



UIN SUSKA RIAU

**THE EFFECT OF PLAYING ONLINE VOCABULARY GAMES  
AND MOTIVATION ON STUDENTS' VOCABULARY  
MASTERY IN INSAN UTAMA ISLAMIC  
JUNIOR HIGH SCHOOL  
PEKANBARU**

**THESIS**

Submitted to State Islamic University Sultan Syarif Kasim Riau in Partial  
Fulfillment of the requirements for the degree of Magister in English Education



UIN SUSKA RIAU

By

**HERLIANISYAH LUBIS**

**SIN. 21691204677**

**POST GRADUATE PROGRAM  
STATE ISLAMIC UNIVERSITY OF  
SULTAN SYARIF KASIM RIAU  
1441 H/2020 M**

Hak Cipta Dilindungi Undang-Undang  
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau



UIN SUSKA RIAU

KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**PASCASARJANA**  
كلية الدراسات العليا  
**THE GRADUATE PROGRAMME**

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004  
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

### Lembaran Pengesahan

Nama : Herlianisyah Lubis  
Nomor Induk Mahasiswa : 21691204677  
Gelar Akademik : M.Pd (Magister Pendidikan)  
Judul : The Effect Of Playing Online Vocabulary Games And  
Motivation On Students' Vocabulary Mastery In  
Insan Utama Islamic Junior High School Pekanbaru

Tim Penguji:

**Dr. Andi Murniati, M. Pd**  
Penguji I/Ketua

**Dr. H. Masrun, Lc., MA.**  
Penguji II/Sekretaris

**Dr. Hj. Zulhidah, M. Pd.**  
Penguji III

**Dr. Faurina, S.S, M. Hum**  
Penguji IV

Tanggal Ujian/Pengesahan

02 Juli 2020

## EXAMINER APPROVAL SHEET

This thesis entitled "The Effect of Playing Online Vocabulary Games and Motivation on Students' Vocabulary Mastery in Insan Utama Islamic Junior High School Pekanbaru" is written by:

Name : Herlianisyah Lubis  
Student number : 21691204677  
Study program : Islamic Education  
Consentration : English Education

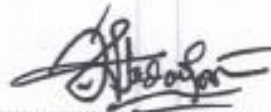
Has been examined and revised based on the feedback provided by the Thesis Examiner Team of Postgraduate Program at State Islamic University of Sultan Syarif Kasim Riau in the final exam held on July, 2<sup>nd</sup>, 2020.

Approved by:

Examiner I

Dr. Hj. Zulhidah, M.Pd

NIP. 19660423 199403 2 001



Date: November, 5<sup>th</sup> 2020

Examiner II

Dr. Faurina Anastasia, M.Hum

NIP. 198106112008012017



Date: November, 5<sup>th</sup> 2020

Acknowledged by:

Head of Islamic Education Study Program



Dr. Andi Muniani, M.Pd  
NIP. 196508171994022001

### SUPERVISOR APPROVAL SHEET

The thesis entitled "The Effect of Playing Online Vocabulary Games and Motivation on Students' Vocabulary mastery in Insan Utama Pekanbaru"

Written by:


Name : Herlianisyah Lubis  
Students Number : 21691204677  
Program Study : Islamic Education  
Field of Study : English Education

Has been approved to be defended in the final exam to be held by the Postgraduate Program State Islamic University Sultan Syarif Kasim Riau

Approved by:

Supervisor I

Abdul Hadi, S.pd., MA, Ph.D  
NIP.19730118 20003 1001



.....  
Date : July 15<sup>th</sup>, 2020

Supervisor II

Dr. Bukhori, S.Pd.I., M.Pd  
NIP. 19790512 200710 1001



.....  
Date : July 15<sup>th</sup>, 2020

Acknowledged by:

Head of Islamic Education Study Program



Dr. Andi Murniati, M.Pd  
NIP. 19650817 199402 2 001

## APPROVAL SHEET

The thesis entitled "The Effect of Playing Online Vocabulary Games and Motivation on Students' Vocabulary Mastery in Insan Utama Islamic Junior High School Pekanbaru: Written by :

Nama : Herlianisyah Lubis  
NIM : 21691204677  
Study Program : Islamic Education  
Consentration : English Education

Has been approved to be defended in the fina exam tp be held by the Postgraduate Program State Islamic University of Sultan Syarif Kasim Riau.

Date: June, 15<sup>th</sup> 2020  
Supervisor I



**Abdul Hadi, S.Pd., MA, Ph.D.**  
NIP. 19730118 20003 1 005

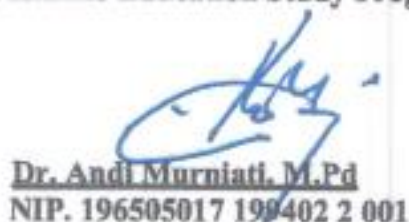
Date: June, 15<sup>th</sup> 2020  
Supervisor II



Digitally signed  
by Dr. Bukhori,  
S.Pd., M.Pd.  
Date: 2020.06.15  
16:27:02 +07'00'

**Dr. Bukhori, S.Pd., M.Pd**  
NIP. 19790512 200710 1001

Acknowledged by:  
Head of Islamic Education Study Program



**Dr. Andi Murniati, M.Pd**  
NIP. 196505017 199402 2 001



- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Abdul Hadi, S.Pd., MA, Ph.D**  
The Lecturer of Postgraduate Program  
State Islamic University of  
Sultan Syarif Kasim Riau

### OFFICIAL NOTE

Reference : The Thesis of Herlianisyah Lubis

To: Director of Postgraduate Program  
State Islamic University Sultan Syarif  
Kasim Riau  
Pekanbaru

Assalamu'alaikumWr. Wb.

After reading, analyzing, correcting, and revising the thesis of:

Name	: Herlianisyah Lubis
NIM	: 21691204677
Study Program	: Islamic Education
Concentration	: English Education
Title	: The Effect of Playing Online Vocabulary Games and Motivation on Students' Vocabulary Mastery In Insan Utama Islamic Junior High School Pekanbaru,

it is, therefore, approved to be examined and assessed in the final exam to be held by the Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.

Wassalamu'alaikumWr. Wb.

Pekanbaru, 15 June, 2020

Supervisor I.

**Abdul Hadi, S.Pd., MA, Ph.D**  
NIP. 19730118 20003 1001

**Dr. Bukhori, S.Pd., M.Pd**  
The Lecturer of Postgraduate Program  
State Islamic University  
Sultan Syarif Kasim Riau

**OFFICIAL NOTE**

Reference : The Thesis Of Herlianisyah Lubis

To: Director of Postgraduate Program  
State Islamic University Sultan Syarif  
Kasim Riau  
Pekanbaru

**Assalamu'alaikumWr. Wb.**

After reading, analyzing, correcting, and revising the thesis of:

Name : Herlianisyah Lubis  
NIM : 21691204677  
Study Program : Islamic Education  
Concentration : English Education  
Title : The Effect of Playing Online Vocabulary Games and  
Motivation On Students' Vocabulary Mastery In  
Insan Utama Islamic Junior High School Pekanbaru

Has been approved to be examined and assessed in the final exam to be held  
by the Postgraduate Program State Islamic University Sultan Syarif Kasim Riau

**Wassalamu'alaikumWr. Wb.**

Pekanbaru, June 15<sup>th</sup> 2020  
Supervisor II

Digitally signed  
by Dr. Bukhori,  
S.Pd.I., M.Pd.  
Date: 2020.06.15  
14:48:09 +07'00'



**Dr. Bukhori, S.Pd.I.,M.Pd**  
NIP. 19790512 200710 1001

## ACKNOWLEDGEMENT



In the name of Allah, the most gracious and the most merciful, praise belong to Allah Almighty, the lord of Universe. Through his guidance and his blessing, the writer has completed academic requirement for the award of Magister degree at Postgraduate of State Islamic University (UIN) Sultan Syarif Kasim Riau. Then, the researcher says peace be upon the Prophet Muhammad SAW

The title of this thesis is the Effect of Playing Online Vocabulary Games and Motivation on Students' Vocabulary Mastery in Islamic Junior High School Insan Utama Pekanbaru. The researcher realizes that the completion of this thesis will not be successful without the assistance from other individuals and institutions. For this purpose, the writer would like to express the great thanks to:

1. Prof. Dr. Suyitno, M.Ag, as Plt of the rector Sultan Syarif Kasim Islamic State University.
2. Prof. Dr. Afrizal M, MA, Director of the Postgraduate Program of Sultan Syarif Kasim Islamic State University.





Hak Cipta

1. Diilare

a. Pei

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hal

3. Dr. Hj. Andi Murniati, M.pd, Chairperson of Islamic Education Study Program and all staffs for their kindness, services, advice, and suggestion during the accomplishment of this thesis
4. Mr. Abdul Hadi, S.Pd, MA, Ph.D who has guided, and conveyed much valuable advice for all his students, and especially has become a very motivating supervisor for the researcher's final project.
5. My second Supervisor Mr. Dr. Bukhori, S.Pd.I, M.Pd as my supervisor who has given me correction, suggestion, support, advice and guidance in finishing this thesis.
6. All lecturers of Postgraduate, Headmaster of State Islamic Junior High School and all the teacher in Insan utama Islamic Junior High School Pekanbaru. Especially Rina Zalviana, S.Pd, Melly Husna as the teacher at the school help the researcher project and mr. Norman as guide and advisor for this thesis.
7. Beloved parents, Herwin Suja Lubis and Syahra Nasution, younger brother Ahmad Torang Surya Lubis and Ibrahim Al-Hakim Lubis, and My lovely Husband Aidillah Suja help this project, my beloved grandma and grandfa "Siti Raya-Dahnial Alex for your doa, my mother in law. Researcher's closer friends Randy And Winda Widya Sari. And some one my consultant Novi Silta, debby, melva and all my classmate. PBI 2016 L1.
8. All websites the researcher used the file and references for this thesis.
9. Mr. Sukma and Mrs. Donna help my research statistic and All lecturer STAIN Sultan Abdul Rahman who helped the researcher.





## LIST OF CONTENT

<b>ACKNOWLEDGMENT</b> .....	i
<b>LIST OF CONTENT</b> .....	iv
<b>LIST OF THE TABLES</b> .....	vi
<b>LIST OF THE PICTURE</b> .....	vii
<b>ABSTRACT</b> .....	viii
<b><u>CHAPTER I INTRODUCTION</u></b>	
<b>I.1 Background of the Study</b> .....	1
<b>I.2 Statement of the Problem</b> .....	5
<b>I.3 Limitation of the Problem</b> .....	8
<b>I.4 Reseach Question</b> .....	9
<b>I.5 The Significance of the Study</b> .....	9
<b>I.6 The Purpose of the Study</b> .....	10
<b>I.7 Definition of Key Terms</b> .....	11
<b><u>CHAPTER II REVIEW OF RELATED LITERATURE</u></b>	
<b>2.1 Nature of the Study</b> .....	14
<b>2.1 Vocabulary Mastery</b> 14	
<b>2.1.1 Understanding Vocabulary Mastery</b> .....	17
<b>2.1.2 Teaching and Learning Vocabulary</b> .....	24
<b>2.1.3 Components of Vocabulary</b> .....	26
<b>2.1.4 Assesing Vocabulary Mastery</b> .....	31
<b>2.2 Motivation and Vocabulary Mastery</b> 34	
<b>2.2.1 Concept of Motivation</b> .....	35
<b>2.2.2 Motivation and Vocabulary Learning</b> .....	36
<b>2.2.3 Measure of Motivation</b> .....	45
<b>2.3 Online Vocabulary Games</b> 47	
<b>2.3.1 The Advantages Online Vocabulary Games</b> .....	52
<b>2.3.2 Procedur and Types of Playing Online Vocabulary Games</b> ....	54
<b>2.4 Related of the Study</b> .....	57



**2.5 Operational Concept..... 69**

**2.6 Assumption and Hypothesis ..... 74**

**CHAPTER III RESEARCH METHOD**

**3.1 The Research Design..... 77**

**3.2 Location and the time of the Research ..... 79**

**3.3 Subject and Object of the Research ..... 79**

**3.4 The Data Analysis..... 80**

**3.5 Technique of Collecting Data..... 80**

**3.6 Validity and Reability..... 84**

**3.6.1 The Validity of Instrument..... 84**

**3.6.2 The Reability of Instrument ..... 84**

**3.7 Data Analysis Technique..... 83**

**3.7.1 Analysis for Research Question 1 ..... 92**

**3.7.2 Analysis for Research Question 2 ..... 92**

**3.7.1 Analysis for Research Question 3..... 93**

**3.7.1 Analysis for Research Question 4..... 94**

**CHAPTER IV RESULT AND DISCUSSION**

**4.1 Result ..... 98**

**4.1.1 Result Research Question 1..... 98**

**4.1.2 Result Research Question 2..... 101**

**4.1.3 Result Research Question 3 ..... 104**

**4.1.3 Result Research Question 4..... 107**

**4.2 Discussion..... 111**

**4.2.1 The Effectiveness of Online Vocabulary Games ..... 112**

**4.2.2 The Influence of Motivation on Students' Vocabulary Mastery..... 112**

**4.2.3 The Interaction of Playing Online Vocabulary Games ..... 114**

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.



UIN SUSKA RIAU

## **CHAPTER V THE CONCLUSION**

<b>5.1 Conclusion .....</b>	<b>115</b>
<b>5.2 Implication of the Research.....</b>	<b>118</b>
<b>5.3 Recommendation .....</b>	<b>119</b>

### **BIBLIOGRAPHY**

### **APPENDIX**

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

Harmoni Akademik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau





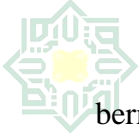
## LIST OF THE PICTURES

Picture II.1 Sentence Unscramble .....	<b>Error! Bookmark not defined.</b>
Picture II.2 Part of Speech .....	<b>Error! Bookmark not defined.</b>
No table of figures entries found.	

## ABSTRAK

**Herlianisyah L, (2021): Pengaruh bermain kosa kata secara online dan motivasi terhadap penguasaan kosa kata siswa Sekolah Menengah Pertama Insan Utama Pekanbaru.**

Penelitian ini bertujuan untuk (1) untuk mengetahui apakah dengan bermain kosa kata secara online memberikan pengaruh yang significant terhadap penguasaan kosa kata siswa, (2) Untuk mengetahui perbedaan pada penguasaan kosa kata siswa antara siswa yang memiliki motivasi yang tinggi di kelas eksperimen dan kelas kontrol, (3). Untuk mengetahui perbedaan pada penguasaan kosa kata siswa antara siswa yang memiliki motivasi yang rendah di kelas eksperimen dan kelas control, (4) Untuk mengetahui apakah ada interaksi antara



bermain kosa kata secara online dan motivasi terhadap penguasaan kosa kata siswa di sekolah islam menengah pertama Insan utama Pekanbaru. Penelitian ini dilakukan dengan menerapkan penelitian eksperimental dan desain yang digunakan adalah desain faktorial 2x2. Penelitian ini menggunakan random sampling dengan melibatkan 70 orang siswa. Motivasi siswa diukur dengan menggunakan tes motivasi dalam bentuk questioner. Test penguasaan kosa kata diberi soal berupa pilihan ganda. Data dihitung dengan menggunakan SPSS 20. Dari hasil analisa data menunjukkan adanya (1) pengaruh positif/ significant yang jelas dari penggunaan permainan kosa kata secara online.  $0.03 < 0.05$  %. Kemudian (2) terdapat pengaruh yang significant terhadap kosa kata siswa yang memiliki motivasi tinggi yang di ajarkan dengan bermain kosa kata online, (3) terdapat perbedaan pengaruh yang significant terhadap kosa kata siswa yang memiliki motivasi rendah di kelas eksperimen dan kontrol, (4) terapat interaksi antara bermain kosa kata secara online dan motivasi terhadap penguasaan kosa kata siswa

**Kata Kunci:** *Permainan kosa kata online, Motivasi, Penguasaan kosa kata siswa.*

## ملخص

هرليانيشه ل، (2020): أثر لعب المفردة عبر الإنترنت والدوافع على مهارة المفردة لدى الطلبة بمدرسة الثانوية Insan Utama بكنبارو

أهداف هذا البحث هي: (1) لمعرفة هل لعب المفردة له أثر على ترقية مهارة المفردة لدى الطلبة، (2) لمعرفة فرق بين الطلبة في الفصل التجريبي والفصل الضابط التي لها الدوافع الكبيرة في مهارة المفردة، (3) لمعرفة فرق بين الطلبة في الفصل التجريبي والفصل الضابط التي لها الدوافع الصغيرة في مهارة المفردة، (4) لمعرفة وجود تعامل بين لعب المفردة له أثر على ترقية مهارة المفردة لدى الطلبة بمدرسة الثانوية Insan Utama بكنبارو. هذا البحث هو البحث التجريبي باستخدام 2x2 design factorial. عدد مجتمع البحث هو 70 طلبا باستخدام أسلوب أخذ العينات





العشوائية. لمعرفة دوافع الطلبة استخدمت الباحثة الاستبيان. لمعرفة مهارة المفردة استخدمت الباحثة التقويم. تحليل البيانات استخدمت الباحثة البرنامج SPSS 20. مؤسسا على النتيجة التحليلية تدل على أنّ: (1) وجود أثر لعب المفردة عبر الإنترنت  $\% 0.05 < 0.03 \text{ sig}$ . ثم (2) الدوافع الكبيرة تؤثر هاما على مهارة المفردة التي تعلم باستخدام لعب المفردة عبر الإنترنت، (3) وجود الفرق الهام بين الطلبة التي لها الدوافع الصغيرة في مهارة المفردة، (4) وجود تعامل بين لعب المفردة له أثر على ترقية مهارة المفردة لدى الطلبة.

الكلمة الرئيسية: لعب المفردة عبر الإنترنت، الدوافع، مهارة المفردة لدى الطلبة.

## ABSTRACT

**Herlianisyah L, (2021): The Effect of Playing Online Vocabulary Games and Motivation on Students' Vocabulary Mastery In Insan Utama Islamic Junior High School Pekanbaru.**

This research was aimed to (1) find out students' who were taught by online vocabulary games, and who were taught without treatment. (2) to find out the difference students' vocabulary mastery who have high motivation in experiment and control class. (3) to find out the difference students' vocabulary mastery who have low motivation in experiment and control class. (4) find out there is an interaction between playing online vocabulary games and motivation on students' vocabulary mastery. This study used the 2 x 2 factorial design. Population of this study was 70 students Insan utama Pekanbaru. To analyze the



data, the writer adopted independent sample t-test formula by using SPSS 20. Analyzing the data, the writer found that (1) there was a significant difference between students' playing online vocabulary games in experimental class and control class in which the sig (2 tailed) had  $0.03 > 0.05$ . Thus, null hypothesis ( $H_0$ ) was rejected, and alternative hypothesis ( $H_a$ ) was accepted. (2) there were significant differences of students' vocabulary mastery who had high motivation in experiment class and control class. (3) there were significant differences of students' vocabulary mastery who had low motivation in experiment class and control class (4) there was significant interaction effect of playing online vocabulary games and motivation on Students' Vocabulary Mastery in Insan Utama Islamic Junior High School Pekanbaru.

**Key Word** : Online Vocabulary Games, Motivation and Vocabulary Mastery.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



Hak Cipta Dilindungi Undang-undang  
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengemukakan dan menyebutkan sumber.  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau  
Star Islamic Series of Sunan Warikasan Riau

## CHAPTER I

### INTRODUCTION

This chapter presents an overview of the study. It starts with background of the study, followed by the statement of problem, limitation of problem, purpose and objective of the research, research question of the research and rationale of the research. Definitions of the key terms used in last section of this chapter.

#### 1.1 Background of the Study

Vocabulary is one of the elements that English learners must be mastered (Fadlan,2015:5). It is crucial for students or learners since they are unable to develop and convey the language if they do not have vocabulary knowledge (Thornbury,2002:13). By learning vocabulary, students know the language elements either pronunciation, grammar, spelling, and language skill automatically in listening, speaking, writing and reading skills.

Language skill or language elements mostly depend on the mastery of vocabulary. Vocabulary is mastered by learners to know words, usage, combination, formation of word and grammar. It is supported by Nunan (1983:125), he states that the acquisition of an adequate vocabulary is essential for successful language and students are more active in English subject.

English subject is taught in Indonesia, the one of levels is junior high schools. It is compulsory subject and has design K-13 curriculum. Based on Dinas Pendidikan Nasional, English for junior high school the topics are closely related to the students' life at school, home and society and the students learn



English by activities, real texts, and using the language. As stated in the curriculum the school-based curriculum is needed in all school for competitions in a globalization and for absorbing the information in 21<sup>th</sup> century especially English

In junior high school, there are three sub competence areas: language/linguistic competence which involve language skill, social function and text structure. Vocabulary is a part of the whole competences which was used to support the language skill. It has an important role for students to acquire information and well communicate in spoken or written text although vocabulary does not mention in K-13 curriculum.

In addition, the students should understand the meaning of the words to convey the meaning while reading and listening and use appropriate vocabulary to complete the written and spoken skill in learning language. Vocabulary becomes complex problems since it is difficult task to do with students who do not have vocabulary knowledge (Jayanti, 2016:2). Appropriate media is also needed for both teachers and students to reduce difficulties that appear in the process of teaching vocabulary.

There are several factors that affect students vocabulary related to media used in classroom. Some problems were found through preliminary study. The researcher did the survey and observation, the researcher found the problems in teaching and learning vocabulary in Insan Utama Islamic Junior High School Pekanbaru. Student lack of vocabulary and background knowledge of vocabulary. Students ask teachers to provide the meaning of unfamiliar words found in a text



and teacher usually introduce students to new word the might find in the text then give the meaning of the word in white board as media.

Media has important role in vocabulary in which determine the successful of teaching and learning process. In fact, the teacher used conventional media in teaching vocabulary that used whiteboard as media. It is good to do but the problems emerged in which they are not interested in learning vocabulary and hard for them to understand the meaning of the words sometimes students feel bored learning this way because they often forget the word as soon as they write them.

Sometimes this condition might lead them to the conclusion that they have bad memorizations and this condition is concern to lead them to lose motivation.

Allen (1999:2) commented that teaching vocabulary in the traditional way which is often assumed as assign, define and test do not increase students' speaking, reading and writing. The students also had difficulties to use appropriate choice of the words, cannot use grammatically meaning and finding out the unfamiliar words when they are reading and some of students not interesting in English Subject.

Based on several factors, it gave impact into student's achievement and students did not focus while teaching and learning vocabulary. Realizing the facts, it is necessary for English teacher to find appropriate media to attract students' attention in teaching learning vocabulary. These days, media learning should be based-technology in learning that relates with 4.0 era. It will be useful for teachers



and students in the current technological era and application of technology can assist teachers in creating a conducive and motivating learning environment.

The theories read from many sources, online vocabulary is believed to be good media for teaching vocabulary. Games as one of the computer applications are informally considered as the entertaining media for leisure time activities. But games can also be used for educative purposes and the media to promote students' knowledge. In language teaching, games have often been used to stimulate students' motivation and interest as games are fun challenging. It is in line with Shaffer (2006:6) who stated that games help create and support children's interests.

Online vocabulary games help the students in learning vocabulary. Schmids (2005) states that an online vocabulary game is able to stimulate students that helps them in vocabulary learning difficulties. It also has visual elements like pictures that can help students remember and recall the words that they have seen. It is expected to increase students' motivations that have an impact on students' vocabulary mastery.

Based on Guthrie and Wigfield (2005) interest in subject has an internal desire have purpose for technical skill and comprehend a text. It is very important to have these qualities that are related to motivational process for learning Rosana (2016:8). In the case above, the researcher rise up computer game to help students' vocabulary mastery and motivation of the students to learning English subject deeply.



UIN SUSKA RIAU  
 HAK CIPTA Dilindungi Undang-undang  
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber.  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The junior high school students more interested in playing games who have improve their motivation in learning vocabulary. They have different characteristics and different motivations (Ratih, 2017: 2). Pursuing motivation in learning vocabulary can enrich student's vocabulary knowledge. Motivation is one of the most significant factors in learning languages. It is also related to students' mastery and Dornyei (1994) states that motivation is one of the main determinants of second or foreign language learning. Students who have high motivation will have better mastery and learn faster if compared with those who have low motivation. Students with high motivation will do strategic actions and are willing to spend more time to do the necessary efforts to achieve their goals.

Based on the explanation above, the researcher interests to conduct a research entitled *The effect of playing online vocabulary games and motivation on students' vocabulary mastery in Insan Utama Islamic Junior high school Pekanbaru.*

## 1.2 Statement of the Problem

The importance of vocabulary mastery makes communication well between students and teacher in the classroom. The students face some difficulties while learning vocabulary. Since vocabulary is an important part in English language as communication Burton (1982:98). By having vocabulary knowledge is making up the language, master the fundamental grammatical pattern of language Hornby (1994:959).



It means that students who do not learn and master vocabulary cannot communicative well and master English. Students Insan Utama islamic junior high school got some problems in vocabulary. First, students were hard to understand the meaning of the text/word, sometimes students skip the word / text when students found unknown meaning, lack of vocabulary and background knowledge of vocabulary.

Secondly, the students also had difficulties to use appropriate choice of the words, cannot use grammatically, did not know about word information ( noun, adverb, adjective, and verb) some of students confused, part of speech, synonym, antonym, confused word meaning and finding out the unfamiliar words when they are reading and some of students not interesting in English Subject. Based on the background problems also come from students self.

And the third is motivation, it is related to the students' interest in learning. Students who were highly motivated to learn something are more likely to be active than others to consciously plan their learning motivated students usually want to understand the content of the text fully and process learning (Slavin, 2009:302) and motivation one of factor given place as well as cognitive process in learning process Warg and Guthrie (2004).

Based on the table below students might lack of vocabulary / unknown meaning of the word. Researcher found students' score on answer sheet of several question in basic competence of sub topic.





**Table 1. The English vocabulary score at seven grade of Insan Utama**

No	Class	Students' Score		Total
		>75	<75	
1	VII.1	15	20	35
2	VII.2	8	27	35
Total	2 classess	23	47	70

Due to those phenomena employed by the students Insan Utama islamic junior high school pekanbaru, some questions are needed to be addressed? What are the students' difficulties in vocabulary? Why do the students get difficulties in language competence and sub competence? Why are the students not able to master vocabulary knowledge? Why are the students not able to master background knowledge? Why student low motivation ? Are motivation and vocabulary mastery able to solve students' problem in English subject ? Is there any significant diffrence between playing online on vocabulary mastery ? Is there any significant diffrence between playing online game on motivation ? Is there significant effect of playing online vocabulary games on students' vocabulary mastery? Is there motivation on students' vocabulary mastery?

Pullido & Hambrick (2008) found that vocabulary knowledge to be an indicators of the quality of a person's vocabulary. In relation to the theoretical ideas, vocabulary is the key factor to ensure that production (receptive vocabulary and productive vocabulary) to get vocabulary as the key factor need a motivation in proces learning. By having vocabulary online game, it is expected that students have a motivation in learning foreign language especially English subject.



### 1.3. Limitation of the Problem

Based on the background and statements of the problems above, the researcher focused on investigating the effect of playing online vocabulary games and motivation on students' vocabulary mastery in Insan Utama Islamic Junior High school pekanbaru academic year 2019/2020 to see whether this media give influence to students' vocabulary. The subject of this research was limited at the seven grade in the School. This research focused on the effect of playing online game and students' motivation toward students' vocabulary mastery. In this research vocabulary mastery was given written test.

Vocabulary mastery (Hornby, 200:144) know the word, meaning, formation, and grammar use in particular language and subject. It might online vocabulary games can improve students' word, grammar and meaning in particular language in the school, in their house and everywhere. On the other hand, online vocabulary games are easy, fun, interesting to improve students' vocabulary. It is supported by computer/ laptop / gadget / mobile phone and most importantly internet connection. In this case, the researcher also limits either vocabulary or topic which is related to the school material. Thus, vocabulary / common word is used in students' daily life, around house, class and school.

Hak Cipta Dilindungi Undang-Undang  
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber.  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak Cipta Dilindungi Undang-Undang  
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber.  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



## 1.4 Research Questions

The research questions of some of this study are formulated as in the following questions:

1. Is there any significant differences of vocabulary mastery taught by online vocabulary games who were taught without online vocabulary game in Insan Utama Islamic junior high school Pekanbaru.
2. Is there any significant difference of students' vocabulary mastery with high motivation who are taught by playing online vocabulary games and without using vocabulary games toward students' vocabulary mastery?
3. Is there any significant difference of students' vocabulary mastery with low motivation who are taught by playing online vocabulary games and without using vocabulary games toward students' vocabulary mastery?
4. Is there any interaction effect between playing online vocabulary games and motivation on students' vocabulary mastery in Insan Utama Islamic junior high school Pekanbaru?

## 1.5 Significance of the Study

This study is significance for several reasons which increase the researcher's motivation and students, researcher's knowledge of game online, vocabulary mastery and then shares the knowledge to others. This research is expected to this study has some significance: theoretically, pedagogically, and practically. Theoretically, it is able to make students realize toward motivation and vocabulary mastery which is very important in learning process. Pedagogically, it is able to motivate students in learning vocabulary by playing



online vocabulary games. And practically, the finding of this research can give contribution for other researcher who will take some topic on future research.

### 1.6 Purpose of the Study

The purpose of the research is to find out the effect of playing online game on students' motivation and vocabulary mastery. Based on Motlagh (2014:290) online game is one of a possible media for teacher to creating, explore or develop further as researcher, effective facilitation a knowledge and skill. By playing online vocabulary games, it gives benefit for learners in learning English for vocabulary enrichment.

Based on background this study aims to obtain the descripton on the effect certain online vocabulary games and motivation on the students' vocabulary mastery. while, the purpose of this study are:

1. To find out a significant difference vocabulary mastery who were taught by online vocabulary and those who were without online vocabulary game at Insan Utama Islamic junior high school Pekanbaru.
2. To find out a significant differences of students' vocabulary mastery with high motivation who are taught by playing online vocabulary games and without using online vocabulary games at Insan Utama Islamic junior high school Pekanbaru.
3. To find out a significant differences of students' vocabulary mastery with low motivation who are taught by playing online vocabulary games and without using online vocabulary games at Insan Utama Islamic junior high school Pekanbaru.



4. To find out interaction effect between online vocabulary games and motivation on students' vocabulary mastery in Insan Utama Islamic junior high school Pekanbaru

### 1.7 Definitions of Terms

In order to avoid the reader misunderstanding in reading this research, the definitions of the terms will be defined in the following:

#### Effect

Effect can be either verb or noun and means “bring about, cause, or result”. Enquest & Currie (2013:167) and Ricard (1999:175) state that is measure of the strength of one variable's effect on another or the relationship between two or more variable or defined as the result of the teaching compare and contra.

#### Playing Online Game

Based on (Kayaalti,2018:313) online game are helpful for language, for learning vocabulary in classroom and increase motivating of students in learning and (Wright, 2011:217) an electronic or computerized game played by manipulating images in a video display. And playing online game is someone play a video game and playing video game either primarily or partially played through the computer network or internet available.

#### Motivation

(Dorney,2008:273) motivation is one of the main determinants of second/ foreign language (Üçgül,2006:5) motivation students' interest to the content of the lesson, willingness to make of material used in the study and students has desire interest to join the class.



## Vocabulary Mastery

Lestari (2017: 5) Vocabulary mastery refers to the number of the words someone knows a word and able to recognize the meaning, form, grammar, collocation, meaning and word format. And researcher concludes that it can be said vocabulary mastery competency if someone gets information to understanding the whole knowledge.

© Hak Cipta Milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The second chapter reviews theories, concept and previous studies that are relevant in the investigation of the effect of playing online vocabulary games on students' vocabulary mastery. Therefore, this chapter includes discussion about online vocabulary games, motivation, vocabulary mastery and the terms are as follow:

#### 2.1 Vocabulary Mastery

Vocabulary mastery is ability to understanding and using the words and meaning or acquisition. The comprehensibility depends on the ability to recognize the meaning of the key elements in the utterance. More details about vocabulary mastery it present below and this section is divided into:

##### 2.1.1 Understanding Vocabulary Mastery

According Hornby (in Nur Aeni, 2012) that vocabulary is 1). All the words that a person know or uses. 2). All the words in a particular language. 3). The words that people use when they are talking. 4). A list of words with meaning. Beside that Vocabulary can be defined, roughly, as the words we teach in the foreign language (Penny, 1991: 60). Butler, et all (2010:1) Vocabulary is generically defined as the knowledge of words and word meanings.

According to Duffi (2009:14) vocabulary is fundamentally important for understanding the message. Similarly, Nation (2008:66) says that vocabulary is central to language. Cambridge (2007:784) vocabulary is all the words that exist



in a language. Tankersley (2003:52) Vocabulary is the meaning and pronunciation of word that we use in communication.

Furthermore, Lado and Harts (1969:164) stated that vocabulary is the lexical unit or lexicon of written language that is called words. It means that vocabulary is the totals number of words that someone own in expressing a language in communication. And the last Richard and Schmidt (2002:580) state that vocabulary is a set of lexemes, including words, compoun words, and idioms.

Finally, based on the description above, the writer concludes that vocabulary is set of words in a language ussualy arranged in alphabetical order, with the explanation of their meanings, used in particular kind of work. It is clear that vocabulary is basic component in language skill.

Vocabulary can enhance the ability of the learners in learning foreign language. Students can acquire language well when they acquire vocabulary, and they can communicate language smoothly if they are supported by adequate vocabulary. But if the learners do not have adequate vocabulary, they cannot communicate with others. So, it means that the students who are successfully in using language if students know the meaning of words and be able to use the words correctly.

According to Read (2000: 16) said that vocabulary knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary-type definition or an equivalent word in their own language.





Carter (1998:239) that knowing a word (vocabulary) in a second or foreign

language might main characteristics:

1. It means knowing how to *use* it productively and having the ability to *recall* it for active use, although for some purposes only passive knowledge is necessary and some words for some users are only ever known passively.
2. It means knowing the likelihood of encountering the word in either spoken or written contexts or in both.
3. It means knowing the syntactic frames into which the word can be slotted and the underlying forms and derivations which can be made from it.
4. It means knowing the relations it contracts with other words in the language and with related words in an L1 as well.
5. It means perceiving the relative coreness of the word as well as its more marked pragmatic and discoursal functions and its style-levels.
6. It means knowing the different meanings associated with it and, often in a connected way, the range of its collocational patterns.
7. It means knowing words as part of or wholly as fixed expressions conveniently memorized to repeat—and adapt—as the occasion arises. In addition Richards (1976) states in Read (2000: 25)



That there are eight assumptions cover various aspects of what is meant by

knowing a word:

- a. Knowing about grammatical competence.
- b. Knowing a word means knowing the degree of probability of encountering that word in speech or print. For many words we also know the sort of words most likely to be found associated with the word.
- c. Knowing a word implies knowing the limitations on the use of the word according to variations of function and situation.
- d. Knowing a word means knowing the syntactic behaviour associated with the word.
- e. Knowing a word entails knowledge of underlying form of a word and the derivations that can be made from it.
- f. Knowing a word entails knowledge of the network of associations between that word and other word in the language.
- g. Knowing a word means knowing the semantic value of word.
- h. Knowing a word means knowing many of the different meaning associated with a word.

Thus, concluded from the explanation above, the writer takes conclusion that knowing vocabulary or word has many aspects which have to be mastered. As we know that, vocabulary is crucial thing which to be mastered because without mastering vocabulary we cannot run all of language skills well.



### 2.1.2 The Nature of Vocabulary Mastery.

Vocabulary is basic component of language skill. It means that without vocabulary language will not be formed, all of language skills need vocabulary mastery to be learned . mastery is expert or knowledge about something. And according to Webster dictionary mastery means knowledge and skill that allows you to do, use, or understand something very well; complete control of something.

Vocabulary has great function in language. People use vocabulary/word to construct sentences. Vocabulary is a like as the bone of your body, without bone, our body will not be able to be as perfect as possible. Nobody can express his/her felling to others without vocabulary. A teacher will confuse to explain the lesson to the students without vocabulary and so do the members of community can share their ideas for the social using vocabulary. So, the vocabulary is supposed as the bone of language, without vocabulary, language cannot be develop.

Statement above was supported by

Flippo (2000:43) vocabulary is daily demonstrated in schools and out because of the verbal nature of most classroom activities, knowledge of words and ability to use language are essential in these activities.

In addition, Hughes (1989:146) said that knowledge of vocabulary is essential to the development and demonstration of linguistics skill. Similarly, Duffi (2009:14) stated that vocabulary is findamentally important for understanding message, it means that without vocabulary we cannot understand about the message that we hear or read and we cannot deliver the message when we speak n write.



H. Cipta Dilindungi Undang-Undang  
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

So, it is clear that vocabulary is essential element in language. Vocabulary involves all of particular things in language. Also, vocabulary is essential for successful second language use because without extensive vocabulary we will be unable to use the structures and functions that we have learn for comprehensible communication.

### 2.1.3 The Types of Vocabulary

According Hiebert and Kamil (2005:3) that the knowledge of word (vocabulary) can be classified into two forms (kinds), are receptive—that which we can understand or recognize—and productive—the vocabulary we use when we write or speak.

#### 1. Receptive Vocabulary

Receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly.

#### 2. Productive Vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.



Learning English subject in the class need comprehend for the skill (listening, reading, speaking, writing) but for a basic language need vocabulary knowledge. Vocabulary is words collection that is owned by someone and also fundamental requirement that influence students' achievement in studying English. By mastering vocabulary, the students can communicate with those skills in English and the students can conveyed the meaning as well.

It takes crucial role in language competence, because the language consists of construction of vocabulary. Beside that vocabulary is also linguistic component which has prominent role in learning English language as a foreign language. The students should have enough vocabulary knowledge to communicate with English since the communication component is words. As follow is the definition of vocabulary by some experts. According to Nur Aeni (2012), vocabulary is the words that person know or uses language and that people use when they are talking. Thus, it is important to know and master the vocabulary knowledge.

Moreover, Butler (2010:1) states that vocabulary is generically defined as the knowledge of words and word meanings. According to Duffi (2009:14) vocabulary is fundamentally important for understanding the message. Similarly, Nation (2008:66) says that vocabulary is central to language. Cambridge (2007:784) states that vocabulary is all the words that exist in a language. In line with a Tankersley (2003:52), he states that vocabulary is the meaning and pronounces of word that we use in communication. Thus, vocabulary is a core in English language as used for communication.



Furthermore, Lado and Harts (1969:164) state that vocabulary is the

lexical unit or lexicon of written language that is called words. It means that vocabulary is the totals number of words that someone own in expressing a language in communication. Finally, based on the description above, the writer concludes that vocabulary is set of words in language arranged in alphabetical order, with the explanation of their meanings, used in particular kind of work.

On the other hand, vocabulary mastery is someone's ability, skill and knowledge about words or lexemes. Mastery is the great knowledge that is about understanding of a particular thing. Read (2000: 16) said that vocabulary knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary-type definition or an equivalent word in their own language. According to Carter (1998:239), by knowing words (vocabulary) in a second or foreign language, it might be said to have the following main characteristic such as knowing how to *use* vocabulary, likelihood of encountering the word in either spoken or written contexts; relating with other words in the language and with related words in an L1 as well, perceiving the relative as its pragmatic functions, differentiating meanings associated with connected pattern and fixing expressions conveniently memorized to repeat the occasion arises.

In addition Richards (1976) in Read (2000: 25) states that there are eight assumptions cover various aspects of what is meant by knowing a word



which are grammatical competence, degree of probability of encountering that word in speech, variations of function and situation, syntactic, behavior associated with the word, underlying form of a word and the derivations that can be made from, word entails knowledge of the network of associations between that word and other word in the language and semantic value of word.

It can be concluded that by knowing vocabulary or word they can communicate language smoothly if they are supported by adequate vocabulary. Since vocabulary is crucial thing which to be mastered because without mastering vocabulary we cannot run all of language skills well. Language skill will not build without vocabulary and before it we have to know what vocabulary it is. Vocabulary has great function in language. People use vocabulary/word to construct sentences. Vocabulary is a like as the bone of your body, without bone, our body will not be able to be as perfect as possible. So, vocabulary is essential thing for successful English language used.

Vocabulary is words collection that is owned by someone and also fundamental requirement that influence students' achievement in studying english. Without vocabulary there is no communicate, read and write can be conveyed. It takes crucial role in language competence, because the language consists of construction of vocabulary. Beside that Vocabulary is also linguistic component which has prominent role in learning english language as a foreign language. The students should have enough vocabulary in order to

- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



able to communicate in the foreign language. There is no language exist without words. So that, it is important to know what the vocabulary is. As follow is the defenition of vocabulary by some experts.

According Hornby (in Nur Aeni,2012) that vocabulary is 1). All the words that a person know or uses. 2). All the words in a particular language. 3). The words that people use when they are talking. 4). A list of words with meaning. Beside that Vocabulary can be defined, roughly, as the words we teach in the foreign language (Penny, 1991: 60). Butler, et all (2010:1) Vocabulary is generically defined as the knowledge of words and word meanings. According to Duffi (2009:14) vocabulary is fundamentally important for understanding the message. Similarly, Nation (2008:66) says that vocabulary is central to language. Cambridge (2007:784) vocabulary is all the words that exist in a language. Tankersley (2003:52) Vocabulary is the meaning and pronunciation of word that we use in communication. Furthermore, Lado and Harts (1969:164) stated that vocabulary is the lexical unit or lexicon of written language that is called words. It means that vocabulary is the totals number of words that someone own in expressing a language in communication. And the last Richard and Schmidt (2002:580) state that vocabulary is a set of lexemes, including words, compoun words, and idioms.

Finally, based on the description above, the writer concludes that vocabulary is set of words in a language usually arranged in alphabetical order, with the explanation of their meanings, used in particular kind of work.





It is clear that vocabulary is basic component in language skill but if the learners do not have adequate vocabulary, they cannot communicate with others. So, it means that the students who are successfully in using language if students know the meaning of words and be able to use the words correctly.

### 2.1.1 Teaching and Learning Vocabulary.

The learning from meaning-focused input strands involves learning from listening and reading. In vocabulary learning, learners need to know 98 percent of the running words already. For example, in the text, there should be only one unknown word in every fifty running word. This one unknown word in fifty is something that can be learned through guessing from context and which does not stop comprehension of the text.

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course. Some words can be used in a wide variety of circumstances. Others have much more limited use. For example, the word *help* can be used to ask for help, to describe how people work with others, to describe how knowledge, tools, and materials can make people's work easier and so on.

The most useful vocabulary that every English language learner needs whether they use the language for listening, speaking, reading, or writing, or whether they use the language in formal and informal situations, is the most frequent 1000 word families of English. For understanding and mastering the four skills in English, students must know the vocabulary. Howard Jackson says



UIN SUSKA RIAU  
 Cipta Dilindungi Undang-Undang  
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengantarinya dengan menyebutkan sumber.  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak meragukan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

“Vocabulary is a representative collection of the words that exist in and the grammar of words. So that vocabulary may discuss about the extent of words, how combine words based on grammar to get the right meaning in a text.

Then, Hornby says “Mastery is great knowledge about understanding of a particular thing. High frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating. Vocabulary is one of language components that should be studied to master the four language skills; listening, speaking, reading and writing.

It means that all of the language skills are concerned with the words. By having words in language skills, the students should have vocabulary knowledge. It is important for English teacher to teach vocabulary in the classroom. According to Penny (1991:60-62 ), there are six aspects that must be taught in teaching vocabulary such as: (a) correct pronunciation including stress (form--spoken); (b) write it with correct spelling (form--written); (c) use the word correctly in an original sentence (use--grammatical functions); (d) produce words that commonly occur with it (use-- collocations); (e) produce synonyms, antonym, co-hyponym, superordinates and translation (meaning—relations; (f) translate the meaning from prefixes and suffixes (word information).

In addition, Bogaards and Laufer (2004: 217) state that vocabulary mastery can be achieved if students consider about form: pronunciation, spelling, word parts; meaning: form-meaning relationship, concept and referents, associations; grammatical functions, collocations, constraints on use (register,



frequency). It is supported by Grabe (2009:267), the components of word knowledge: Orthography (spelling), Morphology (word family relations), Part of speech, Pronunciation, Meaning (referential range, variant, meaning, homophones), Collocations or synonym, antonym, hyponym), Specific uses (technical, common), Register (power, politeness, disciplinary, formality, slang, dialect form).

On receptive side, the obvious situation in which learners need to apply metacognitive strategies is when they encounter in their reading words that they have never seen before. They have various options: (a) Read on without trying to understand the word; (b) Look it up in a dictionary or a glossary; (c) Ask the teacher or some other proficient person what it means; or (d) Try to guess the meaning using contextual clues.

Thus, it can be concluded that teaching and learning vocabulary have some important things that teacher and students should pay attention while learning vocabulary. Since vocabulary is a complex thing that the students should be achieved in learning English. So, the English teacher should find more strategies, technique and media to support teaching and learning vocabulary.

Vocabulary is one of language components that should be studied to master the four language skills; listening, speaking, reading and writing. It means that all of the language skills are concerned with the words. According to Penny (1991:60-62) states that there are six aspect that must be taught in teaching vocabulary.

- a. Students are able to say it with correct pronunciation including stress (form--spoken).



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- b. Students are able to write it with correct spelling (form--written).
- c. Students are able to use the word correctly in an original sentence (use--grammatical functions).
- d. Students are able to produce words that commonly occur with it (use--collocations).
- e. Students are able to produce synonyms, antonym, co-hyponym, superordinates and translation (meaning-- relationships).
- f. Students are able to translate the meaning from prefixes and suffixes (word information).

Bogaards and Laufer (2004: 217) state that things of vocabulary mastery are:

1. Form: pronunciation, spelling, word parts
2. Meaning: form-meaning relationship, concept and referents, associations
3. Use: grammatical functions, collocations, constraints on use (register, frequency )

In addition Grabe (2009:267) states that the component word knowledge:

1. Orthography (spelling)
2. Morphology (word family relations)
3. Part of speech
4. Pronunciation
5. Meaning (referential range, variant, meaning, homophones)
6. Collocations (what word very commonly go with a word)



7. Meaning associations (topical link, synonym, antonym, hyponym)
8. Specific uses (technical, common)
9. Register (power, politeness, disciplinary, demain, formality, slang, dialect form)

According to Chapele (1994: 163) in Read (2000: 28) said there are three components of vocabulary as follows:

**a. The context of vocabulary use**

Traditionally in vocabulary testing, the term context has referred to the sentence or utterance in which the target word occurs. For instance, in a multiple-choice vocabulary item, it is normally recommended that the stem should consist of a sentence containing the word to be tested.

**b. Vocabulary knowledge and fundamental processes**

The second component in Chapelle's (1994) framework of vocabulary ability is the one that has received the most attention from applied linguists and second language teachers. Chapelle's outlines four dimensions of this component:

- 1) Vocabulary size: this refers to the number of words that a person knows. In work with native speakers scholars have attempted to measure the total size of their vocabulary by taking a sample of words from a large unabridged dictionary.
- 2) Knowledge of word characteristics: as Laufer (1990) points out, learners are likely to be confused about some of the words that they have learned, because the words share certain common features, e.g.



Hak Cipta Dilindungi Undang-Undang  
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau  
 State Islamic University of Sultan Syarif Kasim Riau

affect, effect; quite, quiet; simulate, stimulate. And again, as with vocabulary size, the extent to which a learner knows a word varies according to the context in which it is used.

- 3) Lexicon organization: this concerns the way in which words and other lexical items are stored in the brain. There is a research role here for vocabulary tests to explore the developing lexicon of second language learners and the ways in which their lexical storage differs from that of native speakers.
- 4) Fundamental vocabulary processes: language users apply these processes to gain access to their knowledge of vocabulary, both for understanding and for their own speaking and writing.

c. Metocognitive strategies for vocabulary use.

This is the third component of Chapelle's definition of vocabulary ability, and is what Bachman (1990) refers to as "strategic competence". The strategies are employed by all language users to manage the ways that they use their vocabulary knowledge in communication.

As language teachers we become skilled at modifying the vocabulary that we use so that our learners can readily understands us. Learners have a particular need for metacognitive strategies in communication situations because they have to overcome their lack of vocabulary knowledge in order to function effectively.

On receptive side, the obvious situation in which learners need to apply metacognitive strategies is when they encounter in their reading words



UIN SUSKA RIAU  
 Hak Cipta Dilindungi Undang-Undang  
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

that they have never seen before. General vocabulary is words that generally used or words that can be used by everyone, for example: book, food, car, tree, cat etc. Whereas, special vocabulary is words that have special use such as in job profession, or science. We learn vocabulary in chemistry, physic, engineering, economics, political, and science. We learn vocabulary in chemistry, physic, engineering, economics, political science, sociology that active vocabulary occurs in speech production. It refers to word which the students can understand, pronounce correctly, and use correctly in speaking and writing. While, passive vocabulary is vocabulary recognized and understood by the students when it is in context, but the students cannot produce it correctly. It can find passive vocabulary in the reading text.

Moreover, there are two types of vocabulary that have stated by Bonomo They are function word and contents word. Function words are the word which cannot be added with preposition, auxiliary, modals, or any form of structure, example: air plane, water fall, elementary school, and, etc

### 2.1.2 Components of Vocabulary

Vocabulary learn the words with deep meaning, including morphology which analyzes the form, structure and parts of words, such as stems, root words, prefixes, and suffixes, part of speech which a word is assigned in accordance with its syntactic functions, pronunciation which a word or a language is spoken, meaning which the words convey with language, spelling, frequency, sound structure, syntax and collocation which sequence of words or terms that co-occur more often than would be expected by chance according to



UIN SUSKA RIAU

context (Qian, 2002). Thus, vocabulary has many components inside which teacher and students should pay attention since the components cannot see consciously.

On the other hand, Chapele (1994: 163) in Read (2000: 28) argue that there are three components of vocabulary as follows :(a) the context of vocabulary use; traditionally in vocabulary testing, the term context has referred to the sentence or utterance in which the target word occurs. For instance, in a multiple-choice vocabulary item, it is normally recommended that the stem should consist of a sentence containing the word to be tested; (b) vocabulary knowledge and fundamental processes; (c) metacognitive strategies for vocabulary use. In addition, Chapele also states that the other component in vocabulary ability is the one that has received the most attention from applied linguists and second language teachers. There are four components which are vocabulary size, knowledge of word, lexicon organization and fundamental vocabulary processes. It can be concluded that the components of vocabulary involve many processes that are used to make the students have vocabulary knowledge. So, the teachers should pay attention when they teach their students in vocabulary.

### 2.1.3 Assessing Vocabulary Mastery

Assessing vocabulary is important parts in teaching vocabulary. It is used to see whether how the students progress in learning vocabulary. Nation (1990) states that there are three groups in assessing vocabulary which are a small number of high frequency word, very large number of low frequency, specialized vocabulary which is interest of treasure. Test or assessment is a good instrument

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber.  
 2. Dilarang menggunakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





for measure the students develop in learning process and detecting students' level.

A comprehensive of vocabulary have to accessed and tested for teacher or researcher information to check students' knowledge and students' ability in learning.

**Table 2.1 Measure Vocabulary**

<b>Discrete Embedded</b>		
Use as a Independent construct	↔	A measure of vocabulary which form part assesment of large construct
<b>Selective Comprehensive</b>		
A measure specific Vocabulary, focus of assesment	↔	A measure of vocabulary (listening,speaking) and Test taker's response (writing and speaking)
<b>Context independent</b>	↔	<b>Context –Dependent</b>
A vocabulary measure. on which test taker can produce the expected response without referring to any context		A vocabulary measure which assesses the test ability to take account of contextual information

*(Read, J. Assessing Vocabulary*

Hiebert & Kamil clasify assesment of vocabulary based in the years and history. It can seen on the table 2.2 the history of sample item within era bellow:



**Tabel 2.2 The history of sample item within era**

Time Period	Type of Vocabulary Assessment
1915-1920	Decontextualized vocabulary assessment
1970	Early effort to contextualize vocabulary
1980	Step toward contextualization
1995	Embedded vocabulary assessment
2000	Computerized format

Based on Harold (1983:179), measuring the comprehension and production of words are used in speaking or writing. There are four general kinds of vocabulary tests. They are: a) limited respond, is for beginners. These test items require either a simple physical action like pointing at something or a very simple verbal answer such as “yes” or “no”; b) multiple choice complete, is a test in which a sentence with a missing word is presented; students choose one of four vocabulary items given to complete the sentence; c) next measuring of the text used multiple choice paraphrases is a test in which a sentence with one words underlined is given. The students choose four words in the closest in meaning to the underlined item; d) Simple completion (words), the students write in the missing part of words that appear in sentences.

Thus, in this research the researcher chose multiple choices as measuring of the test students' vocabulary and measure (a) The students ability to spell the spelling of words correctly in English language; (b) The students ability to know about word formation (noun, verb, adjective, adverb); (c) The students ability to use words grammatically; (d) The students are able to know the opposite and similar meaning of words.



## 2.2. The Nature of Motivation

Learning outcomes are the result of an interaction of learning and teaching actions (Dimiyati and Mudjiono, 2005). Learning outcomes cannot be separated from the learning process undertaken by students in teaching and learning activities. From the teacher's side the teaching action ends with the process of evaluating learning outcomes while from the student's side the learning outcomes are the results achieved by students. Learning outcomes are influenced by several factors, namely internal factors and external factors. Internal factors are factors that originate from within students such as physiological conditions, intelligence, talents, interests, motivation and cognitive abilities. External factors are factors that originate from outside the student's self, such as; environmental factors and instrumental factors.

Motivation is a factor that has a significant influence on learning outcomes (Slameto, 2010). According to Nashar (2004) learning motivation is the tendency of students to carry out learning activities that are driven by a desire to achieve the best possible learning outcomes. Learning motivation will encourage students' enthusiasm for learning and conversely the lack of learning motivation will weaken the spirit of learning which will also affect student learning outcomes. A student who learns without motivation will not get maximum results, seen from the learning activities of students in the class while attending a lesson. Hawley (Joseph 1993: 14) states that students who have high motivation learn better than students who have low motivation to learn. Student learning activities are very important in determining success in learning.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 c. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 d. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 e. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 f. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 g. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 h. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 i. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 j. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 k. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 l. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 m. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 n. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 o. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 p. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 q. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 r. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 s. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 t. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 u. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 v. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 w. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 x. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 y. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 z. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

In learning activities students are required to actively participate in the learning process can be seen from the seriousness of paying attention to the teacher's explanation, asking questions about things that are less understood or perseverance in doing the tasks given by the teacher. Active learning activities will have a positive influence on students. According to Ainurrahman (2012) student learning activities that are driven by learning motivation is a sign that students already have an inner awareness to study hard. One of the real things that can be seen is that children who have high motivation to learn and learning activities will get good results.

In "Understanding Psychology", Feldman (1987:244) defines motivation as the factors that direct and energize behavior. It is supported by David G. Myers (1986: 367), he also states that motivation is the forces that energizes and 10 direct behavior. Motivation can be viewed as competency motivation, curiosity, autonomy, and internalized motivation. Competency motivation assumes "that individuals engage in tasks, in part, for the purpose of developing competence and experiencing the positive feeling of efficacy associated with successful mastery attempts".

In addition, Brown (1980: 112) states that motivation is commonly thought of as an inner, impulse, emotion, or desires that move one to a particular action. It means that motivation consists of various aspects, such as: inner drive is a pressure to do something from inside, impulse is a sudden desire to act, emotion is excitement of the feeling and desire is a strong wish. Each aspect can arouse one's motivation in doing something.



On the other hand, motivation has strong relationship with learning.

Morgan (1961:191) states that motivation is very important in learning, and it is also an aid for learning because it produces variable behavior, and certain aspects of this can become associated with the situation in which the behavior take place.

In line with Williams (2011), he states that there are five key ingredients in impacting student motivation are: student, teacher, content, method/process, and environment. Furthermore, Smith (1976) as quoted by Evagustenry (1999) said that beside the students' motivation and activities personality also influence learning achievement. Thus, motivation is one of aspects that gives influence in learning which are able to improve students' achievement in learning processes.

The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. Commonly, students' motivation in learning can be affected by the following factors (Darini:2020) ; The society we live it means Students' attitude is affected by their view about how important English is learned in society or at school. Significant others it means the students' learning motivation is also affected by the people who are close to them

Another factors, the teacher it is obvious that the teacher has the most important role in language teaching and learning. So, students' attitude in learning is so much affected by the teacher. The method also the factor of affected. It is vital that both students and teacher have some confidence in the way of teaching and learning. If they lose the confidence, it can disastrously affect motivation (Harmer, 2002).



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber; 2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Specifically, there are some factors influencing the students writing motivation. They can be seen as follows: The teacher' role in classroom are motivating the students to write, creating the right condition for the generation of the ideas, persuading them of usefulness of the activity and encouraging them to make as much effort as possible for maximum benefit. The interestingness of the learning themes or topics can influence students' comprehension and students' production in writing text. It is because of the level of students' knowledge which fits the content of what they should write. These activities can be various, such as the possibility of using writing in an unusual and enjoyable way

Interest is an intrinsic factor of motivation. It is important part of writing motivation because interest affects so much in students' willingness. Not only interest, self-efficacy students have to coordinate cognitive, metacognitive and linguistic processes. They have to select sources to gain information, make choices about ideas to be included, adopt strategies about the use of time (Hidi & Boscolo 2007)

Motivation is considered as an integral part in the achievement of any goal. It is an important factor that has a positive influence in any educational learning process especially in learning second language. Woolfolk (1998) defines "Motivation as an internal state that arouses directs and maintains behavior". Salvin (2001) defines, "Motivation as an internal process that activates, guides and maintains behavior over time".

In the light of these definitions motivation can be considered a process that influences the success of learning second language. Mower (1950) was the





(1997) explains that learners learn target language in order to fulfill the desire to mix up in the people and culture of the target language.

**b. Instrumental Motivation.**

Learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary/ bonus or getting into college. Gardner and Lambert (1982) considered instrumental motivation as a means to get social and economic reward through learning second language.

According to Gardner and Lambert (1972), learners are motivated to learn when they think of themselves as competent persons, deal with materials arranged to their level, see goal in their activities, see their studies as significant, are given difficult work, live in a safe environment, have the chance to express psychological needs for success, recognition, and acceptance, think that the learning is for them and not for their teachers, work with interesting materials, have opportunity to make decisions and feel responsibility for participating, and experience more success than failure.

There are three key factors of motivation. They are positive attitude towards second language community, the enjoyment of learning, and external pressures. These factors are explained in the following section;

**1. Positive Attitude towards Second Language Community**

Attitude towards the second learning language community is very important in learning of the second language. Gardner and Lambert (1980 as cited in Pae, 2008) expressed that to learn second language; one must have an attitude towards that community.





Hak Cipta Dilindungi Undang-Undang  
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

According to Gardner and Lambert (1959), motivation to learn second language depends on the attitude toward the second language community and the desire to become a member of that community. These opinions suggest that motivation to learn second language depends on the attitudes towards such community.

## 2. The enjoyment of learning

If learners wish to be motivated they should enjoy learning the second language. Intrinsically motivated learners are more likely to continue their studies than extrinsically motivated learners and simply participate in an activity for the pleasure of learning the second language. Correspondingly, integratively motivated students enjoy learning the second language and the culture of that community. There should be some sort of enjoyment while learning in order to be motivated to continue studying the second language (Wu, 2003).

## 3. External pressures

There are external pressures that motivate learners to learn an second language. Whether it is to please parents, receive a reward, or fulfill some pragmatic aims, learners are motivated to satisfy some external pressures. Noels et al. Connect extrinsic and instrumental motivation by stating that they both refer to the desire to learn a second/foreign language because of some pressures or rewards from the social environment, internalized reasons for learning an second language, and/or personal decisions to do so and their value for the selected goals.



## 1. Internal factors

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. **Physiological conditions** Physiological conditions are generally associated with learning a person, if someone learns in a fresh physical state will be different from someone who learns in a state of illness.
- b. **Some psychological factors as follows:**
  - 1) **Intelligence (intelligence)**

Large intelligence is influence on improving student learning seen from students who have low intelligence on learning. The level of intelligence of each individual will determine the success or failure of students in taking learning activities.
  - 2) **Talent**

In addition to intelligence, talent also has a great influence on student learning processes and outcomes. Talent is an innate potential that needs to be developed or drilled. Talent usually does not determine whether someone is in one field, more determines height, but someone in a field.
  - 3) **Interests**

Big interest influence on learning and learning outcomes, because if needed the material learned is not in accordance with the interests of students, student learning outcomes will not be obtained optimally.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau  
State Islamic University of Sultan Syarif Kasim Riau

#### 4) Motivation

Motivation encourages a child or someone to do something, and then encourages motivation to encourage someone to learn.

#### 5) Ability Cognitive

Cognitive ability is the ability used to enter, store, and bring back a thought with three basic abilities namely perception, remembering, and thinking.

#### 6) Concentration

Weak concentration can be the cause of low quality and student learning outcomes, while strong concentration will be able to improve the quality and learning outcomes. Concentrations are made and completed as a study habit.

## 2. External factors

External factors are factors that encourage student learning to influence student learning outcomes. Some external factors are Environmental factors and instrument factors:

- a. Environmental Factors Are factors that influence the environment, school environment, community environment.
- b. Instrument Factors are the factors that exist and their use in accordance with the expected learning outcomes. These factors are the curriculum, programs, facilities and facilities, and teachers and teaching staff.



### 2.2.1. Students' Motivation in Vocabulary Learning

Motivation in learning activity can help developing students motivation and to encourage students to do the activities during learning process. In teaching and learning process motivation has great toward learning activity, because if the students have no motivation, because no motivation to attract them, of course teaching and learning process cannot run well. (Darison, 2007:10) states that someone can be categorized have motivation in an activity if: (a) Encourage knowing something interesting deeply, doing that activity or involve in that activity; (b) Doing activity with pleasure and will prepared much time for that activity ; (c) Feel luck in doing activity. Motivation should be aroused. By arousing motivation lesson can be mastered. Thus, motivation is closely related to the arousing in learning, and it is development is a basic of learning activity. Teacher should encourage the students so that stimulate can bring satisfaction and pleasure.

In addition, Sardiman (1996: 39) states that one will be successful in learning when his or her self has desire and support to learn. These desire and support are called motivation. Everybody has motivation, but it is not all of the people can use their motivation. Since motivation need stimulus to appear or work. Children or students also need stimulates to appear their motivation in learning. In appearing students' motivation it can be done by teachers, parents and others. Sadirman (1996:39) also say that motivation contains two forms; someone known what he or she will learn and understand, and why something is important



to be learned. So, without desire and support one will not have learning motivation.

From the statements above, the criteria of students who have high motivation are as follows: (a) Student prefers to work on moderately challenging task, which promises success. He does not work on very easy tasks; (b) Students responsible for their own action in learning teaching process; (c) Students like in which their performance can be compared with that of others and they like feedback on how they doing the task; (d) Students have knowledge on the result of their decisions; (e) Students anticipate the future events; (f) Students have organizational skill study before

### 2.2.2. Measure of Motivation

There are many definitions from experts or authors for the term and theories of motivation such as Crookes and Schmidt, Gardner and Lambert, Dorney, Spolsky and Elliot all of them approve of motivation is desire, needs, and action people as the attribute that moves us to do or not to do something. In this part the researcher give information more about motivation and measure of motivation.

Based on Gardner and Lambert (1959) motivation divided into basic types of motivation integrative and instrumental motivation. Integrative motivation refers to language learning for personal growth and cultural enrichment into the target language society and integrative Gardner (2001) three elements of integrative: effort, desire, positive affect. Instrumental motivation aims like earning a reward, it refers to acquiring a language as a means for obtaining



instrumental objectives such as furthering a career, reading technical materials, translation, reason, such as getting a better job or higher salary and soon.

Dorney(1998) motivation divided into: intrinsic and extrinsic. Intrinsic refers to the motivation to engage in an activity and extrinsic motivation refers to the action that are performed to get some reward on stoping pinishman Alizadah (2016:12)and Brown ( 2000) indicates the relationship between these two kinds of motivation extrinsic and intrinsic may turn out to be integrative and extrinsic may turn out to be instrumental motivation however Alizadeh and Hyuan ( 2019 ) three key factor of motivation positive attitude, the enjoyment of learning and external pressures and motivation divided four types; integrative, instrumental, intrinsic and extrinsic.

Integrative motivational subsystem: 1) willingness / interest in foreign language, culture and people, desire to broaden view and 3) effort to learn the language. Instrumental motivation: 1) pragmatic reason getting a better job, 2) enthusiasm toward learning and 3) Excitement. Intrinsic motivation: 1) interest, 2) relevance and 3) satisfaction Crookes and Schmidt in Dorney ( 1994: 277) and extrinsic motivation there are four subsystem: 1) external regulation; punishment or reward, 2) introjected regulation; involvement, 3) integrated regulation; congruence and 4) identified regulation; personal importance or conscious valuing Dorney (1994:280)

Assessment or measure is used to inform the teacher or researcher about-students' progress as about the success or failure or their instructional strategies and assessment as support learning. Harter (1981) developed the scale of



motivation a) perceived competence it can be asked to report in their perceptions of their academic competence; b) attitudes it asses how well the students like or dislike something; c) cognitive engagement, measure students learn. Item can assessing- the degree to which students report regulating their own learning; d) comfort in participating.

Measuring of motivation with close ended respond; contingency question, two way question, multiple choice question, ranking scale, fixed-sum scale question, agreement scale, likert type scale, semantic differential scale and this part the researcher chose multiple choice question. Based on Hyuan (2016) had to rate and classify the items on a scale from 1 to 5 there are (1 = strongly disagree; 2= disagree; 3= neutral, 4=agree and 5= strongly agree).

Based on Alizadeh (2016) leaning and through something change and increase students' motivation, to measure students' motivation and Hyuan devided motivation four types. The types different function such as instrumental as furthering career, integrative became social interchange in that group, intrinsic as felling of self and extrinsic outside and beyond the self. And Dorney (2001) Motivation devided two kinds ekstrinsic and intrinsic. The researcher choose Dorney theories as indicator for measuring of motivation this research.

## 2.2 Online Vocabulary Games

Most of students like a games. There are many games traditionally and digital games. Games is creating for activity played one or more player to relax and simulations' brain of player. There are many games and types of game board games, card games, athletic games, children games, computer games, action



games, adventure games, fighting games, puzzle, role play, simulation, online vocabulary games, sports games and strategy games.

It is not about young learner, as adult might playing this games based on their situation. People play games twelve reason: for fun, passionate, rule, goals, interactive, adaptive, outcomes and feedback, win states, adrenaline, spark of creativity, social groups, representation and story that give the players emotion Prensky (2001:106). Thus, by playing online games may give some benefits, such as creating and changing knowledge, analyzing information, developing information.

Since computer and internet have been in daily life, internet may change our life and access everywhere. Internet is grading innovation for learner in learning process in the school. One of innovation for students is online vocabulary games. It is easier for students who want to learn English Subject in the school. Online vocabulary games are designed by vocabulary web site developed by English center at University of technology namely word web (available online at <http://ecourse.hku.hk:8900/public/index /asp>) and another web site for online vocabulary games. There are several web sites for online vocabulary and learning. Thus, in this study the researcher used <http://www.spellingcity.com>. It is easy to access the website as long the students connect with internet network.

According to Kwan (2014:238), the games are divided to be three kinds / types. The first kind of the game is vocabulary knowledge, the particular skill of the players it similar of moving the game. The next type of the game, players can be active and require good motoric skills. The player can be active to act and





apply motoric skill. Games like ‘space invaders’ (which is a shooting game), ‘return to earth’ (which requires the players to control the landing of an astronaut on a number of moving planets), the last is cognitive skills for example, players must have a good memory in order to finish the ‘card matching’ game or ‘treasure hunting’ game.

Although computer games mainly provide entertainment and fun, it also improves hand/eye coordination and problem-solving skills. Each game has its own strategy, action and fantasy that make each game unique and interesting. Generally, classify computer games into the following types: card games, board games, puzzles, maze, fighting, action, adventure, role playing, strategy, sports and simulation games. However, the classification is a fuzzy concept, as many games are hybrids that fall into more than one class. The different types of computer games are briefly described as follows:

#### 1) Card Games

They are computerized versions of traditional card games, or games which are essentially like card games in that they are primarily card-based (such as solitaire). Examples of card games include *Blackjack*, *Bridge*, *Casino*, *Solitaire* and *Video Poker*.

#### 2) Board Games

They are adaptations of classic board games. Examples of board games include *Chess*, *Checkers*, *Backgammon*, *Scrabble* and *Monopoly*.



### 3) Puzzles

Puzzle games aim at figuring out of a solution, which often involves solving enigmas, navigation, learning how to use different tools, and the manipulating or reconfiguring of objects. *Mastermind* and *Tetris* are examples of puzzle games.

### 4) Maze

Maze games require the successful navigation of a maze. Mazes can be viewed idifferent ways. For example, they may appear in an overhead view (as in *Pac-Man*), or first-person perspective (as in *Doom*).

### 5) Fighting

Fighting games involve characters who fight usually hand-to-hand, in one-to-one combat situations. The fighters are usually represented as humans or animated characters. Fighting games include *Street Fighter*, *Avengers* and *Body Slam*.

### 6) Action

Action games involve the human player shoots at a series of opponents or objects. Traditional action games include *Space Invaders*, *Asteroids*, etc. The recent popular action games are *Doom*, *Quake*, *Descent*, *Half-Life* and *Unreal* that involve the human player to control a character in a virtual environment to save the world from the forces of evil by using deadly force.



## 7) Adventure

Adventure games are different from action games. They emphasize more on the story, plot and puzzle solving rather than simply catching, shooting, capturing, or escaping. The human player must solve puzzles while adventuring. Characters are usually able to carry objects, such as weapons, keys, tools, etc. The settings of these games often evoke a particular historical time period and place, such as the middle ages or Arthurian England, or are thematically related to content-based types such as Science Fiction, Fantasy, or Espionage. Examples of adventure games include *Adventure*, *Zork*, *Haunted House*, *Raiders of the Lost Ark* and *Superman*.

## 8) Role Playing

In role playing games, players can take on different types of character. The character's description may include specifics such as species, race, gender, and occupation, and may also include various abilities, such as strength and dexterity. In the virtual game world, the player goes on quests, fights monsters and improves the capability of the character on strength and magic. Example games include *Diablo*, *Dungeons & Dragons* and *Ultima*. Many role playing games are also networked games that allow more than one player to play and interact in the same game world over the network such as the Internet or LAN (Local Area Network). *Everquest* and *Ultima Online* are networked role playing games.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak Cipta milik Nisris Riau. State Ismich ni rsi of ulti Syarif Kasim Riau



## 9) Strategy

Strategy games emphasize the use of strategy as opposed to fast action or the use of quick reflexes. Traditional strategy games include *Chess*, *Monopoly*, and *Othello*. In recent popular strategy games such as *Age of Empire*, *Warcraft* and *Close Combat*, the player can control many combat units to do battle against one or more opponents. In these games, the player needs to resolve the problem of resource allocation, and organization of defenses and attacks.

## 10) Sports

Sports games are adaptations of existing real-world sports or variations of them. The most popular sports games include *American Football*, *Baseball*, *Boxing*, *Fishing*, *Soccer*, *Tennis*, *Volleyball* and *Golf*.

## 11) Simulation

There are two types of simulation games: management simulation and training simulation. Management simulation games refer to those games in which players must manage the use of limited resources to build or expand some kind of community, institution or empire. Example management simulation games include *Railroad Tycoon*; *SimAnt*, and *SimCity*. For training simulation games, it refers to games that attempt simulate a realistic situation, for the purpose of training. Through the game simulation, it helps the player to develop some physical skills, such as steering as in driving and flight simulation games.



Hak Cipta Dilindungi Undang-Undang  
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

It can be concluded that there are many kinds of games that can be used as media for learning. It is useful for students to help them in improving their achievement. In this study the researcher use simulation games and choose spelling city.com as media for student learning online.

### 2.2.1 The Advantages Online Vocabulary Games

There are many advantages of online vocabulary games. In Ashraf (2014:290) finding research indicate that online games, due to creating and interactive and motivating. It is positive activity for students when students in positive condition they have high concentration. Online vocabulary games more audio visual and continuous motivation, a balance between challenge and satisfaction. And games made it easier for the students to remember a list of the new word on the same theme kwan (2014:245). Thus, online vocabulary games can motivate the students in learning vocabulary.

A second area educational with online vocabulary games in handheld technologies, unique and the end of this research useful to another researcher and school, sometimes the teacher can teaching in laboratory for relaxation. Playing online vocabulary games create students independent and enthusiastic. However, it can be applied and supported by hotspot or internet network. School without laboratory and internet access cannot be applied and game based on education more participating and having fun. Playing online vocabulary games also mix cognitive of the students, motoric and develop their skill.

Online vocabulary games also fun and motivating for students. The students more creative use the technology for learning. Students easier in



understanding the materials and easier in memorizing the new words. It is beneficial for teacher and need to consider which game to use, when to use them, how to link them up and more specifically because different games will benefit students in different way.

### 2.2.2 Procedurs and types of playing Online Vocabulary Games

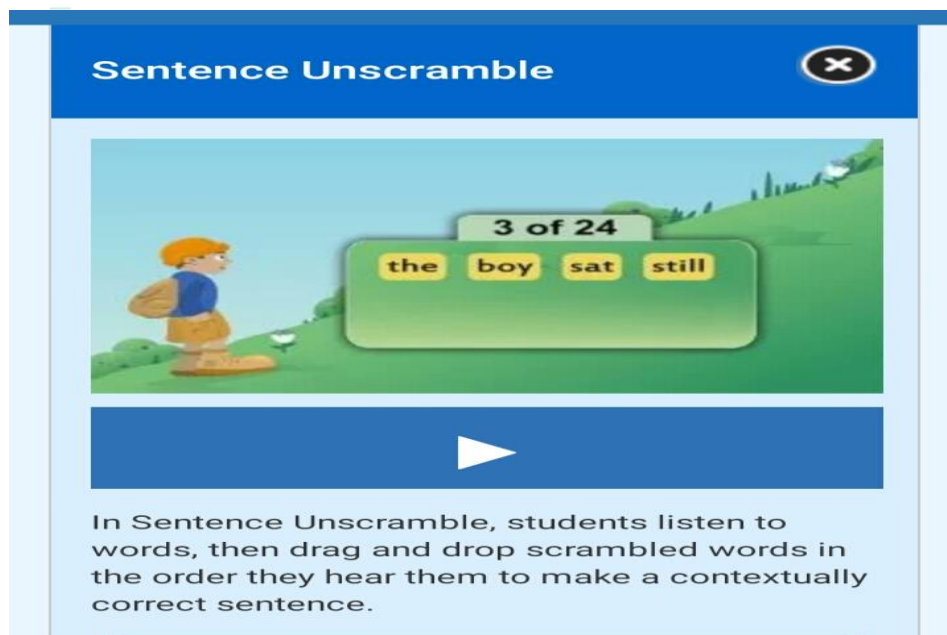
Procedurs and types of playing Online Vocabulary Games in general proses take pre test and post test. And next step is learning process, the teacher gave students material lasted 30 minutes in each meeting. The teacher provided guidance in class. The students must be online before and trying the vocabulary website. The early week or first week the students explored the games and the teacher gave the students briefing, simulation or introduction for the games or website. Then the students' and subject was drawn and contained the vocabulary games or words to be learnt.

The material was explored by the students in the website. By providing information of the website, the word meaning in English Subject, form, pronunciation, example and games and the students got instant feedback and students knew their score and theirs ability after playing the word meanings and usage. For specific online vocabulary games are: vocabulary spelling city there are sentence unscramble and part of speech. Vocabulary spelling city was initially created to save the teachers time by atomatic spelling practice test and empower students to study independently through engaging game based learning activities and online vocabulary spelling city as spelling and vocabulary games are fun for students of all ages.



On the other hand, the control group, teacher facilitated the activity with conventional media. The materials were same like in experimental class. The teacher taught the students' as usual. The list was a collection of the words that appear in the topics.

### Sentence Unscramble



A sentence is a set of the words that contain a complete thought. It has a subject, verb, statement question, command or exclamation. And to teach students begin teaching the syntax of a sentence by letting students edit by ear and write the words of a simple sentence on index card and ask them to arrange the words in order so that the words make a complete thought. For student who need additional practice use sentence unscramble as a small group lesson.

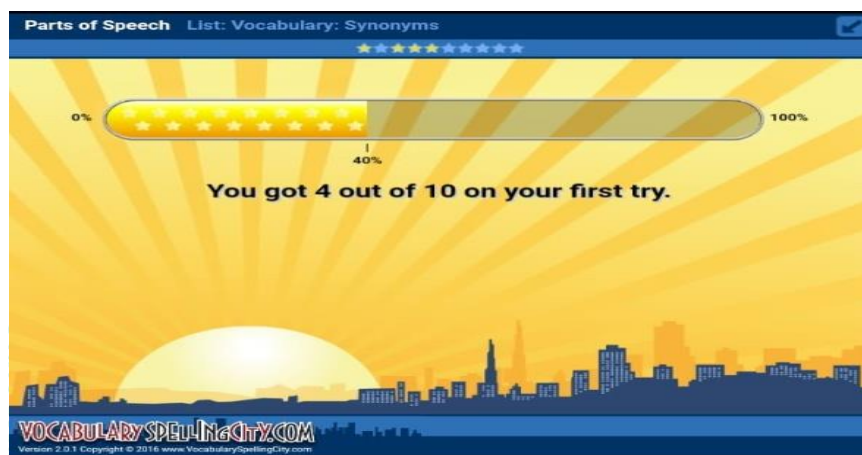
Students arrange spelling and vocabulary words to make a contextually correct sentence. And students drag and drop words into a box in the same order they hear it and read in the sentence. When they finished and submitted their



sentence, words that have been arranged correctly turn green. If the students make an error, the game was given another chance to rearrange the words to form a complete sentence and can hear the sentence aloud multiple times.

The benefits of students in playing online vocabulary game are able to create sentences and meaning and help students to become strong writer, listener and rise idea of the students to create a complete sentence and students might independent practice. It can build students' literacy toward sentence, structure, syntax, grammar and language through online game vocabulary.

### Part of speech



Playing online vocabulary game part of speech is the category to which a word is assigned based on function in a sentence. The goal of grammar instruction is to help students to become more proficient reader, mastery the vocabulary and good writer. Then build their vocabulary as well as their composition skills. In primary grades grammar plan begin with nouns, verb, antonym and synonym and words that describe and their knowledge include pronouns, adjective, adverbs and conjunctions.





UIN SUSKA RIAU  
 Cipta Dilindungi Undang-undang  
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Part of speech instruction can begin at the word level, but should also include sentence level instruction so students can see how words within a sentence relate to one another. It helps students to learn more complex sentences and make better word choices. For learning activity, students read the sentence and select the correct part of speech for the underline word. Students can not progress until the correct part of speech has been identified.

The object of the parts of speech game is to identify the speech of the word in each sentence. This is great activity to use with English language learners as participant practice distinguishing between nouns, verbs, adjective, adverb, and another parts of speech. Playing online parts of speech is available as an online activity than teacher can use this learning activity as whole activity, independent practice or for home work.

### Vocabulary Test Me



Vocabulary test me are a great way to practice these words and retain meaning. Vocabulary test me can be used as a vocabulary pre-test. Teacger can assign at the beggining of the week to assess the students during literacy centers or homework.students can identify the words they have mastered and words they



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

need to practice. In vocabulary test me, students have opportunity to independently practice vocabulary term. A vocabulary definition appears at the top of the screen. The definition is read aloud for students. Students then choose the correct corresponding word. The answer choices can also be read aloud when the mouse is rolled over the word. Students receive their score after answering all question. Students can view which words they defined correctly and incorrectly. Vocabulary spelling city can creat and review list which teachers can reassign for additional practice so, students can thrive on their next vocab test.

### Which Words





2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengemukakan dan menyebutkan sumber.  
 Himpunan Cipta Dilindungi Undang-undang  
 ©Harcipriamalik UIN Suska Riau  
 Site: Ijam University of Alita Syarif Kasim Riau

Student use context clues to help them determine the meaning of a word, which in turn helps them comprehend the sentence and text. Word- level and level comprehension are crucial in order to understand what is being read. Seeing a word in context is often more beneficial to comprehension than learning the words dictionary definition. The which word sentences activity provides students with the opportunity to see their vocabulary and spelling words in a contextual setting.

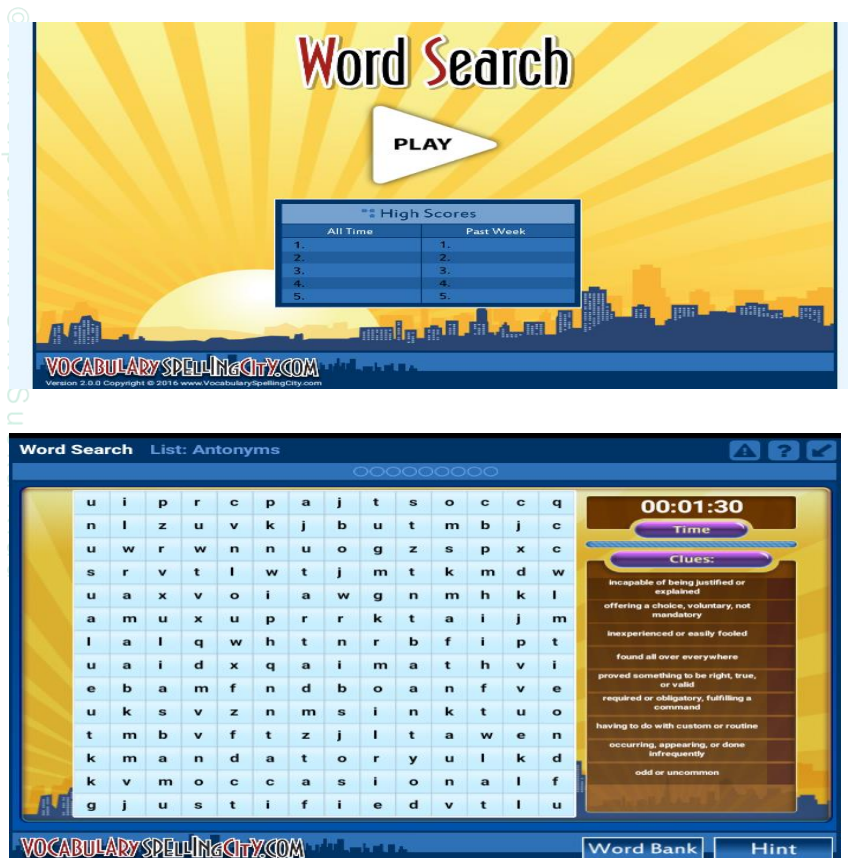
To play, students are presented with a cloze (practice, fill the blank in the text) sentence and must identify the word that correctly completes it. If the incorrect answer is chosen, the students is prompted to try again. Students are not permitted to move to the next sentence until they choose the correct answer. This game help students recognize contextual sentence for each spelling and vocabulary word. And it is available as online activity.

This game can help students increase their knowledge and their vocabulary. Students motivated with this game because incorrect answer is chosen, the students is prompted to try again. Students are not permitted to move to the next sentence until they choose the correct answer. This game help students recognize contextual sentence for each spelling and vocabulary word. It rise up students aware about the sentence and chose the correct answer.

Vocabulary test me also provides students with the opportunity to take a vocabulary test independently and receive immediate feedback and this activity correlates to the educational language standards. It also help increase knowledge and familiarity by students match definition to the correct the words.



## Word Search



Word recognition is a critical component in literacy. Being able to read a word with accuracy and automaticity is one of the components of fluent reading.

In order for students to begin to read steadily, without repeated pauses, they need many encounters with words in a variety of modalities. Word decoding and word recognition should begin as early, explicit and extensive analysis placed on the letter-sound relationship.

This type of instruction builds on the phoneme and grapheme representation of the word, which help students learn the word. In this game students search to find their spelling or vocabulary word within a grid of letters. When they found the word, students click and drag from the first letter to the last letter of the word.

- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



The object of the word search is for students locate all of their spelling or vocabulary words within the grid. Students love this play, word search games traditional word find game can be played online or a printable version can be generated. Word search is a fun way for students to practice word identification and spelling

### Word vidios



Word study or word videos is more than spelling and vocabulary. It encompasses studying a word at many levels and from many prespective: letter sound, spelling, patterns, syllabication, definition, part of speech, synonym and antonyms. Words study need to be include in literacy lesson plans from kindergarten to high school. Word study should take place throughout the day, in

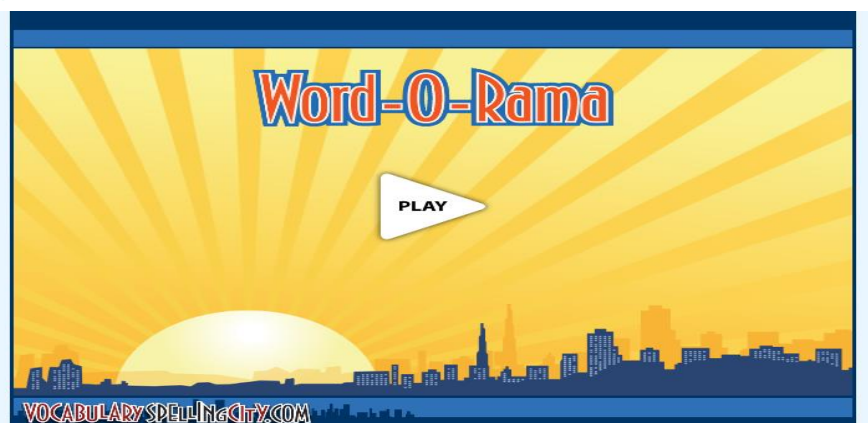


all subject areas. whether learning spelling patterns or vocabulary words, all students benefit from looking closely at words. Content area, academic, and tiered vocabulary also need study time.

Word videos is the study of the words from different prespective; for example, phonetic, spelling, syllables, part of speech, synonym, antonym and meaning. It is an interactive study tool that students can use to review words for a test or to retain previously learned words. When students open the game they customize the attributes they want displayed in the words videos. For example, they can choose to see the word in a sentence, syllables, synonyms, an image, or part of speech.

Students have choosen the attributes they want, they study their words as they watch the videos. In this game, choose from a variety of options to create their own word vidio for their spelling and vocabulary words. This is a great way to allow to students to have some choice in the way they want to learn their words. When there is choice, students are more motivated study.

### Word-O- Rama



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Vocabulary is a foundational skill needed in English language arts and content areas. Students will come across unfamiliar words in both fiction and nonfiction text. Therefore, it is important in all subject areas to incorporate academic vocabulary as well as content-specific vocabulary instruction into their vocabulary lesson plans. In middle and high school, students are expected to apply their vocabulary knowledge into their writing.

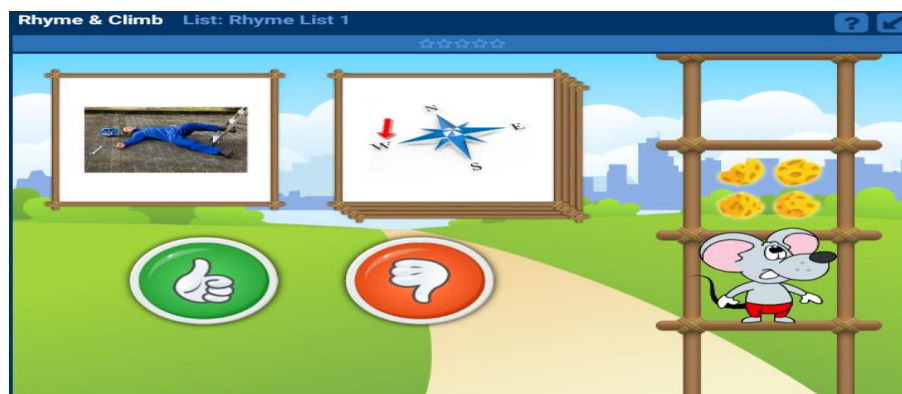
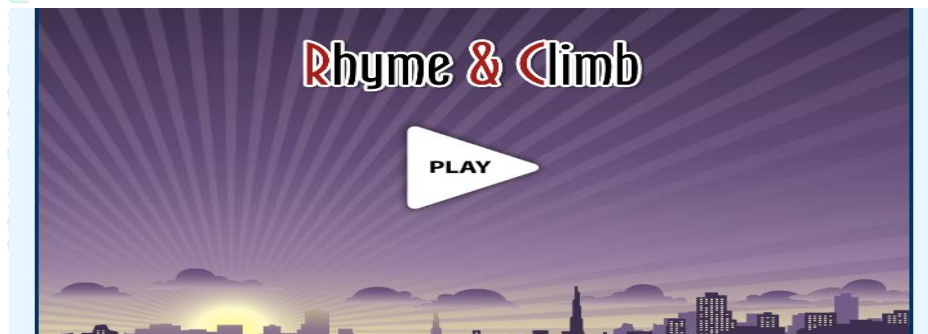
Word-O-Rama can be used in a whole group setting to review words before a vocabulary assessment. The activity can be projected into a board or whiteboard for an engaging interactive review game. Teachers can also assign Word-O-Rama game for independent practice during literacy centers or for homework. Word-O-Rama is presented as a game show where students can test their vocabulary skill.

Students will see either a definition, sentence, antonym, or synonym at the top of the screen. They read the clue and then select the word that fits. Immediate feedback is provided if the answer is incorrect, and students are encouraged to keep trying until they get the answer right. Teachers of all subject areas can use Word-O-Rama for vocabulary word study practice. It is fun to play with the whole



class because the clues are not read aloud. Word-O-Rama is best to assign to students who are readers. It help increase word knowledge and familiarity by providing opportunities for students. This activity corelates to the educational language or vocabulary development.

### Rhyme & Climb



It is awarness set of skills that involve language. In this part the students learn how to identify sounds they hear include syllables, identifying sound of the word and rhyiming. The instruction should the start as earlier and this taught in whole group through shared reading and writing and in small group guided reading lessons. Students can practice these skill independently once they have been explicitly taught.

H Cipta Dilihnci Undang-Undang  
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





In rhyme & climb, students hear a word and see a picture that present that the word. They are given a word with a matching picture and the students select thumpup sign. Then the students have to determine whether the word rhyme. If they do not rhyme the students select the thump. The green thump up sign and if they did not rhyme the students choose the reg thump. Students receive immediate feedback and are encouraged to keep until they get correct .

This game audio visual components is perfect for English language learners and students learning phonologicalawarness. Teacher can assign this game during literacy centers or speliing homework phonological awarness is consider an umbrella of spoken such is consideration and ability to manipulated individual phonems in a word .

### 2.3 Related studies

In this part, it is easier for the reader to see related study by mapping and it can be seen also in appendix. Related study Reyes (2014) states that related studies refer to research studies conducted by other researchers which serve as a foundation and give relevancies to the current study. There are several researches which have relevancy for this study especially about using online vocabulary games, motivation and vocabulary mastery. It means that related each other between a theory and another researches have been researched.

1. Some previous researches about Vocabulary mastery and game online, first from FengKe, university of new Mexico (2009) the title is “A *Qualitative Meta- Analysis of computer Game as Learning tool*”. The objective of the research analyzed computer as game in learning tools



relationship between vocabulary and gaming. The purposes of this research to review and synthesis the theories, methods, and findings of both qualitative and quantitative inquiries on computer based on instructional games.

A major purpose of this literature review and meta-analysis is to inform policy and practice based on existing studies. The method of data collection is search, systematic and exhaustive within the data pool consisting of computerized bibliographic databases, major education and technology journals, conference proceedings, and the reference lists of several reviews. A total of 256 studies were reviewed in the course of this analysis. It has been extracted from the analysis to outline the four clusters of influential factors that weigh in the evaluation of instructional gaming. It is argued that the best models or best practices of designing and applying instructional gaming would form by carefully aligning and integrating the three clusters of key variables-learning, learner, and instructional game design.

The similarities in this study are the studies focused on game online/ game based on computer. Aplied the games and motivation on students' vocabulary mastery and this method quasy experimental reseach factorial design.

2. The next relation study is online vocabulary games as a tool for teaching and learning English Vocabulary (2013) Florence, Kwan and Alvin. In this research, it had 3 teachers and 100 engineering student participants.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The researcher used quasi experimental study for approximately. This paper reported a study of the usefulness of online games in vocabulary learning for some undergraduate students.

The researcher divided to be two classes which was first class as control class and second class as experiment class. The experiment class learned some vocabulary from two carefully selected web sites with games. While the control class learned the same materials which was vocabulary taught activity-based on lesson. Both of quantitatively and qualitatively, the learners who played online vocabulary games tend to learn better.

The similar of this research divided to be two classes which was first class as control class and second class as experiment class. The experiment class learned some vocabulary from two carefully selected web sites with games. The researcher used quasi experimental study for reseach methodology and usefulness of online games in vocabulary learning for some students

3. The research is on the effect of playing digital games on Iranian intermediate EFL learners' motivation toward learning English vocabulary. This research has been done by Hamid (2016) which the data used interview and observation and this study used digital games for vocabulary learning. The participants of this research were 25 students and similarities of this research is there is null relation between playing digital games and learning English vocabularies among Iranian



intermediate EFL learners. The student's vocabulary in Iranian is intermediate, but there is affection on learners to improve their motivation in learning English.

Vocabulary and Grammar gained through computer Education Games this study investigated the effect of computer prompt the integration of computer based game in teaching learning in EFL there are 13-15 participants in experiment group and control group and this research found there is no difference between control group and experimental group and computer enhancing students motivation of their application.

Similarities of this study, games for improving vocabulary and study of this research motivation there is difference between control group and experimental. The sample of this research teenager/ young learners students EFL.

4. Using video games to increase motivation of Saudi students learning English. Research design used qualitative and quantitative research for qualitative the participants the participants use open – ended questions and quantitative research got treatment. There were 70 students that were 13 years old. It was divided to be 2 groups which experimental class had 35 participants and 35 participants for control group. There were three sessions with 10 students participating in each section. When the participants entered the computer lab and chose the game. The result of this research was the students got improvement in motivation.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Similarity motivation research in the case effectiveness of vocabulary games on students' vocabulary mastery it was divided to be 2 groups which experimental class had 35 participants and 35 participants for control group but different design research.

5. Putu (2017) has been done the research that he analyzed cause and effects of online video games playing among junior to high school students in Malang. It discussed about playing the game which the result of this research was the students who played games online as media in learning got more positive, relaxation, feel regretful than the students who never played games online as media in learning. This research qualitative research and 40 students as participants.

Similarity in this research result of this research was the students who played games online as media in learning got more positive, relaxation, feel regretful than the students who never played games online as media in learning and students jubiir high school.

6. The research which was conducted by Mitra Alizadeh (2016) entitled "The Impact of Motivation on English Language Learning". This study was overviews current research on the role of motivation in second or foreign language learning. This study use analysis research design. The review of literature indicated that motivation has a very important role in learning English as a foreign or second language successfully.

The similarities between this study was talk about students' motivation. While, the differences between this study was conducted by



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Mitra defines the term motivation, explains different types of motivation, reviews previous studies about the role of motivation in language learning, mentions conditions of motivation, and states key factors of motivation. In this study the writer try to use students' motivation by using media that use scrapbook as media in learning teaching process.

7. Nahid shariafur (2014) the title on the effect of playing digital games on Iranian intermediate Efl learners' Motivation toward learning English Vocabulary. The students in the experimental research use of become enjoyable. Digital games in education is one of factor which makes the learners interested and motivated. 25 students Qualitative (interview and observation L.A.Noire-video game

The similarity of this research, the researcher use digital games learners interested and motivated. There are differences instrument (questioner and test for vocabulary) Another different the writer used two variables that the writer also used online game to find out the significant effect on the students' motivation and vocabulary mastery.

8. Ashraf Hamid (2016) The Impact of Online Games on Learning English Vocabulary byIranian it is Quantitative (Pre-Test and Post Test) Cronbach's Alpha The findings of the analyzed data indicated that the experimental. Group outperformed the control group statistically significant in the post test.

Online game proved more effective learning in experimental class their enthusiasm to use technology and high motivation and achievement.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

in learning process. This implies that computer have significant in experiment class for control class did not treat the technology and positive motivating learners' involvement in learning process in experiment class. The similarity of this research use quantitative research there are experiment class and experiment class but different research design in this research use factorial design with three variables.

9. Jalali (2012) the title of the research is Young learners' language learning via computer games. The kinds of the game is Family and Friends 1" by Oxford University Press Vocabulary and Grammar Gain Through Computer Educational Games Quantitative (SPSS statistical software version 17) 80 students' young learner in experimental class their enthusisme to use technology and high motivation and achievement in learning process. This implies that computer have no significant role in experimental class and control class but positive motivating learners' involment in learning process.

The similarities both of this study are; the study was conducted by Jalil talk about students' motivation, and the writer also talks about it. Students' young learner in experimental class their enthusiasm to use technology and high motivation in learning process the differences are the study by Jalil just to explore the role of motivation in learning English language. While, the writer uses as media to build up students' motivation in English and also there is different subject both of this study.



10. Turgut (2014) the title Young learners' language learning via computer games research design Mixed method design Knight Online World version, Counter-Strike, Grand Theft Auto: Vice City, Warcraft III: Reign of Chaos, and FIFA 08 Primary and secondary school Age 10-14 years old Young learner playing game online promotes language learning a specially vocabulary skill and best advise to try playing online.

The similarities between this study and the earlier research that learning via computer games and the implementation of media in vocabulary for young learner. However, there are several differences between this study and the previous research. The research that Turgut conducted was about mix method.

11. Kwan (2014) title of the research is online vocabulary games as a tool for teaching and learning English vocabulary by professional word web and University Word Web the kind of research Qualitative and quantitative (Survey, interviews) 100 Engineering students EFL/ Hongkong Playing online games became interested because visual, audio-visual, and positive, relaxe and fun.

The students in experimental group generally prepared online learning supplemented with digital educational games to conventional activity based lessons. The similarities between this study and the earlier research that were the researcher that uses o professional word web and University word web. The research seems similar to the writer's research, but there are differences between this study and the previous research. In

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

conducting the research, Kwan used qualitative and quantitative (Survey, interviews) 100 Engineering students While, the writer uses facroelial design.

12. Putu (2017) the title of the research is Free games Cause and effects Game playing among junior high school Students in Malang East Java Indonesia Qualitative (survey and interview) Junior high school 40 Students. Playing online games became interested because visual, audio-visual, and positive, relaxe and fun.

13. Nico fergiyon (2019) Free games, The title of research is the effect of online game on Students' motivation in Yogyakarta University reseach design quantitative research. Participations 29 graduate/ undergraduate students collage all grade sosial education research finding 0,093 % Online game has contribution effect and motivation in sosial Education in Yogyakarta University.

The similarities between this study and the earlier research that were the researcher that uses quantitative research and students motivation. The research seems similar to the writer's research, but there are differences between this study and the previous research. In conducting the research, Nico used undergraduate students collage all grade sosial education.

14. Bersilav Sporcic (2018) The aims of this research was explore the relationship between online gaming in motivation and problem online gaming Data from 509 young adult quantitative the instrument of this



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

research questioner. There is significant predictors and findings of suggest that excessive playing online video games in order to avoid real life difficulties. There is significant predictors. The findings and suggest that excessive playing online video games in order to avoid real life difficulties.

The similarities between this study that were researcher that explore the online gaming and motivation for instrument questioner. The research seems similar to the writer's research, but there are differences between this study and the previous research. In conducting this research was explore the relationship between online gaming in motivation

15. Mahmut Kalyaati (2018) find out relationship between online games and vocabulary through by online vocabulary games . and the end of this research online games on vocabulary learning are an effective and motivating. Online vocabulary learning effective and motivating to teach vocabulary anf has an influence to learning process with online games.

### Analysis

The similarities between the research which was conducted by and the Mahmut Kalyaati writer's research are the use of media in teaching. The research seems similar but research design where previous study used analysis and the writer used factorial design. Another similarities online games on vocabulary learning are an effective and motivating. Online vocabulary learning effective and motivating to teach vocabulary anf has an influence to learning process with online games.



16. Jurate Banyte (2015) Purpose to investigate effect consumer motivation to playing online games on video games or playing engagement. Participants 19 -29 years old Multiple measurements construct 124 questioner using convenience sampling methods

The similarities between the research which was conducted by Jurate Banyte and the writer's research are the use video games or playing engagement. The research seems similar but research design where previous study used analysis and the writer used factorial design. Another similarities online games on vocabulary learning are an effective and motivating. Online vocabulary learning effective and motivating to teach vocabulary and has an influence to learning process with online games.

17. Jance Wright (2011) Purpose of this research to determine playing online vocabulary games impacts in academic students The result show participants who indicated that they did playing video games had significantly lower than participants who indicates that they did not playing online games. 198 participants. Analyzed using a series of one way ANOVA Survey, questioner the effects video games play on academic performance

The similarities between the research which was conducted by Jance Wright and the writer's research are the use of in teaching. The research seems similar playing video games to the writer's research, but there are differences between this study and the previous research, such as: different instrument.



18. Wadeah Ashlawi 2016 Purpose of this research to using video games

with playing online vocabulary games increase in motivation students of Saudi Learning English. The result show playing video games had significantly increase motivation than participants who indicates that they did not playing online games. Purpose of this research to using video games with playing online vocabulary games increase in motivation students of Saudi Learning English. The result show playing video games had significantly increase motivation than participants who indicates that they did not playing online games. 200 students Questioner and survey The findings there is significant increase with video games video games in order to avoid learning English and instrument by questioner.

The similarities between the research which was conducted by Wadeah Ashlawi and the writer's research are the use of playing video games, Purpose of this research to using video games with playing online vocabulary games increase in motivation it seems similar to the writer's research, but there are differences between this study and the previous research, such as: participants, research design and participations

Most of the research studies in this research talked about online media how to improve vocabulary and motivation. Context of this research is talked about effectiveness. So, in this research the writer wants to combine all the gaps, which is to find out the significant effect of playing online vocabulary games and motivation students' writing and their motivation.

Hak Cipta Dilindungi Undang-Undang  
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



19. Swondo Ashari (2018) the title of the research the effect of playing games and motivation on students' vocabulary mastery. research finding students with playing games more interactive and high score . research design in this research is factorial design 2x2. The similarities between the research which was conducted by Swondo Ashari and the writer's research are the use of playing video games, Purpose of this research to using video games with playing online vocabulary games increase in motivation it seems similar to the writer's research, but there are differences between this study and the previous research, such as: participants and the the researcher focus on intrinsic motivation and ektrinsic motivation.

20. Mulyadi and Marhamah, (2018) The title of next reseach is the effect of contextual teaching and learning method and motivation toward the result of English learning. This study there are three variables namely CTL (x2) and motivation (x2) result of English learning (as variable y) this study used factorial design and sample of this research 70 students students collage in jakarta University. The purpose of this research to obtain scientific information on the English learning CTL and motivation, and it is influenceon learning outcomes. The similarities of this study is reseach design

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

©Hak Cipta milik UIN Suska Riau  
State Islamic University of Sultan Syarif Kasim Riau



## 2.5. Operational Concept and Indicator

Operational concept is a main element to avoid misunderstanding and misinterpreting the concept of this research. As a concept, it is still operated in an abstract from the research, planning which should be interpreted into particularly words in order to be easy to measure. There are three kinds of variables in this research, independent variables and dependent variable which are playing online games, motivation and vocabulary mastery. Creswell (2009:50) states that dependent variables are those depending on the independent variables. They are outcome or a result.

Therefore, the operational concept in general of this study allowed pre test for vocabulary mastery, was divided two groups (experimental and control class), teacher and students prepared internet and computer / gadget / laptop for students, teacher gave guidance in the class and observed students' work, the teachers gave introduction to the web sites, then the subjects' attention drawn to those items that contained the words to be learnt, the roles of the teacher monitored the subjects to ensure that they were exploring the assigned web sites and the right pages, provided in the web sites includes word meanings in English, word forms, examples, pronunciation etc and post test.

This research is an experimental group which is focused on gaining effect playing online vocabulary games on students' vocabulary mastery and their motivation. Therefore, in analyzing the problem of this research, there are three variable used. They are Variable (X1 & X2) and Variable (Y). Variable X1 was



online vocabulary games and Variable X2 was students' motivation. Meanwhile,

Variable Y is students' ability in vocabulary mastery

For specific games, the students might play at school, laboratory, and home to improve their vocabulary mastery. In this study, the researcher concluded that the games implementation by Richard in (Ika, 2017:4).

### 1. Preparation

- a) Teacher prepare the material ( part of speech / unscramble of the word)
- b) Teacher prepare the equipment of the game

### 2. Process

- a) After all the equipment is prepared, teacher ask student open the website and open the material game .
- b) Students playing online vocabulary games
- c) Students answer the question in the game
- d) Teacher guidance class and observed students' work

### 3. Closing

- a) Giving feed back
- b) Evaluating their answer .

For motivation; (a) intrinsic; and (b) extrinsic the operational concept in this research based on dorney (2001) intrinsic (students' interest, effort, students' enjoy of learning, students have desire, confidence, affect, self concept, sense of agency, ability to set appropriate goals, mastery, locus of causally, target language, language is general and target language community and culture) and extrinsic (significant others, parent, teacher, peers, rewards, punishment, feedback, local



education system, wider family network, learning environment, the nature of interaction and broader context).

### **Variable X2 (Students' motivation)**

In this research, the indicator of students' motivation William and Burden's (1997, inn Dorney 2001:20

- a) Students enjoy in learning English.
- b) Students interesting in learning
- c) Students feels the instruction is connected to important personal needs.
- d) Students achieving the goals
- e) Students confidence.
- f) Students value of out comes
- g) Students effort
- h) Students ability to set appropriate the goals
- i) Students interaction with significant others
- j) Students are motivated personal relevance
- k) Students self efficacy
- l) Students self concept
- m) Students attitude
- n) Students learning environment
- o) Students broader context
- p) Students sense of agency
- q) Students affective





2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

And the game might play in the home or everywhere. For this section, the writer shared information for the reader about indicator of vocabulary based on Cameron (2001) as follow; (a) the students ability to spell the spelling of words correctly in English language; (b) the students ability to know about word formation (noun, verb, adjective, adverb); (c) the students ability to use grammatically; (d) the students are able to know the opposite and similar meaning of words

### **Variable Y (Students' Vocabulary Mastery)**

In this research, the indicator of students' vocabulary mastery. The implementation of this media, according to Cameron (2001:78) stated The Indicators of variable Y (students' Vocabulary Mastery) are follows:

1. The students ability to know about word formation (noun, verb, adjective, adverb)
2. The students are able to use vocabulary with appropriate and effective and ability to use grammatical features appropriately.
3. the students are able to know the opposite and similar meaning of words
4. The students are able to write with appropriate spelling and punctuation. the students ability to spell the spelling of words correctly in English language.

### **2.6 Assumptions and Hypotheses**

Based on the frame theories, the researcher assumption and make hypotheses of this research can be forward as follows:



## Assumptions

In this research, there are various factors that influence students' Motivation and vocabulary mastery. Kathleen McWother (2010) states that "If you can see how a paragraph is organized, it will be easier to understand and remember. Beck and McKeown, (2005); Blachowicz and Fisher (2000) also stated that students who have limited vocabulary are at risk of not becoming proficient in language. It is assumed that the study between game online, motivation and vocabulary could relevant and significant. This study also assumed that significant correlation between gaming online toward students' motivation and vocabulary mastery.

## Hypotheses

The hypothesis is statement of the researcher what is intended to be investigated in the research. It should be specified before research is conducted and openly stated in reporting the results. The statements have two kinds which are null hypotheses and alternative hypotheses.

The null hypothesis represents a theory that has been put forward, either because it is believed to be true or because it is to be used as basis for argument, but has not been proved. The alternative hypothesis a statement of what a hypothesis test is set up to establish based on the theories and assumptions above in chapter 1, the study proposes the hypotheses as follows:



## 1. First hypothesis

Ho: There is no significant difference between students who are taught by playing online vocabulary games and those who are taught without playing online vocabulary games toward students' vocabulary mastery.

Ha: There is a significant difference between students who are taught by playing online vocabulary games and those who are taught without playing online vocabulary games toward students' vocabulary mastery.

## 2. Second hypothesis

Ho: There is no significant difference between students with high motivation who are taught by playing online vocabulary games and those who are taught without playing online vocabulary games toward students' vocabulary mastery.

Ha: There is a significant difference between students with high motivation who are taught by playing online vocabulary games and those who are taught without playing online vocabulary games toward students' vocabulary mastery.

## 3. Third hypothesis

Ho: There is no significant difference between students with low motivation who are taught by playing online vocabulary games and those who are taught without playing online vocabulary games toward students' vocabulary mastery.

Ha: There is a significant difference between students with low motivation who are taught by playing online vocabulary games and those

Hak Cipta Dilindungi Undang-Undang  
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



who are taught without playing online vocabulary games toward students' vocabulary mastery.

#### 4. Fourth hypothesis

Ho: there is no interaction effect between playing online vocabulary games and motivation on students' vocabulary mastery at Insan Utama junior high school Pekanbaru.

Ha: there is an interaction effect between playing online vocabulary games and motivation on students' vocabulary mastery at Insan Utama junior high school Pekanbaru.

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER III

### RESEARCH METHODS

This chapter discusses about the methods and the procedures of the research that used by researcher to answer the problem of the research in the previous chapter. The procedures consist of the time and place of the research, research design, population and sample, instrument of the data collecting and data analysis they are as follows:

#### 3.1 Research Design

The design of this research is categorized into experimental research. Due to the reason of the number independent variables involved, the design of this research was factorial 2x2 designs. It means there were two independent variables or factors are media of learning and students' vocabulary motivation. There are two types of media of learning in this research namely online vocabulary games and conventional media. In addition, there are two level of students' vocabulary motivation namely high and low motivation level. Based on this description, it can be seen that each independent factor has two levels/types. Thus, a two by two (2x2) factorial was the appropriate for this research. The research design is illustrated as follow:



**Table 3.1 Research Design Diagram**

Treatment \ Motivation	Online Vocabulary Games (Experiment Class) (A <sub>1</sub> )	(Control Class) (A <sub>2</sub> )
High (B <sub>1</sub> )	A <sub>1</sub> B <sub>1</sub>	A <sub>2</sub> B <sub>1</sub>
Low (B <sub>2</sub> )	A <sub>1</sub> B <sub>2</sub>	A <sub>2</sub> B <sub>2</sub>

**Where:**

**A<sub>1</sub>** : Online Vocabulary Games

**B<sub>2</sub>** : Conventional Media

**A<sub>1</sub>B<sub>1</sub>** : Students' with high motivation who were taught by playing Online vocabulary games.

**A<sub>2</sub>B<sub>1</sub>** : Students' with high motivation who were taught by using whiteboard.

**A<sub>1</sub>B<sub>2</sub>** : Students' with low motivation who were taught by playing Online vocabulary games.

**A<sub>2</sub>B<sub>2</sub>** : Students' with low motivation who were taught by using whiteboard.

Further, this classroom experimental research involved two groups actively; one as experimental group and the other as control group. Then, in order to see the influence of the treatment, experimental group was taught by implementing online vocabulary games and control group was taught by conventional media that was whiteboard. The researcher used the posttest-only control group design with the assumption that the groups have no significant difference on the dependent variable (vocabulary ability). The posttest-only group design implied that both of experimental and control groups were given a posttest after the treatment. Then, questionnaire of vocabulary motivation was deployed to both classes early before the treatment to see the students' motivation levels.



Himpunan Cipta Dilindungi Undang-undang  
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The differences between experimental class and control class were only about the media that used in teaching and learning process. The material and time allocated for teaching were the same.

### 3.2 Location and the Time of the Research

The time and location of this research was conducted at Insan Utama Islamic Junior high School Pekanbaru located on Jl. Soekarno Hatta. The duration of the research was 3 month.

### 3.3 The Population and Sample of the Research

#### 3.3.1 Population

Fraenkel and Wallen (1993) a population is the group to which the result of the study are intended to apply while the sample is a states that population in educational research as the group about which the researcher is interested in gaining information and drawing conclusion. The population in Insan Utama Islamic junior high school was 135 students. There were 4 classed which was divided to be VII,1 VII.2 VII.3 and VII. 4classes.

**Table 3.2 Population of the Research**

Classes	Total of Students
VII.1	35
VII.2	35
VII.3	35
VII.4	30
<b>Total</b>	<b>135</b>



### 3.4.2 Sample

The sample of the research consisted of two class comprised of 70 respondents. There were 35 students in control class (VII.1) and 35 students in experiment class (VII.2). The sample of this study used a random sampling.

**Table 3.3 Sample of the Research**

No	Sample	Male	Female	Total numbers
1	VII.1	27	8	35
2	VII.2	13	22	35
Total		40	30	70

### 3.5 Technique of Collecting Data

The data of the research was collected by using the students' vocabulary test and questionnaire. Vocabulary test was given to the students to know how the students vocabulary mastery after giving treatment toward the experimental class. It was given at the end of the treatment to obtain the data on students' learning outcomes. It aimed to see the effect of treatment on students' vocabulary mastery.

On the other hand, the data from questionnaire was taken at the beginning of the teaching and learning process. Then, the data was divided into two parts, high and low motivation students. It purposed to know the learning result of high and low motivation based on their motivation.

In order to get the data which were needed to support this study, the researcher used two tests and one questionnaire as the instruments. They were administered to find out the effect of playing games and motivation on students' vocabulary mastery in Insan utama islamic junior high school Pekanbaru and test for vocabulary mastery.





1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The writer used the written test to know the result of students' vocabulary mastery, whether they have better achievement or not.. In this test used pre test and post test. Pre-test gave to the students before the treatment applied. It aims to know the students' prior ability. After getting the students' scores for the pretest, the treatment gave to the students. The treatment was applying "online vocabulary games" as a media. Post-test did after all treatments given. The post-test was a written test in which the This test used to assess the students' achievement after the treatments gave. The blue print of the passing grade vocabulary mastery is shown below:

**Table 3.4 The Classification of Students Test Scores**

Score level	Category
85-100	Very High
75-84	High
65-74	Medium
55-64	Low
0-54	Very Low

(Blaxter 2001:179)

**Table3.5. Blue print of Vocabulary mastery**

No	Indicators	Number of questionnaire
1	Meaning of words	1,5,8,10,11 and 12
2	ability use grammatically	2,6,9,15, and 17
3	word formation (noun,verb, adjective, adverb)	3,5,14,18 and 20
4	spelling of words	4,7,13,16 and 19

**Table 3.6. Indicators of motivation**

No	Indicators	Number of questionnaire
1	Intrinsic motivation	1, 2, 3, 4,5,6,7,8,9,10
2	Extrinsic motivation	11,12,13,14,15,116,17,18,19&20



UIN SUSKA RIAU  
 Cipta: Dilindungi Undang-Undang  
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengemukakan sumber.  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The data were collected by using vocabulary test which consists of 20 questions. The sample of the research determined through purposive sampling. In this research, there were two classes in the seven grade. The instruments of this research distributed on the same day and spent 30 minutes

### 3.6 Validity and Reliability of the Instruments

Try out test was administered to determine the quality of the test that would be used to collect the data. So, it was able to determine the quality of the test whether the instruments were valid or not. The study of the instruments were measured the validity and reliability. After giving a try out test, this research would find whether the questions would be tested again to find the post test of students and questioner for students' motivation.

#### 3.6.1 The Validity of Instrument

According to Cohen (2007), validity is an important key to effective research. If a piece of research is invalid then it is worthless. Validity is thus a requirement for both quantitative and qualitative/naturalistic research. In quantitative data validity might be improved through careful sampling, appropriate instrumentation and appropriate statistical treatments of the data.

In quantitative research possesses a measure of standard error which is inbuilt and which has to be acknowledged. While according to Gay (2000) validity is the appropriateness of the interpretations made from test score. There are also three kinds of validity, content validity, criterion-related validity, and construct validity.





Table 3.10

## Validity of items contain indicator of “words of grammatically”

Variable	Words of grammatically					N
Item no.	2	6	9	15	17	35
Correct	22	24	24	25	25	
P	0.62	0.68	0.68	0.71	0.71	
Q	0.37	0.31	0.31	0.28	0.28	

The proportion of table 3.9 correct answers for item number 2 shows the correct proportion **0.62**, item number 6 and 9 shows the correct proportion **0.68**, item number 15 and 17 shows the correct proportion **0.71**. Based on the standard level of difficulty which  $0.30 < P < 0.70$ , it is pointed out that all items for ability to use good word grammatically are accepted.

Table 3.11

## Validity of items contain indicator of “words of formation”

Variable	Words formation ( adjective, adverb, noun and verb )					N
Item no.	3	5	14	18	20	35
Correct	24	22	23	23	24	
P	0.68	0.62	0.65	0.65	0.68	
Q	0.31	0.37	0.34	0.34	0.31	

Based on table 3.10, the correct answers for item number 3 shows the correct proportion **0.68**, item number 5 shows the correct proportion **0.62**, item number 14 and 18 shows the correct proportion **0.65**, item number 20 shows the correct proportion **0.68**. Based on the standard level of difficulty which  $0.30 < P < 0.70$ , it is pointed out that all items are accepted.



Table 3.12

### Validity of items contain indicator of “spelling of the word correctly”

Variable	Words formation ( adjective, adverb,noun and verb )					N
Item no.	4	7	13	16	19	35
Correct	22	22	22	23	23	
P	0.62	0.62	0.62	0.65	0.65	
Q	0.37	0.37	0.37	0.34	0.34	

Based on table 3.12, the proportion of correct answers for item number 4 shows the correct proportion 0.62, item number 7 shows the correct proportion 0.62, item number 13 shows the correct proportion 0.62, item number 16 shows the correct proportion 0.65, item number 19 shows the correct proportion 0.65.

Based on the standard level of difficulty which  $0.30 < P < 0.70$ , it is pointed out that all items for spelling of the word correctly are accepted.

The formula above was used to find out the easy or difficulties of each item test that the researcher gave to the respondents. The item that did not reach the standard level of difficulty was excluded from the test and they were changed with the new items that were appropriate. Stated and prepared in practice to accept items with facility values between 0.30 and 0.70.

The standard level of difficulty is  $<0.30$  and  $>0.70$ . It means that the item test that is accepted if the level of the difficulty is between  $0.30 - 0.70$  and it is rejected if the level of difficulty is below 0.30 (difficult) and over 0.70 (easy).

Then the proportion correct is represented by “p”, incorrect by “q”.



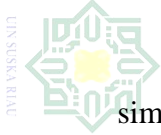
**Table 3.13 Validity of Motivation**

Items	Reading Interest		Result
	Pearson Correlation	Sig. (2-tailed)	
P1	.423**	.0200	Valid
P2	.985**	.004	Valid
P3	.402**	.027	Valid
P4	.713**	.000	Valid
P5	.264**	.000	Valid
P6	.581**	.001	Valid
P7	.429**	.018	Valid
P8	.648**	.000	Valid
P9	.591**	.001	Valid
P10	.550**	.002	Valid
P11	.450**	.013	Valid
P12	.470**	.009	Valid
P13	.719**	.000	Valid
P14	.616**	.000	Valid
P15	.487**	.006	Valid
P16	.445**	.014	Valid
P17	.650**	.000	Valid
P18	.537**	.002	Valid
P19	.298**	.010	Valid
P20	.583**	.001	Valid

Based on try-out of students' motivation instrument validity to 20 items, all items were valid. The researcher took all 20 valid items of questionnaire as the instrument for pre-test and post-test. A test has to first be reliable as measuring instrument.

### 3.6.2 The Reliability of Instrument

Reliability in quantitative research is essentially a synonym for dependability, consistency and reliability over time, over instruments and over groups of respondents. For research to be reliable, it must demonstrate that if it were to be carried out on a similar group of respondents in a similar context, then



similar results would be found. There are three principal types of reliability: stability, equivalence and internal consistency (Cohen, 2007)).

In addition, reliability is concerned with the consistency, stability and repeatability of the informant's accounts as well as the investigators' ability to collect and record information accurately (Brink: 1993). Then to find out the reliability of the test, it is calculated below:

$$R11 = \left(\frac{n}{n-1}\right) \left(\frac{S^2 - \sum pq}{S^2}\right)$$

Where:

R11 : Reliability of the test

P : Proportion subject that answer the true of item

Q : Proportion subject that answer the false of item ( $q=1-P$ )

$\sum pq$  : Total equals between p and q

n : Total of the item

S : Standard Deviation

The reliability coefficients for good identified kind of structure text and reading comprehension test was expected to exceed 0.0 and closed 1.00. Heaton (1988:168) states that, the reliability is one of the test was considered as follows:

- a. 0.0 – 0.20 : reliability is low
- b. 0.21 – 0.40 : reliability is sufficient
- c. 0.41 – 0.70 : reliability is high
- d. 0.71 – 1.0 : reliability is very high



**Table 3.14 Reliability Statistics of Motivation**

Cronbach's Alpha	No of Items
.649	20

**Table 3.15 Reliability Statistics of Vocabulary Mastery**

Cronbach's Alpha	No of Items
.716	20

### 3.7 Data Analysis Technique

Analyzing data is needed for researcher that used to get a conclusion toward the research. To analysis the data, the researcher According to Riduwan (2012), analyzing the data is used SPSS to answer the research questions. Further, the data should be normal and homogeny. After collecting the data, researcher analyzed with normality, homogeneity and hypothesis testing formula in each research questions by independent sample t-test and Anova.

#### 3.7.1. Homogeneity and Normality Testing

Data Analysis Technique to analysis the data of information about students' vocabulary mastery and motivation of the students. In this part the researcher needed to test homogeneity and normality if the data. Homogeneity is used a refrence material for determining statistical test decision and normality of the test the researchr had to find out the normality test of the data. The normal distribution analysis use Kolmogorof –Smirnov method.

Kolmogorof-Smirnov is typically used to ensure that the data was normality distributed. The researcher will use SPSS result for Kolmogrov-Smirnov would be interpreted as follows:





Hak Cipta Dilindungi Undang-Undang  
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

$p$ -value (Sig.) > 0.05 = the data is in normal distribution

$p$ -value (Sig.) < 0.05 = the data is not in normal distribution

The result of normality test of pre -test and post test data in experiment and control class use for test of vocabulary mastery by using SPSS.

### 3.7.2. Hypothesis Testing

The average test scores of two groups were compared to determine the effectiveness of the media .Hypotheses testing was used to find out research question The research hypothesis is used to examine whether or not the alternative or null hypothesis is accepted or rejected. Ha and Ho are presented as follows:

#### Research Question 1

Ho: There is no difference between students who are taught by playing online vocabulary games and those who are without playing online vocabulary games in vocabulary at Insan Utama Islamic Junior High School Pekanbaru.

Ha: There is a difference between students who are taught by playing online vocabulary games and those who are without playing online vocabulary games at Insan Utama Islamic Junior High School Pekanbaru.

Then, the statistic hypothesis can be written as follow:

$$H_0 : \mu A_1 = \mu A_2$$

$$H_a : \mu A_1 \neq \mu A_2$$

Where:

$\mu$  = students' vocabulary learning

$A_1$ = teaching vocabulary by playing online vocabulary

$A_2$  = teaching vocabulary by conventional.



©Halalcipta.com | UIN Suska Riau  
 Site: www.uin-suska-riau.ac.id  
 Unreality of Kultura Syarif Kasim Riau  
 H. Cipta Ilindung - Undang-Undang  
 2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Based on testing category,  $H_0$  is accepted if  $t_{\text{observed}}$  is smaller than  $t_{\text{table}}$ . But

if the value of  $t_{\text{observed}}$  is higher than critical value of  $t_{\text{table}}$ , the null hypothesis is rejected

### Research Question 2

$H_0$ : There is no difference between students with high motivation who are taught by playing online vocabulary games and those who are without taught online vocabulary in vocabulary at Insan Utama Islamic Junior High School Pekanbaru.

$H_a$ : There is a difference between students with high motivation who are taught by playing online vocabulary games and those who are without taught online vocabulary in vocabulary at Insan Utama Islamic Junior High School Pekanbaru.

Further, the statistic hypothesis can be written as follow:

$$H_0 : \mu B_1A_1 = \mu B_1A_2$$

$$H_a : \mu B_1A_1 \neq \mu B_1A_2$$

Where:

$\mu$  = students' vocabulary

$B_1$  = students with high motivation

$A_1$  = teaching vocabulary by playing online vocabulary

$A_2$  = teaching vocabulary by using whiteboard.

### Research Question 3

$H_0$ : There is no difference between students with low motivation who are taught by playing online vocabulary games and those who are without



Hak Cipta Dilindungi Undang-Undang  
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

taught online vocabulary in vocabulary at Insan Utama Islamic Junior High School Pekanbaru.

**Ha:** There is a difference between students with low motivation who are taught by playing online vocabulary games and those who are without taught online vocabulary in vocabulary at Insan Utama Islamic Junior High School Pekanbaru.

Further, the statistic hypothesis can be written as follow:

$$\mathbf{H_0 : \mu B_1A_1 = \mu B_1A_2}$$

$$\mathbf{H_a : \mu B_1A_1 \neq \mu B_1A_2}$$

Where:

$\mu$  = students' vocabulary

$B_1$  = students with low motivation

$A_1$  = teaching vocabulary by playing online vocabulary

$A_2$  = teaching vocabulary by using whiteboard.

#### Research Question 4

**Ho:** There is no interaction between playing online vocabulary games and motivation on students' vocabulary mastery at Insan Utama Islamic Junior High School Pekanbaru.

**Ha:** There is an interaction between playing online vocabulary games and motivation on students' vocabulary mastery at Insan Utama Islamic Junior High School Pekanbaru.

The statistic hypothesis was written as follow

$$\mathbf{H_0: \mu A_1B_1 = \mu A_1B_2 = \mu A_2B_1 = \mu A_2B_2}$$

**Ha :** one of the average is not the same



The researcher used two ways ANOVA (Ferguson, 1976) to test 4.

Factorial designs will use *unweighted means*, as follows: Accepted  $H_0$  if  $t_{hitung} \leq t_{table}$  and rejected  $H_0$  if  $t_{hitung} \geq t_{table}$  with degrees of freedom  $(dk) = (n_1 + n_2 - 2)$ . It means that if  $H_0$  accepted, data of students' writing improvement have normal distribution or there is the effect of playing online vocabulary games and motivation toward students' vocabulary.

- Hak Cipta dilindungi Undang-undang  
Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER V

### CONCLUSION

This chapter made based on finding research on the study. The content of this part discusses about conclusion, implication, recommendation, beneficial study both teacher and students. More about information about chapter five present bellow:

#### 5.1 Conclusion

Based on the data analysis, And the researcher conclude that there was a significant difference in vocabulary mastery between the students who were taught by using online vocabulary games and the students who were without taught by using online vocabulary games. The researcher found that sig (2-tailed) 0.030 was smaller than 0.05. The researcher also found there was significant difference on students' vocabulary mastery between students who have high motivation taught by online vocabulary games and the students who were without taught by using online vocabulary games. The researcher found sig (2-tailed) 0.00 < than 0.05.

Researcher found that there was a significant difference on students' vocabulary mastery between students who have low motivation that were taught by online vocabulary games and the students who were without taught by using online vocabulary games.

The sig value was 0.01 < than 0.05. Lastly, the researcher found that there was an interaction between playing online vocabulary games and motivation on



students' vocabulary mastery in insan utama pekanbaru. It indicates that Online Vocabulary gives significant effect on students' vocabulary mastery in Insan Utama Islamic Junior High School Pekanbaru. It provides that the students who are taught by online vocabulary game got better result than students who are taught without online vocabulary game. Students playing online vocabulary games can be seen from mean score of the experiment research in control and experiment classes. It happened since the students were more enjoy while learning vocabulary. This media improved the students' vocabulary knowledge. Then, they could play and learn through this media.

Actually, motivation determined the success of students' ability in vocabulary mastery. There is positive influence for students who have high motivation in playing online vocabulary games. It made that the students interested while learning vocabulary mastery. Then, it motivates the students as well in learning English. They were happy and creative easily. Thus, there was significant effect between online vocabulary games and students' motivation toward students' vocabulary mastery.

The last research question is answered by Two-Way ANOVA. It showed that there is no interaction between the two teaching media used and students' motivation toward their vocabulary mastery. It also indicates that no matter what the students' motivation which was low and high motivation, the students were taught by Online Vocabulary Game got higher score than those were taught without Online Vocabulary Game as media.



## 5.2 Implications

In teaching and learning process, the researcher used the suitable media to give treatment. By improving the students' vocabulary mastery, the teacher should be able to use internet, application that makes the students' enjoy in learning vocabulary. This media is able to improve the students' vocabulary mastery. The students can state the lack of vocabulary and some problems of them self in vocabulary. It makes the students to interact with their friends and internet and they are more responsible for their assignment. In addition, the students can get higher achievement, understanding and high motivation in learning vocabulary.

## 5.3 Recommendation

After carrying out the research, it seems the important things for the researcher to give suggestion pertinent to the findings whether for the English teacher or students. Based on the research findings, the researcher would like to give some suggestion or recommendations:

### 1. For English Teachers

It is recommended to teacher because related to use technology and internet. By using technology in daily life, it improves human creativity. For future research, it suggested to next researchers to investigate and develop whether vocabulary mastery and accepted if area or location use internet.

### 2. Suggestion for Students

The students should be creative and students should pay attention to the lesson explained by the teacher. The students should more often listen, read, write, and know more about the words and use internet as



positive media electronic for learning. So, the students can be familiar with the material taught in the classroom, house and everywhere. Students should be interested in studying English and know the benefits of English language for their future and students should challenge themselves in learning and doing the tasks.

### 3. Suggestion for researchers

It is also suggested for further researchers to develop this research on a large population and sample in order to get the knowledge and the empiric data. Finally, the researcher considers that this research still needs correction from the next researchers that have the similar topic to this research. The researcher suggests to the next researcher will explore the effect of Playing Onnline Vocabulary Games and Motivation on Students' Vocabulary Mastery or conducting the same research for other skill and another kind of text.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





## BIBLIOGRAPHY

- Adams, E. 2010. *Fundamentals of Game Design*. Second Edition. California:Perason Education,Inc.
- Alderson, J.C. 2000. *Assessing reading*. Cambridge: Cambridge University Press.
- Alfaki, I. M., & Siddiek, A.G. 2013. *The Role of Background Knowledge in Enhancing Reading Comprehension*. *World Journal of English Language*. Vol. 3, No. 4.
- Alizadeh, M. 2016. *The Impact of Motivation on English Language Learning*.*International Journal of Research in English Education*. Vol. 1, No.1
- Alshawi, W. 2016. *Using Vidio Games To Increase Motivation of Saudo Students Learning English*. P.Hd disertation : Wayne State Univeristy.
- Al Ta'ani M.H. 2018. *Integrative and Instrumental Motivation for Learning English as a University Requipments Among UndergtaduateStudents at Al-jazeera University/Dubai* *International Journal of Research in English Education*. Vol. 8, No.4
- Amri, U. 2016. *Increasing Students' Vocabulary Mastery by Using Eye –Spy Game at Second years Babusalam Selayar*. A thesis published State Islamic University Alaudin makasar.
- Anisa. 2016. *Analysis Pengaruh Game Online Terhadap Language Comprehansion Dalam Kemampuan Berbahasa Inggris*. Binus University.
- Anjomshoa, L., & Zamanian, M. 2014. *The Effect of Vocabulary Knowledge on Reading Comprehension of Iranian EFL Learners in Kerman Azad University*. *International Journal on Studies in English Language and Literature (IJSELL)*. Volume 2, Issue 5, PP 90-95
- Anderson, R. C., & Freedy, P. 1981. *Vocabulary Knowledge*. In Guthrie, J. T. (Eds.), *Comprehension and teaching: Research reviews* (pp. 77-117). Newark, DE: International Reading Association.
- Anderson, R. C., & Pearson, P. D. 1984. *A schema-theoretic view of basic processes in reading comprehension*. In P. D. Pearson (Ed.), *Handbook of reading research* (pp.255-292). New York, NY: Longman.



Ashraf, H., & Maryam S. 2016 *The Impact Of Game on Learning English Vocabulary by Iranian (Low Intermediate) EFL Learners*. Elsevier : Urmia University of Iran.

Baek, Y. 2010. *Gaming for classroom-based learning: digital role playing as a motivator of study*. The United States of America: Information Science Reference (an imprint of IGI Global).

Banyte, J., & Agne G. 2015. *The Effect of Consumer Motivation to Play Games Online on Vodio Game-Playing Engagement*. Lithuania: Kaunas University of technology.

Baumann, J. F. 2005. *Vocabulary-comprehension relationships*. In B. Maloch, J. V. Hoffman, D. L. Schallert, C. M. Fairbanks, & J. Worthy (Eds.), *Fifty-fourth yearbook of the National Reading Conference* (pp. 117-131). Oak Creek, WI: National Reading Conference.

Biemans, H.J.A., & Simons, P.R. 1996. *CONTACT-2: A computer-assisted instructional strategy for promoting conceptual change*. *Instructional Science*, 24, 157-176.

Brantmeier, C. 2004. Gender, violent-oriented passage content and second language reading comprehension. *The Reading Matrix*, 4(2), 1-19.

Brink, H.I.L. 1993. *Validity and Reliability in Quantitative Research*. Curationis, Vol 16, No. 2. South Africa

Brown, S. 2006. *Teaching listening*. Cambridge: Cambridge University Press.

Brown, J. 2014. *Teachers perceptions and uses of online gaming and virtual worlds for English language learning*. Dissertation. London: University of Exeter.

Cameron, L. 2001. *Teaching Language to Young Learner*. Cambridge Language Teaching library: Cambridge : Cambridge University perss.

Chastain, K. 1988. *Developing second language skills: Theory and practice (3rd ed.)*. San Diego: Harcourt Brace Jovanovich

Chou, P.T.M. 2011. *The Effects of Vocabulary Knowledge and Background Knowledge on Reading Comprehension of Taiwanese EFL Students*. *Electronic Journal of Foreign Language Teaching*, Vol. 8, No. 1, 108 -115.

Cohen, L., Manion, L. and Morrison, K. R. B. 2007. *Research Methods in Education* (sixth edition). London: Routledge



Cintiarni, N. 2015. *The Effectiveness of Jeopardy Game on Students' Vocabulary Mastery of Seven Grade Students At SMP Dua Mei Ciputat*. A thesis Published Uin Jakarta.

Crawford, C. 1984. *The Art of Computer Game Design*. Electronical Edition. University Vancouver

Cresswell, J. W. 2008. *Education Research: Planning Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education.

Cresswell, J. W. 2012. *Education Research: Planning Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education

Dania, A. R. 2016. *The Effectiveness of Using Charades Game Toward Students' Vocabulary Mastery*. A Thesis Published : Syarif Hidayatullah State Islamic University Jakarta.

Damayanti, R. 2019. *Instrumental and Integrative Motivation of Senior High School*. Thesis : Unnes.

Daller, H., Milton, J. & Treffers-Daller, J. (Eds.). 2007. *Modelling and Assessing Vocabulary Knowledge*. Cambridge, UK: Cambridge University Press.

Dausti, M & Jalali S. 2012. *Vocabulary and Grammar Gain Through Computer Educational Games*. Gema Online Journal of Language Studies. Vol 12. 4 2012.

Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan*. Jakarta

Depdiknas. 2006. *Standar Kompetensi dan Kompetensi Dasar tingkat SMP/MTS*. Pekanbaru. Dispora

Deng, Q. 2010. *Motivation for Vocabulary Learning of Collage Students*. Nebraska: University of Nebraska.

Dorney, Z. 2009. *Motivation In Second And Foreign Language Learning*. Cambridge, UK: Cambridge University Press.

Dorney, Z. 2014. *Motivating Learners, Motivating Teacher. Building Vision in the Language Classroom*. Cambridge University Press.

Elda, M, S. 2012. *Improving students' vocabulary mastery by using song at Grade six of Elementary School Bungo Pasang Padang*. Vol. 1, No1. pp.115-135

Eskasasnanda, D. P. 2017. *Causes and Effects of Online Video Game Playing among Junior-High School Students in Malang East Java*. International Journal Indonesia Society and Culture. Vol 9 (2) .pp 191-202



- Farvardin, M. T. & Koosha, M. 2011. *The Role of Vocabulary Knowledge in Iranian EFL Students' Reading Comprehension Performance: Breadth or Depth?* *Theory and Practice in Language Studies*, Vol. 1, No. 11, pp. 1575-1580
- Fatmaawati, H. 2017. *A Correlation Study Between Vocabulary Mastery and Learning Motivation toward Reading Comprehension*. Undergraduated Degree Published : IAIN Surakarta.
- Fishbach, A. 2014. *How to Measure Motivation: A Guide for the Experimental Social Psychology*. University of Chicago: Social and Personality Psychology .10.1111/sp3.
- Gay, L. R and Peter A. 2000. *Educational Research Competencies for Analysis and Application*. Six Ed. New Jersey: Prentice-Hall, Inc.
- Gadaikiene, A & Banyte, J. 2015. *The Effect of Consumer Motivation to Play Games on Video Game- Olaying Engagement*. Elsevier Publishing
- Gardner, R. C. & Lambert, W. E 1972. *Attitudes and Motivation in Second Language Learning*. Newbury House: Reley M.A
- Gardner, R. C. 1994. *On Motivation: Measurements and Conceptual Consideration*. *Modern Language Journal*. 78, 359-68
- Gardner, R. C. 2001. *Integrative motivation and language acquisition and motivation* . Accessed on January 23-01-2020.
- Gerry, S. 2012. *Sejarah perkembangan game online*. Retrieved July 9, 2016 <https://gameonlinehistory.blogspot.co.id/>
- Glavack, R & Sporicic, B. 2018. *The Relationship Between Online Gaming Motivation, Self Concept Clarity and Tendency Toward Problematic Gaming*. Masarak University: journal of Pgysicosocial on Cyberspace.
- Groot, E.V. & Paul R. P. 1990. *Motivational and Self- Regulated Learning Components of Classroom Academic Performance*. *Journal of Psychology: University of Michigan* Vol. 82 No.1
- Gruss, J. 2016. *Games a Tool for Teaching English Vocabulary to Young Learners*. *World Scientific News*. 2392-2192
- Halimah, D. N. 2017. *Improving Students' Vocabulary Mastery*. Thesis: Uin Surakarta.
- Hammadou, J. 1991. *Interrelationships among prior knowledge, inference, and language proficiency in foreign language reading*. *The Modern Language Journal*, 75, 27–38.
- Harmer, J. 2001. *How to teach English*. Edinburg: Longman



Hatch, E. & Farhady, H. 1982. *Research Design ND Statistic for Applied Linguistics*. London: Newbury House Publisher.

Heru, M. 2016. *The Correlation Between Students' Internal Motivation and Vocabulary Mastery and Students Achievments*. A Thesis Published : Universitas Semarang.

Hiebert, E.H. & Kamil. 2005. *Teaching Learning Vocabulary. Bringing Research to Practice*. London: Laurance Elbauom Associates, Inc.

Hu, M. & Nation, P. 2000. *Vocabulary density and reading comprehension. Reading in a ForeignLanguage*, 23, 403-430.

Huang, Q. 2009. *Background Knowledge and Reading Teaching*. Asian Social Science.Vol 5. No.5

Hudson, T. 2007. *Teaching Second Language Reading*. Oxford: Oxford University Press.

Hughey, J. B. et al. 1983.*Teaching ESL Composition: Principles and Techniques*.London: Newbury House Publishers

Ikhwan, M. N. 2017. *The Influence of Students' Mastery of Writer's Text Organization and Vocabulary toward their Reading Comprehension at Islamic Senior High School Al Islam Rumbio*. Pekanbaru: State Islamic University Sultan Syarif Kasim Riau.

Jack C. R. & Willy A. R. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press.

Jacobs, H. L. et al. 1981. *Testing ESL Composition: A Practical Approach* Tokyo: Newbury House Publishers

Jahwari, Y.A., & Humaidi, S. A. 2014. *Prior Knowledge in EFL Reading Comprehension: Omani Teachers' Perspectives & Classroom Strategies. International Journal of Applied Linguistics & English Literature*, Vol. 4 No. 1.

Jalilehvand, M. 2014. *Impact of Prior Knowledge, Rhetoricalpatterns, and Gender Differences on Reading Comprehension of Iranian EFL Students*. PhD thesis, University of Malaya.

Johnson, P. 1982. *Effects of reading comprehension on building background knowledge.TESOL Quarterly*,16, 503–516

Johnston, P. 1999. Prior Knowledge and Reading Comprehension Test Bias. *Reading Research Quarterly*,19

Joshi, R.M., & Aaron, P.G. 2000. *The component model of reading: Simple view of reading made a little more complex.Reading Psychology*, 21, 85–97.



Juliandi, A. 2008. *Uji Reabilitas Instrument Penelitian dengan Cronchbac Alfa*. Knowledge .

Kafi, Z & Sahriarpour, N. 2014. *On the Effect of Playing Digital Games on Iranian Intermediate EFL Learners' Motivation Toward Learning English Vocabularies*. Elsavier Publishing.

Kayaalti, M. 2018. *A Literature Review on the Impact of Online Games in Learning Vocabulary*. International Journal of Scientific Research Publication Vol.8

Ke, F. 2009. *A Qualitative Meta- Analysis of Computer Games as Learning Tools*. University of New Mexico: IGI Global.

Kiim, J. 2004. *Why People continue to Play Online Games : In Search if Critical Design Factors to Increase Customer Loyalty to Online Vocabulary Games*. Cyberpsychology&Behavior : Yonsei University Shout Korea.

King, C and Nancy S. 2008. *Building Skills for TOEFL 2and 5d*. Longman. London

Knuth, R. A & Jones B. F. 2006. What does Research Say about Reading? In Amber D. Warsnak. *The Effects of Activating Prior Knowledge Before Reading on Students with and without Learning Disabilities*.

Klein, H. J. 2014. *An Integrated Control Theory Model of Work Motivation*. Ohio State University.

Koda, K. 1989. *The effects of transferred vocabulary knowledge on the development of L2 reading proficiency*. *Foreign LanguageAnnals*, 22, 529-540.

Koh, M. Y. 1984. *Prior Knowledge in the Interpretation of Texts*. Unpublished PhD thesis, University of London.

Kwan, M. & Florence W. M. 2006. *Online Vocabulary Games as Tool for Teaching and Learning English Vocabulary*. Educational Media International: International Council. Vol 43.3 pp.233-249.

Laufer, B. & Nation P. 1999. A vocabulary size test of controlled productive ability. *Language Testing* 16, 33-51.

Lee, J. F. 1986. *Background knowledge and L2 reading*. *The Modern Language Journal*, 70, 350–354.

Lestari, L.I. 2015. *The Effect of Audio Vidio Games Media On Students' Motivation in Listening Comprehansion Thesis :Unnesa*.

Longman. 1987. *Dictionary Contemporary English. The up to Date Learning Dictionary: Cornll University Press, New York*.



L. R. Gay and Peter A. 2000. *Educational Research Competencies for Analysis and Application. Six Edition*. New Jersey: Prentice- Hall

Leem J. W. 2018. *The Effect of Using Games in Teaching Conversation*. PeerJ Publision.

Mangel, T. 2014. *Assesment of Students Motivation and Learning*. University of New Brunswick.

Makri, A & Dimitrios. 2017. *The Effect of Games and Simulation on Higher Education :a Systematic Literature Review*. International Journal of Higher Education Technology in Higher Education.

Makrима, Z. 2017. *Using Online Computer Games in the ELT Classroom : A Case Study*. Canadian Centre of Scient and Education Vol.10 No.12

Manyak, P.C., & Bauer, E.B. 2009. *English Vocabulary Instruction for English Learners. The Reading Teacher*, 63(2), 174–176.

Matushovic, H.M. 2013 *The Developing an Instrument to measure Motivation. Learning Strategies and Conceptual Change ASEE*.

Martin-Chang, S.Y., & Gould, O.N. 2008. *Revisiting Print Exposure: Exploring Differential Links to Vocabulary, Comprehension and Reading Rate*. *Journal of Research in Reading*, 31, 273–284.

Martin, A. J. 2001. *The Students Motivation Scale. : A Tool For Enhancing Motivation*. Australian Journal of Guidance and Couceling.

Mehrpour, S., Razmjoo, S., & Kian, P. 2011. *The Relationship between Depth and Breadth of Vocabulary Knowledge and Reading Comprehension among Iranian EFL Learners. Journal of English Language Teaching and Learning*, No. 222, 97-127.

Milton J. 2009. *Measuring Second Language Vocabulary Acquisition*. Cambridge: Multilingual Matters.

Moats L. 2005. *How Spelling Supports Reading And Why It Is More Regular and Predictable Than You May Think*. American Educator Winter 2005/2006, 12-43.

Moghadam, et. al. 2012. *A Review on the Important Role of Vocabulary Knowledge in Reading Comprehension Performance*. *Procedia - Social and Behavioral Sciences* 66, 555 – 563

Moreillon, Judi. 2007. *Collaborative Strategies for Teaching Reading Comprehension*. Chicago: American Library Association.



Murray. 1980. *The effect of two techniques which elicit productive response on the comprehension of content area reading materials*. Unpublished MA dissertation. The University of Connecticut.

Nahid, S & Zahra, K. 2014. *On the Effect of Playing Digital Games on Iranian Intermediate EFL Learners' Motivation toward Learning English Vocabularies*. Iran: Azad University.

Nation, I. S. P. 1990. *Teaching and learning vocabulary*. New York: Newbury House.

Nation, I. S. P. 2001. *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.

Nguyen. T.T.T. 2012. *The Impact of Background Knowledge and Time Constraint on Reading Comprehension of Vietnamese Learners of English as a Second Language*. PhD thesis, Southern Illinois University Carbondale

Nunnan, D. 1991. *Language Teaching Methodology*. New York: Practice Hall

Novita, D. 2018. *An Analysis On The Students' Vocabulary Mastery A Descriptive Study on the MTS*. Untan Journal vol. 9

Okta. 2015. *The Effect of Word Knowledge Framework on Students' Vocabulary Mastery at SMP 25 Pekanbaru*. Pekanbaru: Islamic University of Riau

Pulido, D. 2007. The relationship between text comprehension and second language incidental vocabulary acquisition: A matter of topic familiarity? *Language Learning*, 57(1), 155–199.

Qian, D. D. 2002. *Investigating the relationship between vocabulary knowledge and academic reading performance: an assessment perspective*. *Language Learning* 52(3), 513–536.

Qteefan, G. 2012. *The Effectiveness of Using Educational Computer Games Developing Palestinian Fifth Graders' Achievement in English Language in Gaza Governorate*. Thesis.

Raharja, J. 2017. *Motivating EFL Learners Comprehensivel: Dorneys Taxonomy of Classroom Motivatuonal Strategy*. JELTL. Vol 4 (1).

Rahmadhani, I. 2017. *Improving Students' Vocabulary Mastery By Using Fly Swatter Game in Firts year at MTs Persatuan Amal Helvetia*. A Thesis Publised State Islamic University Notrh Sumatra.





Ratih, S. 2017. Improving grade VIII Students' Vocabulary Mastery Through The Concept Attainment Model Mts. Alwasliyah Tembung in 2016/2017. Academic Year. Thesis: Uin Sumatra Utara.

Ratih, K. 2015. *The Implementation of Hanggoro Game in Improving Students Accounting Learning Ativity Class XII Social Program 2 SMA 1 Pengasih*. Undergraduate Thesis : University of Yogyakarta

Read, J. 2000. *Assessing vocabulary*. Cambridge, England: Cambridge University Press.

Reeve, J. 1997. *Expressing Intrinsic Motivation Through Acts of Explration and Facial Display of Interest*. Pleanum Publishing Corporation. Vol 21, No 3

Richards, J. 1976. *The role of vocabulary teaching*. *TESOL Quarterly*, 10(1), 77-90.

Ricketts, J., Nation, K. & Bishop, D. 2007. *Vocabulary is important for some, but not all reading skills*. *Scientific Studies of Reading*, 11(3), 235–257.

Salah, S. M. 2008. *The Relationship between Vocabulary Knowledge and Reading Comprehension of Authentic Arabic Texts*. Brigham Young University.

Sarifah, Zeni. 2016. *Improving Vocabulary Mastery Through Vocabulary Cards of Grade VII at SMP Institute Indonesia Yogyakarta* . Yogyakarta : Thesis published University of Yogyakarta.

Setiawawti, E.P. 2017. *The Comparison of Using Snake Ladders And Scrabble media Towards Vocabulary Mastery of Students*. A Thesis Published Online 2089-3345.

Schmerling D. 2013. *The Measurements of Motivation Examining the Measurements Properties of the Motovations Assesments System*. Orlando: Florida

Schulman, L. 1999. *Taking learning seriously*„*Change Journal*, 31(4), , p. 12, [http://www.guide\\_linesonlearning.com/guideline-five](http://www.guide_linesonlearning.com/guideline-five) (Retrieved on April 27th2013).

Shen, Z. 2013. *The Effects of Vocabulary Knowledge and Dictionary Use on EFL Reading Performance*. *Canadian Center of Science Education*. Vol. 6, No.6.

Snow, C. 2002. *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. Santa Monica: The RAND Corporation.

Stahl, S. 2003. *Vocabulary and readability: how knowing word meanings affects comprehension*.*Topics in Language Disorders*,23(3), 241-247.



Slavin, R.V. 2009. *Educational of Pyschology theory and Practice* . Usa: Pearson

Steven, K. C. 1980. The Effect of Bcakground Knowledge on the Reading Comprehension of Ninth Graders. *Journal of Reading behavior*. 12 (2)

Steven. 1980. Prior Knowledge: Curriculum Enhanment: *Report National Center on Accessing the General Curriculum* (NCAC).

Suri, M. 2012. *Improving Students' Vocabulary Mastery by Using Songs at The sixth pf StateElementry School of 45 Bungo pasang Pandang*, Edu Research.Jurnal Pendidikan Vol.1 No.1 2012.

Sujayanti, R. 2017. *Improving Grade VIII Students' Vocabulary Mastery Through the Concept Attainment Modelat Mts Washliyah Tembung 2016/2017 Academic year*.Thesis published : State Islamic University North Sumatra.

Syahreini. 2010. *Improving the Vocabulary Mastery of the First Year Students of Madrasah Aliyah Syeik Yusuf Singuminasa kabupaten Gowa*.A thesis published : State islamic University of Alaudin Makasar.

Swondo, A. P. 2014. *The Effect of Games and Motivation on Students' Vocabulary Mastery*.A Thesis Published: University of Medan.

Sze, L. 2012. *Use of Gamification In Vocabulary Learning : A Case Study in Maccau*.Macau: University of Macau

Thornbury, S. 2002. *How to Teach Vocabulary*.England : Pearson Education Limited.

Turgut, I. 2009. *Young learners" language learning via computer games*. Available at:[www.sciencedirect.com](http://www.sciencedirect.com)

Tuzun, H. 2008. The Effect of Computer Games on Primary School Students' Achievmnt Motivation in Gheography Learning: Elsavier.

Ucgul, M. 2006. *The Impact of Computer Games on Students' Motivation*. A Thesis Submitted Iranian University.

Uma, J. C. and Thiagarajan, A.P. 2001. Teaching Writing Skill Through Silent Movie: *An experiment*. *Indian Journal of Open Learning*, 10 (1), 93-99. ISSN 0971-2690. India: Indira Gandhi National Open University. Downloaded on September 2017.

Wan, C & Chiou, W. 2006. *Psychological Motivs and Online Games Addiction: A Test of Flow Theory and Humanistic Needs Theory for taiwanese Adilescents*.ChyberPsychology &Behavior. Vol.9

Widjaja, G. 2002. *Complete English Grammar and the Exercise*. Salatiga :PtBuanallmu popular



Westwood P. 2008. *What teachers need to know about Spelling*. ACER Press.

Wright, J. 2011. *The Effects Of Vidio Game Play on Academic Performance*. University of Cumberlands. Vol 17. Pp 37-44

Xu, Z. 2011. *Online Game Adiction among Adolescents: Motivation and Prevention Factors*. European Journal of Information Systems. Vol.21, 321-340.

Yee, N. 2006. *Motivations for Play in Online Games*. Stanford University California: Cyber& Psychology Vol.9 No.6.

Yen, C. 2017. *Empirical Study On The Effect Of Digital Game-Based Instruction On Students' Learning Motivation And Achievment*. EURASIA Journal of Mathematics Science And Technology Education, 10.12973. ISSN 1305-8223. Taiwan: Far East University. Downloaded on September 2017.

Hak cipta milik UIN Suska Riau  
Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



SEKOLAH MENENGAH PERTAMA ISLAM TERPADU INSAN UTAMA

ALAMAT : JL. HANDAYANI II KEC. SIDOMILYO BARAT PEKANBARU

NPSN : 69860534 NSS : 102-096-012-017

KODE POS :28291 HP. 085264300455

E-mail : [smpit.insanitamapku@gmail.com](mailto:smpit.insanitamapku@gmail.com)

SEMESTER	: II (DUA)	MATA PELAJARAN	: ENGLISH
TAHUN PELAJARAN	: 2019 / 2020	KELAS	: VII (tujuh)
POST TEST		WAKTU	: 30 MENIT

- A. Test does not affect your English score. It is pure for research test only.
  - B. These questions are used to know students' vocabulary mastery.
  - C. These questions are multiple choices.
  - D. These questions consist of 20 questions.
  - E. You are given 30 minutes to answer these questions.
  - F. Write down your name and class on your answer sheet provided.
  - G. Give the cross (X) for the correct answer.
  - H. Please answer these questions based on the correct answer.
1. Thank you for your participation and Good Luck

1. The antonym of “silent” is ...
  - a. Happy
  - b. Angry
  - c. Noisy
  - d. Quite

2. Adjective related to describe “Body” is
 

1. Fat	4. Thin
2. Curly	5. Pointed
3. Short	6. Tall

  - a. 1-2-3-4
  - b. 3-4-5-6
  - c. 1-3-4-6
  - d. 2-3-5-6

3. The correct sentence is:
  - a. She is beautiful ladies.
  - b. She is the beautiful ladies.
  - c. She has beautiful ladies.
  - d. She is beautiful lady.

4. Choose the correct spelling for the English word from the word “Diri saya”
  - a. M Y S e l F
  - b. M y s e l p
  - c. M a y s e l p
  - d. M y s e l f

5. The farmer has Nine ...
  - a. Sheep
  - b. Sheeper
  - c. Sheepes
  - d. Sheeps

6. I’m Feeling really... today
  - a. Late
  - b. Old
  - c. Happy
  - d. Work

7. Choose the correct Spelling for the English word form the word “Pengetahuan”
  - a. K n o w l a d g e
  - b. N o w l a d g e
  - c. K n o w l e d g e
  - d. K n o w l e j

Text for question 8 until 10

Hi, my name is Khadijah. I am 12 years old. I am a first grade students in junior high school. I live with my parents and my little brother in a nice house. My address in Jl. Melati 50. My telephone number is 0761 90909.

8. The opposite meaning of “first”

(line 2) is...

- a. First
- b. Second
- c. Middle
- d. Last

9. In a nice house. The word form of the underline word is...
  - a. Noun
  - b. Adverb
  - c. Adjective
  - d. Adverb

10. The word “House” in the fifth line has same meaning as...
  - a. Castle
  - b. Palace
  - c. Home
  - d. Ware house

11. People can easily see violence on TV. The underline of the word means...
  - a. Bruttaly
  - b. Forecas
  - c. Excurtion
  - d. Exploitation

12. At 12 o’clock, the employes will be dismissed to have lunch in the cafeteria. opposite of dismissed is
  - a. Accepted
  - b. Rejected
  - c. Gathered
  - d. Appreciated

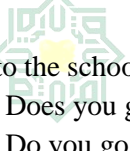
13. Elephants usually have “Belalai dan gading” Spelling for underline Word is...
  - a. T r u n g and T u s
  - b. T r u n k and T s u k
  - c. T r u n k and T u s k
  - d. T u s k and T r u k

14. Does Susan ...football ?
  - a. Playing
  - b. Play
  - c. Plays
  - d. Played

15. My classmates are friendly. The word form of the underline word is...
  - a. Adverb
  - b. Adjective
  - c. Verb
  - d. Noun

16. Choose the correct spelling for English word from the word “Memperkenalkan”
  - a. I n t r o d u s e
  - b. I n t r o d u s e
  - c. I n t r o d u c e
  - d. I n t r o d i u s

17. Tania cuts up vegetable into small pieces. The underline of the word refers to ...
- Noun
  - Adjective
  - Verb
  - Adverb
18. ... to the school everyday?
- Does you go?
  - Do you go?
  - Are you go?
  - Have you go?
19. Which of these words below has same spelling/ pronounce of vowel əi / as in nice?
- Chases
  - Eyes
  - Cry
  - Ways
20. There are many ... in the stockroom
- Box
  - Boxses
  - Boxes
  - Boxs



2. Dilarang mengutip, menyalin, atau menjiplak sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. Dilarang mengutip, menyalin, atau menjiplak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



## QUESTIONERS OF MOTIVATION

### 1. Students Profile

**Gendre : \_Male \_Female**

### 2. Motivational Orientations

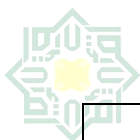
The following section contains a number of reason why and one might study English language. Beside each one of following statements, write the number form the scale which best indicates the degree to which the stated reason corresponds with one of your reasons for learning English langugae. Remember there is no right or wrong answer, since many people have different opinions.

Strongly disagree (sangat tidak setuju)	Disagree ( tidak setuju)	Neutral (Netral)	Agree (setuju)	Strongly Agree (sangat setuju)
1	2	3	4	5

NO	Statement	1	2	3	4	5
1	I like learning English  (saya suka belajar Bahasa Inggris)					
2	I study English because it is international language which I can use to converse with foreign people					

Hak Cipta Dilindungi Undang-Undang  
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

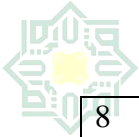
© Hak cipta milik UIN Suska Riau  
 State Islamic University of Sultan Saifuddin Kasir Riau



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber dan menyebutkan nama penulis.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
3. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
4. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

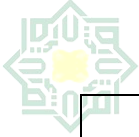
<p>Hak Cipta 1. Dilarang</p>	<p>(saya belajar bahasa Inggris karena ini adalah bahasa Internasional dan bisa berbicara dengan banyak orang )</p>					
<p>Dilindungi Undang-Undang 3. Pengutipan</p>	<p>I learn English because important and able to interact more easily  (saya belajar bahasa Inggris karena sangat penting dan mampu berinteraksi dengan lebih mudah)</p>					
<p>4. Karya tulis ini</p>	<p>I lean English because it can give me sense of achievement  (saya belajar bahasa Inggris karena dapat memberi saya rasa prestasi)</p>					
<p>5. dan menyebutkan</p>	<p>I want to good grade in my English subject  (saya ingin mendapatkan nilai yang bagus dalam mata pelajaran bahasa Inggris saya)</p>					
<p>6. peng-</p>	<p>I study English because will useful in getting a better job  (saya belajar bahasa Inggris karena akan berguna dalam mendapatkan pekerjaan )</p>					
<p>7.</p>	<p>I enjoy proces of learning  (saya menikmati proses belajar bahasa inggris)</p>					





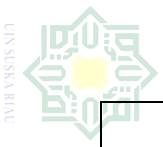
Hak Cipta Dilindungi  
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

8	I think English is interesting subject  (saya rasa pelajaran bahasa Inggris pelajaran yang menarik)					
9	I enjoy the satification when I fine out new things in English subject  (saya menikmati kepuasan ketika saya menemukan hal baru di dalam pembelajaran bahasa Inggris)					
10	I would feel ashamed if i got bad score in English  (saya merasa malu mendapat nilai yang buruk)					
11	I study English because of exam  (saya belajar bahasa Inggris karena ujian)					
12	My parent push me to study hard in English subject  ( orang tua saya mendukung penuh dalam pemnbelajaran bahasa Inggris)					
13	I study English because English is an asigned subject  (saya belajar bahasa Inggris karena bahasa Inggris pelajaran yang ditugaskan)					
14	I enjoy the high feeling while I speak English					



Hak Cipta Dilindungi Undang-Undang  
 1. Dilarang menyalin, mengutip sebagian atau seluruhnya tanpa izin dari penerbit.  
 2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

	(Saya senang dengan perssaan yang bahagia ketika menggunakan bahasa Inggris)				
15	I study English because the teacher used interesting method/media  ( Saya belajar bahasa Inggris dikarenakan guru menggunakan metode /media yang menyenangkan)				
16	I study English for confidence and achievement.  (Saya belajar bahasa Inggris untuk meningkatkan percaya diri dan pencapaian)				
17	I can better understanding what i 'm interested in English  (Pemahaman saya ebih baik dengan apabyang saya rasa menarik dalam pelajaran bahasa Inggris)				
18	I learn English because teacher praise.  (Saya belajar bahasa Inggris dikarena penghargaan/kepedulian guru )				
19	I study English because enable to chat with foreign language  ( Saya belajar bahasa Inggris agar dapat berkomunikasi				



Hal Cipta Dilindungi Undang-Undang  
 1. Ilustrasi, gambar, dan tabel yang mengandung unsur hak cipta dilindungi undang-undang.  
 2. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

dengan negara lain yang menggunakan bahasa Inggris)					
© I learn English because necessary for communication. ( Saya belajar bahasa Inggris karena penting untuk berkomunikasi )					

**3. Other Comments**

Is there any comment regarding your attitude to learning English issue.....

.....



		<b>responnya</b>																							
3.2	4.2	<b>Teks lisan dan tulis sederhana untuk perkenalan diri serta responnya</b>	10 JP				2	4		4															
3.3	4.3	<b>Teks lisan untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal dan</b>	12 JP							4	4		4												

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mengacukan sumber:
- a. Pengutipan hanya untuk keperluan pendidikan, penelitian dan penulisan karya ilmiah
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Diarangi mengumumkannya dan menerbitkan, atau sebagian dari isi UIN Suska Riau.

		<b>tahun</b>																		
3.4	4.4	<b>Teks lisan dan tulis untuk pemaparan jati diri</b>	8 JP							4	4									
3.5	4.6	<b>Teks lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan</b>	8 JP									4	4							
3.6	4.7	<b>Teks tulis label nama dan daftar harga</b>	6 JP										2	4						



## PROGRAM SEMESTER

**Satuan Pendidikan : SMP IT Insan Utama Pekanbaru**

**Mata pelajaran : Bahasa Inggris**

**Kelas/ Semester : 7/ 2**

**Tahun Pelajaran : 2019/2020**

Nomor KI				Materi Pembelajaran	Alokasi Waktu	JANUARI					FEBRUARI					MARET					APRIL					MEI					JUNI				
1	2	3	4			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Nomor KD																																			
3.7	4.8			Teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang,	10 JP	2	4	4																											

Hak Cipta Diindungi Undang-Undang  
 1. Dilarang mengutip sebagian atau seluruh isi karya tulis ini tanpa mencantumkan atau menyebutkan sumbernya.  
 a. Pengutipan hanya untuk keperluan pendidikan, penelitian, penulisan karya ilmiah, penerbitan, atau siaran.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh isi karya tulis ini di luar lingkup UIN Suska Riau.

© Hak cipta milik UIN Suska Riau  
 State Islamic University of Sultan Syarif







Mahasiswa

Herlianisyah Lubis

NIM.21691204677

Menyetujui

Kepala Sekolah SMP IT Insan Utama

Helisnoriza, S.Pd

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan menyebarluaskan secara terbuka atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Mengetahui,

Guru Pamong

Meli Husna, S.Pd



UIN SUSKA RIAU

## SILABUS SMP/MTs

**Satuan Pendidikan** : SMP IT Insan Utama

**Mata Pelajaran** : Bahasa Inggris

**Kelas** : VII

**Kompetensi Inti** :

**KI 1:** Menghargai dan menghayati ajaran agama yang dianutnya

**KI 2:** Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

**KI 3:** Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

**KI 4:** Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	State Islamic University of Sultan Syarif Kasim Riau				
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	State Islamic University of Sultan Syarif Kasim Riau				



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.  2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	cipta milik UIN Suska Riau Dilindungi Undang-Undang				
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya.  4.1. Menyusun teks lisan	<b>Teks lisan untuk (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya.</b>  <b><u>Masing-masing diajarkan secara terpisah</u></b>  <b>Fungsi sosial</b> Menjaga hubungan interpersonal dengan guru dan teman  <b>Struktur teks</b> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)	<b><u>Masing-masing menggunakan prosedur yang sama</u></b>  <b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, untuk menjaga hubungan interpersonal dengan ungkapan yang</li> </ul>	<b>KRITERIA PENILAIAN</b> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, serta responnya.</li> <li>Tingkat kelengkapan dan keruntutan struktur ungkapan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d)</li> </ul>	10 JP	<ul style="list-style-type: none"> <li>Buku Paket Siswa Interactive English 1</li> <li>Contoh teks tertulis</li> <li>Sumber dari internet</li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>seederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>a. <i>Good morning. How are you?, Fine, thank you. And you?</i> dan semacamnya</p> <p>b. <i>Goodbye. Bye. See you later. See you. Take care.</i>, dan semacamnya</p> <p>c. <i>Thank you. You are welcome.</i>, dan semacamnya</p> <p>d. <i>I'm sorry. That's fine, okay. Allright.</i>, dan semacamnya</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kosakata dan tata bahasa baku</p> <p>(2) Ucapan, tekanan kata, intonasi</p> <p>(3) Ejaan dan tanda baca</p> <p>(4) Tulisan tangan</p> <p><b>Topik</b></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku santun dan peduli.</p>	<p>sesuai dengan konteksnya (keteladanan).</p> <ul style="list-style-type: none"> <li>Siswa dituntut untuk mencontoh keteladanan tersebut dengan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf serta meresponnya, dalam bahasa Inggris, untuk menjaga hubungan interpersonal dan sesuai dengan konteksnya.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan menyaksikan banyak contoh interaksi (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf serta responnya dalam bahasa Inggris dari film, kaset, buku</li> </ul>	<p>meminta maaf, serta responnya.</p> <ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap santun, peduli, dan percaya diri yang menyertai ungkapan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, serta responnya.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, serta responnya.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi</li> </ul>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: ang mengutip hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. ang mengutip tidak merugikan kepentingan yang wajar UIN Suska Riau. ang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p>ta Dilindungi Undang-Undang</p> <p>k cipta milik UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>	<p>teks, dsb.</p> <ul style="list-style-type: none"> <li>Siswa menirukan contoh-contoh interaksi (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya.</li> <li>Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya, dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan berbagai ungkapan (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>Siswa membandingkan</li> </ul>	<p>terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf ketika muncul kesempatan di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, termasuk</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: ang mengutip hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. ang mengutip tidak merugikan kepentingan yang wajar UIN Suska Riau. ang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p>ta Dilindungi Undang-Undang</p> <p>k cipta milik UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>	<p>ungkapan (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf, serta responnya di dalam dan di luar kelas, untuk menjaga hubungan interpersonal dan sesuai dengan konteksnya.</li> <li>Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>Siswa membicarakan permasalahan yang dialami dalam</li> </ul>	<p>kemudahan dan kesulitannya.</p>		



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>Karya cipta milik UIN Suska</p> <p>Diilindungi Undang-Undang</p>	<p>menggunakan bahasa Inggris untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf, serta responnya, dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>			
<p>3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai</p>	<p><b>Teks lisan dan tulis sederhana untuk perkenalan diri serta responnya</b></p> <p><b>Fungsi sosial</b></p> <p>Memperkenalkan diri untuk menjalin hubungan interpersonal dengan guru dan teman</p> <p><b>Struktur teks</b></p> <p><i>My name is ..., I'm ..., I live in ... , What's your name?, Where do you live?, Nice to meet you, How do you do, ... dan sebagainya.</i></p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kosakata</p> <p>(2) Tata bahasa: <i>be, have</i>; kata ganti <i>I, he, she, they</i>, dst.; kata ganti kepunyaan <i>my, your, his, their</i>, dst.</p> <p>(3) Ucapan, tekanan</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa melihat, mendengar, dan menyaksikan guru memperkenalkan dirinya dalam bahasa Inggris secara benar sesuai kenyataan, untuk dapat dikenal siswa secara lebih dekat.</li> <li>Guru mengulangnya berkali-kali, dan secara interaktif mengajak siswa untuk mengamati secara jelas, kalimat demi kalimat, isi pesan dan unsur kebahasaan yang digunakan dalam perkenalan diri.</li> <li>Siswa menirukan guru mengatakan setiap kalimat.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan</p>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial perkenalan diri, serta responnya.</li> <li>Tingkat kelengkapan dan keruntutan struktur teks perkenalan diri, serta responnya.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap santun, peduli, dan percaya diri yang menyertai perkenalan diri, serta responnya.</li> </ul>	<p>10 JP</p>	<ul style="list-style-type: none"> <li>Buku Paket Siswa Interactive English 1</li> <li>Contoh teks tertulis</li> <li>Sumber dari internet</li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>konteks.</p> <p>yang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: <i>Penelitian hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</i></p> <p>yang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: <i>Penelitian hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</i></p> <p>yang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: <i>Penelitian hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</i></p>	<p>kata, dan intonasi</p> <p>(4) Ejaan dan tanda baca</p> <p>(5) Tulisan tangan</p> <p><b>Topik</b></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, percaya diri, dan bertanggung jawab.</p>	<p>perkenalan diri dalam bahasa Inggris dan dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan menyaksikan banyak contoh interaksi perkenalan diri dalam bahasa Inggris dari film, kaset, buku teks, dsb.</li> <li>Siswa mengikuti dan menirukan contoh-contoh interaksi perkenalan diri dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi perkenalan diri.</li> <li>Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk memperkenalkan diri dalam konteks pembelajaran, <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan perkenalan diri yang telah dikumpulkan dari berbagai sumber</li> </ul>	<p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam melakukan perkenalan diri, serta responnya.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk perkenalan diri, dan responnya, ketika muncul kesempatan di dalam dan di luar kelas.</li> <li>Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas.</li> </ul>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>UIN SUSKA RIAU</p> <p>yang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: ang mengutip hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. ang mengutip tidak merugikan kepentingan yang wajar UIN Suska Riau. ang mengutip dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p>K cipta milik UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>	<p>tersebut di atas.</p> <ul style="list-style-type: none"> <li>Siswa membandingkan antara ungkapan perkenalan diri yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menggunakan bahasa Inggris untuk saling memperkenalkan diri agar saling mengenal secara lebih dekat.</li> <li>Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>Siswa membicarakan permasalahan yang dialami dalam memperkenalkan diri dalam bahasa Inggris dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan perkenalan diri, termasuk kemudahan dan kesulitannya.</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam bentuk angka, tanggal, dan tahun.</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>Teks lisan dan tulis untuk menyatakan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (f) tahun</b></p> <p><b><u>Masing-masing diajarkan secara terpisah</u></b></p> <p><b>Fungsi sosial</b></p> <p>Menyadari pentingnya (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun untuk mengelola kehidupan manusia.</p> <p><b>Struktur teks</b></p> <p>a. <i>What day is it today? It's Monday today. It is Tuesday tomorrow. When do we have English?</i>, dan sebagainya.</p> <p>b. <i>What month is it? What month is before July? After March is April. I was born in January</i>, dan sebagainya</p> <p>c. <i>in the morning, at noon, in the afternoon, in the evening, at night, at midnight</i></p> <p>d. <i>What time is it?</i></p>	<p><b><u>Masing-masing menggunakan prosedur yang sama</u></b></p> <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, dalam bahasa Inggris, tentang berbagai kegiatan dan keadaan nyata.</li> <li>Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, dalam bahasa Inggris.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,</p>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam bentuk angka, (e) tanggal, dan (e) tahun.</li> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang</li> </ul>	<p>12 JP</p>	<ul style="list-style-type: none"> <li>Buku Paket Siswa Interactive English 1</li> <li>Contoh teks tertulis</li> <li>Sumber dari internet</li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>yang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: Sanksi pidana dan denda bagi yang melanggar. Selain ketentuan dalam pasal-pasal di atas, pelanggaran sebagaimana dimaksud dapat dikenakan sanksi administratif berupa penundaan, pembekuan, pencabutan, atau pembekuan sementara izin. Ketentuan lain yang mengatur mengenai pelanggaran dan sanksi administratif diatur dalam peraturan perundang-undangan yang berlaku.</p>	<p><i>What time do we have English on Tuesday? one to thirty, half past eight, a quarter to five, dan seterusnya</i></p> <p>e. <i>What date is it? What date is the Kartini Day? When were you born? the first, the second, the third, the fourth, the fifth, the twenty first dan seterusnya</i></p> <p>f. <i>What year is it? When were you born? Nineteen ninety eight. Two thousand and three. dan semacamnya.</i></p> <p><b>Unsur kebahasaan</b></p> <ol style="list-style-type: none"> <li>(1) Kosakata terkait hari, bulan, waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</li> <li>(2) Kata kerja dalam simple present tense: <i>be, have.</i></li> <li>(3) Kata tanya <i>What time? What date?, When?</i></li> <li>(4) Kata ganti <i>it</i> dan artikel <i>the.</i></li> <li>(5) Angka kardinal dan angka ordinal</li> <li>(6) Ucapan, tekanan</li> </ol>	<p>kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dalam bahasa Inggris dari film, kaset, buku teks, dsb.</li> <li>Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun.</li> <li>Secara kolaboratif,</li> </ul>	<p>menyertai tindakan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun.</p> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan</li> </ul>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>yang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: Sanksi hukum yang dikenakan terhadap orang-orang yang melakukan pelanggaran terhadap ketentuan-ketentuan yang diatur dalam peraturan perundang-undangan.</p>	<p>kata, intonasi, (7) Ejaan dan tanda baca (8) Tulisan tangan</p> <p><b>Topik</b> Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan kerja sama.</p>	<p>siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman</li> </ul>	<p>menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, ketika muncul kesempatan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b> Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>...ng mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: ...nggutip hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. ...nggutip tidak merugikan kepentingan yang wajar UIN Suska Riau. ...ng mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p>K cipta milik UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>	<p>tentang fungsi sosial dan unsur kebahasaan yang digunakan.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, tentang berbagai kegiatan dan keadaan, di dalam dan di luar kelas.</li> <li>Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<p>bentuk angka, (e) tanggal, dan (e) tahun, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun.</p>		



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.4 Menangkap makna pemaparan jati diri lisan dan tulis sangat pendek dan sederhana.</p> <p>4.5 Menyusun teks lisan dan tulis untuk memaparkan dan menanyakan jati diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>Teks lisan dan tulis untuk pemaparan jati diri</b></p> <p><b>Fungsi sosial</b> Mengenalkan, menyebutkan identitas, untuk saling mengenal dan menjalin hubungan antar pribadi dengan teman dan guru.</p> <p><b>Struktur teks</b> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>My name is Arif, a-r-i-f. My father is Mr. Zainal. How do you spell your name? Who is she? I have two sisters, Siska and Muti. Is she your friend?</i> dan sebagainya.</p> <p>b. <i>My dad is a nurse? He helps the doctors. His father is a gardener. She is the janitor, and she cleans the classrooms.</i>, dan sebagainya.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Nama status hubungan keluarga, kekerabatan, teman, tetangga</p> <p>(2) Nama profesi pekerjaan.</p> <p>(3) Kata tanya <i>Who?</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa melihat, mendengar, dan menyaksikan guru memaparkan jati diri dalam bahasa Inggris secara benar sesuai kenyataan, untuk dapat dikenal siswa secara lebih dekat, dalam maksimal 6 kalimat.</li> <li>Guru mengulangnya berkali-kali, dan secara interaktif mengajak siswa untuk mengamati secara jelas, kalimat demi kalimat, isi pesan dan unsur kebahasaan yang digunakan dalam pemaparan jati diri.</li> <li>Siswa menirukan guru mengatakan setiap kalimat.</li> </ul> <p><b>Menanya</b> Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan pemaparan jati diri dalam bahasa Inggris dan dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan menyaksikan banyak contoh interaksi pemaparan jati diri dalam bahasa Inggris dari film,</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial memaparkan dan menanyakan jati diri.</li> <li>Tingkat kelengkapan dan keruntutan dalam memaparkan dan menanyakan jati diri.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memaparkan dan menanyakan jati diri.</li> </ul> <p><b>CARA PENILAIAN:</b> <b>Kinerja (praktik)</b> Simulasi dan/atau</p>	<p>8 JP</p>	<ul style="list-style-type: none"> <li>Buku Paket Siswa Interactive English 1</li> <li>Contoh teks tertulis</li> <li>Sumber dari internet</li> </ul>



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>yang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: Sanksi pidana dan denda bagi orang yang melakukan perbuatan tersebut adalah: (1) pidana penjara dan denda bagi yang melakukan perbuatan tersebut secara sengaja dengan tujuan untuk merugikan kepentingan orang lain atau membahayakan masyarakat, bangsa, atau keselamatan dunia, (2) pidana penjara dan denda bagi yang melakukan perbuatan tersebut secara sengaja dengan tujuan untuk mempermalukan orang lain, kecuali untuk kepentingan seni, dan (3) pidana penjara dan denda bagi yang melakukan perbuatan tersebut secara tidak sengaja. (Pasal 320)</p> <p>yang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: Sanksi pidana dan denda bagi orang yang melakukan perbuatan tersebut adalah: (1) pidana penjara dan denda bagi yang melakukan perbuatan tersebut secara sengaja dengan tujuan untuk merugikan kepentingan orang lain atau membahayakan masyarakat, bangsa, atau keselamatan dunia, (2) pidana penjara dan denda bagi yang melakukan perbuatan tersebut secara sengaja dengan tujuan untuk mempermalukan orang lain, kecuali untuk kepentingan seni, dan (3) pidana penjara dan denda bagi yang melakukan perbuatan tersebut secara tidak sengaja. (Pasal 320)</p>	<p>Which? How?</p> <p>(4) Article <i>a, an, the</i>..</p> <p>(5) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: <i>be, have, work, live</i>, dan sebagainya.</p> <p>(6) Penyebutan kata benda singular dan plural (-s), dan children</p> <p>(7) Ucapan, tekanan kata, Intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan.</p> <p><b>Topik</b></p> <p>Diri sendiri, orang tua, kakak, adik, famili, tetangga, dan orang terdekat lainnya, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan kerja sama.</p>	<p>kaset, buku teks, dsb.</p> <ul style="list-style-type: none"> <li>Siswa mengikuti dan menirukan contoh-contoh interaksi pemaparan jati diri dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi pemaparan jati diri.</li> <li>Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk memaparkan jati diri dalam konteks pembelajaran, <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan untuk pemaparan diri yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>Siswa membandingkan antara ungkapan untuk pemaparan diri yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial</li> </ul>	<p>bermain peran (<i>role play</i>) dalam bentuk interaksi dengan memaparkan dan menanyakan jati diri.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk memaparkan dan menanyakan jati diri, ketika muncul kesempatan, di dalam dan di luar kelas.</li> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>... Dilindungi Undang-Undang</p> <p>... cipta milik UIN Suska Riau</p> <p>... State Isa</p>	<p>dan unsur kebahasaan yang digunakan.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menggunakan bahasa Inggris untuk saling memaparkan jati diri agar saling mengenal secara lebih dekat.</li> <li>Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>Siswa membicarakan permasalahan yang dialami dalam memaparkan jati diri dalam bahasa Inggris dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memaparkan dan menanyakan jati diri, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan memaparkan dan menanyakan jati diri.</p>		
<p>3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan</p>	<p><b>Teks lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari</b></p> <p><b>Fungsi sosial</b></p> <p>Mengenalkan, mengidentifikasi benda, binatang, bangunan umum.</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam bahasa Inggris (keteladanan).</li> <li>Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan nama dan</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</li> <li>Tingkat kelengkapan dan keruntutan dalam</li> </ul>	<p>8 JP</p>	<ul style="list-style-type: none"> <li>Buku Paket Siswa Interactive English 1</li> <li>Contoh teks tertulis</li> <li>Sumber</li> </ul>



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kehidupan siswa sehari-hari.</p> <p>4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>Struktur teks</b> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>It's my cricket. They are my cats. There are many fireflies in the farm., What is it? How many cows do you have?</i></p> <p>b. <i>Are they your toys? Which one is your book? What is in your pocket? Who has a red pen?</i></p> <p>c. <i>The hospital is near the post office. The police station is in the corner.</i> dan semacamnya.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Nama binatang di lingkungan rumah dan sekolah siswa: <i>hen, chicks, house lizard, dragon fly, cockroaches, mosquitoes</i>, dll.</p> <p>(2) Nama benda di lingkungan rumah dan sekolah: <i>table, pillow, toy, mug, book shelf, pen, bag</i>, dll.</p> <p>(3) Nama bangunan umum: <i>the post office, the bank, the hospital</i>, dll.</p> <p>(4) Kata tanya</p>	<p>jumlah binatang, benda, dan bangunan publik, dalam bahasa Inggris dan bahasa lainnya.</p> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dari film, kaset, buku teks, dsb.</li> <li>Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>Dengan bimbingan dan</li> </ul>	<p>menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</p> <ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan nama dan jumlah</p>		<p>r dari internet</p>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>yang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: angkutian hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. ang mengutip tidak merugikan kepentingan yang wajar UIN Suska Riau. ang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p><i>What? Which one? How many?</i></p> <p>(5) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</p> <p>(6) Kata ganti <i>it, they, this, that, those, these</i>.</p> <p>(7) Ungkapan <i>There is/are..., Are there ...?</i></p> <p>(8) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: <i>be, have, go, play, get, take</i>, dan sebagainya.</p> <p>(9) Ucapan, tekanan kata, Intonasi</p> <p>(10) Ejaan dan tanda baca</p> <p>(11) Tulisan tangan.</p> <p><b>Topik</b></p> <p>Benda, binatang, bangunan umum yang terdapat di lingkungan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan kerja sama.</p>	<p>arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</p> <ul style="list-style-type: none"> <li>Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam</li> </ul>	<p>binatang, benda, dan bangunan publik.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, ketika muncul kesempatan, di dalam dan di luar kelas.</li> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di</li> </ul>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.6 Memahami fungsi sosial, struktur teks,</p>	<p>Teks tulis label nama (<i>label</i>) dan daftar</p>	<p>bahasa lain.</p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, di dalam dan di luar kelas.</li> <li>Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<p>luar kelas.</p> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, termasuk kemudahannya dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</p>	<p>6 JP</p>	<ul style="list-style-type: none"> <li>Buku Paket Siswa</li> </ul>
<p>3.6 Memahami fungsi sosial, struktur teks,</p>	<p>Teks tulis label nama (<i>label</i>) dan daftar</p>	<p><b><u>Masing-masing menggunakan prosedur</u></b></p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> <li>Tingkat</li> </ul>	<p>6 JP</p>	<ul style="list-style-type: none"> <li>Buku Paket Siswa</li> </ul>



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan unsur kebahasaan dari teks label nama (<i>label</i>) dan daftar barang (<i>list</i>), sesuai dengan konteks penggunaannya.</p> <p>4.7 Menyusun teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>barang (<i>list</i>)</b></p> <p><b><i>Masing-masing diajarkan secara terpisah</i></b></p> <p><b>Fungsi sosial</b> Mengenalkan, mengidentifikasi, menginventarisasi.</p> <p><b>Struktur text</b></p> <p>a. Nama benda di lingkungan rumah dan sekolah, dengan atau tanpa artikel.</p> <p>b. Daftar nama benda dalam rumpun yang sama, dengan atau tanpa jumlah.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Artikel <i>a</i>, kata benda plural</p> <p>(2) angka kardinal, 1 s.d. 100, <i>one, two, three, ... one hundred</i></p> <p>(3) Ucapan, tekanan kata, intonasi</p> <p>(4) Ejaan dan tanda baca</p> <p>(5) Tulisan tangan</p> <p><b>Topik</b> Benda-benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur,</p>	<p><b><i>yang sama</i></b></p> <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mencari benda atau tempat di sekolah, rumah, dan sekitarnya di mana terdapat (a) label nama atau perlu diberi label nama dan (b) daftar barang, termasuk yang menggunakan bahasa Indonesia. Jika memungkinkan memfoto setiap yang dilihat tersebut.</li> <li>Siswa mengumpulkan gambar dan foto berbagai lokasi dan benda di mana terdapat (a) label nama dan (b) daftar barang, dari berbagai sumber termasuk internet, film, koran, majalah, buku teks, dsb.</li> <li>Siswa memberikan komentar dan pandangannya tentang fungsi (a) label nama dan (b) daftar barang, ketepatan unsur kebahasaannya, format, tampilan, dsb.</li> </ul> <p><b>Menanya</b> Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a) label nama dan (b) daftar barang, dalam bahasa</p>	<p>ketercapaian fungsi sosial (a) label nama dan (b) daftar barang.</p> <ul style="list-style-type: none"> <li>Tingkat kelengkapan dan keruntutan (a) label nama dan (b) daftar barang.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat (a) label nama dan (b) daftar barang.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b> Tugas menganalisis dan membuat (a) label nama dan (b) daftar barang untuk fungsi nyata.</p> <p><b>Observasi:</b></p>		<p>Interactive English 1</p> <ul style="list-style-type: none"> <li>Contoh teks tertulis</li> <li>Sumber dari internet</li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Disiplin, peduli, kerjasama.</p> <p><b>Multimedia:</b></p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>disiplin, peduli, kerjasama.</p> <p><b>Multimedia:</b></p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) label nama dan (b) daftar barang.</li> <li>Siswa mempelajari secara lebih cermat semua (a) label nama dan (b) daftar barang yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya.</li> <li>Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat (a) label nama dan (b) daftar barang untuk fungsi nyata di kelas, sekolah, rumah, dan sekitarnya.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) label nama dan (b) daftar barang</li> </ul>	<p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa memahami dan menghasilkan (a) label nama dan (b) daftar barang sesuai fungsi sosialnya, di dalam dan di luar kelas.</li> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat (a) label nama dan (b) daftar</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>yang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: .            pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.            pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.            yang mengumpulkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p>K cipta milik UIN Suska Riau            State Islamic University of Sultan Syarif Kasim Riau</p>	<p>yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> <li>Siswa membandingkan dan persamaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) label nama dan (b) daftar yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membuat lebih banyak (a) label nama dan (b) daftar barang dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah.</li> <li>Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>Siswa membicarakan permasalahan yang dialami dalam membuat (a) label nama dan (b) daftar</li> </ul>	<p>barang, termasuk kemudahan dan kesulitannya.</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya berbagai (a) label nama dan (b) daftar barang yang telah dibuat.</li> <li>Kumpulan hasil analisis tentang beberapa berbagai (a) label nama dan (b) daftar barang.</li> </ul>		





Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>barang dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>			
<p>3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.</p> <p>a.</p> <p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>Teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</b></p> <p><b>Fungsi sosial</b></p> <p>Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi</p> <p><b>Struktur teks</b></p> <p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>The baby is cute. I'm tired. Her sister is friendly. The children are very strong and healthy. What is he like?, dan</i> semacamnya.</p> <p>b. <i>Fire is hot. Ice is cold. My school is very clean. The classrooms are big. The school yard is wide and green. How is your school?, dan</i> semacamnya.</p> <p>c. <i>The horse is very strong. Cows are big. Chicks are cute. A cockroach is brown., dan</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> <li>Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris yang dipilih sesuai fungsi sosialnya.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan sifat orang, binatang, benda.</li> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan sifat orang, binatang, benda.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan sifat orang,</li> </ul>	<p>10 JP</p>	<ul style="list-style-type: none"> <li>Buku Paket Siswa Interactive English 1</li> <li>Contoh teks tertulis</li> <li>Sumber dari internet</li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>... ang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: ... ang mengutip hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. ... ang mengutip tidak merugikan kepentingan yang wajar UIN Suska Riau. ... ang mengutip dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p>semacamnya.</p> <p><b>Unsur kebahasaan</b></p> <ol style="list-style-type: none"> <li>(1) Kata sifat terkait fisik, mental, psikologis</li> <li>(2) Kata tanya <i>What ... look like? How?</i></li> <li>(3) Nama benda-benda dan hewan yang sangat lazim di rumah, kelas, sekolah, dan sekitarnya.</li> <li>(4) Adverbia: <i>very</i></li> <li>(5) Kata ganti <i>it, they, this, that, those, these.</i></li> <li>(6) Kata kerja dalam simple present tense: <i>be, have.</i></li> <li>(7) Ucapan, tekanan kata, intonasi,</li> <li>(8) Ejaan dan tanda baca</li> <li>(9) Tulisan tangan.</li> </ol> <p><b>Topik</b></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p>	<p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>• Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dari film, kaset, buku teks, dsb.</li> <li>• Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan sifat orang, binatang, benda.</li> <li>• Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang, benda dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan menyebutkan dan menanyakan sifat</li> </ul>	<p>binatang, benda.</p> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, benda.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>• Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.</li> <li>• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> </ul>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: ang mengutip hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. ang mengutip tidak merugikan kepentingan yang wajar UIN Suska Riau. ang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p>ita Dilindungi Undang-Undang</p> <p>k cipta milik UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>	<p>orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan sifat orang, binatang, benda yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan sifat orang, binatang, benda, di dalam dan di luar kelas, dengan unsur kebahasaan yang dipilih sesuai fungsi sosialnya.</li> <li>Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>Siswa membicarakan permasalahan yang</li> </ul>	<ul style="list-style-type: none"> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan sifat orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan sifat orang, binatang, benda.</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>			
<p>3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.</p> <p>4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda</b></p> <p><b>Fungsi sosial</b> Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi</p> <p><b>Struktur teks</b> (ungkap hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>We exercise in the morning. We don't say bad words. He doesn't like noodles. What do you do in the afternoon?</i> dan sebagainya.</p> <p>b. <i>Where does the dog poo? My cat sleeps on the sofa. Tigers don't sleep at night. Monkeys live on trees.</i>, dan sebagainya.</p> <p>c. <i>This story makes</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> <li>Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, dalam bahasa Inggris.</li> </ul> <p><b>Menanya</b> Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, dalam bahasa Inggris dengan yang ada</p>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda.</li> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap tanggung jawab,</li> </ul>	<p>8 JP</p>	<ul style="list-style-type: none"> <li>Buku Paket Siswa Interactive English 1</li> <li>Contoh teks tertulis</li> <li>Sumber dari internet</li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>yang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: Sanksi yang dikenakan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. Sanksi tidak merugikan kepentingan yang wajar UIN Suska Riau.</p> <p>yang mengutip dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p><i>her cry. His toy train moves on the track. My TV doesn't work. The movie plays at 4 pm., dan semacamnya.</i></p> <p><b>Unsur kebahasaan</b></p> <ol style="list-style-type: none"> <li>(1) Kata tanya dan pernyataan negatif <i>What do ...? Do you ...? Does he ...? He doesn't ... They don't ...</i></li> <li>(2) Penyebutan kata kerja yang sangat lazim dan terkait dalam simple present tense untuk menyatakan kebiasaan, tanpa dan dengan –s.</li> <li>(3) Preposisi: <i>in, at, on</i> untuk menunjukkan tempat</li> <li>(4) Preposisi <i>in, at, on</i> untuk menunjukkan waktu</li> <li>(5) Ucapan, tekanan kata, intonasi,</li> <li>(6) Ejaan dan tanda baca</li> <li>(7) Tulisan tangan.</li> </ol> <p><b>Topik</b></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa,</p>	<p>dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>• Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dalam bahasa Inggris dari film, kaset, buku teks, dsb.</li> <li>• Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda.</li> <li>• Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda</li> </ul>	<p>kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda.</p> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>• Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang,</li> </ul>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>yang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. yang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p>dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p> <p>UIN Suska Riau State Islamic University of Sultan Syarif Kasim Riau</p>	<p>dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai</li> </ul>	<p>benda, ketika muncul kesempatan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks yang menuntut pemahaman dan</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>Karya cipta milik UIN Suska Riau</p> <p>Undang-Undang</p>	<p>fungsi sosialnya.</p> <ul style="list-style-type: none"> <li>Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<p>kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda.</p>		
<p>3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), sesuai dengan konteks penggunaannya.</p> <p>4.10 Menangkap makna teks instruksi (<i>instruction</i>),</p>	<p><b>Teks (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), lisan dan tulis</b></p> <p><b><u>Masing-masing diajarkan secara terpisah</u></b></p> <p><b>Fungsi sosial</b></p> <p>Menjaga ketertiban dan keselamatan pribadi dan publik.</p> <p><b>Struktur teks</b></p> <p>Menyebutkan tujuan dan informasi rinci dari:</p>	<p><b><u>Masing-masing menggunakan prosedur yang sama</u></b></p> <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mencari benda atau tempat di sekolah, rumah, dan sekitarnya di mana terdapat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), termasuk yang menggunakan bahasa Indonesia. Jika memungkinkan memfoto setiap yang dilihat tersebut.</li> <li>Siswa mengumpulkan gambar dan foto</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>).</li> <li>Tingkat kelengkapan dan keruntutan (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan</li> </ul>	<p>8 JP</p>	<ul style="list-style-type: none"> <li>Buku Paket Siswa Interactive English 1</li> <li>Contoh teks tertulis</li> <li>Sumber dari internet</li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis sangat pendek dan sederhana</p> <p>4.11 Menyusun teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>a. Instruksi: <i>Read the report carefully. No students should be late. Always come on time. Shake well before use.</i></p> <p>b. Rambu (<i>short notice</i>): <i>Keep the room clean and tidy. Keep door closed at all times. Do not enter. An email has been received. No mobile phones in the library.</i></p> <p>c. Peringatan (<i>warning/caution</i>): <i>Caution - Very hot water. Danger, 240 volts. Slippery when wet. Warning – Dangerous chemicals.</i></p> <p><b>Unsur kebahasaan</b></p> <ol style="list-style-type: none"> <li>(1) Kata dan tata bahasa yang lazim digunakan dalam instruksi, rambu, dan peringatan dari sumber-sumber otentik</li> <li>(2) Ucapan, tekanan kata, intonasi</li> <li>(3) Ejaan dan tanda baca</li> <li>(4) Tulisan tangan</li> </ol> <p><b>Topik</b></p> <p>Tindakan di sekolah dan di rumah dengan memberikan</p>	<p>berbagai lokasi dan benda di mana terdapat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), dari berbagai sumber termasuk internet, film, koran, majalah, buku teks, dsb.</p> <ul style="list-style-type: none"> <li>Siswa memberikan komentar dan pandangannya tentang fungsi (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), ketepatan unsur kebahasaannya, format, tampilan, dsb.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p>	<p>(<i>warning/caution</i>).</p> <ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>).</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Tugas menganalisis dan membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) untuk fungsi nyata.</p> <p><b>Observasi:</b></p>		



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>yang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: ...            pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.            pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.            yang mengumpulkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p>keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p> <p><b>Multimedia</b></p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik</p> <p>Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>	<p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>).</li> <li>Siswa membaca secara lebih cermat semua (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya.</li> <li>Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) untuk fungsi nyata di kelas, sekolah, rumah, dan sekitarnya.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan fungsi sosial, struktur teks, dan unsur</li> </ul>	<p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa memahami dan menghasilkan (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) sesuai fungsi sosialnya, di dalam dan di luar kelas.</li> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>...ng mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: ...nggantikan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. ...nggantikan tidak merugikan kepentingan yang wajar UIN Suska Riau. ...ng mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p>K cipta milik UIN Suska Riau State Islamic University of Sultan Syarif Kasim Riau</p>	<p>kebahasaan dari berbagai (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> <li>Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membuat lebih banyak (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah.</li> <li>Siswaberupaya</li> </ul>	<p>Indonesia tentang pengalaman belajar memahami dan membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), termasuk kemudahan dan kesulitannya.</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya berbagai (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) yang telah dibuat.</li> <li>Kumpulan hasil analisis tentang beberapa berbagai (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>).</li> </ul>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>Karya cipta milik UIN Suska Riau</p>	<p>berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> <li>Siswa membicarakan permasalahan yang dialami dalam membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>			
<p>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.12 Menangkap makna dalam teks deskriptif</p>	<p><b>Teks deskriptif sangat pendek dan sederhana, tentang orang, binatang, dan benda</b></p> <p><b>Fungsi sosial</b></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.</p> <p><b>Struktur text (gagasan utama dan informasi rinci)</b></p> <p>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</li> <li>Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.</li> <li>Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial teks deskriptif orang, binatang, benda, sangat pendek dan sederhana.</li> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif.</li> <li>Tingkat ketepatan unsur kebahasaan:</li> </ul>	<p>8 JP</p>	<ul style="list-style-type: none"> <li>Buku Paket Siswa Interactive English 1</li> <li>Contoh teks tertulis</li> <li>Sumber dari internet</li> </ul>



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>lisan dan tulis, sangat pendek dan sederhana.</p> <p>4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 3 (tiga) kalimat.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (-s).</p> <p>(2) Kata ganti <i>it</i>, <i>they</i>, <i>she</i>, <i>we</i>, <i>dst.</i>; <i>our</i>, <i>my</i>, <i>your</i>, <i>their</i>, <i>dst.</i></p> <p>(3) Kata sifat yang sangat lazim, <i>young</i>, <i>old</i>, <i>clever</i>, <i>big</i>, <i>small</i>, <i>easy</i>, <i>difficult</i>, <i>diligent</i>, <i>tired</i>, <i>tall</i>, <i>short</i>, <i>beautiful</i>, dll.</p> <p>(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be</i>, <i>have</i>, <i>go</i>, <i>play</i>, <i>get</i>, <i>take</i>, dll.</p> <p>(5) Penggunaan</p>	<p>kebahasaan dari setiap teks tersebut.</p> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</li> <li>Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.</li> <li>Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> <li>fungsi sosial setiap teks</li> <li>nama orang,</li> </ul> </li> </ul>	<p>tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.</p> <ul style="list-style-type: none"> <li>Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa menggunakan</li> </ul>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>yang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: ...            mengikuti hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.            mengikuti tidak merugikan kepentingan yang wajar UIN Suska Riau.            yang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p>nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p><b>Topik</b></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p>	<p>binatang, benda yang dideskripsikan</p> <ul style="list-style-type: none"> <li>- sifat orang, binatang, benda yang dideskripsikan</li> <li>- tindakan orang, binatang, benda yang dideskripsikan</li> <li>- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan</li> </ul> <ul style="list-style-type: none"> <li>• Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur</li> </ul>	<p>bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: ang mengutip hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. ang mengutip tidak merugikan kepentingan yang wajar UIN Suska Riau. ang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p>ta Dilindungi Undang-Undang</p> <p>k cipta milik UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>	<p>kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</li> <li>Siswa menyampaikan beberapa teks deskriptif yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi deskripsi, dsb.</li> <li>Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda</li> </ul>	<p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat.</li> <li>Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda.</li> <li>Lembar soal dan hasil tes</li> </ul>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>Karya cipta milik UIN Suska Riau. Dilindungi Undang-Undang</i></p>	<p>baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> <li>Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>			
<p>3.11 Memahami fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.14 Menangkap makna lagu.</p>	<p><b>Teks lagu pendek dan sederhana</b></p> <p><b>Fungsi sosial</b></p> <p>Memahami pesan moral lagu dan menghargai lagu sebagai karya seni</p> <p><b>Unsur kebahasaan</b></p> <ol style="list-style-type: none"> <li>Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</li> <li>Ucapan, tekanan kata, intonasi</li> <li>Ejaan dan tanda baca.</li> <li>Tulisan tangan</li> </ol> <p><b>Topik</b></p> <p>Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sangat sederhana yang memberikan keteladanan atau menginspirasi di dalam buku koleksi lagunya.</li> <li>Siswa berusaha memahami isi pesan lagu dengan menguasai unsur kebahasaan di dalamnya.</li> <li>Hanya jika memungkinkan semuanya, siswa menyanyikan lagu-lagu tersebut.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan isi pesan dan unsur kebahasaan yang digunakan.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca (dan jika memungkinkan, mendengarkan) salah</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial lagu.</li> <li>Tingkat kelengkapan dan keruntutan dalam memahami isi pesan lagu.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai pemaparan tentang isi pesan serta pendapat dan perasaan siswa tentang isi</li> </ul>	<p>6 JP</p>	<ul style="list-style-type: none"> <li>Buku Paket Siswa Interactive English 1.</li> <li>Buku rujukan dan buku lagu</li> <li>Sumber dari internet</li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:            angutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.            angutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.            ang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p>ta Dilindungi Undang-Undang</p> <p>k cipta milik UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>	<p>satu lagu yang telah disalin.</p> <ul style="list-style-type: none"> <li>Siswa menirukan membaca nyaring (dan jika memungkinkan, menyanyikan) lagu tsb.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (isi pesan dan unsur kebahasaan) lagu tsb.</li> <li>Siswa menuliskan pendapat dan perasaannya tentang isi lagu tsb. dalam buku koleksi lagunya.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan isi pesan dan unsur kebahasaan yang terdapat dalam beberapa lagu dalam buku koleksi lagunya tersebut di atas atau dengan lagu-lagu lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang pendapat dan perasaannya tentang lagu-lagu tersebut.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membacakan dan melaporkan analisisnya tentang satu lagu lain pilihan sendiri dalam kerja kelompok, dengan cara menyebutkan isi pesan serta pendapat dan perasaannya tentang lagu tersebut.</li> <li>Siswaberupaya</li> </ul>	<p>pesan lagu.</p> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Tugas untuk menyebutkan isi pesan lagu secara singkat dan menyatakan kesan atau pendapatnya.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap interaksi siswa berusaha memahami fungsi sosial dan unsur kebahasaan dalam lagu.</li> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi</li> </ul>		



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>...ng mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: ...nggutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan ...nggutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. ...ng mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p>K cipta milik UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>	<p>membacasecara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> <li>Siswa membicarakan permasalahan yang dialami dalam memahami isi lagu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<p>tentang lagu.</p> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami fungsi sosial dan unsur kebahasaan dalam lagu, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca pemahaman tentang isi pesan lagu.</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan lagu yang ditulis tangan</li> <li>Kumpulan hasil analisis tentang beberapa lagu yang telah dibuat.</li> <li>Lembar soal dan hasil tes</li> </ul>		



- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Mengetahui,  
Guru Pamong

Meli Husna, S.Pd

Mahasiswa

Herlianisyah Lubis

NIM. 21691204677

Menyetujui

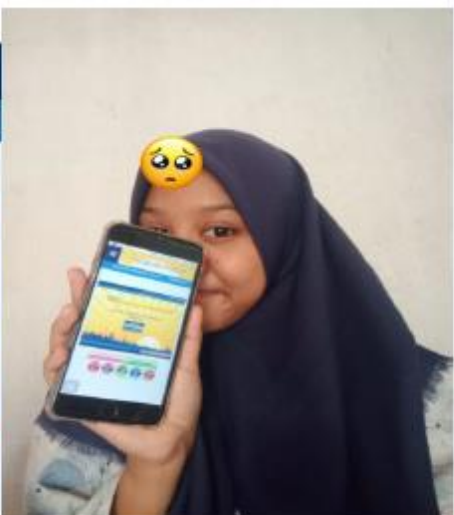
Kepala Sekolah SMP IT Insan Utama

Helisnoriza, S.Pd

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





Sultan Syarif Kasim Riau

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Sultan Syarif Kasim Riau



LANGUAGE DEVELOPMENT CENTER  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
مركز ترقية اللغة لجامعة سلطان شريف قاسم الاسلاميه الحكوميه



SERTIFIKAT

ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Herlianisyah Lubis

Nomor ID : 21691204677

Jenis Kelamin : Perempuan

Tanggal Lahir : 19 Oktober 1993

بيان النتائج لاختبار اللغة العربية لدرجة الكفاءة اللغوية

43 : الاستماع

42 : القراءة

48 : القواعد

443 : النتيجة

Berlaku Hingga : 20 Maret 2020



Arabic Proficiency Test's Certificate Provided by

Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.

The scores and information presented in this score report are approved.

Address : Jl. KH Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP: 0852 7144 0823

Email : info@pusatbahasa.uin-suska-bahasa.info



Drs. H. Kalayo Hasibuan, M. Ed. TESOL  
The Head of Language Development Center



UIN SUSKA RIAU

- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

asalah.

im Riau



LANGUAGE DEVELOPMENT CENTER  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
مركز ترقية اللغة لجامعة سلطان شريف قاسم الاملاكية الحووية



CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Herlaniyrah Lubis  
ID Number : 21691204677  
Date of Birth : October 19, 1993  
Sex : Female  
Test Form : Paper Based Test

Achieved the following scores on the  
English Proficiency Test

Listening Comprehension : 57  
Structure & Written Expressions : 58  
Reading Comprehension : 55  
Overall Score : 567

Expiry Date : May 29, 2020



English Proficiency Test Certificate Provided by  
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.  
The scores and information presented are for your report use approved.  
Address : Jl. KH. Ahmad Dahlan No. 44 Pekanbaru 28128 PD BOX 1004  
Telp. 0852 7344 9823 Fax. 07601 858832  
Email : info@panti-sidana.edu Website : panti-sidana.edu



The Head of Language Development Center

Drs. H. Kalayo Hasbuan, M., Ed.-TSOL  
NIP. 196510281997031001

- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU  
 Email : dpmpstp@riau.go.id

**REKOMENDASI**

Nomor : 503/DPMPSTP/NON IZIN-RISET/32449  
 TENTANG



1.04.02.01

**PELAKSANAAN KEGIATAN RISET/PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **DIREKTUR PASCASARJANA UIM SUSKA RIAU**, Nomor : **0570/Un.04/PPs/PP.00.9/2020** Tanggal 9 April 2020, dengan ini memberikan rekomendasi kepada:

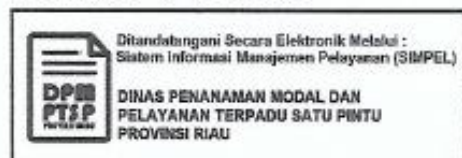
- |                      |   |  |
|----------------------|---|--|
| 1. Nama              | : | <b>HERLIANISYAH LUBIS</b>  |
| 2. NIM / KTP         | : | 1471095910930001   |
| 3. Program Studi     | : | PENDIDIKAN AGAMA ISLAM   |
| 4. Konsentrasi       | : | PENDIDIKAN BAHASA INGGRIS  |
| 5. Jenjang           | : | S2   |
| 6. Judul Penelitian  | : | <b>The Effect of Playing Online Vocabulary Game and Motivation on Students' Vocabulary Mastery in insan Utama Islamic Junior High School Pekanbaru</b> |
| 7. Lokasi Penelitian | : | SMP IT INSAN UTAMA PEKANBARU   |

Dengan Ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan ini.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian Rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Penelitian dan Pengumpulan Data ini dan terima kasih.

Dibuat di : Pekanbaru  
 Pada Tanggal : 15 April 2020



**Tembusan :**

**Disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru
3. DIREKTUR PASCASARJANA UIM SUSKA RIAU di Pekanbaru
4. Yang Bersangkutan



## PEMERINTAH KOTA PEKANBARU DINAS PENDIDIKAN

Jl. H. Samsul Bahri No. 8 Kelurahan Sungaisibam Kecamatan Payung Sekaki  
Kode Pos. 28293 Telp. (0761) 42788, 855287 Fax. (0761) 47204  
PEKANBARU  
website : www.disdikpku.org email : disdikpku@yahoo.com

Pekanbaru, 23 April 2020

Nomor : 800/Disdik.Sekretaris.1/ 01869 /2020  
Lampiran : -

Kepada Yth,  
Sdr. Kepala SMP IT Insan Utama  
Pekanbaru

Perihal : Izin Melaksanakan  
Riset / Penelitian

di -  
Pekanbaru

Berdasarkan surat dari Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru nomor : 071 / BKBP – SKP / 2020 / 1165 tanggal 15 April 2020 perihal Izin Riset/ Penelitian, atas nama :

N a m a : HERLIANISYAH LUBIS  
N I M : 21691204677  
Mahasiswa : PASCASARJANA UIN SUSKA RIAU  
Judul Penelitian : THE EFFECT OF PLAYING ONLINE VOCABULARY GAME AND MOTIVATION ON STUDENT'S VOCABULARY MASTERY IN INSAN UTAMA ISLAMIC JUNIOR HIGH SCHOOL PEKANBARU

Pada prinsipnya kami dapat menyetujui yang bersangkutan melaksanakan riset pada SMP IT Insan Utama Pekanbaru, sehubungan dengan itu diharapkan agar saudara dapat membantu kelancaran tugas yang bersangkutan.

Demikian disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN  
KOTA PEKANBARU  
Kasubag Umum dan Kepegawaian

  
IRPAN MADELIS, S.Pd. MM  
Pembina ( IV.a )  
NIP . 19800509 200604 1 024



# PEMERINTAH KOTA PEKANBARU BADAN KESATUAN BANGSA DAN POLITIK

JL. ARIFIN AHMAD NO. 39 TELP. / FAX. (0761) 39399 PEKANBARU

## SURAT KETERANGAN PENELITIAN

Nomor : 071/BKBP-SKP/2020/1165



- a. Dasar : 1. Undang-Undang Republik Indonesia Nomor 14 Tahun 2008 Tentang Keterbukaan Informasi Publik.  
2. Undang-Undang Republik Indonesia Nomor 25 Tahun 2009 Tentang Pelayanan Publik.  
3. Peraturan Pemerintah Republik Indonesia Nomor 18 Tahun 2016 Tentang Perangkat Daerah.  
4. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian.  
5. Peraturan Daerah Kota Pekanbaru Nomor 9 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Pekanbaru.
- b. Menimbang : Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMPTSP/NON IZIN-RISET/32449 tanggal 15 April 2020, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Tesis.

### MEMBERITAHUKAN BAHWA :

1. Nama : **HERLIANISYAH LUBIS**  
2. NIM : **21691204677**  
3. Fakultas : **PASCASARJAN UIN SUSKA RIAU**  
4. Jurusan : **PENDIDIKAN BAHASA INGGRIS**  
5. Jenjang : **S2**  
6. Alamat : **JL. PAUS UJUNG NO. 57 KEL. TANGKERANG TENGAH KEC. MARPOYAN DAMAI-PEKANBARU.**  
7. Judul Penelitian : **THE EFFECT OF PLAYING ONLINE VOCABULARY GAME AND MOTIVATION ON STUDENTS' VOCABULARY MASTERY IN INSAN UTAMA ISLAMIC JUNIOR HIGH SCHOOL PEKANBARU**  
8. Lokasi Penelitian : **DINAS PENDIDIKAN KOTA PEKANBARU**

Untuk Melakukan Penelitian, dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/ Penelitian dan pengumpulan data ini.
2. Pelaksanaan kegiatan Riset ini berlangsung selama 1 (satu) tahun terhitung mulai tanggal Surat Keterangan Penelitian ini dibuat.
3. Berpakaian sopan, mematuhi etika Kantor/Lokasi Penelitian, bersedia meninggalkan photo copy Kartu Tanda Pengenal.
4. Melaporkan hasil Penelitian kepada Walikota Pekanbaru c.q Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru, paling lambat 1 (satu) minggu setelah selesai.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 15 April 2020

a.n. Kepala Badan Kesatuan Bangsa dan Politik  
Kota Pekanbaru  
Sekretaris  
  
**H. MAISISCO, S.Sos, M.Si**  
Pembina  
NIP. 19710514 199403 1 007

### Tembusan

- Yth : 1. Direktur Pascasarjana UIN SUSKA Riau di Pekanbaru.  
2. Yang Bersangkutan.



**SEKOLAH MENENGAH PERTAMA ISLAM TERPADU**

**INSAN UTAMA**

**TERAKREDITASI: B**

Alamat: Jl. Handoayani II No. 88 Arengka Pekanbaru Hp. 8822 8575 8615/083257712200

NPSN : 10498740

NSS : 20.40.09.60.10.102

<p>No : 02.052 /SMPIT-IU/IV/2020</p> <p>Lamp :-</p> <p>Hal : Rekomendasi untuk Penelitian</p>	<p>Pekanbaru, 23 April 2020</p> <p>Kepada Yth.</p> <p>Bapak Direktur Pasca Sarjana UIN SUSKA RIAU</p> <p>Di_</p> <p style="text-align: right;">Pekanbaru</p>
---	--

Dengan Hormat,

Teriring salam dan do'a kami panjatkan kehadiran Allah SWT, semoga Bapak / ibuk berada dalam keadaan sehat wal'afiat dan sukses dalam melaksanakan aktivitas sehari-hari. Amin Yaa Robbal 'Alamin.

Berdasarkan surat dari Rekomendasi UIN SUSKA Riau No 0570/um.04/PPs/PP.00.9/2020 dan Dinas Pendidikan Kota Pekanbaru No.800/Disdik.Sekretaris.1/01808/2020 perihal izin melaksanakan Riset/Penelitian atas nama

Nama	: Herlianisyah Lubis
NIM	: 21691204677
Mahasiswa	: Pascasarjana UIN SUSKA RIAU
Judul	: The Effect of Playing Online Vocabulary Game and Motivation on Student's Vocabulary Mastery in Insan Utama Islamic Junior High School Pekanbaru

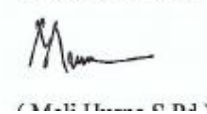
Maka kami sebagai pihak sekolah sebagai objek penelitian menyetujui yang bersangkutan melaksanakan Riset/Penelitian. Kami mengharapkan yang bersangkutan dapat melaksanakan segala peraturan dan tata tertib yang berlaku di SMPIT Insan Utama.

Demikian disampaikan dan terimakasih.

Kepala SMPIT Insan Utama



Guru Pembimbing



b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengumpunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**PASCASARJANA**  
كلية الدراسات العليا  
**THE GRADUATE PROGRAMME**

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004  
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Nomor : 0570/Un.04/PPs/PP.00.9/2020  
Lamp. : 1 berkas  
Perihal : Izin Melakukan Kegiatan Penelitian Tesis

Pekanbaru, 09 April 2020

Kepada Yth.  
Kepala Dinas Penanaman Modal dan Pelayanan  
Terpadu Satu Pintu Provinsi Riau  
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh.

Dengan hormat, dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Herlianisyah Lubis
NIM	: 21691204677
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Judul Tesis	: The Effect of Playing Online Vocabulary Game and Motivation on Students' Vocabulary Mastery in Insan Utama Islamic Junior High School Pekanbaru

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang diperlukannya dari SMP IT Insan Utama Pekanbaru.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wassalam  
walekukur,

Dr. Afrizal M, MA

NID. 19591015 198903 1 001

- Pengutipan tidak mengutip kepentingan yang wajar UIN Suska Riau.
- Dilarang mengutipkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Usalah.

**KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI \***

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor	Keterangan
1.	29/6/2019	Konsultasi Revisi Bab 1.		
2.	4/10/2019	→		
3.	26/11/2019	Konsultasi Bab I & Bab II		
4.	19/12/19	Konsultasi Bab 4		
5.	31/03/2020	REC BAB III		
6.	06/06/2020	Accepted to be examined		

Catatan :  
\*Coret yang tidak perlu

Pekanbaru, 06 JUNI ..... 2020

Pembimbing I / Promotor

**KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI \***

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Co Promotor	Keterangan
1.	29/04/2019	Konsultasi judul dan konben		
2.	30/04/2019	Konsultasi instrumen		
3.	21/05/2020	Konsultasi Bab IV		
4.	26/05/2020	Konsultasi Bab IV		
5.	08/06/2020	Konsultasi Bab IV dan V		
6.	15/06/2020	Accepted to be examined		

Catatan :  
\*Coret yang tidak perlu

Pekanbaru, 15 JUNI ..... 2020

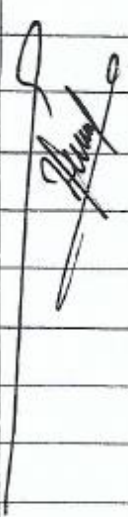
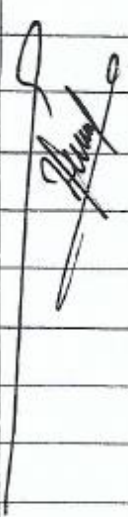
Pembimbing II / Co Promotor

Digitally signed by Dr. Bukhori SPdL, M.Pd. Date: 2020.06.15 16:41:59 +07'00'

m Riau

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
 PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Herliansyah Lubis  
 NIM : 2160204672  
 PROGRAM : Pasca sarjana  
 PRODI : P.A.1  
 KONSENTRASI : P.B.1

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	08-03-2017	Effectivitas metode Qiyasiyah		Wirdatul Jannah Ambar
2		dengan menggunakan permainan pesan		
3		gambar untuk meningkatkan kemahiran		
4		kitabah matakuliah bahasa arab di		
5		P2B UIN suska		
6				
7	08-03-2017	Effectivitas metode sintensip		Irmasani Daulay
8		untuk meningkatkan kemampuan		
9		membaca pada siswa MAN 1		
10		muara fajar Rumbai pekanbaru		
11				
12				
13				
14				
15				

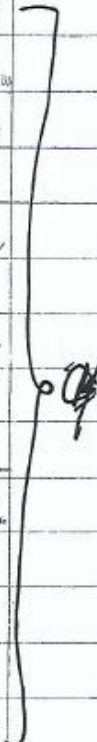
Pekanbaru, 08 Maret 2017  
 Direktur,

**Prof. Dr. H. Ilyas Husti, M.Ag**  
 NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar  
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Herlianiyah Lubis  
 NIM : 21691204622  
 PROGRAM : Pasca Sarjana  
 PRODI : P. A. I  
 KONSENTRASI : P. B. I

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1.	1	Adela Sriwijayanti The effect of shared inquiry method		
	2	DD on penerapan in reading comprehension and motivation		
	3	Senon at 8 <sup>th</sup> grade in smp/mts/ist/ta/ta		
	4			
2.	5	Rini Aprianti The effect of using the group work strategy		
	6	on the students' speaking and writing		
	7	ability at SMP 1 Bukit Tigapuluh		
	8			
3.	9	Martua Comparison Between Save the Last word for me and Listen-Read discuss (LRD) strategies on students Reading Comprehension at smpn-1 Teluk Pinaung.		
	10			
	11			
	12			
4.	13	Verawati The Comparison Between the use of KWL - plus and KWL - Strategy on Students Reading Comp. at smp IT AL HAFIZ Pekanbaru.		
	14			
	15			

Pekanbaru, 20 Februari 2017  
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag  
 NIP. 19611230 198903 1 002

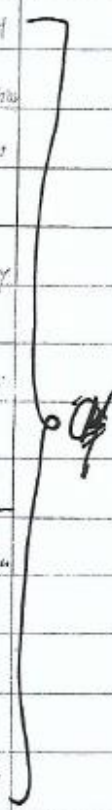
NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar  
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : L. Lestianisya Lubis  
 NIM : 21601204622  
 PROGRAM : PASCASARJANA  
 PRODI : P. A. I  
 KONSENTRASI : P. B. I

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Adela Siregar	the effect of shared inquiry method		
2	20 on Pekanbaru	in reading comprehension and motivation		
3	Siti	at 8 <sup>th</sup> grade in smpadiseri-1-telus		
4				
5	Rini Aprianti	the effect of using the story two strategy		
6		in the students' spelling and writing		
7		ability at SMP 1 Rangsang Sari		
8				
9	Martua	Comparison Between Save the Last word for me and Listen-Read discuss (LRD) strategies on students Reading Comprehension		
10		at SMP 1 Teluk Pinang.		
11				
12				
13	Verawati	The Comparison Between the use of KWL - plus and KWL - strategy on Students Reading Comp. at SMP IT AL HAFIZ Pekanbaru.		
14				
15				

Pekanbaru, 20 Februari 2017  
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag  
 NIP. 19611230 198903 1 002

- NB. 1. Kartu ini dibawa setiap kali mengikuti Seminar  
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

: Herlianisyah Lubis  
: 21691204677  
: pasca sarjana  
: PAI  
: PBI

TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
12-2018	studi kooperatif pembiayaan kredit tanpa angunan ditinjau dari sudut pandang ekonomi syariah (studi kasus bank syariah mandiri)		Kelly Marika
Jumat	Analisis penerapan koperasi bank. Kafa Meneru perspektif ekonomi syariah penera		Puji Astiari
	Pengaruh minat pembiayaan dan Rukah ketiga terhadap finansial Deposito Rasio pada bank pada aspek syariah Indonesia tahun 2012-2016		Eltra Jamil Putri
	Analisis peran stakeholder Perbankan syariah sebagai upaya meningkatkan kinerja bank syariah.		Ganessa
	Analisis faktor-faktor yang mempengaruhi minat anggota Agen Untuk meminum bergabung pada PT. HPAI		Muhammad Syarif
	Praktek jual beli sumber mata air silumbang dalam perspektive ekonomi Islam (Studi kasus di desa pulau Sirih kec. Kampar kab Kampar		Muhammad Rizal

Pekanbaru, 05-Desember 2018  
Direktur,

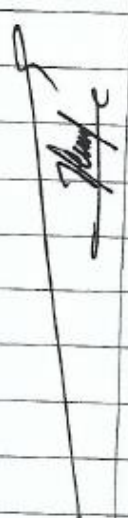
Prof. Dr. H. Ilyas Husti, M.Ag  
NIP. 19611230 198903 1 002

Kartu ini dibawa setiap kali mengikuti Seminar  
Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Herliansyah Lubis  
 NIM : 216 91 20 46 34  
 PROGRAM : Pasca sarjana  
 PRODI : P.A. 1  
 KONSENTRASI : P.B. 1

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	13 <sup>th</sup> 2017	the effect of using communication		
2	On February	language teaching (CLT) brought		
3	Khairan	small group discussion on students'		
4	hidayat	writing ability and reading comprehension at SMA 1 Kampar Timur		
5	"Drsi Haxxi"	A comparison between the use of crossword puzzle game and		
6	"Fitri"	thematic dominoes game on students' vocabulary mastery at SMPN 02 Sindi		
7		of pekan Hilir Regency		
8	Mohammad Qadri	The effect of using cognitive Academic language learning approach (CALLA)		
9		on students' receptive skill at the First grade of state Islamic junior high		
10	"Mimi Dahlya"	A comparison between the effect of using picture word inductive model (pwim)		
11		and think-talk-write (ttw) strategy on students' writing ability at SMP Kampar		
12	Rahmi Nipidawati	The comparison between the effect of using imagery and coding strategies		
13		on the students' writing ability at SMP 2 Kampar.		
14	Arfa dillah	The effect of using between the use of CALLA and OLTA strategies on		
15		students' listening comprehension of Seta 3 Bengkalis		

Pekanbaru, 13 februari 2017  
 Direktur,


**Prof. Dr. H. Ilyas Husti, M.Ag**  
 NIP. 19611230 198903 1 002

- NB:** 1. Kartu ini dibawa setiap kali mengikuti Seminar  
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Herlannisya Lubis  
 NIM : 21691204677  
 PROGRAM : P.P.S  
 PRODI : PAI  
 KONSENTRASI : P.B.1

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	10-02-2017	Analisis faktor <sup>2</sup> yang mempengaruhi		
2	Jum'at	ambi perteleu necebah dalam		
3		memilih produk asuransi berbasis		
4		syari'ah		
5	10-02-2017	Implementasi transaksi syaria		
6	Jum'at	terhadap perilaku pedagang		
7		salaku di ket. Padang sidempuan		
8		bata padang sidempuan		
9	10-02-2017	pengaruh insentif dan disiplin		
10	Jum'at	kerja terhadap keluarga		
11		pegawai negeri sipil di lingkungan		
12		kementerian agama di kab. Inhil		
13	10-02-2017	investasi dalam prospektif		
14	Jum'at	syaria (mengenai pesno dalam		
15		menajemen pesno dalam munitasi syari'ah)		

Pekanbaru, 10 Februari 2017  
 Direktur,

**Prof. Dr. H. Ilyas Husti, M.Ag**  
 NIP. 19611230 198903 1 002

- NB:** 1. Kartu ini dibawa setiap kali mengikuti Seminar  
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
 PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Herliansyah Lubis  
 NIM : 21691204677  
 PROGRAM : Pasca sarjana  
 PRODI : P. A. 1  
 KONSENTRASI : P. B. 1

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET	
1	Wednesday 8th March 2017	The relationship between students' reading interest and vocabulary mastery on their reading comprehensions at smk Pekanbaru	↓	Muzakka Fakin	
2					
3		The influence of listening strategy and listening anxiety towards students' listening comprehension at english education program Islamic university of Riau.		Wirda Hingsih.	
4					
5		The comparison between 3-2-1 strategy and read imagine, describe, evaluate, and repeat (READER) strategy on students reading comprehensions at junior high school 1 Benai	2/8/17 4/13	Debi Wika Sari	
6					
7		A comparison between the effects of using language summary strategy and herringbone strategy on students reading comprehension of SMK Karsai Pekanbaru.			Diva Anni
8					
9		A comparison between the effects of using collaborative strategy reading (CSR) and gist strategy on students reading comprehension at SMPN 27 Pekanbaru.			Anani Kusnadi
10					
11		The effects of using exit slips strategy on students writing ability and reading comprehension at language development center of UIN suska Riau.		Unawati Manza	
12					
13		The effect of using digital story telling on students reading comprehension and listening comprehension at language development centre of state Islamic of UIN SUSKA RIAU.		M. Fajri Handy.	
14					
15					

Pekanbaru, 08 Maret 2017  
 Direktur,

**Prof. Dr. H. Ilyas Husti, M.Ag**  
 NIP. 19611230 198903 1 002

- NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar  
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar