CHAPTER 1

INTRODUCTION

A. Background of the Problem

When students talk about learning English, the first thing that comes to mind is about vocabulary. Learning "words" besides grammar or pronunciation, is one of the key elements in language acquisition[1], vocabulary is the foundation for students to be able to speak, write and even listen, the first thing students pay attention to is vocabulary. Students in mastering language skills without vocabulary, they will have difficulty in mastering language skills, realizing that learning english, the first thing students think about in learning English is vocabulary. Tarigan argues that the quality of a person's language skills depends on the quantity and quality of his/her vocabulary,[2] This means that the quality of students' language can be seen from the quality and quantity of vocabulary they have more vocabulary, students have the easier it is for students to master language skills.

The target of vocabulary that students must master at the secondary school level is at least 2000 words,[3] which aims to enable students to communicate well because the purpose of learning English is so that later

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[1] Bambang Yudi Cahyono and Utami Widiati, '*The Teaching of EFL Vocabulary in the Indonesian Context:* The State of the Art', *TEFLIN*, 19.1 (2008), p. 2.

[2] Scott Thornbury, *How to Teach Vocabulary*, (Middlesex: Longman, Pearson Education, 2002). P.13

[3] Ibid., p. 13

students are able to use it in everyday life, especially in communication to achieve this goal students must increase the quantity of their vocabulary by increasing their vocabulary mastery.

Mastery is understanding, which means that students not only remember (memorize), information but are also able to re-express it in speech or writing in a way that is easy to understand and conveys clear, precise meaning in their own words, without altering the original meaning. so that it is easy to understand the meaning of the language learned, without changing its meaning.[4] In conclusion, mastery is not just knowing the meaning, but being able to use "words" in the form of sentences for communication, both in writing and speaking.

While vocabulary mastery is the ability students possess to explore and understand about a words in English, which forms the foundation of communication, both spoken and written. It enables individuals to convey meaning when using words. Vocabulary mastery is an curcial aspect of foreign language learning, as the meaning of new words is often emphasized. As one of the key components of language, vocabulary learning is essential because the more words students know, the better their chances of understanding the language.

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[4] H Muhammad Ali, *Guru Dalam Proses Belajar Mengajar* (PT Sinar Baru Algensindo, 2000). P.87

The goal of mastering vocabulary is for students to gain a strong understanding of the language. By increasing vocabulary, students can improve their speaking, writing and comprehension skills. To achieve this goal, teachers must seek out strategies or methods that are more effective enhancing students' vocabulary mastery, one of which is by use of games.

Games are effective in enhancing students' vocabulary. According to Akdogan, using games can be very helpful in enhancing students' interpersonal skills and vocabulary when they engage in games with their peers.[5] additionally, incorporating games into learning activities allow students to them and their function simultaneously. According to Koprowski, there are 10 games the teachers can use for vocabulary acquisition, one of which is the taboo word game.[6] This opinion is supported by Tosczak who states that Taboo word games a useful tool for students can use to acquire new vocabulary.[7]

Taboo Game is one of the word games that can be used in vocabulary learning. Taboo Game is a charades game published by Milton Bradley (Hasbro) in 1989. The game trains students' ability to understand the vocabulary that will be used as a clue to guess the word without

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[5] Maria Graciela Wuri Nastiti and Yohana Veniranda, *'Using Taboo Game to Improve Vocabulary of Grade VIII Students of SMP Negeri 1 Semin Gunungkidul*', The 7th LLTC Proceedings, 1 (2021).

[6]Tosczak, M. 2010. *Teach English ESL Game Taboo.* Available at http://www.articlebase .com/education-articles/teach-englishgame-taboo-2747949.html). Retrieved on January 8th 2012

[7] Koprowski, M. 2006. *Ten Good Games for Recycling Vocabulary.* Available at (http://iteslj.org/Techniques/Koprowski-RecyclingVocabulary.html).RetrievedonJanuary 22*nd*2012

mentioning the prohibited word. The game has several advantages, first, the taboo word game fosters teamwork and creates fun environment for students, encouraging them to work together to determine vocabulary that leads to the word their friends are trying to guess, It also helps students learn and remember new words more easily.

Secondly, Taboo word games usually involve friendly competition and keep students interested. This creates motivation for English learners to engage in and actively participate in learning activities. Vocabulary games bring real-world context into the classroom, and promote students' more effective use of English.

Based on the description above, the researcher conducted interviews and observations with English teachers and some students. The results of interviews with English teachers in class VIII, MTs Muhammadiyah Muara Panas, on January 29, 2023, revealed that students' mastery of English vocabulary, it is known that students' mastery of vocabulary is still low. This is evidenced by the fact that, after asking about several vocabulary words, many students do not know their meanings. This finding is corroborated by the teacher's statement, that students only master the question word.

First, students have not been able to mention vocabulary with the correct meaning. After the teacher finishes explaining the material to the students, the teacher ask them how far they have mastered the content

presented. The teacher then review the vocabulary related to the material.When the teacher asks questions about the meaning of vocabulary, some students are unable to provide the correct answers. After conducting interviews with students' it was found that this issue arises because they had never learned english during elementary school, so they are just starting to learn English now. In learning English students, must master language skills and understand the material, as mastery of vocabulary is the foundation of learning English.

Second, students have difficulty in remembering and memorizing vocabulary, because students they only begin learning English after junior high school, and in their previous education, they did not learn English. This causes English vocabulary to be unfamiliar to the students, who are accustomed to using Indonesian in their daily lives, both at school and in the home environment. This creates a situation where students find it difficult to remember and memorize the vocabulary.

Third, students have difficulty in writing words according to the correct spelling. This is caused by students' habits, as many students still make mistakes in their writing, such as missing letters and the selecting in appropriate vocabulary. When given questions, students can understand the content; however, when writing their answers, they write in Indonesian.

Fourth, the learning process is still monotonous and not interesting, in learning the teacher holds the control to create an interesting learning process for students, but in reality this is not found in class VIII 3, the teacher still applies the lecture method in the classroom so that many students are not active in learning, and in english acquisition activities, the teacher only uses vocabulary memorization activities. This activity is not wrong, but if it is only a vocabulary memorization activity.

Based on the explanation above, the researcher wants to apply the Taboo word game that can help students in Vocabulary Mastery and also wants to investigate the effect of using the Taboo word Game Toward Vocabulary Mastery At 8th grade Of MTs Muhammadiyah Muara Panas.

B. Identification of The Problem

1. students have not been able to mention vocabulary with the correct meaning.
2. Students have difficulty remembering and memorizing English vocabulary.
3. Students have not been able to master english vocabulary in terms of writing words according to the correct spelling.
4. English learning process is still monotonous and uninteresting.

C. Limitation of the Problem

Based on the identification of the problems that the researchers have described above, so that the discussion in the study is directed and

can be carried out in a structured manner. Then the researcher limits the problem as follows:

This research is limited to English language material Our Busy Roads the target in this study is focused on grade 8 students at MTs Muhammadiyah Muara Panas, and this study focused on how much significant Effect Taboo Word Games toward Vocabulary Mastery.

D. Formulation of the Problem

Based on the identification and limitation of the problems above, the researcher poses a problem formulation:

1. Is there a significant effect of using the taboo word game on vocabulary mastery of 8th grade students at MTs Muhammadiyah Muara Panas?
2. Is there a significant difference between the students who were taught by using the Taboo word game and the students who were not taught by using taboo word game?
3. Is the vocabulary mastery of students who were taught by using Taboo word game better than the students vocabulary mastery of the students not taught using Taboo word game?

E. Purpose Of The Research

Based on the research problem, the purpose of this study are as follows:

1. To find out whether or not there is a significant effect of taboo word game toward vocabulary mastery at 8th grade students' vocabulary of Mtsm Muara Panas.
2. To find out whether there is a difference before and after, Taboo word game toward vocabulary mastery at 8th of Mtsm Muara Panas.
3. To find out whether the vocabulary mastery of students taught by using Taboo word game is better than the vocabulary mastery of students who are not taught by using Taboo word game

F. Significance of the Research

1. For teachers, this research provides an alternative way to enrich students' vocabulary in learning process.
2. For learners, it aims to increase motivation create a more engaging learning environment, enhance students' creatively, and develop their skills in English, all of which will have a positive impact on their learning.
3. For the researchers, the results of this study are expected to provide new insights in conducting research on Tabooo Word game in vocabulary teaching and learning.

G. Definition of the Key terms

1. Vocabulary is one the core of language and is one of the first things that linguists pay attention to for language skills.
2. Vocabulary mastery is a person's ability to recognize, understand, and use words properly and correctly by listening, speaking, reading, and writing

3. Taboo word game is a game of guessing the target word without mentioning the prohibited word, this game is done in groups consisting of one guesser and the rest provide clues so that the target word is guessed correctly.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Review of Related Theory

1. Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary is the core of English language teaching because, without sufficient vocabulary, students cannot understand others or express their own ideas. This means that every student must have a vocabulary, students must have a vocabulary, as speaking, writing, reading, and listening. According to Wilkins, "without grammar, students say little, or very little, while without vocabulary nothing can be understood".[8] This reflects that if students have not master grammar but have a wide vocabulary, they can communicate well and be understood even without grammar. Conversely, if students have no vocabulary, them communication between them will not happen effectively.

According to the Oxford Advanced Learner's Dictionary, is defined as all the words known or used by a person, or all the words in a particular language used in communication.[9] As one of the elements of language, vocabulary can help a person clearly understand what is

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[8] Michael Lessard-Closton. *English Language Teacher Development Series*. (tesol : international association ,2013),p.2

[9]A. S Hornby, *Oxford Advanced Learner's Dictionary* (Oxford University Press, 2000), P.1506

conveyed in communication, both oral and written. The process of recognizing words in English can help students easily obtain information based on their own understanding. When students build vocabulary mastery, students can master language skills and communicate ideas and knowledge both orally and in writing because they learn vocabulary in order to communicate well and clearly to be able to communicate, the students must have at least 2,000 vocabularies.[10] This means that, at least after a few years of learning English, students must master a vocabulary of at least 2,000 words in order to communicate appropriately, ensuring that the communication that occurs has a clear meaning and can be understood by each other.

Vocabulary is one of the most obvious components of language and is a concern for applied linguists.[11] This is because vocabulary is a benchmark for mastering language skills such as speaking, writing, reading, and listening. However, vocabulary is not only knowing the meaning of word but also about being able to use those words in language skills, such as understanding how words work together in a sentence when communicating with others. One word can have different meaning for different contexts, even though the word itself in the same, Therefore, teachers should pay attention to and support

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[10] Scott Thornbury, *How to Teach Vocabulary,* (Middlesex: Longman, Pearson Education, 2002). p.13

[11] Jack C Richards, *Curriculum Development in Language Teaching* (Cambridge university press, 2001).p. 4

students in learning vocabulary. Before students master English vocabulary, teachers should teach them many words until they know all the words they need.

From the explanation above, it can be concluded that vocabulary is a very important language component in mastering English. This happens because an abundant vocabulary can help master language skills both orally, in writing, and even directly. without having to pay attention to grammar, students can still understand and be able to communicate orally and in writing if they have vocabulary. This Highlights the role of the teacher in increasing student vocabulary so that students are able to compete with other students who use English as a daily communication language at school.

b. Definition of Vocabulary Mastery

Vocabulary mastery is the ability that students posses to explore and understand word in English, serving as the foundation of communication known by everyone, both orally and in writing. This ability allows for meaningful when using words. Meanwhile, according to Keraf, vocabulary mastery is a very important aspect of achieving language mastery.[12] If students' vocabulary mastery increases, it will facilitate their mastery of language skills. Vocabulary mastery is not only limited to understanding

[12] Nuraini, Mohd Harun, and Siti Sarah Fitriani, '*Penguasaan Kosakata Bahasa Indonesia Pada Siswa Kelas Iv Di Sekolah Dasar Negeri Gugus Sibreh Kecamatan Suka Makmur Kabupaten Aceh Besar*', Master Bahasa, 7.1 (2019), p. 312.

meaning and being able to recall them correctly, but it also extends to communicating effectively, both orally and in writing. Schmitt states that vocabulary mastery is one of the components that must be mastered in learning English as a foreign language at the basic, intermediate, and advanced levels.

Vocabulary mastery is defined as the knowledge or skills a person possesses for understanding and mastering words.[13] Not only that, but in mastering vocabulary, students are able to use the vocabulary to interact with others and to understand the meaning conveyed in communication, both orally and in writing. Vocabulary mastery is important in learning English because later it can help students use English in everyday life.

According to Thorby, mastering vocabulary involves more than just knowing the meaning; students should have knowledge about vocabulary, that includes meaning, oral form, written form, grammar, word derivation,word collocation, word register (both speech and written), and word frequency. Schmitt and McCharty (in Setiawan) stated that it encompasses both receptive and productive knowledge.[14]

A person's ability can be influenced by various factors that exist both within the individual and the surrounding environment, including their vocabulary. Learning and having adequate vocabulary skills are also

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[13]Ibid., p. 37

[14] Dewi Nur Asyiah, '*The Vocabulary Teaching And Vocabulary Learning: Perception, Strategies, And Influences On Students'vocabulary Mastery*', Jurnal Bahasa Lingua Scientia, 9.2 (2017), pp. 293–318.

influenced by several factors that must be considered in order to improve vocabulary skills. These factors should be taken two must be considered so that the vocabulary ability also helps students' language and speech development. There are two main factors that influence students' vocabulary acquisition, namely, internal factors and external fact

1. Internal Factors

According to the opinion of fatiha at all, internal factors are factors those that originate from the individual and that students bring to certain learning situations.[15]

a. Age

Age is the first factor in vocabulary acquisition. This happens because when students are still pre-school age, they begin to learn words in English. Later, after students receiving education, students findit easier to accept and memorize vocabulary conveyed by others. Conversely, as individuals grow older, this can affect their vocabulary acquisition process.

b. Exprience

Experience is a way of knowing something by doing it or by observing someone else do it, such as by watching shows in English, listening to English songs, and hearing people speak in English. These

[15] Ida Ayu Made Yuni Andari, '*Factors Influence The Acquisition Of Vocabulary By Young Learners',* Kumarottama: Jurnal Pendidikan Anak Usia Dini, 2.2 (2003), p. 155.

experiences can help students master vocabulary because they have previously been accustomed to hearing vocabulary throught general language exposure.

c. Learning Styles

The learning styles in question are cognitive, affective, and physiological behaviors that are relatively stable indicators of how learners understand, interact with, and respond to the learning environment.A student's learning style can be influenced by many factors, including genetics, background, culture and previous learning experiences. This means that students who have been introduced to english before will find it easier to capture English vocabulary both orally and in writing. Additionally, students who grew up abroad will likely master vocabulary because they have been accustomed to hearing English vocabulary since childhood.

2. External Factors

While external factors according to Loewen External factors relate to the environment in which the language is acquired and the method of introducing the second language.[16]

a. Motivation

Motivation to learn a language refers to the extent to which an individual is prepared to put in the effort to master that language.

[16] Ibid.p.156

Therefore, it becomes the role of the teacher to enhance student motivation in mastering vocabulary because, considering that English as a second language in Indonesian, it is possible that the country will require every student to use English in social interaction.

b. Instruction

Instruction is essential for vocabulary acquisition and can serve as acounterbalance for learners when adding new vocabulary. Good instruction from parents is factor in effective learning a language. It is very important for students' to have access and opportunities to communicate with native speakers, inside and outside the classroom. Acquiring vocabulary is developed in young students through reading and listening activities.

c. The Kinds Of Vocabulary

According to Zainuri in English Vocabulary 1, Vocabulary is a language component that contains all the information about the meaning and use of words in a language. Jo Ann Aebersold classifies vocabulary into active vocabulary and passive vocabulary.[17]

1) Active vocabulary

[17] Cecep Abdul Fatah, '*The Effect of Using Duolingo Application to Develop Students' Vocabulary Knowledge (A Quasi-Experimental Study at the Seventh Grade of SMP Islam Taman Quraniyah Jakarta Selatan in Academic Year 2018/2019)*', 2019.

Active Vocabulary refers to items that can be used by learners. appropriately in speaking or writing, and is also referred to as productive vocabulary. In this productive vocabulary, students are able to use vocabulary both orally and in writing, and they will only use vocabulary that they know.

2) Passive vocabulary

Passive Vocabulary refers to language items that can be recognized and understood in the context of reading or listening, and is also referred to as receptive vocabulary. Receptive vocabulary consists of words that students recognize and understand when the word appears in context,but they cannot produce correctly.

From the above, it can be concluded that there are many kinds of vocabulary that must be known. Therefore, the more vocabulary students know, the easier it will be for students to understand parts of the vocabulary. To understand how students learn language, they must understand how students' learn language is for communication, both through spoken and written forms. Without vocabulary, communication will not provide good understanding.

d. Learning Vocabulary

Schmitt argues that vocabulary learning is an ever-increasing process due to the large number of lexical items students encounter (and the size of the vocabulary they need) and the knowledge they must

develop for specific lexical items.[18] According to Nation, vocabulary learning is a process; it is important for students to have active vocabulary learning strategies that they use for learning and reviewing new words and phrases.[19] There are 3 aspects that must be considered as follows[20]

1) Meaning

Meaning is an important aspect that must be taught to students in vocabulary learning. The meaning significant perspective that must be taught to students in vocabulary learning. The meaning of vocabulary in English certainly has its own difficulties for students to understand because English is a second language after the mother tongue. This results in English not being too familiar to students, and it becomes the teacher role to help students' understand that learning English is important for their future. Students must know when a certain context and recognize related words, both based on synonym and antonym. Additionally matching sentences with the correct English words is essential, as words can have different meanings depending on the context.

2) Form

The form aspect vocabulary includes three sub- aspects : oral, written, and part of speech. First the oral aspect is how the learned word is

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[18]Michael Lessard-Closton*. English Language Teacher Development Series.* (tesol : international association ,2013) p.18

[19]Ibid. p.19

[20] Syamsidar and others, '*Wordwall on Mastery of Vocabulary in English Learning', Al-Ishlah: Jurnal Pendidikan,* 15.2 (2023), pp. 1801–6.

pronounced correctly. In the taboo word game, students will verbally convey the word to be guessed, second, the written aspect concerns what the word looks like, as well as the spelling in each word. Third, students' can identify the type of word (noun, verb, adjective, adverb, pronoun).

3) Use

Indicators related to the application of vocabulary in sentences, texts, and conversations include two aspects that students must master. First, regarding the use of vocabulary in sentences, students should be able to use vocabulary that is appropriate for both oral and written contexts. Second, students should be able to recognize and use idiomatic phrases in various contexts.

e. Teaching Vocabulary

In English language teaching, teaching vocabulary is important because it plays a major role in supporting language teaching. Vocabulary is essential for students to master the language skills expected by the teacher. When students do not master vocabulary well, the learning objectives will not be achieved, and the goals of learning requires extensive vocabulary. It is known that without mastering English vocabulary, students cannot effectively speak, read, or write. Therefore, it is crucial to help students' acquire vocabulary in the learning process by using media, techniques, and strategies.

The teaching of vocabulary is the first thing that must be addressed by the teacher. If students do not master vocabulary well, the learning objectives

will not be met. If the teacher does not prioritize vocabulary instruction, then English learning in the classroom can be considered a failure. Nation suggests using the same four ways in language teaching. For vocabulary, which include:[21]

1) Meaning-focused input for listening and reading exercises, especially with advanced readers, motivates students to master vocabulary. This includes the student's goal to expand their vocabulary and the benefits of being vocabulary-rich.
2) Meaning-focused output for speaking and writing.
3) Intentional teaching involves using rich vocabulary instruction, increasing students' word awareness, and modeling vocabulary, learning strategies.
4) Developing fluency with vocabulary across language skills emphasizes practice and helping make connections with already known vocabulary.

Nation argues for the use vocabulary that students are familiar with; for example, the word “lary” (that is, practicing). With this vocabulary, students can later form sentences both orally and in writing.[22] It is the teacher's main task to plan lessons that incorporate all four elements by training students to use vocabulary learning strategies and later testing their knowledge and use of vocabulary

2. Tabbo Word Game

[21]Michael Lessard-Closton. *English Language Teacher Development Series*. (tesol : international association ,2013) p.32

[22] Ibid.33

a. Definition of Tabbo Word Game

Taboo Game is a charades game created by the Parker Brothers, the game is similar to the Catch Phrase game, where players try to help their teammates guess using verbal clues.[23] This game is suitable for both young students and adults. Students learn vocabulary while having fun, making it an engaging activity. This game is very interesting and it is hoped that students' can easily absorb knowledge about vocabulary. However, the taboo word game includes some vocabulary that is forbidden to be mentioned by the students. According to Koprowski, there are ten games that are good for teaching vocabulary to students. The ten games are as follows: [24]

1. Taboo
2. Memory Challenge
3. Last One Standing
4. Pictionary
5. Bingo
6. Blast
7. Concentration
8. Scrambled letters
9. Q&A
10. Category

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[23] Winantu Kurnianingtyas Sri Agung, '*The Effectiveness Of Taboo Game To Improve Students'vocabulary Mastery'*, ELTALL: English Language Teaching, Applied Linguistic and Literature, 4.2 (2023), pp. 88–98.

[24] Koprowski, M. 2006. *Ten Good Games for Recycling Vocabulary.* Available at (http://iteslj.org/Techniques/Koprowski-RecyclingVocabulary.html). Retrieved on January 22*nd*2012

The conclusion is that one of the games that can be used is the taboo word game, where the use of taboo word games in vocabulary mastery helps students increase vocabulary mastery, with taboo word games, students can develop their vocabulary.

b. Advantages of Taboo Word Game

While using games in learning certainly has advantages, the use of taboo word games in vocabulary acquisition offers the following advantages:

1) It make students more active and encourages them to think critically as they guess the vocabulary in the game.
2) Students assigned as clue givers will feel challenged to provide clues in the form of vocabulary without mentioning prohibited vocabulary.
3) Learning becomes more enthusiastic.
4) All students can be involved in the game.
5) The game is organized.

The game is divided into several teams, making it easier for the teacher to correct students' vocabulary mastery.

c. Disadvantages of Taboo Word Game

1) The class becomes noisy. This is because in the taboo word game, the clue giver will speak loudly in order to convey the vocabulary that is used as a clue.
2) Not all students have a wide vocabulary, which may lead to some teams being less dynamic

3) Guessing students may find it difficult to identify the vocabulary if the clue giver does not use specific words.
4) There can be a commotion in learning if the activity is not supervised by the teacher.

d. Procedure of Taboo Word Game

Before discussing the procedure and intruction in taboo word game, students should know the card shape of the taboo word game itself.

Here are the pictures of the card taboo word game



→ **Target word**

→ **Taboo word**

Target word is	The vocabulary will be guessed by the students, and the other students will help to mention the auxiliary vocabulary as a clue for the target vocabulary
Taboo word is	The vocabulary that is prohibited to be mentioned by the clue-giving students to the guessing students is because the prohibited vocabulary is the vocabulary related to the target vocabulary. Usually, this prohibited vocabulary is highly related to the vocabulary that will be guessed by the students.

There are also procedure of using taboo games in learning vocabulary mastery, include :[25]

1. Before playing the game, the teacher explains the rules and methods of the taboo game. The teacher also gives a brief example to the students by inviting one student to demonstrate how the taboo word game works.
2. After the students understand the methods and rules of the game, the teacher divides the students into groups.
3. Then, each group appoints a friend to serve as the word guesser. The teacher will then ask the students to take the cards that have been prepared as a guide.
4. After that, the teacher appoints one student from the opposing team (the second team) to supervise. This student ensures that no taboo words are accidentally uttered by the clue giver from the first team.
5. The clue giver from the first team will receive a card with the word to be guessed, which will later be used in the game.
6. The clue-giving student is given three minutes to explain the target word to the guesser without using any taboo words. If the teammate answers correctly, team one will earn one point. However, if any taboo word is spoken, one point will be deducted.

B. Review of Related Literature

There are some studies that are related to this research; they are:

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[25] Ulfa a'isatul fitria, *The Influence Of Using Taboo Game Towards Students' VocabularyMastery At Tenth Grade Student Of Sma Yadika Bandar Lampung*,(2024), p.25-25

First, Maria Graciela Wuri Nastiti and Yohana Veniranda with the title Using Taboo Word Game to Improve Vocabulary of Students of Grade VIII SMP Negeri 1 Senin Gunung Kidul.[26] This researcher used the Classroom Action Research Method (PTK). This research aims to investigate how the application of taboo word games improves students' vocabulary mastery. According to the results of the observations, some students faced a lack of vocabulary and motivation in learning English. English. The research findings showed that taboo games can improve students' vocabulary mastery.

The second research, by Ni'maturrohmah and Syaifullah Millah with the research title The Effect of Language Games Toward Mastery Students Vocabulary at Seventh Grade of SMP Islam Al-Ikhlas[27], this study uses a quasi-experimental method, wherein it states that students' vocabulary mastery increases by using taboo word games. This is supported by the results of students' pretests and posttests, which increase from before using taboo word games, which is believed to increase motivation and eliminate students' boredom and tension in learning English.

The third study, researched by Mega Kusuma Wardani, has the research title The Effect of Taboo Word Game on Eight Grade Students of

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[26] Nastiti and Veniranda. "*Using Taboo Word Game to Improve Vocabulary of Students of Grade VIII SMP Negeri 1 Senin Gunung Kidul*"

[27] Ni'maturrohmah and Syaifullah Millah *"The Effect of Language Games Toward Mastery Students Vocabulary at Seventh Grade of SMP Islam Al-Ikhlas"* INTERACTION: Jurnal Pendidikan Bahasa Vol.9, No.2: Oktober 2022,

Vocabulary Master at Mts Baitul Arqom Balung" 2014/2015 year.[28] This study uses an experimental method where there is a control class and an independent class. The results of this study found that the taboo word game is one of the best mediums for learning English, especially for student vocabulary mastery. With this taboo word game, students become happy, and the classroom atmosphere becomes interesting and not monotonous.

Fourth, research conducted by Santika Dewi Nila Sari and Winantu Kurnianingtyas Sri Agung, with the title The effectiveness of Taboo Game to improve students' vocabulary mastery.[29] This research used the experiment method and shows that the use of taboo word game is very effective in improving students' vocabulary and creating a more conducive learning.

Fifth research by Reni Rosianna Lumbangaol, M.Pd with the research title "The Effect of Taboo Word Game in Improving Vocabulary Ability,[30]" which uses an experimental method, found the results that taboo word game is the right strategy for improving students' vocabulary ability, as well as creating a competitive learning atmosphere and

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[28]Mega Kusuma Wardani*, "The Effect of Taboo Word Game on Eight Grade Students of Vocabulary Master at Mts Baitul Arqom Balung" 2014/2015 year*

[29]Santika Dewi Nila Sari and Winantu Kurnianingtyas Sri Agung*, The effectiveness of Taboo Game to improve students' vocabulary mastery*

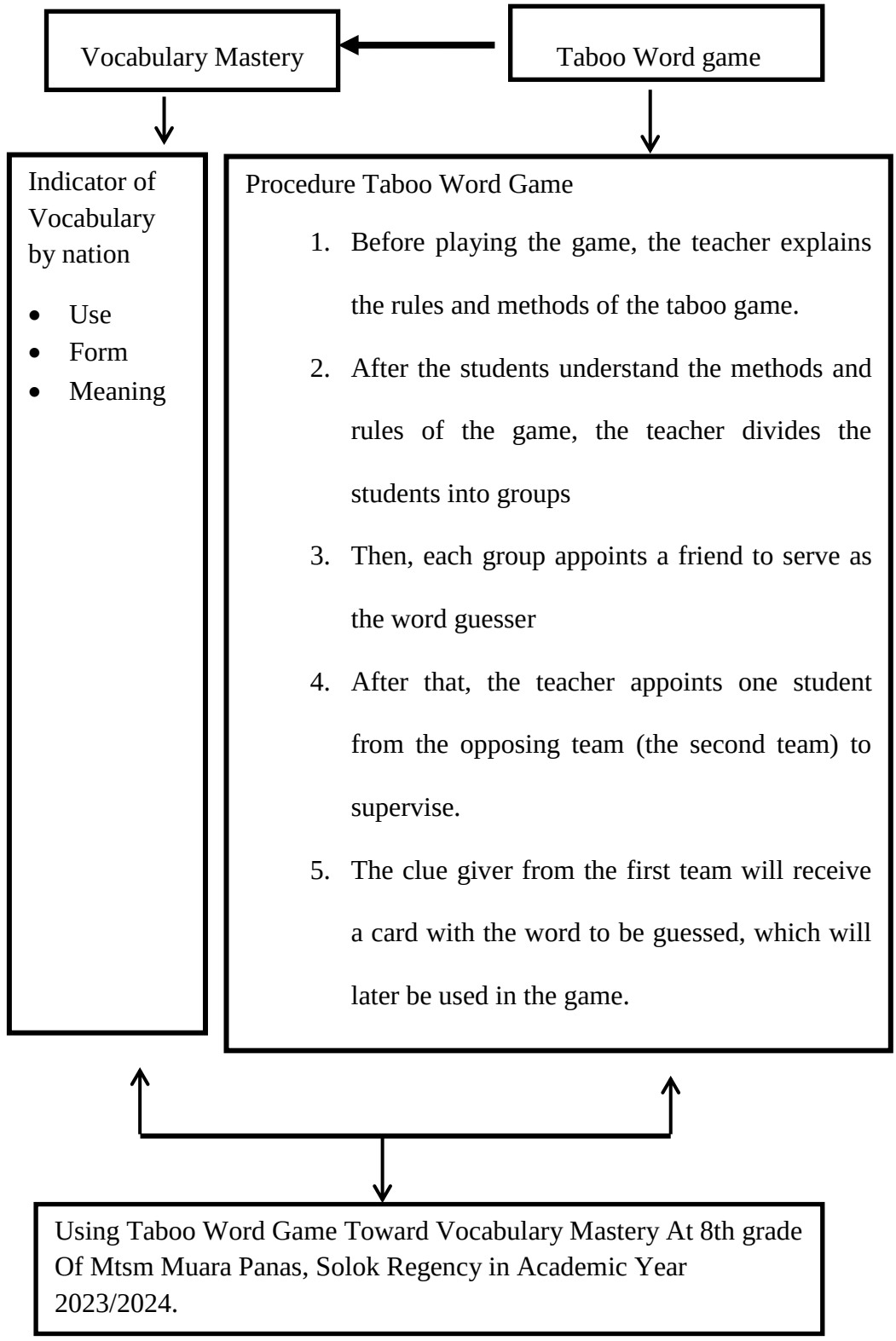
[30]Reni Rosianna Lumbangaol, M.Pd *"The Effect of Taboo Word Game in Improving Vocabulary Ability* MELT Journal, Vol 4, Issue 2, December 2019

increasing students' motivation to participate in vocabulary mastery learning.

Among these studies, there is only one major similarity in terms of planning this research. That commonality lies in the use of the taboo word game method, which was consistent across the studies, including the this study. This study also used the Taboo word game of vocabulary acquisition, but with the inclusion of additional activities as an added benefit.

The studies mentioned above show variations in research findings. The main focus of on the vocabulary mastery of eightth - grade students at MTs Muhammadiyah Muara Panas school. This study differs from the previous studies which mainly examined vocabulary knowledge and pronunciation proficiency. which mainly examined vocabulary mastery with taboo word game. Unlike the previous research, which primarily focused on vocabulary mastery, this study explores additional aspects.

C. Conceptual of Framework



D. Hypothesis

1. Ha: There is a significant effect of using taboo word game toward vocabulary mastery, of grade VIII students at MTs Muhammadiyah Muara Panas.

   Ho: There is no significant effect of taboo word game toward vocabulary mastery of grade VIII students at MTs Muhammadiyah Muara Panas,

2. Ha: There is a significant difference between using Taboo word game and conventional strategies toward vocabulary mastery of grade VIII students at MTs Muhammadiyah Muara Panas.

   Ho: There is no significant difference between using Taboo word game and conventional strategies toward vocabulary mastery of grade VIII students at MTs Muhammadiyah Muara Panas,

3. Ha: Using Taboo word game is better than conventional strategy
   in terms of students' toward Vocabulary Mastery of grade VIII students at MTs Muhammadiyah Muara Panas.

   Ho: Using conventional strategy is better than taboo word game for students' on Vocabulary Mastery of grade VIII students at MTSm Muara Panas.

CHAPTER III

RESEARCH METHOD

This section focused on the research methods use in research. It includes the research design, the population of the research, a sample of the research, the instrument, the data collection techniques, and the data analysis techniques.

A. Research Design

This study is experimental study, as it aims to understand how Taboo word game can impact students' vocabulary mastery. In conducting this experiment, the researcher seeks to determine whether the use of taboo word games has a significant effect on students' vocabulary mastery of the vocabulary that students learn in the material.

The research aims to provide valuable insights into the effectiveness of this strategy in improving students' vocabulary mastery, thus informing educational practices to better support students' learning. Ary et al, argue that a quasi-experiment is a design where later researchers can control the treatment but cannot randomly assign subjects, and are treated randomly.[31] This design allows reseacher provide treatment to the experimental group and analyze changes in student achievement compared to the control group. The quasi-experimental design focuses on treatment and outcome, so data is collected from pre-test and post-test to test

[31] Naajihah Mafruudloh, *"Blended Learning Effectiveness: A Quasi-Experimental study on Students' ESP Achievemen*" journal of English Language Education, vol.5, No.2, 2022, p. 221

whether this taboo word game can have an effect on students' vocabulary mastery.

This study used two classes with different treatments: the experimental and control classes. In the experimental class, researchers applied Taboo word game, while in the control class, the students' was not be taught by using taboo word game. The researcher did one meeting for the treatment. A pre-test was be given to determine the determine the initial score of Vocabulary Mastery in both classes. Then the researcher conducted one meeting for treatment in both classes. At the end, the researcher administered a post-test to both classes. Therefore, in this research, the researcher conducted two meetings in each class, which consist of one pre-test and treatment, and one post-test. The formula of quasi-eperimental design is described as follow:[32]

Table 3.1

List of treatments for Exp class and Ctrl class

Group	Pretest	No Treatment	Posttest
Exp. Class	T1	X	T2
Ctrl. Class	T1	-	T2

Note :

Exp : Experimental class

Ctrl : Control class

X : Treatment of experimental class by using taboo word game

T1 : Pre test for experimental class and control class

[32]Handayani,et all " *Metode Penelitian Kualitatif & Kuantitatif*", 2020 P. 339

T2 : Post test for experimental class and control class

B. Population and Sample

1. Population

In research, population is an area that includes objects or subjects whose qualities and characteristics are determined, studied, and then determined by the research.[33] Meanwhile, according to Jilcha Sileyew and Garg, population is one of the most aspect of designing research because it can determine the limits and scope of research findings.[34] This means that the population plays an important role in conducting research, as it serves as the basis for the object to be studied. The population can be a group of individuals selected by the researcher and will later be studied to draw a conclusion.

A group of individuals can be a group of teachers, students, or staff. The population of this study were 8th grade students of MTSm Muara Panas, and the details are as follows:

Table 3.2
Population of students in MTSm Muara Panas.

No	CLASS	NUMBER OF STUDENTS
1	VIII 1	28
2	VIII 2	27
3	VIII 3	23
4	VIII 4	21
Total		99

Source : English Teacher of MTSm Muara Panas

[33] Sugiono.2010. Metode Penelitian Pendidikan.Cet. XII ; Bandung: Alfabet

[34]Nurhafidzah Ahmad et.al, *" Understanding Population and Sample in Research: Key Concepts for Valid Conclusion"*16 oct 2023, p. 20

Sample

The sample is a small part of a population called an object.[35] The technique that researchers use in determining the type of technique that researchers use is purposive sampling. Based on the teacher's recommendation, there are 2 classes, namely VIII 3 and VIII 4. This choice is determined by several reasons. First, these classes have the same individual ability, with the lowest vocabulary mastery; both have just mastered the question word. Second, these classes have the same number of students so that the researcher chooses these 3 classes as VIII 4 as the experimental class and VIII 4 as the control class.

From the table, can conclude that the total number of students at MTSm Muara Panas is 95, and they are divided into 4 classes and they are all the population of this research.

Furthermore, the researcher had done normality and homogeneity tests on the population.

a. Normality Test

The normality test is conducted to determine whether the data to be analyzed has a normal distribution.[36] Data normality is important in determining the sample in research because data can be considered representative of the population if it is normally distributed.

[35] Sugiono.2010. Metode Penelitian Pendidikan.Cet. XII ; Bandung: Alfabet
[36] Gay, L. R, Miles, G. E. and Airasian, p. 351.

Table 3.3

Test normality 4 class.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Class 81	.112	21	.200*	.959	21	.488
Class 82	.140	21	.200*	.949	21	.322
Class 83	.116	21	.200*	.951	21	.351
Class 84	.122	21	.200*	.982	21	.952

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

a. Lilliefors Significance Correction

b. Homogeneity

The homogeneity test is used to test whether the data from the two groups had the same variant. Like normality tests, this kind of test also used SPSS version 20. This research uses Kolmogorov Smirnov with α= 0.05. The data can be said to be homogenous if the homogeneity score is more than 0.05.

Table 3.4
Test Homogenity 4 class.

Levene Statistic	df1	df2	Sig.
1.035	6	12	.449
2.383	6	12	.094

C. Instrumentation

This research instrument is a vocabulary test consisting of 30 question items; multiple-choice tests and worked on by students for 30 minutes. The test was used to measure the students' vocabulary mastery before and after the treatment was given by the researcher.

1. Vocabulary Test

A test is a tool used to determine the skills or abilities possessed by an individual or group. In this study, all participants were given a vocabulary test. The test was administered before and after the treatment, known as the pre-test and post-test. The pre-test was used to measure the students' vocabulary before the teacher provided the treatment, while the post-test was used to measure the students' vocabulary after the treatment was given. The test consisted of 20 multiple-choice questions.

This test was created with considering for validity and reliability test.

a. Validity

According to Machfoedz, validity is the accuracy that is common in the world of research.[37] The instrument used in this study is a test; therefore the types of validity considered in this study are content validity and construct validity. content validity focuses on understanding whether the test tool aligns with objectives and descriptions of the subject matter being taught.

In this study, validity testing for the instrument in the form of test can be conducted to determine whether the instruments used reflect the desired content. Meanwhile, the construct validity test was carried out with expert judgment. In this case, the instrument was consulted with lectures of the english department and english teacher at school.

b. Reability

According to Surucu , reliability refers to the stability of the measuring instrument used and consistency over time.[38] This means that the measuring instrument has the ability to yield the same results when applied at different times. This study will employ an internal consistency test to assess the reliability of the assessment. To ensure the reliability of this research, the researcher will utilize SPSS 20.

Comparison of r- calculated and r-table value

If r-calculated value > 0.05 = reliable

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[37]Dr karimuddin Abdullah , "Metodologi Penelitian Kuantitatif " 2022, p.72
[38] Ibid p.77

If r-calculated value < 0.05 = not reliable

Table 3.3 Reliability Test

Cronbach's Alpha	N of Items
.704	30

D. Technique of Data Collection

Data collection techniques are an important step in conducting research. The main purpose of research is to gather data. Without a clear understanding of the data collection technique, the researcher will not get accurate data. Furthermore, the data collection method used in this study is a test. The researcher will use a vocabulary test as an instrument to collect data, with Material taken from the subject matter that will be taught to students.

1. Pre- test

Pre-test activities were carried out before giving the treatment. In this step, the students were asked to answer the vocabulary test individually. The aim of holding a pre-test was to find out the students' initial abilities vocabulary and to know the score of students' vocabulary.

2. Post- test

Post-test was an activity to evaluate and measure students' vocabulary mastery. Post-test activities were carried out after doing the

treatment or in the end meeting. The post-test was done after treatment was conducted. The post-test aimed to know how far the effect or influence of the teaching had been on students' vocabulary mastery..

E. Technique of Data Analysis

Researchers used the t-test to analyze the data. According to Arikunto, in experimental research, a t-test is used to analyze students' pretest and posttest data in the experimental class and the control class.[39]According to Dan Flynn, SPSS is a program that provides many ways to examine data quickly. There were some steps for analyzing data, they were:

1. Normality

Normality test was a way to determine whether the data obtained were normal or not. In this research, the normality was used to prove whether the pre-test and post-test of students were normally distributed or not. The Saphiro-Wilk test was used to test the normal data.

2. Homogeneity Test

Homogeneity test was used to measure whether the obtained data were homogeneity or not. The homogeneity test was used to measure students' pre-test and post-test scores in the experimental class.

3. Hypothesis test

[39] Arikunto Suharsimi, Manajemen Penelitian , Jakarta, Rineka Cipta, 1995.p 504

The hypothesis test was used a paired sample t-test. The researcher used t-test for paired sample t-test, that is a test to know the significance difference between results of students' mean score in pre-test and post-test. To determine whether there was a significant difference between the students` vocabulary achievement in the class before and after using the taboo word game.

Ha: There is a significant effect of using taboo word game toward vocabulary mastery, of grade VIII students at MTs Muhammadiyah Muara Panas.

Ho: There is no significant effect of taboo word game toward vocabulary mastery of grade VIII students at MTs Muhammadiyah Muara Panas,

Ha: There is a significant difference between using Taboo word game and conventional strategies toward vocabulary mastery of grade VIII students at MTs Muhammadiyah Muara Panas.

Ho: There is no significant difference between using Taboo word game and conventional strategies toward vocabulary mastery of grade VIII students at MTs Muhammadiyah Muara Panas,

Ha: Using Taboo word game is better than conventional strategy
in terms of students' toward Vocabulary Mastery of grade VIII students at MTs Muhammadiyah Muara Panas.

Ho: Using conventional strategy is better than taboo word game for students' on Vocabulary Mastery of grade VIII students at MTSm Muara Panas.

The researcher put forward the hypothesis of the research as follows:

1. If probability value (p) > 0.05 : H0 Accepted and Ha Rejected

2. If probability value (p) < 0.05 : H0 Rejected and Ha Accepted.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Finding

In chapter IV, the researcher explains the result of the research based on the research questions. First, there was a significant effect of using the taboo word game toward vocabulary mastery. Second, there was a significant difference between students who were taught by using the taboo word game and students who were not taught by using the taboo word game. Third, the students who were taught by using the taboo word game were better than the students who were not taught by using taboo word game as 8th grade students at MTs Muhammadiyah Muara Panas. The results of the research obtained are as follows.

1. Description of the data

This research was conducted at MTs Muara Panas on two Grade VIII classes, namely VIII 3, consisting of 23 students as the experimental class, and VIII 4, consisting of 21 students as the control class. The data for this study were obtained from vocabulary tests administered to Grade 8 students of MTs Muhammadiyah.

1) Experimental Class

a. Pre-Test Score

After gave pre-test before treatment, the researcher found out the result of students' vocabulary mastery in pre-test. To know the last score of students' pre-test, the researcher used this formula as below. The data was obtained from the vocabulary test contains of 20 questions multiple-choice.

$$Score = \frac{students\ correct\ answer}{the\ total\ of\ number} \times 100$$:

b. Post- Test Score

This section displayed the result of the post-test in the class after giving the treatment in which the students were taught by using taboo word game the data was obtained from the vocabulary test. The result in the information pre-test score and post- test is shown in the following table:

Table 4.5
Pre-test and post-test of the experimental class

No	Nama	Pre-test Experiment	Post-test Experiment
1	AA	20	85
2	ARW	25	95
3	BCL	25	85
4	DW	30	80
5	FMS	75	90
6	FR	35	90
7	HAF	75	70
8	HF	20	85
9	JA	20	80
10	MU	30	80
11	MSK	15	90

12	MR	80	70
13	MRA	40	60
14	NOP	35	70
15	PA	50	90
16	RP	90	80
17	RRF	40	85
18	RLQ	35	85
19	RR	70	95
20	KNA	20	85
21	KS	30	85
22	RM	70	95
23	ZS	15	85

(Source: The students' score in pre- test and post- test)

Table 4.7

Calculation of pre-test and post-test in the experimental class

STATISTIK	EXPERIMENTAL CLASS	
	PRE-TEST	POST-TEST
N	23	23
Mean	41.30	83.52
Modus	20	85
Minimum	15	66
Maximum	90	95
Mean Difference	42.21	

The table above showed that was an improvement of students' score after giving treatment that using taboo word game. The calculation results show that the control class consists of 23 students. The mode value of the pre-test was 20, while the mode value of the post-test was 85. The maximum value of the pre-test was 90, and the maximum value of the post-test was 95. In addition, the minimum value of the pre-test was 15, whereas the minimum value of the post-test was 66. The mean score of the

pre-test was 41.30, and the mean score of the post-test was 83.52. Therefore, the difference between the mean scores of the pre-test and post-test is 42,21. It can be concluded that there is a significant difference in the pre-test and post-test scores, as shown by the mean difference. The average pre-test score is notably lower than the average post-test score.

2) Control Class

The control class is IIV 3 of MTs Muhammadiyah Muara Panas. Based on the data, the class consists of 21 students who have taken the pre-test and post-test during the study. The following is the data from the pre-test and post-test result of the experimental class shown as follows:

Table 4.6
Pre-test and post-test of the control class

No	Nama	Pre-test Control	Post-test Control
1	AAM	25	50
2	AZ	15	75
3	ASR	20	60
4	CPC	35	60
5	DJN	15	85
6	DI	10	85
7	FF	5	55
8	GW	25	75
9	HYA	25	50
10	MF	25	55
11	MR	40	65
12	MRI	10	60
13	MRA	40	60
14	RN	40	70
15	RA	15	60
16	SDP	80	65
17	SJ	45	85
18	SH	45	60
19	SZ	15	70

20	SF	25	60
21	ZTF	30	80

(Source: The students' score in pre- test and post- test)

Table 4.7
Calculation of pre-test and post-test in the control class

STATISTIK	CONTROL CLASS	
	PRE-TEST	POST-TEST
N	21	21
Mean	41.30	64,25
Modus	25	60
Minimum	5	50
Maximum	80	85
Mean Difference	22,95	

The calculation results show that the control class consists of 21 students. The mode value of the pre-test was 25, while the mode value of the post-test was 60. The maximum value of the pre-test was 80, and the maximum value of the post-test was 85. In addition, the minimum value of the pre-test was 5, whereas the minimum value of the post-test was 50. The mean score of the pre-test was 41.30, and the mean score of the post-test was 64,25 Therefore, the difference between the mean scores of the pre-test and post-test is 22,95. It can be concluded that there is a significant difference in the pre-test and post-test scores, as shown by the mean difference. The average pre-test score is notably lower than the average post-test score

(Source: The students' score in pre- test and post- test)

Table 4.7
Calculation of pre-test and post-test in the control class

STATISTIK	CONTROL CLASS	
	PRE-TEST	POST-TEST
N	21	21
Mean	41.30	64,25
Modus	25	60
Minimum	5	50
Maximum	80	85
Mean Difference	22,95	

The calculation results show that the control class consists of 21 students. The mode value of the pre-test was 25, while the mode value of the post-test was 60. The maximum value of the pre-test was 80, and the maximum value of the post-test was 85. In addition, the minimum value of the pre-test was 5, whereas the minimum value of the post-test was 50. The mean score of the pre-test was 41.30, and the mean score of the post-test was 64,25 Therefore, the difference between the mean scores of the pre-test and post-test is 22,95. It can be concluded that there is a significant difference in the pre-test and post-test scores, as shown by the mean difference. The average pre-test score is notably lower than the average post-test score.

Table 4.8
Students' scores range from pre-test of the experiment class and control class

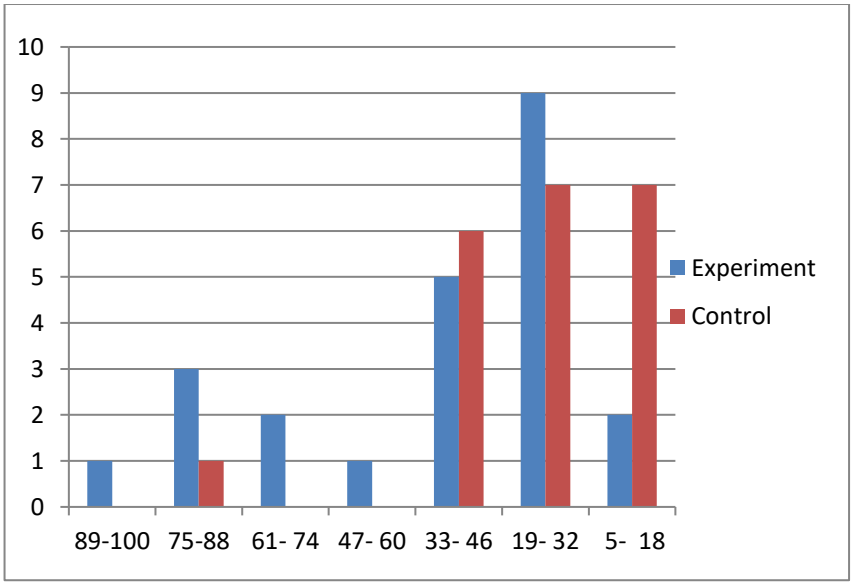
Score	Experiment	Control
89-100	1	0
75-88	3	1
61- 74	2	0

47- 60	1	0
33- 46	5	6
19- 32	9	7
5- 18	2	7

Based on the table above, in the experimental class, 2 students scored between 5–18, 9 students scored between 19–32, 5 students scored between 33–46, 1 student scored between 47–60, 2 students scored between 61–74, 3 students scored between 75–88, and 1 student scored between 77–86. No students scored between 89–100.

In contrast, in the control class, 7 students scored between 5–18, 7 students scored between 19–32, 6 students scored between 33–46, no students scored between 47–60 or 61–74, and 1 student scored between 87–100. The graph of post-test scores obtained by the control class and experimental class is as follows: Graphich pre-test experimental class and control class

Graphich pre-test experimental class and control class



2. Analysis of the Data

To analyze the data, it was divided into two parts: requirement checks and statistical hypothesis testing. The requirement checks included normality and homogeneity tests, while the statistical hypothesis testing was conducted using paired t-test analysis. Below is an explanation of the data analysis:

a. Pre – requirement

To test the research hypothesis, the researchers used a t-test. However, they needed to ensure that the data was normal and homogeneous before performing the t-test**.**

1) Normality test

By analyzing the pre-test scores of both classes using SPSS 20, the results were used to determine whether the data were normally distributed or not. The data are considered normal if Sig. (p-value) >

0.05 and not normal if Sig. (p-value) < 0.05. The output of the normality test using SPSS 20 is shown in the table below: 4.9

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil	Pre- test	.149	21	.200*	.914	21	.066
	Post-test	.279	21	.000	.888	21	.021
	Pre-test	.193	23	.026	.912	23	.045
	Post-test	.217	23	.006	.860	23	.074

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

a. Lilliefors Significance Correction

Based on the table above, the significance value must be higher than alpha 0.05. It can be seen that all data have a significance value higher than 0.05 using both Kolmogorov Smirnov and Shapiro Wilk. This means that the data is normally distributed

2) Homogeneity test

After the writer had the data result in normality test, the next step was homogeneity test by using the Levene statistic in order to know whether the data is homogeneous or not. If the result of the data calculationis higher than $\alpha = 0.05$, it means the data would be homogenous. The result can be seen on table below:

Table 4.10 Homogeneity Test

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.035	6	12	.449
2.383	6	12	.094

Based on the data output. It is known that the significance (Sig). based on the mean value is 0.449 > 0.05, the variance of pretest and posttest scores was considered homogeneous if the significance value (p) is higher than 0.05 (p > 0.05). This indicates that the variance of the pretest and posttest data is homogeneous.

3) Hypotheses Test

The hypotheses of this research were tested as follows:

1. The First Hypotheses

The first hypothesis in this study is whether there is a significant effect of using taboo word game on students' vocabulary acquisition. To measure whether the hypothesis is accepted or rejected, this study used paired sample t-test. The hypothesis is accepted if the sig value (2-tailed) < 0.05 and the hypothesis is rejected if the sig value (2-tailed) > 0.05. Based on the results of the study, it was found that the sig (2-tailed) value in the first hypothesis test was 0.01 <0.05 which showed that there was a

significant effect of using Taboo word game on students' vocabulary mastery in the experimental class. From this data, it can be concluded that Ho is rejected and Ha is accepted. This can be seen in the table:

Table 4.11
Paired Sample Test

		Paired Differences					T	Df	Sig.(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST – POSTTEST	-8.435	10.392	2.167	-12.928	-3.941	-3.893	22	.001

2. The Second Hypothesis

The second hypothesis in this study is that there is a significant difference in students' vocabulary mastery between those who are taught using the Taboo word game and those who are not. To determine whether the hypothesis is accepted or rejected, the researcher used an independent sample t-test. The hypothesis is accepted if the Sig. value (2-tailed) is < 0.05 and rejected if the Sig. value (2-tailed) is > 0.05. Based on the results of the study, it was found that the Sig. (2-tailed) value in the second hypothesis test was .001 < 0.05, which indicates that there is a significant difference in vocabulary mastery between the class that uses the Taboo word game and the class that does not. From this data, it can be concluded that H_0 is rejected and H_a is accepted

Table 4.12
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
HASIL POS TEST	Equal variances assumed	11.952	.001	3.030	42	.004	10.665	3.520	3.561	17.768
	Equal variances not assumed			2.958	30.976	.006	10.665	3.605	3.311	8.018

3. The Third Hypothesis

The third hypothesis is that the vocabulary mastery of students taught by using Taboo word game is better than students who are not taught by using Taboo word game Based on the data above, this hypothesis was obtained from the results of students' pretest and posttest scores. The data was taken from the average value of the students' pretest and posttest.

Test	**Mean Score**
Pretest	41.30
Posttest	83.52

As we could see in the table above, the pretest average was 41.30 and the posttest average was 83.52. It could be concluded that there was an increase in the average score of students from pretest to the posttest, so the students' vocabulary mastery after using Taboo word game was better than before using Taboo word game.

From this research, it can be found that the Taboo word game has a significant effect on students' vocabulary mastery. And from the mean score of students' pretest and posttest, it shows that after using Taboo word game, students' vocabulary mastery is better than before using Taboo word game.

B. Discussion

The purpose of this research was to investigate whether the use of Taboo word game is effective to improve the student'svocabulary mastery. This research used a vocabulary test as instrument in order to answer the research questions. Based on the research, it found that students who were taught using taboo word game) had built their vocabulary mastery. It was proven by the scores between the students' pretest and post-test.

The first result of data findings showed that teaching vocabulary mastery by taboo word game has a significant effect on the eighth grade students' vocabulary mastery. It can be seen from the result of the hypothesis test conducted that the sig (2-tailed) value of the test was 0.001, which is lower than the α (alpha) level of 0.05 (0.001 < 0.05). This

indicates that the alternative hypothesis (Ha), which states that taboo word game has a significant effect on students' vocabulary mastery was accepted (Ha was accepted), while the null hypothesis (HO) was rejected.

This research is supported by previous research conducted by Maria and Yohana (2001) entitled "Using Taboo Game To Improve Vocabulary Of Grade Viii Students".Of Grade Viii Students Of Smp Negeri 1 Semin Gunungkidul". In this case, the results of the study showed that the use of Taboo word game can improve students' vocabulary mastery. This research is also supported by previous research conducted by Nina Sarmila (2022) The Effect Of Using The Taboo Game On Vocabulary Mastery At Mts Baitul Arqom Balung In The 2014/2015 School Year, the results of this study were found to have a significant effect on student vocabulary mastery, as well as being a fun game for students in class.

The second result data finding showed that there is a significant difference between students who use the Taboo word game for vocabulary mastery and those who do not. Previous research conducted by Olivia et al. (2022), entitled Learning English Vocabulary with the Taboo Game: A Case Study of Indonesian Junior High School Students, found that: (1) there was an improvement in vocabulary mastery, (2) enhanced vocabulary recall, and (3) higher engagement. In general, the Taboo game was perceived positively by all the student participants. Moreover, the Taboo game helps in learning and understanding materials, making it

easier to know and learn new vocabulary, as well as increasing their learning creativity.

The third data finding shows that after learning using Taboo word game, students' vocabulary mastery is better than before using taboo word game. The data showed an increase in students' average score from pretest (41,30) to posttest (82,52).Based on the post-test results, it was found that the post-test students achieved scores that increased from the pre-test. The post-test results showed that students achieved better scores than the pre-test. This proves that the use of Taboo word game has an effect in improving students' vocabulary mastery.

This result is supported by previous research conducted by Kurnianingtias Sri Agus with the title "the effectiveness of Taboo word game to improve students vocabulary mastery. The results of the study showed an increase in students' vocabulary mastery and improved conductivity in learning.

In conclusion, this study shows that the use of the Taboo Word Game has a significant positive effect on the vocabulary mastery of grade VIII students at MTs Muhammadiyah Muara Panas. The experimental class, which received the Taboo Word Game treatment, showed a significant improvement in vocabulary acquisition, as evidenced by higher post-test scores compared to pre-test scores. Statistical analysis, including paired-sample t-test and independent-sample t-test, confirmed that the

Taboo Word Game had a significant impact on students' vocabulary acquisition, with the experimental class outperforming the control class. These findings suggest that the Taboo Word Game is more effective than conventional teaching methods in improving vocabulary acquisition. Therefore, this study supports the integration of the Taboo Word Game into activities or strategies for vocabulary learning to enhance students' vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the research,the research concluded:

There was a significant effect of using taboo word game toward vocabulary mastery. It is supported by the data from the results of the Paired Sample t-test, namely the SIG (2-tailed) data of .001< 0.05. It was shown that Ho was rejected and Ha was accepted.

There was a significant difference between the students who were taught by using taboo word game and the students who were not taught by using taboo word game. It is supported by the data from the results of the Independent Sample t-test, namely the SIG (2-tailed) data of 0.01 < 0.05. It was shown that Ho was rejected and Ha was accepted.

The ability of students who were taught by using taboo word game is better than students who were not taught by using the taboo word game. This could be seen from the results of the average calculation, which showed that there was a difference in the average post-test score between the control class and the experimental class; the average score of the experimental class was higher than the average score of the control class, (83.52> 64.25).

B. Suggestion

1. for the teacher

Teachers can use Taboo word game to improve students' vocabulary, creativity. In addition, Taboo word game can also provide more benefits to increase students' vocabulary.Cooperation and interaction between teachers and students during the learning process must be considered so that the learning atmosphere becomes more conducive and students can more easily learn the material.

2. To the students

Students should increase their vocabulary, in order to facilitate the learning process and master the 4 skills in English.Students should practice their honesty for the sake of their learning and educational progress. Students should be active in the learning process as well as open their mindset, not hesitate or be shy to ask questions and express opinions.

3. For the next research

The next researchers are suggested to conduct further research concerning the implementation of the taboo word game. The researcher also suggested to conduct other research on other skills such as writing, reading and others. Moreover, taboo word game needs to be developed to be more enjoyable and more easily adapted to the abilities of students at different level

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APPENDICE

APPENDICES

Appendix 1 transcript of preliminary Research

TRANSCRIPTOF INTERVIEW

Teachers'interview

English Teacher : Fitri Yenti,S.Pd,

Date :

Name	Dialogue
Reearcher (R)	Assalamu'alaikum warahmatullahi wabarakatuh
Teacher(T)	Wa'alaikumsalam warahmatullahi wabarakatuh
Researcher	Perkenalkan nama ratna Julia putri mahasiswa di UIN SMDD dari jurusan pendidikan bahasa inggris.
Teacher	Saya fitri yenti guru kelas 8 di mtsm muara panas.
R	Jadi tujuan saya menemui miss untuk menayakan kendala yang miss alami dalam pengajaran bahasa inggris, hal ini saya lakukan untuk meneliti dengan judul the effect of taboo word game toward vocabulary mastery.
T	Yes,
R	Sebelumnya maaf buk,dalam pembelajaran bahasaa inggris kurikulum apa yang ibu pakai?
T	Kita masih menggunakan kurikulum 2013
R	Bagaimana proses pembelajaran bahasa inggris dikelas 8 buk?
T	Proses pengajaran yang saya lakukan dikelas tentunya berfokus pada materi
R	Bagaimana dengan kosakata siswa miss dikelas 8 yang miss ajar, mengingat kosakata menjadi landasan awal untuk dapat menguasai pembelajaran

T	Kemampuan vocabularynya tentunya dari medium paling tinggi cuman kebanyakan itu di level low karena mereka tidak belajar Bahasa Inggris ditingkat SD, jadi di SMP ini baru kita memperkenalkan Bahasa Inggris kepadamereka,jadi start from zero sebenarnya

R	Bagaimana cara ibuk dapat mengetahui seberapa kemampuan kosakata siswa buk?
T	Dari dalam pembelajaran , nah biasanya siswa diminta mencari kosakata yang sulit dalam text dalam pembelajaran, disaat itu tidak semua siswa yang memiliki kamus, sehingga ketika saya mengajar menggunakan bahasa inggris mereka meminta saya untuk menjelaskan dengan bahasa Indonesia saja dan mereka bru menguasai question word
R	Jadi dari situ ibuk menyimpulkan siswa itu rendah penguasaan kosakatanya
T	Ya
R	Dari indicator pencapaian kompetensi, apakah sudah menguasai kosakata buk?
T	Sebenarnya vocabulary ini diselip disetiap pembelajaran itu kita ada vocabulary fokusnya karena sebelum mereka memulai tentu mereka harus mengenali dulu vocabulary yang akan mereka temui nanti dimateri pembelajaran yang akan Dipelajari
R	Bagaimana ibuk mengajar vocabulary dalam setiap topic tersebut ?
T	Biasanya disetiap materi tentu membahas text, setelah itu saya akan meminta siswa untuk mencari kosakata sulit
R	Jadi dari difficult words yang ditemui siswa itu disetor kemiss Atau gimana miss?
T	Tidak saya memperiksa hasil carian siswa

R	Jadi apakah nilai vocab siswa menggunakan rubric miss
T	Tidak, saya hanya menilai berdasarkan berapa benar kosakata yang dicari siswa..
R	Terimakasihataswaktunyamiss,thank youforyour attention Assalamu'alaikumwarahmatullahiwabarakatuh
T	You'rewelcome,wa'alaikumsalamwarahmatullahiwabarakatuh

Student Interviews

Student 1 : akila maisya

Researcher (R)	Apakah kamu menyukai pembelajaran bahsa inggris dikelas
Student (S)	Kurang kak
R	Kenapa kurang,
S	Bahasanya kami tidak mengerti kak, dan sulit untuk dibaca kak , dan saya baru belajar bahasa inggris di mts ini kak
R	Hmmm, berarti sd adek tidak belajar bahasa inggris, menurut adek pentingkah kita mengetahui kosakata
S	Menurut saya penting kak,
R	Nah dikelas bagaimana guru dalam pengajaran kosakata
S	Bisanya kita disuruh mencari kosakata sulit kak, nah lalu dperiksa ibuk dan diparaf kak
R	Selanjutnya,apa saja kesulitankamu dalam belajar Bahasa inggris?
S	Terkadang saya sulit mencari artinya dikamus kak.
R	Apakah kamu mudah dalam mengingat kosakata baru ketika Belajar Bahasa inggris?
S	Tidakkak
R	Menurut kamu apakah kamu sudah memiliki banyak kosakata Dalam Bahasa inggris?
S	Sepertinya belum kak
R	Jika kakak Tanya arti dari benda yang kak pegang ini apa?
S	Itu pen kak
R	Kalau lapangan apa bahasa inggrisnya
S	Tidak tahu kk

Student 1 : zivara silvia

Researcher (R)	Apakah kamu menyukai pembelajaran bahsa inggris dikelas
Student (S)	suka kak
R	Apa yang membuat kamu suka belajar bahasa inggris
S	Karena di sd saya tidak belajar bahasa inggris kk
R	Hmmm, berarti sd adek tidak belajar bahasa inggris, menurut adek pentingkah kita mengetahui kosakata
S	Menurut saya penting kak,
R	Nah dikelas bagaimana guru dalam pengajaran kosakata
S	Bisanya kita disuruh mencari kosakata sulit kak, nah lalu dperiksa ibuk dan diparaf kak, kadang pakai nyanyi kak
R	Selanjutnya,apa saja kesulita nkamu dalam belajar Bahasa inggris?
S	Saya sulit memahami artinya kak
R	Apakah kamu mudah dalam mengingat kosakata baru ketika Belajar Bahasa inggris?
S	Tidakkak, kosakata yang minggu lalu dihari berikutnya tidak tahu lagi kak.
R	Menurut kamu apakah kamu sudah memiliki banyak kosakata Dalam Bahasa inggris?
S	Sepertinya belum kak
R	Jika kakak Tanya arti dari benda yang kak pegang ini apa?
S	Itu pen kak
R	Kalau lapangan apa bahasa inggrisnya
S	Tidak tahu kk

Appendix 3 lesson plan

Lesson Plan For Experimental Class

LESSON PLAN FOR EXPERIMENTAL CLASS

Satuan Pendidikan	**Mtsm Muara Panas, Kab. Solok.**
Mata Pelajaran	**Bahasa Inggris**
Kelas/Semester	**VII/1**
Materi Pokok	**Our busy roads (Transactional Text)**
Tahun Pelajaran	**2023/2024**
Alokasi Waktu	**2 JP (2 x 45)**
Pertemuan	**Pertama**

A. Kompetensi Inti :

1. Menghargai dan menghayati ajaran agama yang dianutnya".
2. Menunjukkan 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 dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata mengolah, menyaji, dan menalar 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.
4. Mengolah, menyaji, dan menalar 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.

B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks	3.6.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional tulis terkait keberadaan orang sesuai dengan konteks penggunaannya dan unsur kebahasaan

penggunaannya. (Perhatikan unsur kebahasaan there is/are).	there is/are 3.6.2 Menentukan tindakan memberi dan meminta informasi terkait keberadaan orang, sesuai dengan konteks penggunaannya
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.6.1 Membuat dialog dengan menggunakan teks interaksi transaksional tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan pendekatan game based learning. Siswa diharapkan dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang sesuai dengan konteks penggunaannya dan unsur kebahasaan there is/are, menentukkan tindakan memberi dan meminta informasi terkait keberadaan orang sesuai konteks penggunaannya, serta membuat dialog dengan menggunakan teks interaksi transaksional tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks, dan dapat menyelesaikan masalah yang berkaitan, dengan rasa ingin tahu, pantang menyerah, serta dapat bekerjasama selama proses pembelajaran.

D. Materi Pembelajaran Materi pembelajaran regular

1. Fungsi sosial dari teks interaksi transaksional dalam tindakan memberi dan meminta informasi terhadap keberadaan orang

2. Struktur teks transaksional lisan dan tulisan melibatkan tindakan memberi dan meminta informasi terhadap keberadaan orang

3. Ciri-ciri kebahasaan dalam interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang

a. Ungkapan dengan there is/are
b. Kata jumlah yang tidak tentu ; little, few, some, many, much, a lot (of)
c. Frasa kata depan ; in, on, under, in front of, below, above, etc d. Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan

E. Pendekatan, Metode, dan Model Pembelajaran

Pendekatan : Game based learning method

Metode : Taboo word game

F. Media/Alat, Bahan dan Sumber Belajar

1. Media/Alat :

a. Kartu taboo word
b. Lembar kerja siswa

G. Bahan dan Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan. 2017. Buku Guru Mata Pelajaran Bahasa Inggris kelas. VIII Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Kementerian Pendidikan dan Kebudayaan. 2017. Buku siswa Mata Pelajaran Bahasa Inggris kelas. VIII Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan
3. Buku teks pelajaran yang relevan dan kamus Bahasa Inggris

H. Materi Our busy roads

1. Vocabulary on the road (Transactional text
2. There is and There are

Our busy roads

Clay	:	The roads are very busy now, because there are many vehicles. There are also many pedestrians. There is little discipline on the road, but there are very few policemen around
Anna	:	In big cities, there are many traffic jams everywhere. There are many kinds of vehicles: cars, big buses, minibuses, trucks, bicycles, motorcycles, and becaks Luckily, there are not many carts now.
Jenny	:	There are different kinds of public transportation: buses, trains, ojeks, and angkots. There are some traditional transportation: becaks, bentors, andongs, or delmans.
Fatimah	:	Our roads are not safe now. There are many people who cross the roads, but there are many people who drive very fast. There is little care, so there is very much worry on our roads.
Clay	:	In big cities, there is much smoke from the vehicles. You can say, there is much air pollution. So, there are very few stars in the sky there. There are a lot more stars in small villages.
Anna	:	In many places, there are not many places, there are not many trees any more, so there is too much water during the rainy season, and too little water during the dry season, and to many trees any more, so there is too much water during the rainy season, and too little water during the dry season.

There is VS There are

Is used to show the existence of an object or person

this phrase is used to show the existence of objects.

a. There is

can also be abbreviated with there's. This phrase is used to describe a singular noun, which is usually marked with the article a or an, for example: an apple, a book, a car and others:

1. there is a car in front of my home (ada sebuah mobil didepan rumah saya)

2. there is an apple on the table (ada sebuah apel di atas meja**)**

In addition to singular nouns, there is also used to show the existence of uncountable nouns with both single and plural meanings, such as: water, milk, hair and others.

Example :

1. There is pure water in the refrigerator (ada air putih di dalam kulkas)
2. There is orange juice for you (ada jus jeruk untukmu)

b. There are

Meanwhile, there are is used to describe plural countable nouns. It usually uses numbers, two, four, some, several, many and others. Here's an example:

a. There are some books in the library (ada beberapa buku di perpustakaan)
b. There are two houses near the hospital (ada dua rumah didekat rumah sakit)
c. There are many tables in the room (ada banyak meja di kelas)

2.Many VS Much

- Many and much mean a lot. The difference is Many is used for countable nouns
- Much is used for uncountable nouns. A lot of means a lot and can be used for both countable and uncountable nouns

List target vocabulary mastery

Note :

Number : (Target word)

- **: (Taboo word)**

1. Vehicle (n)
- Transport
- Wheels
- engine

2. Car (n)
- Vehicle
- Drive
- automobile

3. Ambulance
- Doctor
- Emergency
- sick

4. Truck (n)
- Big
- Transport
- Wheels

5. Bus (n)
- Travelling
- Vehicle
- whells

6. Train (n)
- Tracks
- Railroad
- transport

7. Plane (n)
- Airport
- Fly
- wings

8. Motorcycle (n)
- Two
- Wheels
- ojek

9. Bicycle/bike (n)
- Paddle
- Tires
- passenger

10. Cart (n)
- Wheel
- Push
- pull

11. Pedestrian (n)
- Sidewalk
- Crosswalk
- street

16. Pavement (n)
- Walk
- Sidewalk
- street

17. T-junction (n)
- Intersection
- Turn
- traffic

18. Crossroad (n)
- Four-way
- Road
- direction

19. Traffic sign (n)
- Sign
- Direction
- control

20. Traffic light (n)
- Stop
- Go
- green

21. Traffic jam (n)
- Congestion
- Road
- load

22. Policeman (n)
- Arrest
- Badge
- law

23. Policewoman (n)
- Officer
- Law
- job

24. Accident (n)
- Crash
- Mistake
- wreck

25. Driver (n)
- People
- Road
- vehicle

26. Rider(n)
- Travel
- Motorcycle
- bicycle

12. People (n) • They • Crowd • group 13. Passanger (n) • Ride • Seat • travel 32. Market (n) • Buy • Sell • shop 33. Cinema (n) • Film • Tickets • Show	27. Transportation (n) • Car • Motorcycle • bus 28. Hospital (n) • Emergency • Ambulance • doctor 29. Bank (n) • Account • Deposite • finance 30. Hotel (n) • Room • Stay • guest 31. School (n) • Education • Classroom • teacher

I.Langkah-Langkah Pembelajaran

Activity	Activity Description	Time Allocation
Introduction	1. The teacher says greetings, asks situation, prays and checks the presence of attendance of students. 2. The teacher conducts apperception by asking previous learning, 7th grade lessons and connect it with the material that students will learn. 3. The teacher conveys the competencies that will be achieved "Our Busy Roads" and shows its benefits in everyday life.	15 Minute
Core Activities	1. The teacher provides a set of cards for the taboo game media. Each main word has sub	50 minute

	words that should not be mentioned in the game. In this game, the vocabulary to be guessed is taken from the material "our busy roads." • For example, (doctor) as the target word, while (ambulance, emergency, and sick) as the Taboo word. And the word that becomes the clue of the guessed word is (hospital). 2. Before playing the game, the teacher explains the rules and methods of the taboo game. The teacher also gives a brief example to the students by inviting one student to demonstrate how the taboo word game works. 3. After the students understand the methods and rules of the game, the teacher divides the students into groups. 4. Then, each group appoints a friend to serve as the word guesser. The teacher will then ask the students to take the cards that have been prepared as a guide. 5. After that, the teacher appoints one student from the opposing team (the second team) to supervise. This student ensures that no taboo words are accidentally uttered by the clue giver from the first team. 6. The clue giver from the first team will receive a card with the word to be guessed, which will later be used in the game. 7. The clue-giving student is given three minutes to explain the target word to the guesser without using any taboo words. If the teammate answers correctly, team one will earn one point. However, if any taboo word is spoken, one point will be deducted.	

Closing	1. The teacher together with the learners summarize learning material related to "Our Busy Roads". The teacher guides the students to create a simple dialogue in English using the vocabulary they have learned by playing the Taboo game. After that, the teacher explains the vocabulary mastery indicators to the students. 1. The teacher explains the use, form, and meaning of the vocabulary in "Our Busy Roads." • Use is an indicator of vocabulary mastery related to the application of vocabulary in sentences, texts, and conversations that will be used according to the context in a sentence or dialogue. • Form is about word structure, spelling, and pronunciation. In the Taboo word game students will be trained in pronunciation and spelling because they will talk about vocabulary clues in the game. Then, the teacher explains word forms, such as nouns, verbs, adjectives, adverbs, etc. Example: vehicle, car, pavement, etc. • Meaning is related to understanding the meaning of words and phrases. Students in the Taboo word game can understand the basic meaning of words and phrases. Then, the teacher presents and explains the synonyms and antonyms of the vocabulary in "Our Busy Roads," and students understand the contextual meaning. 2. The teacher gives a written test assessment by giving a dialog text and asking learners to	15 Minute

	answer questions based on the dialog text. 3. The teacher informs the learners about the next lesson plan on "Our Busy Roads". 4. ". That is, the next lesson is Checking Understanding.	

J. Penilaian

Teknik : Test vocabulary

Bentuk : pertanyaan tulisan

Instrumen : Terlampir

RENCANA PELAKSANAAN PEMBELAJARAN

(Experiment Class Use Taboo Word Game)

Satuan Pendidikan	**Mtsm Muara Panas, Kab. Solok.**
Mata Pelajaran	**Bahasa Inggris**
Kelas/Semester	**VII/1**
Materi Pokok	**Our Busy roads (Transactional Text)**
Tahun Pelajaran	**2023/2024**
Alokasi Waktu	**2 JP (2 x 45)**
Pertemuan	**Kedua**

A. Kompetensi Inti :

1. Menghargai dan menghayati ajaran agama yang dianutnya".
2. Menunjukkan 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 dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata mengolah, menyaji, dan menalar 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.
4. Mengolah, menyaji, dan menalar 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.

B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are).	3.7.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional tulis terkait keberadaan orang sesuai dengan konteks penggunaannya dan unsur kebahasaan there is/are 3.7.2 Menentukan tindakan memberi dan meminta informasi terkait keberadaan orang, sesuai

	dengan konteks penggunaannya
4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.7.1 Membuat dialog dengan menggunakan teks interaksi transaksional tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan pendekatan game based learning. Siswa diharapakan dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang sesuai dengan konteks penggunaannya dan unsur kebahasaan there is/are, menentukkan tindakan memberi dan meminta informasi terkait keberadaan orang sesuai konteks penggunaannya, serta membuat dialog dengan menggunakan teks interaksi transaksional tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks, dan dapat menyelesaikan masalah yang berkaitan, dengan rasa ingin tahu, pantang menyerah, serta dapat bekerjasama selama proses pembelajaran.

D. Materi Pembelajaran Materi pembelajaran regular

1. Fungsi sosial dari teks interaksi transaksional dalam tindakan memberi dan meminta informasi terhadap keberadaan orang

2. Struktur teks transaksional lisan dan tulisan melibatkan tindakan memberi dan meminta informasi terhadap keberadaan orang

3. Ciri-ciri kebahasaan dalam interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang.

4. Ungkapan dengan there is/are

5. Kata jumlah yang tidak tentu ; little, few, some, many, much, a lot (of)

6. Frasa kata depan ; in, on, under, in front of, below, above, etc d. Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan

E. Pendekatan, Metode, dan Model Pembelajaran

Pendekatan : Game based learning method

Metode : Taboo word game

F. Media/Alat, Bahan dan Sumber Belajar

1. Media/Alat :

c. Kartu taboo word
d. Lembar kerja siswa

G. Bahan dan Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan. 2017. Buku Guru Mata Pelajaran Bahasa Inggris kelas. VIII Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Kementerian Pendidikan dan Kebudayaan. 2017. Buku siswa Mata Pelajaran Bahasa Inggris kelas. VIII Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan
3. Buku teks pelajaran yang relevan dan kamus Bahasa Inggris

H. Materi Our busy roads

3. Vocabulary on the road (Transactional Text)
4. There is and There are

Our busy roads

Our busy roads is to express the existence of objects, animal, people, and things (existence).

Example: Transactional text

Anna : Hi, Nina! Have you noticed how busy the roads are lately?

Benny : Yes, I have! There are so many cars and motorbikes everywhere. It feels like it's getting worse every day.

Anna : I agree. It's hard to cross the street, even when the traffic light is green. I think there are too many vehicles on the road.

Benny : You're right. And the traffic jams make it difficult to get to school on time. I always have to leave earlier than usual.

Anna : Same here. Do you think we should take public transportation instead?

Benny : Maybe that’s a good idea.The bus and train might be less stressful than driving or walking through all this traffic.

Anna : I think so too. It would also reduce the number of cars on the road, helping with the traffic situation.

Benny : True! Plus, it’s better for the environment. Fewer cars mean less pollution.

Anna : Exactly! Let’s try using the bus next week and see if it helps.

Benny : Sounds good! I hope the roads get less crowded soon.

There is VS There are

Is used to show the existence of an object or person

this phrase is used to show the existence of objects.

b. There is

can also be abbreviated with there's. This phrase is used to describe a singular noun, which is usually marked with the article a or an, for example: an apple, a book, a car and others:

1. There is a car in front of my home (ada sebuah mobil didepan rumah saya)
2. There is an apple on the table (ada sebuah apel di atas meja**)**

In addition to singular nouns, there is also used to show the existence of uncountable nouns with both single and plural meanings, such as: water, milk, hair and others.

Example :

1. There is pure water in the refrigerator (ada air putih di dalam kulkas)
2. There is orange juice for you (ada jus jeruk untukmu)

b. There are

Meanwhile, there are is used to describe plural countable nouns. It usually uses numbers, two, four, some, several, many and others. Here's an example:

d. There are some books in the library (ada beberapa buku di perpustakaan)
e. There are two houses near the hospital (ada dua rumah didekat rumah sakit)
f. There are many tables in the room (ada banyak meja di kelas)

2.Many VS Much

- Many and much mean a lot. The difference is Many is used for countable nouns
- Much is used for uncountable nouns. A lot of means a lot and can be used for both countable and uncountable nouns

List target vocabulary mastery

1. Busy (adj)
- Occupied
- Schedule
- time

2. Fast (adj)
- Slow
- Quick
- rapid

3. Road (n)
- Street
- Path
- car

4. Discipline (n)
- Rules
- Behavior
- punnish

5. Care (n)
- Nurse
- Love
- attention

6. Ticket (n)
- Movie
- Concert
- parking

7. Violation (n)
- Law
- Penalty
- rule

8. Cities (n)
- Towns
- Population
- country

9. Town (n)
- City
- Place
- area

10. Pollution (n)
- Air
- Dirty
- Environment

11. Frustration (adj)
- Irritation
- Disappointment
- Anger

12. Safe (adj)
- Secure
- Risk
- danger

13. Trees (n)
- Wood
- Plant
- forest

14. Busy (adj)
- Occupied
- Engaged
- working

15. Crowded (adj)
- Packed
- Full
- bunch

16. Water (n)
- Drink
- River
- ocead

17. Dry season (n)
- Rain
- Drought
- hot

18. Smoke (n)
- Fire
- Puff
- cigarette

19. Rainy season (n)
- Rain
- Weather
- wet

20. Horse (n)
- Animal
- Stable
- Big

21. Delay (n)
- Time
- Wait
- Postpone

22. Buy
- Pay
- Sell
- Store

I.Langkah-Langkah Pembelajaran

Activity	Activity Description	Time Allocation
Introduction	1. The teacher says greetings, asks situation, prays and checks the presence of attendance of students. 2. The teacher conducts apperception by asking previous learning, 7th grade lessons and connect it with the material that students will learn. 3. The teacher conveys the competencies that will be achieved "Our Busy Roads" and shows its benefits in everyday life.	15 Minute
Core Activities	1. The teacher provides a set of cards for the taboo game media. Each main word has sub words that should not be mentioned in the game. In this game, the vocabulary to be guessed is taken from the material "our busy roads." • For example, (doctor) as the target word, while (ambulance, emergency, and sick) as the Taboo word. And the word that becomes the clue of the guessed word is (hospital). 2. Before playing the game, the teacher explains the rules and methods of the taboo game. The teacher also gives a brief example to the students by inviting one student to demonstrate how the taboo word game works. 3. After the students understand the methods and rules of the game, the teacher divides the students into groups. 4. Then, each group appoints a friend to serve as the word guesser. The teacher will then ask the	50 minute

	students to take the cards that have been prepared as a guide. 5. After that, the teacher appoints one student from the opposing team (the second team) to supervise. This student ensures that no taboo words are accidentally uttered by the clue giver from the first team. 6. The clue giver from the first team will receive a card with the word to be guessed, which will later be used in the game. 7. The clue-giving student is given three minutes to explain the target word to the guesser without using any taboo words. If the teammate answers correctly, team one will earn one point. However, if any taboo word is spoken, one point will be deducted.	
Closing	1. The teacher together with the learners summarize learning material related to "Our Busy Roads". 2. The teacher guides the students to create a simple dialogue in English using the vocabulary they have learned by playing the Taboo game. After that, the teacher explains the vocabulary mastery indicators to the students. 3. The teacher explains the use, form, and meaning of the vocabulary in "Our Busy Roads." • Use is an indicator of vocabulary mastery related to the application of vocabulary in sentences, texts, and conversations that will be used according to the context in a sentence or dialogue. • Form is about word structure, spelling, and pronunciation. In the Taboo word game	15 Minute

	students will be trained in pronunciation and spelling because they will talk about vocabulary clues in the game. Then, the teacher explains word forms, such as nouns, verbs, adjectives, adverbs, etc. Example: vehicle, car, pavement, etc. • Meaning is related to understanding the meaning of words and phrases. Students in the Taboo word game can understand the basic meaning of words and phrases. Then, the teacher presents and explains the synonyms and antonyms of the vocabulary in "Our Busy Roads," and students understand the contextual meaning. 3. The teacher gives a written test assessment by giving a test and asking learners to answer questions. 4. The teacher informs the learners about the next lesson plan on "Our Busy Roads". That is, the next lesson is Checking Understanding.	

J. Penilaian

Teknik : Test vocabulary

Bentuk : pertanyaan tulisan

Instrumen : Terlampir

Appendix 4 Lesson Plan For Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

(Control Class Use Conventional method)

Satuan Pendidikan	**Mtsm Muara Panas, Kab. Solok.**
Mata Pelajaran	**Bahasa Inggris**
Kelas/Semester	**VII/1**
Materi Pokok	**Our Busy Aroads**
Tahun Pelajaran	**2023/2024**
Alokasi Waktu	**2 JP (2 x 45)**
Pertemuan	**Pertama**

A. Kompetensi Inti :

1. Menghargai dan menghayati ajaran agama yang dianutnya".
2. Menunjukkan 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 dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata mengolah, menyaji, dan menalar 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.
4. Mengolah, menyaji, dan menalar 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.

B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are).	3.8.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional tulis terkait keberadaan orang sesuai dengan konteks penggunaannya dan unsur kebahasaan there is/are 3.8.2 Menentukan tindakan memberi dan meminta

	informasi terkait keberadaan orang, sesuai dengan konteks penggunaannya
4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.8.1 Membuat dialog dengan menggunakan teks interaksi transaksional tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan conventional method. Siswa diharapakan dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang sesuai dengan konteks penggunaannya dan unsur kebahasaan there is/are, menentukkan tindakan memberi dan meminta informasi terkait keberadaan orang sesuai konteks penggunaannya, serta membuat dialog dengan menggunakan teks interaksi transaksional tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks, dan dapat menyelesaikan masalah yang berkaitan, dengan rasa ingin tahu, pantang menyerah, serta dapat bekerjasama selama proses pembelajaran.

D. Materi Pembelajaran Materi pembelajaran regular

1. Fungsi sosial dari teks interaksi transaksional dalam tindakan memberi dan meminta informasi terhadap keberadaan orang

2. Struktur teks transaksional lisan dan tulisan melibatkan tindakan memberi dan meminta informasi terhadap keberadaan orang

3. Ciri-ciri kebahasaan dalam interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang.

4. Ungkapan dengan there is/are

5. Kata jumlah yang tidak tentu ; little, few, some, many, much, a lot (of)

6. Frasa kata depan ; in, on, under, in front of, below, above, etc d. Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan

E. Pendekatan, Metode, dan Model Pembelajaran

Pendekatan : conventional method

Metode :

F. Media/Alat, Bahan dan Sumber Belajar

1. Media/Alat :

a. Papan tulis, spidol
b. Lembar kerja siswa

G. Bahan dan Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan. 2017. Buku Guru Mata Pelajaran Bahasa Inggris kelas. VIII Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Kementerian Pendidikan dan Kebudayaan. 2017. Buku siswa Mata Pelajaran Bahasa Inggris kelas. VIII Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan
3. Buku teks pelajaran yang relevan dan kamus Bahasa Inggris

H. Materi Our busy roads

1. Vocabulary on the road
2. There is and There are

Our busy roads

Our busy roads is to express the existence of objects, animal, people, and things (existence).

Example : transactional text

Clay	:	The roads are very busy now, because there are many vehicles. There are also many pedestrians. There is little discipline on the road, but there are very few policemen around
Anna	:	In big cities, there are many traffic jams everywhere. There are many kinds of vehicles: cars, big buses, minibuses,

		trucks, bicycles, motorcycles, and becaks Luckily, there are not many carts now.
Jenny	:	There are different kinds of public transportation: buses, trains, ojeks, and angkots. There are some traditional transportation: becaks, bentors, andongs, or delmans.
Fatimah	:	Our roads are not safe now. There are many people who cross the roads, but there are many people who drive very fast. There is little care, so there is very much worry on our roads.
Clay	:	In big cities, there is much smoke from the vehicles. You can say, there is much air pollution. So, there are very few stars in the sky there. There are a lot more stars in small villages.
Anna	:	In many places, there are not many places, there are not many trees any more, so there is too much water during the rainy season, and too little water during the dry season, and to many trees any more, so there is too much water during the rainy season, and too little water during the dry season.

There is VS There are

Is used to show the existence of an object or person this phrase is used to show the existence of objects.

a. There is

can also be abbreviated with there's. This phrase is used to describe a singular noun, which is usually marked with the article a or an, for example: an apple, a book, a car and others:

1. There is a car in front of my home (ada sebuah mobil didepan rumah saya)
2. There is an apple on the table (ada sebuah apel di atas meja**)**

In addition to singular nouns, there is also used to show the existence of uncountable nouns with both single and plural meanings, such as: water, milk, hair and others.

Example :

1. There is pure water in the refrigerator (ada air putih di dalam kulkas)
2. There is orange juice for you (ada jus jeruk untukmu)

b. There are

Meanwhile, there are is used to describe plural countable nouns. It usually uses numbers, two, four, some, several, many and others. Here's an example:

1. There are some books in the library (ada beberapa buku di perpustakaan)
2. There are two houses near the hospital (ada dua rumah didekat rumah sakit)
3. There are many tables in the room (ada banyak meja di kelas)

2.Many VS Much

- Many and much mean a lot. The difference is Many is used for countable nouns

Much is used for uncountable nouns. A lot of means a lot and can be used for both countable and uncountable nouns

List target vocabulary mastery

1. Vehicle (n) 2. Car (n) 3. Ambulance 4. Truck (n) 5. Bus (n) 6. Train (n) 7. Plane (n) 8. Motorcycle (n) 9. Bicycle/bike (n) 10. Cart (n) 11. Pedestrian (n) 12. People (n) 13. Passanger (n) 14. Market (n) 15. Cinema (n)	16. Pavement (n) 17. T-junction (n) 18. Crossroad (n) 19. Traffic sign (n) 20. Traffic light (n) 21. Traffic jam (n) 22. Policeman (n) 23. Policewoman (n) 24. Accident (n) 25. . Driver (n) 26. Rider(n) 27. Transportation (n) 28. Hospital (n) 29. Bank (n) 30. Hotel (n) 31. School (n)

I. Langkah-Langkah Pembelajaran

Activity	Activity Description	Time Allocation
Introduction	1. The teacher says greetings, asks situation, prays and checks the presence of attendance of students. 2. The teacher conducts apperception by asking previous learning, 7th grade lessons and connect it with the material that students will learn. 3. The teacher conveys the competencies that will be achieved, "Our Busy Roads" and shows its benefits in everyday life.	15 Minute
Core activities	1. Learners are given vocabulary to learn then the teacher asks students to write it down. 2. The teacher pronounces the vocabulary and asks the students to repeat it together. 3. The teacher asks the students to memorize the vocabulary that has been written. 4. The teacher asks the students to look up the meaning of the vocabulary that has been recited together. 5. The teacher asks the students questions about the material that has been learned.	50 Minute
Closing	1. The teacher together with the learners summarize learning material related to "our busy roads ". 2. The teacher gives a written test asking learners to answer questions 3. The teacher informs the learners about the next lesson plan on " our busy roads for about " our busy roads". That is, the next lesson is Checking Understanding.	15 Minute

J. Penilaian

Teknik : Test vocabulary

Bentuk : pertanyaan tulisan

Instrumen : Terlampir

RENCANA PELAKSANAAN PEMBELAJARAN

(Control Class Use conventional method)

Satuan Pendidikan	**Mtsm Muara Panas, Kab. Solok.**
Mata Pelajaran	**Bahasa Inggris**
Kelas/Semester	**VII/1**
Materi Pokok	**Our Busy Aroads**
Tahun Pelajaran	**2023/2024**
Alokasi Waktu	**2 JP (2 x 45)**
Pertemuan	**Kedua**

A. Kompetensi Inti :

1. Menghargai dan menghayati ajaran agama yang dianutnya".
2. Menunjukkan 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 dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata mengolah, menyaji, dan menalar 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.
4. Mengolah, menyaji, dan menalar 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.

B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are).	3.9.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional tulis terkait keberadaan orang sesuai dengan konteks penggunaannya dan unsur kebahasaan there is/are 3.9.2 Menentukan tindakan memberi dan meminta informasi terkait keberadaan orang, sesuai

	dengan konteks penggunaannya
4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.9.1 Membuat dialog dengan menggunakan teks interaksi transaksional tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan pendekatan game based learning. Siswa diharapakan dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang sesuai dengan konteks penggunaannya dan unsur kebahasaan there is/are, menentukkan tindakan memberi dan meminta informasi terkait keberadaan orang sesuai konteks penggunaannya, serta membuat dialog dengan menggunakan teks interaksi transaksional tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks, dan dapat menyelesaikan masalah yang berkaitan, dengan rasa ingin tahu, pantang menyerah, serta dapat bekerjasama selama proses pembelajaran.

D. Materi Pembelajaran Materi pembelajaran regular

1. Fungsi sosial dari teks interaksi transaksional dalam tindakan memberi dan meminta informasi terhadap keberadaan orang

2. Struktur teks transaksional lisan dan tulisan melibatkan tindakan memberi dan meminta informasi terhadap keberadaan orang

3. Ciri-ciri kebahasaan dalam interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang.

4. Ungkapan dengan there is/are

5. Kata jumlah yang tidak tentu ; little, few, some, many, much, a lot (of)

6. Frasa kata depan ; in, on, under, in front of, below, above, etc d. Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan

E. Pendekatan, Metode, dan Model Pembelajaran

Pendekatan : Conventional method

Metode :

F. Media/Alat, Bahan dan Sumber Belajar

1. Media/Alat :

a. Papan tulis, spidol
b. Lembar kerja siswa
c. Kamus

G. Bahan dan Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan. 2017. Buku Guru Mata Pelajaran Bahasa Inggris kelas. VIII Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Kementerian Pendidikan dan Kebudayaan. 2017. Buku siswa Mata Pelajaran Bahasa Inggris kelas. VIII Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan
3. Buku teks pelajaran yang relevan dan kamus Bahasa Inggris

H. Materi Our busy roads

1. Vocabulary on the road (Transactional Text)
2. There is and There are

Our busy roads

Our busy roads is to express the existence of objects, animal, people, and things (existence).

Here's transactional text

Anna : Hi, Nina! Have you noticed how busy the roads are lately?

Benny : Yes, I have! There are so many cars and motorbikes everywhere. It feels like it's getting worse every day.

Anna : I agree. It's hard to cross the street, even when the traffic light is green. I think there are too many vehicles on the road.

Benny : You're right. And the traffic jams make it difficult to get to school on time. I always have to leave earlier than usual.

Anna : Same here. Do you think we should take public transportation instead?

Benny : Maybe that's a good idea. The bus and train might be less stressful than driving or walking through all this traffic.

Anna : I think so too. It would also reduce the number of cars on the road, helping with the traffic situation.

Benny : True! Plus, it's better for the environment. Fewer cars mean less pollution.

Anna : Exactly! Let's try using the bus next week and see if it helps.

Benny : Sounds good! I hope the roads get less crowded soon.

There is VS There are

Is used to show the existence of an object or person this phrase is used to show the existence of objects.

a. There is

can also be abbreviated with there's. This phrase is used to describe a singular noun, which is usually marked with the article a or an, for example: an apple, a book, a car and others:

1. There is a car in front of my home (ada sebuah mobil didepan rumah saya)
2. There is an apple on the table (ada sebuah apel di atas meja**)**

In addition to singular nouns, there is also used to show the existence of uncountable nouns with both single and plural meanings, such as: water, milk, hair and others.

Example :

1. There is pure water in the refrigerator (ada air putih di dalam kulkas)
2. There is orange juice for you (ada jus jeruk untukmu)

b. There are

Meanwhile, there are is used to describe plural countable nouns. It usually uses numbers, two, four, some, several, many and others. Here's an example:

1. There are some books in the library (ada beberapa buku di perpustakaan)
2. There are two houses near the hospital (ada dua rumah didekat rumah sakit)
3. There are many tables in the room (ada banyak meja di kelas)

2.Many VS Much

- Many and much mean a lot. The difference is Many is used for countable nouns
- Much is used for uncountable nouns. A lot of means a lot and can be used for both countable and uncountable nouns

List target vocabulary mastery

1. Busy (adj) 2. Fast (adj) 3. Road (n) 4. Discipline (n) 5. Care (n) 6. Ticket (n) 7. Violation (n) 8. Cities (n) 9. Town (n) 10. Pollution (n) 11. Delay(n) 12. Buy 13. Frustration	14. Safe (adj) 15. Trees (n) 16. Busy (adj) 17. Crowded (adj) 18. Water (n) 19. Dry season (n) 20. Smoke (n) 21. Rainy season (n) 22. Horse (n) 23. Quickly 24. Waiting 25. Cities

.

Langkah-Langkah Pembelajaran

Activity	Activity Description	Time

		Allocation
Introduction	1. The teacher says greetings, asks situation, prays and checks the presence of attendance of students. 2. The teacher conducts apperception by asking previous learning, 7th grade lessons and connect it with the material that students will learn. 3. The teacher conveys the competencies that will be achieved, "Our Busy Roads" and shows its benefits in everyday life.	15 Minute
Core activities	1. Learners are given vocabulary to learn then the teacher asks students to write it down. 2. The teacher pronounces the vocabulary and asks the students to repeat it together. 3. The teacher asks the students to memorize the vocabulary that has been written. 4. The teacher asks the students to look up the meaning of the vocabulary that has been recited together. 5. The teacher asks the students questions about the material that has been learned.	50 Minute
Closing	1. The teacher together with the learners summarize learning material related to "our busy roads ". 2. The teacher gives a written test asking learners to answer questions 3. The teacher informs the learners about the next lesson plan on " our busy roads for about " our busy roads". That is, the next lesson is Checking Understanding.	15 Minute

J. Penilaian

Teknik : Test vocabulary

Bentuk : pertanyaan tulisan

Instrumen : Terlampir

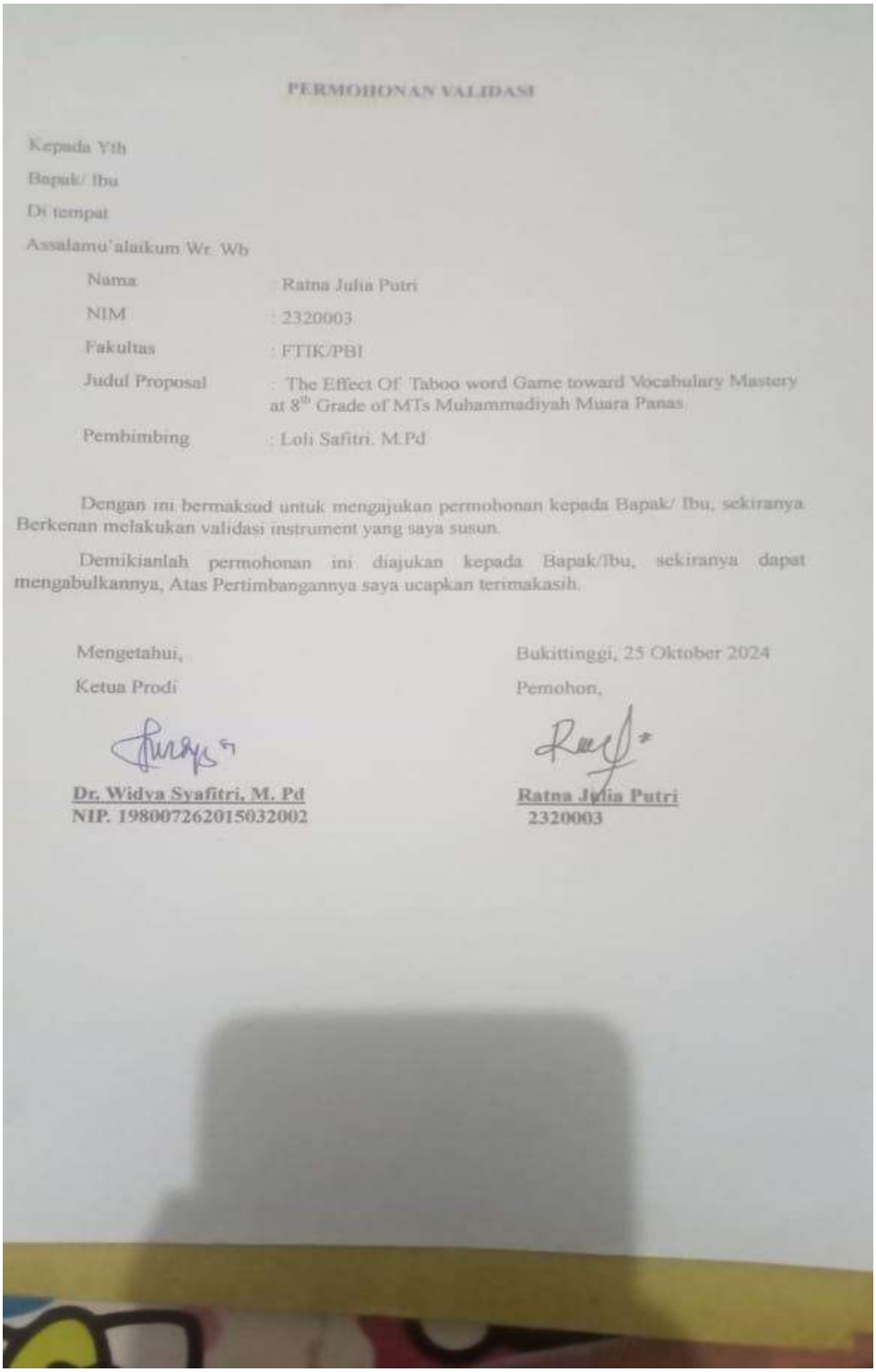
Appendix 5 Research Guideline

RESEARCH GUIDELINE FOR PRETEST AND POSTTEST

Variable	Sub variable	Indicator	Descriptor	No Item	Amount Items
The Effect of Taboo Word Game Toward vocabulry mastery at 8th Grade of Mtsm Muara Panas	Vocabulary mastery	Meaning	Students can identify the meanings of words in sentences based on synonyms and antonyms.	2,5,9,13, 16	5
			Students can identify meanings based on context in sentences.	1,3,7,10, 15	5
		Form	Students can identify parts of speech (verb, noun, adjective, and adverb) in sentences.	4, 6, 12,17,20	5
		Use	Students are able to use vocabulary in sentences that are appropriate to the context.	8, 11,14,18 ,19	5
Total :					20

Apendix 6 Validation Sheet

PERMOHONAN VALIDASI



PERMOHONAN VALIDASI

Kepada Yth
Bapak/ Ibu
Di tempat
Assalamu'alaikum Wr. Wb

Nama	: Ratna Julia Putri
NIM	: 2320003
Fakultas	: FTIK/PBI
Judul Proposal	: The Effect Of Taboo word Game toward Vocabulary Mastery at 8th Grade of MTs Muhammadiyah Muara Panas
Pembimbing	: Loli Safitri. M.Pd

Dengan ini bermaksud untuk mengajukan permohonan kepada Bapak/ Ibu, sekiranya Berkenan melakukan validasi instrument yang saya susun.

Demikianlah permohonan ini diajukan kepada Bapak/Ibu, sekiranya dapat mengabulkannya, Atas Pertimbangannya saya ucapkan terimakasih.

Mengetahui,
Ketua Prodi

Dr. Widya Syafitri, M. Pd
NIP. 198007262015032002

Bukittinggi, 25 Oktober 2024
Pemohon,

Ratna Julia Putri
2320003

PERMOHONAN VALIDASI

Kepada Yth

Bapak/ Ibu

Di tempat

Assalamu'alaikum Wr. Wb

Nama	: Ratna Julia Putri
NIM	: 2320003
Fakultas	: FTIK/PBI
Judul Proposal	: The Effect Of Taboo word Game toward Vocabulary Mastery at 8th Grade of MTs Muhammadiyah Muara Panas
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Mengetahui,
Ketua Prodi

Dr. Widya Syafitri, M. Pd
NIP. 198007262015032002

Bukittinggi, 25 Oktober 2024
Pemohon,

Ratna Julia Putri
2320003

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Muthia Rahman, M.Pd.

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama Ratna Julia Putri dengan NIM 2320003 dengan judul " The Effect Of Taboo word Game toward Vocabulary Mastery at 8th Grade of MTs Muhammadiyah Muara Panas."benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapatdipergunakansebagaimanamestinya.

Bukittinggi, 01 November 2024

Validator

Mutia Rahman, M.pd

NIP:

LEMBAR VALIDASI INSTRUMEN OBSERVASI

"THE EFFECT OF TABOO WORD GAME TOWARD VOCABULARY MASTERY AT 8TH GRADE OF MTS MUHAMMADIYAH MUARA PANAS."

Nama : Ratna Julia Putri/2320003

Judul Penelitian : " The Effect Of Taboo word Game toward Vocabulary Mastery at 8th Grade of MTs Muhammadiyah Muara Panas."

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

Untuk memberikan penilaian terhadap instrument "The Effect Of Taboo word Game toward Vocabulary Mastery at 8th Grade of MTs Muhammadiyah Muara Panas."

1. Bapak/ Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   - 1 : Tidak Valid
   - 2 : Kurang Valid
   - 3 : Cukup Valid
   - 4 : Valid
   - 5 : Sangat Valid
3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
   - A : Dapat digunakan tanpa revisi
   - B : Dapat digunakan dengan sedikit revisi
   - C : Dapat digunakan dengan revisi sedang
   - D : Dapat digunakan dengan banyak revisi
   - E : Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas					✓	
	b. Indikator yang diamati pengamat mudah diamati				✓		
	c. Masing-masing indikator dapat dibedakan dengan jelas					✓	
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek					✓	
	b. Kebenaran isi instrument				✓		
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	b. Menggunakan kalimat yang mudah dipahami					✓	

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument "The Effect Of Taboo word Game toward Vocabulary Mastery at 8th Grade of MTs Muhammadiyah Muara Panas."	✓				

C. KOMENTAR/ SARAN

1. Sebaiknya teks dilampirkan di instrumen jika item-item soal dibuat berdasarkan teks tersebut.
2. Test instruction harus ditulis dengan jelas & rinci
3. Sumber teori harus dicantumkan

Bukittinggi, 25 Oktober 2024

Validator

Mutia Rahman, M.Pd

SURAT PERNYATAAN

Sayayangbertanda tangandibawahini:

Nama : LENA SASTRI

Jabatan : Dosen Bahasa Inggris

Dengan ini menyatakan bahwa mahasiswa yang bernama Ratna Julia Putri dengan NIM 2320003 dengan judul " The Effect Of Taboo word Game toward Vocabulary Mastery at 8th Grade of MTs Muhammadiyah Muara Panas."benar telah melakukan validasii nstrument penelitian yang akan dipergunakan untuk pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapatdipergunakansebagaimanamestinya.

Bukittinggi, 5 Desember 2024

Validator

Lena Sastri, M.pd

NIP: 198702052022032001

LEMBAR VALIDASI INSTRUMEN OBSERVASI

"THE EFFECT OF TABOO WORD GAME TOWARD VOCABULARY MASTERY AT 8TH GRADE OF MTS MUHAMMADIYAH MUARA PANAS."

Nama : Ratna Julia Putri/2320003

Judul Penelitian : " The Effect Of Taboo word Game toward Vocabulary Mastery at 8th Grade of MTs Muhammadiyah Muara Panas."

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

Untuk memberikan penilaian terhadap instrument "The Effect Of Taboo word Game toward Vocabulary Mastery at 8th Grade of MTs Muhammadiyah Muara Panas."

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A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
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1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas				✓		
	b. Indikator yang diamati pengamat mudah diamati				✓		
	c. Masing-masing indikator dapat dibedakan dengan jelas				✓	-	
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek				✓		
	b. Kebenaran isi instrument					✓	
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	b. Menggunakan kalimat yang mudah dipahami					✓	

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument "The Effect Of Taboo word Game toward Vocabulary Mastery at 8th Grade of MTs Muhammadiyah Muara Panas."		✓			

C. KOMENTAR/ SARAN

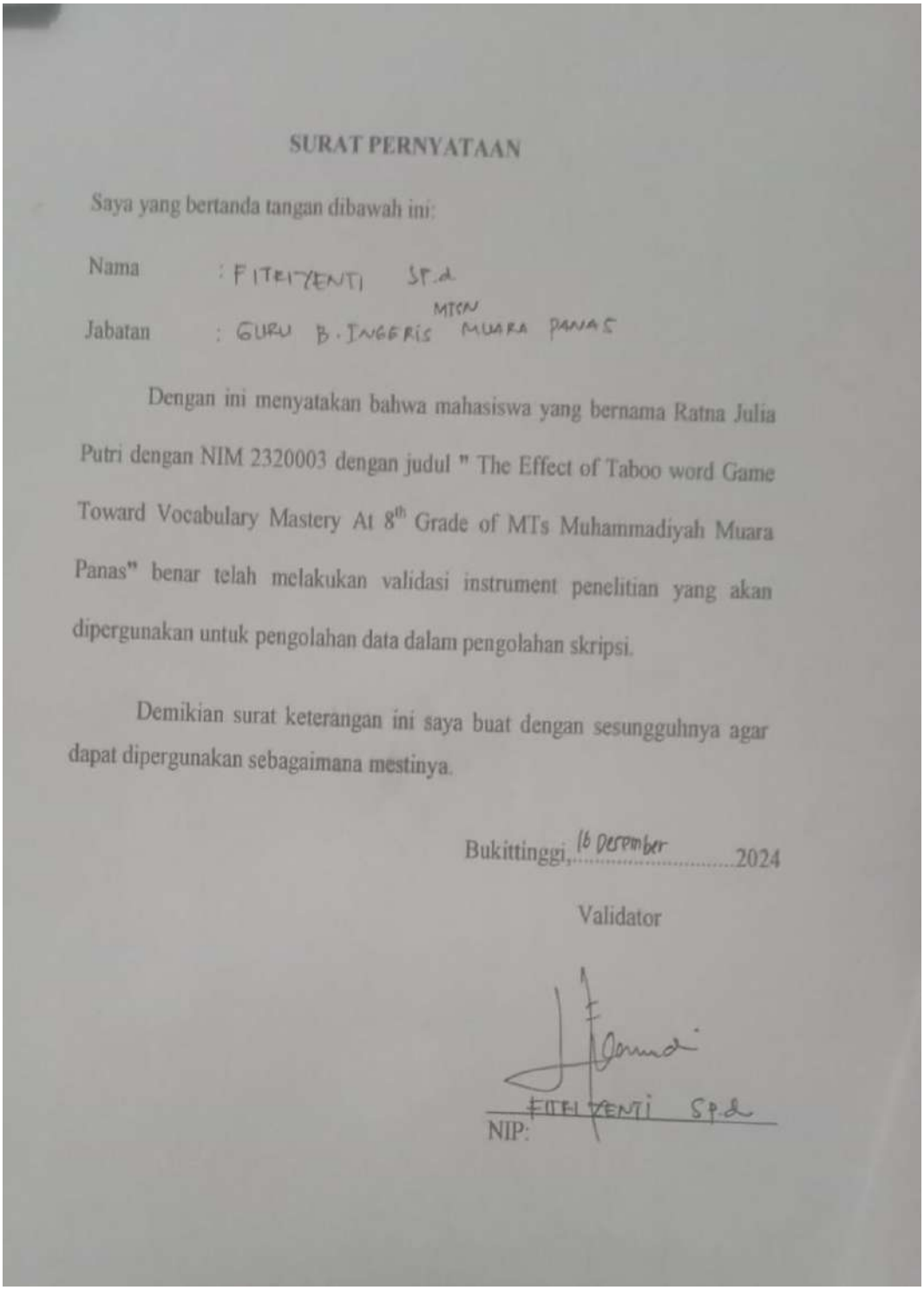
Perbaiki sesuai saran !

Bukittinggi, 5 Desember 2024

Validator

LENA SASTRI

19870105202032001



SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : FITRIYENTI S.Pd

Jabatan : GURU B. INGGRIS MTSN MUARA PANAS

Dengan ini menyatakan bahwa mahasiswa yang bernama Ratna Julia Putri dengan NIM 2320003 dengan judul " The Effect of Taboo word Game Toward Vocabulary Mastery At 8th Grade of MTs Muhammadiyah Muara Panas" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 16 Desember 2024

Validator

FITRIYENTI S.Pd

NIP:

LEMBAR VALIDASI INSTRUMEN OBSERVASI

"THE EFFECT OF TABOO WORD GAME TOWARD VOCABULARY MASTERY AT 8TH GRADE OF MTS MUHAMMADIYAH MUARA PANAS."

Nama : Ratna Julia Putri/2320003

Judul Penelitian : " The Effect Of Taboo word Game toward Vocabulary Mastery at 8th Grade of MTs Muhammadiyah Muara Panas."

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

Untuk memberikan penilaian terhadap instrument "The Effect Of Taboo word Game toward Vocabulary Mastery at 8th Grade of MTs Muhammadiyah Muara Panas."

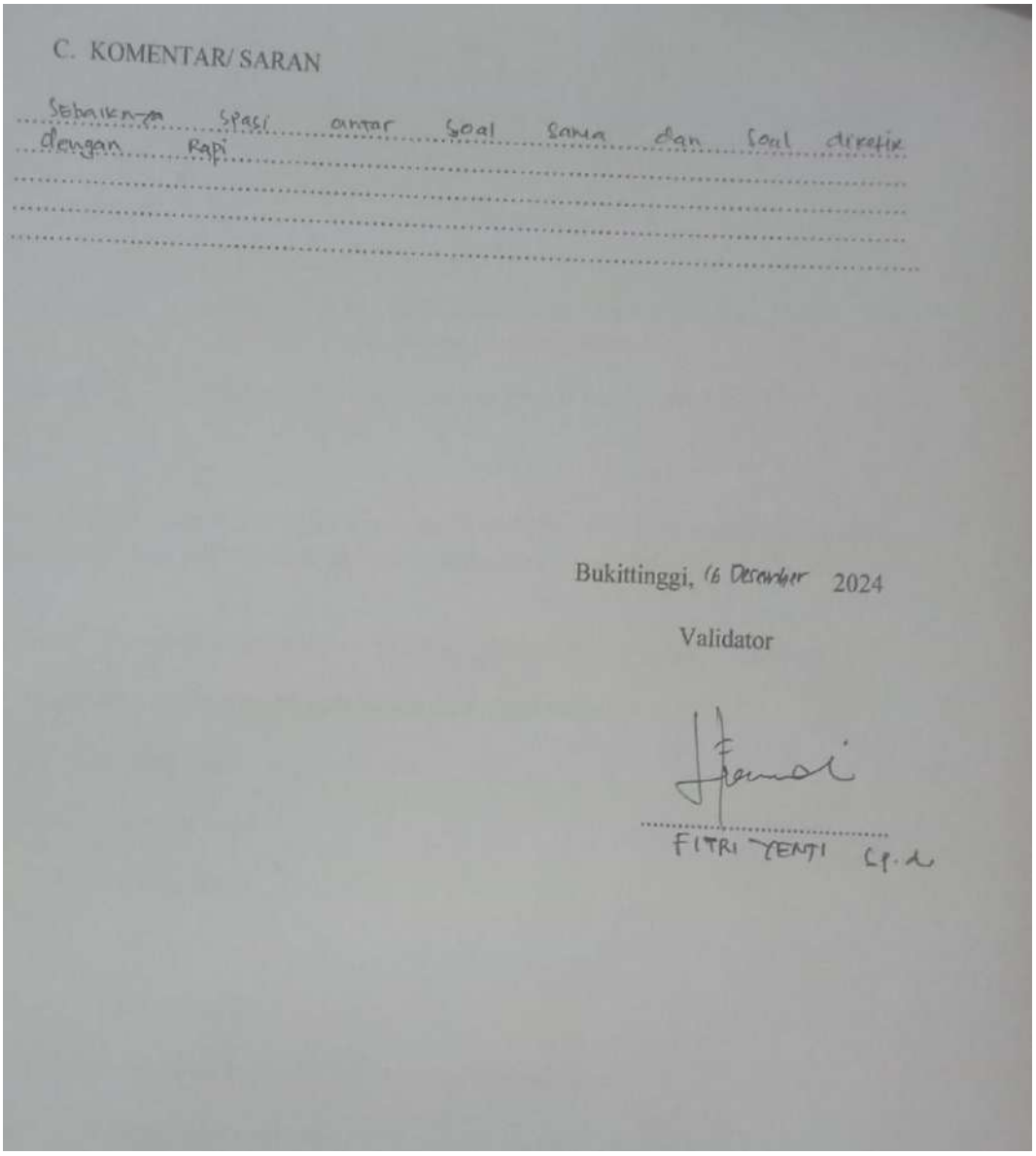
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   - 4 : Valid
   - 5 : Sangat Valid
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A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas					✓	
	b. Indikator yang diamati pengamat mudah diamati					✓	
	c. Masing-masing indikator dapat dibedakan dengan jelas						
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek				✓		
	b. Kebenaran isi instrument					✓	
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	b. Menggunakan kalimat yang mudah dipahami					✓	

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument "The Effect Of Taboo word Game toward Vocabulary Mastery at 8th Grade of MTs Muhammadiyah Muara Panas."	✓				



C. KOMENTAR/ SARAN

Sebaiknya spasi antar soal sama dan soal direfik dengan rapi

Bukittinggi, 16 Desember 2024

Validator

FITRI YENTI S.Pd

Appendix 7 Vocabulary Test Instrument

Vocabulary Test

Pre Test

School Name	**:**	**MTs Muhammadiyah Muara Panas**
Subject	**:**	**English Language**
Grade/ Semester	**:**	**8/2**
Topic/Material	**:**	**Our Busy Roads**
Time Allocation	**:**	**30 minute**
Number of Questions	**:**	**20 questions of multiple choice**

Read the question carefully, and choose a,b,c, or d for the correct answer!

1. "*The truck is a large **vehicle** used for transporting goods*."

   What is the meaning of the word "**vehicle**" in the sentence above?
   A. A type of food
   B. A type of clothing
   C. A mode of transportation
   D. A musical instrument

2. *"The driver immediately stopped when the saw **the red light**"*

   What does "**red light**" mean in this sentence?
   A. A red-colored traffic light
   B. A red street lamp
   C. A warning signal to stop
   D. A sign of danger on the road

3. "*Drivers should slow down when approaching a school zone, as it is not safe to drive **fast** here."*
   What is the meaning of the word "**fast**" in the sentence above?
   A. Quickly
   B. Slowly
   C. Rapidtly
   D. Promptly

4. "T*he **passengers** were excited to arrive at their destination*"
   What is the part of speech of the word "**passengers"** in the sentence above?
   A. Noun
   B. Verb
   C. Adverb
   D. Adjective

5. *"The teacher **stopped** the students from leaving early."*
   What is the meaning of the word"**stopped**" in the sentence above?
   A. You must go faster
   B. You can turn left
   C. You should slow down
   D. You must come to a complete Stop

6. At night, the streets are usually _____,with fewer cars and pedestrians around."
   A. Crowded
   B. Quiet
   C. Noisy
   D. Busy

7. To keep pedestrians_____,we should always obey traffic signals
   A. Dangerous
   B. Fast
   C. Safe
   D. Save

8. . *"Be careful when driving through the **intersection**, as there are many cars coming from different directions."*
   What is the meaning of the word "**intersection**" in the sentence above?
   A. A place where two or more roads
   B. A place where cars park
   C. A type of road
   D. A place where pedestrians

9. *"Air **pollution** is a serious problem in many cities around the world."*
   What is the part of speech of the word "**pollution**" in the sentence above?
   A. Verb
   B. Adverb
   C. Noun
   D. Adjective

10. Our busy roads can cause a lot of air ___ because of the many vehicles
   A. Town
   B. Safe
   C. Polluted
   D. Polution

11. In our _____ it is important to have enough traffic lights and signs to guide driver.
   A. Pollution
   B. Town
   C. Safe
   D. Fast

11. *"Many **roads** in rural areas are unpaved and becomemuddy during the rainy season.*
   What is the meaning of **roads** in this context?
   A. A tunnel under a mountain
   B. A route, whether paved or unpaved, for transportation
   C. A paved surface for vehicles
   D. A bridge over a river

13. *"The **bridge** connects the two sides of the river, allowing people to cross safely."*
   What is the antonym of the word"**bridge**" in the sentence above?
   A. Tunnel
   B. Fence
   C. Highway
   D. Overpass

14. *"The **dangerous** curves on the mountain road made driving difficult for many drivers."*
   What is the meaning of the word "**dangerous** " in the sentence above?
   A. Easy
   B. Safe
   C. Hazardous
   D. Quiet

15. *"The driver followed the **traffic sign** carefully to avoid an accident."*
   What is the part of speech of the word"**traffic sign**" in the sentence above?
   A. Verb
   B. Noun
   C. Adjective
   D. Adverb

16. *"The car was moving **slowly** on the wet road."*
    What is the antonym of the word "***slowly***" in the sentence above?
    A. Quick
    B. Lazy
    C. Dull
    D. Calm

17. *"The **traffic jam** caused significant delays during rush hour."*
    What is the part of speech of the word "**traffic jam**" in the sentence above?
    A. Verb
    B. Noun
    C. Adjective
    D. Adverb

18. *"The **policeman** is standing near the traffic light."*
    What is the part of speech of the word "**policeman**" in the sentence above?
    A. Noun
    B. Verb
    C. Adjective
    D. Adverb

19. The ___ was waiting at the platform
    A. Driver
    B. Traffic light
    C. Passenger
    D. Intersection

20. The person who controls and drives the car is the ____.
    A. Passenger
    B. Mechanic
    C. Driver
    D. Pilot

Good Luck……

Post Test

School Name	**:**	**MTs Muhammadiyah Muara Panas**
Subject	**:**	**English Language**
Grade/ Semester	**:**	**8/2**
Topic/Material	**:**	**Our Busy Roads**
Time Allocation	**:**	**30 minute**
Number of Questions	**:**	**30 questions of multiple choice**

Read the question carefully, and choose a,b,c, or d for the correct answer!

1. *"The teacher **stopped** the students from leaving early."*
   What is the meaning of the word"**stopped**" in the sentence above?
   A. You must go faster
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   C. You should slow down
   D. You must come to a complete Stop

2. To keep pedestrians_____,we should always obey traffic signals
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   B. Fast
   C. Safe
   D. Save

3. "*The truck is a large **vehicle** used for transporting goods*."
   What is the meaning of the word "**vehicle**" in the sentence above?
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   D. A musical instrument

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   What does "**red light**" mean in this sentence?
   A. A red-colored traffic light
   B. A red street lamp
   C. A warning signal to stop
   D. A sign of danger on the road

5. At night, the streets are usually _____,with fewer cars and pedestrians around."
   A. Crowded
   B. Quiet
   C. Noisy
   D. Busy

6. "*Drivers should slow down when approaching a school zone, as it is not safe to drive **fast** here."*
   What is the meaning of the word "**fast**" in the sentence above?
   A. Quickly
   B. Slowly
   C. Rapidtly
   D. Promptly

7. "T*he **passengers** were excited to arrive at their destination*"
   What is the part of speech of the word "**passengers"** in the sentence above?
   A. Noun
   B. Verb
   C. Adverb
   D. Adjective

8. *"Be careful when driving through the **intersection**, as there are many cars coming from different directions."*
   What is the meaning of the word "**intersection**" in the sentence above?

A. A place where two or more roads
B. A place where cars park
C. A type of road
D. A place where pedestrians

9. The ___ was waiting at the platform
A. Driver
B. Traffic light
C. Passenger
D. Intersection

10. *"The **dangerous** curves on the mountain road made driving difficult for many drivers."*
What is the meaning of the word "**dangerous** " in the sentence above?
A. Easy
B. Safe
C. Hazardous
D. Quiet

11. *"Air **pollution** is a serious problem in many cities around the world."*
What is the part of speech of the word "**pollution**" in the sentence above?
A. Verb
B. Adverb
C. Noun
D. Adjective

12. In our _____ it is important to have enough traffic lights and signs to guide driver.
A. Pollution
B. Town
C. Safe
D. Fast

13. *"The driver followed the **traffic sign** carefully to avoid an accident."*
What is the part of speech of the word"**traffic sign**" in the centence above

A. Verb
B. Noun
C. Adjective
D. Adverb

14. *"Many **roads** in rural areas are unpaved and becomemuddy during the rainy season.*
What is the meaning of **roads** in this context?
A. A tunnel under a mountain
B. A route, whether paved or unpaved, for transportation
C. A paved surface for vehicles
D. A bridge over a river

15. *"The **traffic jam** caused significant delays during rush hour."*
What is the part of speech of the word "**traffic jam**" in the sentence above?
A. Verb
B. Noun
C. Adjective
D. Adverb

16. The person who controls and drives the car is the ____.
A. Passenger
B. Mechanic
C. Driver
D. Pilot

17. *"The **policeman** is standing near the traffic light."*
What is the part of speech of the word "**policeman**" in the sentence above?
A. Noun
B. Verb
C. Adjective
D. Adverb

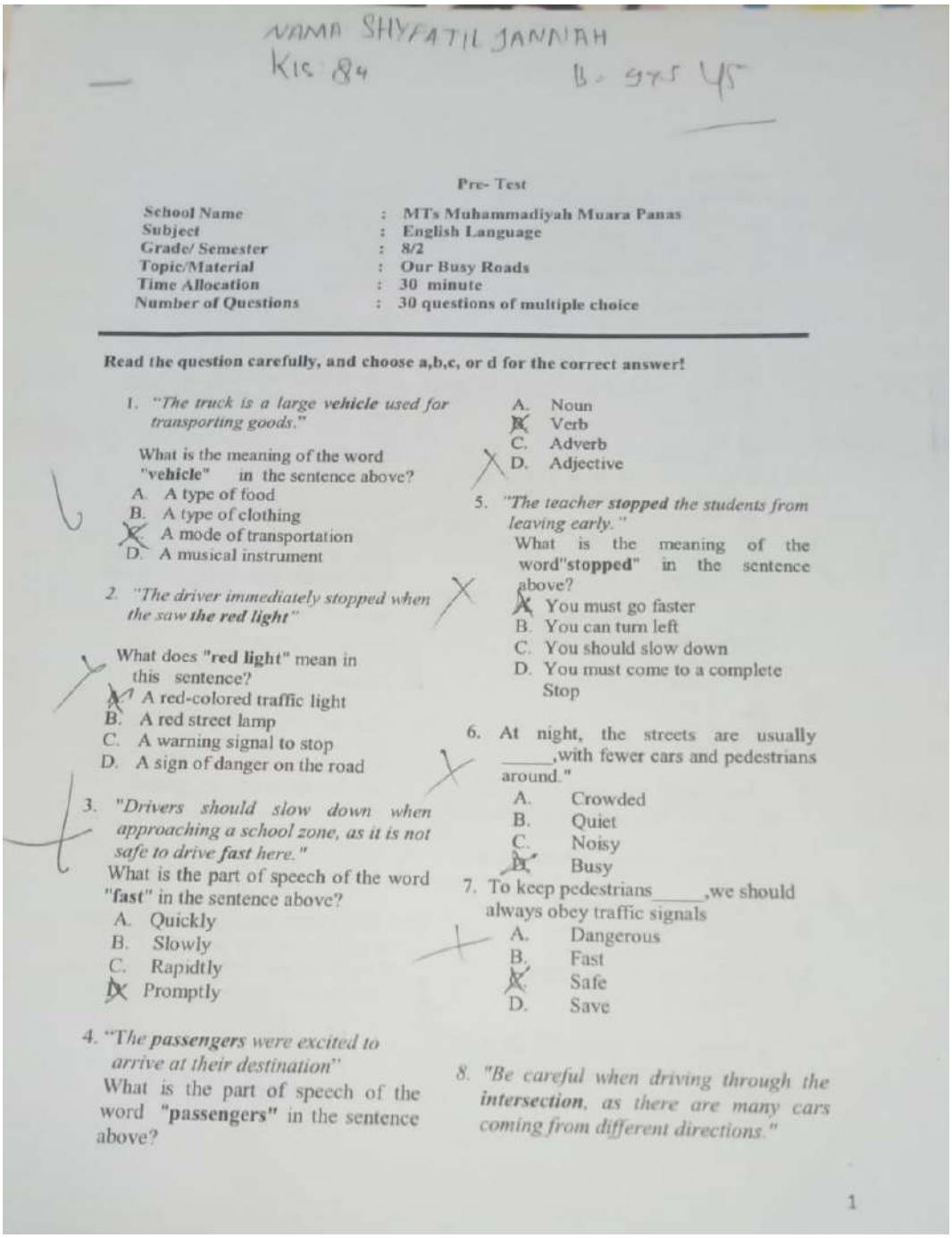
18. *"The **bridge** connects the two sides of the river, allowing people to cross safely."*
    What is the antonym of the word"**bridge**" in the sentence above?
    A. Tunnel
    B. Fence
    C. Highway
    D. Overpas

19. *"The car was moving **slowly** on the wet road."*
    What is the antonym of the word "***slowly***" in the sentence above?
    A. Quick
    B. Lazy
    C. Dull
    D. Calm

20. Our busy roads can cause a lot of air ___ because of the many vehicles
    A. Town
    B. Safe
    C. Polluted
    D. Polution

Good Luck…….

Appendix 8 Student Rubric Score



NAMA SHYFATIL JANNAH
Kls 8 B. 9 7 5 45

Pre- Test

School Name	:	MTs Muhammadiyah Muara Panas
Subject	:	English Language
Grade/ Semester	:	8/2
Topic/Material	:	Our Busy Roads
Time Allocation	:	30 minute
Number of Questions	:	30 questions of multiple choice

Read the question carefully, and choose a,b,c, or d for the correct answer!

1. *"The truck is a large* ***vehicle*** *used for transporting goods."*
   What is the meaning of the word "**vehicle**" in the sentence above?
   A. A type of food
   B. A type of clothing
   C. A mode of transportation
   D. A musical instrument

2. *"The driver immediately stopped when the saw* ***the red light****"*
   What does "**red light**" mean in this sentence?
   A. A red-colored traffic light
   B. A red street lamp
   C. A warning signal to stop
   D. A sign of danger on the road

3. *"Drivers should slow down when approaching a school zone, as it is not safe to drive* ***fast*** *here."*
   What is the part of speech of the word "**fast**" in the sentence above?
   A. Quickly
   B. Slowly
   C. Rapidtly
   D. Promptly

4. *"The* ***passengers*** *were excited to arrive at their destination"*
   What is the part of speech of the word **"passengers"** in the sentence above?
   A. Noun
   B. Verb
   C. Adverb
   D. Adjective

5. *"The teacher* ***stopped*** *the students from leaving early."*
   What is the meaning of the word"**stopped**" in the sentence above?
   A. You must go faster
   B. You can turn left
   C. You should slow down
   D. You must come to a complete Stop

6. At night, the streets are usually _____,with fewer cars and pedestrians around."
   A. Crowded
   B. Quiet
   C. Noisy
   D. Busy

7. To keep pedestrians_____,we should always obey traffic signals
   A. Dangerous
   B. Fast
   C. Safe
   D. Save

8. *"Be careful when driving through the* ***intersection****, as there are many cars coming from different directions."*

1

RUDI PRATAMA
KLS VIII

B 16×5 (80)
5 4

Post- Test

School Name	:	**MTs Muhammadiyah Muara Panas**
Subject	:	**English Language**
Grade/ Semester	:	**8/2**
Topic/Material	:	**Our Busy Roads**
Time Allocation	:	**30 minute**
Number of Questions	:	**30 questions of multiple choice**

Read the question carefully, and choose a,b,c, or d for the correct answer!

1. *"The teacher **stopped** the students from leaving early."*
   What is the meaning of the word"**stopped**" in the sentence above?
   A. You must go faster
   B. You can turn left
   C. You should slow down
   D. You must come to a complete Stop

2. To keep pedestrians_____,we should always obey traffic signals
   A. Dangerous
   B. Fast
   C. Safe
   D. Save

3. *"The truck is a large **vehicle** used for transporting goods."*
   What is the meaning of the word "**vehicle**" in the sentence above?
   A. A type of food
   B. A type of clothing
   C. A mode of transportation
   D. A musical instrument

4. *"The driver immediately stopped when the saw **the red light**"*
   What does "**red light**" mean in this sentence?
   A. A red-colored traffic light
   B. A red street lamp
   C. A warning signal to stop
   D. A sign of danger on the road

5. At night, the streets are usually _____,with fewer cars and pedestrians around."
   A. Crowded
   B. Quiet
   C. Noisy
   D. Busy

6. *"Drivers should slow down when approaching a school zone, as it is not safe to drive **fast** here."*
   What is the part of speech of the word "**fast**" in the sentence above?
   A. Quickly
   B. Slowly
   C. Rapidtly
   D. Promptly

7. *"The **passengers** were excited to arrive at their destination"*
   What is the part of speech of the word "**passengers**" in the sentence above?
   A. Noun
   B. Verb
   C. Adverb
   D. Adjective

8. *"Be careful when driving through the **intersection**, as there are many cars coming from different directions."*

Apendix 9 Difference Of Score Pre-Test And Post- Test Experimental Class

No	Nama	Pre-test Experiment	Post-test Experiment
1	AA	20	85
2	ARW	25	95
3	BCL	25	85
4	DW	30	80
5	FMS	75	90
6	FR	35	90
7	HAF	75	70
8	HF	20	85
9	JA	20	80
10	MU	30	80
11	MSK	15	90
12	MR	80	70
13	MRA	40	60
14	NOP	35	70
15	PA	50	90
16	RP	90	80
17	RRF	40	85
18	RLQ	35	85
19	RR	70	95
20	KNA	20	85
21	KS	30	85
22	RM	70	95
23	ZS	15	85

Apendix 10 Difference Of Score Pre-Test And Post- Test Control Class

No	Nama	Pre-test Control	Post-test Control
1	AAM	25	50
2	AZ	15	75
3	ASR	20	60
4	CPC	35	60
5	DJN	15	85
6	DI	10	85
7	FF	5	55
8	GW	25	75
9	HYA	25	50
10	MF	25	55
11	MR	40	65
12	MRI	10	60
13	MRA	40	60
14	RN	40	70
15	RA	15	60
16	SDP	80	65
17	SJ	45	85
18	SH	45	60
19	SZ	15	70
20	SF	25	60
21	ZTF	30	80

Appendix 11 Reliability Test

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.704	31

Appendix 12 Normality Test Pretest and Posttest

Case Processing Summary

	kelas	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
hasil	pretest	21	100.0%	0	0.0%	21	100.0%
	posttest	21	100.0%	0	0.0%	21	100.0%
	pretest	23	100.0%	0	0.0%	23	100.0%
	posttest	23	100.0%	0	0.0%	23	100.0%

Tests of Normality

	kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
hasil	pretest	.149	21	.200*	.914	21	.066
	posttest	.279	21	.000	.888	21	.021
	pretest	.193	23	.026	.912	23	.045
	posttest	.217	23	.006	.860	23	.045

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

a. Lilliefors Significance Correction

Appendix 13 Homogenity Test of Pretest and Posttest

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.035	6	12	.449
2.383	6	12	.094

Appendix 14 Hypothesis test

Paired Sample Test

		Paired Differences					T	Df	Sig.(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST – POSTTEST	-8.435	10.392	2.167	-12.928	-3.941	-3.893	22	.001

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
HASIL POS TEST	Equal variances assumed	11.952	.001	3.030	42	.004	10.665	3.520	3.561	17.768
	Equal variances not assumed			2.958	30.976	.006	10.665	3.605	3.311	8.018

Appendix 15 The Documentation Of The Research









Appendix 12 Letter Of Research Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax: (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email: ftik@uinbukittinggi.ac.id

Nomor : B-0795/Un.26.1/PP.07/08/2024 Bukittinggi, 28 Agustus 2024
Lamp :1 (Satu) rangkap
Hal :Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini:

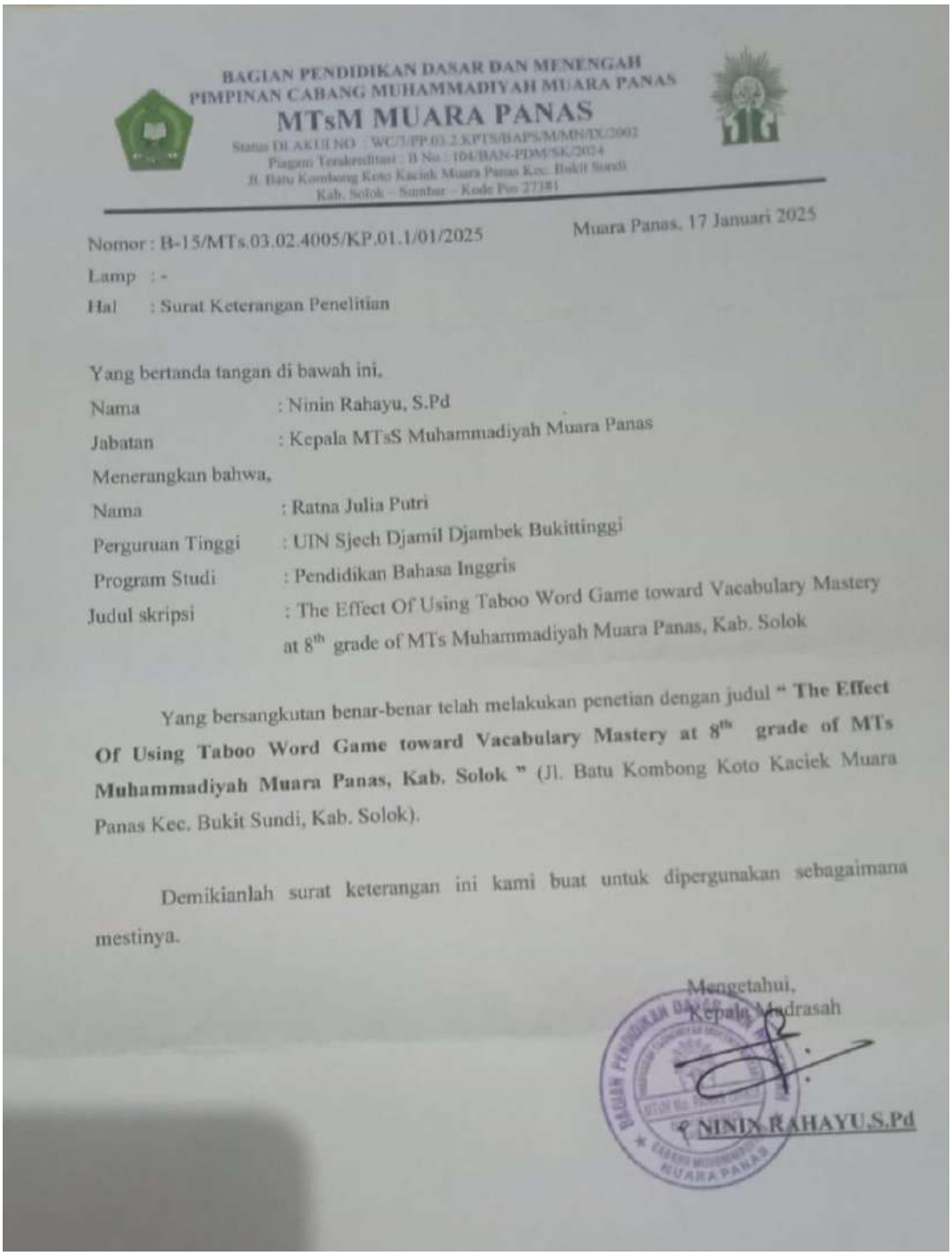
Nama	:	**RATNA JULIA PUTRI**
NIM	:	**2320003**
Semester	:	9
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***The Effect of Taboo Word Game Toward Vocabulary Mastery at 8 Grade of Mtsm Muara Panas kab Solok***
Lokasi Penelitian	:	MTSM Muara Panas,Kab.Solok
Waktu	:	Agustus 2024 s.d selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

Dr. JUNAIDI, M.Pd
NIP. 197706162003121003

Appendix 13 Letter Of Completion Of Research



BAGIAN PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH MUARA PANAS
MTsM MUARA PANAS
Status DI AKUI NO : WC/1/PP.03.2/KPTS/BAPS/M/MH/IX/2002
Piagam Terakreditasi : B No : 164/BAN-PDM/SK/2024
Jl. Batu Kombong Koto Kaciak Muara Panas Kec. Bukit Sundi
Kab. Solok – Sumbar – Kode Pos 27181

Nomor : B-15/MTs.03.02.4005/KP.01.1/01/2025 Muara Panas, 17 Januari 2025
Lamp : -
Hal : Surat Keterangan Penelitian

Yang bertanda tangan di bawah ini,
Nama : Ninin Rahayu, S.Pd
Jabatan : Kepala MTsS Muhammadiyah Muara Panas
Menerangkan bahwa,
Nama : Ratna Julia Putri
Perguruan Tinggi : UIN Sjech Djamil Djambek Bukittinggi
Program Studi : Pendidikan Bahasa Inggris
Judul skripsi : The Effect Of Using Taboo Word Game toward Vacabulary Mastery at 8th grade of MTs Muhammadiyah Muara Panas, Kab. Solok

Yang bersangkutan benar-benar telah melakukan penetian dengan judul " **The Effect Of Using Taboo Word Game toward Vacabulary Mastery at 8th grade of MTs Muhammadiyah Muara Panas, Kab. Solok** " (Jl. Batu Kombong Koto Kaciek Muara Panas Kec. Bukit Sundi, Kab. Solok).

Demikianlah surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Mengetahui,
Kepala Madrasah

NININ RAHAYU,S.Pd

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI
Nomor : B-1040/Un.26.1/HK.00.5/08/2024

TENTANG

PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA
PRODI PENDIDIKAN BAHASA INGGRIS FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI

Membaca : Permohonan Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djammil Djambek Bukittinggi an. **Ratna Julia Putri , NIM 2120003** tanggal 14 Agustus 2024 perihal permohonan penerbitan SK Pembimbing Skripsi;

Menimbang : a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Universitas Islam Negeri (UIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;

: b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing Skripsi;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859);
3. Peraturan Presiden Nomor 85 Tahun 2022 tentang Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;
4. Peraturan Menteri Agama Nomor 76 tahun 2022 Tentang Organisasi dan Tata Kerja Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan: ***"The Effect of Taboo Word Game Toward Vocabulary Mastery At VIII Grade of MTSM Muara Panas"***

KEDUA : Menunjuk Saudara :

Nama	: **Loli Safitri, M.Pd**
NIP	: **198805282015032003**
Pangkat/Gol.Ruang	: Penata /III/c
Jabatan	: Lektor
Bidang Keahlian Pokok	: Pendidikan Bahasa Inggris
Sebagai Dosen	: PEMBIMBING

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

Ditetapkan di Bukittinggi,
Pada tanggal : 14 Agustus 2024

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Dr. ISWANTIR M, M. Ag
NIP.197605192006041001