

# APPENDICES

**APPENDIX 1****LIST OF STUDENTS OF VII B (EXPERIMENTAL CLASS)**

<b>NO</b>	<b>Student's Code</b>	<b>Name</b>
1.	E-1	Adinda Elvania Luna Azzahra
2.	E-2	Agum Yahya Safara
3.	E-3	Ahmad Bahrul Ulum
4.	E-4	Ahmad Dani Andrean
5.	E-5	Akhmad Rif'an
6.	E-6	Akhyar Ilyas
7.	E-7	Aliyah Safira Novasari
8.	E-8	Alvi Ika Zahroti
9.	E-9	Anggi Silviana
10.	E-10	Ariel Ariyoga Praditya
11.	E-11	Ayu Fatimata Zahro
12.	E-12	Ayun Iryanti
13.	E-13	Bondan Sirojuddin
14.	E-14	Dinda Dewi Nurmayanti
15.	E-15	Farah Dina Aulya
16.	E-16	Fatma Ayu Adillia
17.	E-17	Ida Ulfiana
18.	E-18	Ismi Amilia
19.	E-19	Jefry Abdul Ghani
20.	E-20	Muhammad Syaifullah Ibran
21.	E-21	Muhammad Malik Hidayat
22.	E-22	Muhammad Rifqi Althaaf
23.	E-23	Muhammad Yaufi Lainal Fuad
24.	E-24	Muhammad Yusuf Zaini
25.	E-25	Nadhifa Zhintifaz Nabila Aulya
26.	E-26	Rahma Aulia Maulida

27.	E-27	Rahma Nuryanti
28.	E-28	Risdian Saputra
29.	E-29	Said Aqil
30.	E-30	Saniyatul Ulya
31.	E-31	Sigit Galih Prasetyo
32.	E-32	Zidah Alfi Syfiuna

**APPENDIX 2****LIST OF STUDENTS OF VII C (CONTROL CLASS)**

<b>NO</b>	<b>Student's Code</b>	<b>Name</b>
1.	C-1	Aditya Haidar Ahmad
2.	C-2	Agung Susilo
3.	C-3	Ahmad Sofyan Ismail
4.	C-4	Akhmad Afril Maulana
5.	C-5	Anang Dwi Andika
6.	C-6	Anita Faza Nabila
7.	C-7	Aprilia Agatha
8.	C-8	Dimas Abdul Rahman
9.	C-9	Faza Azifatul Latifah
10.	C-10	Hendi Nur Hidayat
11.	C-11	Irvana Intan Fadhillah
12.	C-12	Izza Latifah
13.	C-13	Marentha Nielza Aulia
14.	C-14	Meysa Jawahirotn Nafisa
15.	C-15	Muhammad Husain Asyari
16.	C-16	Muhammad Irfan
17.	C-17	Muhammad Khilmi Zainul Abid
18.	C-18	Muhammad Mahrus
19.	C-19	Muhammad Nurul Musyafa'
20.	C-20	Muhammad Teguh Prayogo
21.	C-21	Naila Lu'lu' Ilyana
22.	C-22	Navisa Devi
23.	C-23	Novesa Tazyiniya Tsania
24.	C-24	Novi Dwi Saputri
25.	C-25	Nur Rahmawati Agustin
26.	C-26	Nurul Lailatul Jannah

27.	C-27	Putri Arrum Mawaddatul Ulum
28.	C-28	Rifqi Nur Faizi
29.	C-29	Safinatun Ni'mah
30.	C-30	Tazkiyatun Nafisah
31.	C-31	Wahyu Shelly Najma Diyana
32.	C-32	Zuyyina Amalia

APPENDIX 3

## THE COMPUTATION OF VALIDITY AND RELIABILITY

No	Code	Items Number																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	b1	0	0	0	0	1	1	0	0	0	0	1	0	1	1	0	1	1	0
2	b2	0	1	1	0	1	1	0	1	0	0	1	0	1	0	1	1	0	0
3	b3	1	1	0	0	1	1	0	1	0	0	1	0	1	1	1	1	0	0
4	b4	0	1	0	1	0	1	0	1	1	1	0	1	1	1	1	1	0	0
5	b5	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1
6	b6	1	0	0	1	1	0	0	1	0	1	1	1	0	1	1	1	1	1
7	b7	0	1	0	1	1	0	1	1	1	1	0	1	1	1	0	1	1	0
8	b8	0	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1
9	b9	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	0	0
10	b10	0	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1
11	b11	0	1	0	0	1	0	1	1	1	1	0	1	1	1	1	0	1	1
12	b12	1	0	1	0	1	1	0	0	0	1	0	0	1	1	1	1	1	0
13	b13	0	0	0	0	0	1	1	1	0	1	0	1	0	1	1	1	0	1







No	Code	Items number																	
		19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
1	b1	1	0	0	0	1	1	0	1	0	0	1	1	0	1	1	0	0	0
2	b2	1	1	0	0	1	0	1	1	0	0	1	0	0	0	1	0	1	0
3	b3	1	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0
4	b4	1	0	1	0	0	1	1	1	1	1	1	1	0	1	0	0	1	1
5	b5	0	1	1	1	0	0	1	0	1	0	1	0	0	0	0	1	0	1
6	b6	0	1	1	0	1	1	0	0	1	0	1	1	0	0	1	1	0	1
7	b7	0	1	0	1	1	1	1	0	1	0	1	1	0	0	1	1	1	0
8	b8	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	1	1
9	b9	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	0
10	b10	1	1	1	0	0	1	1	1	0	1	1	1	1	1	0	0	1	0
11	b11	0	0	0	1	1	1	1	1	1	0	0	1	0	1	1	0	0	1
12	b12	1	1	1	0	1	1	0	0	0	0	1	1	1	0	1	1	1	0
13	b13	0	0	1	0	0	1	1	0	0	0	0	1	0	1	1	0	1	0
14	b14	1	0	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1
15	b15	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
16	b16	0	1	0	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1

17	b17	1	0	0	0	0	1	1	1	0	0	1	1	0	1	0	1	0	0	0
18	b18	1	0	1	1	1	1	0	1	1	0	1	1	0	0	1	1	0	0	0
19	b19	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0
20	b20	0	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1
21	b21	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0
22	b22	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1
23	b23	0	1	0	1	1	0	0	1	0	1	1	1	1	0	0	0	1	1	1
24	b24	1	1	1	0	1	0	1	1	1	0	1	1	0	1	0	1	1	0	0
25	b25	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1
26	b26	1	0	0	1	1	1	0	1	0	1	0	1	0	1	1	1	0	0	0
27	b27	0	1	0	1	1	1	0	1	0	1	0	1	0	1	0	1	1	0	0
28	b28	1	0	0	1	1	1	0	1	1	1	1	1	0	1	0	0	0	1	1
29	b29	0	0	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1
30	b30	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1
31	b31	1	0	0	1	1	0	0	1	0	1	1	0	1	0	1	1	1	0	0
32	b32	0	0	0	1	1	0	1	0	0	0	0	1	0	0	0	0	1	0	0
	$\sum x$	18	18	19	14	25	27	25	17	23	15	23	28	11	16	22	19	24	15	15
Va	$r_{xy}$	0,02	0,4	0,5	0,1	0,0	0,16	0,43	0,41	0,41	0,36	0,40	0,0	0,42	0,19	0,15	0,37	0,41	0,38	0,38

li ity	Criteria	2	22	27	08	91	8	3	9	4	9	59	3	4	1	7	2	
		Inv	V	V	Inv	Inv	V	V	V	V	V	Inv	V	Inv	Inv	V	V	
Re lia bil ity	P	0,56 3	0,5 63	0,5 94	0,4 38	0,7 81	0,84 4	0,53 1	0,71 9	0,46 9	0,71 9	0,8 75	0,34 4	0,5 4	0,68 8	0,59 4	0,46 9	
	Q	0,43 8	0,4 38	0,4 06	0,5 63	0,2 19	0,15 6	0,21 9	0,28 1	0,53 1	0,28 1	0,1 25	0,65 6	0,5 6	0,31 3	0,40 6	0,53 1	
	$\sum_{p,q}$	0,24 6	0,2 46	0,2 41	0,2 46	0,1 71	0,13 2	0,24 9	0,20 2	0,24 9	0,20 2	0,1 09	0,22 6	0,25 6	0,21 5	0,24 1	0,18 8	0,24 9

No	Code	Items number										$\sum Y$	$\sum Y^2$			
		37	38	39	40	41	42	43	44	45						
1	b1	0	1	0	0	0	0	1	1	1	0	1	1	1	19	361
2	b2	1	1	1	1	0	0	0	0	0	0	0	1	1	22	484
3	b3	0	1	0	1	0	1	1	1	0	1	1	1	1	29	841
4	b4	0	1	0	0	1	0	1	1	1	0	1	1	1	28	784
5	b5	0	1	0	1	1	1	1	1	1	0	1	1	1	28	784
6	b6	0	0	0	1	1	1	0	1	1	0	1	1	1	26	676
7	b7	1	1	0	1	1	1	1	1	1	1	1	1	1	31	961
8	b8	1	1	1	0	1	0	1	1	0	1	1	1	1	33	1089
9	b9	1	1	1	0	0	0	0	0	0	0	1	1	1	31	961
10	b10	1	1	1	1	1	1	1	1	1	1	1	1	1	34	1156
11	b11	0	1	1	0	0	0	1	1	0	1	1	1	0	26	676
12	b12	1	0	1	1	1	1	1	1	1	0	1	1	1	27	729
13	b13	0	1	0	1	1	1	0	0	1	0	0	1	1	20	400
14	b14	0	0	1	1	1	1	1	1	1	1	1	1	1	34	1156
15	b15	0	1	0	1	0	1	0	1	0	1	1	1	1	39	1521
16	b16	1	0	1	1	1	1	1	1	1	1	1	1	1	36	1296

17	b17	1	0	0	0	0	1	1	1	1	1	0	26	676
18	b18	0	0	0	0	0	0	0	0	0	0	0	20	400
19	b19	0	1	1	1	1	1	1	1	0	1	1	36	1296
20	b20	1	1	1	0	1	1	0	1	1	1	1	30	900
21	b21	1	0	1	1	0	1	1	1	1	1	1	34	1156
22	b22	1	1	0	1	1	1	1	1	1	0	35	1225	
23	b23	0	0	1	0	1	1	0	0	0	0	21	441	
24	b24	0	0	1	1	1	1	0	0	1	1	33	1089	
25	b25	1	0	1	1	1	1	0	1	0	1	32	1024	
26	b26	0	0	1	1	1	0	1	1	1	0	20	400	
27	b27	0	1	0	0	1	1	1	1	1	0	25	625	
28	b28	1	1	0	1	0	1	1	0	0	1	23	529	
29	b29	1	0	1	1	1	1	1	1	1	0	33	1089	
30	b30	0	0	1	1	1	1	1	1	1	1	42	1764	
31	b31	1	0	0	1	1	1	0	1	1	1	23	529	
32	b32	1	0	0	0	1	1	1	0	0	0	10	100	
	$\sum x$	16	17	17	21	21	21	19	23	24	23	906	27118	
Vali	$r_{xy}$	0,06	0,07	0,39	0,41	0,15	0,35	0,46	0,45	0,39				



**APPENDIX 4****VALIDITY OF THE TEST**

Formula:

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

$$r_{\text{table}} = 0,349$$

The following is the example of counting the validity of item number 15.

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1.	0	19	0	361	0
2.	1	22	1	484	22
3.	1	29	1	841	29
4.	1	28	1	784	28
5.	1	28	1	784	28
6.	1	26	1	676	26
7.	0	31	0	961	0
8.	1	33	1	1089	33
9.	1	31	1	961	31
10.	1	34	1	1156	34
11.	1	26	1	676	26
12.	1	27	1	729	27
13.	1	20	1	400	20
14.	1	34	1	1156	34
15.	1	39	1	1521	39
16.	1	36	1	1296	36
17.	1	26	1	676	26
18.	0	20	0	400	0
19.	1	36	1	1296	36

20.	1	30	1	900	30
21.	1	34	1	1156	34
22.	1	35	1	1225	35
23.	1	21	1	441	21
24.	1	33	1	1089	33
25.	1	32	1	1024	32
26.	1	20	1	400	20
27.	1	25	1	625	25
28.	1	23	1	529	23
29.	1	33	1	1089	33
30.	1	42	1	1764	42
31.	1	23	1	529	23
32.	0	10	0	100	0
Total	28	906	28	27118	826

$$\begin{aligned}
 r_{xy} &= \frac{(N \cdot \sum XY) - (\sum X \cdot \sum Y)}{\sqrt{\{N \cdot \sum X^2 - (\sum X)^2\} \{N \cdot \sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{(32 \cdot 826) - (28 \cdot 906)}{\sqrt{\{32 \cdot 28 - (28)^2\} \{32 \cdot 27118 - (906)^2\}}} \\
 &= \frac{(26432) - (25368)}{\sqrt{\{896 - 784\} \{867776 - 820836\}}} \\
 &= \frac{1064}{\sqrt{\{112\} \{46940\}}} \\
 &= \frac{1064}{\sqrt{5257280}} \\
 &= \frac{1064}{2292}
 \end{aligned}$$



$$= 0,464$$

From the calculation of item number 15 above, it shows that the try-out test was valid since it is  $r_{xy} = 0,464$  were higher than  $r_{table} = 0,349$  ( $r_{xy} > r_{table}$ ).

**APPENDIX 5****THE RESULT VALIDITY OF TRY-OUT INSTRUMENT FROM SPSS**

<b>The Number Questions</b>	<b>r<sub>count</sub></b>	<b>r<sub>table</sub></b>	<b>Criteria</b>
b1	0.387	0.349	Valid
b2	0.422	0.349	Valid
b3	0.293	0.349	Invalid
b4	0.489	0.349	Valid
b5	0.46	0.349	Valid
b6	0.389	0.349	Valid
b7	0.397	0.349	Valid
b8	0.449	0.349	Valid
b9	0.092	0.349	Invalid
b10	0.462	0.349	Valid
b11	0.427	0.349	Valid
b12	0.16	0.349	Invalid
b13	0.378	0.349	Valid
b14	0.562	0.349	Valid
b15	0.464	0.349	Valid
b16	0.379	0.349	Valid
b17	0.191	0.349	Invalid
b18	0.419	0.349	Valid
b19	0.022	0.349	Invalid
b20	0.422	0.349	Valid
b21	0.527	0.349	Valid
b22	0.108	0.349	Invalid
b23	0.091	0.349	Invalid
b24	0.16	0.349	Invalid
b25	0.438	0.349	Valid

b26	0.413	0.349	Valid
b27	0.419	0.349	Valid
b28	0.364	0.349	Valid
b29	0.409	0.349	Valid
b30	0.059	0.349	Invalid
b31	0.423	0.349	Valid
b32	0.194	0.349	Invalid
b33	0.151	0.349	Invalid
b34	0.377	0.349	Valid
b35	0.41	0.349	Valid
b36	0.382	0.349	Valid
b37	0.065	0.349	Invalid
b38	0.071	0.349	Invalid
b39	0.395	0.349	Valid
b40	0.412	0.349	Valid
b41	0.15	0.349	Invalid
b42	0.358	0.349	Valid
b43	0.46	0.349	Valid
b44	0.453	0.349	Valid
b45	0.398	0.349	Valid

**APPENDIX 6****RELIABILITY OF THE TEST**

Formula:

$$r_{11} = \frac{k}{(k-1)} \left\{ \frac{s_t^2 - \sum p.q}{s_t^2} \right\}$$

$$r_{table} = 0,349$$

Based on the try-out instrument, the calculation can be seen as follows:

$$\begin{aligned} S_t^2 &= \frac{\sum X_t^2 - \frac{(\sum X_t)^2}{n}}{n} \\ &= \frac{27118 - \frac{(906)^2}{32}}{32} \\ &= \frac{27118 - \frac{820836}{32}}{32} \\ &= \frac{27118 - 25651}{32} \\ &= \frac{1467}{32} \\ &= 45843 \end{aligned}$$

So, it can be gotten:

$$r_{11} = \frac{k}{(k-1)} \left\{ \frac{s_t^2 - \sum p.q}{s_t^2} \right\}$$

$$r_{11} = \frac{45}{(45 - 1)} \left\{ \frac{(45843 - 9521)}{45843} \right\}$$

$$r_{11} = \frac{45}{44} \left\{ \frac{36322}{45843} \right\}$$

$$r_{11} = 1,0227 \times 0,7923$$

$$r_{11} = 0,810$$

From the calculation above, it shows that the coefficient reliability is 0,810, meanwhile  $r_{table}$  is 0,349. Therefore, the try-out test is reliable because  $r_{11} > r_{table}$ , since it is  $r_{11} = 0,810$  were higher than  $r_{table} = 0,349$ .

**APPENDIX 7**

**QUESTIONNAIRE SHEET FOR STUDENTS BEFORE IMPLEMENTING  
KIM'S MEMORY GAME IN MTS DARUL ULUM PURWOGONDO  
JEPARA**

Bacalah pertanyaan-pertanyaan di bawah ini tentang pembelajaran vocabulary, kemudian berilah tanda (√) pada salah satu kolom setuju, sangat setuju, tidak setuju, dan sangat tidak setuju yang telah disediakan.

No	Pertanyaan	Setuju (S)	Sangat Setuju (ST)	Tidak Setuju (TS)	Sangat Tidak Setuju (STS)
1.	Saya suka pelajaran Bahasa inggris				
2.	Saya menghadapi kesulitan saat belajar Bahasa inggris				
3.	Saya susah mengingat kosakata Bahasa inggris				
4.	Saya tidak suka guru yang mengajar Bahasa inggris				
5.	Saya selalu bosan saat pelajaran Bahasa inggris				
6.	Saya ingin metode yang baru untuk belajar Bahasa inggris yang menyenangkan				
7.	Saya malas membuka kamus Bahasa inggris				

**APPENDIX 8**

**QUESTIONNAIRE SHEET FOR STUDENTS AFTER IMPLEMENTING  
KIM'S MEMORY GAME IN MTS DARUL ULUM PURWOGONDO  
JEPARA**

Bacalah pertanyaan-pertanyaan di bawah ini tentang pembelajaran vocabulary, kemudian berilah tanda (√) pada salah satu kolom setuju, sangat setuju, tidak setuju, dan sangat tidak setuju yang telah disediakan.

No	Pertanyaan	Setuju (S)	Sangat Setuju (ST)	Tidak Setuju (TS)	Sangat Tidak Setuju (STS)
1.	Bahasa inggris sangat menyenangkan				
2.	Saya tertarik pada pelajaran kosakata (vocabulary)				
3.	Saya senang dengan metode yang digunakan guru saat mengajar kosakata (vocabulary)				
4.	Saya suka dengan guru yang mengajar Bahasa inggris				
5.	Saya senang diajar menggunakan Kim's memory game untuk mempermudah pemahaman Bahasa inggris				
6.	Saya selalu paham dengan materi yang diajarkan menggunakan Kim's memory game				
7.	Saya selalu aktif berpartisipasi				

	didalam kelas				
8.	Saya selalu bertanya kepada guru saat tidak paham dengan materi yang disampaikan				
9.	Jika saya malu bertanya pada guru, saya bertanya kepada teman yang sudah paham				
10.	Setelah saya belajar menggunakan Kim's memory game, saya menyukai Bahasa inggris				



**APPENDIX 9****THE RESULT OF QUESTIONNAIRE**

<b>Questions Number</b>	<b>Agree</b>	<b>Very Agree</b>	<b>Disagree</b>	<b>Very Disagree</b>
1.	23	5	3	1
2.	15	10	6	-
3.	23	6	2	-
4.	15	16	-	-
5.	13	18	-	-
6.	20	8	4	-
7.	21	6	4	-
8.	22	4	6	-
9.	15	13	3	-
10.	19	11	-	1

**APPENDIX 10****TRY-OUT OF INSTRUMENT**

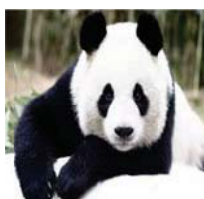
Choose the correct answer by crossing (X) a, b, c or d!

**Picture for for number 1–4**

1. Alma : “How many animals are in this picture?”  
Ulfa : “There are .....”  
  - a. Twenty four
  - b. Thirty four
  - c. Forty four
  - d. Fifty four
2. How many animals that can live both on land and water?  
  - a. One
  - b. Two
  - c. Three
  - d. Four
3. What is the animals that have big body?  
  - a. Monkey
  - b. Frog
  - c. Elephant
  - d. Rat
4. Ria : “Which animal can swim?”  
Evi : ..... can swim.  
  - a. Dolphin - turtle
  - b. Monkey - horse
  - c. Lion - tiger
  - d. Cow - cat
5. Eka : “Do you have a pet?”  
Ida : “Yes, I have a .....”  
  - a. Cow
  - b. Horse
  - c. Cat
  - d. Duck
6. A ..... produces milk.  
  - a. Sheep
  - b. Dog
  - c. Cow
  - d. Cat
7. A ..... has beautiful feathers.  
  - a. Bird
  - b. Owl
  - c. Monkey
  - d. Peacock
8. This animal has long hands. It likes banana. It is a .....



- d. Monkey
9. The ..... eats fish.
- a. Tiger                      c. Horse  
b. Cat                          d. Snake
10. The ..... eats grass.
- a. Goat                        c. Duck  
b. Crocodile                d. Peacock
11. A ..... lives in China.



- a. Koala  
b. Komodo  
c. Panda  
d. Bird
12. Keisya : “What animal do you see in the farm?”  
Eliska : “I see many ....”

- a. Duck and snake  
b. Hen and cock  
c. Goat and sheep  
d. Cat and rabbit



13. It is a smart and funny animal. It lives in the sea or in the circus. It eats fish.

It is a .....

- a. Ant                              c. Dolphin  
b. Bear                            d. Cow
14. An ..... (burung hantu) is active at night.
- a. Tiger                          c. Lizard  
b. Owl                             d. Shark
15. A ..... (jerapah) has long neck.
- a. Giraffe                        c. Crab  
b. Octopus                        d. Fox

16. I like to eat ..... (ikan).

- a. Lion                              c. Fish

- b. Bear                              d. Starfish
17. Who is the king of jungle?
- a. Gorilla  
b. Camel  
c. Elephant  
d. Lion

18. Deer – Rat – Lizard – Fox

Translate in Indonesia .....

- a. Kambing – Rubah – Rusa – Burung hantu  
b. Tikus – Kambing – Rusa – Cicak  
c. Cicak – Rubah – Rusa – Kambing  
d. Rusa – Tikus – Cicak – Rubah

19. Cat – Elephant – Frog – Shark

Translate in Indonesia .....

- a. Kucing – Gajah – Katak – Hiu  
b. Kucing – Katak – Hiu – Gajah  
c. Kucing – Hiu – Gajah – Katak  
d. Kucing – Katak – Gajah – Hiu

### Text for number 20 – 22

Rabbits are cute animals and have a thick hair. They have two eyes, four legs, two ears, and a tail.

20. What is the text about?

- a. Singa  
b. Monyet  
c. Kelinci  
d. Jerapah

21. The rabbits have .... hair.

- a. Thick                              c. Fat  
b. Thin                                d. Slim

22. What the rabbits have two eyes,  
four legs, two ears, and a .....

- a. Beautiful animals
- b. King of jungle
- c. Tail
- d. Big body

23. A : “is it a melon?”

B : No, it is not. It is....”

- a. Apple
- b. Pear
- c. Orange
- d. Watermelon



24. Monkey likes to eat....

- a. Pineapple
- b. Banana
- c. Coconut
- d. Watermelon

25. My favorite fruit is....

- a. Grape
- b. Kiwi
- c. Guava
- d. Apple



26. A : “Do you like.....?”

B : “Yes, I do.”

- a. Mangosteen
- b. Pineapple
- c. Jackfruit
- d. Guava



27. A : “What fruit do you like?”

B : “I like.....”

- a. Strawberry
- b. Banana
- c. Bluberry
- d. Guava



28. .... contains a lot of vitamin A.

- a. Carrot
- b. Garlic
- c. Potato
- d. Tomato

29. .... contains a lot of vitamin C.

- a. Mango
- b. Pear
- c. Orange
- d. Banana

30. I don't like grape, but I like.....

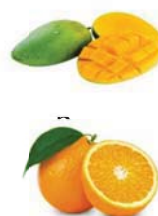
- a. Guava
- b. Mango
- c. Papaya
- d. Apple



31. Ika : “Do you like mangosteen?”

Tia : “Yes, I do.”

Ika likes.....



32. Lala doesn't like tomato, but she likes.....

- a. Cucumber
- b. Potato
- c. Mushroom
- d. Broccoli



33. .... is my favorite vegetables.

- a. Spinach
- b. Mushroom
- c. Broccoli
- d. Cucumber



34. Maya likes to eat fried.....

- a. Garlic
- b. Potato
- c. Tomato
- d. Broccoli



35. A : “What vegetables do you like?”

B : “I like....”

- a. Mushroom
- b. Corn
- c. Broccoli
- d. Tomato



36. My mother use onion to cook soup in the kitchen.

a.



c.



b.



d.



37. Andi : “What vegetables does Fina likes?”

Lina : “She likes cabbage.”

a.



c.



b.



d.



38. What the meaning of “Pumpkin”?

- a. Labu
- b. Paprika
- c. Terong
- d. Jagung

39. What it is means “Garlic”?

- a. Bawang bombay
- b. Bawang merah

c. Bawang putih

d. Cabai

40. What the name of this vegetables?

- a. Beans
- b. Cucumber
- c. Carrot
- d. Celery



41. .... is my favorite vegetables.



- a. Eggplant
- b. Red pepper
- c. Pumpkin
- d. Asparagus

42. Today I am eating .... and ....

- a. Cabbage, apple
- b. Broccoli, apple
- c. Spinach, apple
- d. Eggplant, apple



43. This animal eats is ....



- a. Tomato
- b. Carrot
- c. Cabbage
- d. Pumpkin

44. Eggplant, cabbage and garlic are kinds of ....

- a. Animals
- b. Vegetables
- c. Fruits
- d. Transportation

45. Sheep, cow and fish are kinds of ....

- a. Animals
- b. Vegetables
- c. Fruits
- d. Transportantion

**APPENDIX 11****KEY ANSWER OF TRY OUT TEST**

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

**APPENDIX 12****PRE-TEST AND POST-TEST**

Choose the correct answer by crossing (X) a, b, c or d!

**Picture for for number 1–4**

1. How many animals that can live both on land and water?

- a. One
- b. Two
- c. Three
- d. Four

2. Ria :“Which animal cannot swim?”

Evi : ..... cannot swim.

- a. Lion
- b. Turtle
- c. Dolphin
- d. Fish

3. Eka : “Do you have a pet?”

Ida : “Yes, I have a .....

- a. Horse
- b. Cat
- c. Cow
- d. Duck



4. A ..... produces milk.

- a. Cow
- b. Dog
- c. Sheep
- d. Cat

5. A ..... has beautiful feathers.

- a. Peacock
- b. Owl
- c. Monkey
- d. Bird



6. This animal has long hands. It likes banana. It is a .....

- a. Rabbit
- b. Snake
- c. Monkey
- d. Giraffe

7. The ..... eats grass.

- a. Duck
- b. Crocodile
- c. Goat
- d. Peacock

8. A ..... lives in China.

- a. Koala
- b. Komodo
- c. Bird
- d. Panda



9. It is a smart and funny animal. It lives in the sea or in the circus. It eats fish. It is a .....

- a. Dolphin
- c. Ant





22. Maya likes to eat fried.....

- a. Garlic
- b. Tomato
- c. Potato
- d. Broccoli



23. A : “What vegetables do you like?”

B : “I like....”

- a. Corn
- b. Mushroom
- c. Broccoli
- d. Tomato



24. My mother use onion to cook soup in the kitchen.

a.



c.



b.



d.



25. What it is means “Garlic”?

- a. Bawang bombay
- b. Bawang putih
- c. Bawang merah
- d. Cabai

26. What the name of this vegetables?

- a. Beans
- b. Cucumber
- c. Carrot
- d. Celery



27. Today I am eating ..... and .....

- a. Spinach, apple
- b. Broccoli, apple
- c. Cabbage, apple
- d. Eggplant, apple



28. This animal eats is .....

- a. Tomato
- b. Pumpkin
- c. Cabbage
- d. Carrot



29. Eggplant, cabbage and garlic are kinds of ....

- a. Fruits
- b. Animals
- c. Vegetables
- d. Transportation

30. Sheep, cow and fish are kinds of ....

- a. Fruits
- b. Animals
- c. Vegetables
- d. Transportation

**APPENDIX 13****KEY ANSWER OF PRE-TEST AND POST-TEST**

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

**APPENDIX 14****LESSON PLAN**

School	: MTs Darul Ulum Purwogondo
Subject	: English
Class / Semester	: VII / I
Time Allocation	: 2 x 40 minutes
Theme	: Vocabulary

**I. Competency Standard**

5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

**II. Basic Competence**

5.1. Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.

**III. Indicators**

1. Students are able to understand kinds of animals.
2. Students are able to memorize some difficult words of animals.
3. Students are able to identify 5 among 10 kinds of animals.
4. Students are able to mention 5 among 10 kinds of animals.

**IV. Learning Material**

- Teacher give the students a material about kinds of “Animals”



<b>Words</b>	<b>Meaning</b>	<b>Words</b>	<b>Meaning</b>
<b>Giraffe</b>	<i>Jerapah</i>	<b>Cat</b>	<i>Kucing</i>
<b>Elephant</b>	<i>Gajah</i>	<b>Cow</b>	<i>Sapi</i>
<b>Tiger</b>	<i>Harimau</i>	<b>Goat</b>	<i>Kambing</i>
<b>Monkey</b>	<i>Monyet</i>	<b>Sheep</b>	<i>Domba</i>
<b>Ant</b>	<i>Semut</i>	<b>Horse</b>	<i>Kuda</i>
<b>Turtle</b>	<i>Kura-kura</i>	<b>Duck</b>	<i>Bebek</i>
<b>Crocodile</b>	<i>Buaya</i>	<b>Rabbit</b>	<i>Kelinci</i>
<b>Snake</b>	<i>Ular</i>	<b>Lion</b>	<i>Singa</i>
<b>Bird</b>	<i>Burung</i>	<b>Bear</b>	<i>Beruang</i>
<b>Peacock</b>	<i>Burung merak</i>	<b>Starfish</b>	<i>Bintang laut</i>
<b>Owl</b>	<i>Burung hantu</i>	<b>Dog</b>	<i>Anjing</i>
<b>Frog</b>	<i>Katak</i>	<b>Camel</b>	<i>Unta</i>
<b>Rat</b>	<i>Tikus</i>	<b>Lizard</b>	<i>Cicak</i>
<b>Shark</b>	<i>Hiu</i>	<b>Fox</b>	<i>Rubah</i>
<b>Hen</b>	<i>Ayam betina</i>	<b>Dolphin</b>	<i>Lumba-lumba</i>
<b>Cock</b>	<i>Ayam jantan</i>	<b>Fish</b>	<i>Ikan</i>

## **V. Technique/Method of Study**

1. Drilling
2. Discussion
3. Question and answer

## **VI. Teaching and Learning Process**

1. Pre-activity
  - a. The teacher greets the students.
  - b. The teacher check the students' attendance list.
  - c. The teacher ask to students for praying before teaching and learning process.
  - d. Pay attention to the learning objective that will be students' achieved.
  - e. Brain storming about kinds of animals.

f. The teacher asks some questions related to the material.

2. Main-activity

a. The teacher show some pictures related to “Animals” and ask them “What is this?” then teacher shows the correct answer of it.

b. The teacher asks the students to guess what they are going to learn.

c. The teacher asks what kinds of animals that students know. The teacher writes students’ answers on the blackboard by giving them the meanings in English.

d. The teacher pronounces those words written on the blackboard one by one and asks the students to repeat after her.

e. The teacher give some picture and realia about the material under a cloth in a tray.

f. The teacher give the students one minute of time to memorize the objects from teacher. Then, the objects are covered again with cloth.

g. The teacher give the students a piece of paper and a pen or pencil to write down everything from the tray that they can remember and ask the students to list as many as they can remember.

h. The teacher declare a winner. The person who remember many objects they are the wins and get something of their choice from a tray or give a gift from the teacher.

3. Post-activity

a. The teacher check the students’ understand about the material.

b. The teacher asks the students whether they find difficulties during the lesson.

c. The teacher concludes the lesson.

d. Pay attention to teacher’s expectations and advice.

e. The teacher ask the students for praying after teaching and learning process.

f. The teacher greets the students to close the lesson.

**VII. Source/Media of Study**

1. English book
2. Internet
3. Picture and cards
4. Realia

Jepara, January 14<sup>th</sup>, 2020

The English Teacher,

The Researcher,

**Murtadlo, S.pd.**

**Hidayah Rahmayani**

Known by,

The Headmaster of MTs. Darul Ulum Purwogondo

**H. Ali Akrom, S.Pd.Bio.**

**APPENDIX 15****LESSON PLAN**

School	: MTs Darul Ulum Purwogondo
Subject	: English
Class / Semester	: VII / I
Time Allocation	: 2 x 40 minutes
Theme	: Vocabulary

**I. Competency Standard**

5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

**II. Basic Competence**

5.1. Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.

**III. Indicators**

1. Students are able to understand kinds of fruits and vegetables.
2. Students are able to memorize some difficult words of fruits and vegetables.
3. Students are able to identify 5 among 10 kinds of fruits and vegetables.
4. Students are able to mention 5 among 10 kinds of fruits and vegetables.

**IV. Learning Material**

- Teacher give the students a material about kinds of “Fruits and Vegetables”



<b>Words</b>	<b>Meaning</b>	<b>Words</b>	<b>Meaning</b>
<b>Apple</b>	<i>Apel</i>	<b>Onion</b>	<i>Bawang</i>
<b>Grape</b>	<i>Anggur</i>	<b>Garlic</b>	<i>Bawang putih</i>
<b>Orange</b>	<i>Jeruk</i>	<b>Cabbage</b>	<i>Kol</i>
<b>Pear</b>	<i>Pir</i>	<b>Chili</b>	<i>Cabai</i>
<b>Watermelon</b>	<i>Semangka</i>	<b>Carrot</b>	<i>Wortel</i>
<b>Pineapple</b>	<i>Nanas</i>	<b>Tomato</b>	<i>Tomat</i>
<b>Banana</b>	<i>Pisang</i>	<b>Potato</b>	<i>Kentang</i>
<b>Coconut</b>	<i>Kelapa</i>	<b>Eggplant</b>	<i>Terong</i>
<b>Guava</b>	<i>Jambu biji</i>	<b>Spinach</b>	<i>Bayam</i>
<b>Mango</b>	<i>Mangga</i>	<b>Broccoli</b>	<i>Brokoli</i>
<b>Mangosteen</b>	<i>Manggis</i>	<b>Mushroom</b>	<i>Jamur</i>
<b>Papaya</b>	<i>Pepaya</i>	<b>Corn</b>	<i>Jagung</i>
<b>Lime</b>	<i>Lemon</i>	<b>Celery</b>	<i>Seledri</i>
<b>Strawberry</b>	<i>Strawberry</i>	<b>Bean</b>	<i>Buncis</i>
<b>Avocado</b>	<i>Alpukat</i>	<b>Cucumber</b>	<i>Ketimun</i>
<b>Cherry</b>	<i>Ceri</i>	<b>Bell pepper</b>	<i>Paprika</i>
<b>Jackfruit</b>	<i>Nangka</i>	<b>Lettuce</b>	<i>Selada</i>
<b>Starfruit</b>	<i>Belimbing</i>	<b>Pumpkin</b>	<i>Labuh</i>

## V. Technique/Method of Study

1. Drilling
2. Discussion
3. Question and answer

## VI. Teaching and Learning Process

1. Pre-activity
  - a. The teacher greets the students.
  - b. The teacher check the students' attendance list.
  - c. The teacher ask to students for praying before teaching and learning process.
  - d. Pay attention to the learning objective that will be students' achieved.



- e. Brain storming about kinds of fruits and vegetables.
  - f. The teacher asks some questions related to the material.
2. Main-activity
- a. The teacher show some pictures related to “Fruits and Vegetables” and ask them “What is this?” then teacher shows the correct answer of it.
  - b. The teacher asks the students to guess what they are going to learn.
  - c. The teacher asks what kinds of fruits and vegetables that students know. The teacher writes students’ answers on the blackboard by giving them the meanings in English.
  - d. The teacher pronounces those words written on the blackboard one by one and asks the students to repeat after her.
  - e. The teacher give some picture and realia about the material under a cloth in a tray.
  - f. The teacher give the students one minute of time to memorize the objects from teacher. Then, the objects are covered again with cloth.
  - g. The teacher give the students a piece of paper and a pen or pencil to write down everything from the tray that they can remember and ask the students to list as many as they can remember.
  - h. The teacher declare a winner. The person who remember many objects they are the wins and get something of their choice from a tray or give a gift from the teacher.
3. Post-activity
- a. The teacher check the students’ understand about the material.
  - b. The teacher asks the students whether they find difficulties during the lesson.
  - c. The teacher concludes the lesson.
  - d. Pay attention to teacher’s expectations and advice.
  - e. The teacher ask the students for praying after teaching and learning process.
  - f. The teacher greets the students to close the lesson.

**VII. Source/Media of Study**

- a. English book
- b. Internet
- c. Picture and cards
- d. Realia

Jepara, January 15<sup>th</sup>, 2020

The English Teacher,

The Researcher,

**Murtadlo, S.pd.**

**Hidayah Rahmayani**

Known by,

The Headmaster of MTs. Darul Ulum Purwogondo

**H. Ali Akrom, S.Pd.Bio.**

**APPENDIX 16****LESSON PLAN**

School	: MTs Darul Ulum Purwogondo
Subject	: English
Class / Semester	: VII / I
Time Allocation	: 2 x 40 minutes
Theme	: Vocabulary

**I. Competency Standard**

5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

**II. Basic Competence**

5.1. Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.

**III. Indicators**

1. Students are able to understand kinds of animals.
2. Students are able to memorize some difficult words of animals.
3. Students are able to identify 5 among 10 kinds of animals.
4. Students are able to mention 5 among 10 kinds of animals.

**IV. Learning Material**

- Teacher give the students a material about kinds of “Animals”



<b>Words</b>	<b>Meaning</b>	<b>Words</b>	<b>Meaning</b>
<b>Giraffe</b>	<i>Jerapah</i>	<b>Cat</b>	<i>Kucing</i>
<b>Elephant</b>	<i>Gajah</i>	<b>Cow</b>	<i>Sapi</i>
<b>Tiger</b>	<i>Harimau</i>	<b>Goat</b>	<i>Kambing</i>
<b>Monkey</b>	<i>Monyet</i>	<b>Sheep</b>	<i>Domba</i>
<b>Ant</b>	<i>Semut</i>	<b>Horse</b>	<i>Kuda</i>
<b>Turtle</b>	<i>Kura-kura</i>	<b>Duck</b>	<i>Bebek</i>
<b>Crocodile</b>	<i>Buaya</i>	<b>Rabbit</b>	<i>Kelinci</i>
<b>Snake</b>	<i>Ular</i>	<b>Lion</b>	<i>Singa</i>
<b>Bird</b>	<i>Burung</i>	<b>Bear</b>	<i>Beruang</i>
<b>Peacock</b>	<i>Burung merak</i>	<b>Starfish</b>	<i>Bintang laut</i>
<b>Owl</b>	<i>Burung hantu</i>	<b>Dog</b>	<i>Anjing</i>
<b>Frog</b>	<i>Katak</i>	<b>Camel</b>	<i>Unta</i>
<b>Rat</b>	<i>Tikus</i>	<b>Lizard</b>	<i>Cicak</i>
<b>Shark</b>	<i>Hiu</i>	<b>Fox</b>	<i>Rubah</i>
<b>Hen</b>	<i>Ayam betina</i>	<b>Dolphin</b>	<i>Lumba-lumba</i>
<b>Cock</b>	<i>Ayam jantan</i>	<b>Fish</b>	<i>Ikan</i>

## **V. Technique/Method of Study**

1. Drilling
2. Question and answer

## **VI. Teaching and Learning Process**

1. Pre-activity
  - a. The teacher greets the students.
  - b. The teacher check the students' attendance list.
  - c. The teacher ask to students for praying before teaching and learning process.
  - d. Pay attention to the learning objective that will be students' achieved.
  - e. Brain storming about kinds of animals.
  - f. The teacher asks some questions related to the material.

2. Main-activity
  - a. The teacher asks the students to guess what they are going to learn.
  - b. The teacher asks what kinds of animals that students know. The teacher writes students' answers on the blackboard by giving them the meanings in English.
  - c. The teacher pronounces those words written on the blackboard one by one and asks the students to repeat after her.
  - d. The teacher give the students some picture about the material and students write down the meaning of words into piece of paper.
3. Post-activity
  - a. The teacher check the students' understand about the material.
  - b. The teacher asks the students whether they find difficulties during the lesson.
  - c. The teacher concludes the lesson.
  - d. Pay attention to teacher's expectations and advice.
  - e. The teacher ask the students for praying after teaching and learning process.
  - f. The teacher greets the students to close the lesson.

## **VII. Source/Media of Study**

1. English book
2. Internet
3. Picture

Jepara, January 14<sup>th</sup>, 2020

The English Teacher,

The Researcher,

**Murtadlo, S.pd.**

**Hidayah Rahmayani**

Known by,  
The Headmaster of MTs. Darul Ulum Purwogondo

**H. Ali Akrom, S.Pd.Bio.**

**APPENDIX 17****LESSON PLAN**

School	: MTs Darul Ulum Purwogondo
Subject	: English
Class / Semester	: VII / I
Time Allocation	: 2 x 40 minutes
Theme	: Vocabulary

**I. Competency Standard**

5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

**II. Basic Competence**

5.1. Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.

**III. Indicators**

1. Students are able to understand kinds of fruits and vegetables.
2. Students are able to memorize some difficult words of fruits and vegetables.
3. Students are able to identify 5 among 10 kinds of fruits and vegetables.
4. Students are able to mention 5 among 10 kinds of fruits and vegetables.

**IV. Learning Material**

- Teacher give the students a material about kinds of “Fruits and Vegetables”



<b>Words</b>	<b>Meaning</b>	<b>Words</b>	<b>Meaning</b>
<b>Apple</b>	<i>Apel</i>	<b>Onion</b>	<i>Bawang</i>
<b>Grape</b>	<i>Anggur</i>	<b>Garlic</b>	<i>Bawang putih</i>
<b>Orange</b>	<i>Jeruk</i>	<b>Cabbage</b>	<i>Kol</i>
<b>Pear</b>	<i>Pir</i>	<b>Chili</b>	<i>Cabai</i>
<b>Watermelon</b>	<i>Semangka</i>	<b>Carrot</b>	<i>Wortel</i>
<b>Pineapple</b>	<i>Nanas</i>	<b>Tomato</b>	<i>Tomat</i>
<b>Banana</b>	<i>Pisang</i>	<b>Potato</b>	<i>Kentang</i>
<b>Coconut</b>	<i>Kelapa</i>	<b>Eggplant</b>	<i>Terong</i>
<b>Guava</b>	<i>Jambu biji</i>	<b>Spinach</b>	<i>Bayam</i>
<b>Mango</b>	<i>Mangga</i>	<b>Broccoli</b>	<i>Brokoli</i>
<b>Mangosteen</b>	<i>Manggis</i>	<b>Mushroom</b>	<i>Jamur</i>
<b>Papaya</b>	<i>Pepaya</i>	<b>Corn</b>	<i>Jagung</i>
<b>Lime</b>	<i>Lemon</i>	<b>Celery</b>	<i>Seledri</i>
<b>Strawberry</b>	<i>Strawberry</i>	<b>Bean</b>	<i>Buncis</i>
<b>Avocado</b>	<i>Alpukat</i>	<b>Cucumber</b>	<i>Ketimun</i>
<b>Cherry</b>	<i>Ceri</i>	<b>Bell pepper</b>	<i>Paprika</i>
<b>Jackfruit</b>	<i>Nangka</i>	<b>Lettuce</b>	<i>Selada</i>
<b>Starfruit</b>	<i>Belimbing</i>	<b>Pumpkin</b>	<i>Labuh</i>

## V. Technique/Method of Study

1. Drilling
2. Question and answer

## VI. Teaching and Learning Process

1. Pre-activity
  - a. The teacher greets the students.
  - b. The teacher check the students' attendance list.
  - c. The teacher ask to students for praying before teaching and learning process.
  - d. Pay attention to the learning objective that will be students' achieved.



- e. Brain storming about kinds of fruits and vegetables.
  - f. The teacher asks some questions related to the material.
2. Main-activity
- a. The teacher asks the students to guess what they are going to learn.
  - b. The teacher asks what kinds of fruits and vegetables that students know. The teacher writes students' answers on the blackboard by giving them the meanings in English.
  - c. The teacher pronounces those words written on the blackboard one by one and asks the students to repeat after her.
  - d. The teacher give the students some picture about the material and students write down the meaning of words into piece of paper.
3. Post-activity
- a. The teacher check the students' understand about the material.
  - b. The teacher asks the students whether they find difficulties during the lesson.
  - c. The teacher concludes the lesson.
  - d. Pay attention to teacher's expectations and advice.
  - e. The teacher ask the students for praying after teaching and learning process.
  - f. The teacher greets the students to close the lesson.

## **VII. Source/Media of Study**

- 1. English book
- 2. Internet
- 3. Picture

Jepara, January 15<sup>th</sup>, 2020

The English Teacher,

The Researcher,

**Murtadlo, S.pd.**

**Hidayah Rahmayani**

Known by,  
The Headmaster of MTs. Darul Ulum Purwogondo

**H. Ali Akrom, S.Pd.Bio.**

**APPENDIX 18**

**DOCUMENTATION**

**THE STUDENTS OF EXPERIMENTAL CLASS AND CONTROL CLASS**







**THE HEADMASTER AND THE ENGLISH TEACHER**



## THE LETTERS



**YAYASAN DARUL ULUM KALINYAMATAN  
MADRASAH TSANAWIYAH DARUL ULUM PURWOGONDO  
STATUS : TERAKREDITASI "A"**

Ketetapan Kemenkumham No. AHU.6482.AH.01.04 Tahun 2011  
Jl. Kromodiwiryo Purwogondo Kalinyamatan Jepara Kode Pos 59467 Telephone (0291) 754200  
E-Mail : mtsdu\_purwogondo@yahoo.com

### SURAT KETERANGAN

Nomer : MTs.DU / 011 / 00.5 / 210 / 2020

*Assalamu'alaikum Wr. Wb.*

Yang bertandatangan di bawah ini, Kepala Madrasah Tsanawiyah Darul Ulum Purwogondo menerangkan bahwa :

Nama	: HIDAYAH RAHMAYANI
NIM	: 13132000019
Alamat	: Desa Sendang RT 03/02 Kalinyamatan Jepara
Program Studi	: Pendidikan Bahasa Inggris (PBI)

Yang bersangkutan di atas benar-benar telah melaksanakan penelitian dalam rangka penulisan skripsi dengan perincian sebagai berikut :

Judul Skripsi : THE EFFECTIVENESS OF KIM'S MEMORY GAME IN TEACHING VOCABULARY (AN EXPERIMENTAL AT THE SEVENTH GRADE STUDENT OF MTs. DARUL ULUM PURWOGONDO IN ACADEMIC YEAR OF 2019/2020).

Tanggal : 8 Januari – 8 Februari 2020

Demikian surat keterangan ini dibuat dengan sesungguhnya untuk dapat dipergunakan sebagai dengan sebaik-baiknya.

*Wassalamu'alaikum Wr. Wb.*

Purwogondo, 21 September 2020





**UNIVERSITAS ISLAM NAHDLATUL ULAMA (UNISNU) JEPARA**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

➤ Program Studi Pendidikan Agama Islam (PAI)  
 Akreditasi BAN-PT : Peningkat A  
 Nomor : 3045/SK/BAN-PT/Akred/S/11/2018

➤ Program Studi Pendidikan Guru PAUD (PGPAUD)  
 Ijin Penyelenggaraan Keputusan Menristekdikti RI  
 Nomor : 247/KPTA/2016

➤ Program Studi Pendidikan Bahasa Inggris (PBI)  
 Akreditasi BAN-PT : Peningkat B  
 Nomor : 1697/SK/BAN-PT/Akred/S/11/2017

➤ Program Studi Pendidikan Guru Sekolah Dasar (PGSD)  
 Ijin Penyelenggaraan Keputusan Menristekdikti RI  
 Nomor : 475/KPTA/2016

Nomor : FTIK/D/TL/29/01/2020  
 Lamp : -  
 Hal : Permohonan Ijin Riset

Kepada Yth.  
 Kepala MTs. Darul Ulum Purwogondo Kalinyamatan Jepara  
 Di  
 tempat

**Assalamu'alaikum Wr. Wb.**

Disampaikan dengan hormat, bahwa Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Nahdlatul Ulama (UNISNU) Jepara dengan identitas sebagai berikut :

Nama : HIDAYAH RAHMAYANI  
 NIM : 131320000019  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Program Studi : Pendidikan Bahasa Inggris (PBI)  
 Alamat : RT. 03 RW. 02 Sendang Kalinyamatan Jepara

Yang bersangkutan akan melaksanakan kegiatan penelitian yang berjudul :

**THE EFFECTIVENESS OF KIM'S MEMORY GAME IN TEACHING VOCABULARY  
 (AN EXPERIMENTAL RESEARCH AT THE SEVENTH GRADE STUDENTS OF  
 MTs DARUL ULUM PURWOGONDO IN THE ACADEMIC YEAR OF 2019/2020)**

Dosen Pembimbing : Husni Mubarak, M.Pd

Sehubungan dengan hal tersebut, kami mohon Bpk/Ibu berkenan memberikan rekomendasi/ijin bagi mahasiswa tersebut untuk melaksanakan penelitian terhitung mulai tanggal 8 Januari - 8 Februari 2020

Demikian surat permohonan yang kami buat, atas ijin dan kerjasamanya disampaikan terima kasih.

**Wassalamu'alaikum Wr. Wb.**

Jepara, 7 Januari 2020  
 Dekan  
  
 Drs. H. Mahalli, M.Pd  
 NIP. 261110 89 001

Tembusan disampaikan kepada Yth :  
 Rektor UNISNU Jepara (sebagai laporan)





**UNIVERSITAS ISLAM NAHDLATUL ULAMA (UNISNU) JEPARA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

> Program Studi Pendidikan Agama Islam (PAI)

Akreditasi BAN-PT : Peringkat A  
 Nomor : 3045/SK/BAN-PT/Akred/S/K/2018

> Program Studi Pendidikan Guru PAUD (PGPAUD)

Ijin Penyelenggaraan Keputusan Menristekdikti RI  
 Nomor : 247/KPT/I/2016

> Program Studi Pendidikan Bahasa Inggris (PBI)

Akreditasi BAN-PT : Peringkat B  
 Nomor : 1697/SK/BAN-PT/Akred/S/N/2017

> Program Studi Pendidikan Guru Sekolah Dasar (PGSD)

Ijin Penyelenggaraan Keputusan Menristekdikti RI  
 Nomor : 470/KPT/I/2016

Nomor : FTIK/D/PP.01/28/01/2020

Lamp. : 1 Bendel Proposal

Hal : Penunjukan Pembimbing

Kepada Yth.  
**Bapak Husni Mubarak, M.Pd**  
 Di  
 Tempat

**Assalamu'alaikum Wr. Wb.**

Setelah melihat dan memperhatikan dengan seksama, dan tidak adanya kesamaan judul skripsi yang diajukan dengan skripsi sebelumnya, serta berdasarkan hasil Seminar Proposal Skripsi yang telah dilaksanakan pada **Kamis, 3 Oktober 2019**, maka kami menerima dan menyetujui judul skripsi mahasiswa berikut :

Nama : **HIDAYAH RAHMAYANI**  
 NIM : **131320000019**  
 NIRM :  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Program Studi : Pendidikan Bahasa Inggris (PBI)  
 Alamat : RT. 03 RW. 02 Sendang Kalinyamatan Jepara  
 Judul Skripsi : **THE EFFECTIVENESS OF KIM'S MEMORY GAME IN TEACHING VOCABULARY (AN EXPERIMENTAL RESEARCH AT THE SEVENTH GRADE STUDENTS OF MTs DARUL ULUM PURWOGONDO IN THE ACADEMIC YEAR OF 2019/2020)**

Sehubungan dengan hal tersebut, maka Fakultas Tarbiyah dan Ilmu Keguruan UNISNU Jepara menunjuk Bapak/Ibu sebagai **Dosen Pembimbing Skripsi**.

Demikian surat ini disampaikan untuk dijadikan maklum. Atas perhatiannya kami sampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**

Jepara, 7 Januari 2020

Dekan,

**Drs. H. Mahalli, M.Pd**

NIY. 2 611110 89 001