THE EFFECT OF GOT IT GAME ON VOCABULARY MASTERY AT THE VII GRADE STUDENTS OF SMPN 9 PADANGSIDIMPUAN

A Thesis

Submitted to The 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

Written By:

SAMSIANA LUBIS
Reg. Number. 21 203 00055

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
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TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2025**

LETTER OF AGREEMENT

Term : Thesis
a. n **Samsiana Lubis**

Padangsidimpuan,,   August 2025

To:
Dean Tarbiyah and Teacher Training Faculty
In –
Padangsidimpuan

Assalamu'alaikum Wr. Wb.

    After reading, studying and giving advices for necessary revision on thesis belongs to **Samsiana Lubis,** entitled *"The Effect Of Got It Game On Vocabulary Mastery At The VII grade Students Of SMP N 9 Padangsisidmpuan"*. We approved that the thesis has been acceptable to complete the requirement to fulfill for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

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

Thank you

Wassalamu'alaikum Wr. Wb.

Advisor I

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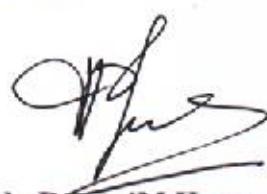
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DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : Samsiana Lubis
Registration Number : 21 203 00055
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The Title of Thesis : The Effect Of Got It Game On Vocabulary Mastery At The VII Grade Students Of SMP N 9 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 decelerating to arrange own thesis without doing plagiarism as it is in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan article 14 subsection.

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Padangsidimpuan, 14 August 2025
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Kind : Thesis

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Date, 14 August 2025
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Date	: November 13th, 2025
Time	: 14.00 WIB s/d 16.00 WIB
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Predicate	: Sangat Memuaskan

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LEGALIZATION

Thesis   : **The Effect Of Got It Game On Vocabulary Mastery At The VII Grade Students Of SMPN 9 Padangsidimpuan**

Written by : **Samsiana Lubis**

Reg. No : **21 203 00055**

Faculty/Department: Tarbiyah and Teacher Training faculty/TBI-2

The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd)

Padangsidimpuan, 11 – 11 – 2025

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ABSTRACT

Name. : Samsiana Lubis
Nim : 2120300055
ThesisTitle : The Effect of Got It Game on Vocabulary Mastery at   The VII Grade Students of SMPN 9 Padangsidimpuan

This study aims to determine the effect of using the Got It game on the vocabulary mastery of seventh-grade students at SMPN 9 Padangsidimpuan. Vocabulary mastery is an important aspect of English language learning because it forms the basis for other language skills, such as reading, writing, listening, and speaking. Therefore, innovative and enjoyable learning strategies that can increase students' interest in learning vocabulary are needed. The Got It game was chosen because it is believed to create an active and interactive learning environment that motivates students to more easily understand and remember new vocabulary. This study uses a quantitative approach with a pre-test and post-test control group experimental design. The research sample consists of 48 students divided into two classes, namely class VII-4 as the experimental class and class VII-2 as the control class. The experimental class was taught using the Got It game, while the control class was taught using conventional methods. The research instrument was a vocabulary mastery test consisting of 50 multiple-choice questions administered at the pre-test and post-test stages.The researcher used t-test formula to verify the hypothesis. The results of the data analysis showed a significant increase in the experimental class after the treatment. The t-test proved that the t-count value (5.774) was greater than the t-table value (1.678) with a significance level of $0.000 < 0.05$. This indicates a significant difference between the two groups. The average score of the experimental class was higher than that of the control class. Therefore, it can be concluded that the use of the Got It game has a positive and significant effect on the vocabulary mastery of seventh-grade students at SMPN 9 Padangsidimpuan.

Keywords: Vocabulary Mastery, Got It Game, English Language Learning

ABSTRAK

Nama   : **Samsiana Lubis**
Nim   : **2120300055**
Judul Skripsi : **Pengaruh Permainan Got It kepada Kosakata Murid Kelas VII di SMPN 9 Padangsidimpuan**

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan permainan Got It terhadap penguasaan kosakata siswa kelas VII SMPN 9 Padangsidimpuan. Penguasaan kosakata merupakan salah satu aspek penting dalam pembelajaran bahasa Inggris, karena menjadi dasar bagi keterampilan berbahasa lainnya, seperti membaca, menulis, mendengarkan, dan berbicara. Untuk itu, diperlukan strategi pembelajaran yang inovatif, menyenangkan, dan mampu meningkatkan minat siswa dalam mempelajari kosakata. Permainan *Got It* dipilih karena diyakini dapat menciptakan suasana belajar yang aktif, interaktif, serta memotivasi siswa untuk lebih mudah memahami dan mengingat kosakata baru.Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen pre-test dan post-test control group. Sampel penelitian terdiri dari 48 siswa yang dibagi ke dalam dua kelas, yaitu kelas VII-4 sebagai kelas eksperimen dan kelas VII-2 sebagai kelas kontrol. Kelas eksperimen diajar dengan menerapkan permainan *Got It,* sedangkan kelas kontrol diajar menggunakan metode konvensional. Instrumen penelitian berupa tes penguasaan kosakata berbentuk 50 soal pilihan ganda yang diberikan pada tahap pre-test dan post-test. Hasil analisis data menunjukkan adanya peningkatan signifikan pada kelas eksperimen setelah perlakuan. Uji-t membuktikan bahwa nilai tcount (5.774) lebih besar daripada ttable (2.021) dengan taraf signifikansi 0.000 < 0.05. Hal ini mengindikasikan adanya perbedaan yang signifikan antara kedua kelompok. Rata-rata nilai kelas eksperimen lebih tinggi dibandingkan kelas kontrol. Dengan demikian, dapat disimpulkan bahwa penggunaan permainan Got It berpengaruh positif dan signifikan terhadap penguasaan kosakata siswa kelas VII SMPN 9 Padangsidimpuan.

Kata Kunci: Penguasaan Kosakata, *Got It Game,* Pembelajaran Bahasa Inggris

ملخص

الاسم : سامسيانا لوبيس

رقم القيد : ٢١٢٠٣٠٠٠٥٥

موضوع البحث : تأثير الألعاب التعليمية على إتقان المفردات لدى طلاب الصف السابع في مدرسة بادانغ سيديمبوان

يهدف هذا البحث إلى دراسة تأثير استخدام الألعاب التعليمية على إتقان المفردات لدى طلاب الصف السابع. ويُعد إتقان المفردات عنصرًا أساسيًا في تعلم اللغة الإنجليزية، لأنه يمثل الأساس لبناء المهارات اللغوية الأخرى مثل القراءة والكتابة والاستماع والمحادثة. لذلك، فإن استخدام استراتيجيات تعليمية مبتكرة وممتعة يُعد أمرًا مهمًا لزيادة اهتمام الطلاب ودافعيتهم في تعلم المفردات. اعتمدت الدراسة على منهج كمي بتصميم تجريبي يقوم على اختبار قبلي وبعدي لمجموعتين: مجموعة تجريبية وأخرى ضابطة. تضمّن البحث ٤٨ طالبًا موزعين على فصلين؛ حيث تلقّت المجموعة التجريبية التدريس باستخدام الألعاب التعليمية، بينما درست المجموعة الضابطة بالطريقة التقليدية. اعتمدت أداة البحث على اختبار لقياس إتقان المفردات يتكون من ٥٠ سؤال اختيار من متعدد أُجري في مرحلتي الاختبار القبلي والبعدي. أظهرت نتائج التحليل الإحصائي حدوث تحسّن واضح لدى طلاب المجموعة التجريبية بعد تطبيق المعالجة. فقد أظهر اختبار (ت) أن قيمة ت المحسوبة ٥,٧٧٤ أكبر من القيمة الجدولية ٢,٠٢١ عند مستوى دلالة ٠,٠٥، مما يشير إلى وجود فرق دال إحصائيًا بين المجموعتين. كما كان متوسط درجات المجموعة التجريبية أعلى من متوسط درجات المجموعة الضابطة. لذلك، يمكن الاستنتاج بأن الألعاب التعليمية لها تأثير إيجابي ودال في تحسين إتقان المفردات لدى طلاب الصف السابع.

الكلمات المفتاحية: إتقان المفردات، الألعاب التعليمية، تعلم اللغة الإنجليزية.

AKNOWLEDGMENT

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Praise and gratitude be to the presence of Almighty God, for with His mercy and guidance, this thesis has been completed on time. Alhamdulillah, by His blessings and guidance, researcher has successfully completed this thesis entitled **"The Effect of Got It Game on Vocabulary Mastery at The VII Grade Students of SMP N 9 Padangsidimpuan"** as a requirement for the Graduate Degree Education.

Researcher fully realizes that this thesis is far from perfect and still has many limitations, including limitations in data, time, ability, and knowledge. Without the assistance, guidance, and support from various parties, it would have been difficult for the writer to complete this thesis. Therefore, with all humility and deep gratitude, researcher would like to express sincere thanks to:

1. The researcher's advisors are: Dr. Fitriadi Lubis, M.Pd. and Ida Royani M.Hum., who have given guidance, valuable advice and correction during the development of this research.

2. Fitri Rayani Siregar, M.Hum, the Chairwomen of English Education Department UIN Syekh Ali Hasan Ahmad Ad- Dary Padangsidimpuan.

3. To my mother, Mrs. Nelmi Siregar, whose love asks for nothing but gives everything. Her prayers have been my greatest shield, her patience my quiet teacher, and her heart my everlasting home. This achievement is as much hers as it is mine.

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5. Beloved everyone who has shared kindness and support throughout this journey thank you for being part of the researcher's story..

6. All my friends at TBI 2 Crade 2021 at UIN Syekh Ali Hasan Ahmad Ad- Dary Padangsidimpuan.

7. To the VII Grade Students of SMP N 9 Padangsidimpuan for their time and participation in the completion of this thesis.

      May Allah gives goodness and blessing now and forever, and this thesis can be useful, Amen!. Researcher ultimately acknowledges that this thesis has certain weaknesses and limitations. Therefore, any suggestions and corrections from readers for improvement would be greatly appreciated.

<div align="right">

Padangsidimpuan,   August 2025
Researcher,

SAMSIANA LUBIS
NIM. 2120300055

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Vocabulary is the collection of words that an individual knows and uses in a specific language. It is essential for communication, as it enables people to express their thoughts and understand others. Vocabulary is categorized into active vocabulary, which is used in speaking and writing, and passive vocabulary, which is recognized but not frequently used. It is a critical component of language learning and is developed through reading, listening, and practice.

A strong vocabulary enhances reading, writing, listening, and speaking skills, allowing learners to understand and convey meaning effectively. It supports academic success, boosts confidence, and enables deeper engagement with texts and conversations. Without sufficient vocabulary knowledge, learners may struggle to grasp the context or express ideas clearly. Therefore, building and developing vocabulary is a crucial component of mastering any language.

Without adequate vocabulary, students may find it difficult to grasp grammar rules, interpret meaning, or construct sentences. In the classroom, vocabulary teaching supports both language comprehension and production, making it a key focus for English language teachers. By integrating vocabulary instruction with context and usage, educators can help students achieve greater fluency and confidence in English.

Teaching vocabulary in schools is essential for helping students enhance their English skills. The government has taken various steps to improve education in Indonesia, including selecting appropriate curricula. Schools also support students by providing tools and resources to facilitate learning activities. Moreover, teachers play a crucial role in assisting students in learning English as a foreign language. Implementing engaging teaching strategies or methods is a key factor in creating a positive and effective learning environment in the classroom.

Based on the personal interview with the English teacher, SMPN 9 Padangsidimpuan, he said It is often mentioned that many students struggle with learning vocabulary because they do not know enough words. It is also noted that reading and pronouncing new words can be difficult for them, which may cause a loss of interest in learning English vocabulary. Consequently, it is suggested that students often become unmotivated to improve their vocabulary skills.[1] This makes them dislike the idea of learning it. Foremost vocabulary problem is that the students still poor at vocabulary knowledge.

According to Cameron stated "Games that involve vocabulary help students retain new words by providing meaningful context and reducing the pressure often felt during more formal learning".[2] To address this, game helps students stay interested in learning English by making vocabulary practice interactive and enjoyable. According to Harmer there are kinds of game that can help

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[1] *Private Interview with English teacher at SMPN 9 Padangsidimpuan, on october 5th 2024, at 10.00 a.m.*

[2] L Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2020).https://assets.cambridge.org/052177/3253/sample/0521773253WS.pdf https://assets.cambridge.org/052177/3253/sample/0521773253WS.pdf

students vocabulary there are include Pictionary, Call my bluff, charades, snap, back to the board and Got it game.[3] are often used, but the researcher wants to introduce a new game by applying the Got It game, which has not yet been implemented by the teacher.

The Got It game is an interactive and fun word game that encourages students to guess a target word based on a series of clues or descriptions. It is typically played in teams or groups, where one team provides hints or definitions of the word, and the other team has to guess what it is.[4] The Got It game plays a significant role in enhancing vocabulary learning by making the process interactive and enjoyable. It engages students through competition and collaboration, encouraging them to actively use and reinforce new words in context. The game's repetitive nature helps students retain vocabulary by providing multiple opportunities for practice, while the social aspect fosters communication skills as students interact with peers. Based on the explanation above, it is essential to do a research entitled "The Effect of the Got It game on Vocabulary Mastery at the VII grade Students of SMPN 9 Padangsidimpuan".

B. Identification of the problem

Vocabulary is a collection of words that carry meaning. It is a crucial element in language skills, forming the foundation for how learners or students can read, write, speak, and listen accurately.

There are many games that can be used in teaching vocabulary they re

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[3] J Harmer, *The Practice of English Language Teaching*, 4th ed. (London: Pearson Education, 2007), 229.

[4] Jeremy Harmer, *How to Teach English* (Harlow: Pearson Longman, 2007), 238, https://books.google.com/books

Pictionary, call my bluff, charades, snap, back to the board and Got It game. Based on the explanation above, there are several problems that need to be solved:

1. The students find it hard to learn and memorize new words.

2. The students can not use vocabulary well in daily communication.

3. The students are not interested in learning vocabulary through usual methods.

C. The Limitation of the Problem

As mentioned above, there are various techniques that can be used in teaching vocabulary; however, this study does not examine all of them. The research focuses specifically on vocabulary mastery, with a particular limitation to nouns in order to provide a clearer and more manageable scope for the students. The participants of this study are limited to a selected group of seventh-grade students, which may affect the generalizability of the findings to other grade level or schools with different learning environment.

D. The Definition of Operational Variables

1. Got It Game

Got It is an entertaining way of getting a class going words can be used in a lesson about cooking to look them up in dictionaries or use them in conversation or writing.

2. Students Vocabulary Mastery

Students' vocabulary mastery refers to the degree to which learners can understand, remember, and accurately use a wide range of words

to support clear, effective, and meaningful communication.

E. The Formulations of the Problem

Based on the background of the problem, the formulation in this research as a follow:

1. How is the students' vocabulary mastery before learning by using Got It game among VII grade students at SMPN 9 Padangsidimpuan?

2. How is the students' vocabulary mastery after using Got It game at the VII grade students at SMPN 9 Padangsidimpuan?

3. Is there any significant effect of using of the Got It game to vocabulary mastery at SMPN 9 Padangsidimpuan?

F. The Objectives of the Research

According to the formulation above, the purpose of this research as a follow:

1. To find out the students' vocabulary mastery of the VII grade students at SMPN 9 Padangsidimpuan before using the Got It game.

2. To find out the students' vocabulary mastery at VII grade students at SMPN 9 Padangsidimpuan after using Got It game.

3. To examine the effect of using Got It game to vocabulary mastery at seventh grade of SMPN 9 Padangsidimpuan.

G. The Significances of the Research

Based on the the tittle. The Effect of the Got It Game on Students' Vocabulary Mastery, the research intended to be useful for:

1. Headmaster

   The research will benefit to the headmaster lies in its potential to contribute to improvement of the overall teaching and learning process in the school. Speacifilly enhancing educational outcomes.

2. Teacher

   This research will provide valuable insight into the effectiveness of the Got It game as a innovative teaching tool. Teachers can use the findings to enhance their teaching strategies and integrate more gamified learning techniques into their lesson plans.

3. Readers

   This research provides valuable insights that can benefit readers, particularly educators, students, and language learning enthusiasts. By understanding the impact of got it game, readers can gain a deeper appreciation for the effectiveness of innovative teaching methods or tool.

H. The Outline of the Thesis

The first chapter is introduction, this chapter talks about the research background, identification of the problem, delimitation of the problem, formulation of the problem (research question), aims of the research, significance of the research, and writing system of the research.

The second chapter is literature Review, this chapter presents the theoretical such us; definition of Vocabulary Mastery, mastery, types of vocabulary, and the importance of vocabulary in language learning. It also explains the definition of Got It Game, the procedures of Got It Game, and the advantages

of using games in language teaching. In addition, this chapter describes previous studies related to the research and the conceptual framework.

The third chapter is the method of the research, on this chapter the researcher would like to discuss the method of the research that based on research question and aims of the research, the objective of the research, research design, variable of the research, population and sample, technique of collecting the data, instrument of the research test, technique of data analysis, and statistic hypothesis.

The fourth chapter is the research findings and discussion, this chapter is aimed to answer the research questions in chapter I which consists of research findings and discussion. In research findings, there are the data that show the learning result of experimental group which is taught by using Got It Game and control group which is taught by using conventional teaching.

The last chapter is conclusion, this chapter is presented to describe the last chapter of the research including conclusion and suggestion. Conclusion is sample statements and gives the answer to the research question directly. . The suggestion is interpreted as the submission and recommendation related to the research findings that needed to inform the reader.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

  1. Vocabulary Mastery

    a. Definition of the Vocabulary

Vocabulary is more than just a list of target language words. As part of the language system, vocabulary is intimately interconnected with grammar.[1] Richard and Renandya stated that vocabulary is a core component of language proficiency, providing much of the basis for learners' speaking, listening, reading, and writing skills.[2] Then also according to Ur also noted that "Vocabulary is a list of words taught in a foreign language, typically selected by teachers based on students needs."[3] So, vocabulary is a crucial part of language proficiency because it supports learners' speaking, listening, reading, and writing skills. It is also taught based on learners' needs, making it a fundamental component in language learning.

Furthermore, vocabulary is crucial for communication, especially in the early stages when learners are motivated to acquire basic words to get by in the language. Therefore, it can be concluded that vocabulary is a list of words that learners know and use as a means of

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[1] D Nunan, *Language Teaching Methodology: A Textbook for Teachers*, 2nd ed. (New York: Longman, 2000), https://id.z-library.se/book/1058959/032b9a.

[2] J C Richards and W A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, ed. J C Richards and W A Renandya (Cambridge: Cambridge University Press, 2002),https://viancep2012.files.wordpress.com/2011/12/methodology_in_language_teaching_2002_scanned.pdf.

[3] Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 1996), https://id.zlibrary-africa.se/book/116225.

communication to master language skills such as speaking, listening, reading, and writing. Vocabulary is a collection of words that are understood and used to communicate in a language.

In the curriculum, "Vocabulary refers to a collection of words arranged in a dictionary, consisting of single words or multiple words that convey meaning."[8] Vocabulary is a crucial instructional goal for teachers across all content areas in middle-grade schools. This implies that vocabulary growth and development require effective instructional strategies that middle school teachers can use to teach vocabulary across various subjects.[4] There are several strategies that middle school teachers can apply to teach vocabulary across various subjects, such as using pictures, storytelling, group discussions, and interactive exercises.

According to the definitions given above, vocabulary is the collection of words in a language that individuals use to express themselves. Without vocabulary, people are unable to communicate. It can be called as a key of English learning. So, vocabulary plays a crucial role in enhancing students' English language skills and is considered a key component of effective English learning.

b. Purposes of Mastering Vocabulary

The purpose of vocabulary is to increase the learner's ability in language and enhance their knowledge of words. Vocabulary is

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[4] Syllabus for the seventh Grade of Junior High School, 2024/2025..

crucial for students, serving several purposes they are:

a. To express their opinions and thoughts

b. To convey ideas in their society

c. Particularly in early stages when students are motivated

d. To learn basic words they need to get by in language[5]

According to Wallace, the purpose of mastering vocabulary can be divided into three main purposes:

1. Quantity means to the number of words to be learned in a lesson. For junior high school students, the minimum number of words is around 1.500 while for senior high school students, it's about 4.000

2. Need is determining students' vocabulary needs, such as for business purposes.

3. Presentation means focusing on specific understanding of word meanings, which involves presenting words in a way that conveys their meanings.[6]

Meanwhile, the curriculum aims for students to achieve the following vocabulary goals memorize vocabulary, enrich vocabulary in daily activities and understand the meaning of words.[7] The curriculum emphasizes the development of students' vocabulary abilities by encouraging them to memorize essential words, expand

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[5] R Gower, D Phillips, and S Walters, *Teaching Practice Handbook* (Thailand: Macmillan, 1995),124.

[6] M J Wallace, *Teaching Vocabulary* (London: Education Books Ltd., 1982), 235.

[7] *Syllabus for the Seventh Grade of Junior High School, Curriculum K-13* (Indonesia: Ministry of Education and Culture, 2013).

their vocabulary through various daily activities, and gain a clear understanding of the meanings of those words. Overall, these goals are designed to help students strengthen their language skills and use vocabulary more effectively in both academic and everyday communication.

Based on the purpose above, vocabulary helps students express their ideas precisely in communication, memorize vocabulary, enrich vocabulary in daily activities, and understand the meaning of words.

c. **Kinds of Vocabulary**

According to Schail's classification, there are three different types of vocabulary:

a) Active vocabulary, words from our active vocabulary, which presumably range from 5.000 to 10.000 words, are the ones we employ when speaking.

b) Reserved vocabulary, which consists of terms we know but rarely use when speaking; instead, we use them to transcribe verbal communication.

c) Passive vocabulary consists of the terms we are familiar with but never employ in speech or writing; we simply know they exist.[8]

Schail's classification of vocabulary consists of three types: active vocabulary, which includes words used in speaking, reserved vocabulary, which includes terms people know but rarely use, and

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[8] W S Schail, *Seven Days toFaster Reading* (New York: Oxford University Press, 1976).

passive vocabulary, which people know but never use.

d. Types of Vocabulary

According to Marzano and Pickering vocabulary knowledge can be divided into several types that reflect how learners interact with words in different contexts:

a) Oral Vocabulary

These are words that we use in speaking or recognize in listening. Oral vocabulary includes both receptive (listening) and productive (speaking) aspects of language.

b) Print Vocabulary

This refers to the words we recognize or use in reading and writing. Like oral vocabulary, it includes both receptive (reading) and productive (writing) components.

c) Receptive Vocabulary

Words that learners can recognize and understand when heard or read, but may not be able to use in their own speech or writing.

d) Productive Vocabulary

Words that learners can use correctly in speaking and writing. This type requires deeper knowledge of meaning, usage, and context.[9]

Overall, each type of vocabulary listening, speaking, reading, and writing plays a vital role in communication and language

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[9] R J Marzano and D J Pickering, *Building Academic Vocabulary: Teacher's Manual* (ASCD, 2005).

development. Listening vocabulary forms the foundation of understanding, speaking vocabulary enables self- expression, reading vocabulary enriches knowledge, and writing vocabulary allows ideas to be conveyed clearly. Over time, engaging with language through these different forms helps individuals expand their ability to communicate and comprehend the world around them.

e. **Classfication of Vocabulary**

Vocabulary can be categorized in several ways. According to Wahyuningsih vocabulary "is divided based on function and content. Function words belong to a closed class, meaning that new prepositions, auxiliaries, modals, or other structural words cannot be added."[10] In contrast, content words are open class words, which can expand over time, especially with scientific developments or new inventions that require new terms for communication. In other words, vocabulary consists of words that form part of a language, some of which can be combined to create meaning, while others stand alone.

According to Hasibuan et al.[11] in Murthy these are functions are classified as different part of speech. They are ;

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[10] 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 Padangsidimpuan, 2020), https://etd.uinsyahada.ac.id/2769/1/1520300029.pdf.

[11] Sri Nardani Hsb, 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

1. Noun it is one of most important part of speech. It is arrangemen every complete sentence. It could be the name of person, place, thing or idea.

   Example: It is a **book**.

   There is a **paper**

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

   Example: Mrs.Siti **is cooking** meat.

   The kids **are playing** badminton.

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

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

   This magazine is **expensive.**

4. Adverb it is a word to modify a verb, an where, when and why an action

   Example: Mrs. Nurul is cooking **in the kitchen.**

   I go to **swimming pool.**

Vocabulary can be classified into two types: function words and content words. Function words belong to a closed class, meaning that new words such as prepositions, auxiliaries, or modals cannot be added. In contrast, content words belong to an open class and can expand as new inventions or scientific developments arise. Therefore, vocabulary is an essential part of language, with some words able to be combined while

others stand alone. This study focuses on nouns; thus, the description of nouns is presented as follows:

1. **The Definition of Noun**

    According to Hornby in Mayasari[12] that a noun is a word used toname or identify any of a class of things, people, place or ideas or aparticular one of these. In English, nouns are part of speech which is quiteimportant to learn. Nouns themselves are used to store all objects andconcepts that exist in this world. Apart from that, nouns can also be interpreted as words used to refer to people, objects, place and also ideas.

2. **Classification of Nouns**

    According to Betti[13] the classification of nouns can be seen bellow:

    a) Countable and Uncountable Noun

    (1). Countable noun

    Count nouns or countable nouns are common nouns   that can taka plural, can combine with numerals or counting quantifiers (e.g., one, two, several, every, most),

    (2). Uncountable noun

    It is not possible to refer to a furnitureor 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.

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12 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.

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

(b) cannot be imitated by articles a and an (no singular form).

(c) cannot add –s and –es (no plural form).

2) Common and Proper Noun

   a. Common Noun

      Common nouns are nouns that refer to things that arestill 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, thereference 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 thefive senses. In other words, this noun is abstract or only has amaterial 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.

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, and battle.

It can be concluded that countable nouns are nouns that can be counted and have singular and plural forms, such apple and car. On the other hand, uncountable nouns cannot be counted, such as water and sugar. Common nouns are commonnouns 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

f. Importance of Vocabulary

According to Harmer, "one important aspect of teaching vocabulary is explaining meaning effectively".[14] He emphasizes that students need to understand their usage. Therefore, one of the most effective methods for introducing new vocabulary is through reading text or listening or audio materials, allowing students to observe and hear the words in use.

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[14] Harmer, *The Practice of English Language Teaching*, 229.

According to Lubis et.al. "Vocabulary is very important for students because it is the core part of the language and has a strong connection to each English skill".[15] Without vocabulary, learners can not effectively communicate their ideas, and their understanding of language is limited. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed learning vocabulary is crucial for comprehension and fluency in spoken or written language.[16] learning of vocabulary is fundamental need to support some learners to master English, because the ability of students to read and to comprehend the subject is relatively determined by their vocabulary.

Students would not comprehend other ideas or communicate their own if they did not have a broad vocabulary. Learning vocabulary increase English speaking skills.[17] As a foundational language strength for all. Vocabulary would likely form a crucial restriction on how well English is understood. Furthermore vocabulary learning is necessary for all languages because, vocabulary involves using word in dat to day communication.

g. Principles of Teaching Vocabulary

Vocabulary as being a very important part of language learning

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[15] F Lubis, S Rambe, and R P Siregar, "The Effect of Concept Circle Strategy on Students' Vocabulary Mastery at Grade VII MTs N 2 Padangsidimpuan," *English Education* 5, no. 1 (2017): 115–16.

[16] D. A. Wilkins, *Linguistics in Language Teaching* (London: Edward Arnold, 1972), 111.

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

and one of the difficulties in planning vocabulary component of a course is making sure that it does not over whelm other essential parts of the course. There are principles of teaching and learning vocabulary, they are:

a) Focus on words that students are most likely to see and use in everyday communication and academic content

b) Needs to be repeated.

c) Easier to understand and remember when learned in context within stories or real life situations.[18]

Wallace says that the choice of words can according to the situation in which we are speaking and how well we know the person, to whom we are speaking.[19] Vocabulary is a key part of language learning and should be taught through useful words, repeated exposure, and meaningful contexts. Wallace adds that word choice depends on the situation and the relationship between speakers, showing how important context is in using vocabulary well.

h. Problems of Teaching Vocabulary

Learning a new vocabulary can be difficult because of things like pronunciation, spelling, word length and complexity, grammar, meaning and range, connotation, and idiom such as below:

a) Pronunciation difficulties

b) Spelling issues

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[18] S Thornbury, *How to Teach Vocabulary* (Longman, 2002).

[19] Wallace, *Teaching Vocabulary*.

c) Word length and complexity

d) Grammar usage

e) Meaning and range

f) Connotation

g) Idiomatic expressions[20]

Words that are challenging to pronounce, such those with strange sounds, are more challenging to learn. Additionally difficult is spelling, particularly with silent letters. Although high-frequency words in English are frequently shorter, long words are typically easier to learn than short ones. Gaining an understanding of these elements helps enhance vocabulary learning.

i. Assessing of Vocabulary

Vocabulary assessment appears easy in the sense that a list of words is readily available to provide a basis for selecting a set of words to test.[21] According to Cameron there are several aspect that assessed to vocabulary they are: pronunciation, spelling, grammatical, and meaning.[21] Then the material of vocabulary in this researcher use vocabulary about things. So, the students are able to identify and memorize vocabulary.

Brown states, test is a method that measuring person ability and knowledge. The test should be related to students material

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[20] B Laufer, "Vocabulary Acquisition in a Second Language: Do Learners Really Acquire Most Vocabulary by Reading? Some Empirical Evidence," *Canadian Modern Language Review*, 1997.

[21] L Cameron, Teaching Language to Young Learners (Cambridge: Cambridge University Press, 2001).

lesson.[22] The words to be tested can be chosen to create the test. Therefore, the vocabulary test need to be connected to the students' corse material. Teaching language in junior high school needs to be centered on the surrounding environment.

j. Material of Vocabulary

There are many materials in vocabulary teaching. It is in syllabus of seventh grade of junior high school in curriculum 2013. The book used in SMP Negeri 9 Padangsidimpuan is "When English Rings Bell" Is divided into eight chapter, they are: greet, introduce myself, take leave (chapter I), name of the days, time, name of the months, dates, and years (chapter II), family (chapter III). things in theclassroom, things in my bag, things in bedroom and house (Chapter IV) profession and public places (chapter V), people, things, animals (chapter VI and VII), instruction, short notices and warnings or cautions (chapter VIII).

In the research, to know the students' vocabulary mastery. researcher limit the materials of vocabulary into basic vocabulary includes name things in classroom, things in bedroom and things in the kitchen by using Got It game.

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[22] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, Longman, 2004. Available online: http://books.google.com/books/about/Language_Assessment.html?id=NqglAQAAIAAJ

Figure II.I Vocabulary of things in Bedroom.
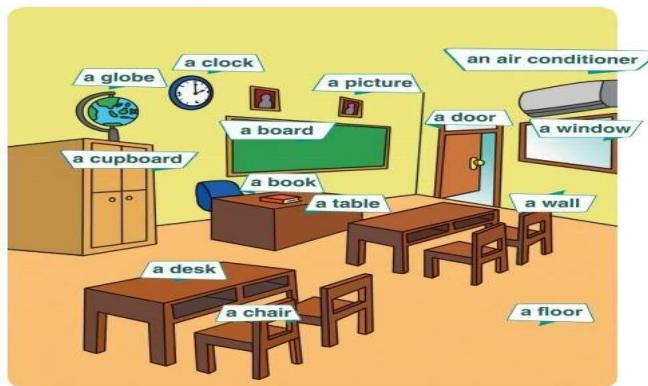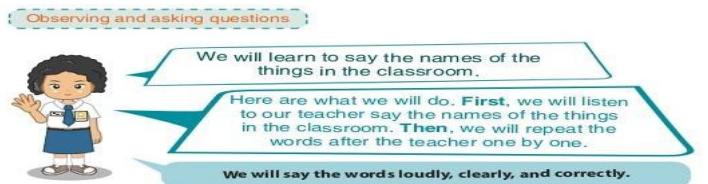
Figure II.2 vocabulary of things in classroom
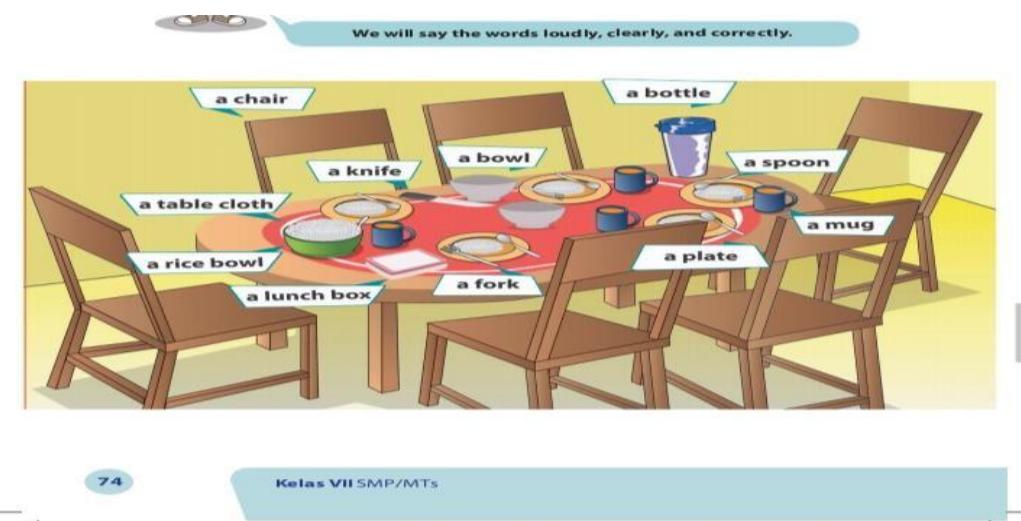
Figure II. 3 vocabulary of things in the kitchen[23]

2. Got It Game

a. Definition of Got It Game

Game is one of the easiest ways to apply in learning process. According to Hadfield in Rambe "Games can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill, at the other as a chance to used the language freely and as a means to an end rather than an end it self.[24] According to Harmer, games that are appropriate for vocabulary activities do not always need to be specifically designed for language learners". [25] Combines educational content with gameplay elements to make learning more engaging and interactive. The use of games in teaching, such as the Got It! Game.

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[23] Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *When English Rings a Bell: Buku Siswa Kelas VII SMP/MTs*, 2017.

[24] S L Vinde Rambe "Fostering Lecturers' Teaching Creativity through Games," *English Education: English Journal for Teaching and Learning* 7, no. 1 (2019): 10, https://doi.org/10.24952/ee.v7i01.1656.

[25] Harmer, *The Practice of English Language Teaching*.

According to Harmer, "games that are appropriate for vocabulary activities do not always need to be specifically designed for language learners".[26] Got It game combines educational content with gameplay elements to make learning more engaging and interactive. The use of games in teaching, such as the Got It! game, allows students to practice language skills in a fun and low- stress environment, which can lead to better retention and understanding of vocabulary. Games can promote active learning by involving students in problem-solving, critical thinking, and collaboration, all of which enhance language development.

The Got It game is a type of vocabulary learning game designed to help students practice and master new words. The game is based on interaction, competition, and repetition, which are key elements in retaining vocabulary knowledge. By engaging in a game, students are more likely to stay focused, motivated, and willing to participate actively in the learning process. Interactive learning tools, such as games, make language learning enjoyable and can reduce the anxiety often associated with traditional vocabulary instruction.[27]

So, the Got It game provides an enjoyable and low-stress way for students to practice vocabulary, helping them stay motivated through interaction, competition, and repetition. These elements make it easier for learners to remember and understand new words more effectively,

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[26] Harmer, 556.
[27] Harmer, 238.

while also supporting active learning by encouraging, critical thinking, and collaboration, which further enhances vocabulary development.

b. **Purpose of Got It Game**

The purpose of the Got It game in vocabulary learning is to make the process of acquiring new words more engaging, interactive, and student-centered. This game encourages active participation, critical thinking, and collaboration, as students try to guess a secret word based on limited clues. By doing so, learners not only practice vocabulary recall but also develop their understanding of word associations and usage in context. The game format helps reduce language anxiety and increases motivation, making vocabulary learning more effective and enjoyable.

According to Harmer "this game designed to engage students with a list of vocabulary items".[28] Overall, the steps of the Got It Game guide students through engaging and structured activities that help them practice vocabulary more effectively. It also encourages interaction among students, making the learning process more collaborative and enjoyable.

The game provides an engaging and student-centered approach to vocabulary learning by promoting participation, critical thinking, and collaboration. It allows students to practice word recall and understand word usage in context, while reducing anxiety and increasing

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[28] Harmer, 238.

motivation. Overall, its structured activities effectively support the development and mastery of vocabulary.

c. Procedures of Got It Game

According to several experts, the Got It game can be effectively applied in vocabulary teaching through communicative, social, and experiential learning steps. Steps of Teaching by Using Got It Game According to Harmer using of Got it Game as follows:

1. The teacher prepares vocabulary words and clues to make learning more communicative and meaningful.
2. The teacher divides students into small groups to encourage cooperation and interaction.
3. The teacher explains the rules of the game clearly so that students understand what to do.
4. Students give and guess clues and shout out Got It while take the word that teacher said.
5. The teacher provides feedback and corrects vocabulary usage after the game.[29]

Therefore, the researcher used Harmer's theory as the main foundation in implementing the Got It game for teaching vocabulary.

d. Advantages and disadvantages of Got It

Game there are several advantages when we use the Got It game in teaching English vocabulary is gamification makes vocabulary learning more engaging and enjoyable, keeping students interested and focused through the fun format. By playing the game, students repeatedly encounter new words, hear and see correct usage from peers, and which helps them learn from mistakes and reinforce memory. [30]

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[29] Jeremy Harmer, The Practice of English Language Teaching (Harlow: Pearson Education Limited, 2001), 85.
[30] Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language*

Despite its benefits, the Got It game also has limitations. The fast-paced nature of the game may pressure students who have lower proficiency or slower processing speeds, causing feelings of frustration or discouragement. In some cases, the emphasis on rapid answers can lead students to memorize words without fully understanding their usage in meaningful contexts. This may result in superficial learning, where students perform well during the game but struggle to apply the vocabulary in real communication.

Overall, the Got It game offers meaningful support in vocabulary learning by creating an engaging atmosphere that encourages students to participate actively and remember new words more effectively. However, its effectiveness depends on how it is applied in the classroom. If used without proper guidance, the game may disadvantage students who need more time

e. Teaching Vocabulary by Using Got It Game

The researcher expects that the use of the Got It game will help students improve their vocabulary mastery and minimize learning difficulties through active participation and communication. The following are the steps of using Got It game in teaching vocabulary:

Table II.1 Steps of Got It Game in Teaching Vocabulary

Steps	Teacher's Activity	Procedures	Student's Activity
	1. The teacher comes into the class and open the class. Then		1.Students listen to the teacher 2.Students start to

Learning, 3rd ed. (2006).

Steps	Teacher's Activity	Procedures	Student's Activity
Pre – Teaching	teachers asks to pray on their beliefs.		pray
	2.The teacher check the students attendant list and gives motivation to students.		1. Students listen to the teacher 2. Students state the attendance by saying present
	3.The teacher explains the material that they will learn.		1. Students listen carefully to the teacher 2. Students add some notes from the teacher
While – Teaching	4. The teacher select vocabulary words, determine a set of vocabulary words which is consistent with the level of the students.	1. Prepare vocabulary from the lesson that must be remembered	1. Students listen carefully to the teacher 2. Students pay attention to the teacher
	5.The teacher Prepare word cards or slides, each vocabulary word is to be represented on a card or slide.	2. Choose the word of vocabulary	1. Students pay attention to the teacher 2. Students follow the instruction from the teacher
	1. The teacher ask students to put into groups of four or five and all of the students will be sitting roun the table.	3. Count the Total of Students	1. Student pay attention to the teacher 2. Students follow the instruction from the teacher 3. Students respond to the teacher's explanation
	2. The teacher asks students to say vocabulary that they know.	4. say the word	1.Students listen carefully to the teacher 2. Students follow the instruction from the teacher 3.Students say the word that they know.

Steps	Teacher's Activity	Procedures	Student's Activity
	3. The teacher have to place the words or cards face up on the table in front of them so that all of them can be see it.	5. look the card	1. Students see the card 2. Students pay attention to the card
	4. The teacher explain how the rules of the game.	6. Explain the Rules Clearly	1. Students listen to the teacher 2. Students understand the game
	5.The teacher now reads out the words one by one.	7. look the word	1. Students listen the word. 2. Students look the card. 3.students read the word. 4. Students snacth the word and shout out got it. 5. students will keeps the cards they have managed to snacth, and so at the end of the game there is the winner in each group.
Post Teaching	1. The teacher ask students understanding about the material	8. Feedback	1. Students answer the teacher. 2. Students says that they difficulties in during learning.

B. Review of Related Findings

The researcher find some researchers that related to this research. The first research is from Suryadi et.al.[31] The purpose of the study is to asess the impact of the google word coach game and vocabulary control on the speaking skills of students, this study which is a quasi experimental design incorporates The F- count value is 5.225 and sig. Is 0.025<0.05. those, it shows that the null hypothesis is accepted, the research hypothesis is rejected, it also means the there is difference between the interaction effect of google word coach game and that of vocabulary mastery on students' speaking skills.

The second is from Depari et.al.[32] In his study the point of this consider was to explore the impact of picture card recreations method toward students' vocabulary mastery, It found that there was no significant between two groups in vocabulary mastery before giving treatment, post test was given and it found that there was a significant difference between the two groups. It can be concluded that card games technique gave positive effect toward the students' English vocabulary mastery of SDN 99 Kota Bengkulu.

The other research was concluded by Aniza et.al.[33] That this research was to know the effect of spelling bee game to students vocabulary mastery, the research design was in experimental research, and the observed 33 students' of

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[31] Suryadi, Widyaningrum, & Erlangga, "The Effects of Google Word Coach Game and Vocabulary Mastery on Students' Speaking Skill," *Ethical Lingua: Journal of Language Teaching and Literature* 7, no. 1 (2020): 92–100, https://doi.org/10.30605/25409190.146..

[32] R O Depari S, "The Effect of Picture Card Games on Elementary School Students' Vocabulary Mastery," 2019, 6.https://media.neliti.com/media/publications/268044-the-effect-of-picture-card-games-to-stud-52aa3695.pdf

[33] Gisckha Hazezlima Aniza, "The Effect of Spelling Bee Games to Students' Vocabulary Mastery," *Journal of Language and Art* 5, no. 1 (Mei 2021): 200, https://ejournal.unibabwi.ac.id/index.php/lunar/article/view/1465.

tenth grade TKJ at SMK NU Mamba'ul Huda. Based on the research result, it can be concluded that teaching English vocabulary by spelling Bee game was effective and gave remarkable progress in students vocabulary mastery, especially in X TKJ 2 at SMK NU Mambaba'ul Huda Tegalsari.

The others research was concluded by Tanasyi and Nralizah.[34] Wheter the use of Word-Connection game significantly improved the students' vocabulary mastery of the first grade students of English Education in Universities Muslim Maros on academic year 2018/2019, and their attitudes toward the use of this game. Furthermore, data which were collected from questionnaire indicated that the students had positive attitude toward the use of WordConnection game with mean score 82.68. Findings above concludes that the use of Word-Connection Game Games can improve the mastery of vocabulary of the students in the experimental group.

For the last from Masyhur.[35] This study is carried out to obtain empirical evidence on the effect of the guessing game in enhancing students' vocabulary achievement observed and analyzed from two classes of the eighth grade of SMP Mumtaz Islamic School. The experiment class was taught by using guessing game technique while the control class was one-way explanation from teacher.The statistical calculation as the main data showed that the guessing game had a medium effect on the eighth-grade students' vocabulary

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[34] Tanasyi & Nralizah, "Improving the Vocabulary Mastery Through Word-M Connection Game," *ETERNAL (English, Teaching, Learning and Research Journal)* 5, no. 2 (2019): 330, https://tes-ojs.uin-alauddin.ac.id/index.php/Eternal/article/view/10054ving the Vocabulary Mastery through Word-m Connection Game," 2019, 330.

[35] Rizal Hanif Masyhur, *The Effect of Guessing Game to Enhance Students' Vocabulary Achievement* (skripsi, Fakultas Ilmu Tarbiyah dan Keguruan, UIN Syarif Hidayatullah Jakarta, 2018), 1, https://repository.uinjkt.ac.id/dspace/handle/123456789/43835

achievement in SMP Mumtaz Islamic School Academic Year 2018/2019.

Based on the explanation above, the difference of this research is in the use of Got It Game as a technique to improve students' vocabulary mastery. The previous studies applied different games such as Google Word Coach, Picture Card Games, Spelling Bee, Word-Connection Game, and Guessing Game, while this research specifically focuses on investigating the effect of Got It Game on students' vocabulary mastery at the seventh grade of SMPN 9 Padangsidimpuan. Therefore, this study is expected to provide a new contribution and variation in implementing game-based learning to enhance students' vocabulary achievement.

C. The Conceptual Framework

One of the main problems faced in English language learning is the lack of vocabulary knowledge among students. Furthermore, which may not be engaging enough to help students improve their vocabulary mastery.

To identify the students' initial vocabulary knowledge, a pre-test was administered to both the experimental class and the control class. This pre-test aimed to assess the baseline level of vocabulary mastery before any intervention was applied which was essential for measuring the effectiveness of the teaching method introduced later.

The experimental class was taught using an interactive learning technique called the Got It Game, which is designed to contrast, the control class continued learning using only the traditional textbook media without any additional interactive activities. This comparison was intended to evaluate

whether the Got It Game could significantly improve students' vocabulary skills compared to the conventional method.

Whether the use of the Got It Game significantly affects students' vocabulary mastery. If the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted, Otherwise, if Ho is accepted and Ha is rejected, it would mean there is no significant difference between the two teaching method.

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┌─────────────────────────────────────────────────────┐
│ Research problem:                                     │
│   1) The lack of vocabulary knowledge of students     │
│   2) Students have difficulty tell the vocabulary     │
│   3) The teachers only use books as a learning media  │
└─────────────────────────────────────────────────────┘

                    ┌──────────────┐
                    │   Pre Test   │
                    └──────────────┘

   ┌──────────────────┐          ┌──────────────────┐
   │ Experiment Class │          │  Control Class With │
   │ With Got It Game │          │ Conventional Methods │
   └──────────────────┘          └──────────────────┘

                    ┌──────────────┐
                    │  Post Test   │
                    └──────────────┘

                    ┌──────────────┐
                    │ ( Ha Or Ho ) │
                    └──────────────┘

   ┌──────────────┐              ┌──────────────┐
   │   Accepted   │              │   Rejected   │
   └──────────────┘              └──────────────┘
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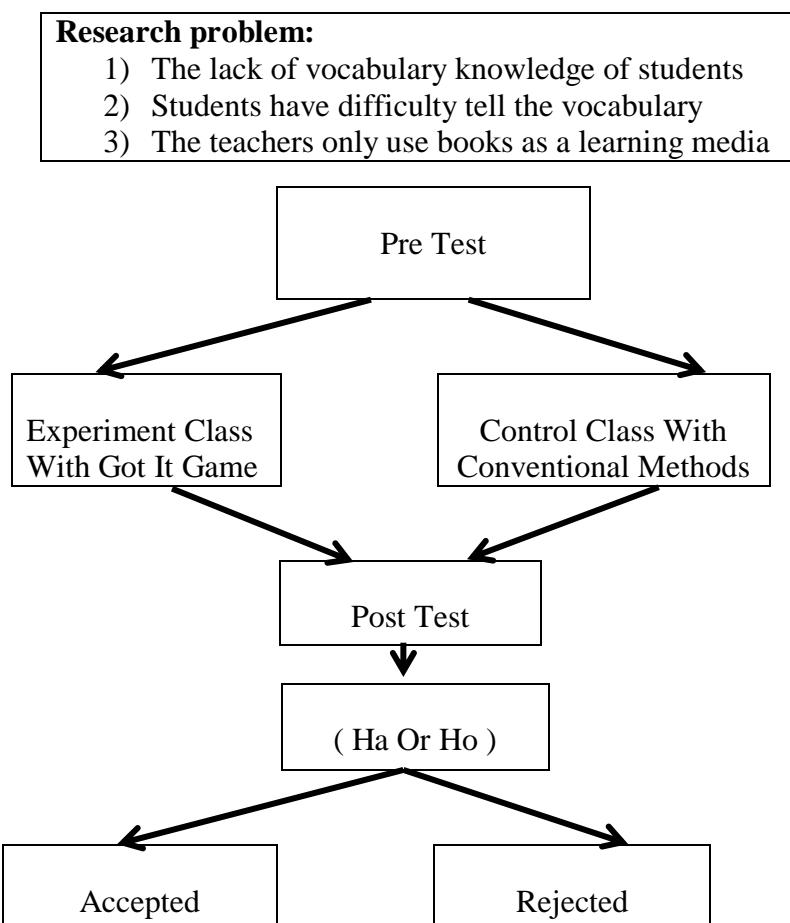
Figure II.4 Conceptual Framework

D. Hyphotesis

Hypothesis is needed to show the researcher's thinking and expectation about what outcomes of the research will be related this study. The hypothesis of this research are stated that:

1. Alternative Hypothesis (Ha): there is a significant effect of using the Got It game on vocabulary mastery students at the VII grade Students SMPN 9 Padangsidimpuan.

2. Null Hypothesis (Ho): There is no significant effect of using Got It game on vocabulary mastery of students at the VII grade students SMPN G Padangsidimpuan

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Place and Time of the Research

The location of the research is in SMPN 9 Padangsidimpuan address at Hutaimbaru district, Kab, Padangsidimpuan, North Sumatra Province. This research was started from 05, September 2024 up to November 2025.

B. Research Design

The type of this research is quantitative research with experimental research. Experimental research created an experiment where subjects are randomly assign to treatment conditions as well as a quasi-experiment where there is no theory randomization. This research used two classes, as an experimental class and a control class. In this research, the researcher want to find the effect of using the Got It game in teaching vocabulary.

The design of this research use experimental design with pretest – posttest control group design. The researcher gave pre-test, to find their vocabulary mastery before being given treatment. After treatment, researcher has given post-test, to find the effect of the treatment toward their vocabulary mastery. They are two variables in this research; they are using the Got It game as independent variable and the teaching vocabulary as dependent variable.

Table III.1 Pre test – Post test Control Group Design

Group	Pre Test	Treatment	Post Test
Experiment	O_1	✓	O_1
Control	O_2	-	O_2

In which:

O1: Pre-test value of experiment and control class

O2: Post-test value of experiment and control class

✓ : Treatment: Got It Game[1]

C. The Population and The Sample

1. Population

The population in this research is all of students at grade VII of SMP

Negeri 9 Padangsidimpuan. They consists of 119 students in 5 classes. It can

be seen table as follow:

Table III. 2
The population of the grade VII of SMPN 9 Hutaimbaru

No	Class	Population
1.	VII-1	25
2.	VII-2	23
3.	VII-3	23
4.	VII-4	25
5.	VII-5	23
	Total	**119**

2. Sample

The researcher used the random sampling for the sampling technique.

Which is taken from population without based on stratified, random,

probability but it very closely with classing or grouping class in the school.

So, based on pre – observation of researcher, students VII 4 and VII 2 had

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[1] Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (Sage Publications, 2014), https://books.google.co.id/books?id=4uB76IC_pOQC

some less mastery in vocabulary lesson.[2]

The scoure of this information is from the result of students in examination and English teachers showing that all of students could not enough pass examination which the target of the complete 48. So, researcher found the sample are VII 4 as the experimental class that consist of 25 students and VII 2 as the control class that consist 23 students. Therefore, total samples are 48 students. It can be see from the table follow:

Table III. 1 Samples of the Research

Experimental Class	Control Class
VII- 4 = 25	VII-2 = 23

D. The Instrument of Data collection

Instrument refer to the tool with which data pertaining to are collect, measure and analyze. It is one on this research based. Test the major instrument in this research. The test was carried out to test vocabulary, the researcher give 50 question from using multiple choice test, there are two indicator, each question is graded 2 points and the macimum score will be 100. But, there were 50 multiple choice test (50 for pre-test & 50 for post- test) that were given to experiment and control classes.

Table III. 2 Indicator of Vocabulary

No	Topic	Indicator	Number of items	Value	Item	Skor
1.	Things in the classroom	1. The students are able to find meaning of things in the classroom	1,2,3,4,7,9,12,15,1 6,17,18,24,26,27,2 9,32,33,34,36	2	19	38
		2. The students are able to find the spelling of the	5,8,6,13,19,20,21	2	7	16

[2] D Mujis, *Doing Quantitative Research* (London: SAGE Publications, 2004).

		things in the classroom				
2.	Things in the kitchen	1. The students are able to find the meaning of things in the kitchen	10,28,30,31,35,,37, 38,39,40,41,43,44, 45,46,47,48,49,50,	2	18	36
		2. The students are able to find the spelling of the things in the kitchen	11,14,22,23,25,42	2	6	12
Total					50	100

The scoring is obtained using the following formula:

$$score = \frac{B}{N} \times 100 = \frac{1}{50} \times 100 = 2$$

2B = number of question answer correctly

N = number of question[3]

Based on the table above, there were 50 questions in pre- test and post- test, and one question received 2 points. So, the students have answered all of the questions correctly got the 100 score.

E. The Validity and the Reality of Instrument

1. Validity Instrument

Before delivering the test to the pupils, validity must be completed.A study's validity is determined by how well the researcher measures the appropriate things. Valid means that the instrument can be used to measure what is supposed to measure. To make it sure, the researcher-validated the test by using item validity. To determines the item validity,the students at the eight grade in SMP N 9 Padangsidimpuan have validated it. In validating the test the researcher used the Pruduct moment Formula:

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[3] Asrul, R Ananda, and Rosinta, *Evaluasi Pembelajaran* (Bandung: Ciptapustaka Media, 2014).

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][(NY^2 - (\Sigma Y)^2)]}}$$

Description:
> Rxy = Validity Coefficient
> N = Number of Subjects
> X = Comparative Value
> Y = The score of the instrument to be tested for validity

The validity test was conducted to determine whether the 60 items of the vocabulary test were appropriate to measure students' mastery. The analysis was carried out using the Pearson Product Moment correlation formula in SPSS version 25. The result showed that 52 out of 60 items were valid, and 8 items were invalid. The valid items were numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 39, 42, 43, 44, 45, 46, 47, 48, 50, 52, 53, 54, 55, 56, 58, 59, while the invalid items were 14, 22, 37, 38, 40, 41, 49, and 57. Therefore, it can be concluded that the instrument was generally valid and appropriate to measure students' vocabulary mastery at the seventh grade of SMPN 9 Padangsidimpuan.

2. Reliability

Once the instrument used for dependability testing with internal consistency, it will examine using a certain method. The analysis' findings can be utilize to forecast the instrument's dependability. If a test is administer to match or identical people, it is considered dependable. twice, separate occasions. It indicates that an instrument is reliable if it consistently produces the same results after two tries or more.[4]

a. If *alpha cornbach* > r_{table} at the level of significance 5%, it means that the

[4] V Vainov, *Chi-Squared Goodness of Fit Test with Application* (USA: APress, 2013).

instrument is reliable.

b. If *alpha cornbach* < r_{table} at the level of significance 5%, it means that the

instrument is not reliable.

Notes :

rn   = Test reliability coefficient

n   = The Number of items issued in the test

$\sum Si2$ = The number of variance scores for each item

$St2$ = Total Variance

The formula:

$$r_{11} = \frac{n}{n-1}\left(1 - \frac{\sum_{i=1}^{n} s_i^2}{S_t^2}\right)$$

.   Based on the calculation results, the following data were obtained
reliability coefficient was calculated using the Cronbach's Alpha formula. The
value of Cronbach's Alpha is 0.97. This value is significantly higher than the r-
table value of 0.40 at the 5% significance level. Therefore, it can be concluded
that the instrument used in this study is highly reliable, indicating that it
consistently measures what it is intended to measure.

F. The Research Procedures

In procedure of the research, the researcher have 3 steps to get the data
from the students, they are pre-tet, treatment, and post-test. The test and
treatment that researcher give to the students to know the effect of the
technique.

1. Pre-test

The students took an exam call a pre-test before receiving treatment.

Both the experimental class and the control class take the pretest. Pre-test means evaluating students' fundamental knowledge before using the technique. For the pre-test, the researcher took a few actions. You may see the steps below:.

a. The researcher gave the test papers and answer sheets the experimental and control classes.

b. The researcher then conveyed how to complete the test.

c. The students gave opportunity to respond.

d. The researcher compiled the students' responses.

e. The researcher checked the students' answer sheets and totals their scores last.

  2. Treatment

    a. The teacher divides the students into groups of four or five.

    b. The teacher asks students to say any vocabulary words they already know.

    c. The teacher places the vocabulary cards on the table so all group members can see them.

    d. The teacher explains the rules of the Got it game clearly.

    e. The teacher models how the game works and lets the students practice with a few words.

    f. Students try the practice round to make sure they understand the activity

      In the second meeting, i briefly reviewed the vocabulary and the

rules, then the students played the full Got It game by giving clues, guessing the words, and collecting scores until all vocabulary items were completed.

3. Post Test

A post-test one that is conduct after doing treatment. Both classes took the test. The final test in this research is the post-test. It refers to determining whether or not there is a significant influence. The researcher do a lot of steps during this test. They are:

a. The researcher first prepared a vocabulary test.

b. Next, the experimental and control classes received test papers and answer sheets from the researcher.

c. Next, the researcher provided instructions on how to respond.

d. Students answered to the question.

e. The researcher then collected the answer sheets.

f. Last, the researcher checked every students' answer and totals the results.

G. The Technique of Data Analysis

1. Requirement Test

a. Normality Test

Normality test way to know whether the data of the research is normal or not. The data that were analysis in this normality test Post- test value data in the experimental class and control class. The aims of Normality test was to determine whether the data of each class is

normally distribute or not. In this research, the researcher is χ^2 where $H_o=$ normal distribution and H_i = not normal distribution.

1) If x^2 table $<x^2{}_{count}$, therefore H_0 is accept and Hi is reject,so, the data is normal distribution

2) If xcount $\leq x^2{}_{table}$ therefore H_i accept and H_0 is reject, so the data is not normal distribution.

After got the score of pre-test and post test in experimental class and control class, this reseacrh calculated the normality test. The normality test in this research used Shapiro-Wilk, the data was calculated using SPSS 24. The result of normality can be seen in the table below:

Table III.6 Normality Test

Shapiro-Wilk		
Class	**Df**	**Sig.**
Pre-test Experimental	23	.279
Post-test Experimental	23	.930
Pre-test Control	23	.945
Post-test Control	23	.997

From the table above, based on the Shapiro-Wilk test, all pre-test and post-test data in both experimental and control classes have p-values greater than 0.05, which means the data are normally distributed.

b.Homogeneity Test

Homogeneity used to see the data from two classes was same or different in variant case. To test whether the variants of the two samples were homogeneous, the variants equality test was used. The researcher

used test of homogeneity of variances with using SPSS 24.

$$F = \frac{The\ biggest\ variant}{the\ smallest\ variant}$$

If $F_{count} \leq F$, both samples are homogenous

If $F_{count} \geq F$, both samples are not homogenous

fh = Frequency is gotten from the sample as image from frequency is hoped from the population.[5]

Homogeneity test is a statistical test used to determine wheteher two or more groups of data the same or homogenous variance. In calculating the data, researcher used SPSS v.24. The result in calculating the data can be seen in the table below:

Table III.4 Homogeneity Test

Result	Levence Statistic	df 1	df 2	Sig
Based on Mean	.978	1	46	.091
Based on Median	.032	1	46	.088
Based on Median and with adjusted df	.032	1	43.775	.089
Based on trimmed mean	.053	1	46	.087

From the table above, based on mean of post-test experimental class and post-test control class, sig is .0.91. where .091 > 0.05, it means that the variances are homogeneous.

Table III. 5 The Table Interpretation

NO	Interval	Predicate
1	80-100	Very Good
2	60-79	Good
3	50-59	Enough

[5] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, *Proceedings of the National Academy of Sciences*, vol. 3 (Bandung: Alfabeta, 2019).

4	40-49	Less
5	0-39	Fail

The criteria of students' ability can be classified into four criterias Score 80-100 was classified into very good criteria, score 60-79 was classified into good criteria, score 50-59 was classified into enough criteria, score 40-49 was classified into less criteria and score 0-39 was classified into fail criteria.

c. **Hypothesis Test**

The researcher used T-test to investigate the hypothesis. The-researcher used Independent Sample T-test with using SPSS 24. The result can be seen from the mean of score. ko The mean score would be show whether there is the difference between mean score of control class and mean score of experimental class that means the method useful or not.

The researcher should make the hypothesis from the data that use by looking at the t_{count} and compare it to t_{table}. If $t_{co}>$ t_{table} means the alternative hypothesis is accepted, null hypothesis is rejected (there is significant effect), meanwhile if $t_{count} < t_{table}$ means alternative hypothesis is rejected, null hypothesis is accepted (there is no significant effect).

$$t = \frac{x1 - x2}{\sqrt{s^2\left(\frac{1}{n1}\right) + (\frac{1}{n2})}}$$

Description:
   t = t-value
   x_1 and x_2 = the mean scores of the two groups being compared
   s^2 = the standard error of the combined two groups

n_1 and n_2 = the number of observations in each group B[6]
T-Test

If both samples are normally distributed and have homogeneous variance, the statistic used is the t-test, the formula is:

Explanation:

$$T = \frac{X1 - X2}{\sqrt{\left(\frac{ss12}{n1}\right) + \left(\frac{ss22}{n2}\right)}}$$

$\underline{x}_1$	=	The Average Post Test Of Experiment Class
$\underline{x}2$	=	The Average Post Test Of Control Class
$s1^2$	=	The Variance Value Of Experiment Class
$s2^2$	=	The Variance Value Of Control Class
n1	=	Number of students in experiment Class
n2	=	Number of students in experiment Class

The degree of freedom (dk) in the t distribution list is ($n^1 + n^2$))[7] and its probability ($1 - \alpha$) with alpha = 0.05 or 5% the criteria to test the t-test are:

If t_{count}> t_{table} so the alternative hypthesis accept and null hypothesis is reject which means there is significant of learning by using the "Got It!"Game trough learning vocabulary in English. If t_{count} $\leq$ = t_{table} so H_0 is accept and H_1 is reject which means there is no influence of learning by using the "Got It!"Game trough learning vocabulary in English. The result of the result was a follow:

[6] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2015).
[7] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*. https://digi-lib.stekom.ac.id/assets/dokumen/ebook/feb_35efe6a47227d6031a75569c2f3f39d44fe2db43_1652079047.pdf

Table III. 6 T-test of both averages in post-test

		F	Sig	t
Students learning Outcomes	Equal variance Assumed	.051	.823	5.774
	Equal variances not Assumed			5.899

CHAPTER IV

RESULT OF THE RESEARCH

In this chapter, in order to evaluate the effect of Got It game on vocabulary mastery at the seventh grade students of SMP N 9 Padangsidimpuan. This research has calculated the data using pre-test and post-test. This study applied quantitative research by using the formulation of t-test to test the hypothesis.

A. Description of Data

1. Description of Data Before Using Got It Game

a. Score of Pre- Test in Experimental Class

This reseacrh used class VII-4 as the experimental class. Based on students' answer in pre- test, the research has calculated the students' score. The total score of experimental class in pre-test was 1447, mean was 57.88, highest score was 72, lowest score was 44, range was 28, interval was 5, mean was 57.88, median was 58, mode was 55, varianc was 47.110, standard deviation was 6.846, The score of pre-test in experimental class can be seen in the following table:

Table IV.1 Score of Pre-Test in Experimental Class

No	Description	Statistics
1	Total Score	1447
2	Highest Score	72
3	Lowest Score	44
4	Range	28
5	Interval	5
6	Mean	57.88
7	Median	58
8	Mode	55
9	Variant	47.110
10	Standard Deviation	6.864

After getting the result of total score, highest score, lowest score, range, interval, mean, median, mode, variant and standard deviation, the next step was this research 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 asfollow:

Table IV.2 Frequency of Students Score (pre-test) Experimental Class

No	Interval	Mid Point	Frequency	Percentages
1	44-48	46	3	12%
2	49-53	51	3	12%
3	54-58	56	8	32%
4	59-63	61	7	28%
5	64-68	66	2	8%
6	69-73	71	2	8%
I=5			25	100%

From the table, the students' score in class interval between 44-48 was 3 students (12%), class interval between 49-53 was 3 students (12%), class interval between 54-58 was 8 students (32%), class interval between 59-63 was 7 students (28%), class interval between 64-68 was 2students (8%) and class interval between 69-73 was 2 students (8% In order to get clear description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Frequency
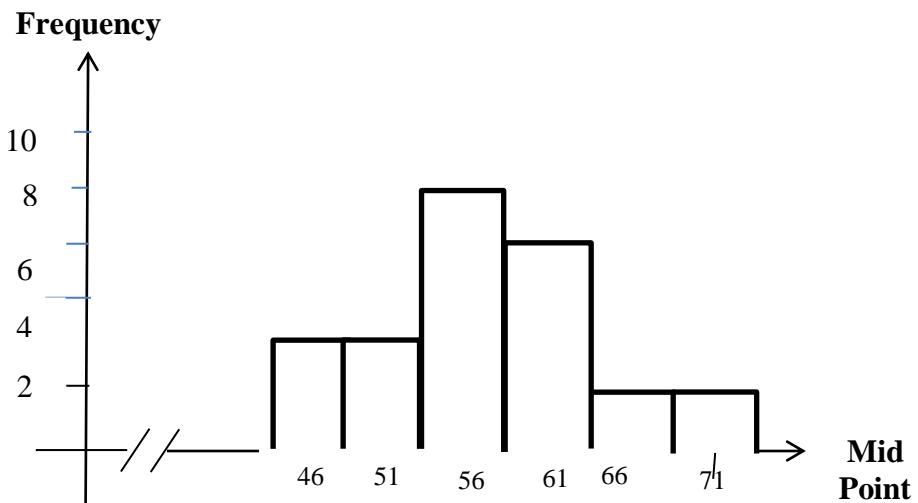
Figure IV.1 : Data Description of Students' Vocabulary Mastery in Experimental class (Pre-test)

Based on the data, 3 students scored 46, 3 scored 51, 8 scored 56, 7 scored 61, and 2 each scored 66 and 71. The mean pre-test score in the experimental class (see Table IV.2) can be categorized as good, indicating that the students' ability before the treatment was at good level.

b. **Score of Pre- Test in Control Class**

The pre-test in control class, this research choosed the VII- 2. The research has calculated the students' score and arranged it from the lowest score until the highest score in interval class form. This research calculated it used the SPSS 24. The total score of pre- test in control class was 1.130, highest score was 70, lowest score was 45, range was 25, interval was 5, mean was 57.83, median was 58, modus was 56, variant was 42.514, standard deviation was 6.520. the score of pre- test in control class can be seen in the table below:

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

No	Description	Statistics
1	Total Score	1130
2	Highest Score	70
3	Lowest Score	45
4	Range	25
5	Interval	5
6	Mean	57.83
7	Median	58
8	Mode	56
9	Variant	42.514
10	Standard Deviation	6.520

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

Table IV.4 Frequency of Students Score (pre-test) Control Class

No	Interval	Mid Point	Frequency	Percentages
1	45-49	47	3	13%
2	50-54	52	3	13%
3	55-59	57	9	39%
4	60-64	62	4	17%
5	65-69	67	3	13%
6	70-74	72	1	4%
	I=5		23	100%

From the table, the students' score in class interval between 45-49 was 3 students (13%), class interval between 50-54 was 3 students (13%), class interval between 55-59 was 9 students (39%), class interval between 60-64 was 4 students (17%), class interval between 65-69 was 3 students (13%) and class interval between 70-74 was 1 students (4%). In

order to get clear description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Frequency
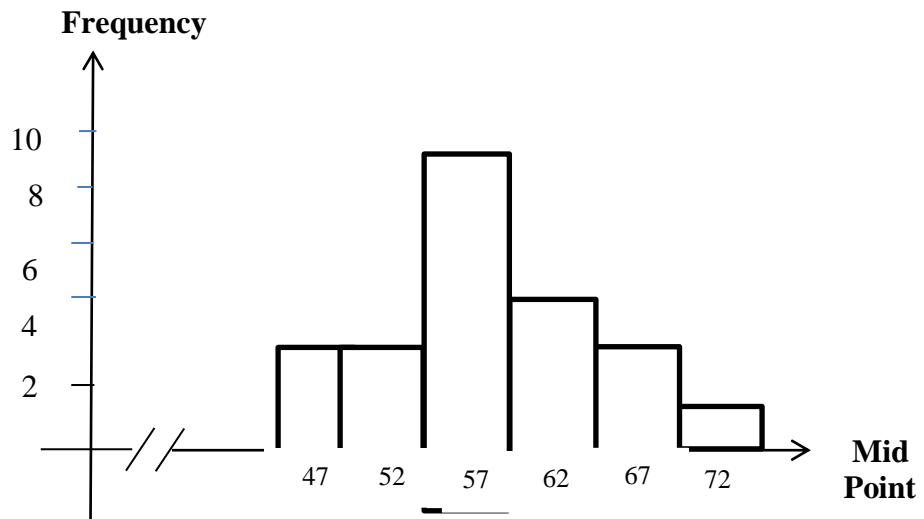
**Figure IV.2 : Data Description of Students' Vocabulary Mastery
in Control class (Pre-test)**

Based on the data above, 8 students scored 54–64, 3 scored 47–52, and 4 scored 67–72. Then the mean pre-test score of pre test in the control group (see Table IV.4) can be categorized as fair, indicating that the students' vocabulary ability before the treatment was at a good level.

2. Description of Data After Using Got It Game

a. Score of Post- Test in Experimental Class

After giving Got It game treatment, the students did the post-test to know the Got it game effects to the students' vocabulary mastery, the researcher gave the test of multiple choice consist of 50 questions. This research has calculated the students' score arranged it from the low score until the high score in interval class form. The researcher calculated using SPSS 23. The calculation of the result that had been gotten by the

students in doing the test after researcher did the treatment, can be seen

in the following table:

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

No	Description	Statistics
1	Total Score	2117
2	Highest Score	93
3	Lowest Score	75
4	Range	18
5	Interval	4
6	Mean	84.68
7	Median	85
8	Mode	85
9	Variant	16.893
10	Standard Deviation	4.110

From the table above, the total score was 2.117, the highest score

was 93, the lowest score was 75, mean was 84.68, median was 85, mode

was 85, range was 18, interval was 4, standard deviation was 4.110, and

the variance was 16.893. After calculating and got the result above, this

research made it into the percentages to see the dominant score that

gotten by the students. The score of post-test in experimental class can be

seen in the table frequency distribution as follow:

Table IV.6 Frequency of Students Score (post-test) Experimental Class

No	Interval	Mid Point	Frequency	Percentages
1	75-78	76.5	2	8%
2	79-82	80.5	3	12%
3	83-86	84.5	14	56%
4	87-90	88.5	4	16%
5	91-94	92.5	2	8%
I=4			25	100%

From the table, the students' score in class interval between 75-78 was 2

students (8%), class interval between 79-82 was 3 students (12%), class interval

between 83-86 was 14 students (56%), class interval between 87-90 was 4 students (16%), and class interval between 91-94 was 2 students In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure :

Frequency

**Figure IV.3: Data Description of Students' Vocabulary Mastery
in Experimental class (Pre-test)**
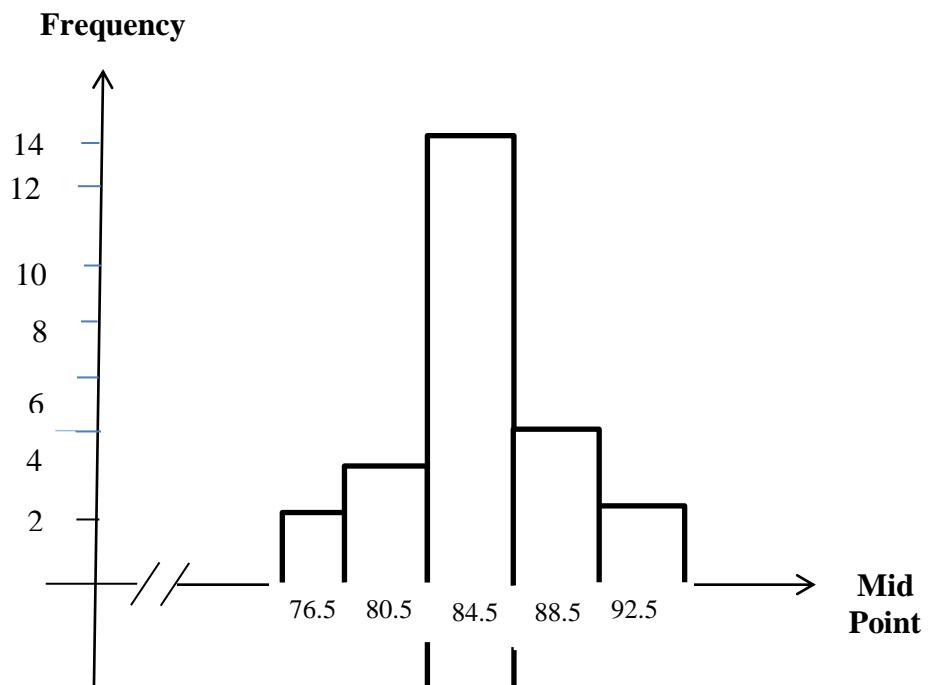
Based on the data shown above, 14 students scored around 84.5, 4 students scored around 88.5, 3 students scored around 80.5, 2 students scored around 76.5, and 2 students scored around 92.5. Considering the mean score of the post-test in the experimental class (see Table IV.6) the students vocabulary mastery can be categorized as very good. This indicates that after the treatment, the students in the experimental class achieved a high level of vocabulary mastery.

b.Score of Post- Test in Control Class

This reseacrh gave the conventionsl technique to students for the treatment. Then, students did the post-test. The researcher gave the test consist 50 multiple choice and this research has calculated the students score an arranged it from the lowest score until the highest score in interval class form. The researcher calculated it used SPSS 23. This research calculated it to get the score of total score, highest score, lowest score, range, interval, mean, median, mode, standard deviation, and variant. The score of post-test control class could be seen in the following table.

Table IV.7 Score of Post-Test in Control Class

No	Description	Statistics
1	Total Score	1587
2	Highest Score	83
3	Lowest Score	56
4	Range	27
5	Interval	5
6	Mean	69.00
7	Median	68
8	Mode	67
9	Variant	49.182
10	Standard Deviation	7.013

Based on the data above, the total score was 1587, the highest score was 83, the lowest score was 56, mean was 69.00, median was 68, mode was 67,, range was 27, interval was 5, standard deviation was 7.013, and the variance was 49.182. Then the calculation of the frequency distribution of the students' score is described in the following table as follow:

Table IV.8 Frequency of Students Score (post-test) Control Class

No	Interval	Mid Point	Frequency	Percentages
1	56-60	58	3	13%
2	61-65	63	4	17%
3	66-70	68	7	30%
4	71-75	73	4	17%
5	76-80	78	4	17%
6	81-85	83	1	4%
I=5		23		100%

From the table above, the students' score in class interval between 56-60 was 3 students (13%), class interval between 61-65 was 4 students (17%), class interval between 66-70 was 7 students (30%), class interval between 71-75 was 4 students (17%), class interval between 86-80 was 4 students (17%), and class interval between 81-85 was 1 students (4%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
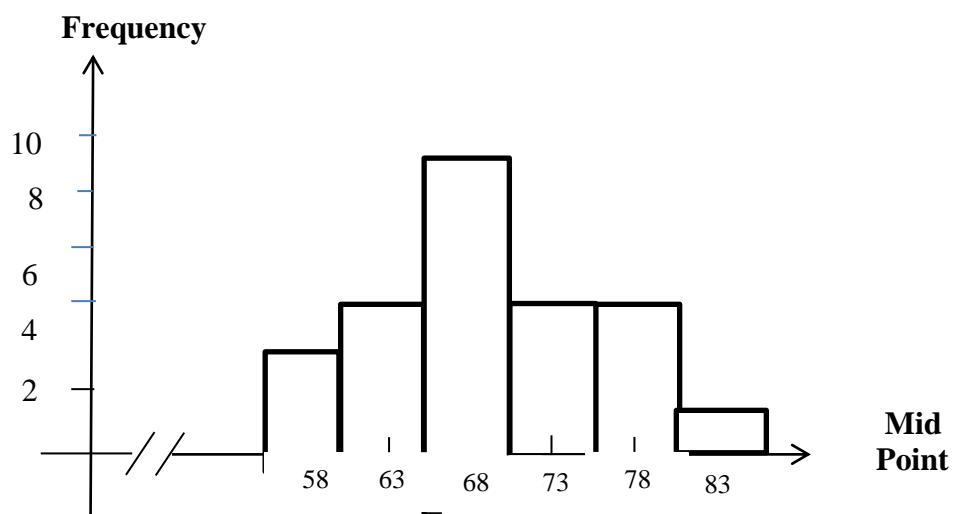

Figure IV.4 : Data Description of Students' Vocabulary Mastery in Control class (Post-test)

Based on the data above, 7 students scored 68, 4 students scored 63, 4 students scored 73, 4 students scored 78, 3 students scored 58, and 1 student scored 83. Considering the mean score of the post-test (see Table IV.8), the students' vocabulary mastery can be categorized as fair to good. This indicates that after the treatment, the students in the control class showed a moderate improvemen in vocabulary mastery.

3. Description of Comparison the Score of Pre- Test and Post- Test of Experimental and Control Class

a. Comparison Score of 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 pre-test and post-test in control class can be seen in the table below:

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

No.	Description	Pre-Test	Post-Test
1	Total Score	1.130	1587
2	Highest Score	70	83
3	Lowest Score	45	56
4	Range	25	27
5	Interval	5	5
6	Mean	57.83	69.00
7	Median	58.00	68.00
8	Mode	60	67
9	Variant	42.514	49.182
10	Standard Deviation	6.520	7.013

Based on the table above, the researcher found the different between pre-test and post-test in control class, the most of students got the lowest score in pre-test, the lowest score in pre-test was 45. But after

got the treatment the lowest score in post-test was 56. Based on the data, it can be concluded that the score of students' vocabulary mastery was higher than in the post-test than pre-test.

b. Comparison Score of Pre- Test and Post- Test in Experiment Class

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

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

No.	Description	Pre-Test	Post-Test
1	Total Score	1.447	2.117
2	Highest Score	72	93
3	Lowest Score	44	75
4	Range	28	18
5	Interval	5	4
6	Mean	57.88	84.68
7	Median	58.00	85
8	Mode	55	85
9	Variant	47.110	16.893
10	Standard Deviation	6.864	4.110

Based on the table above, the researcher found the different between pre-test and post-test in experiment class, the most of students got the lowest score in pre-test, the lowest score in pre-test was 44. But after got the treatment the lowest score in post-test was 75. Based on the data, it can be concluded that the score of students' vocabulary mastery was higher than in the post-test than pre-test.

B. Analysis of Data

  1. Hypothesis Test

Based on the result of data analysis requirement's 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. Researcher used the SPSS version 23 application to calculate the hypothesis statistically. Hypothesis alternative (Ha) of the research was "there is significant effect of got it game on vocabulary mastery at the seventh grade students of SMP N 9 Padangsidimpuan". The result of the result was a follow:

Table IV. 11 T-test of both averages in post-test

		F	Sig	T
Students learning outcomes	Equal variance assumed	.051	.823	5.774
	Equal variances not Assumed			5.899

Based on the data presented in Table IV.14, the t-test was conducted to determine whether there was a significant difference between students' vocabulary mastery before and after being taught using the Got It game. The result of the pre-test shows that the t-count value is 1.219, while the t-table value is 1.678. Since t-count (1.219) < t-table (1.678), it means that there was no significant difference in students' vocabulary mastery before the treatment. Therefore, the null hypothesis (H_0) is accepted, and the alternative hypothesis (Ha) is rejected for the pre-test.

Table IV.12 Result of T- test from Both Avarage

Pre – test		Post – test	
t_{count}	t_{table}	t_{count}	t_{table}
1.219	1.678	5.774	1.678

Based on the table above, the researcher found that in the pre-test, the t-count value was 1.219, while the t-table value was 1.678 with a significance level of $(1–α) = 1 – 5\% = 95\%$ and the degree of freedom $(df) = n_1 + n_2 – 2 = 25 + 23 – 2 = 46$. Since t-count (1.219) < t-table (1.678), it means that there was no significant difference between the students' vocabulary mastery in the pre-test.

However, in the post-test, the t-count value was 5.774, while the t-table value remained 1.678. Because t-count (5.774) > t-table (1.678), the alternative hypothesis (Ha) was accepted and the null hypothesis (H_0) was rejected. This indicates that there was a significant effect of the Got It game on students' vocabulary mastery. In other words, students who were taught using the Got It game showed better improvement in vocabulary mastery compared to those in the control class. The gain in mean scores between the pre-test and post-test in both experimental and control classes can be seen in the following table:

Table IV.13 Gain of Score in Experimental Class and Control Class

	Pre-test	Post-test	Enhancement	Gain Score
Experimental class	57.88	84.86	26.8	21.8
Control class	57.83	57.88	5	

The score of control class for pre-test was 57.83 and post-test 57.88. Then, the enhancement was 5. In experimental class it was 57.88 for pre-test and 84. 86 for post-test. Then, the enhancement value was 26.8 and the difference in scores between control class and experimental class was 21.8.

Based on the data above, it can beconcluade that the experimental class that used got it game in learning had a positive effect of increasing students grades. The students' vocabulary mastery before using the Got It Game at the seventh grade of SMP N 9 Padangsidimpuan was relatively moderate, with a mean score of 57.88 in the experimental class and 57.83 in the control class. After implementing the Got It Game, the experimental class showed a significant improvement in their vocabulary mastery, with the mean score rising to 84.68 in the post-test. This indicates that the use of the Got It Game had a positive and significant effect on students' vocabulary mastery, as demonstrated by the substantial increase from the pre-test to the post-test scores.

C. Discusssion.

This section presented the discussion of the research finding of teaching vocabulary by using Got It Game, which is related to the theories. The result of this research proved the theory from Harmer. [1] Who stated that games are not only enjoyable but also useful because they encourage students to use language in meaningful communication. In this research, the researcher found that Got It Game gave a significant effect on students' vocabulary mastery. From these results, it can be concluded that this research supports the theory of Harmer, which explains that learning vocabulary through interactive and engaging activities such as games can motivate students and make learning more effective

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[1] *Jeremy Harmer, The Practice of English Language Teaching, 4th Edition (London: Pearson Education Limited, 2007), p. 223.*

Several previous studies have shown similar findings. The first study was conducted by Suryadi et.al. Which assessed the impact of the Google Word Coach Game and vocabulary mastery on students' speaking skills. Using a quasi-experimental design, the study reported Fo value = 5.225 and Sig. = 0.025 < 0.05, indicating that there was a significant interaction effect between the game and vocabulary mastery[2]. The second study was carried out by Depari.[3] Which investigated the effect of picture card games on students' vocabulary mastery. The results showed no significant difference between the two groups before treatment, but after the post-test, there was a significant difference, indicating that the card games technique had a positive effect on vocabulary mastery.

Another study by Aniza et.al.[4] examined the effect of the Spelling Bee game on vocabulary mastery among 33 tenth-grade TKJ students at SMK NU Mamba'ul Huda. The results indicated that the Spelling Bee game was effective and brought significant improvement in students' vocabulary mastery.

Tanasyi and Nralizah.[5] found that the Word-Connection Game significantly improved vocabulary mastery of first-grade university students in the English Education program at Universitas Muslim Maros. The mean score

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[2] Suryadi, Widyaningrum, & Erlangga, "The Effects of Google Word Coach Game and Vocabulary Mastery on Students' Speaking Skill," *Ethical Lingua: Journal of Language Teaching and Literature* 7, no. 1 (2020): 92–100, https://doi.org/10.30605/25409190.146..

[3] Riky Oktavianus Depari S, 'The Effect of Picture Card Games to Students of Elementary School's Vocabulary Mastery'. Page 6.

[4] Gisckha Hazezlima Aniza, "The Effect of Spelling Bee Games to Students' Vocabulary Mastery," *Journal of Language and Art* 5, no. 1 (Mei 2021): 200, https://ejournal.unibabwi.ac.id/index.php/lunar/article/view/1465

[5] Tanasyi & Nralizah, "Improving the Vocabulary Mastery Through Word-M Connection Game," *ETERNAL (English, Teaching, Learning and Research Journal)* 5, no. 2 (2019): 330, https://tes-ojs.uin-alauddin.ac.id/index.php/Eternal/article/view/10054.

of students' attitudes toward the use of this game was 82.68, showing a positive perception.

Lastly, Masyhur et.al.[6] researched the effect of the guessing game on vocabulary achievement among eighth-grade students at SMP Mumtaz Islamic School. The findings revealed that the guessing game had a medium effect on students' vocabulary mastery compared to conventional teaching methods.

Based on these studies, the similarity between this research and previous ones lies in their positive impact on vocabulary mastery through game-based Learning. The difference can be seen in the type of games used, the number of samples, and the vocabulary topics measured. In this research, the Got It Game was applied to improve the vocabulary mastery of VII-grade students at SMPN 9 Padangsidimpuan, focusing on topics such as things in the classroom and things in the kitchen. The experimental class showed a substantial improvement from pre-test to post-test (from 57.84 to 84.04), which proves that the Got It Game is an effective strategy to enhance vocabulary mastery. Based on the result of the research and calculation of the data that had described in the previous chapter, the researcher got the conclusion as follows:

The students' vocabulary mastery before using Got It Game at the seven grade of SMP N 9 Padangsidimpuan was 57.88 in pre-test experimental class and mean score for control class was 57.83The students' vocabulary mastery after using Got It Game at the seven grade of SMP N 9

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[6] Rizal Hanif Masyhur, "The Effect of Guessing Game to Enhance Students' Vocabulary Acievment", (2018) page 1.

Padangsidimpuan was 84.68 in post-test experimental class and mean score for control class taught by conventional technique was 69.00

The result found that t_{count} was higher than t_{table} where in the nominal was (t_{count} 5.774> t_{table} 1.678). It means that Ha accepted, so there is a significant effect of got it game on vocabulary mastery at the seven grade students' of SMP N 9 Padangsidimpuan.

D. Threat of the Reseacrh

There are several factors that might threaten the validity of this research, including the following: the researcher could not ensure whether the students put maximum effort into the test, and there was a possibility that some of them answered by copying or imitating their classmates' responses. The researcher allowed extra time to complete the test, and a few students ended up having identical answers. In addition, the test environment might have caused some students to lose focus. During the test, certain students might have copied.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research and calculation of the data that had described in the previous chapter, the researcher got the conclusion the students vocabulary mastery before the implementation of the Got It Game at the seventh grade of SMP N 9 Padangsidimpuan was categorized as sufficient. This can be seen from the mean score of the pre-test in the experimental class, which was 57.88, and the mean score of the control class, which was 57.83. These results indicate that the students initial vocabulary ability was still relatively low and required improvement.

After the Got It Game was applied in the learning process, the students vocabulary mastery in the experimental class increased significantly, with a post-test mean score of 84.68. This improvement shows a clear difference between the students abilities before and after using the game. The higher post-test score demonstrates that the Got It Game contributed positively to enhancing students vocabulary master.

Furthermore, the effectiveness of the Got It Game was strongly influenced by the students vocabulary mastery. Since the game requires students to recognize, understand, and recall various vocabulary items, their level of vocabulary knowledge played an important role in determining their improvement. Therefore, the Got It Game became an effective learning

medium because its success depended on and was supported by the students vocabulary mastery.

B. Implication

Implication means something that is suggested or happens as a result of a research study. The result of this research is about the effect of the got it game on vocabulary mastery at the seven grade of SMP N 9 Padangsidimpuan.

Based on the result of the research, it is known that Got It game is helpful for improving students' vocabulary skills. This study gives useful information for education and future research.The implications are as follow:

1. Based on the research results, English teachers can use the got it game because it is easy to apply in the classroom when teaching vocabulary.

2. Based on the theory that has formulated by researcher , it can be seen that Got It game that has improvement.

C. Suggestions

After finishing the research, the research got much information in the field of foreign language, especially in English language learning and teaching. Therefore, from that experience, the researcher hoped some things need to be considered. The researcher give some suggestion, as follow:

1. From the reseacrh result it is expected to the headmaster and also teacher needs to be aware of various ways to teach and how to improve the learning process by using got it game.

2. From the reseacrh result it is also expected to the English teacher to apply this got it game as one of the way to teach vocabulary so students can getthe fun and more active in learning English

3. For the researcher, as a reference to the next researchers who are interested in taking the same tittle related to got it game as a factor in vocabulary mastery.

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CURRICULUM VITAE

A. Identify

Name : SAMSIANA LUBIS

Nim : 2120300055

Place and Birthday : Sibio-bio, 05 April 2003

Gender : Female

Religion : Islam

Address : Palopat Maria

B. Parent
1. Father's name : Raden Lubis
2. Mother's name : Nelmi Siregar

C. Educational Background
1. Elementary School : SD Negeri 200411 Padangsidimpuan
2. Junior High School : MTS Darul Mursyidi Sialogo
3. Senior High School : MAS Darul Mursyidi Sialogo
4. Collage : UIN SYAHADA Padangsidimpuan

Modul Ajar

Sekolah : SMP N 9 Padangsidimpuan
Kelas/Semester : VII/I
Mata Pelajaran : Bahasa Inggris
Materi Pembelajaran : Vocabulary
Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti
1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, 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/teoriMengidentifikasi dan memahami berbagai kata sifat yang menggambarkan perasaan, sifat, dan perilaku.

B. Kompetensi Dasar

1. Memahami makna kata benda yang berhubungan dengan kelas, kamar tidur dan dapur.
2. Menggunakan kosakata tersebut dalam kalimat lisan dan tulisan.eserta didik dapat mengidentifikasi kata benda yang menggambarkan clasroom,bedroom and kitchen.

C. Indikator
1. Siswa mampu menyebutkan dan menjelaskan arti kosakata tentang perasaan, sifat, perilaku karakter, dan perayaan.
2. Siswa mampu membuat kalimat sederhana menggunakan kosakata tersebut secara benar.
3. Siswa dapat berdiskusi dan menjawab pertanyaan menggunakan kosakata terkait.

D. Tujuan Pembelajaran
1. Mengidentifikasi dan memahami kosakata tentang kata benda dikrlas, dapur dan tempat tidur.

2. Menggunakan kosakata tersebut dalam kalimat sederhana secara lisan maupun tulisan.

E. Materi pembelajaran
vocabulary about things in classroom, bedroom and kitchen

F. Media Pembelajaran
1. Buku " English When The Rings Bell"
2. Card
3. Spidol
4. Papan tulis

G. Metode Pembelajaran
1. Got It Game

H. Kegiatan Pembelajaran

Langkah	Aktivitas Guru	Prosedur	Aktivitas Siswa
Pra-Pembelajaran	1. Guru masuk ke kelas dan membuka pelajaran. Kemudian guru mengajak siswa berdoa sesuai kepercayaannya.	1. Mempersiapkan suasana kelas.	1. Siswa mendengarkan guru. 2. Siswa mulai berdoa.
	2. Guru mengecek kehadiran siswa dan memberi motivasi.	2. Mencatat kehadiran dan memberikan semangat.	1. Siswa mendengarkan guru. 2. Siswa menyebutkan 'hadir'.
	3. Guru menjelaskan materi yang akan dipelajari.	3. Menjelaskan tujuan dan isi pelajaran.	1. Siswa mendengarkan dengan seksama. 2. Siswa mencatat informasi penting dari guru.
	4. Guru memilih kosakata sesuai dengan tingkat kemampuan siswa.	1. Menyiapkan kosakata dari pelajaran yang harus dihafal.	1. Siswa mendengarkan guru. 2. Siswa memperhatikan guru.
	5. Guru menyiapkan kartu kata atau slide.	2. Memilih kata-kata kosakata yang akan digunakan.	1. Siswa memperhatikan guru. 2. Siswa mengikuti instruksi guru.
	1. Guru membagi siswa menjadi kelompok yang terdiri dari 4–5 orang dan duduk melingkar.	3. Menghitung total siswa dan membagi kelompok.	1. Siswa memperhatikan guru. 2. Siswa mengikuti instruksi. 3. Siswa merespons penjelasan guru.
	2. Guru meminta siswa menyebutkan	4. Menyebutkan kosakata yang sudah	1. Siswa mendengarkan guru.

Saat Pembelajaran	kosakata yang mereka ketahui.	diketahui.	2. Siswa mengikuti instruksi. 3. Siswa menyebutkan kata.
	3. Guru meletakkan kartu-kartu kata di atas meja.	5. Melihat kartu yang tersedia.	1. Siswa melihat kartu. 2. Siswa memperhatikan kartu.
	4. Guru menjelaskan aturan permainan dengan jelas.	6. Menjelaskan aturan main.	1. Siswa mendengarkan guru. 2. Siswa memahami aturan permainan.
	5. Guru membacakan kata satu per satu.	7. Membaca kata dan memberikan kesempatan siswa mengambil kartu.	1. Siswa mendengarkan kata. 2. Siswa melihat kartu. 3. Siswa membaca kata. 4. Siswa mengambil kartu dan meneriakkan "got it!". 5. Siswa menyimpan kartu yang berhasil diambil.
Pasca Pembelajaran	1. Guru menanyakan pemahaman siswa tentang materi.	8. Memberikan umpan balik.	1. Siswa menjawab pertanyaan guru. 2. Siswa mengungkapkan kesulitan selama pembelajaran.
	2. Guru menyimpulkan materi.	9. Menjelaskan kembali inti materi.	1. Siswa memperhatikan guru.
	3. Guru menutup kelas dengan doa dan salam.	-	1. Siswa berdoa. 2. Siswa mengucapkan salam.

Mengetahui
Guru Mata Pelajaran

Peneliti

Syukri Ashari Siregar.

Samsiana Lubis

Modul ajar

Sekolah   : SMP N 9 Padangsidimpuan
Kelas/Semester   : VII/II
Mata Pelajaran   : Bahasa Inggris
Materi Pembelajaran : Vocabulary
Alokasi Waktu   : 2 x 45 Menit

A. Kompetensi Inti
1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, 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/teoriMengidentifikasi dan memahami berbagai kata sifat yang menggambarkan perasaan, sifat, dan perilaku.

B. Kompetensi Dasar
1. Memahami makna koata benda yang berhubungan dengan kelas, kamar tidur dan dapur.
2. Menggunakan kosakata tersebut dalam kalimat lisan dan tulisan.eserta didik dapat mengidentifikasi kata sifat yang menggambarkan perasaan, sifat, dan perilaku.

C. Indikator
1. Siswa mampu menyebutkan dan menjelaskan arti kata benda kelas, kamar tidur dan dapur.
2. Siswa mampu membuat kalimat sederhana menggunakan kosakata tersebut secara benar.

3. Siswa dapat berdiskusi dan menjawab pertanyaan menggunakan kosakata terkait.

D. Tujuan Pembelajaran
1. Mengidentifikasi dan memahami kosakata tentang classrom(ruang kelas) bedroom (ruang tidur) dan kichen (dapur).
2. Menggunakan kosakata tersebut dalam kalimat sederhana secara lisan maupun tulisan.

E. Materi pembelajaran
Vocabulary about tgings in classroom, bedroom and kitchen

F. Media Pembelajaran
1. Buku " English When english rings bell"
2. Spidol
3. Papan tulis

G. Metode Pembelajaran
1. Teacher technique

H. Kegiatan Pembelajaran

Langkah pembelajaran	Kegiatan guru	Prosedur	Kegiatan siswa
Kegiatan Pendahuluan	guru masuk ke dalam kelas dan membuka pelajaran. Kemudian guru meminta siswa berdoa sesuai kepercayaan masing-masing.		Siswa mulai berdoa bersama.
	Guru memeriksa daftar hadir siswa dan bertanya tentang materi sebelumnya.		Siswa menjawab pertanyaan guru sesuai dengan kondisi mereka.
	Guru meminta siswa membuka buku pelajaran Bahasa Inggris mereka.	Siswa menunjukkan buku pelajaran Bahasa Inggris.	Siswa membuka buku pelajaran Bahasa inggris mereka
	Guru menunjukkan kata dari buku dan	Siswa mendengarkan	Siswa mengucapkan kata benda dan

Langkah pembelajaran	Kegiatan guru	Prosedur	Kegiatan siswa
Kegiatan Inti	menyebutkan nama kata tersebut, lalu meminta siswa mengulanginya.	penjelasan dan instruksi yang diberikan oleh guru	mengulangi nama kosakata.
	Guru meminta siswa menuliskan kosa kata beserta artinya di buku mereka.	Siswa mengambil buku tulis mereka	Siswa menuliskan tugas di buku mereka.
	Guru mengumpulkan buku siswa dan memeriksa tugas mereka.		Siswa menyerahkan buku mereka kepada guru.
Kegiatan Penutup	Guru memberikan umpan balik tentang materi yang telah dipelajari.	Menutup pelajaran	Semua siswa berdoa sesuai kepercayaan masing-masing.
	Guru menutup pelajaran.		

Padangsidimpuan, Januari 2024

Mengetahui
Guru Mata Pelajaran   Peneliti

Syukri Ashari Siregar   Samsiana Lubis

Appendix 3
Instrument Before Validation

Name :
Class :
Petunjuk Umum:
1. Bacalah doa dengan baik sebelum mengerjakan soal!
2. Tulis nama dan kelas pada lembar jawaban!
3. Periksa dan bacalah perintah soal-soal dengan teliti sebelum menjawab!
4. Jawab dan pilih jawaban yang benar dengan menandai (x) pada pilihan (a,b,c,d)!
Choose the correct answer by crossing (x) a, b, c, or d!

1. What is the meaning of "kursi"?
   a. Chair
   b. Pencil
   c. Clock
   d. Table

2. What is the meaning of "jam"?
   a. Chair
   b. Pencil
   a. Clock
   b. Table

3. What is the meaning of "pencil"?
   a. Papan Tulis
   b. Pulpen
   c. Kotak Pensil
   d. Eraser

4. What is the name of this ficture?

   a. Blackboard
   b. Eraser
   c. Table
   d. Chair

5. English spelling of "penggaris"
   a. L-U-R-E-L
   b. R-U-L-E-R
   c. R-U-L-L-E-R
   d. R-U-L-L-E-E-R

6. English spelling of "busur"
   a. C-U-R-V-E

b. C-U-R-R-V-E
c. C-U-U-R-V-E
d. C-E-R-V-E

7. What is the name of this ficture?

   a. Book
   b. Chair
   c. Deks
   d. Table

8. English spelling of "kertas"
   a. P-A-P-P-E-R
   b. P-I-P-E-R
   c. P-A-P-E-R-R
   d. P-A-P-E-R

9. What is the meaning of this ficture?

   a. a Pencil
   b. A Pencil case
   c. AScissors
   d. A Rubber

10. What is the meaning of this ficture

a. Stove
b. Plate
c. Frying pan
d. Garage

11. English spelling of "piring"
   a. P-L-A-T-E
   b. P-L-A-T
   c. F-L-A-T-E
   d. F-L-A-T
12. What is the name of this ficture?

   a. Coper
   b. Bag
   c. Basket
   d. Pencil Case

13. English spelling of "penghapus"
   a. E-R-A-R-R-S-E-R
   b. A-R-A-S-E-R
   c. E-R-A-S-E-R-R
   d. E-R-A-S-E-R

14. English spelling of "kulkas"
   a. R-E-R-I-G-E-R-A-T-O-R
   b. R-E-F-R-I-G-E-R-A-T-O-R
   c. R-E-F-R-I-G-E-R-A-T-R
   d. R-E-F-R-G-E-R-A-T-O-R

15. What is the meaning of this ficture?
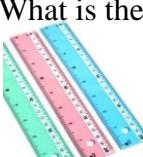
   a. Busur
   b. Penghapus
   c. Kapur
   d. Penggaris

16. What is the meaning of this ficture?

   a. Window

b. Gorden
c. Door
d. Blackboard

17. What is the meaning of "window"?
   a. Pintu
   b. Gorden
   c. Jendela
   d. Papan tulis

18. What is the meaning of "chalk"?
   a. Spidol
   b. Pulpen
   c. Pensil
   d. Kapur

19. English spelling of "papantulis"
   a. B-L-A-C-K-B-O-A-R-D
   b. B-L-C-K-B-O-A-R-D
   c. B-L-A-C-K-B-O-R-D
   d. B-L-A-C-K-B-O-R

20. English spelling of "pensil"
   a. P-E-N-S-I-L
   b. P-E-N-C-I-L
   c. P-A-N-S-I-L
   d. P-A-N-C-I-L

21. English spelling of "pulpen"
   a. P-A-N
   b. P-A-N-N
   c. P-E-N
   d. P-E-N-N

22. English spelling of "pemasak nasi"
   a. R-I-C-E C-O-O-K-E-R
   b. R-I-S-E C-O-O-K-E-R
   c. R-I-C-E C-O-O-K-K-E-R
   d. R-I-C-E C-O-O-K-E-E-R

23. English spelling of "panci"
   a. P-A-A-N
   b. P-A-N
   c. P-A-N-E
   d. P-A-N-N

24. What is the name this of ficture?

a. Baju sekolah
b. Sepatu
c. Dasi
d. Tas

25. English spelling of "sendok"
    a. S-P-O-N
    b. S-P-A-N
    c. S-P-O-O-N
    d. S-P-O-N-I

26. What is the name of this ficture?

    a. Pen
    b. Pencil
    c. Spidol
    d. Eraser

27. What is the meaning of "ruler"?
    a. Bujur
    b. Penggaris
    c. Kotak Pensil
    d. Spidol

28. What is the name of this ficture?

    a.
    b. Stove
    c. Plate
    d. Grage

29. What is the name of this ficture?

    a. Book
    b. Ruler
    c. Clock
    d. Watch

30. What is the name of this ficture?
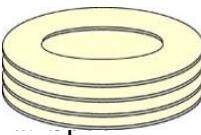
    b. Plate

c. Tea Pot
d. Oven

31. What is the name of this ficture?

    a. Razor
    b. Axe
    c. Cutting board
    d. Knife

32. What is the meaning of "book"?
    a. Kertas
    b. Buku
    c. Leptop
    d. Handphone

33. What is the meaning of "blackboard"?
    a. Buku
    b. Leptop
    c. Papan tulis
    d. Kertas

34. What is the name of this ficture?

    a. Blackboard
    b. Whiteboard
    c. Window
    d. Door

35. What is the meaning of "fork"?
    a. Piring
    b. Garpu
    c. Sendok
    d. Mangkok

36. What is the meaning of "shoes"?
    a. Sendal
    b. Sepatu But
    c. Sepatu
    d. Jalan

37. What is the meaning of this ficture?

a. Bowl
b. Refrigerator
c. Cutting board
d. Cupboard

38. What is the name of this ficture?

a. T-Shirt
b. Clothes
c. Tie
d. Apron

39. What is the meaning of "teko"?
   a. Kettle
   b. Bucket
   c. Glass
   d. Bowl

40. What is the name of this ficture?

a. Tea pot
b. Kitchen sink
c. Refrigerator
d. Pan

41. What is the name of this ficture?

a. Boalster
b. Pillow
c. Napkin
d. Toilet paper

42. English spelling of "celemek"

a. A-P-R-O-N
b. E-P-R-O-N
c. A-P-R-U-N
d. E-P-R-U-N

43. What is the meaning of "frying spoon"?
   a. Sendok gulai
   b. Sendok teh
   c. Sendok makan
   d. Sendok goring

44. What is the meaning of "soap"?
   a. Sabun
   b. Sampo
   c. Pewangi
   d. Gosok Piring

45. What is the meaning of this ficture?

a. Take a bath
b. Sleep
c. Cleaning the house
d. Eat

46. What is the name of this ficture?

a. Spoon
b. Gas cylinders
c. Fork
d. Plate

47. What is the meaning of "cup"?
   a. Gelas
   b. Baskom
   c. Cangkir
   d. Piring

48. What is the meaning of "serving lid"?
   a. Oven
   b. Tudung saji
   c. Piring
   d. Nampan

49. What is the name of this ficture?

a. Spatula
b. Fork
c. Spoon
d. Oven

50. What is the meaning of "wok"?
    a. Panci
    b. Baskom
    c. Kuali
    d. Tudung saji

51. What is the name of this ficture?

    a. Pensil
    b. Spidol
    c. Pulpen
    d. Krayon

52. What is the meaning of "sapu"?
    a. Spoon
    b. Window
    c. Sweep
    d. Door

53. What is the meaning of "lamp"?
    a. Obor
    b. Lampu
    c. Senter
    d. Penerang

54. What is the name of this ficture?

    a. Window
    b. Door
    c. Gorden
    d. Table

55. What is the meaning of "Desks"?
    a. Kursi
    b. Kelas
    c. Meja
    d. Buku

56. What is the name of this ficture?

a. Baju sekolah
b. Dasi
c. Sepatu
d. Kaos kaki

57. What is the name of this ficture?

a. Gallon
b. Bucket
c. Drinking bottles
d. Dispensers

58. What is the name of this ficture?

a. Bucket
b. Drinking bottles
c. Gallon
d. Dispensers

59. What is the meaning of "bucket"?
    a. Baskom
    b. Gayung
    c. Gelas
    d. Ember

60. What is the meaning of "dispensers"?
    a. Buah-buahan
    b. Dispenser
    c. Daging
    d. Makanan ringan

Appendix 4

KEY ANSWER

1. A	11. A	21. A	31. D	41. C	51. C
2. C	12. B	22. A	32. B	42. A	52. C
3. C	13. D	23. B	33. C	43. D	53. B
4. C	14. B	24. C	34. B	44. A	54. A
5. B	15. D	25. C	35. B	45. D	55. C
6. A	16. C	26. D	36. B	46. A	56. C
7. D	17. C	27. B	37. B	47. C	57. C
8. D	18. D	28. A	38. D	48. B	58. C
9. B	19. A	29. C	39. A	49. A	59. D
10. A	20. B	30. B	40. D	50. C	60. B

Appendix 5

Validation Instrument Test

No	R Hitung	R Tabel	Keterangan
1	0.6814	0.3960	Valid
2	0.8777	0.3960	Valid
3	0.8777	0.3960	Valid
4	0.5397	0.3960	Valid
5	0.7647	0.3960	Valid
6	0.7587	0.3960	Valid
7	0.7879	0.3960	Valid
8	0.8628	0.3960	Valid
9	0.8396	0.3960	Valid
10	0.7625	0.3960	Valid
11	0.6538	0.3960	Valid
12	0.7587	0.3960	Valid
13	0.6401	0.3960	Valid
14	0.2002	0.3960	Invalid
15	0.4245	0.3960	Valid
16	0.7647	0.3960	Valid
17	0.7119	0.3960	Valid
18	0.6538	0.3960	Valid
19	0.7119	0.3960	Valid
20	0.6124	0.3960	Valid
21	0.6718	0.3960	Valid
22	0.2002	0.3960	Invalid
23	0.8628	0.3960	Valid
24	0.7969	0.3960	Valid
25	0.7209	0.3960	Valid
26	0.7540	0.3960	Valid
27	0.7873	0.3960	Valid
28	0.7670	0.3960	Valid
29	0.6803	0.3960	Valid
30	0.6629	0.3960	Valid
31	0.4270	0.3960	Valid
32	0.6682	0.3960	Valid
33	0.8124	0.3960	Valid
34	0.6501	0.3960	Valid
35	0.6401	0.3960	Valid
36	0.6349	0.3960	Valid
37	0.0487	0.3960	Invalid
38	0.0180	0.3960	Invalid
39	0.7837	0.3960	Valid
40	0.3171	0.3960	Invalid

No	R Hitung	R Table	Keterangan
41	0.0963	0.3960	Invalid
42	0.8124	0.3960	Valid
43	0.6492	0.3960	Valid
44	0.8758	0.3960	Valid
45	0.8777	0.3960	Valid
46	0.6627	0.3960	Valid
47	0.7601	0.3960	Valid
48	0.8033	0.3960	Valid
49	0.0542	0.3960	Invalid
50	0.5826	0.3960	Valid
51	0.0313	0.3960	Invalid
52	0.6900	0.3960	Valid
53	0.8777	0.3960	Valid
54	0.8777	0.3960	Valid
55	0.5149	0.3960	Valid
56	0.7587	0.3960	Valid
57	0.0576	0.3960	Invalid
58	0.8158	0.3960	Valid
59	0.8777	0.3960	Valid
60	0.2141	0.3960	Invalid

Appendix 6

Instument Pre Test

1. What is the meaning of "kursi"?
   a. Chair
   b. Pencil
   e. Clock
   f. Table

2. What is the meaning of "jam"?
   a. Chair
   b. Pencil
   c. Clock
   d. Table

3. What is the meaning of "pencil"?
   a. Papan Tulis
   b. Pulpen
   c. Kotak Pensil
   d. Eraser

4. What is the name of this ficture?

   a. Blackboard
   b. Eraser
   c. Table
   d. Chair

5. English spelling of "penggaris"
   a. L-U-R-E-L
   b. R-U-L-E-R
   e. R-U-L-L-E-R
   f. R-U-L-L-E-E-R

6. English spelling of "busur"
   a. C-U-R-V-E
   b. C-U-R-R-V-E
   c. C-U-U-R-V-E
   d. C-E-R-V-E

7. What is the name of this ficture?

   a. Book
   b. Chair
   c. Deks
   d. Table

8. English spelling of "kertas"
   a. P-A-P-P-E-R
   b. P-I-P-E-R
   c. P-A-P-E-R-R
   d. P-A-P-E-R

9. What is the meaning of this ficture?

   a. a Pencil
   b. A Pencil case
   c. AScissors
   d. A Rubber

10. What is the meaning of this ficture

    a. Stove
    b. Plate
    c. Frying pan
    d. Garage

11. English spelling of "piring"
    a. P-L-A-T-E
    b. P-L-A-T
    c. F-L-A-T-E
    d. F-L-A-T

12. What is the name of this ficture?

a. Coper
b. Bag
c. Basket
d. Pencil Case

13. English spelling of "penghapus"
   a. E-R-A-R-R-S-E-R
   b. A-R-A-S-E-R
   c. E-R-A-S-E-R-R
   d. E-R-A-S-E-R

14. What is the meaning of this ficture?

   a. Busur
   b. Penghapus
   c. Kapur
   d. Penggaris

15. What is the meaning of this ficture?

   a. Window
   b. Gorden
   c. Door
   d. Blackboard

16. What is the meaning of "window"?
   a. Pintu
   b. Gorden
   c. Jendela
   d. Papan tulis

17. What is the meaning of "chalk"?
   a. Spidol
   b. Pulpen
   c. Pensil
   d. Kapur

18. English spelling of "papantulis"
   a. B-L-A-C-K-B-O-A-R-D
   b. B-L-C-K-B-O-A-R-D
   c. B-L-A-C-K-B-O-R-D
   d. B-L-A-C-K-B-O-R

19. English spelling of "pensil"
   a. P-E-N-S-I-L
   b. P-E-N-C-I-L
   c. P-A-N-S-I-L
   d. P-A-N-C-I-L

20. English spelling of "pulpen"
   a. P-A-N
   b. P-A-N-N
   c. P-E-N
   d. P-E-N-N

21. English spelling of "panci"
   a. P-A-A-N
   b. P-A-N
   c. P-A-N-E
   d. P-A-N-N

22. What is the name this of ficture?

   a. Baju sekolah
   b. Sepatu
   c. Dasi
   d. Tas

23. English spelling of "sendok"
   a. S-P-O-N
   b. S-P-A-N
   c. S-P-O-O-N
   d. S-P-O-N-I

24. What is the name of this ficture?

   a. Pen
   b. Pencil
   c. Spidol
   d. Eraser

25. What is the meaning of "ruler"?
   a. Bujur
   b. Penggaris
   c. Kotak Pensil
   d. Spidol

26. What is the name of this ficture?

    a.
    b. Stove
    c. Plate
    d. Grage

27. What is the name of this ficture?

    a. Book
    b. Ruler
    c. Clock
    d. Watch

28. What is the name of this ficture?

    a. Spoon
   b. Plate
   c.Tea Pot
  d.Oven

29. What is the name of this ficture?

    a. Razor
    b. Axe
    c. Cutting board
    d. Knife

30. What is the meaning of "book"?
    a. Kertas
    b. Buku
    c. Leptop
    d. Handphone

31. What is the meaning of "blackboard"?
    a. Buku
    b. Leptop
    c. Papan tulis
    d. Kertas

32. What is the name of this ficture?

    a.   Blackboard
    b.   Whiteboard
    c.   Window
    d.   Door

33. What is the meaning of "fork"?
    a.   Piring
    b.   Garpu
    c.   Sendok
    d.   Mangkok

34. What is the meaning of "shoes"?
    a.   Sendal
    b.   Sepatu But
    c.   Sepatu
    d.   Jalan

35. What is the meaning of "teko"?
    a.   Kettle
    b.   Bucket
    c.   Glass
    d.   Bowl

36. English spelling of "celemek"
    a. A-P-R-O-N
    b. E-P-R-O-N
    c. A-P-R-U-N
    d. E-P-R-U-N

37. What is the meaning of "frying spoon"?
    e. Sendok gulai
    f. Sendok teh
    g. Sendok makan
    h. Sendok goring

38. What is the meaning of "soap"?
    a. Sabun
    b. Sampo
    c. Pewangi
    d. Gosok Piring

39. What is the meaning of this ficture?

a. Take a bath
b. Sleep
c. Cleaning the house
d. Eat

40. What is the name of this ficture?

a. Spoon
b. Gas cylinders
c. Fork
d. Plate

41. What is the meaning of "cup"?
   a. Gelas
   b. Baskom
   c. Cangkir
   d. Piring

42. What is the meaning of "serving lid"?
   a. Oven
   b. Tudung saji
   c. Piring
   d. Nampan

43. What is the meaning of "wok"?
   a. Panci
   b. Baskom
   c. Kuali
   d. Tudung saji

44. What is the name of this ficture?

a. Pensil
b. Spidol
c. Pulpen
d. Krayon

45. What is the meaning of "lamp"?
   a. Obor
   b. Lampu
   c. Senter
   d. Penerang

46. What is the name of this ficture?
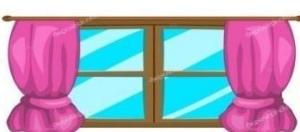
a. Window
b. Door
c. Gorden
d. Table

47. What is the meaning of "Desks"?
   a. Kursi
   b. Kelas
   c. Meja
   d. Buku

48. What is the name of this ficture?

a.   Baju sekolah
b.   Dasi
c.   Sepatu
d.   Kaos kaki

49. What is the name of this ficture?

a. Bucket
b. Drinking bottles
c. Gallon
d. Dispensers

50. What is the meaning of "dispensers"?
   a. Buah-buahan
   b. Dispenser
   c. Daging

Appendix 7

Instrument In Post Test

1. What is the meaning of "jam"?
   a. Chair
   b. Pencil
   c. Clock
   d. Table

2. What is the name of this ficture?
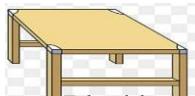
   a. Blackboard
   b. Eraser
   c. Table
   d. Chair

3. English spelling of "busur"
   a. C-U-R-V-E
   c. C-U-R-R-V-E
   d. C-U-U-R-V-E
   e. C-E-R-V-E

4. What is the name of this ficture?

   a. Book
   b. Chair
   c. Deks
   d. Table

5. What is the meaning of "kursi"?
   a. Chair
   b. Pencil
   c. Clock
   d. Table

6. What is the meaning of this ficture

   a. Stove

b. Plate
c. Frying pan
d. Garage

7. English spelling of "piring"
   a. P-L-A-T-E
   b. P-L-A-T
   c. F-L-A-T-E
   d. F-L-A-T

8. What is the meaning of "pencil"?
   a. Papan Tulis
   b. Pulpen
   c. Kotak Pensil
   d. Eraser

9. What is the name of this ficture?

   a. Coper
   b. Bag
   c. Basket
   d. Pencil Case

10. English spelling of "penghapus"
    a. E-R-A-R-R-S-E-R
    b. A-R-A-S-E-R
    c. E-R-A-S-E-R-R
    d. E-R-A-S-E-R

11. What is the meaning of this ficture?

    a. Busur
    b. Penghapus
    c. Kapur
    d. Penggaris

12. What is the meaning of "window"?
a. Pintu
b. Gorden
c. Jendela
d. Papan tulis

13. What is the meaning of "chalk"?
a. Spidol
b. Pulpen
c. Pensil
d. Kapur

14. English spelling of "papantulis"
a. B-L-A-C-K-B-O-A-R-D
b. B-L-C-K-B-O-A-R-D
c. B-L-A-C-K-B-O-R-D
d. B-L-A-C-K-B-O-R

15. English spelling of "kertas"
a. P-A-P-P-E-R
b. P-I-P-E-R
c. P-A-P-E-R-R
d. P-A-P-E-R

16. What is the meaning of this ficture?

a. a Pencil
b. A Pencil case
c. AScissors
d. A Rubber

17. English spelling of "pensil"
a. P-E-N-S-I-L
b. P-E-N-C-I-L
c. P-A-N-S-I-L
d. P-A-N-C-I-L

18. English spelling of "pulpen"
a. P-A-N
b. P-A-N-N
c. P-E-N
d. P-E-N-N

19. What is the meaning of "serving lid"?
a. Oven
b. Tudung saji

c. Piring
d. Nampan

20. What is the meaning of "wok"?
a. Panci
b. Baskom
c. Kuali
d. Tudung saji

21. What is the name of this ficture?

a. Pensil
b. Spidol
c. Pulpen
d. Krayon

22. English spelling of "panci"
a. P-A-A-N
b. P-A-N
c. P-A-N-E
d. P-A-N-N

23. What is the name this of ficture?

a. Baju sekolah
b. Sepatu
c. Dasi
d. Tas

24. English spelling of "sendok"
a. S-P-O-N
b. S-P-A-N
c. S-P-O-O-N
d. S-P-O-N-I

25. What is the meaning of this ficture?

a. Window
b. Gorden
c. Door
d. Blackboard

26. English spelling of "penggaris"
a. L-U-R-E-L
b. R-U-L-E-R

c. R-U-L-L-E-R
d. R-U-L-L-E-E-R

27. What is the name of this ficture?

   a. Pen
   b. Pencil
   c. Spidol
   d. Eraser

28. What is the meaning of "ruler"?
   a. Bujur
   b. Penggaris
   c. Kotak Pensil
   d. Spidol

29. What is the name of this ficture?

   a. Pan
   b. Stove
   c. Plate
   d. Grage

30. What is the name of this ficture?

   a. Book
   b. Ruler
   c. Clock
   d. Watch

31. What is the name of this ficture?
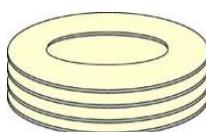
  a. Plate
  b. Tea Pot
  c. Oven

32. What is the name of this ficture?

a. Razor
b. Axe
c. Cutting board
d. Knife

33. is the meaning of "fork"?
   a. Piring
   b. Garpu
   c. Sendok
   d. Mangkok

34. What is the meaning of "shoes"?
   a. Sendal
   b. Sepatu But
   c. Sepatu
   d. Jalan

35. What is the meaning of "teko"?
   a. Kettle
   b. Bucket
   c. Glass
   d. Bowl

36. What is the meaning of "book"?
   a. Kertas
   b. Buku
   c. Leptop
   d. Handphone

37. What is the meaning of "blackboard"?
   a. Buku
   b. Leptop
   c. Papan tulis
   d. Kertas

38. What is the name of this ficture?

   a. Blackboard
   b. Whiteboard
   c. Window
   d. Door

39. English spelling of "celemek"

a. A-P-R-O-N
b. E-P-R-O-N
c. A-P-R-U-N
d. E-P-R-U-N

40. What is the meaning of "frying spoon"?
    a. Sendok gulai
    b. Sendok teh
    c. Sendok makan
    d. Sendok goring

41. What is the meaning of "soap"?
    a. Sabun
    b. Sampo
    c. Pewangi
    d. Gosok Piring

42. What is the meaning of this ficture?

    a. Take a bath
    b. Sleep
    c. Cleaning the house
    d. Eat

43. What is the name of this ficture?

    a. Spoon
    b. Gas cylinders
    c. Fork
    d. Plate

44. What is the meaning of "cup"?
    a. Gelas
    b. Baskom
    c. Cangkir
    d. Piring

45. What is the meaning of "lamp"?
    a. Obor
    b. Lampu
    c. Senter
    d. Penerang

46. What is the name of this ficture?

a. Window
b. Door
c. Gorden
d. Table

47. What is the meaning of "Desks"?
    a. Kursi
    b. Kelas
    c. Meja
    d. Buku

48. What is the name of this ficture?

    a. Baju sekolah
    b. Dasi
    c. Sepatu
    d. Kaos kaki

49. What is the name of this ficture?

    a. Bucket
    b. Drinking bottles
    c. Gallon
    d. Dispensers

50. What is the meaning of "dispensers"?
    a. Buah-buahan
    b. Dispenser
    c. Daging
    d. Makanan ring

Appendix 8

1. Students' score of Pre- Test and Post- Test in Experimental Class

No	VII-3	Experimental Class	
	Initial	Pre- Test	Post- Test
1	AKB	44	84
2	ARP	47	84
3	ASH	48	86
4	ASS	50	84
5	DH	52	86
6	EAS	54	86
7	FA	55	86
8	FMS	56	84
9	IHS	56	86
10	IKR	58	86
11	PSR	60	88
12	RRH	58	86
13	SNH	58	84
14	SPH	60	84
15	SA	58	84
16	NFH	52	80
17	WR	70	80
18	MN	60	80
19	RRS	60	84
20	ZFA	68	88
21	IP	62	90
22	AN	62	92
23	ZM	62	78
24	ZOS	72	74
25	MSH	68	93

A. Perhitungan Data Nilai Post- Test Experimental

Score = 93 Low score = 75

Range = 93 − 75 = 18

a. Total of Class = 1 + 3.3 Log n

= 1 + 3.3 log 25

= 4.61 = 5

b. Length of Class = R/K

= 18/5 = 3.20 = 4

No	Interval	Mid Point	Frequency	Percentages
1	75-78	76.5	2	8%
2	79-82	80.5	3	12%
3	83-86	84.5	14	56%
4	87-90	88.5	4	16%
5	91-94	92.5	2	8%
I=4			25	100%

B. Perhitungan Data Nilai Pre- Test Experimental

Score = 72 Low score = 44

Range = 72 – 44 = 28

a. Total of Class = 1 + 3.3 Log n
   = 1 + 3.3 log 25
   = 5.61= 6

b. Length of Class = R/K
   = 28/6 = 4.98 =5

No	Interval	Mid Point	Frequency	Percentages
1	44-48	46	3	12%
2	49-53	51	3	12%
3	54-58	56	8	32%
4	59-63	61	7	28%
5	64-68	66	2	8%
6	69-73	71	2	8%
I=5			25	100%

Appendix 9

2.Students' score of Pre- Test and Post- Test in Control Class

No	VII-5	Control Class	
	Initial	Pre- Test	Post- Test
1	ANH	44	56
2	AZ	48	58
3	ILM	50	60
4	FA	50	62
5	RM	52	62
6	RGR	54	64
7	NAR	56	66
8	RFH	56	66
9	RS	56	68
10	NSS	56	66
11	RZN	60	68
12	TA	58	68
13	RAH	58	68
14	SJ	58	70
15	SR	60	70
16	AK	62	72
17	FD	62	74
18	MK	62	74
19	MSH	64	76
20	RIP	68	78
21	FD	69	78
22	TSH	70	80
23	LAP	60	82

A.Perhitungan Data Nilai Pre- Test Control

Score $= 70$ Low score $= 45$

Range $= 70 - 45 = 25$

a. Total of Class $= 1 + 3.3$ Log n

$= 1 + 3.3 \log 23$

$= 5.49 = 6$

b. Length of Class $= R/K$

$= 25/6 = 4.55 = 5$

No	Interval	Mid Point	Frequency	Percentages
1	45-49	47	3	13%
2	50-54	52	3	13%
3	55-59	57	9	39%
4	60-64	62	4	17%
5	65-69	67	3	13%
6	70-74	72	1	4%
I=5			23	100%

B.Perhitungan Nilai Post- Test Control Class

High
Score =
83 Low
score =
56
Range= 83 − 56 = 27
Total of Class = 1 + 3.3 Log n
          = 1 + 3.3 log 23
          = 5.49 = 6
Length of Class = R/K
= 25/6 = 4.18 = 5

No	Interval	Mid Point	Frequency	Percentages
1	44-48	46	3	12%
2	49-53	51	3	12%
3	54-58	56	8	32%
4	59-63	61	7	28%
5	64-68	66	2	8%
6	69-73	71	2	8%
I=5			25	100%

1.Experimental post test.

		experimental _pretest
N	Valid	25
	Missing	0
Mean		84.68
Median		85.00
Mode		85
Std. Deviation		4.110
Variance		16.893
Range		18
Minimum		75
Maximum		93
Sum		2117

2. Control pretest

		control_pretest
N	Valid	23
	Missing	0
Mean		57.83
Median		58.00
Mode		56[a]
Std. Deviation		6.520
Variance		42.514
Range		25
Minimum		45
Maximum		70
Sum		1330

3. Experimental pre test

		Experimental_posttest
N	Valid	25
	Missing	0
Mean		57.88
Median		58.00
Mode		55[a]
Std. Deviation		6.864
Variance		47.110
Range		28
Minimum		44
Maximum		72
Sum		1447

4.CONTROL POSTTEST

		Control_post est
N	Valid	23
	Missing	0
Mean		69.00
Median		68.00
Mode		67[a]
Std. Deviation		7.013
Variance		49.182
Range		27
Minimum		56
Maximum		83
Sum		1587

Appendix 10
1. TEST OF NORMALITY

<table>
<tr><th colspan="7">Tests of Normality</th></tr>
<tr><th></th><th colspan="3">Kolmogorov-Smirnov[a]</th><th colspan="3">Shapiro-Wilk</th></tr>
<tr><th></th><th>Statistic</th><th>df</th><th>Sig.</th><th>Statistic</th><th>df</th><th>Sig.</th></tr>
<tr><td>experimental_pretest</td><td>.195</td><td>23</td><td>.024</td><td>.949</td><td>23</td><td>.279</td></tr>
<tr><td>experimentpostes</td><td>.122</td><td>23</td><td>.200[*]</td><td>.981</td><td>23</td><td>.930</td></tr>
<tr><td>Controlpretest</td><td>.085</td><td>23</td><td>.200[*]</td><td>.983</td><td>23</td><td>.945</td></tr>
<tr><td>controlpostest</td><td>.078</td><td>23</td><td>.200[*]</td><td>.990</td><td>23</td><td>.997</td></tr>
<tr><td colspan="7">*. This is a lower bound of the true significance.</td></tr>
<tr><td colspan="7">a. Lilliefors Significance Correction</td></tr>
</table>

Appendix 11

2. **Homogenty TEST**

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
PREX	Based on Mean	2.978	1	46	.091
	Based on Median	3.032	1	46	.088
	Based on Median and with adjusted df	3.032	1	43.775	.089
	Based on trimmed mean	3.053	1	46	.087

Appendix 12

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasilbelajar	Equal variances assumed	.051	.823	5.774	23	.000	10.778	1.867	6.917	14.639
	Equal variances not assumed			5.899	17.790	.000	10.778	1.827	6.936	14.620

T-Table

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Appendix 14

DOCUMENTATION

1. **Pre Test Experimental Class**
   Picture 1: Students taking the Pre Test in Experimental Class

2. **Pre Test Control Class**
   Picture 2: Students taking The Pre Test in Control Class

3. **Treatment 1**
   Students was taught in english class by using Got It game

4. Treatment 2
   Students was taught in English Class by using Got It Game

5. Post test in experimental class
   Students taking Post Test in experimental class

6. Post Test control class

Students taking Post Test in control class

Nomor : B 8646/Un.28/E.1/PP.00.9/12/2024   31 Desember 2024
Lamp : -
Perihal : **Pengesahan Judul dan Penunjukan**
        Pembimbing Skripsi

Yth.
1. **Dr. Fitriadi Lubis, M.Pd.**   **(Pembimbing I)**
2. **Ida Royani, M.Hum.**   **(Pembimbing II)**

Assalamu'alaikum Wr. Wb.

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

Nama   : Samsiana Lubis
NIM   : 2120300055
Program Studi   : Tadris Bahasa Inggris
Judul Skripsi   : The Effect of Got It Game On Vocabulary Mastery At VII Grade Of SMPN 9 Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 220 Tahun 2024 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
dan Kelembagaan   Tadris Bahasa Inggris

Dr. Lis Yulianti Syafrida Siregar, S.Psi.,M.A   **Fitri Rayani Siregar, M.Hum.**
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Nomor   : 3214 /Un.28/E.1/TL.00.9/06/2025   26 Juni 2025
Lampiran : -
Hal   : Izin Riset
            Penyelesaian Skripsi

Yth. Kepala SMP Negeri 9 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama	:	Samsiana Lubis
NIM	:	21203000055
Fakultas	:	Tarbiyah Dan Ilmu Keguruan
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Palopat Maria

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul *The Effect Of Got It Game On Vocabulary Mastery at VII Grade Students Of* SMP Negeri Padangsidimpuan."

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin Riset Penelitian dengan judul di atas .

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

an. Dekan
Wakil Dekan Bidang akademik dan
Kelembagaan

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

SURAT KETERANGAN
Nomor : 422/167/SMP.09/2025

Yang bertanda tangan dibawah ini Kepala SMP Negeri 9 Padangsidimpuan dengan ini menerangkan bahwa :

Nama	:	**Samsiana Lubis**
N I M	:	21203000055
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Program Studi	:	Pendidikan Bahasa Inggris
Alamat	:	Palopat Maria

Adalah benar telah melaksanakan Penelitian di SMP Negeri 9 Padangsidimpuan pada tanggal 21 Mei 2025 sebagai syarat untuk melengkapi data-data penelitian yang bersangkutan sesuai dengan judul skripsi : **"The Effect Of Got It Game On Vocabulary Mastery at VII Grade Students Of SMP Negeri 9 Padangsidimpuan,"**

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

Padangsidimpuan, 06 Agustus 2025
Kepala Sekolah

NASUTION, S.Pd., M.Pd
200604 2 019