

**THE EFFECTIVENESS OF VOCABULARY HOPSCOTCH
GAME IN TEACHING VOCABULARY AT FIFTH GRADE
STUDENTS OF SD NEGERI 202
BORONG AMPIRIE**



A THESIS

As a Requirement For Compiling a Thesis

English Education Study Program

By:

**NURFADILLA
NIM. 210110011**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN
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PENGESAHAN SKRIPSI

Skripsi berjudul, *The Effectiveness of Vocabulary Hotspotch Game in Teaching Vocabulary at Fifth Grade Students of SD Negeri 202 Borong Ampirie*, yang ditulis oleh Nurfadilla, Nomor Induk Mahasiswa (NIM) 210110011, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Selasa, tanggal 29 Juli 2025 M bertepatan dengan 4 Shafar 1446 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

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ABSTRAK

Nurfadilla. *The Effectiveness of Vocabulary Hopscotch game in Teaching Vocabulary at fifth Grade Students of SD Negeri 202 Borong Ampirie.* Skripsi. Sinjai: Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Ahmad Dahlan (UIAD) Sinjai, 2025.

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan permainan *Vocabulary Hopscotch Game* dalam pembelajaran kosakata Bahasa Inggris pada siswa kelas V SD Negeri 202 Borong Ampirie. Penelitian ini menggunakan pendekatan kuantitatif dengan desain *one group pretest-posttest*. Subjek penelitian adalah 10 siswa kelas V. Teknik pengumpulan data dilakukan melalui observasi, angket, tes (pretest dan posttest), serta dokumentasi. Data dianalisis dengan statistik deskriptif dan inferensial, meliputi uji validitas dan reliabilitas, uji normalitas, uji homogenitas, uji *paired sample t-test*, dan perhitungan *normalized gain (N-gain)*.

Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan pada penguasaan kosakata siswa setelah penerapan permainan *Hopscotch*. Hal ini ditunjukkan oleh nilai signifikansi uji *paired sample t-test* sebesar 0.000 (< 0.05) yang berarti H_0 ditolak dan H_1 diterima. Nilai *N-gain* sebesar 0.8637 termasuk dalam kategori tinggi, menunjukkan bahwa permainan ini sangat efektif dalam meningkatkan penguasaan kosakata. Hasil observasi terhadap aktivitas guru dan siswa masing-masing memperoleh persentase sebesar 95% dan 93,75% yang termasuk dalam kategori sangat baik. Selain itu, respon siswa terhadap pembelajaran menggunakan permainan ini juga sangat positif dengan persentase sebesar 87,43%.

Dengan demikian, dapat disimpulkan bahwa penggunaan *Vocabulary Hopscotch Game* merupakan media pembelajaran yang efektif dan menyenangkan dalam meningkatkan penguasaan kosakata siswa sekolah dasar. Permainan ini mampu menciptakan suasana belajar yang aktif, interaktif, dan memotivasi siswa untuk lebih antusias dalam belajar Bahasa Inggris.

Kata Kunci: *Hopscotch Game, Efektivitas, Kosakata, Pembelajaran Bahasa Inggris*

ABSTRACT

Nurfadilla. *The Effectiveness of the Vocabulary Hopscotch Game in Teaching Vocabulary to Fifth-Grade Students of SD Negeri 202 Borong Ampirie.* Thesis. Sinjai: English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Ahmad Dahlan Islamic University (UIAD) Sinjai, 2025.

This study aims to examine the effectiveness of the Vocabulary Hopscotch Game in teaching English vocabulary to fifth-grade students of SD Negeri 202 Borong Ampirie. This research employed a quantitative approach using a one-group pretest–posttest design. The subjects of the study were 10 fifth-grade students.

Data were collected through observation, questionnaires, tests (pretest and posttest), and documentation. The data were analyzed using descriptive and inferential statistics, including validity and reliability tests, normality tests, homogeneity tests, paired sample t-tests, and normalized gain (N-gain) analysis.

The results of the study indicate a significant improvement in students' vocabulary mastery after the implementation of the Vocabulary Hopscotch Game. This is supported by the paired sample t-test result showing a significance value of 0.000 (< 0.05), indicating that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. The N-gain value of 0.8637 falls into the high category, suggesting that the game is highly effective in improving students' vocabulary mastery. Observations of teacher and student activities showed very good results, with percentages of 95% and 93.75%, respectively. Additionally, students' responses to the learning process were very positive, with a percentage of 87.43%. Therefore, it can be concluded that the Vocabulary Hopscotch Game is an effective and enjoyable instructional medium for improving elementary school students' vocabulary mastery. This game creates an active and interactive learning environment and motivates students to participate more enthusiastically in learning English.

Keywords: Hopscotch Game, Vocabulary Learning, Effectiveness, English Language Learnin

مستخلص البحث

نور فضلة. فعالية لعبة الحجلة في تعليم المفردات لطلاب الصف الخامس في مدرسة الابتدائية الحكومية ٢٠٢ بورونج أميري. البحث. سنجائي: قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة أحمد دحلان الإسلامية، سنجائي، ٢٠٢٥.

تهدف هذه الدراسة إلى تحديد فعالية استخدام لعبة الحجلة في تعليم مفردات اللغة الإنجليزية لطلاب الصف الخامس في مدرسة الابتدائية الحكومية ٢٠٢ بورونج أميري.

استخدمت الدراسة المنهج الكمي بتصميم اختبار قبلي وبعدي لمجموعة واحدة. شملت عينة الدراسة ١٠ طلاب من الصف الخامس. تم جمع البيانات من خلال الملاحظة، والاستبيانات، والاختبارات (القبلية والبعدية)، والتوثيق. تم تحليل البيانات باستخدام الإحصاء الوصفي والاستدلالي، بما في ذلك اختبارات الصدق والثبات، واختبارات التوزيع الطبيعي، واختبارات التجانس، واختبارات t للعينات المزدوجة، وحسابات الربح المعياري (N-gain).

فعالية لعبة الحجلة في تعليم المفردات لطلاب الصف الخامس في مدرسة الابتدائية الحكومية ٢٠٢ بورونج أميري. أظهرت النتائج زيادة ملحوظة في إتقان الطلاب للمفردات بعد تطبيق لعبة الحجلة. ويتضح ذلك من خلال قيمة الدلالة الإحصائية لاختبار t للعينات المزدوجة، والتي بلغت (> 0.05)، ما يعني رفض الفرضية الصفرية (H_0) وقبول الفرضية البديلة (H_1). وتُعتبر قيمة N-gain البالغة ٠.٨٦٣٧ عالية، مما يدل على فعالية هذه اللعبة في تحسين إتقان المفردات. وقد أسفرت ملاحظات أنشطة المعلمين والطلاب عن نسب نجاح بلغت ٩٥% و ٩٣.٧٥% على التوالي، وهي نسب ممتازة. علاوةً على ذلك، كانت استجابات الطلاب للتعلم باستخدام هذه اللعبة إيجابية للغاية، حيث بلغت ٨٧.٤٣%، لذا، يمكن الاستنتاج أن لعبة الحجلة للمفردات وسيلة تعليمية فعالة وممتعة لتحسين إتقان طلاب المرحلة الابتدائية للمفردات. تُهيئ هذه اللعبة بيئة تعليمية تفاعلية ونشطة، وتحفز الطلاب على أن يكونوا أكثر حماساً لتعلم اللغة الإنجليزية.

الكلمات الأساسية: لعبة الحجلة، الفعالية، المفردات، تعلم اللغة الإنجليزية

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Sinjai, Juni 25, 2025



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CHAPTER I

INTRODUCTION

A. Background of the Research

One of the key pillars supporting a country's progress is education. The difficulties facing the education sector are become more complicated in this age of globalization. As a result, developing innovative teaching strategies is crucial to establishing a productive and engaging learning environment. The active learning method, which stresses direct student involvement in the learning process, is one strategy that is gaining popularity in the field of education (Pristiwanti et al., 2022).

This approach not only focus on the transfer of knowledge but is also in line with the understanding that education is a process of humanism, which is further known as humanizing humans. Therefore, we should be able to respect the human rights of every individual. Through education, we can shape individuals who possess empathy, social awareness, and critical thinking skills, enabling them to make positive contributions to society.

Was emphasized by the definition of education as regulated in the Indonesian National Education System Law (UU Sisdiknas) No. 20 of 2003 (Perpusnas, 2003) which was clarify that education is a conscious and planned effort to create a learning environment and process, thereby enabling students to become more good active. Developing the potential for religious spiritual strength, self-control, good morals, intelligence, good morals and skills needed for oneself, society, nation and state.

This profound concept is beautifully expressed in the Al-Quran, particularly in Surah Al-Baqarah [2]:31, which states:

هَؤُلَاءِ بِأَسْمَاءِ أَنْبِئُونِي فَقَالَ الْمَلِكَةُ عَلَى عَرَضِهِمْ ثُمَّ كُلُّهَا الْأَسْمَاءِ آدَمَ وَعَلَّمَ
صَادِقِينَ كُنْتُمْ إِنْ

"He taught Adam the names of all things. Then He presented them to the angels and said, 'Tell Me the names of these, if you are truthful!'" (Quran Kemenag, 2019).

This verse emphasizes the importance of education. God taught Adam the names of everything, which shows that knowledge is one of the fundamental aspects of human existence. By knowing these names, Adam was given the ability to understand and interact with the world around him. Therefore, this verse emphasizes that humans need to understand and master a language.

Language is a system of symbols used to communicate with others, encompassing creativity and certain rules. Through this creativity, humans are able to produce various meaningful sentences using a number of words and existing rules. Therefore, language in humans is a creative endeavor that is always ongoing (Nisa & Rayungsari, 2024).

This, language proficiency not only reflects communication skills but also reflects the way of thinking and culture of a society. Each language has unique characteristics that reflect the values and collective experiences of its speakers. Therefore, learning a language also means understanding the perspectives and traditions of the groups that speak that language.

Almost from various countries in the world, English has become dominant in communication. English is one of the international languages widely used in various fields such as education, business, technology, and diplomacy. As a system of communication, English consists of several main elements, namely grammar, pronunciation, and vocabulary. Among these three elements, vocabulary is one of the most fundamental and important aspects because it encompasses the collection of words and phrases used to convey messages in both spoken and written forms. Without sufficient vocabulary, understanding and expression in English become very limited, even if someone may have a good command of grammar or pronunciation. Therefore, in English language learning, mastering vocabulary becomes an important focus to help students understand texts, speak, write, and listen more effectively. Vocabulary is taught not only through memorization of words but also through contextual usage,

interactive activities, and exercises designed to enhance understanding and application in everyday communication.

In vocabulary learning, it includes the introduction of word meanings, pronunciation, word forms in sentence structures, and the appropriate situations for their usage. Vocabulary learning not only aims to increase the number of words mastered by students but also to deepen their understanding of word meanings in specific contexts. Through various methods such as reading exercises, writing, playing vocabulary games, or interactive discussions, students are trained to connect words with their experiences, making the vocabulary learned more relevant and easier to remember. With this approach, vocabulary learning not only helps students improve their language skills but also encourages confidence in communicating in English.

Although it is acknowledged that vocabulary is very important, the teaching of English vocabulary at the elementary school level still faces various problems. One of the main problems is evident from the students' interaction with the learning materials. At SD Negeri 202 Borong Ampirie, initial observations show that fifth-grade students often know the meaning of words but cannot use them correctly in sentences or appropriate situations. This indicates a lack of understanding of vocabulary usage in context. This affects their low participation in learning activities and their limitations in expressing themselves in English. One of the main causes of this difficulty is the late introduction of English at school. According to an interview with one of the students, in line with the implementation of the Merdeka Curriculum. This sudden approach makes students, especially in fifth grade, feel unprepared and confused with the concepts and structures of foreign languages.

Many students face challenges in memorizing and applying newly learned vocabulary, especially when the teaching approach tends to emphasize rote memorization and written tasks that are considered uninteresting. These conventional methods often overlook the diverse learning styles of students, resulting in a lack of motivation and active participation in learning activities. There are differences in abilities between students who quickly grasp the

lessons and those who struggle, which creates challenges in implementing effective teaching strategies for the entire class.

The delay in introducing English also contributes to this problem, where students feel unprepared and confused with the concept of a foreign language. This situation affects students' interest and motivation to learn, which often shows a lack of enthusiasm in learning new vocabulary. These challenges highlight the importance of updating vocabulary teaching methods to create a more engaging and relevant learning experience. Through more comprehensive and interactive methods, it is hoped that students was participate more actively and be more motivated in the learning process.

One of the methods recommended by research to improve students vocabulary mastery is by using a modified hopscotch game specifically designed for educational purposes. This game is inspired by the traditional game that involves jumping over boxes on the floor, but in the context of learning, the boxes are labeled with specific words, images, or instructions.

Based on this perspective, it can be concluded that game-based learning and interactive methods have great potential to enhance student motivation and learning outcomes. Games not only make the learning process more engaging but also encourage active student participation in understanding the material through direct experience. This, the application of games in education can be an effective strategy to improve the overall quality of education, especially in developing students understanding, creativity, and problem solving skills.

Based on the observations that have been conducted in July 2024, the research concluded that vocabulary mastery remains a challenge for fifth grade students at SD Negeri 202 Borong Ampirie. This research was examine the effect of using hopscotch as a technique to enhance vocabulary learning. This technique was chosen because, based on observations, students tend to be more interested in learning methods that involve physical activities and games. The research chose hopscotch because this activity is not only entertaining but also allows students to learn interactively and kinesthetically.

Based on the explanation above, this research aims to examine the effectiveness of the Hopscotch game in vocabulary learning for fifth-grade students at SD 202 Borong Ampirie, located on Poros Sinjai-Bulukumba Street, Kalobba Village, Tellulimpoe District. Therefore, the title of this research is *“The Effectiveness of Hopscotch Game in Teaching Vocabulary at Fifth Grade Students of SD Negeri 202 Borong Ampirie.”*

B. Research Questions

Based on the background described above, the research question is: "Is the use of the Hopscotch game effective in teaching vocabulary at fifth grade students of SD Negeri 202 Borong Ampirie?"

C. Objective of the Research

The objective of this research is to determine the effectiveness of Hopscotch game in teaching vocabulary to fifth Grade students at SD Negeri 202 Borong Ampirie.

D. Significances of the Research

1. Theoretical Benefits

This research is expected to provide theoretical contributions to the development of vocabulary teaching methods in English at the elementary school level. The findings of this research can enrich the literature on the effectiveness of using educational games, particularly Hopscotch, in enhancing English vocabulary acquisition among elementary school students.

2. Practical Benefits

a. For Students

- 1) To help improve English vocabulary proficiency through enjoyable and interactive learning methods.
- 2) To enhance students motivation and interest in learning English vocabulary.

b. For Teachers

- 1) To provide an alternative and effective teaching method for vocabulary instruction in English

- 2) To assist teachers in overcoming the challenges of teaching English vocabulary in fifth grade classrooms.
- c. For Schools
- 1) To provide input for the development of the curriculum and teaching methods for English at SD Negeri 202 Borong Ampirie.
 - 2) To support the schools efforts in improving the quality of English education in accordance with the demands of the latest curriculum.
- d. For the Researcher
- 1) To provide valuable experience in conducting research and exploring the effectiveness of interactive teaching methods such as the Hopscotch Game
 - 2) To enhance the Researcher knowledge, skills, and understanding of vocabulary teaching strategies and their impact on student learning outcomes.

CHAPTER II

THEORITICAL REVIEW

A. Previous of Related Research

1. Theoritical of Effectiveness

a. Definition of Effectiveness

According to the Indonesian Dictionary (KBBI), effectiveness is defined as the level of success in achieving desired goals or outcomes. This term refers to the capability of an effort, action, or program to deliver the expected impact or benefits.

Effectiveness encompasses the entire process, starting from inputs, the steps undertaken, to the final outcomes achieved by an organization, program, or activity. It serves as a key benchmark to evaluate how well the entity has met its objectives based on quality, quantity, and time, with the final results being the primary indicator of success (Kusumawati, 2023).

Effectiveness means accurately achieving goals or selecting the most appropriate objectives from a range of available alternatives and making decisions among these options. It can also be defined as a measure of success in reaching predetermined goals (Putry, 2019).

Based on the opinions above, the research can conclude that effectiveness refers to the level of success in achieving the desired goals through various efforts, actions, or programs. Effectiveness encompasses the entire process, from input to final results, and serves as a benchmark for evaluating the achievement of goals based on quality, quantity, and time. In the context of education, effectiveness is measured through student learning achievements, which indicates that a model or learning media is considered effective if it can improve learning outcomes. In addition, effectiveness is also influenced by the educator's ability to create new learning experiences

using appropriate approaches and strategies to achieve learning objectives.

b. Indicators of Learning Effectiveness

Learning can be considered effective if the set goals are achieved based on several indicators. The effectiveness indicators of learning describe how well the goals and objectives of learning have been met and how the learning process is carried out according to the established plan.

In this research, the effectiveness indicators of learning using the Hopscotch game in vocabulary teaching for fifth-grade students at SD Negeri 202 Borong Ampirie include several important aspects according to Wahyuddin and Nurcahaya in (Hamzah et al., 2022):

1) Students Learning Outcomes

This indicator assesses students academic achievements after participating in learning using the Hopscotch game. These learning outcomes was measured through tests or evaluations designed to assess how well students understand and master the new vocabulary taught. Positive learning outcomes indicate that the applied teaching method successfully enhances students abilities.

2) Students Activity During the Learning Process

Students activity refers to their active participation during the learning process. In the context of using the Hopscotch game, this was observed from how often students participate in the game, interact with classmates, and demonstrate their understanding of the vocabulary used.

3) Implementation of Learning

This indicator evaluates how well the learning process designed with the Hopscotch game is implemented according to the plan. It involves assessing whether the planned steps in the learning design are carried out correctly, including time management, the methods used, and whether all elements of the game are applied

appropriately. Well-executed learning indicates that the chosen method aligns with the learning objectives.

4) Students Responses

Students responses reflect their reactions to the method used, particularly the Hopscotch game. This indicator can be measured through questionnaires, interviews, or observations regarding their level of enjoyment, ease, and the effectiveness of the game in helping them understand new vocabulary.

To facilitate the interpretation of research results, a percentage-based effectiveness scale was employed. This scale classifies the level of effectiveness based on the overall score obtained from the four predetermined indicators. The average effectiveness percentages is calculated the following formula:

$$p = \frac{(P_1 + P_2 + P_3 + \dots + P_n)}{n}$$

Explanation:

P= average percentage of effectiveness

$P_1, P_2, \dots, P_n$ = Percentage of each indicator

n = Number of indicator assessed

The categories of effectiveness based on the percentage ranges are presented in the following table:

Table 2.1
Level of Effectiveness

Percentage Range (%)	Effectiveness category
81%-100%	Very Effective
61%-80%	Effective
41%-60%	Fairly Effective
21%-40%	Ineffective
0%-20%	Very Ineffective

The effectiveness scale is adapted from (Rahma & Pujiastuti, 2021) in the Journal of Holistic Mathematics Education.

2. Hopscotch game

a. Definition of Hopscotch game

The game of *engklek* originated in Rome, Italy, where it is known as Hopscotch. The term Hopscotch comes from two words: hop, meaning to jump, and scotch, referring to the lines used in the game. Initially, Hopscotch was employed as a military training exercise by Roman soldiers along the Great North Road (Harahap & Jaelani, 2022).

Hopscotch, known in Spanish as *Rayuela*, is a traditional game typically played outdoors. The game involves players jumping over squares drawn on the ground, often using small stones or other objects as markers (eorgiy Polevoy, Héctor Fuentes-Barría, 2023).

Hopscotch is one of a new genre of learning games that not only seeks to combine playing and learning but also introduces exercise as a principal component (Sarafiah & Khatimah, 2023).

Based on several opinions above, is that the game *engklek*, which originated in Rome, Italy and is known as Hopscotch, has a name derived from the words *hop* (to jump) and *scotch* (the lines used in the game). Initially, Hopscotch was used as a military training exercise by Roman soldiers along the Great North Road. In Spanish culture, this game is called *Rayuela* and is typically played outdoors by jumping over squares drawn on the ground, often using small stones or other objects as markers. In addition to being a traditional game, Hopscotch is also part of a new genre of learning games that combines elements of play, learning, and exercise as a principal component.



(Source: Google)

Picture 2.1

Hopscotch Game

b. Steps of hopscotch game

- 1) Create a hopscotch court with at least 6 squares on the ground. Make sure the squares are large enough to be easily identified and jumped on by the children.
- 2) Choose 15 English words suitable for fifth grade level. These words should cover various categories, such as nouns, includes animal and fruit vocabulary. To enrich the students vocabulary.
- 3) Write some word in each hopscotch square. Use clear and large letters so that all players can read them easily.
- 4) Explain the rules of the hopscotch game and how they was use the vocabulary. Ensure that all students understand how to play and the purpose of this activity in enhancing their language skills.
- 5) The first player roll the dice. Each number that comes out of the dice then the student is allowed to jump forward based on the number.
- 6) Students mention several meanings of the vocabulary in the box.

- 7) Ensure that each player gets a turn and is not rushed so that everyone can enjoy the game.
- 8) Discuss the words that have been learned. Ask the students which ones they liked the most and why. Repeat the game with new vocabulary to maintain their enthusiasm and interest in learning.

c. Advantages of Hopscotch game

The advantages of the Hopscotch game are that, besides making learning more engaging and fun, it also offers various benefits in vocabulary teaching:

- 1) Interactive learning: The game of hopscotch involves physical activity that makes learning more engaging and enjoyable for children. This can increase their involvement in the learning process.
- 2) Memory reinforcement: Associating new words with physical movements during the game can help children remember the vocabulary better. Physical activity often strengthens learning.
- 3) Flexibility in teaching: Teachers can easily change the words used in the game according to the students skill levels, allowing it to be tailored to their learning needs.
- 4) Improves motor skills: In addition to learning vocabulary, this game also helps children develop gross motor skills through jumping and movement.

d. Disadvantages of Hopscotch game

of Hopscotch is The game of hopscotch requires a sufficiently large area to play. There is also a possibility of children getting injured while jumping or moving, particularly if the playing surface is not safe. Although this game can aid in learning vocabulary, the focus on the physical aspects may reduce attention to mastering the words. For the game to be effective in teaching vocabulary, teachers need to provide good guidance and ensure that all children understand the words being taught. Additionally, if children do not have friends to

play with, they may not be able to fully enjoy the game, thus reducing the expected learning benefit (Masganti, 2021).

3. Teaching English

Teaching, according to Alan H. Schoenfeld, as a process in which teachers make decisions in the classroom based on the resources they have, their orientation, and goals that can change according to the situation. The Teaching for Robust Understanding (TRU) approach emphasizes that an ideal learning environment should encourage students to engage deeply with the material according to their developmental levels and provide space for contribution and growth (Praetorius & Charalambous, n.d.).

Teaching is an integrated system consisting of various parts that work together to achieve educational goals. It includes the learning process carried out by educators who possess skills, experience, and expertise in delivering the material. The role of the teacher is very important as a guide and motivator in helping students achieve educational goals (Z. N. Harahap et al., 2023).

Teaching is an active learning process that focuses on students, where the teacher acts as a guide, facilitator, and motivator, in contrast to traditional approaches that center on the teacher, thereby providing students the opportunity to engage in self-directed learning and valuing individual differences, with the teacher directing and stimulating their learning process (Samrin, n.d.).

In addition, education is explained as a process that aims to provide comprehensive knowledge, both physically and mentally, as a means of assisting people in their daily lives. According to Ki Hadjar Dewantara, the best way to develop a well-adjusted individual is through good education; consequently, the more successful education is, the more self-reliant and independent each person becomes in analyzing their own life without judging others. (Putri & Akhwani, 2023).

Teaching also can be understood as a process in which educators provide support to students to acquire knowledge and skills. In this process, educators act as facilitators who help students understand the material, develop critical thinking skills, and apply knowledge in real-life situations (Ubabuddin, 2019).

From the various explanations above, it can be concluded that teaching is a dynamic and complex process, where teachers play the role of adaptive decision makers based on the context and needs of the students. An ideal learning environment should support deep engagement and individual growth, with an approach that emphasizes active learning and independence. In addition to providing knowledge, education also aims to shape individuals who can think critically and independently analyze their lives. Thus, effective teaching involves collaboration between teachers and students to achieve educational goals holistically. In the context of this research, teaching English is a specialized educational process focused on the effective development of students' English language skills, both orally and in writing.

4. Concept of Vocabulary

a. Definition of Vocabulary

Basically, vocabulary is a collection of words and phrases arranged alphabetically and accompanied by explanations of their meanings. This vocabulary includes all the words understood or used by someone in a particular language and plays an important role in improving language proficiency by helping them communicate and understand better (Harttaningsih, 2022). Vocabulary can be understood as the set of words that language learners need to master in order to support their speaking skills. Mastering vocabulary is an essential element in learning a foreign language, as it serves as the foundation for effective communication (Sulistiana et al., 2019).

Vocabulary consists of a collection of words that students must understand and use in order to learn English well. It is an important

part of language mastery; without a rich vocabulary, students may struggle to understand concepts and express their thoughts clearly. Therefore, building a strong vocabulary is very important to enhance overall understanding of English and facilitate effective communication (A. N. Harahap, 2024).

Vocabulary is a set of words that a language has which convey meaning when used in communication. According to Yesi (Harmilawati et al., 2021), vocabulary mastery is a person's ability to understand and use the words in a language, both in spoken and written forms.

Based on several definitions above, vocabulary can be defined as the collection of words and phrases arranged alphabetically and accompanied by explanations of their meanings. Vocabulary encompasses all the words understood or used by someone in a particular language and plays an important role in enhancing language skills, aiding communication, and comprehension. Mastering vocabulary is an essential element in learning a foreign language, as it forms the foundation for effective communication. Without a rich vocabulary, students may have difficulty understanding concepts and expressing their thoughts clearly. Therefore, building a strong vocabulary is very important to enhance overall understanding of the language and facilitate effective communication.

b. Types of Vocabulary

Types of vocabulary according to *The Bridge of Vocabulary* by Judy K. Montgomery in (Montgomery, 2007).

1) Listening Vocabulary

This include the words we understand when we hear others speak. The development of this vocabulary starts from infancy, even before birth. Listening is the main way we enrich our vocabulary over time. Children who cannot hear build their

vocabulary through sign language, which differs from how hearing children receive vocabulary.

2) Speaking Vocabulary

These are the words we use when we speak. Compared to listening vocabulary, speaking vocabulary tends to be smaller, as we often only use easier or more common words in everyday conversations.

3) Reading Vocabulary

This includes the words we understand when we read text or books. For those who enjoy reading, reading vocabulary is usually broader than speaking vocabulary, as they often encounter new words in text.

4) Writing Vocabulary

This category includes the words we use when writing. Since we cannot use gestures or tone of voice in writing, finding the right words in writing vocabulary can sometimes be more challenging. Additionally, spelling skills also influence this vocabulary.

c. The Importance of Vocabulary in English Learning

The important role of vocabulary mastery in English language learning according to (Meutia et al., 2023) is emphasized in several key aspects:

1) Foundation for language skills

Vocabulary serves as the foundation for mastering language skills such as listening, speaking, reading, and writing. With sufficient vocabulary, learners can effectively express themselves and understand others, making vocabulary crucial in English communication. Learning vocabulary is a first step before developing other language skills, as a rich vocabulary reinforces comprehension and the ability to express oneself, both orally and in writing.

2) Relationship with Academic Achievement

Research shows a strong correlation between vocabulary mastery and academic success. Students with a broader vocabulary tend to achieve better academic results, as vocabulary is closely related to reading comprehension and overall language skills. Teaching vocabulary has a significant impact on students' performance, making it essential to incorporate vocabulary instruction into the curriculum for English as a Foreign Language (EFL) learners.

3) Enhancement of Communication Skills

A rich vocabulary helps enhance communication skills, enabling learners to understand complex texts and participate in meaningful conversations. This development not only boosts their confidence but also encourages them to be more active in discussions and academic activities. Effective vocabulary instruction supports the use of more precise words in various contexts, thereby improving overall language competence.

The following are types of vocabulary according to Harmer and Good as referenced in (Manda et al., 2022)

a) Active vocabulary

Active vocabulary refers to words that have been learned and taught with the purpose that students can use them actively in speaking and writing. These are words that students can produce and apply in various communication situations.

b) Passive Vocabulary

Passive vocabulary consists of words that students understand but may not be able to use directly. These words are recognized when encountered in certain contexts (such as in reading or listening), but are not often used in their own language production, whether spoken or written.

c) Oral Vocabulary

Oral vocabulary includes words used by a person to express thoughts in spoken form. These words are used in verbal communication to be understood by the listener, allowing ideas or messages to be conveyed clearly and effectively.

d) Writing Vocabulary

Writing vocabulary refers to words chosen and used in writing activities. These words help the writer convey ideas, information, or narratives in a structured way that can be understood by the reader.

e) Listening vocabulary

Listening vocabulary consists of words spoken by the speaker that can be understood by the listener. When listening, the listener interprets the words being conveyed so that the message can be received accurately. This is essential for understanding information in verbal communication.

f) Reading vocabulary

Reading vocabulary refers to words that can be understood in written text while reading. It includes words that the reader can interpret, allowing them to understand the content of reading materials, such as books, articles, or other texts.

d. Vocabulary Assessment Indicator

The table below contains vocabulary assessment indicators designed to assist in comprehensively measuring students' vocabulary abilities.

Table 2.2
Vocabulary Assesment Indicator

No	Aspects	Indicator	Score
1	Interpreting vocabulary	Students are able to understand English vocabulary effectively.	20
		Students struggle to understand English vocabulary effectively	10
2	Reading vocabulary	Students can read English vocabulary accurately	20
		Students have difficulty reading English vocabulary accurately.	10
3	Pronouncing vocabulary	Students are able to pronounce English vocabulary smoothly	20
		Students struggle with pronouncing English vocabulary smoothly.	10
4	Writing vocabulary	Students can quickly and accurately write English vocabulary in a notebook.	20
		students have difficulty writing English vocabulary quickly and accurately in a notebook.	10
5	Using vocabulary in learning	Students can apply English vocabulary in classroom activities.	20
		Students are unable to apply English vocabulary in classroom activities	10
	Maximum Score		100

(Rahmatunnisa et al., 2023)

Notes:

A = 90-100

B = 80-89

C = 65-79

D = < 64

B. Results of Relevant Research

In this research, the research refers to previous research that are relevant to provide context and support for the research to be conducted. Several previous research related to this research are as follows:

The research conducted by Ririn Yuniwanti, Hapidin, and Nurjannah "The Use of The Traditional Game of Hopscotch for The Early Reading Abilities of Children Aged 5 – 6 Years" shows that This game can enhance reading skills, support motor development, create a fun learning environment, improve social interaction, and involve parents in the learning process. Overall, hopscotch is beneficial not only for physical aspects but also for the development of children's reading abilities (Yuniwanti, 2024). The similarity between the previous research and the research to be conducted by the research is that both use hopscotch as a learning method, demonstrating the value of play in an educational context. The main difference is that the previous research focused on early reading abilities of children aged 5-6 years, while this research focus on the effectiveness of the hopscotch game in teaching vocabulary to fifth-grade students.

The next research, titled "Development of Traditional Hopscotch Game Learning Media Based on Ethnomathematics in Class IV 9 Sila State Elementary School" shows that the use of hopscotch learning media integrated with ethnomathematics enhances students understanding of mathematical concepts (Sarafiah & Khatimah, 2023) Additionally, this media increases students interest and motivation to learn, as well as encourages social interaction and collaboration in the classroom. By relating mathematics to local culture, the learning becomes more relevant and enjoyable, making this method effective in enhancing students learning experiences. This previous research has some similarities with the research to be conducted by the research, both support the concept of active learning, where students are directly involved in the learning process through play. there are some

differences, where previous research emphasized the understanding of concepts and the application of mathematics, whereas the research's research focus more on vocabulary mastery and language proficiency.

The next research conducted by Evinia Susandi, titled “The Implementation of Hopscotch Technique to improve the Students speaking performance among the eighth graders at SMP TMI Roudhatul Qur’an,” This research shows that the application of the Hopscotch technique can improve the speaking skills of eighth-grade students at SMP TMI Roudhlatul Qur’an Metro in the 2019/2020 academic year. This method involves interactive and enjoyable games, allowing students to practice speaking more effectively (Susandi, 2020).

The results show a significant improvement in students' speaking skills, both in terms of confidence and communication ability. This previous research shares similarities with the research that was conducted by the research; both emphasize the importance of evaluation to measure the effectiveness of the methods applied, both in speaking and in vocabulary mastery. However, there is a difference in focus the previous research was to improve speaking performance, whereas the research's research aims to enhance vocabulary comprehension and overall communication skills.

C. Hypothesis

The hypothesis in this research is as follows:

Ho: The use of Hopscotch game is not effective in teaching English vocabulary to fifth-grade students at SD Negeri 202 Borong.

H1: The use of Hopscotch game effective in teaching English vocabulary to fifth-grade students at SD Negeri 202 Borong Ampirie.

CHAPTER III

RESEARCH METHOD

A. Types & Approach of The Research

The type of research that the research was use is experimental. In this research, the research was apply a quasi-experimental design. A quasi-experiment is a type of research where the assignment of subjects to the experimental and control groups is not done randomly (Hastjarjo, 2019). In other words, the research was determine who goes into the experimental group and who goes into the control group based on existing conditions, rather than random selection. In other words, the research selects who was place in the experimental group and who was in the control group based on existing conditions, rather than random assignment. The quasi-experimental layout that was use in this research is a one-organization pretest-posttest design. The research turned into conduct on simplest one organization (the experimental organization) with out a manage organization.

Table 3.1

One Group Pretest–Posttest Design

Research Design model			
Class	Pretest	Treatment	Posttest
Experimen	O ₁	X	O ₂

Source : (Sugiyono, 2019)

Explanation:

O1: Pretest before the implementation of Hopscotch game

X: Treatment (implementation of Hopscotch game)

O2: Posttest after the implementation of Hopscotch game

The research approach that was use in this research is quantitative. A quantitative approach is a research method that use numbers to measure and analyze phenomena in natural and social contexts. It begins by formulating a hypothesis based on general theory, which is then empirically tested through statistical analysis to draw objective conclusions (Prayogi & Kurniawan, 2024). The main

objective of this research is to test the hypothesis that the Hopscotch game is effective in teaching students vocabulary. The quantitative approach in this research was focus on the effectiveness of using Hopscotch to teach vocabulary to fifth-grade students at SD Negeri 202 Borong Ampirie.

B. Variable Definition

Variables are elements that can be measure and influence the outcome of the research. In the context of this research, there were two main variables to analyze: the independent variable and the dependent variable.

1. Independent Variable

Independent variable in this research is the Hopscotch game, which is use as a vocabulary teaching method. Hopscotch is a learning method used to enhance vocabulary, especially among children. This method typically involves games like the classic hopscotch, where players jump from one square to another, but with the added element of vocabulary learning In this research, Hopscotch is apply to teach vocabulary to fifth-grade students at SD Negeri 202 Borong Ampirie, with the aim of testing its effectiveness in vocabulary learning.

2. Dependent Variable

Dependent variable in this research is vocabulary instruction, which involves teaching students the meanings, use, and contexts of words to improve their language skills. This variable is what is being assessed to determine the effectiveness of the Hopscotch game in vocabulary instruction at SD Negeri 202 Borong Ampirie.

C. Place and Time of Research

1. Place of The Research

This research was conducted at SD Negeri 202 Borong Ampirie, located on Poros Sinjai-Bulukumba Street, Kalobba Village, Tellulimpoe District. The selection of this school is based on initial observations indicating that the students there have limited vocabulary skills, particularly due to the introduction of new English

language content in July 2024 and the use of conventional teaching methods. Therefore, the research is interested in applying a more interactive and enjoyable teaching method, namely the Hopscotch game, to evaluate its effectiveness in teaching vocabulary at SD Negeri 202 Borong Ampirie

2. Time of The Research

The research has been conducted in the second semester of the 2024/2025 academic year, start from April until May, starting once the research permit was granted.

D. Population and Sample of The Research

1. Population

The population on this research includes all fifth-grade college students at SD Negeri 202 Borong Ampirie for the 2024/2025 educational year, totaling 10 students.

Table 3.2

Table the number of students in SD Negeri 202 Borong Ampirie

Class	Female	Male
V	7	3

(source: SD Negeri 202 Borong Ampirie)

2. Sample

In this research, the sampling method used is total sampling, also referred to as saturated sampling. This approach involves including all members of the population in the sample. It is generally applied when the population size is small, typically fewer than 30 individuals. Another name for saturated sampling is a census, signifying that every member of the population is treated as a sample to gather more thorough and precise data. (Suriani et al., 2023).

E. Techniques of Data Collection

1. Observation

Observation is a technique where the research directly watches the behaviors and activities of participants to meet research goals. In this research, observations was conducted to evaluate the use

of the Hopscotch game in teaching vocabulary to fifth-grade students at SD Negeri 202 Borong Ampirie. This observation was assist the research in assessing the effectiveness of the method in vocabulary instruction and noting how students engage and react during the learning process.

2. Questionnaire

A questionnaire was employed to gather information from students about their experiences with the Hopscotch game as a method for teaching vocabulary. This questionnaire may feature questions related to students perceptions of the games enjoyment, ease of use, and effectiveness in facilitating their understanding of new vocabulary. The type of questionnaire to be used is a closed-ended format. The purpose of this questionnaire is to obtain structured feedback that was assist in evaluating the effectiveness of the Hopscotch game in teaching vocabulary to fifth-grade students at SD Negeri 202 Borong Ampirie.

3. Test

In this research, tests was conduct in the form of a pre-test and post-test to measure students vocabulary mastery before and after the implementation of the Hopscotch game in teaching vocabulary of fifth grade students at SD Negeri 202 Borong Ampirie. This method purpose to evaluate the impact of the game in improving students' vocabulary.

4. Pre-test:

The pre-test was administered prior to the treatment to assess the students initial vocabulary mastery. The questions in the pre-test was designed to encompass the vocabulary that was taught using the Hopscotch game. Students was required to answer questions related to vocabulary, such as , noun, adjectives and verbs or using the words in sentences.

The pre-test was conducted before the treatment to evaluate the students' initial mastery of vocabulary. The pre-test questions

was structured to incorporate the vocabulary that was taught using the Hopscotch game. The students was asked to state the meaning of the vocabulary. The results of the pre-test was serve as a basis for evaluating the students' progress after the treatment is administered.

5. Treatment:

After the pre-test, students was participate in the treatment phase, during which they was learn vocabulary through the Hopscotch game. This session was involve students engaging in a game aimed at improving their vocabulary skills in an enjoyable and interactive manner.

6. Post-test:

The post-test is conducted after the treatment to assess the improvements in students' vocabulary mastery. The questions in the post-test was similar to those in the pre-test, but they may include variations to ensure that students cannot rely solely on their memory from the pre-test. Students was assessed on their ability to comprehend and apply the vocabulary learned through the Hopscotch game.

7. Documentation

Documentation is an essential data collection method in research. It is utilized to gather supporting information pertinent to the research. This approach involves collecting different types of documents, both written and visual, to offer a thorough understanding of the research process and its outcomes. In this research, various types of documentation was gathered, including student attendance records, observation sheets, questionnaire forms, vocabulary tests (pre-test and post-test), and visual materials like photos taken during the research. These documents was aid in evaluating the effectiveness of the Hopscotch game in teaching vocabulary to fifth-grade students at SD Negeri 202 Borong Ampirie.

F. Instruments of The Research

1. Observation sheet

In this research, the data collection method employed was observation, and the tool used to document the observation results was the observation sheet. This sheet was serve as a crucial instrument to ensure that the data gathered accurately represents what occurs in the field. This information was used as a foundation for drawing conclusions about the effectiveness of the Hopscotch game in teaching vocabulary to fifth-grade students at SD Negeri 202 Borong Ampirie.

2. Questionnaire Sheet

If the data collection method used is a questionnaire, the tool utilized was the questionnaire sheet. This sheet was given to respondents as a preliminary step to collect students opinions or responses to the prepared statements or questions. In this research, the questionnaire was employ a Likert scale, allowing students to select one of several predefined answers based on their situation or perspective. This was aid in assessing the effectiveness of the Hopscotch game in teaching vocabulary to fifth-grade students at SD Negeri 202 Borong Ampirie.

3. Question Sheet or Test

If the data collection method is conducted through testing, the instrument used was the test sheet. This sheet was function as the tool for data collection in both the pre-test and post-test. It includes 20 multiple-choice questions aimed at assessing students' vocabulary mastery before and after the implementation of the Hopscotch game. The goal of this test is to evaluate how effectiveness the game enhances the vocabulary skills of fifth-grade students at SD Negeri 202 Borong Ampirie.

4. Documentation List

The final instrument to be used in this research is the documentation sheet. Documentation is a vital data collection method that supports the research findings. In this research, the documentation

sheet was utilized to collect relevant supporting data in both written and visual formats. This sheet was encompass student attendance records, observation sheets, questionnaire forms, vocabulary test sheets (pre-test and post-test), and photographic documentation. These documents was essential for evaluating the effectiveness of the Hopscotch game in teaching vocabulary to fifth-grade students at SD Negeri 202 Borong Ampirie.

G. Validity dan Reliability Test

1. Validity Test

Validity testing refers to the extent to which a measurement tool can accurately and precisely measure what it is supposed to measure. Therefore, validity testing is crucial to ensure that the instrument use can accurately assess the improvement of students' vocabulary mastery.

In this research, validity testing was focus on observation sheets, questionnaires, and test items. First, the observation sheets was validated to ensure they effectively capture the dynamics of classroom interactions and student engagement during the learning process. Validating the questionnaires was gather students feedback on their experiences with the Hopscotch game, which is essential for evaluating the game's effectiveness in teaching vocabulary. Finally, the test items was validated to ensure they accurately assess. Reliability testing determines whether the measurement students knowledge and mastery of vocabulary.

Test is the degree of consistency between the data that actually occurs on the object and the data collected by the research. Validation Test Criteria are as follows:

If $0.05 > T\text{-table}$ then the questionnaire item is valid.

If $0.05 < T\text{-table}$ then the questionnaire item is said to be invalid (Mega & Gunawan, 2023).

Table 3.3
Calculation Results of Test Validity Test (Pre Test)

	r_{count}	r_{table}	Criteria
Question 1	0,692	0,631	Valid
Question 2	0,684	0,631	Valid
Question 3	0,771	0,631	Valid
Question 4	0,793	0,631	Valid
Question 5	0,683	0,631	Valid
Question 6	0,751	0,631	Valid
Question 7	0,694	0,631	Valid
Question 8	0,638	0,631	Valid
Question 9	0,694	0,631	Valid
Question 10	0,669	0,631	Valid
Question 11	0,683	0,631	Valid
Question 12	0,638	0,631	Valid
Question 13	0,694	0,631	Valid
Question 14	0,817	0,631	Valid
Question 15	0,817	0,631	Valid
Question 16	0,771	0,631	Valid
Question 17	0,773	0,631	Valid

Question 18	0,793	0,631	Valid
Question 19	0,685	0,631	Valid
Question 20	0,872	0,631	Valid

(Source: Data analysis results with SPSS 21)

Based on table 3.3, which presents the calculation results of the validity test for the post-test instrument of vocabulary mastery, it was found that all items have a person correlation value higher than the r-table value (0.631).

Table 3.4
Calculation Results of Test Validity Test (Post Test)

	r_{count}	r_{table}	Criteria
Question 1	0,921	0,631	Valid
Question 2	0,860	0,631	Valid
Question 3	0,681	0,631	Valid
Question 4	0,714	0,631	Valid
Question 5	0,681	0,631	Valid
Question 6	0,681	0,631	Valid
Question 7	0,632	0,631	Valid
Question 8	0,632	0,631	Valid
Question 9	0,860	0,631	Valid
Question 10	0,921	0,631	Valid
Question 11	0,860	0,631	Valid
Question 12	0,648	0,631	Valid
Question 13	0,921	0,631	Valid

Question 14	0,921	0,631	Valid
Question 15	0,632	0,631	Valid
Question 16	0,860	0,631	Valid
Question 17	0,921	0,631	Valid
Question 18	0,921	0,631	Valid
Question 19	0,643	0,631	Valid
Question 20	0,860	0,631	Valid

(Source: Data analysis results with SPSS 21)

Table 3.5
Calculation Results of Questionare Validity Test

	r_{count}	r_{table}	Criteria
Question 1	0,847	0,631	Valid
Question 2	0,836	0,631	Valid
Question 3	0,766	0,631	Valid
Question 4	0,647	0,631	Valid
Question 5	0,847	0,631	Valid
Question 6	0,847	0,631	Valid
Question 7	0,766	0,631	Valid
Question 8	0,684	0,631	Valid
Question 9	0,836	0,631	Valid
Question 10	0,647	0,631	Valid

(Source: Data analysis results with SPSS 21)

It is known that the result of the validity correlation calculation of an item is greater than r_{table} (sig. 0.05), so the data is said to be valid, and

the questionnaire can be used to collect research data. Based on the results of the validity test in table 3.4, which consists of items, the validity of the calculations shows that r_{tabel} is greater than r_{hitung} (0.6319), indicating that all 10 items are declared valid.

2. Reliability Test

In addition to validity testing, was also be conducted to ensure the instrument's consistency when used under the same conditions, with results remaining stable during repeated testing. Reliability testing was performed using the Cronbach's Alpha method via SPSS software. An instrument is deemed reliable if the Cronbach's Alpha value exceeds 0.60 (Anggraini et al., 2022).

In this research, the instruments tested for reliability were the test sheets (pre-test and post-test) and the questionnaire.

Table 3.6
Questioner Reliability Test Result
Reliability Statistics

Cronbach's Alpha	N of Items
.777	10

(Source: Data analysis results with SPSS 21)

In table 3.5 above, it can be seen that the reliability test results show that the Cronbach's Alpha value is 0.777, which is greater than 0.60 (>0.60). Therefore, it can be concluded that all valid items can be considered reliable.

Table 3.7
Test Sheet Reliability Test Result (Pre-Test)

Reliability Statistics	
Cronbach's Alpha	N of Items
.933	20

(Source: Data analysis results with SPSS 21)

Based on table 3.6, it shows that all variable values have a Cronbach's alpha value >0.60 , therefore, it can be concluded that the variable statements are considered reliable. Therefore, all statement instruments can be used to collect data in the research.

Table 3.8
Test Sheet Reliability Test Result (Post-Test)

Reliability Statistics	
Cronbach's Alpha	N of Items
.943	20

(Source: Data analysis results with SPSS 21)

In table 3.7, the output results from the reliability test in the table above show that the Cronbach's alpha value is greater than 0.60. The obtained Cronbach's alpha value is 0.943, which can be concluded that the Cronbah's alpha value is greater than 0.60. Therefore, the statement of the variable in the posttest is said to reliable.

H. Techniques of Data Analysis

1. Normality Test

The normality test was used to assess whether the data from the pre-test and post-test follow a normal distribution. In this research, the Shapiro-Wilk Test was employed using SPSS software, where the pre-test and post-test data from the students was entered and analyzed to evaluate the normality of the data. This method is

suitable given that the sample size in this research consists of 10 students, which is regarded as a small sample size.

The choice of normality testing method heavily depends on the sample size and the data distribution. For small samples, it is recommended to use the Shapiro-Wilk test because it is more sensitive to small sample sizes compared to other methods, such as the Kolmogorov-Smirnov test, which is more suitable for larger samples (Ahadi & Zain, 2023).

The criteria for evaluating the results of the normality test are as follows:

- a. If the significance value (p-value) > 0.05 , then the data is considered normally distributed. This means that the results of the pre-test and post-test follow a normal distribution.
- b. If the significance value (p-value) < 0.05 , then the data is considered not normally distributed.

2. Homogeneity Test

The homogeneity test was conducted to determine whether the variances of the sample data (pre-test and post-test) among the student groups are equal. This is important for deciding whether parametric tests can be applied during the data analysis phase. The research was used one-way ANOVA with the help of SPSS software. The criteria for evaluating the results of the homogeneity test are as follows:

- a. If the significance value (p-value) > 0.05 , then the data has homogeneous variances. This means that the variances of the pre-test and post-test are similar.
- b. If the significance value (p-value) < 0.05 , then the data does not have homogeneous variances. In this case, further analysis may require different statistical methods.

3. Hypothesis Testing

A crucial phase in data analysis is hypothesis testing, in which the research verifies the claims or presumptions that were

previously made. Following the normality and homogeneity tests, hypothesis testing is carried out based on the findings of these two tests.

The average pre-test and post-test scores of students following the introduction of the Hopscotch game was compared in this research using the paired sample t-test. This assessment was assist in determining whether the fifth-grade vocabulary taught using the Hopscotch game at SD Negeri 202 Borong Ampirie is effective.

After performing the hypothesis testing, the researcher was examine the significance value (p-value) obtained. If the p-value is less than 0.05, the null hypothesis (H_0) was rejected, indicating that the Hopscotch game is effective in improving students' vocabulary. Conversely, if the p-value is greater than or equal to 0.05, the null hypothesis cannot be rejected, suggesting that the Hopscotch game is not effective in enhancing students' vocabulary.

After obtaining pretest and posttest values, the researcher analyzes the scores using the normality gain test. This analysis is utilized to assess the effectiveness of the given treatment. The classification of normality gain values is interpreted as follows (Oktavia et al., 2019):

The formula used to calculate the normalized gain (N-Gain):

$$N - Gain = \frac{Post - Test Score - Pre - Test Score}{Max Possible Score - Pre - Test Score}$$

Note:

Post-Test Score : Post-Test Score is the score after treatment or learning.

Pre-Test Score : Pre-Test Score is the score before treatment or learning.

Maximum Possible Gain: Maximum Possible Gain is the maximum value that can be achieved, usually calculated as the difference

between the maximum score after treatment and the initial score (Max Post-Test Score–Pre-Test Score / Max Post-Test Score–Pre Test Score).

The criteria for effectiveness interpreted from the normalized gain values can be seen in the classification table of gain values below

Table 3. 9
Classification of Normality Gain Scores

Gain Normality Scores	Criteria
$0,70 \leq n \leq 1,00$	High
$0,30 \leq n < 0,70$	Medium
$0,00 \leq n < 0,30$	Low

(Oktavia et al., 2019).

This classification was help determine the effectiveness level of the Hopscotch game in vocabulary instruction, with a higher N-gain value indicating greater learning effectiveness.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding Of The Research

In the data collection for this research based on the results conducted in class V SD Negeri 202 Borong Ampirie from May 07, 2025, to Juni 01, 2025, data collection was carried out using observation instruments, questionnaires, and vocabulary learning outcome tests before and after using the Hopscotch game media on the students of class V SD Negeri 202 Borong Ampirie. Thus, the researcher obtained a description of the data results from the instruments used, including:

1. Implementation of Learning

a. Learning Process Observation

The results of the observation of the learning process in this research are outlined in Table 4.1 as follows:

Table 4.1

Learning Process Observation Results Using Hopscotch Game

No	Aspects	Score
1.	Students show enthusiasm while playing the Hopscotch game.	4
2.	Students confidently jump to the vocabulary squares.	4
3.	Students accurately state the meanings of the words.	4
4.	Students independently create sentences using new vocabulary.	4
5.	Students express enjoyment during the game.	4
6.	Students use physical movements to indicate their understanding of words.	4
7.	Students actively recall vocabulary from previous lessons.	4
8.	Students ask questions about unfamiliar words.	3
9.	Students demonstrate focus during the game.	4
10.	Students reflect on their learning after playing.	4
11.	Students show determination in completing the game.	4
12.	Students relate the vocabulary words to personal experiences.	4

13.	Students use the vocabulary in context during the game.	4
14.	Students show improvement in vocabulary recognition.	3
15.	Students provide feedback about their learning experience	3
Total Score		57
Final Score		95

Based on the results of the observation of the teaching and learning process using the Hopscotch Game, table 4.1 shows the results of the observation conducted to assess the implementation of the teaching and learning process using the Hopscotch Game. From the observation results, a total score of 57 out of a maximum of 60 was obtained, with a percentage result of 95%. This indicates that the implementation of the learning process conducted in the classroom falls into the very good category. This shows that the teacher successfully managed the class well. learning activities were conducted actively and students showed a high level of engagement during the learning process.

b. Students' Activity During the Learning Process

The results of the observation of the learning process in this research are outlined in table 4.2 as follows:

Table 4.2

Learning Proses Observation Result Using Hopscotch Game

No	Aspects	Score
1.	The teacher begins the class with a friendly greeting.	4
2.	The teacher and students take a moment to relax and focus.	4
3.	The teacher checks students' readiness and excitement for the game.	4
4.	The teacher verifies attendance and acknowledges each student.	4
5.	The teacher explains the purpose of using Hopscotch for vocabulary learning.	4

6.	The teacher introduces the vocabulary words that was used in the game.	4
7.	The teacher prepares the physical setup for the Hopscotch game.	4
8.	The teacher demonstrates how to play the Hopscotch game.	3
9.	The teacher shows examples of how to jump to the vocabulary squares.	4
10.	The teacher encourages students to think of words related to the squares.	4
11.	The teacher explains how to score points during the game.	3
12.	The teacher clarifies the rules, including how to use the vocabulary.	3
Total Score		45
Final Score		93,75

Table 4.2 presents the results of observing student activities during the Hopacotch Game learning. The observation was conducted to assess various aspects of student behavior, including enthusiasm, participation, cooperation, and vocabulary comprehension during the learning process. From the results of the observation based on the observation, a score of 45 out of a maximum of 48 was obtained, resulting in a final percentage score of 93.75%. This score places the observation results of student activities in the very good category. The results indicate that the students were very actively engaged in learning using the Hopscotch Game.

2. Students Response

A questionnaire was given to gather students's responses about learning vocabulary through the Hopscotch Game. Their answers reflect their interest, motivation and experience. The results are show in the table.

Table 4.3
Students Responses Result

No	Aspects	Yes (1)	No (0)	Score Total
1	I feel more excited when learning vocabulary through the Hopscotch	8	2	10
2	The Hopscotch game encourages me to explore new vocabulary.	9	1	10
3	I find it easier to recall vocabulary after playing Hopscotch.	8	2	10
4	I enjoy the individual challenges presented by the Hopscotch game.	7	3	10
5	The Hopscotch game makes learning new words enjoyable and engaging	8	2	10
6	I feel more involved in my learning when playing Hopscotch.	8	2	10
7	Playing Hopscotch can sometimes be frustrating for me.	8	2	10
8	I do not believe that the Hopscotch game helps me expand my vocabulary.	5	5	10
9	The Hopscotch game makes me feel challenged in a positive way.	9	1	10
10	I find that playing Hopscotch creates a fun atmosphere in the classroom.	7	3	10

Based on table 4.3, showing students responses to vocabulary learning the Hopscotch Game, the assessment is based on 10 measured aspects with the following rating categories scores (8-10) are categorized as Very Enjoyable, scores (5-7) as Enjoyable, scores (3-4) as Fairly Enjoyable and scores (1-2) as Less Enjoyable.

Item 1 was answered Yes by 8 students and No by 2 students, so with maximum score, this item falls into the Very Enjoyable. Item 2 was answered Yes by 9 students and No by 1 student, but the total score remained maximum, so it also falls into the Very Enjoyable category.

3. Students Learning Outcomes

To measure learning outcomes, a pretest and posttest were conducted. The results were analyzed using statistical test to determine the effectiveness of Hopscotch Game. The findings are presented below.

a. Normality Test

The normality test was conducted to prove whether the data obtained from the research is normally distributed or not. In this research, the Shapiro-Wilk test was used because the sample used in this research is categorized as small (15 participants), making it more appropriate for assessing normality in small samples.

Table 4.4

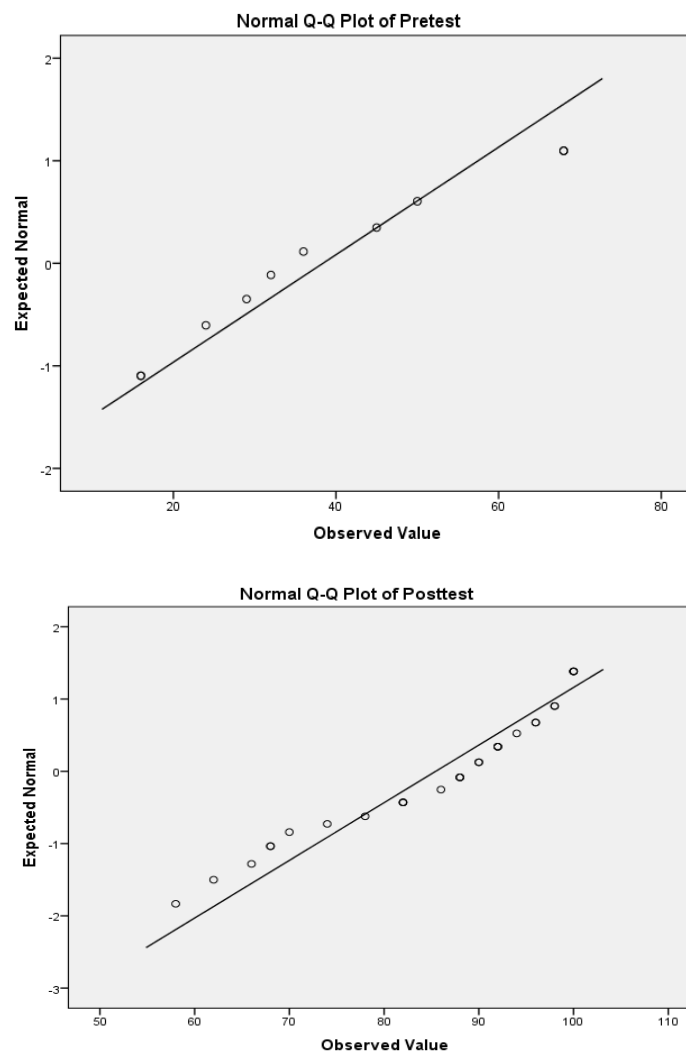
Normality Test Result

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.150	10	.200 [*]	.911	10	.289
Posttest	.315	10	.006	.659	10	.000

(Source: Data analysis results with SPSS 21)

As shown in table 4.4, the Shapiro-Wilk test produced a significance value of 0.289 for the pretest and 0.000 for the posttest. Both values are greater than 0.05, which indicates that the data are normally distributed. Therefore, it can be concluded that the pretest and posttest data meet the normality assumption, allowing the use of parametric statistical analysis in the following stages of this research.



Graphic 4.1

Normal Q-Q Plot of Pretest

(Source: Data analysis results with SPSS 21)

Based on the normal Q-Q plot above, it can be seen that the points on both diagrams lie on the diagonal line. Therefore, it can be concluded that the residual values of the pretest and posttest results are normally distributed.

b. Homogeneity Test

Homogeneity test was conducted to determine whether the variances of the sample data (pre-test and post-test) among the student groups were equal. This step is essential to ensure that the

assumptions for applying parametric statistical tests such as the paired sample t-test are met. In this research, the researcher applied Levene's Test for Equality of Variances using SPSS software.

Table 4.5

Homogeneity Test

Test of Homogeneity of Variances

Variabel

Levene Statistic	df1	df2	Sig.
1.029	1	18	.324

(Source: Data analysis results with SPSS 21)

Based on the table in 4.5 above, the results of the homogeneity test show a significance of 0.324, which is greater than 0.05. it can be concluded that this value indicates the data from this research comes from a homogeneous population.

c. Hypothesis for the Test

Hypothesis testing conducted in this research aims to determine whether the hypothesis in this research is rejected or accepted. H0 in this research is defined as the hypothesis being rejected and H1 as the hypothesis being accepted. The hypothesis test conducted in this research is the paired sample t-test using SPSS version 21. Here is the table of Vocabulary learning outcomes for students of SD Negeri 202 Borong Ampirie in the pre-test and post-test with the following score values:

Table 4.6
Result Of the Paired Sample t-Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviat ion	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pret est - Post est	-52.000	18.427	5.827	-65.182	-38.818	-8.924	9	.000

(Source: Data analysis results with SPSS 21)

Based on table 4.6, which shows the results of the paired sample t-test, the significance value (sig. 2-tailed) is 0.000, which is less than 0.05. This means that the difference between the pre-test and post-test scores is statistically significant. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This result indicates that the use of the Hopscotch Game is effective in teaching English vocabulary to fifth-grade students at SD Negeri 202 Borong Ampirie. The students vocabulary scores improved significantly after being taught using this method.

d. Normality Gain Test (N-Gain)

The N-Gain test was conducted on the students' vocabulary test results to determine whether the use of the Hopscotch Game is effective in vocabulary learning. The following are the score calculation results of the pretest and posttest score differences to determine whether the use of the HopscotchGame is considered effective or not.

Table 4.7
N-Gain Test Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
N_Gain	10	.38	1.00	.8637	.19416
Valid N (listwise)	10				

(Source: Data analysis results with SPSS 21)

Based on table 4.7 N-Gain Test Results, the mean N-Gain score was obtained at 0.8637. Referring to the N-Gain criteria, this score falls into the High category ($0,70 \leq n \leq 1,00$). Therefore, it can be concluded that the use of the Hopscotch Game in teaching vocabulary to fifth-grade students at SD Negeri 202 Borong Ampirie shows a medium level of improvement between the pre-test and post-test scores.

B. Discussion of the Research

Based on the results of the research conducted in the fifth-grade class of SD Negeri 202 Borong Ampirie, it was found that the implementation of the *Vocabulary Hopscotch Game* significantly improved students' vocabulary mastery. This was evidenced by the result of the paired sample t-test, which showed a significance value of 0.000 (< 0.05). This means there was a significant difference between the pre-test and post-test scores after students were given treatment using the Hopscotch game as a learning medium. Thus, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This proves that the Hopscotch Game is effective in teaching English vocabulary.

Furthermore, the *normalized gain (N-gain)* value obtained was 0.8637, which falls into the high category. This indicates that the improvement in vocabulary mastery after using the Hopscotch Game was very significant. The use of this game provided a fun and interactive learning experience, allowing students to better understand and retain vocabulary through engaging physical and visual activities

Based on classroom observations, the implementation of the learning process was carried out very well. The teacher was able to manage the class effectively and guide students throughout the game activity. Student engagement was also high, as reflected in their enthusiasm and participation during the game. The teacher activity observation reached 95%, and the student activity reached 93.75%, both of which fall into the *very good* category.

In addition, the questionnaire results showed that most students gave positive responses toward the use of the *Vocabulary Hopscotch Game*. The percentage of positive responses reached 87.43%, indicating that students felt happy, interested, and motivated to participate in vocabulary learning using this method. They also stated that it was easier to remember the vocabulary and felt more confident using it in sentences.

These findings are in line with learning theories that emphasize the importance of kinesthetic approaches in teaching children, especially at the elementary school level. This approach supports the physical movement and exploration needs of students who are still in the concrete operational stage of development. As stated by Sarafiah & Khatimah (2023), the Hopscotch Game can increase student engagement and enhance memory through movement-based activities connected to the learning material.

Moreover, this research supports previous research, such as Yuniwanti (2024), who found that Hopscotch Games are effective in improving early literacy skills, and Susandi (2020), who highlighted the game's benefits in enhancing students' speaking skills. However, this research brings a novel approach by applying the Hopscotch Game specifically for teaching English vocabulary and combining it with both oral and written evaluations.

This research not only reinforces previous findings but also contributes new insights in the field of vocabulary teaching at the elementary level. The Hopscotch Game has proven to create a joyful

learning atmosphere, increase student motivation, and effectively help students understand and retain vocabulary in a more meaningful context. These findings are also in accordance with the principles of the *Merdeka Curriculum*, which emphasizes active, independent, and joyful learning for students.

CHAPTER V

CLOSING

A. Conclusion

Based on the results of the research conducted at fifth-grade students of SD Negeri 202 Borong Ampirie, it can be concluded that the use of the *Vocabulary Hopscotch Game* is effective in improving students' vocabulary mastery. This effectiveness is demonstrated through the significant difference between the students' pre-test and post-test scores, with the paired sample t-test yielding a significance value of 0.000, indicating a meaningful improvement after the treatment. Moreover, the normalized gain (N-gain) score reached 0.8637, which falls into the high category, showing that the game-based learning approach resulted in substantial learning gains.

B. Suggestions

1. For English Teachers

It is recommended that English teachers, especially at the elementary level, integrate interactive and kinesthetic learning media, such as the Hopscotch Game, into their teaching. This method can help create a fun and engaging learning environment that enhances vocabulary mastery.

2. For Students

Students are encouraged to actively participate in interactive games like Hopscotch because such activities not only make learning enjoyable but also help reinforce vocabulary through meaningful and physical experiences.

3. For Schools

Schools should support the implementation of game-based learning by providing facilities and training for teachers to apply innovative teaching methods that align with the *Merdeka Curriculum*, which promotes student-centered and joyful learning.

4. For Future Researchers

This research focused on vocabulary mastery using the Hopscotch Game in a single class. Future researchers are encouraged to explore the effectiveness of this game across different skills (such as speaking or reading) and levels of education to expand the applicability and impact of this method.

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APPENDIX I

RESEARCH INSTRUMENT VALIDITY

Appendix 1: Student Activity Instrument Validation

a. Validator 1

LEMBAR VALIDASI AKTIVITAS SISWA

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Lembar Observasi Aktivitas Siswa (LOAS). Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap LOAS Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

- 1 = Tidak Relevan
- 2 = Kurang Relevan
- 3 = Relevan
- 4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan LOAS tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek yang dinilai	Skala penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk pelaksanaan observasi cukup jelas			✓		
	2. Lembar observasi mudah untuk dilaksanakan			✓		
	3. Kriteria yang diobservasi dinyatakan dengan jelas			✓		
II	Aspek Isi					
	1. Kategori aktivitas siswa yang terdapat pada lembar observasi sudah mencakup aktivitas siswa yang mungkin terjadi dalam pembelajaran			✓		
	2. Satuan waktu siswa untuk melakukan aktivitas dengan satuan waktu observasi dinyatakan dengan jelas			✓		
	3. Kategori aktivitas siswa yang diamati dapat teramati dengan baik			✓		
	4. Kategori aktivitas siswa tidak menimbulkan makna ganda			✓		
III	Aspek Bahasa					
	1. Menggunakan Bahasa Indonesia yang benar			✓		
	2. Menggunakan kalimat yang mudah dipahami siswa			✓		
	3. Kejelasan petunjuk/arahan, komentar dan penyelesaian masalah			✓		
	4. Bahasa yang digunakan bersifat komunikatif			✓		

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **

- 1. Belum dapat digunakan
- 2. Dapat digunakan dengan banyak revisi
- 3. Dapat digunakan dengan sedikit revisi
- 4. Dapat digunakan tanpa revisi

b. Validator 2**C. Penilaian Umum**

Rekomendasi/kesimpulan penilaian secara umum. *Lingkariilah nomor/angka sesuai dengan penilaian Bapak/Ibu *)*

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
- ③ 3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Revisi sesuai catatan

Sinjai, 2 Mei 2025

Validator

(Dr. Hafwanawati, M.Pd.)

Appendix 2: Student Response Instrument Validation

a. Validator 1

LEMBAR VALIDASI ANGKET RESPONS SISWA						
A. Petunjuk						
Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Angket Respons Siswa. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap Angket Respons Siswa Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut: 1 = Tidak Relevan 2 = Kurang Relevan 3 = Relevan 4 = Sangat Relevan Selanjutnya untuk memudahkan revisi atau penyempurnaan Angket Respons Siswa tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.						
B. Tabel Penilaian						
No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk pengisian angket dinyatakan dengan jelas.			✓		
	2. Pilihan angket respons siswa dinyatakan dengan jelas			✓		
II	Aspek Isi					
	1. Tujuan Penggunaan angket dinyatakan dengan jelas			✓		
	2. Pertanyaan-pertanyaan pada angket dapat menjangkau seluruh respons siswa terhadap kegiatan dan komponen pembelajaran			✓		
	3. Pertanyaan-pertanyaan yang diajukan sesuai dengan tujuan pengukuran			✓		
	4. Komponen perangkat pembelajaran dinyatakan dengan jelas			✓		
	5. Rumusan pertanyaan pada angket menggunakan kata/perintah/pernyataan yang menuntut pemberian tanggapan dari siswa			✓		
III	Aspek Bahasa					
	1. Menggunakan bahasa sesuai dengan kaidah bahasa Indonesia yang benar.			✓		
	2. Pilihan kata yang digunakan sesuai dengan level siswa			✓		
	3. Menggunakan kalimat yang mudah dipahami			✓		

Lembar Validasi Respons Siswa-1

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkirlah nomor/angka sesuai dengan penilaian Bapak/Ibu **

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Komentar dan Saran Perbaikan

Revisi sesuai catatan

Sinjai 2 Mei 2025

Validator

Dr. Harnidawati, M.Pd.

b. Validator 2

LEMBAR VALIDASI ANGKET RESPONS SISWA

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Angket Respons Siswa. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap Angket Respons Siswa Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Angket Respons Siswa tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk pengisian angket dinyatakan dengan jelas.				✓	
	2. Pilihan angket respons siswa dinyatakan dengan jelas				✓	
II	Aspek Isi					
	1. Tujuan Penggunaan angket dinyatakan dengan jelas			✓	✗	
	2. Pertanyaan-pertanyaan pada angket dapat menjangkau seluruh respons siswa terhadap kegiatan dan komponen pembelajaran				✓	
	3. Pertanyaan-pertanyaan yang diajukan sesuai dengan tujuan pengukuran				✓	
	4. Komponen perangkat pembelajaran dinyatakan dengan jelas				✓	
	5. Rumusan pertanyaan pada angket menggunakan kata/perintah/pernyataan yang menuntut pemberian tanggapan dari siswa					
III	Aspek Bahasa					
	1. Menggunakan bahasa sesuai dengan kaidah bahasa Indonesia yang benar.				✓	
	2. Pilihan kata yang digunakan sesuai dengan level siswa					
	3. Menggunakan kalimat yang mudah dipahami			✓		

Appendix 3: Test Sheet Instrument Validation

a. Validator 1

LEMBAR VALIDASI INSTRUMEN TES

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Instrumen berupa Tes. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap Tes tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Tes tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Aspek Isi					
	1. Kesesuaian soal dengan indikator pencapaian				✓	
	2. Kejelasan perumusan petunjuk pengerjaan soal				✓	
	3. Kejelasan maksud soal					
	4. Kisi-kisi soal dinyatakan dengan jelas				✓	
	5. Pedoman penskoran dinyatakan dengan jelas				✓	
	6. Jawaban soal dinyatakan dengan jelas dan benar				✓	
	7. Kesesuaian jumlah soal dan waktu pengerjaan soal				✓	
II	Aspek Bahasa					
	1. Kesesuaian Bahasa yang digunakan pada soal dengan kaidah Bahasa Indonesia				✓	
	2. Kalimat soal tidak mengandung arti ganda				✓	
	3. Rumusan soal komunikatif, menggunakan Bahasa yang sederhana dan mudah dipahami oleh siswa.				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
- ④ 4. Dapat digunakan tanpa revisi

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
- ③ 3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Mohon Bapak/ibu menuliskan butir-butir revisi berikut dan atau menuliskan langsung pada naskah.

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Sinjai... 3 Mei 2025

Validator

(Dr. Harunawati M.Pd.)

b. Validator 2

LEMBAR VALIDASI INSTRUMEN TES

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Instrumen berupa Tes. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap Tes tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Tes tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Aspek Isi					
	1. Kesesuaian soal dengan indikator pencapaian			✓		
	2. Kejelasan perumusan petunjuk pengerjaan soal			✓		
	3. Kejelasan maksud soal			✓		
	4. Kisi-kisi soal dinyatakan dengan jelas			✓		
	5. Pedoman penskoran dinyatakan dengan jelas			✓		
	6. Jawaban soal dinyatakan dengan jelas dan benar			✓		
	7. Kesesuaian jumlah soal dan waktu pengerjaan soal			✓		
II	Aspek Bahasa					
	1. Kesesuaian Bahasa yang digunakan pada soal dengan kaidah Bahasa Indonesia			✓		
	2. Kalimat soal tidak mengandung arti ganda			✓		
	3. Rumusan soal komunikatif, menggunakan Bahasa yang sederhana dan mudah dipahami oleh siswa.			✓		

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu *)*

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

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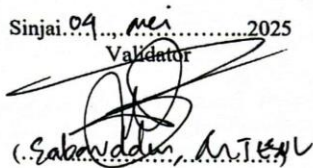
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Sinjai 09 Mei 2025

Validator



(Sahwadi, N.T.)

Appendix 4: Teaching Module Instrument Validation

a. Validator 1

LEMBAR VALIDASI MODUL AJAR						
A. Petunjuk						
Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Modul Ajar. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap modul tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut: 1 = Tidak Relevan 2 = Kurang Relevan 3 = Relevan 4 = Sangat Relevan Selanjutnya untuk memudahkan revisi atau penyempurnaan Modul tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.						
B. Tabel Penilaian						
No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Format					
	1. Kejelasan Pembagian materi			✓		
	2. Sistem Penomoran jelas			✓		
	3. Pengaturan ruang dan tata letak			✓		
	4. Jenis dan ukuran huruf sesuai			✓		
II	Isi					
	1. Kesesuaian materi dengan kurikulum merdeka			✓		
	2. Kesesuaian antara tujuan pembelajaran dan capaian pembelajaran			✓		
	3. Kesesuaian indikator dan capaian pembelajaran			✓		
	4. Kesesuaian materi dan tujuan pembelajaran			✓		
	5. Kesesuaian dengan Langkah-langkah pembelajaran			✓		
	6. Pemilihan strategi, metode, dan sarana pembelajaran dilakukan dengan tepat sehingga memungkinkan siswa belajar			✓		
	7. Kegiatan guru dan siswa dirumuskan secara operasional dan mudah dipahami			✓		
	8. Kesesuaian alokasi waktu yang digunakan			✓		
	9. Kesesuaian kegiatan guru dan siswa untuk setiap fase pembelajaran			✓		
III	Bahasa					
	1. Penggunaan Bahasa sesuai dengan penggunaan kaedah Bahasa Indonesia			✓		
	2. Bahasa yang digunakan bersifat komunikatif			✓		
	3. Kesederhanaan struktur kalimat			✓		

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
- ③ 3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Mohon Bapak/ibu menuliskan butir-butir revisi berikut dan atau menuliskan langsung pada naskah.

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Sinjai... 3... Mei... 2025

Validator

(Dr. Harunawati M.Pd.)

b. Validator 2

LEMBAR VALIDASI MODUL AJAR

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Modul Ajar. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap modul tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Modul tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Format					
	1. Kejelasan Pembagian materi				✓	
	2. Sistem Penomoran jelas				✓	
	3. Pengaturan ruang dan tata letak				✓	
	4. Jenis dan ukuran huruf sesuai				✓	
II	Isi					
	1. Kesesuaian materi dengan kurikulum merdeka				✓	
	2. Kesesuaian antara tujuan pembelajaran dan capaian pembelajaran		✓			
	3. Kesesuaian indikator dan capaian pembelajaran				✓	
	4. Kesesuaian materi dan tujuan pembelajaran				✓	
	5. Kesesuaian dengan Langkah-langkah pembelajaran				✓	
	6. Pemilihan strategi, metode, dan sarana pembelajaran dilakukan dengan tepat sehingga memungkinkan siswa belajar				✓	
	7. Kegiatan guru dan siswa dirumuskan secara operasional dan mudah dipahami				✓	
	8. Kesesuaian alokasi waktu yang digunakan		✓			
	9. Kesesuaian kegiatan guru dan siswa untuk setiap fase pembelajaran			✓		
III	Bahasa					
	1. Penggunaan Bahasa sesuai dengan penggunaan kaedah Bahasa Indonesia				✓	
	2. Bahasa yang digunakan bersifat komunikatif				✓	
	3. Kesederhanaan struktur kalimat				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **

1. Belum dapat digunakan
- ② Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Mohon Bapak/ibu menuliskan butir-butir revisi berikut dan atau menuliskan langsung pada naskah.

Sesuaikan waktu pembelajaran, sesuaikan tujuan dan
 capaian pembelajaran, ubah kembali aktivitas di pertemuan
 2-5

Sinjai 02 Mei 2025

Validator

(Saharuddin, A. TESOL)

Appendix 5: Teaching Module Instrument Validation

a. Valudator 1

LEMBAR VALIDASI AKTIVITAS GURU DALAM PEMBELAJARAN

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Lembar Observasi Aktivitas Guru (LOAG) dalam Pembelajaran. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap LOAG Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan LOAG tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang dinilai	Skala penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk Lembar Observasi Aktivitas Guru dalam pembelajaran dinyatakan dengan jelas			✓		
	2. Lembar Observasi Aktivitas Guru dalam pembelajaran mudah untuk dilaksanakan			✓		
	3. Kriteria yang diobservasi dinyatakan dengan jelas			✓		
II	Aspek Isi					
	1. Tujuan Penggunaan Lembar Observasi aktivitas guru dalam pembelajaran dirumuskan dengan jelas dan terukur			✓		
	2. Aspek yang diobservasi telah mencakup tahapan dan indicator aktivitas guru dalam pembelajaran			✓		
	3. Item yang diobservasi untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran telah sesuai dengan tujuan pembelajaran			✓		
	4. Rumusan item untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran menggunakan kata/pernyataan/perintah yang menuntut pemberian nilai			✓		
III	Aspek Bahasa					
	1. Menggunakan bahasa sesuai dengan kaedah Indonesia yang baik dan benar			✓		
	2. Kejelasan petunjuk/arahan, komentar, dan penyelesaian masalah			✓		
	3. Kesederhanaan struktur kalimat			✓		
	4. Bahasa yang digunakan bersifat komunikatif			✓		

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
- ③ Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Revisi sesuai catatan

Sinjai... 2 Mei 2025

Validator

Dr. Harunawati, M.Pd.

b. Validator 2

LEMBAR VALIDASI AKTIVITAS GURU DALAM PEMBELAJARAN

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Lembar Observasi Aktivitas Guru (LOAG) dalam Pembelajaran. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap LOAG Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan LOAG tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang dinilai	Skala penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk Lembar Observasi Aktivitas Guru dalam pembelajaran dinyatakan dengan jelas				✓	
	2. Lembar Observasi Aktivitas Guru dalam pembelajaran mudah untuk dilaksanakan			✓		
	3. Kriteria yang diobservasi dinyatakan dengan jelas				✓	
II	Aspek Isi					
	1. Tujuan Penggunaan Lembar Observasi aktivitas guru dalam pembelajaran dirumuskan dengan jelas dan terukur			✓		
	2. Aspek yang diobservasi telah mencakup tahapan dan indikator aktivitas guru dalam pembelajaran				✓	
	3. Item yang diobservasi untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran telah sesuai dengan tujuan pembelajaran				✓	
	4. Rumusan item untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran menggunakan kata/pernyataan/perintah yang menuntut pemberian nilai					
III	Aspek Bahasa					
	1. Menggunakan bahasa sesuai dengan kaedah Indonesia yang baik dan benar			✓		
	2. Kejelasan petunjuk/arahan, komentar, dan penyelesaian masalah				✓	
	3. Kesederhanaan struktur kalimat					
	4. Bahasa yang digunakan bersifat komunikatif				✓	

Lembar Aktivitas Guru-1

APPENDIX II

RESEARCH INSTRUMENT

Appendix 6: Student Activity Observation Sheet



STUDENTS ACTIVITY OBSERVATION SHEET USING HOPSCOTCH GAME IN TEACHING VOCABULARY

Respondent Identity

Name :

Student ID Number :

Class :

Instructions

This Research is conducted to fulfill one of the requirements for obtaining a Bachelor's degree (S1) at Islamic University of Ahmad Dahlan Sinjai. This is an experimental research aimed at determining the effectiveness of Hopscotch Game in teaching vocabulary.

Observe student activities during the teaching vocabulary process using the Hopscotch Game. Observation results on this sheet follow these procedures:

Observer comprehensively and objectively observe student activities.

Focus on each aspect listed in the observation sheet.

Provide scores according to predetermined criteria.

Observation conducted from the beginning to the end of the lesson.

Mark with a check list (✓) in the provided column with the following assessment criteria: **4 = Very Good, 3 = Good, 2 = Sufficient, 1 = Poor.**

Observation Aspects

No	Aspects	Assessment			
		1	2	3	4
1.	Students show enthusiasm while playing the Hopscotch game.				
2.	Students confidently jump to the vocabulary squares.				
3.	Students accurately state the meanings of the words.				
4.	Students independently create sentences using new vocabulary.				
5.	Students express enjoyment during the game.				
6.	Students use physical movements to indicate their understanding of words.				
7.	Students actively recall vocabulary from previous lessons.				
8.	Students ask questions about unfamiliar words.				
9.	Students demonstrate focus during the game.				
10.	Students reflect on their learning after playing.				
11.	Students show determination in completing the game.				
12.	Students relate the vocabulary words to personal experiences.				
13.	Students use the vocabulary in context during the game.				
14.	Students display improvement in vocabulary recognition.				
15.	Students provide feedback about their learning experience.				

Scoring Calculations:

1. Total indicators: 15 aspects
2. Maximum score per indicator: 4
3. Maximum total score: 60

$$\text{Final score} = \frac{\text{Score obtained}}{60} \times 100$$

Assessment Categories:

- a) 51 – 60 : Very Good
- b) 41 – 50 : Good
- c) 31 – 40 : Sufficient
- d) 15 – 30 : Poor

Appendix 7: Learning Process Observation Sheet



LEARNING PROCESS OBSERVATION SHEET USING HOPSCOTCH GAME IN TEACHING VOABULARY

Respondent Identity

Name :

Student ID Number :

Semester :

Instructions

This research is conducted to fulfill one of the requirements for obtaining a Bachelor's degree (S1) at Islamic Ahmad Dahlan University in Sinjai. This is an experimental research aimed at determining the effectiveness of Hopscotch Game in teaching vocabulary.

Provide an assessment of this method by correlating aspects with the following indicators by marking a check list (✓) in the provided column with the assessment criteria: **4 = Very Well Implemented, 3 = Well Implemented, 2 = Poorly Implemented, 1 = Not Implemented.**

Observation Aspects

No	Aspects	Assessment			
		1	2	3	4
1.	The teacher begins the class with a friendly greeting.				
2.	The teacher and students take a moment to relax and focus.				
3.	The teacher checks students' readiness and excitement for the game.				
4.	The teacher verifies attendance and acknowledges each student.				
5.	The teacher explains the purpose of using Hopscotch for vocabulary learning.				
6.	The teacher introduces the vocabulary words that was used in the game.				
7.	The teacher prepares the physical setup for the Hopscotch				

	game.				
8.	The teacher demonstrates how to play the Hopscotch game.				
9.	The teacher shows examples of how to jump to the vocabulary squares.				
10.	The teacher encourages students to think of words related to the squares.				
11.	The teacher explains how to score points during the game.				

Scoring Calculation:

1. Total indicators: 11 aspects
2. Maximum score per indicator: 4
3. Maximum total score: 44

$$\text{Final score} = \frac{\text{Score obtained}}{44} \times 100$$

Assessment Categories:

- a) 30– 44 : Very Good
- b) 20 – 29 : Good
- c) 10 – 19 : Sufficient

Appendix 8: Student Response Questionnaire Sheet



STUDENTS RESPONNS QUESTIONNAIRE ON HOPSCOTCH GAME IN TEACHING VOCABULARY

Respondent Identity

Name :

Student ID Number :

Semester :

Instructions

This research is conducted to fulfill one of the requirements for obtaining a Bachelor's degree (S1) at Islamic Ahmad Dahlan University in Sinjai. This is an experimental research aimed at determining the effectiveness of the *Hopscotch Game* in teaching vocabulary.

This questionnaire aims to find out students responses to the effectiveness of the Hopscotch Game in teaching vocabulary.

Answer each statement by marking a check (✓) in the "Yes" or "No" column based on your response.

Use the following criteria for assessment: **Yes** if the statement applies to you or you agree with it, and **No** if the statement does not apply to you or you disagree with it.

Observation Aspects

No	Aspects	Assessment	
		Ya	Tidak
1.	I feel more excited when learning vocabulary through the Hopscotch game. (<i>Saya merasa lebih bersemangat saat belajar kosakata dengan permainan Hopscotch.</i>)		
2.	The Hopscotch game encourages me to explore new vocabulary. (<i>Permainan Hopscotch mendorong saya untuk</i>		

	<i>menjelajahi kosakata baru.)</i>		
3.	I find it easier to recall vocabulary after playing Hopscotch. <i>(Saya merasa lebih mudah mengingat kosakata setelah bermain Hopscotch.)</i>		
4.	I enjoy the individual challenges presented by the Hopscotch game. <i>(Saya suka tantangan individu yang diberikan oleh permainan Hopscotch.)</i>		
5.	The Hopscotch game makes learning new words enjoyable and engaging. <i>(Permainan Hopscotch membuat belajar kata-kata baru menjadi menyenangkan dan menarik.)</i>		
6.	I feel more involved in my learning when playing Hopscotch. <i>(Saya merasa lebih terlibat dalam pembelajaran saya saat bermain Hopscotch.)</i>		
7.	Playing Hopscotch can sometimes be frustrating for me. <i>(Bermain Hopscotch kadang bisa membuat saya frustrasi.)</i>		
8.	I do not believe that the Hopscotch game helps me expand my vocabulary. <i>(Saya tidak percaya bahwa permainan Hopscotch membantu saya memperluas kosakata saya.)</i>		
9.	The Hopscotch game makes me feel challenged in a positive way. <i>(Permainan Hopscotch membuat saya merasa tertantang dengan cara yang positif.)</i>		
10.	I find that playing Hopscotch creates a fun atmosphere in the classroom. <i>(Saya merasa bahwa bermain Hopscotch menciptakan suasana yang menyenangkan di kelas.)</i>		

Score Calculation

Number of Aspects :10 aspects

Maximum Score : 10

Assessment Categories

Score (Skor) Category (Kategori)

8-10	Very Enjoyable (<i>Sangat Menyenangkan</i>)
5-7	Enjoyable (<i>Menyenangkan</i>)
3-4	Fairly Enjoyable (<i>Cukup Menyenangkan</i>)
1-2	Less Enjoyable (<i>Kurang Menyenangkan</i>)

Example Calculation (Contoh Perhitungan):

If a student answers "Yes" to 10 statements:

Total Score = 10

Category = Enjoyable (*Menyenangkan*)

Appendix 9: Pre-Test and Post-Test Sheet**SOAL PRETEST DAN POSTTEST PERMAINAN HOPSCOTCH DALAM
PEMBELAJARAN KOSAKATA BAHASA INGGRIS SISWA**

Name :

Class :

Time :

A. Understanding Vocabulary

Choose the correct answer! (Pilih jawaban yang benar!)

1. What animal says “meow”?
(Hewan apa yang mengeluarkan suara “meow”?)
 - a. Dog
 - b. Cat
 - c. Cow
 - d. Duck
2. Which one is a fruit?
(Yang mana yang merupakan buah?)
 - a. Bird
 - b. Tiger
 - c. Banana
 - d. Lion
3. What color is a typical grape?
(Warna apa yang biasanya dimiliki oleh anggur?)
 - a. Purple
 - b. Red
 - c. Black
 - d. White
4. What animal can fly and has feathers?
(Hewan apa yang bisa terbang dan memiliki bulu?)
 - a. Fish
 - b. Tiger
 - c. Bird
 - d. Lion

B. Reading Vocabulary

Read the words aloud ! (Bacalah kata berikut dengan lantang!)

Cat (*Kucing*)

Tiger (*Harimau*)

Apple (*Apel*)

Banana (*Pisang*)

C. Pronouncing Vocabulary

Pronounce the word aloud! (Ucapkan kata berikut dengan lantang!)

9. Mango (*Mangga*)

10. Orange (*Jeruk*)

11. Lion (*Singa*)

12. Monkey (*Monyet*)

D. Writing Vocabulary

Fill in the blanks ! (Isilah bagian kosong dengan kata yang benar!)

13. Fariz have a _____ named Puspi. (*Kucing*)
(*Fariz memiliki _____ Bernama Puspi.*)

14. The _____ is barking loudly. (*Anjing*)
(_____ itu menggonggong dengan keras.)

15. _____ can fly in the sky. (*Burung*)
(_____ Dapat terbang di langit.)

16. A _____ gallops across the field. (*Kuda*)
(_____ berlari kencang di ladang.)

E. Using Vocabulary in Learning

Write a sentence using the given word !

(Buat kalimat menggunakan kata berikut!)

- 17. Fish (*Ikan*)
- 18. Watermelon (*Semangka*)
- 19. Rabbit (*Kelinci*)
- 20. Papaya (*Pepaya*)

Appendix 10: Scoring Criteria of Vocabulary

Vocabulary Assessment Indicator

No	Aspects	Indicator	Score x Question Items
1	Interpreting vocabulary	Students are able to understand English vocabulary effectively.	5 x 4
		Students can not to understand English vocabulary effectively	1
2	Reading vocabulary	Students can read English vocabulary accurately	5 x 4
		Students read vocabulary less accurately	3
		Students read vocabulary inaccurately	1
3	Pronouncing vocabulary	Students are able to pronounce English vocabulary fluently	5 x 4
		Students speak vocabulary less fluently	3
		Students are not fluent in vocabulary	1
4	Writing vocabulary	Students can accurately write English vocabulary in a notebook.	5 x 4
		Students write less accurate vocabulary	3
		Students write inaccurate vocabulary	1
5	Using vocabulary in learning	If the grammar and spelling are correct so that the sentences are clear and easy to understand	5 x 4

		If there are a few mistakes, but the sentence is still easy to understand	3
--	--	---	---

		If there are many mistakes so that the sentence is difficult to understand	1
	Maximum Score		100

(Rahmatunnisa et al., 2023).

$$\text{Percentage Score} = \frac{\text{Score Obtained}}{\text{Total Score}} \times 100$$

Notes:

A = 90-100

B = 80-89

C = 65-79

D = < 64

Appendix 11: Teaching Module

TEACHING MODULE

Using Hopscotch Game in Teaching Vocabulary

I. MODULE IDENTIFICATION

Research	:	Nurfadilla
School	:	SDN 202 Borong Ampirie
Grade / Phase	:	V (Five)/ A
Subject	:	English
Time Allocation	:	1 x 90
Minute per session	:	Year of Preparation : 2025
Element	:	Vocabulary

II. MODULE DESCRIPTION

Understand common vocabulary in simple sentences.

Able to use vocabulary to explain daily activities.

Create and deliver sentences using vocabulary.

III. PANCASILA STUDENT PROFILE

Pancasila Student Profile, which include: 1) Have faith, fear of God Almighty, and have noble character. 2) Global Diversity, 3) Cooperative, 4) Independence, 5) Critical Thinking, 6) Creative.

IV. FACILITIES AND RESOURCES

Classroom

Laptop

LCD Proyektor

Powerpoint

Stopwatch

Student Worksheets

Whiteboard and Spidol

V. STUDENT TARGET

Fifth-grade students

VI. LEARNING MODEL

This teaching module employs a Game-Based Learning (GBL) approach (Hopscotch Game)

CORE COMPONENTS

I. LEARNING OBJECTIVES

Students can understand common vocabulary in simple sentences.

Students can able to use vocabulary to explain daily activities .

Students can create and deliver sentences using vocabulary.

II. MEANINGFUL UNDERSTANDING

The Hopscotch game helps students understand and remember vocabulary in an interactive and fun way.

III. ESSENTIAL QUESTIONS

What is a Hopscotch Game?

How to play it?

IV. LEARNING ACTIVITIES

Meeting	Activity	Duration	Activities
Meeting 1 (Pre-test)	Preliminary Activities	15 Minutes	Teacher starts the class with a greeting Teacher and students pray together Teacher checks the students' attendance Teacher asks questions related to the lesson learnt the previous week
	Core Activities	30 Minutes	Teacher gives the pre-test question sheet Teacher explains the

			purpose of how to answer the pre-test questions Teacher guides students in working on the pretest questions given Teacher collects the pretest question sheets that have been done by students
	Closing Activities	15 Minutes	Teacher explains the material to be learnt in the next meeting Teacher closes the class with a greeting
Meeting	Activity	Duration	Activities
Meeting 2,3,4 (Ability & Frequency Material)	Preliminary Activities	25 Minutes	Teacher starts the class with a greeting Teacher and students pray together Teacher checks the students' attendance Teacher gives ice breaking Teacher writes the vocabulary on the whiteboard and explains the meaning of each word. The students are given time to memorize the vocabulary that has been taught.

	Core Activities	25 Minutes	Explain the rules of the hopscotch game and how they was use the vocabulary. Ensure that all students understand how to play and the purpose of this activity in enhancing their language skills. The first player roll the dice. Each number that comes out of the dice then the student is allowed to jump forward based on the number. Students mention several meanings of the vocabulary in the box. Ensure that each player gets a turn and is not rushed so that everyone can enjoy the game. Discuss the words that have been learned. Ask the students which ones they liked the most and why. Repeat the game with new vocabulary to maintain their enthusiasm and interest in learning.
--	------------------------	------------	--

			students
	Closing Activities	10 Minutes	Teacher gives feedback related to the learning material Teacher closes the lesson with a greeting
Meeting	Activity	Duration	Activities
Meeting 5 (Post-test)	Preliminary Activities	5 Minutes	Teacher starts the class with a greeting Teacher and students pray together Teacher checks the students' attendance Teacher gives ice breaking
	Core Activities	25 Minutes	Teacher gives the pre-test question sheet 2. Teacher explains the purpose of how to answer the pre-test questions 3. Teacher guides students in working on the pretest questions given 4. Teacher collects the pretest question sheets that have been done by students

	Closing Activities	5 Minutes	Teacher gives feedback related to the learning material Teacher closes the lesson with a greeting
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V. LEARNING ASSESSMENT

Assessment Aspects:	Active Participation: Observing students during the activity. Vocabulary Mastery: Using pre-test and post-test activity. Teamwork: Observing group dynamics during the game.
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APPENDIX III

**DATA AND ANALYSIS DATA OF
THE RESEARCH**

Appendix 12: Learning Process Observation Results



LEARNING PROCESS OBSERVATION SHEET USING HOPSCOTCH GAME IN TEACHING VOABULARY

A. Teacher Identity

Name :

Student ID Number :

B. Instructions

1. This research is conducted to fulfill one of the requirements for obtaining a Bachelor's degree (S1) at Islamic Ahmad Dahlan University in Sinjai. This is an experimental study aimed at determining the effectiveness of Hopscotch Game in teaching vocabulary.
2. Provide an assessment of this method by correlating aspects with the following indicators by marking a check list (✓) in the provided column with the assessment criteria: **4 = Very Well Implemented, 3 = Well Implemented, 2 = Poorly Implemented, 1 = Not Implemented.**

C. Observation Aspects

No	Aspects	Assessment			
		1	2	3	4
1.	The teacher begins the class with a friendly greeting.				✓
2.	The teacher and students take a moment to relax and focus.				✓
3.	The teacher checks students' readiness and excitement for the game.				✓
4.	The teacher verifies attendance and acknowledges each student.				✓
5.	The teacher explains the purpose of using Hopscotch for vocabulary learning.				✓
6.	The teacher introduces the vocabulary words that will be used in the game.				✓
7.	The teacher prepares the physical setup for the Hopscotch game.				✓
8.	The teacher demonstrates how to play the Hopscotch game.			✓	
9.	The teacher shows examples of how to jump to the vocabulary squares.				✓
10.	The teacher encourages students to think of words related to the squares.				✓
11.	The teacher explains how to score points during the game.			✓	

Scoring Calculations:

4. Total indicators: 11 aspects
5. Maximum score per indicator: 4
6. Maximum total score: 44

$$\text{Final score} = \frac{\text{Score obtained}}{44} \times 100$$

Assessment Categories:

- e) 94 – 100 : Very Good ✓
- f) 77 – 93 : Good
- g) 52 – 76 : Sufficient
- h) 25 – 51 : Poor

Appendix 13: Student Activity Observation Results

1



STUDENTS ACTIVITY OBSERVATION SHEET USING HOPSCOTCH GAME IN TEACHING VOCABULARY

A. Instructions

1. Observe student activities during the teaching vocabulary process using the Hopscotch Game. Observation results on this sheet follow these procedures:
2. Observer comprehensively and objectively observe student activities.
3. Focus on each aspect listed in the observation sheet.
4. Provide scores according to predetermined criteria.
5. Observation conducted from the beginning to the end of the lesson.
6. Mark with a check list (✓) in the provided column with the following assessment criteria: 4 = Very Good, 3 = Good, 2 = Sufficient, 1 = Poor.

B. Observation Aspects

No	Aspects	Assessment			
		1	2	3	4
1.	Students show enthusiasm while playing the Hopscotch game.				✓
2.	Students confidently jump to the vocabulary squares.				✓
3.	Students accurately state the meanings of the words.				✓
4.	Students independently create sentences using new vocabulary.				✓
5.	Students express enjoyment during the game.				✓
6.	Students use physical movements to indicate their understanding of words.				✓
7.	Students actively recall vocabulary from previous lessons.			✓	
8.	Students ask questions about unfamiliar words.				✓
9.	Students demonstrate focus during the game.				✓
10.	Students reflect on their learning after playing.				✓
11.	Students show determination in completing the game.				✓
12.	Students relate the vocabulary words to personal experiences.				✓
13.	Students use the vocabulary in context during the game.				✓
14.	Students display improvement in vocabulary recognition.			✓	
15.	Students provide feedback about their learning experience.			✓	

Scoring Calculations:

1. Total indicators: 15 aspects
2. Maximum score per indicator: 4
3. Maximum total score: 60

$$\text{Final score} = \frac{\text{Score obtained}}{60} \times 100$$

Assessment Categories:

- a) 94 – 100 : Very Good
- b) 77 – 93 : Good
- c) 52 – 76 : Sufficient
- d) 25 – 51 : Poor

**PRETEST AND POSTEST QUESTIONS OF HOPSCOTCH GAME IN STUDENTS
ENGLISH VOCABULARY LEARNING**

Name : Nayla Asyifa Rifan

Class : V

Time :

36

A. Understanding Vocabulary

Choose the correct answer! (Pilih jawaban yang benar!)

1. What animal says "meow"?
(Hewan apa yang mengeluarkan suara "meow"?)
 a. Dog
 b. Cat X
 c. Cow 0
~~d. Duck~~
2. Which one is a fruit?
(Yang mana yang merupakan buah?)
 a. Bird
 b. Tiger ✓
~~c. Banana~~ 5
 d. Lion
3. What color is a typical grape?
(Warna apa yang biasanya dimiliki oleh anggur?)
~~a. Purple~~
 b. Red ✓
 c. Black 5
 d. White
4. What animal can fly and has feathers?
(Hewan apa yang bisa terbang dan memiliki bulu?)
 a. Fish
~~b. Tiger~~
 c. Bird X
 d. Lion 0

Appendix 14 : Students Test Result

PRETEST AND POSTEST QUESTIONS OF HOPSCOTCH GAME IN STUDENTS ENGLISH VOCABULARY LEARNING

Name : Nayla asyifa rifan

Class : V

Time :

36

A. Understanding Vocabulary

Choose the correct answer! (Pilih jawaban yang benar!)

1. What animal says "meow"?
(Hewan apa yang mengeluarkan suara "meow"?)
 - a. Dog
 - b. Cat X
 - c. Cow 0
 - ~~d. Duck~~
2. Which one is a fruit?
(Yang mana yang merupakan buah?)
 - a. Bird
 - b. Tiger ✓
 - ~~c. Banana~~ 5
 - d. Lion
3. What color is a typical grape?
(Warna apa yang biasanya dimiliki oleh anggur?)
 - ~~a. Purple~~
 - b. Red ✓
 - c. Black 5
 - d. White
4. What animal can fly and has feathers?
(Hewan apa yang bisa terbang dan memiliki bulu?)
 - a. Fish
 - ~~b. Tiger~~
 - c. Bird X
 - d. Lion 0

B. Reading Vocabulary

Read the words aloud ! (Bacalah kata berikut dengan lantang!)

5. Cat (*Kucing*) 3
6. Tiger (*Harimau*) \
7. Apple (*Apel*) \
8. Banana (*Pisang*) \

C. Pronouncing Vocabulary

Pronounce the word aloud! (Ucapkan kata berikut dengan lantang!)

9. Mango (*Mangga*) \
10. Orange (*Jeruk*) 1
11. Lion (*Singa*) 3
12. Monkey (*Monyet*) 1

D. Writing Vocabulary

Fill in the blanks ! (Isilah bagian kosong dengan kata yang benar!)

13. Fariz have a cat named Puspi. (*Kucing*)
(Fariz memiliki kucing Bernama Puspi.) 1
14. The cow is barking loudly. (*Anjing*)
(itu menggonggong dengan keras.) \
15. Bird can fly in the sky. (*Burung*)
(Dapat terbang di langit.) \
16. A horse gallops across the field. (*Kuda*)
(berlari kencang di ladang.) 3

E. Using Vocabulary in Learning

Write a sentence using the given word !

(Buat kalimat menggunakan kata berikut!)

- | | | |
|------------------------------------|---------------------|---|
| 17. Fish (<i>Ikan</i>) | Fish is fly | 3 |
| 18. Watermelon (<i>Semangka</i>) | Watermelon is big | 1 |
| 19. Rabbit (<i>Kelinci</i>) | The rabbit hop | 3 |
| 20. Papaya (<i>Pepaya</i>) | papaya is delicious | 1 |

Post Test

PRETEST AND POSTEST QUESTIONS OF HOPSCOTCH GAME IN STUDENTS
ENGLISH VOCABULARY LEARNING

Name : Nayla Asyifa Irfan

Class : ~~10~~ V (50)

Time : 11.15 - 12.15



A. Understanding Vocabulary

Choose the correct answer! (Pilih jawaban yang benar!)

1. What animal says "meow"?
(Hewan apa yang mengeluarkan suara "meow"?)
a. Dog
☒ b. Cat
c. Cow
d. Duck
2. Which one is a fruit?
(Yang mana yang merupakan buah?)
a. Bird
b. Tiger
☒ c. Banana
d. Lion
3. What color is a typical grape?
(Warna apa yang biasanya dimiliki oleh anggur?)
☒ a. Purple
b. Red
c. Black
d. White
4. What animal can fly and has feathers?
(Hewan apa yang bisa terbang dan memiliki bulu?)
a. Fish
b. Tiger
☒ c. Bird
d. Lion

B. Reading Vocabulary

Read the words aloud ! (Bacalah kata berikut dengan lantang!)

5. Cat (*Kucing*) 5
6. Tiger (*Harimau*) 5
7. Apple (*Apel*) 5
8. Banana (*Pisang*) 5

C. Pronouncing Vocabulary

Pronounce the word aloud! (Ucapkan kata berikut dengan lantang!)

9. Mango (*Mangga*) 5
10. Orange (*Jeruk*) 5
11. Lion (*Singa*) 5
12. Monkey (*Monyet*) 5

D. Writing Vocabulary

Fill in the blanks ! (Isilah bagian kosong dengan kata yang benar!)

13. Fariz have a Cat named Puspi. (*Kucing*) ✓ 5
(Fariz memiliki Kucing Bernama Puspi.)
14. The dog is barking loudly. (*Anjing*) ✓ 5
(Anjing itu menggonggong dengan keras.)
15. bird can fly in the sky. (*Burung*) ✓ 5
(Burung Dapat terbang di langit.)
16. A horse gallops across the field. (*Kuda*) ✓ 5
(Kuda berlari kencang di ladang.)

E. Using Vocabulary in Learning

Write a sentence using the given word !

(Buat kalimat menggunakan kata berikut!)

17. Fish (*Ikan*) I love eat fish for dinner ✓

18. Watermelon (*Semangka*) watermelon is my favorite fruit ✓

19. Rabbit (*Kelinci*) The rabbit is very cute ✓

20. Papaya (*Pepaya*) Papaya is rich in vitamin ✓

Appendix 15: Table r

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

Appendix 16: Students Test Results

Responden	Pre-test	Post-test
1	68	100
2	45	91
3	24	80
4	68	94
5	32	100
6	16	48
7	50	100
8	36	98
9	29	93
10	16	100

Appendix 17: The Output of SPSS

1. Test Sheet Validity Pre-Test

		Correlations																				
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q21	TOTAL
Q1	Pearson Correlation	1	.356	.583	.356	.250	.816**	.667*	.250	.667*	.167	.250	.250	.667*	.612	.612	.583	.250	.356	.408	.583	.692*
	Sig. (2-tailed)		.312	.077	.312	.486	.004	.035	.486	.035	.645	.486	.486	.035	.060	.060	.077	.486	.312	.242	.077	.026
	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Q2	Pearson Correlation	.356	1	.802**	.524	.535	.218	.089	.089	.089	.356	.535	.089	.089	.764*	.764*	.802**	.535	.524	.655*	.356	.685*
	Sig. (2-tailed)	.312		.005	.120	.111	.545	.807	.807	.807	.312	.111	.807	.807	.010	.010	.005	.111	.120	.040	.312	.029
	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Q3	Pearson Correlation	.583	.802**	1	.356	.667*	.408	.250	.250	.250	.167	.667*	.250	.250	.612	.612	1.000**	.667*	.356	.816**	.583	.771**
	Sig. (2-tailed)	.077	.005		.312	.035	.242	.486	.486	.486	.645	.035	.486	.486	.060	.060	.000	.035	.312	.004	.077	.009
	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Q4	Pearson Correlation	.356	.524	.356	1	.535	.655*	.535	.535	.535	.802**	.535	.535	.535	.764*	.764*	.356	.535	1.000**	.218	.802**	.793**
	Sig. (2-tailed)	.312	.120	.312		.111	.040	.111	.111	.111	.005	.111	.111	.111	.010	.010	.312	.111	.000	.545	.005	.006
	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Q5	Pearson Correlation	.250	.535	.667*	.535	1	.408	.167	.583	.167	.250	1.000**	.583	.167	.408	.408	.667*	.583	.535	.408	.667*	.683*
	Sig. (2-tailed)	.486	.111	.035	.111		.242	.645	.077	.645	.486	.000	.077	.645	.242	.242	.035	.077	.111	.242	.035	.029
	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10

[illegible]

[illegible]

Q21	Pearson Correlation	.583	.356	.583	.802**	.667*	.816**	.667*	.667*	.667*	.583	.667*	.667*	.667*	.612	.612	.583	.667*	.802**	.408	1	.873**
	Sig. (2-tailed)	.077	.312	.077	.005	.035	.004	.035	.035	.035	.077	.035	.035	.035	.060	.060	.077	.035	.005	.242		.001
	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
TOTAL	Pearson Correlation	.692*	.685*	.771**	.793**	.683*	.751*	.695*	.638*	.695*	.670*	.683*	.638*	.695*	.818**	.818**	.771**	.774**	.793**	.685*	.873**	1
	Sig. (2-tailed)	.026	.029	.009	.006	.029	.012	.026	.047	.026	.034	.029	.047	.026	.004	.004	.009	.009	.006	.029	.001	
	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

2. Test Sheet Validity Post-Test

Correlations

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21
Q1	Pearson	1	.667 ⁺	.667 ⁺	.509	.667 ⁺	.667 ⁺	.667 ⁺	.667 ⁺	.667 ⁺	1.000 ^{**}	.667 ⁺	.667 ⁺	1.000 ^{**}	1.000 ^{**}	.667 ⁺	.667 ⁺	1.000 ^{**}	1.000 ^{**}	.509	.667 ⁺	.921 ^{**}
	Correlation																*					
	Sig. (2-tailed)		.035	.035	.133	.035	.035	.035	.035	.035	.000	.035	.035	.000	.000	.035	.035	.000	.000	.133	.035	.000
Q2	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	Pearson	.667 ⁺	1	.375	.764 ⁺	.375	.375	.375	.375	1.000 ^{**}	.667 ⁺	1.000 ^{**}	.375	.667 ⁺	.667 ⁺	.375	1.00	.667 ⁺	.667 ⁺	.764 ⁺	1.000 ^{**}	.861 ^{**}
	Correlation																0 ^{**}					
Q3	Sig. (2-tailed)	.035		.286	.010	.286	.286	.286	.286	.000	.035	.000	.286	.035	.035	.286	.000	.035	.035	.010	.000	.001
	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	Pearson	.667 ⁺	.375	1	.218	1.000 ^{**}	1.000 ^{**}	.375	.375	.375	.667 ⁺	.375	.375	.667 ⁺	.667 ⁺	.375	.375	.667 ⁺	.667 ⁺	.218	.375	.681 ⁺
Q4	Correlation																					
	Sig. (2-tailed)	.035	.286		.545	.000	.000	.286	.286	.286	.035	.286	.286	.035	.035	.286	.286	.035	.035	.545	.286	.030
	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Q5	Pearson	.509	.764 ⁺	.218	1	.218	.218	.218	.218	.764 ⁺	.509	.764 ⁺	.764 ⁺	.509	.509	.218	.764 ⁺	.509	.509	.524	.764 ⁺	.714 ⁺
	Correlation																*					
	Sig. (2-tailed)	.133	.010	.545		.545	.545	.545	.545	.010	.133	.010	.010	.133	.133	.545	.010	.133	.133	.120	.010	.020
Q5	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	Pearson	.667 ⁺	.375	1.000 ^{**}	.218	1	1.000 ^{**}	.375	.375	.375	.667 ⁺	.375	.375	.667 ⁺	.667 ⁺	.375	.375	.667 ⁺	.667 ⁺	.218	.375	.681 ⁺
	Correlation																					
Q5	Sig. (2-tailed)	.035	.286	.000	.545		.000	.286	.286	.286	.035	.286	.286	.035	.035	.286	.286	.035	.035	.545	.286	.030

Q6	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	Pearson	.667 ⁺	.375	1.000 ^{**}	.218	1.000 ^{**}	1	.375	.375	.375	.667 ⁺	.375	.375	.667 ⁺	.667 ⁺	.375	.375	.667 ⁺	.667 ⁺	.218	.375	.681 ⁺
	Correlation																					
	Sig. (2-tailed)	.035	.286	.000	.545	.000		.286	.286	.286	.035	.286	.286	.035	.035	.286	.286	.035	.035	.545	.286	.030
Q7	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	Pearson	.667 ⁺	.375	.375	.218	.375	.375	1	1.000 ^{**}	.375	.667 ⁺	.375	.375	.667 ⁺	.667 ⁺	1.000 ^{**}	.375	.667 ⁺	.667 ⁺	.218	.375	.632 ⁺
	Correlation																					
	Sig. (2-tailed)	.035	.286	.286	.545	.286	.286		.000	.286	.035	.286	.286	.035	.035	.000	.286	.035	.035	.545	.286	.050
Q8	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	Pearson	.667 ⁺	.375	.375	.218	.375	.375	1.000 ^{**}	1	.375	.667 ⁺	.375	.375	.667 ⁺	.667 ⁺	1.000 ^{**}	.375	.667 ⁺	.667 ⁺	.218	.375	.632 ⁺
	Correlation																					
	Sig. (2-tailed)	.035	.286	.286	.545	.286	.286	.000		.286	.035	.286	.286	.035	.035	.000	.286	.035	.035	.545	.286	.050
Q9	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	Pearson	.667 ⁺	1.000 ^{**}	.375	.764 ⁺	.375	.375	.375	.375	1	.667 ⁺	1.000 ^{**}	.375	.667 ⁺	.667 ⁺	.375	1.00	.667 ⁺	.667 ⁺	.764 ⁺	1.000 ^{**}	.861 ^{**}
	Correlation																0 ^{**}					
	Sig. (2-tailed)	.035	.000	.286	.010	.286	.286	.286	.286		.035	.000	.286	.035	.035	.286	.000	.035	.035	.010	.000	.001
Q10	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	Pearson	1.000 ^{**}	.667 ⁺	.667 ⁺	.509	.667 ⁺	.667 ⁺	.667 ⁺	.667 ⁺	.667 ⁺	1	.667 ⁺	.667 ⁺	1.000 ^{**}	1.000 ^{**}	.667 ⁺	.667 ⁺	1.000 ^{**}	1.000 ^{**}	.509	.667 ⁺	.921 ^{**}
	Correlation																*					
	Sig. (2-tailed)	.000	.035	.035	.133	.035	.035	.035	.035	.035		.035	.035	.000	.000	.035	.035	.000	.000	.133	.035	.000
Q11	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	Pearson	.667 ⁺	1.000 ^{**}	.375	.764 ⁺	.375	.375	.375	.375	1.000 ^{**}	.667 ⁺	1	.375	.667 ⁺	.667 ⁺	.375	1.00	.667 ⁺	.667 ⁺	.764 ⁺	1.000 ^{**}	.861 ^{**}
	Correlation																0 ^{**}					

[illegible]

[illegible]

APPENDIX IV

DOCUMENTATION

Appendix 18: Documentation



APPENDIX V

CORRESPONDENCES



SURAT KEPUTUSAN
NOMOR: 788.D1/III.3.AU/F/KEP/2024

TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2024/2025

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM AHMAD DAHLAN

- Menimbang** : 1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2024/2025, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat** : a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
- b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas.
- c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
- d. Keputusan Menteri Agama R.I No. 1502 Tahun 2022, tentang perubahan nama Institut Agama Islam Muhammadiyah Sinjai menjadi Universitas Islam Ahmad Dahlan.
- e. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
- f. Statuta Universitas Islam Ahmad Dahlan.
- Memperhatikan** : Kalender Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2024/2025.

MEMUTUSKAN

- Menetapkan** : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama** : Mengangkat dan menetapkan saudara(i) :

Pembimbing I	Pembimbing II
Dr. Takdir., S.Pd.I., M.Pd.I.	Rahma Melati Amir, S.Pd., M.Pd.

untuk penulisan skripsi mahasiswa:

Nama : Nurfadilla
 NIM : 210110011
 Program Studi : Tadris Bahasa Inggris
 Judul Skripsi : The Effectiveness of Vocabulary Hopscotch Game in Teaching Vocabulary at Fifth Grade Students of SD Negeri 202 Borong Ampirie

- Kedua** : Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Universitas Islam Ahmad Dahlan.
- Ketiga** : Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- Keempat** : Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.



**UIAD UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Ditetapkan di : Sinjai

Pada Tanggal : 27 Rabiul Akhir 1446 H
30 Oktober 2024 M

Dekan,

Dr. Fakdir, M.Pd.I.
NBM. 1213495

Tembusan Disampaikan Kepada Yang Terhormat:

1. Ketua BPH Universitas Islam Ahmad Dahlan
2. Rektor Universitas Islam Ahmad Dahlan
3. Ketua Program Studi PAI, PGMI, PBA, TBI & TM



**UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Nomor : 206.D1/III.3.AU/F/2025
Lamp : Satu Rangkap
Hal : Permohonan Izin Penelitian

Sinjai, 7 Dzulqoidah 1446 H
5 Mei 2025 M

Kepada Yang Terhormat
Kepala SD Negeri 202 Borong Ampirie

Di -

Sinjai

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Nurfadilla
NIM : 210110011
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

"The Effectiveness of Vocabulary Hopscotch Game in Teaching Vocabulary at Fifth Grade Students of SD Negeri 202 Borong Ampirie".

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di **SD Negeri 202 Borong Ampirie**.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Dekan,

Dr. Takdir, M.Pd.I
NBM: 1213495

Tembusan disampaikan Kepada Yth :

1. Rektor Universitas Islam Ahmad Dahlan



**PEMERINTAH KABUPATEN SINJAI
DINAS PENDIDIKAN**

SEKOLAH DASAR NEGERI NO. 202 BORONG AMPIRIE

Alamat : Borong Ampirie II, Desa Kalobba, Kec. Tellulimpoe, Kab. Sinjai



Surat Keterangan

Nomor : 421. 2 / 04. 51 / SD.202 / VI / 2025

Yang bertanda tangan dibawah ini Kepada SDN. 202 Borong Ampirie menerangkan bahwa :

Nama	: NURFADILLA
Nim	: 210110011
Program Studi	: Tadris Bahasa Inggris (TBI)
Semester	: VIII (Delapan)

Berdasarkan surat Universitas Islam Ahmad Dahlan (UIAD) Nomor : 206.01 / III. 3. AU / F / 2025, yang bersangkutan tersebut di atas telah melakukan penelitian pada SDN. 202 Borong Ampirie dengan judul :

“ The Effectiveness Of Vocabulary Hopscotch Game in Teaching Vocabulary at Fifth Grade Students Of SD Negeri 202 Borong Ampirie ”.

Pelaksanaan penelitian tanggal 26-30 Mei 2025

Demikian surat keterangan ini untuk di pergunakan sebagaimana mestinya.



Borong Ampirie, 4 Juni 2025
Kepala Sekolah

HJ. SUBAETIAH, S.Pd.SD
Nip. 19650913 198803 2 005



**UAD UNIVERSITAS ISLAM
AHMAD DAHLAN**

**GP2M
FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

SURAT KETERANGAN

Nomor: 04 / G1.1/III.3.AU/A/2025

Gugus Penelitian dan Pengabdian Masyarakat Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Universitas Islam Ahmad Dahlan menerangkan telah selesai melakukan pemeriksaan plagiasi dengan membandingkan artikel-artikel lain menggunakan perangkat lunak Turnitin pada tanggal 10/07/2025.

Judul: The Effectiveness of Vocabulary Hopscotch Game in Teaching
Vocabulary at Fifth Grade Students of SD Negeri 202
Barong Ampine

Penulis: Nurfadila

Jenis Tulisan: skripsi

No. Pemeriksaan: 13.22.10.07.2021

Dengan hasil sebagai berikut:

Tingkat kesamaan diseluruh artikel (Similarity Index) yaitu 26 %.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya


Sabaruddin, S.Pd., M.TESOL
NIDN: 2126029204

BIOGRAPHY

Name	: Nurfadilla
Reg. Number	: 210110011
Place/Date of Birth	: Sinjai, 15 October 2003
Addres	: Kalobba, Tellulimpoe District, Sinjai Regency
Organizational	: English Students Assosiation (ESA) KSR-PMI Unit 101 UIAD Sinjai
Experience	
Educational Background	:
1. Elementary School	: SDN 202 Borong Ampirie
2. Junior High School	: SMPN 4 Sinjai Selatan
3. Senior High School	: SMAN 9 Sinjai
Phone Number	: 087796035151
Email	: nnrfdlaa15@gmail.com
Parents' Name	: Abu (Father) Rosmiani (Mother)



SURAT KETERANGAN HASIL TURNITIN

Nomor : 071.L10/III.3.AU/A/2026

Saya yang bertanda tangan di bawah ini;

Nama : **Asriani Abbas, S.I.P.**
 NBM : **1235305**
 Jabatan : **Kepala Perpustakaan UIAD Sinjai**

Menerangkan bahwa,

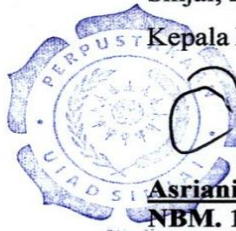
Nama : **Nurfadilla**
 Nim : **21011011**
 Prodi : **TBI**
 Jenis dokumen : **Skripsi**

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Sinjai, 21 April 2026

Kepala Perpustakaan UIAD Sinjai



Asriani Abbas, S.I.P.
NBM. 1235305