
1. Berkontribusi dalam kegiatan pembelajaran
 2. Mampu merespon pertanyaan secara lisan.

Padangsidempuan,

2024

Researcher

Putri Zul Hilma Lubis

RENCANA PELAKSANAAN PEMBELAJARAN

Kompetensi Dasar		Indikator Pencapaian Kompetensi	
3.6	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)	3.6.1	Mengidentifikasi fungsi sosial simple past tense vs present perfect tense, struktur teks simple past tense vs present perfect tense, unsur kebahasaan simple past tense vs present perfect tense. (C1)
		3.6.2	Memahami fungsi sosial simple past tense vs present perfect tense, struktur teks simple past tense vs present perfect tense, unsur kebahasaan simple past tense vs present perfect tense. (C2)
		3.6.3	Menganalisis fungsi sosial simple past tense vs present perfect tense, struktur teks simple past tense vs present perfect tense, unsur kebahasaan simple past tense vs present perfect tense. (C4)
4.6	Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.6.1	Menuliskan teks sederhana simple past tense dan present perfect tense. (C6)
		4.6.2	Menyampaikan secara lisan teks sederhana simple past tense dan present perfect tense. (C6)

APPENDIX 3 Instrument Pre-Test Before Validation

Instrument Pre-test in Experimental Class and Control Class

Choose the best answer below

1. Kukkuruyuk” is the sound of ?

- a. Duck
- b. Chicken
- c. Bird
- d. Butterfly

2. The things we used to writing

- a. Book
- b. Pen
- c. Bag
- d. Table

3. What is the name of this picture ?



- a. Bird
- b. Dragon
- c. Butterfly
- d. Starfish

4. What is the name of this picture ?



- a. Lion
- b. Tiger
- c. Panda
- d. Bear

5. What is the name of this picture ?



- a. Duck
- b. Chicken
- c. Rabbit
- d. Fish

6. “kwek kwek kwekk” is the sound of ?

- a. Chicken
- b. Duck
- c. Bird
- d. Lion

7. What is the name of this picture ?



- a. Pen
- b. Book
- c. Paper
- d. Write



8. What is the name of the picture above ?

- a. Paper
- b. Picture
- c. Camera
- d. Album

9. What is the name of this picture ?



- a. Bag
- b. Gab
- c. Pencil case
- d. Basket

10. What is the name of this picture ?



- a. Owl
- b. Parrot
- c. Dove
- d. Gereja bird

11. The characteristic of "elephant" is ?

- a. Big, trunk, big ear
- b. Small. Trunk, slow
- c. Big ear, slow, small
- d. Slow, big, king

12. What is the name of this picture?



- a. Butterfly
- b. Tiger
- c. Cat
- d. Lion

13. What is the name of this picture ?



- a. Badrrom
- b. Tabel
- c. Teibel
- d. Table

14. What is the name of this picture ?



- a. Watch
- b. Laptop
- c. Television
- d. Telepision

15. What is the name of the picture below ?



- a. Television
- b. Radio
- c. Telephone
- d. Music



16. What is the name of the animal above ?

- a. Belut
- b. Worm
- c. Snake
- d. Leech

17. What is the name of the animal that lives in water ?

- a. Fish
- b. Bird
- c. Horse
- d. Cat



18. What is the name of animal above :

- a. Bear
- b. Snake
- c. Frog
- d. Cat

19. What is the name of animal above ?

- a. Snake
- b. Elephant
- c. Dog
- d. Hamstre



20. What is the name of the picture above ?

- a. Lion
- b. Tiger
- c. Crocodile
- d. Bear

21. What is the meaning of “house”

- a. Rumah
- b. Badroom
- c. Tenda
- d. Hotel

22. What is the meaning of “bag”

- a. Pensil
- b. Karung
- c. Tas
- d. Laci

23. What is the meaning of “lion”

- a. Buaya
- b. Sapi
- c. Singa
- d. Kancil

24. What is the meaning of “bird”

- a. Bird
- b. Buaya
- c. Cicak
- d. Kelelawar

25. What is the meaning of “cat”

- a. Kelinci
- b. Kucing
- c. Panda
- d. Tikus

26. What is the meaning of “mouse”

- a. Cicak
- b. Kelinci
- c. Tikus
- d. Buaya

27. What is the meaning of “buku, pulpen, meja”

- a. Book, pen, table
- b. Book, table, pencil
- c. Pen, book, table
- d. Book, pen, table

28. What is the meaning of “Phone”

37. T-L-E-E-I-V-I-S-O-N

- a. Televisi
- b. Hp
- c. Radio
- d. Music

29. What is the meaning of “Elephant”

- a. Beruang
- b. Gajah
- c. Panda
- d. Harimau

Which is the correct spelling word below ?

30. D-K-U-C

- a. Duck
- b. Bebek
- c. Dukc
- d. Duke

31. M-N-O-Y-E

- a. Money
- b. Moyne
- c. Yemon
- d. Monye

32. S-A-N-E-K

- a. Snak
- b. Snake
- c. Kasen
- a. Snack

33. F-H-I-S

- a. Hifs
- b. Fiss
- c. Fish
- d. Fihs

34. O-B-O-K

- a. Koob
- b. Boko
- c. Book

35. O-P-H-N-E

- a. Pohne
- b. Phone
- c. Ponhe
- d. Nephon

36. B-I-R-D

- a. Brid
- b. Bird
- c. Bidr
- d. Bride

- a. Telephone

- b. Teleport
 - c. Transport
 - d. Television
38. G-T-I-E-R-
- a. Lion
 - b. Triger
 - c. Rigert
 - d. Tiger
39. T-R-U-L-T-E
- a. Turtle
 - b. Turtel
 - c. Trutel
 - d. Trulet
40. L-O-I-N
- a. Loin
 - b. Lion
 - c. Lino
 - d. Loni
41. O-B-O-K
- a. Book
 - b. Bkoo
 - c. Koob
 - d. Buuk
42. G-T-I-E-R-
- a. Lion
 - b. Triger
 - c. Rigert
 - d. Tiger
43. T-R-U-L-T-E
- a. Turtle
 - b. Turtel
 - c. Trutel
 - d. Trulet
44. P-N-E-C-L-I
- a. Pulpen
 - b. Pencil
 - c. Puncel
 - d. Pencli
45. O-H-U-E-S
- a. Hause
 - b. House
 - c. Hesuo
 - d. Housa
46. E-T-A-L-B
- a. Teibel
 - b. Talbe
 - c. Tabel
 - d. Table
47. P-C-I-T-U-E-R
- a. Picture
 - b. Puctire
 - c. Pucture
 - d. Pitcure
48. T-C-A
- a. Tac
 - b. Cat
 - c. Catt
 - d. Cta
49. O-U-M-E-S
- a. Mouse
 - b. Meuse
 - c. Somue
 - d. Muose
50. W-O-N-I-D-W
- a. Window
 - b. Wondiw
 - c. Dowwin
 - d. niwdow

APPENDIX 4 Instrument Post-Test Before Validation

Instrument Post-test in Experimental Class and Control Class

Choose the best answer for the question below !

1. What is the name of this picture ?



- a. Pen
- b. Book
- c. Paper
- d. Write



2. What is the name of the picture above ?

- a. Paper
- b. Picture
- c. Camera
- d. Album



3. What is the name of the picture above ?

- a. Table
- b. Chair
- c. Bag
- d. Rack

4. What is the name of the thing used for writing ?

- a. Book
- b. Colour pen
- c. Pen
- d. Eraser

5. What is the name of the picture below ?



- a. Radio
- b. Infocus
- c. Television
- d. Music box

6. What is the name of this picture ?



- a. Owl
- b. Parrot
- c. Dove
- d. Gereja bird

7. The characteristic of “elephant” is ?

- a. Big, trunk, big ear
- b. Small. Trunk, slow
- c. Big ear, slow, small
- d. Slow, big, king

8. What is the name of this picture?



- a. Butterfly
- b. Tiger
- c. Cat
- d. Lion

9. “Long, bite, has no legs.”
The characteristics above is animal ?

- a. Owl
- b. Snake
- c. Bird
- d. Cat



10. What is the name of animal above :
- Bear
 - Snake
 - Frog
 - Cat



11. What is the name of animal above ?
- Snake
 - Elephant
 - Dog
 - Hamstre



12. What is the name of the picture above ?
- Lion
 - Tiger
 - Crocodile
 - Bear
13. "meaow, meaow" is the sound of ?
- Lion
 - Bear
 - Cat
 - Mouse



14. What is the name of the animal above ?
- Belut
 - Worm
 - Snake
 - Leech
15. What is the name of the animal that lives in water ?

- Fish
- Bird
- Horse
- Cat

16. What is the name of the picture below ?



- Television
 - Radio
 - Telephone
 - Music
17. What is the meaning of this words "snake, bird, cat"
- Belut,kucing,burung"
 - Ular, kucing,burung"
 - Burung, kucing, ular
 - Ular, burung, kucing
18. What is the meaning of "chicken"
- Bebek
 - Ayam
 - Ikan
 - Kucing
19. What is the meaning of "Elephant"?
- Beruang
 - Gajah
 - Orang hutan
 - Dinosaurius
20. What is the meaning of "crocodile"
- Dinosaurius
 - Buaya
 - Kura-kura
 - Rusa
21. What is the meaning of "buku, pulpen, meja"
- Book, pen, table
 - Book, table, pencil
 - Pen, book, table
 - Book, pen, table
22. What is the meaning of "LION"
- Harimau
 - Gajah
 - Singa
 - Gorila

23. What is the meaning of
"TIGER"
- Singa
24. What is the name of this word
"mouse" in Indonesia ?
- Kelinci
 - Tikus
 - Kelelawar
 - Kecoa
25. What is the meaning of this
picture below?
"Kupu-kupu"



- Bird
 - Bee
 - Butterfly
 - Flower
26. What is the meaning of this
word "tikus"
- Mouse
 - House lizard
 - Leech
 - Cockroach
27. What is the meaning of word
"pencil, book, bag"
- Pulpen, buku, tas
 - Tas, pulpen, buku
 - Buku, tas, pen
 - Pensil, buku, tas
28. What is the English name of
"burung"
- Bird
 - Fish
 - Butterfly
 - Cat
29. "Music, song, listen" are the
characteristics of ?
- Taxi
 - Radio
 - Tv
 - Bell



- Harimau
 - Gajah
 - Jerapah
30. What is the name of picture
above ?
- Television
 - Telephone
 - Radio
 - Camera
31. "search, website, browser" are
the another name of ?
- Instagram
 - Google
 - Twitter
 - Twitter
32. What is the meaning of
"Elephant"?
- Beruang
 - Gajah
 - Orang hutan
 - Dinosaur
33. What is the name of this animal
in English ?



- Snack
 - Pithon
 - Snake
 - Belut
34. What is the meaning of "buku,
pulpen, meja"
- Book, pen, table
 - Book, table, pencil
 - Pen, book, table
 - Book, pen, table
35. What is the name of this word
"mouse" in Indonesia ?
- Kelinci
 - Tikus
 - Kelelawar
 - Kecoa
36. What is the meaning of
"chicken"
- Bebek
 - Ayam
 - Ikan
 - Kucing



37. Choose the correct name of picture above !

- a. Chair=Meja
- b. Chair= Kursi
- c. Table=Kursi
- d. Chair=Table

Which is the correct spelling word below ?

38. B-I-R-D

- a. Brid
- b. Bird
- c. Bidr
- d. Bride

39. T-L-E-E-I-V-I-S-O-N

- a. Telephone
- b. Teleport
- c. Transport
- d. Television

40. G-T-I-E-R-

- a. Lion
- b. Triger
- c. Rigert
- d. Tiger

41. T-R-U-L-T-E

- A. Turtle
- B. Turtel
- C. Trutel
- D. Trulet

42. P-N-E-C-L-I

- a. Pulpen
- b. Pencil
- c. Puncel
- d. Pencli

43. B-R-I-D

- a. Bird
- b. Brid
- c. Bidr
- d. Bdir

44. O-B-K-O

- a. Koob
- b. Book
- c. Bkoo
- d. Boko

45. R-B-A-B-I-T

- a. Barrit
- b. Rabbit
- c. Rabit
- d. Tarbit

46. T-C-A

- a. Tac
- b. Cat
- c. Act
- d. Tac

47. S-A-N-E-K

- b. Snak
- c. Snake
- d. Kasen
- e. Snack

48. F-H-I-S

- a. Hifs
- b. Fiss
- c. Fish
- d. Fihs

49. O-B-O-K

- a. Koob
- b. Boko
- c. Book
- d. Boook

50. O-P-H-N-E

- a. Pohne
- b. Phone
- c. Ponhe
- d. nephon

APPENDIX 5

Key Answers of Pre-Test and Post-Test in Experimental Class and Control Class

Key Answers of Pre-Test

1. B	26. B
2. B	27. C
3. C	28. A
4. B	29. B
5. A	30. B
6. B	31. A
7. B	32. A
8. B	33. B
9. B	34. C
10. A	35. C
11. A	36. B
12. A	37. B
13. C	38. D
14. D	39. D
15. C	40. A
16. C	41. B
17. C	42. A
18. A	43. D
19. C	44. A
20. C	45. B
21. A	46. B
22. A	47. D
23. C	48. A
24. C	49. B
25. A	50. A

Key Answers of Post-Test

1. B	16. C
2. B	17. D
3. C	18. B
4. C	19. B
5. C	20. B
6. A	21. A
7. A	22. C
8. C	23. B
9. B	24. B
10. C	25. C
11. C	26. A
12. A	27. D
13. C	28. A
14. C	29. B
15. A	30. B
31. B	32. B

- 33. C
- 34. A
- 35. B
- 36. B
- 37. B
- 38. B
- 39. D
- 40. D
- 41. A
- 42. B
- 43. A
- 44. B
- 45. B
- 46. B
- 47. C
- 48. C
- 49. C
- 50. B

APPENDIX 6
VALIDATION INSTRUMENT TEST OF PRE-TEST

No	R _{Hitung}	R _{Tabel}	Keterangan
1	0,460729	0,3961	Valid
2	0,474137	0,3961	Valid
3	0,624853	0,3961	Valid
4	0,189865	0,3961	Invalid
5	-0,12904	0,3961	Invalid
6	0,692826	0,3961	Valid
7	-0,0654	0,3961	Invalid
8	0,070848	0,3961	Invalid
9	0,269768	0,3961	Invalid
10	0,717429	0,3961	Valid
11	0,242519	0,3961	Invalid
12	-0,19357	0,3961	Invalid
13	0,092388	0,3961	Valid
14	0,922388	0,3961	Valid
15	-0,09777	0,3961	Invalid
16	0,036787	0,3961	Invalid
17	0,538967	0,3961	Valid
18	0,347996	0,3961	Invalid
19	0,922388	0,3961	Valid
20	0,594413	0,3961	Valid
21	0,922388	0,3961	Valid
22	-0,03134	0,3961	Invalid
23	0,070848	0,3961	Invalid
24	0,515613	0,3961	Valid
25	-0,09946	0,3961	Invalid
26	0,717429	0,3961	Valid
27	0,641667	0,3961	Valid
28	0,580047	0,3961	Valid
29	0,641667	0,3961	Valid
30	0,717429	0,3961	Valid
31	0,703287	0,3961	Valid
32	0,766636	0,3961	Valid
33	0,766636	0,3961	Valid
34	0,717429	0,3961	Valid
35	-0,03134	0,3961	Invalid
36	-0,13983	0,3961	Invalid
37	0,717429	0,3961	Valid
38	0,64362	0,3961	Valid
39	0,509963	0,3961	Valid
40	0,490589	0,3961	Valid
41	0,036787	0,3961	Invalid

No	R_{Hitung}	R_{Tabel}	Keterangan
42	-0,03134	0,3961	Invalid
43	0,460993	0,3961	Valid
44	-0,19445	0,3961	Invalid
45	-0,02067	0,3961	Invalid
46	0,668223	0,3961	Valid
47	0,717429	0,3961	Valid
48	0,668223	0,3961	Valid
49	-0,06987	0,3961	Invalid
50	0,406373	0,3961	Valid

APPENDIX 7

VALIDATION INSTRUMENT TEST OF POST-TEST

No	R _{Hitung}	R _{Tabel}	Keterangan
1	0,385625	0,3961	Invalid
2	0,334044	0,3961	Invalid
3	0,30678	0,3961	Invalid
4	0,406297	0,3961	Valid
5	0,071153	0,3961	Invalid
6	0,30678	0,3961	Invalid
7	0,53579	0,3961	Valid
8	0,30678	0,3961	Invalid
9	0,612538	0,3961	Valid
10	0,89674	0,3961	Valid
11	0,30678	0,3961	Invalid
12	0,706982	0,3961	Valid
13	0,89674	0,3961	Valid
14	-0,03034	0,3961	Invalid
15	0,588867	0,3961	Valid
16	0,019593	0,3961	Invalid
17	0,554985	0,3961	Valid
18	0,040244	0,3961	Invalid
19	0,165344	0,3961	Invalid
20	0,89674	0,3961	Valid
21	0,89674	0,3961	Valid
22	0,89674	0,3961	Valid
23	0,89674	0,3961	Valid
24	0,646105	0,3961	Valid
25	0,434907	0,3961	Valid
26	0,89674	0,3961	Valid
27	0,673572	0,3961	Valid
28	0,89674	0,3961	Valid
29	0,89674	0,3961	Valid
30	0,89674	0,3961	Valid
31	0,63969	0,3961	Valid
32	0,646106	0,3961	Valid
33	0,339368	0,3961	Invalid
34	0,165344	0,3961	Invalid
35	0,89674	0,3961	Valid
36	0,86932	0,3961	Valid
37	0,159091	0,3961	Invalid
38	0,30678	0,3961	Invalid
39	0,89674	0,3961	Valid
40	0,460707	0,3961	Valid
No	R _{Hitung}	R _{Tabel}	Information
41	0,89674	0,3961	Valid
42	0,89674	0,3961	Valid
43	0,521103	0,3961	Valid

44	0,89674	0,3961	Valid
45	0,585229	0,3961	Valid
46	-0,00225	0,3961	Invalid
47	0,89674	0,3961	Valid
48	0,89674	0,3961	Valid
49	0,706982	0,3961	Valid
50	0,86932	0,3961	Valid

APPENDIX 8

Instrument Pre-Test in Experimental Class and Control Class

1. Kukkuruyuk” is the sound of ?

- e. Duck
- f. Chicken
- g. Bird
- h. Butterfly

2. The things we used to writing

- e. Book
- f. Pen
- g. Bag
- h. Table

3. What is the name of this picture ?



- e. Bird
- f. Dragon
- g. Butterfly
- h. Starfish

4. kwek kwek kwekk” is the sound of ?

- e. Chicken
- f. Duck
- g. Bird
- h. Lion

5. What is the name of this picture ?



- e. Bag
- f. Gab
- g. Pencil case
- h. Basket

6. What is the name of this picture?



- e. Butterfly
- f. Tiger
- g. Cat
- h. Lion

7. What is the name of this picture ?



- e. Badrrom
- f. Tabel
- g. Teibel
- h. Table



8. What is the name of the animal above ?

- e. Belut
- f. Worm
- g. Snake
- h. Leech



9. What is the meaning of “lion”

- e. Buaya
- f. Sapi
- g. Singa
- h. Kancil

10. What is the meaning of “mouse”

- e. Cicak
- f. Kelinci
- g. Tikus
- h. Buaya

11. What is the meaning of “buku, pulpen, meja”

- e. Book, pen, table
- f. Book, table, pencil
- g. Pen, book, table
- h. Tabel, book, pen




12. What is the meaning of “Phone”

- e. Televisi
- f. Hp
- g. Radio
- h. Music

13. What is the meaning of “Elephant”
 - e. Beruang
 - f. Gajah
 - g. Panda
 - h. Harimau
14. D-K-U-C
 - e. Duck
 - f. Bebek
 - g. Dukc
 - h. Duke
15. M-N-O-Y-E
 - e. Money
 - f. Moyne
 - g. Yemon
 - h. Monye
16. S-A-N-E-K
 - d. Snak
 - e. Snake
 - f. Kasen
 - g. Snack
17. F-H-I-S
 - e. Hifs
 - f. Fiss
 - g. Fish
 - h. Fihs
18. B-I-R-D
 - e. Brid
 - f. Bird
 - g. Bidr
 - h. Bride
19. T-L-E-E-I-V-I-S-O-N
 - e. Telephone
 - f. Teleport
 - g. Transport
 - h. Television
20. G-T-I-E-R-
 - e. Lion
 - f. Triger
 - g. Rigert
 - h. Tiger
21. T-R-U-L-T-E
 - e. Turtle
 - f. Turtel
 - g. Trutel
 - h. Trulet
22. O-H-U-E-S
 - e. Hause
 - f. House
 - g. Hesuo
 - h. Housa
23. E-T-A-L-B
 - e. Teibel
 - f. Talbe
 - g. Tabel
 - h. Table
24. P-C-I-T-U-E-R
 - e. Picture
 - f. Puctire
 - g. PICTURE
 - h. Pitcure
25. O-U-M-E-S
 - e. Mouse
 - f. Meuse
 - g. Somue
 - h. Muose

APPENDIX 9

Instrument Post-Test in Experimental Class and Control Class

1. What is the name of the thing used for writing ?
 - e. Book
 - f. Colour pen
 - g. Pen
 - h. Eraser
2. What is the name of the picture below ?

 - e. Radio
 - f. Infocus
 - g. Television
 - h. Music box
3. “Long, bite, has no legs.”
The characteristics above is animal ?
 - e. Owl
 - f. Snake
 - g. Bird
 - h. Cat

4. What is the name of animal above :
 - e. Bear
 - f. Snake
 - g. Frog
 - h. Cat

5. What is the name of the picture above ?
 - e. Lion
 - f. Tiger
 - g. Crocodile
 - h. Bear
6. “meaow, meaow” is the sound of ?
 - e. Lion
 - f. Bear
 - g. Cat
 - h. Mouse
7. What is the English name of “burung”
 - e. Bird
 - f. Fish
 - g. Butterfly
 - h. Cat
8. Music, song, listen” are the characteristics of ?
 - e. Taxi
 - f. Radio
 - g. Tv
 - h. Bell
9. What is the name of the animal that lives in water ?
 - e. Fish
 - f. Bird
 - g. Horse
 - h. Cat
10. “search, website, browser” are the another name of ?
 - e. Instagram
 - f. Google
 - g. Twitter
 - h. Twitter
11. What is the meaning of this words “snake, bird, cat”
 - e. Belut,kucing,burung”
 - f. Ular, kucing,burung”
 - g. Burung, kucing, ular
 - h. Ular, burung, kucing
12. What is the meaning of “crocodile”
 - e. Dinosaurus
 - f. Buaya
 - g. Kura-kura
 - h. Rusa
13. What is the meaning of “TIGER”
 - e. Singa
 - f. Harimau
 - g. Gajah
 - h. Jerapah
14. What is the meaning of this picture below?
“Kupu-kupu”



- e. Bird
 - f. Bee
 - g. Butterfly
 - h. Flower
15. What is the meaning of this word
“tikus”
- e. Mouse
 - f. House lizard
 - g. Leech
 - h. Cockroach
16. T-L-E-E-I-V-I-S-O-N
- e. Telephone
 - f. Teleport
 - g. Transport
 - h. Television
17. G-T-I-E-R-
- e. Lion
 - f. Triger
 - g. Rigert
 - h. Tiger
18. T-R-U-L-T-E
- E. Turtle
 - F. Turtel
 - G. Trutel
 - H. Trulet
19. P-N-E-C-L-I
- e. Pulpen
 - f. Pencil
 - g. Puncel
 - h. Pencli
20. B-R-I-D
- e. Bird
 - f. Brid
 - g. Bidr
 - h. Bdir
21. O-B-K-O
- e. Koob
 - f. Book
 - g. Bkoo
 - h. Boko
22. R-B-A-B-I-T
- e. Barrit
 - f. Rabbit
 - g. Rabit
 - h. Tarbit
23. S-A-N-E-K
- f. Snak
 - g. Snake
 - h. Kasen
 - i. Snack
24. F-H-I-S
- e. Hifs
 - f. Fiss
 - g. Fish
 - h. Fihs
25. O-B-O-K
- e. Koob
 - f. Boko
 - g. Book
 - h. Boook

APPENDIX 10

Key Answers of Pret Test and Post Test

Key Answers of Pre-Test

1. B. Chicken
2. B. Pen
3. C. Butterfly
4. B. Duck
5. A. Bag
6. C. Cat
7. D. Table
8. C. Snake
9. C. Singa
10. C. Tikus
11. A. Book, pen, table
12. B. Hp
13. B. Gajah
14. A. Duck
15. A. Money
16. B. Snake
17. C. Fish
18. B. Bird
19. D. Television
20. D. Tiger
21. A. Turtle
22. B. House
23. D. Table
24. A. Picture
25. A. Mouse

Key Answers of Post-Test

1. C. Pen
2. C. Television
3. B. Snake
4. C. Frog
5. A. Lion
6. C. Cat
7. A. Bird
8. B. Radio
9. A. Fish
10. B. Google
11. D. Ular, burung, kucing
12. B. Buaya
13. B. Harimau
14. C. Butterfly
15. A. mouse

16. D. Television
17. D. Tiger
18. A. Turtle
19. B. Pencil
20. A. Bird
21. B. Book
22. B. Rabbit
23. B. Snake
24. C. Fish
25. C. Book

APPENDIX 11

Calculation of Statistical Result

A. Perhitungan Distribusi Data Nilai pre-test Kelas Experimental

Langkah-Langkah Menghitung Distribusi Frekuensi

a. Menentukan Banyak Kelas (K)

Rumus K : $1 + \log n$

: $1 + 3,3 \log 25$

: $1 + 3,3 \cdot 1,397$

: $5,6101 \longrightarrow 6$

b. Rentang Data (R)

: Data Terbesar-Data Terkecil

: $72 - 36 = 36$

c. Menentukan Interval

$I = R/K$

: $36/6 = 6$

Descriptive Statistics

		Pretest Experimental	Valid N (listwise)
N	Statistic	25	25
Range	Statistic	36	
Minimum	Statistic	36	
Maximum	Statistic	72	
Sum	Statistic	1340	
Mean	Statistic	53,60	
	Std. Error	1,759	
Std. Deviation	Statistic	8,794	
Variance	Statistic	77,333	

Pretest Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	1	4,0	4,0	4,0
	40	1	4,0	4,0	8,0
	44	5	20,0	20,0	28,0
	52	7	28,0	28,0	56,0
	60	8	32,0	32,0	88,0
	64	2	8,0	8,0	96,0
	72	1	4,0	4,0	100,0
	Total	25	100,0	100,0	

B. Perhitungan Distrubusi Data Nilai Post test Kelas Experimental

Langkha-Langkah Menghitung Distribusi Frekuensi

a. Menentukan Banyak Kelas (K)

Rumus : $K = 1 + 3,3 \log n$

: $1 + 3,3 \cdot 1,397$

: $5,6101 \Rightarrow 6$

b. Rentang Data

: Data Terbesar-Data Terkecil

: $100 - 80 = 20$

c. Menentukan Interval (I)

$I = R/K$

: $20/6 = 3,333 \Rightarrow 3$

Descriptive Statistics

		Posttest Experimental	Valid N (listwise)
N	Statistic	25	25
Range	Statistic	20	
Minimum	Statistic	80	
Maximum	Statistic	100	
Sum	Statistic	2244	
Mean	Statistic	89,76	
	Std. Error	1,406	
Std. Deviation	Statistic	7,031	
Variance	Statistic	49,440	

Post-test Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80	5	20,0	20,0	20,0
	84	4	16,0	16,0	36,0
	88	3	12,0	12,0	48,0
	92	4	16,0	16,0	64,0
	96	6	24,0	24,0	88,0
	100	3	12,0	12,0	100,0
	Total	25	100,0	100,0	

C. Perhitungan Distribusi Data Nilai Pre-test Kelas Control

Langkah-Langkah Menghitung Distribusi Frekuensi

a. Menentukan Banyak Kelas (K)

Rumus : $K = 1 + 3,3 \log n$

: $1 + 3,3 \cdot 1,397$

: $5,6101 \Rightarrow 6$

b. Rentang Data

: Data Terbesar-Data Terkecil

: $60-36=24$

c. Menentukan Interval (I)

$I=R/K$

: $24/6=4$

Pre-test Control Class

		Hasil	Kelas
N	Valid	25	25
	Missing	0	0
Mean		49,28	1,00
Std. Error of Mean		1,341	,000
Median		52,00	1,00
Mode		52	1
Std. Deviation		6,705	,000
Variance		44,960	,000
Range		24	0
Minimum		36	1
Maximum		60	1
Sum		1232	25

Hasil

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	1	4,0	4,0	4,0
	40	4	16,0	16,0	20,0
	44	3	12,0	12,0	32,0
	48	2	8,0	8,0	40,0
	52	11	44,0	44,0	84,0
	56	1	4,0	4,0	88,0
	60	3	12,0	12,0	100,0
	Total	25	100,0	100,0	

D. Perhitungan Distribusi Data Nilai Post-test Kelas Kontrol

Langkah-Langkah Menghitung Distribusi Frekuensi

a. Menentukan Banyak Kelas (K)

Rumus K : $1 + \log n$

: $1 + 3,3 \log 25$

: $1 + 3,3 \cdot 1,397$

: $5,6101 \longrightarrow 6$

b. Rentang Data (R)

: Data Terbesar-Data Terkecil

: $96 - 72 = 24$

c. Menentukan Interval

$I = R/K$

: $24/6 = 4$

Statistics

Posr-test Control Class

N	Valid	25
	Missing	0
Mean		81,92
Std. Error of Mean		1,246
Median		80,00
Mode		80
Std. Deviation		6,231
Variance		38,827
Range		24
Minimum		72
Maximum		96
Sum		2048

Post-test Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	1	4,0	4,0	4,0
	76	6	24,0	24,0	28,0
	80	9	36,0	36,0	64,0
	84	3	12,0	12,0	76,0
	88	2	8,0	8,0	84,0
	92	3	12,0	12,0	96,0
	96	1	4,0	4,0	100,0
	Total	25	100,0	100,0	

E. Normality Test

Tests of Normality

Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
1	,207	25	,007	,935	25	,111
2	,173	25	,053	,897	25	,016
3	,258	25	,000	,903	25	,021
4	,261	25	,000	,897	25	,016

F. Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	1,567	3	96	,203
	Based on Median	1,415	3	96	,243
	Based on Median and with adjusted df	1,415	3	92,065	,243
	Based on trimmed mean	1,624	3	96	,189

G. Independent Sample Test

Independent Samples Test											
		Levene's Test for Equality of Variance		t-test for Equality of Means							
		F	Sig.	t	Df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Side d p	Two - Side d p			Lo wer	Upp er
Hasil Belajar Siswa	Equal varianc es assume d	1.482	,229	4.172	48	<.001	<.001	7.840	1.879	4.062	11.618
	Equal varianc es not assume d			4.172	47.316	<.001	<.001	7.840	1.879	4.061	11.619

APPENDIX 12**Students' Score in Experimental Class**

No	VIII-2	Experiemntal Class	
	Name	Pre-Test	Post-Test
1	Aditya Herdiansyah	52	92
2	Aditya Nazmi Hrp	52	92
3	Agustinus Zai	64	84
4	Amanda Situmorang	52	80
5	Angelina Marito Tambunan	40	80
6	Ari Kurniawan Situmorang	60	80
7	Berkat Jaya Daeli	44	88
8	Briyan Afransyah	60	96
9	Dimas Riski Ramadhan	60	84
10	Endifan Gulo	44	84
11	Ester Rosita Rumondang Munthe	60	100
12	Grace Yohana	60	96
13	Harta Genah Harahap	44	96
14	Intan Rahayu Anggraini	36	100
15	Maria Chistin Hutapea	60	100
16	Michael Vincent Silalahi	52	92
17	Muhammad Al-Fariz	64	84
18	Muhammad Ashari Harahap	52	80
19	Muhammad Fadlan Aldiansyah	44	80
20	Muhammad Ridho	60	88
21	Mutiah Arifani	72	88
22	Rachel Desla Lubis	60	96
23	Rafael Tarihoran	52	92
24	Rizky Anugrah	44	96
25	Salmon Gilbert Sihombing	52	96
	Jumlah	1340	2244

APPENDIX 13**Students' Score in Experimental**

No	VIII-1	Control Class	
	Name	Pre-Test	Post-Test
1	Adi Surya	52	92
2	Aditya Sanjaya Matondang	52	80
3	Andianto Gulo	60	84
4	Angel Novena Munthe	52	80
5	Ardiansyah Zai	52	76
6	Benni Syahputra Tanjung	40	80
7	Dapik Kholik Hasibuan	44	84
8	Denis	36	80
9	Dini Indah Lestari	52	80
10	Fahmi Herdiansyah	52	76
11	Fahmi Herdiansyah	40	88
12	Gideon Teguh	48	76
13	Ihsan Darmansyah Batubara	52	80
14	Juang Kharlos Situmeang	52	84
15	Karunia Aritonang	60	76
16	Mery Amanda Simorangkir	44	76
17	Muhammad Solih	40	88
18	Nadine Claudia Purba	44	92
19	Pergiagus Lase	40	80
20	Putri Erliani Simatupang	48	72
21	Reza Amigo Tambunan	52	92
22	Reza Wardana	60	76
23	Rifki	52	80
24	Sanra	52	96
25	Septina Tia Damayani	56	80
	Jumlah	1246	2048

Titik Persentase Distribusi t (df = 1 – 40)

df	Pr 0.50	0.25 0.20	0.10 0.10	0.05 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

VALIDATION LETTER

I am the one who signed this letter

Name : Dr. Hamka, M. Hum

Job : Lectuer at Universitas Islam Syekh Ali Hasan Ahmad Addary
Padangsidimpuan

Has provided interview guide sheet on students' vocabulary mastery for completeness of the research entitled:

**"The Effect of Using Taboo Word Game To Students' Vocabulary Mastery
at Grade VIII SMP Negeri 8 Padangsidimpuan"**

Arranged by:

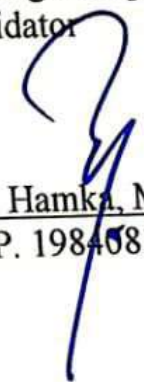
Name : Putri Zul Hilma Lubis
NIM : 2020300020
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education Department

The input that I have given as follow:

1. The media is uniaue
2. Ttu media is available to use
- 3.

With hope, the input and assessments that given can be used to complete in obtaining the quality of guidelines for good interview.

Padangsidimpuan, Juli 2024
Validator


Dr. Hamka, M. Hum
NIP. 19840815 200912 1 005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022

Nomor : B-6145/Un.28/E.1/PP.00.9/10/2023
Lamp : -
Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

30 Oktober 2023

Yth.
1. Dr. Eka Sustri Harida, M.Pd (Pembimbing I)
2. Sri Rahmadhani Siregar, M.Pd. (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	: Putri Zul Hilma Lubis
NIM	: 2020300020
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The effect of using Taboo Word Game to students' vocabulary mastery at grade VIII SMP N 8 Padangsidempuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan 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

Ketua Program Studi
Tadris Bahasa Inggris


Dr. Lis Yulianti Syafrida Siregar, S.Psi.,M.A
NIP 19801224 200604 2 001


Fitri Rayani Siregar, M.Hum.
NIP 19820731 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 4153/Un.28/E.1/TL.00.9/07/2024 12 Juli 2024
Lampiran : -
Hal : Izin Penelitian
Penyelesaian Skripsi

Yth. Kepala SMP N 8 Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Putri Zul Hilma Lubis
NIM : 2020300020
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Desa Salambue, Kota Padangsidempuan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Using Taboo Word Game to Students' Vocabulary Mastery at Grade VIII SMP N 8 Padangsidempuan".

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 dan Kelembagaan

Lis Yulianti Syafri Siregar, S.Psi, M.A
NIP. 19801224 200604 2 001





**PEMERINTAH KOTA PADANGSIDIMPUAN
DINAS PENDIDIKAN
SMP NEGERI 8 PADANGSIDIMPUAN**

NSS : 201072005008 NIS : 200080 NPSN : 10212508 AKREDITASI A
email smpnegeri8padangsidimpuan@gmail.com
JL. TENGKU RIZAL NURDIN KM. 8 PIJORKOLING

SURAT KETERANGAN PENELITIAN

Nomor : 421/ 066 /SMP.N8/PSP/2024

Yang bertanda tangan dibawah ini :

Nama : ALI HAMSAH LUBIS, S. Pd
NIP : 19640805 198601 1 001
Pangkat/Gol : Pembina Tk. I/ IV.b
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 8 Padangsidimpuan

Menerangkan dengan sebenarnya bahwa :

Nama : PUTRI ZUL HILMA LUBIS
N I M : 2020300020
Fakultas : Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary
Padangsidimpuan
Program Studi : Tadris Bahasa Inggris
Alamat : Desa Salambue, Padangsidimpuan Tenggara

Benar telah mengadakan penelitian untuk penyelesaian Skripsi dengan judul *"The Effect of Using Taboo Word Game to Students' Vocabulary Mastery at Grade VIII SMP Negeri 8 Padangsidimpuan"*.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana perlunya.

Padangsidimpuan, 26 Juli 2024
Kepala Sekolah

AL-HAMSAH LUBIS, S. Pd
NIP. 19640805 198601 1 001

DOCUMENTATION

In Experimental Class

The Students Did The Pre-Test



The Researcher Explained The Material To Students



The Researcher Explained How To Play Taboo Word Game



The Students Played The Taboo Word Game



After Treatment The Students Did The Post-Test



DOCUMENTATION

In Control Class

The Students Did The Pre-Test



The Students Learned About The Vocabulary





The Students Did The Pos-Test

