THE INFLUENCE OF YOUTUBE VIDEO AND TABOO GAME IN TEACHING VOCABULARY TO YOUNG LEARNERS

THESIS

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MOTTO

“Allah tidak membebani seseorang, kecuali menurut kesanggupannya”.

(Q.S Al-Baqarah:286)

"Maka sesungguhnya bersama kesulitan ada kemudahan. Sesungguhnya bersama kesulitan ada kemudahan".

(Q.S. al-Insyirah:5-6)

“Jangan pernah ragu dengan prosesmu. Niatmu baik, kamu sudah ikhtiar, kamu sudah berdoa, Insya Allah hasilnya akan membahagiakan”.

(Ust. Hanan Attaki)

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The researcher realized that many people had provided useful help and suggestions in the completing of this thesis. Without their support, this thesis would not have been possible. Therefore, the researcher would like to express his deepest gratitude to the parties directly involved in the completion of this thesis.

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8. All members my family who always hive prayers and supported for the researcher to finishing of this thesis.
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The researcher relized that the research is not perfect. Therefore, the researcher apologizes for any mistake and happily receives any constructive criticism and suggestions. However, researcher hopes that this will be useful for those who are especially in the field of education.

Sorong, April 12st 2025

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ABSTRACT

Rhika Sary Amriyanti/148820321023, 20245. **The Influence of YouTube Video and Taboo Game in Teaching Vocabulary to Young Leaners**. Thesis English Education Department Faculty of Language, Social and Sport, University of Education Muhammadiyah Sorong, April 2025.

The purpose of this research was to determine the effect of using YouTube video and the taboo game on vocabulary learning in Class IVA at SD Muhammadiyah Aimas. This research used a pre-experimental method, specifically a one-group pre-test Post-test Design, and utilized a quantitative approach. The sample consisted of 20 students from Class IVA. Data collection involved vocabulary tests comprised of multiple-choice and matching questions administered as both pre-tests and post-tests. For data analysis, the researchers used the SPSS program to process the research data. The findings revealed that the t-test result yielded a P value of (0.000) < (0.05). This indicates that the null hypothesis (H0) is rejected, while the alternative hypothesis (Ha) is accepted. This means that there is a significant effect on vocabulary learning through the use of YouTube video and the taboo game, as evidenced by the increase in pre-test scores (50.75) to post-test scores (80.75). It can be concluded that the research demonstrates a positive influence of using YouTube video and the taboo game on vocabulary learning. The implication of this research was that using YouTube video can influence students' vocabulary and create fun learning. In addition, combining it with the taboo game can influence students' creativity, confidence, and participating in group activities. Meanwhile, during this research, there were some limitations. Future researchers should pay attention to these limitations to improve their research because this research has limitations that must be corrected. The specific limitations identified in this research are: (1) the media used had certain constraints, (2) the focus was solely on nouns, and (3) the sample consisted only of class IVA at SD Muhammadiyah Aimas.

Keywords: Vocabulary, YouTube Video, Taboo Game

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CHAPTER I

INTRODUCTION

This chapter discusses about the background, problem statement, problem statement, hypothesis, significance of research, and operational definition.

1.1 Background

Vocabulary is fundamental in learning a language, one of which is English. English is an important foreign language to understand including a student. Murcia in Lube & Nuraeni (2020), vocabulary is central to acquiring any language: first, second, or foreign. Meanwhile, according to Widyahening & Rahayu (2021), vocabulary is a collection of words that a person knows and is an important component of the language system to learn in English.

Vocabulary learning is an important part of the student language learning process and this is an important part of students' understanding of the four basic skills: reading, writing, listening, and speaking in English. Vocabulary refers to a list or collection of words in a particular language or the words used by speakers of that language. The first step in enhancing language skills is to learn vocabulary (Sari & Agung, 2023).

Vocabulary is important for successful English learning; communication may become difficult without extensive vocabulary. Meanwhile, according to Cucu

Eliyawati in Alfiqri et al. (2023), fluency in a language is heavily influenced by vocabulary acquisition. In simple terms, when students have a limited vocabulary, it hampers their ability to learn a new language effectively. Therefore, possessing a strong vocabulary is essential for successful communication. Conversely, children with a restricted vocabulary often struggle to interact with others and find it challenging to express their thoughts, ideas, and intentions.

Vocabulary plays a crucial role in enhancing all your English skills. Learning new vocabulary can be a difficult process. According to, Dinda Widya Castrena Dharma Putri et al. (2024), several factors contribute to students' challenges in acquiring vocabulary: (1) Many students struggle to understand and memorize new words, which limits their ability to speak effectively; (2) The absence of engaging media resources leads them to depend on traditional, non-mediated forms of speech, making vocabulary acquisition less interesting and more difficult; (3) The rigid and serious approach to English teaching often leaves students feeling discouraged and hesitant to expand their vocabulary.

Based on the observations that have been made at SD Muhammadiyah Aimas in grade IVA, it was found that the problems of students in using English language vocabulary are at a low level. In this observation, the researcher found several problems faced by students in learning English vocabulary, that is: (1) students have difficulty remembering vocabulary, even often forgetting the vocabulary they have

just learned; (2) students have not mastered English vocabulary because previously they used the K13 curriculum which did not study English; and (3) when researchers asked them, they said that learning English language is difficult because the writing and pronunciation are different.

In this digital era, one of the efforts to increase student interest in learning is by using interesting learning media. The Taboo game is a word-guessing game developed by Parker Brothers (Nurjanah & Pratama, 2018). This game resembles Catch Phrase, where players help teammates guess words using word-based hints (Lumbangaol, 2019). This game is good for children or adults. With this game, it is expected that students can easily absorb the vocabulary and other students also learn the given vocabulary and become an interesting learning media.

Not only using taboo game, but also using YouTube video for interesting learning media for students. YouTube is an application that can be used as learning media. YouTube can be a helpful resource for learning English, especially for students who find the subject challenging (Rasman, 2021). Using a video-based learning method, it is anticipated that this approach will enhance students' vocabulary as they listen to and watch interesting video. After watching the video, students can pair up with their partners and play the taboo game. They will guess the vocabulary shown in the previous video. From the explanation above, the researcher intends to combine Youtube video and taboo game to influence students' vocabulary improvement.

The research gap in this research lies in the combination of YouTube videos and taboo games, as there is currently no existing research that integrates the two. The research of Maulana (2023), only focused on YouTube to be used in student vocabulary learning at Madrasah Tsanawiyah Miftahul Huda. Additionally, the research by Siregar and Fithriani (2023), only focused on taboo games to influence English vocabulary improvement, with a case study involving junior high school students in Indonesia. This research aims to determine if YouTube video and taboo game will improve vocabulary VIA students at SD Muhammadiyah Aimas.

1.2 Problem Statement

Based on the background above, the research question of this research was as follow: Does the combination of YouTube videos and taboo game influence students' vocabulary at grade IVA of SD Muhammadiyah Aimas?

1.3 Objective of the Research

This research aimed to determine whether or not the combination of YouTube and taboo game influences the students' vocabulary at grade IVA of SD Muhammadiyah Aimas?

1.4 Hypothesis

The hypothesis of this research were as follows :

1. Null Hypothesis (H0) : YouTube video and taboo game doesn't influence students' vocabulary at grade IVA students at SD Muhammadiyah Aimas.
2. Alternative Hypothesis (Ha) : YouTube video and taboo game influence student's vocabulary at grade IVA students at SD Muhammadiyah Aimas.

1.5 Significance of research

This research had several specific functions in education, namely:

a. Teacher

This research is expected to be useful for assisting teachers in developing effective and engaging teaching and learning activities for students learning English vocabulary and helping teachers present learning materials in a way that is not monotonous or boring, ultimately improving the quality of learning.

b. Student

This research is expected to benefit students by helping them influence their English vocabulary improvement. By applying this audio-visual-based YouTube video learning media, students are expected to be able to make students not bored in the learning process. Not only YouTube video but taboo game are also likely to

increase the effectiveness of learning and improve students' ability to think critically because, in the process of this game, students are invited to guess the words that have been prepared and improve student cooperation in one team.

c. Researcher

This research is expected to serve as a valuable reference for other researchers interested in investigating related topics, particularly the use of YouTube videos and taboo games to enhance student vocabulary. Through this research, it is hoped that scholars will not only gain insights into the theories surrounding YouTube video and taboo game but also acquire practical information on how to effectively implement these in English learning.

1.6 Operational Definition

For this research, the researcher would be limited the research using three variables as follows:

1. Vocabulary

Vocabulary is a bunch of words that students use in learning English as a foreign language. This research will improve students' vocabulary, especially on nouns in the categories of professions, fruits, vegetables, school supplies, and animals.

2. Youtube Video

YouTube is an application that offers an accessible and engaging audio-visual learning experience to enhance students' vocabulary comprehension.

3. Taboo Game

The taboo game is a game where students pair up to guess the word shown in a prepared picture and provide clues to their friends in learning vocabulary.

CHAPTER II

LITERATURE REVIEW

This chapter discusses about the definition of vocabulary, kinds of vocabulary, definition of YouTube, benefits of YouTobe video, definition of taboo game, benefits of taboo game, vocabulary teaching steps, previous study, and conceptual framework.

2.1 Vocabulary

2.1.1 Definition of Vocabulary

Expanding vocabulary is crucial for language learning. Students require a broad vocabulary to read, listen, speak, write, and comprehend words effectively. Vocabulary is a crucial aspect of language learning, and students need it to fully master a language. (Utami, 2017). Meanwhile, also states that vocabulary is an essential aspect of the language-learning process. It would be impossible to learn a language without a solid vocabulary. Therefore, the richer a person's vocabulary is, the more it will aid in mastering the language. Komachali in (Hidayati, 2017).

According to, Mahayana et al. (2022), vocabulary plays a crucial role in the language-learning process. It is impossible to learn a language without a solid vocabulary, so the richer a person's vocabulary is, the more it will aid in mastering the language. Meanwhile, Firman A.D. et al. (2019), vocabulary refers to the set of words

that a person uses in their language activities. Mastery of vocabulary is essential for individuals to understand and effectively use these words to express their thoughts and feelings in various aspects of life, including communication.

Vocabulary is the most crucial aspect of learning a second language. Accoring to Hidayati in Maulana & Arini (2024), having a strong vocabulary is essential for achieving proficiency in any language. The more vocabulary students learn, the deeper their understanding becomes. Conversely, a limited vocabulary makes it difficult for students to effectively express their thoughts and comprehension.

Based on the explanation above, it can be concluded that vocabulary is a crucial aspect of learning a language. If a student lacks a strong vocabulary, they will struggle to communicate effectively.

2.1.2 Kinds of Vocabulary

Harmer in Sholikhah (2013), the types of vocabulary can be classified into seven groups. Among them were as follows:

1. Noun

   Words that refer to people, places, and things are called nouns. Nouns can appear anywhere in a sentence, and most sentences contain multiple nouns.

2. Pronoun

   Pronouns are words that refer to and replace nouns (the names of people, places, and things) that have already been mentioned, or that the speaker or writer assumes are understood by the listener or reader. For example, in the sentence "I want you to read this again," the words "I," "you," and "this" are all pronouns.

3. Verb

   One of the main parts of every sentence is a verb. Here are some characteristics of verbs. First, a sentence is not a sentence without at least one verb. Then, verbs usually tell about an action. The next, verbs are often found in the middle of sentences. Then, verbs may consist of one word.

4. Adjective

   Words that provide more information about nouns and pronouns are called adjectives. An adjective is a word that describes or modifies a noun or pronoun. A modifier is any word that limits, changes or alters the meaning of another word. Therefore, an adjective specifically limits, changes, or alters the meaning of a noun or pronoun. Typically, adjectives are placed before the nouns they modify. They serve as describing words that add detail about the nouns in a sentence. Thus, adjectives are usually positioned before the nouns or pronouns they describe.

5. Adverb

   Another type of describing word or modifier is the adverb. Adverbs modify verbs, adjectives, and other adverbs, adding details to sentences.

6. Prepositions

   Prepositions are words that connect other words, often referred to as connectives. They indicate relationships of time, place, or ownership between two nouns/pronouns or between a noun and a verb. Prepositions and the nouns or pronouns that follow them are grouped to form a single grammatical unit known as a prepositional phrase.

7. Conjunctions

   Conjunctions, like prepositions, are joining words or connectives. They join words, phrases, or clauses together. Conjunctions can appear in any part of a sentence except at the very end.

In this research, the researchers would be focus on collective nouns, which refer to groups or collections of people, places, animals, objects, etc. Teaching collective nouns is important for students, as they help name and identify these entities. For example, words like “teacher”, “school”, “cat” and “book”.

2.2 YouTube

2.2.1 Definition of YouTube

YouTube is a widely used video-sharing platform offering informative content that can be uploaded, downloaded, and shared globally. According to Rohman & Husna, (2017) YouTube is a service provided by Google that allows users to upload videos, which can be accessed for free by others around the world. Additionally, YouTube is a reliable platform that offers a variety of information through 'moving images.'

YouTube is a platform designed for users to share videos they create or to watch and enjoy content made by others (Wiryany & Pratami, 2019). According to, Greeves Greeves & Oz, (2023) YouTube is a freemium social media platform that allows users to view and share video content. Meanwhile, Srinivasacharlu, (2020) YouTube is a free web-based service that allows users to upload, view, rate, share, add to playlists, report, comment on videos, and subscribe to other users.

In addition, YouTube is not only a platform for viewing and sharing video content. It also contains educational videos that can be used as learning media for teachers, including teaching English vocabulary. According to, Aditiya & Prastowo, (2022) the use of YouTube video in learning can improve students' interest in learning, the implementation of learning by using learning videos makes it easier to present learning materials to students in low grades or in high grades.

Based on the explanation above, It can be concluded that YouTube videos serve not only as a video-sharing platform but also as effective learning media. YouTube videos can create a conducive learning situation and improve student learning interest.

2.2.2 Benefits of YouTobe Video

There are several benefits of YouTube video, including video-based learning. According to, (Kurnia et al., 2024) the benefits of video-based learning, were as follows:

a. YouTube learning videos play a significant role in educational activities because support learning.
b. Helping the teacher achieve their learning objectives.
c. Reduce obstacles that students may encounter.
d. Enable students to reach their desired learning outcomes.

YouTube video offer significant advantages to their audience. YouTube videos can increase learning effectiveness, become a practical learning resource, and increase student motivation in learning English.

2.3 Taboo Games

2.3.1 Definition of Taboo Game

The Taboo game is a word-guessing game created by the Parker Brothers (Nurjanah & Pratama, 2018). This game is similar to Catch Phrase, where players help their teammates guess words using instructions in the form of phrases (Nila Sari & Sri Agung, 2023). According to, Fitriana in Rekha (2023), the taboo game is a word-guessing game played in pairs or groups. Meanwhile, Parut (2017), the taboo game is a word-guessing game where students must guess the hidden word without mentioning any of the words listed on the taboo card. The word is then used in a sentence.

Many games can be utilized in learning activities, and the Taboo game was selected to enhance students' vocabulary since it can be adapted for all grade levels. This game is relevant because it can be tailored to fit different contexts. Teachers have the flexibility to create their cards and customize the words according to the material being taught. The Taboo game encourages competition, cooperation, enthusiasm, and motivation among students as they work to improve their vocabulary (Nastiti & Veniranda, 2021).

Based on the explanation above, it can be concluded that guess the Taboo game is a word-guessing game in pairs, the first player tries to help the second player guess

the word by using clues in the form of other words. This game is straightforward to implement at all grade levels and can increase students' vocabulary.

2.3.2 Benefits of Taboo Game

According to Fitriana (2022), the benefits of the Taboo game were as follows:

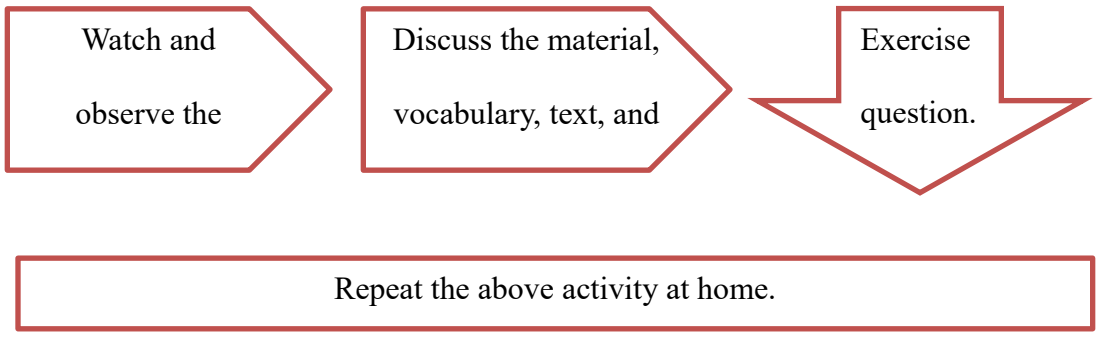
a. The structure of the activity helps students review course content and increases class participation.
b. Taboo encourages students to think outside the box about key concepts, allowing the instructor to assess their level of understanding.
c. The activity requires students to think both critically and creatively while playing.
d. Students are trained to enhance their ability to think of and express the words to be guessed, which also helps them practice their speaking skills.
e. Taboo promotes the development of students' critical thinking and problem-solving skills.

The taboo game offers several benefits for players. They can enhance creative activities in the classroom and encourage students to think outside the box regarding key concepts, leading to improved understanding. In word-guessing games, students practice both thinking and expressing words to identify the correct answers, which

helps them automatically expand their vocabulary. Additionally, taboo game provide techniques for training players in critical thinking and problem-solving skills.

2.4 Vocabulary Teaching Steps

According to Bakhtiar et al. (2024), describing the learning process using YouTube as follows:



According to Fitriana (2022), teaching steps for using the Taboo game were as follows:

a. The teacher provides a set of cards for the Taboo game. Each card features a main word along with sub-words that cannot be mentioned during the game.
b. The students are divided into two teams. Each team takes turns describing the main word without using any of the sub-words, while the other team attempts to guess the word.
c. The game ends when all students have participated, all the cards have been used, the scores have been finalized, or the time limit has been reached.

d. The teacher guides students to engage in dialogue in English, using the vocabulary they learned from playing the Taboo game.

Based on the explanation above, the researcher tries to formulate teaching steps that combine YouTube video and taboo game, the teaching steps were as follows:

a. Prepare YouTube videos that align with the learning theme.
b. Explain the theme of the material to the students.
c. Invite students to watch the video and pause it periodically, and invite them to practice pronouncing the vocabulary correctly.
d. After watching the video, provide a set of cards for the Taboo game. Each card should feature a main word along with three sub-words that cannot be mentioned during the game.
e. The students are divided into two teams. Each team will take turns describing the main word without using the sub-words.
f. The game ends when all students have participated, all cards have been used, the scoring has been completed, or the time limit has been reached.
g. After the game concludes, invite students to recall the vocabulary they have learned by writing the words on the board, including their correct pronunciation and meanings.

2.5 Previous Study

Several researchers have highlighted similar methods, some of them were as follows:

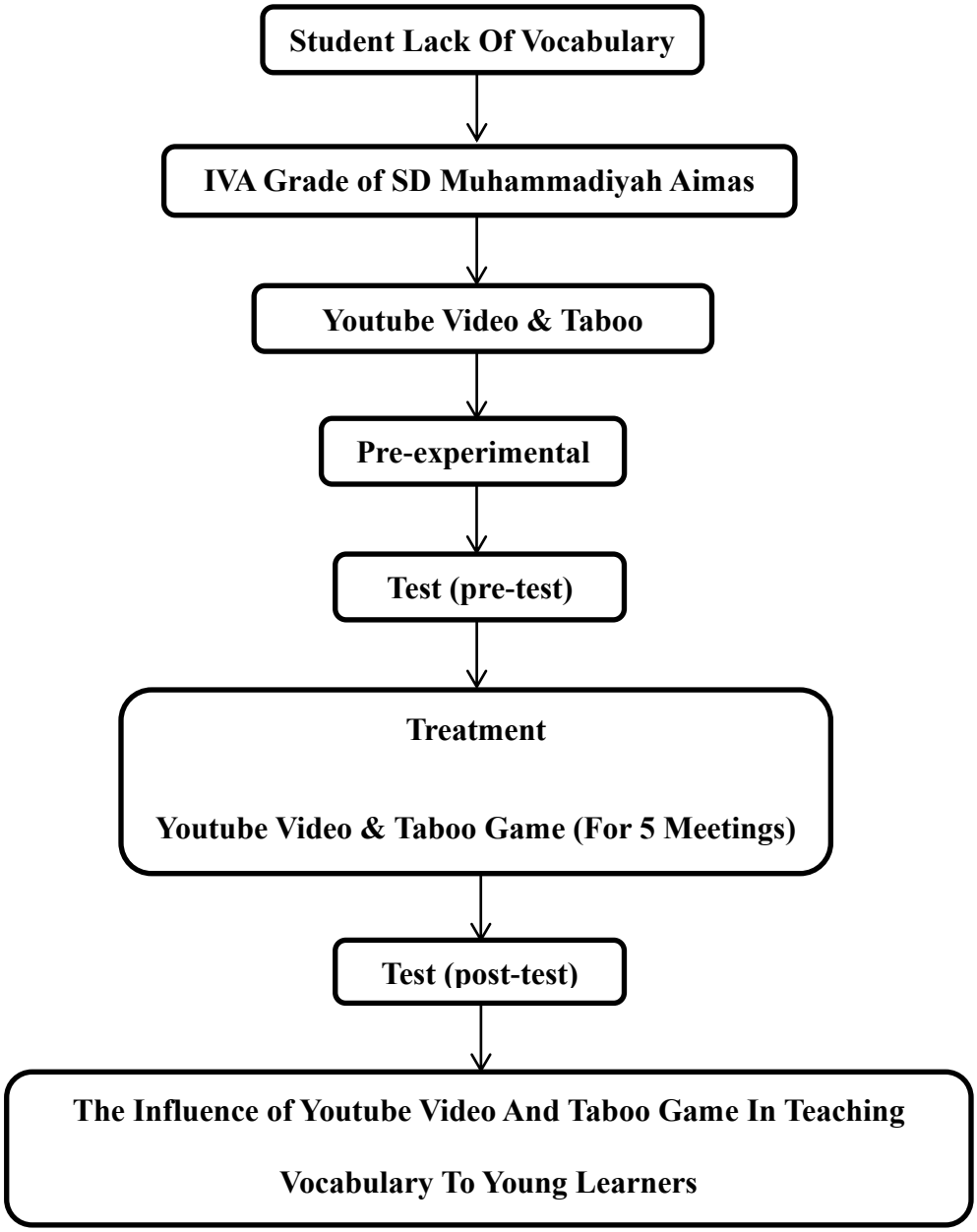
First**,** in the research of Maulana (2023) entitled “The Effectiveness of Using YouTube Channel in Improving Students’ Vocabulary Mastery at Madrasah Tsanawiyah Miftahul Huda”, stated that students were divided into two groups: the experimental group watched YouTube videos during the reading assessment, while the control group did not. The analysis indicated that the experimental group, which viewed YouTube videos, achieved higher post-test scores compared to the control group that did not watch YouTube videos. Therefore, YouTube videos can help students improve their vocabulary mastery.

Second, in the research of Siregar & Fithriani (2023), entitled “Learning English Vocabulary with Taboo Game: A Case Study of Indonesian Junior High School Students”, stated that students were not interested in the game before it began, but they were very engaged after playing, although they sometimes had difficulty pronouncing vocabulary they did not know. Therefore, the Taboo game increased the students' interest in mastering vocabulary.

Based on the previous research mentioned, it can be concluded that using YouTube videos and taboo games is effective in helping students improve their

mastery and interest in learning English vocabulary. This study differs from previous studies in several ways, including the participants involved, the specific student sub-skills targeted, and the research method employed. In this study, the researcher utilized a pre-experimental method, focusing on a single class that combined YouTube videos and taboo games as a vocabulary teaching approach, specifically concentrating on nouns. The participants in this research were IVA-grade students from SD Muhammadiyah Aimas.

2.6 Conceptual Framework



Picture 2.6 Conceptual Framework

In the conceptual research mentioned above, the research focuses on the vocabulary of fourth-grade elementary school students. The aim is to determine whether the use of YouTube video and taboo game had an effect on vocabulary learning in Class VIA at Muhammadiyah Aimas. The research includes a test as an instrument, and data analysis will be conducted on the pre-test and post-test results. So the data gathered and drawn from this research is synthesized.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research design, variable, population, sample, location of the research, time of the research, instrument, technique of collecting data, technique of data analysis, assessment of student vocabulary, normality test, paired sample t-test, and hypothesis testing.

3.1 Research Design

This research uses a quantitative research method. According to, Candra Susanto et al. (2024), quantitative research involves collecting numerical data and applying analytical techniques to test hypotheses, draw conclusions, and understand the relationships between the variables studied. Meanwile, Sugiyono in (Prasetiyo, 2019) Pre-experimental research examines the effects of specific treatments on subjects in controlled conditions.

The design used by the researcher was the One Group Pre-test Post-test Design. In this approach, participants take an initial test (pre-test) before receiving treatment. After the treatment, they are given the same test again (post-test) to assess any changes in their performance. The study's design was illustrated in Table 3.1 below:

Table 3. 1 Desain One Group Pre-test & Post-test

Pre-test	Treatment	Post-test
0_1	X	0_2

***Source: Sugiyono in* (Sa'diyah, 2022)**

3.2 Variable

To clearly outline the variables that would be studying in this research, the discussion was operationally frame as follows:

1. The independent variable in this research was the YouTube video and the taboo game.
2. The dependent variable in this research was the students' vocabulary.

3.3 Population and Sample

3.3.1. Population

The research's population consisted of fourth-grade students at SD Muhammadiyah Aimas. Class IVA has 20 students and class IVB has 26 students.

3.3.2. Sample

In this research, the researcher would use the purposive sampling technique to select participants based on the research objectives. The research aims to determine whether YouTube video and taboo game can influence students' vocabulary improvement. The sample consisted of 20 students from class IVA at SD Muhammadiyah Aimas.

Table 3. 2 Total of Students

Total of students	
Male	**Female**
9	11

3.4 Setting of the Research

3.4.1 Location of the Research

This research would be conducted at SD Muhammadiyah Aimas, which was located in Sorong Regency, Southwest Papua Province.

3.4.2 Time of the Research

This research would be conducted over seven meetings, starting in 10 - 25 February 2025.

3.5 Instrument

According to, Purwanto in (Sukendra & Atmaja, 2019) research instruments are tools used for data collection. The researcher administered a vocabulary test that consisted of 20 questions, including 15 multiple-choice questions and 5 matching questions, all focused on nouns.

3.6 Technique of Collecting Data

In this research, the researcher collected data consisting of:

3.6.1 Pre-test

The purpose of the pre-test was to assess the students' vocabulary acquisition and comprehension before starting the experimental class. This test would be conducted at the first meeting. The researcher would create a vocabulary test that includes 20 questions: 15 multiple-choice questions and 5 matching questions.

3.6.2 Post-test

The purpose of this post-test is to assess the effectiveness of YouTube video and taboo game in teaching vocabulary. This test would be conduct at the seven meetings. The researcher has designed a vocabulary test that includes a total of 20 questions, comprised of 15 multiple-choice questions and 5 matching questions.

3.7 Technique of Data Analysis

3.7.1 Assessment of Student Vocabulary

In assessing students' vocabulary, the researcher would utilize a test comprised of 20 questions, which included 15 multiple-choice questions and 5 matching questions, all focused on nouns.

The assessment would be conducted according to the table below:

Table 3. 3 Test Scoring Rubric

Test Item	**Scoring Rule**		**Amount**
	True	**False**	
Multiple Choice	1	0	15
Matching	1	0	5

Student's score : $\frac{\text{Number of correct}}{\text{Total score}}$ X 100

Table 3. 4 Classification Scoring of Vocabulary Rubric

No	Classification	Range
1.	Very good	90 – 100
2.	Good	70 – 89
3.	Fair	50 – 69
4.	Poor	30 – 49
5.	Very poor	10 – 29

Source: According to (Asrobi, 2015)

3.7.2 Normality Test

This normality test aims to determine whether the data to be collected from each variable follows a normal distribution. This test employs the Shapiro-Wilk method. According to the Shapiro-Wilk results, if the significance value is greater than 0.05, the data is considered to be normally distributed. Conversely, the data is deemed not normally distributed if the significance value is less than 0.05.

3.7.3 Paired Sample T-test

The paired sample t-test will utilize for two sets of paired data. This test involves using the same sample but applying different treatments to it. Generally,

researchers aim to compare the data collected before and after the treatment (post-test). To analyze the results, researchers commonly use SPSS software.

When using the paired sample t-test method, the following factors were important to consider:

1. If the sig (2-tailed) value is less than 0.05, there is a significant difference between the pre-test and post-test learning outcomes.
2. If the sig (2-tailed) value is greater than 0.05, there is no significant difference between the pre-test and post-test learning outcomes.

3.7.4 Hypothesis Testing

The significance of the hypothesis test in this research was as follows:

1. If the sig value was less than 0.05, it indicates a significant difference between the pre-test and post-test learning outcomes. In this case, the Ha was accepted and the H0 was rejected it meant that Youtube video and Taboo game was effective.
2. If the significance value was greater than 0.05, there was no significant difference between the pre-test and post-test learning outcomes. In this case, the H0 was accepted and the Ha was rejected which mean that Youtube and Taboo game was not effective.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses about the findings, the students' vocabulary scores, normality test, mean score, standard deviation, t-test result, hypothesis testing, and discussion.

4.1 Findings

This analysis presents a comprehensive overview of the pre-test and post-test percentage levels, including a normality test and a paired sample t-test comparing the two sets of scores. The research included seven meetings. During the first meeting, the researcher gave a pre-test to assess the students' scores before the treatment.

In the second meeting, the researcher implemented a treatment focused on teaching noun vocabulary using the YouTube video method. This meeting's theme was vegetables, such as carrot, potato, corn , etc. The students were invited to watch the video, which was paused periodically to allow them to practice pronouncing the vocabulary correctly. After watching the YouTube video, the researcher provided a set of cards for a taboo game. Each card featured a main word and three sub-words that could not be mentioned during gameplay. The students were divided into two teams, and they took turns describing the main word without using any of the sub-words. Once the game concluded, the researcher encouraged the students to recall their

learned vocabulary. They did this by writing the vocabulary on the board, along with its meanings, and practicing the correct pronunciation to ensure that all students understood the vocabulary they had been taught.

In the third meeting, the researcher taught the same method as in the previous meeting but introduced different noun vocabulary. This meeting's theme was fruits, such as apple, mango, guava, etc. The students were invited to watch the video, which was paused periodically to allow them to practice pronouncing the vocabulary correctly. After watching the YouTube video, the researcher provided a set of cards for a taboo game. Each card featured a main word and three sub-words that could not be mentioned during gameplay. The students were divided into two teams, and they took turns describing the main word without using any of the sub-words. Once the game concluded, the researcher encouraged the students to recall their learned vocabulary. They did this by writing the vocabulary on the board, along with its meanings, and practicing the correct pronunciation to ensure that all students understood the vocabulary they had been taught.

In the fourth meeting, the researcher taught the same method as in the previous meeting but introduced different noun vocabulary. This meeting's theme was animals, such as bear, hippo, lion, etc. The students were invited to watch the video, which was paused periodically to allow them to practice pronouncing the vocabulary correctly. After watching the YouTube video, the researcher provided a set of cards

for a taboo game. Each card featured a main word and three sub-words that could not be mentioned during gameplay. The students were divided into two teams, and they took turns describing the main word without using any of the sub-words. Once the game concluded, the researcher encouraged the students to recall their learned vocabulary. They did this by writing the vocabulary on the board, along with its meanings, and practicing the correct pronunciation to ensure that all students understood the vocabulary they had been taught.

In the fifth meeting, the researcher taught the same method as in the previous meeting but introduced different noun vocabulary. This meeting's theme was school supplies, such as book, pencil, dictionary, etc. The students were invited to watch the video, which was paused periodically to allow them to practice pronouncing the vocabulary correctly. After watching the YouTube video, the researcher provided a set of cards for a taboo game. Each card featured a main word and three sub-words that could not be mentioned during gameplay. The students were divided into two teams, and they took turns describing the main word without using any of the sub-words. Once the game concluded, the researcher encouraged the students to recall their learned vocabulary. They did this by writing the vocabulary on the board, along with its meanings, and practicing the correct pronunciation to ensure that all students understood the vocabulary they had been taught.

In the sixth meeting, the researcher still taught the same method as in the previous meeting but introduced different noun vocabulary. This meeting's theme was profession, such as teacher, fireman, barber, etc. The students were invited to watch the video, which was paused periodically to allow them to practice pronouncing the vocabulary correctly. After watching the YouTube video, the researcher provided a set of cards for a taboo game. Each card featured a main word and three sub-words that could not be mentioned during gameplay. The students were divided into two teams, and they took turns describing the main word without using any of the sub-words. Once the game concluded, the researcher encouraged the students to recall their learned vocabulary. They did this by writing the vocabulary on the board, along with its meanings, and practicing the correct pronunciation to ensure that all students understood the vocabulary they had been taught. In the seventh meeting, a post-test was conducted to evaluate the students' scores after the treatment had been provided.

4.1.1 The Students' Vocabulary Scores

Table 4. 1 The Rate Percentage Students Vocabulary of Pre-test and Post-test

No	Classification	Range	Pre-test		Post-test	
			F	***P***	***F***	***P***
1	Very good	90 – 100	0	0	12	60%
2	Good	70 – 89	3	15%	1	5%
3	Fair	50 – 69	9	45%	7	35%
4	Poor	30 – 49	6	30%	0	0
5	Very poor	10 – 29	2	10%	0	0
Total			20	100%	20	100%

Table 4.1 displays the percentage of students' vocabulary levels from the pre-test and post-test results. In the pre-test there are 2 (10%) students get a very poor score, there are 6 (30%) students get a poor score, there are 9 (45%) students get a fair score, and there are 3 (15%) students get a good score. Meanwhile, in the post-test there are 12 (60%) students get a very good score, 1 (5%) students get a good score, and there are 7 (35%) students get a fair score.

From the results above it can be concluded that of YouTube video and taboo game influence student scores in pre-test and post-test. During the learning

process, the researcher ensured that it proceeded smoothly and in an orderly manner. By maintaining students' focus, the vocabulary being taught was better remembered and understood. Additionally, the researcher reinforced students' knowledge by regularly reviewing key terms or English vocabulary from previous sessions. This approach, enjoyable learning methods, and active student participation significantly influence their scores.

4.1.2 Normality Test

After the researcher has calculated the related scores, it would be analyzed with a normality test to determine whether the data was normal or not.

Table 4. 2 Normality Test in Pre-Test & Post-Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.120	20	.200*	.980	20	.928
Post-test	.102	20	.200*	.942	20	.263
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The table 4.2 is used to determine whether the data is normally distributed or not. In this study, the type of normality test used is Shapiro-Wilk because the sample is less than 50. In the pre-test, the significant value is 0.928 and in the post-

test, the significant value is 0.263, so the pre-test and post-test are normally distributed because the significant value is higher than 0.05.

4.1.3 Mean Score and Standard Deviation

Table 4. 3 Mean Score and Standard Deviation in Pre-test and Post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	50,75	20	17,417	3,895
	Posttest	80,75	20	20,149	4,505

Table 4.3 shows that the mean score of students on the pre-test is 50.75 with a standard deviation is 17.417. while, on the post-test is 80.75 with a standard deviation is 20.149 indicated that the mean score of the students on the post-test is higher.

4.1.4 T-Test Result

Table 4. 4 Paired Sample T-test in Pre-Test & Post-Test

Paired Samples T-test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	-30,000	12,773	2,856	-35,978	-24,022	10,503	19	,000

The analysis in Table 4.4 aims to determine whether scores significantly differ between the pre-test and post-test. Statistically, a score difference is indicated if the t-table value is greater than the t-test value, and the P-value is less than 0.05. Conversely, if the t-table value is smaller than the t-test value, this suggests no difference in scores; similarly, if the P-value is greater than 0.05, it also indicates no significant difference between the scores. From the data above, we can see that there is a difference in scores between the pre-test and post-test because the t-table t- velue (10.503) is greater than t-table (2.093) and the P-value (0.000) is less than (0.05). Additionally, the mean scores reveal a notable change: the mean score for the pre-test is 50.75, while the post-test mean score is 80.75. This data indicates that the student's vocabulary scores differ significantly between

the pre-test and the post-test. In other words, can conclude that there is a significant impact following the treatment.

4.1.5 Hypothesis Testing

The analysis in Table 4.4 shows paired sample T-test with the result of P-value (0.000) < (0.05), then null hypothesis (H0) is rejected and the existing decision-making basis accepts alternative hypothesis (Ha). So the alternative hypothesis (Ha) we said that the use of YouTube video and taboo game influences vocabulary teaching in class IVA SD Muhammadiyah Aimas.

4.2 Discussion

Based on the previous explanation, it is evident that YouTube video and taboo game are media that influence vocabulary learning. Students became more active in the learning process, such as: (1) discussing more with friends, (2) participating in group activities, and (3) being able to answer questions influence learning outcomes. Influence student learning outcomes such as, there was a difference in students' pre-test and post-test scores and an increase in students' vocabulary. Motivated when participating in vocabulary lessons such as, students are more enthusiastic when following the instructions given during the learning process and motivated students enjoy the learning process and have fun.

In this research, it was also found that the application of YouTube video to improve students' vocabulary does not require much effort and does not take much time to improve their vocabulary. This is supported by YouTube video that are related to the English vocabulary being learned, and are complemented by taboo game that reinforce and test the improvement of previously learned vocabulary.

The results of this research are relevant to the results of research by Nadhifah et al. (2022), stated that the use of YouTube can enhance student learning outcomes, as demonstrated by literature review analysis with an average value of 83.59. In addition Magfirah (2021), Stated an increase in the learning outcomes of students taught using YouTube video media in online learning in class VIII students of SMP Negeri 2 Sungguminasa, Gowa Regency.

In the research Siwi (2020), in cycle III, the results of the student semester exams were 90% complete. It was concluded that, the use of YouTube as a media resource could enhance the learning outcomes of VB grade students at Mentasan 02 State Elementary School in Kawunganten District, Cilacap Regency. In addition Legiowati et al. (2023), stated that the use of YouTube as a learning medium can make subjects more interesting and easier to understand. It reinforces concepts and facilitates comprehension. Additionally, YouTube can introduce interactivity into the learning process, helping to maintain student focus and increase motivation. Therefore, incorporating YouTube as a tool in education can improve student learning outcomes.

In the research Ardhianti (2022), in the results of his research students were more excited when the learning process used YouTube video media, so the learning process using YouTube videos has proven to motivate students for the learning process. In addition Milala et al. (2024), stated that the school and teachers recognize that using YouTube as a learning tool greatly increases students' enthusiasm and motivation to learn.

Handayani (2020), this research shows that utilizing YouTube media can improve vocabulary and student understanding in English lessons, so that student achievement is also increasing. In addition Maulana (2023), research showed that YouTube video can improve enhance students' vocabulary mastery. The findings revealed that participants expressed positive opinions about incorporating YouTube into their classes. Furthermore, the data indicated a noticeable improvement in the children's vocabulary achievement levels.

In the research Nastiti & Veniranda (2021), research showed that the Taboo game can enhance students' vocabulary mastery, as evidenced by the significant increase in average pre-test scores from 56.07 to 97.3 in the second post-test. In addition Siregar & Fithriani (2023), the research shows that most students expressed satisfaction with learning vocabulary through the Taboo game. They reported three key benefits: (1) improvement in vocabulary mastery, (2) enhanced vocabulary recall, and (3) increased engagement. Overall, all student participants had a positive perception of

the Taboo game. Additionally, the game aids in understanding and learning materials, making it easier to acquire new vocabulary while fostering creativity in learning.

The above research has stated that YouTube video and taboo game are learning media that can influence learning outcomes, motivated when participating in vocabulary lessons, and most importantly influence students' vocabulary. Not only that, the researcher has found the novelty of this research that students are also more active in the learning process. In addition, it does not require much effort to teach vocabulary to students because YouTube video invite students to listening while watching interesting video. Even more, taboo game would invite students to play and without realizing it, they would remember the vocabulary they have learned. In addition, the novelty of this research lies in combining YouTube video with game-based learning, specifically taboo game, which are tailored to the students' abilities first.

The implication of this research was that using YouTube video can influence students' vocabulary and create fun learning. In addition, combining it with the taboo game can influence students' creativity, confidence, and participating in group activities. Meanwhile, during this research, there were some limitations. Future researchers should pay attention to these limitations to improve their research because this research has limitations that must be corrected. The specific limitations identified in this research are: (1) only focus on noun vocabulary, (2) the sample consisted only

of class IVA at SD Muhammadiyah Aimas, (3) lack of student focus in learning, and (4) lack of student vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about conclusion, suggest for teacher, suggest for students, and suggest for next researcher.

5.1 Conclusion

Based on the results of the research, it can be concluded that the research conducted is experimental research that uses YouTube video and taboo game in teaching vocabulary. The results show that the use of YouTube video and taboo game influence teaching vocabulary. This can be seen from the results of the paired sample T-Test which shows a P-value (0.000) < (0.05), which means there is a significant difference between pre-test and post-test. So, the alternative hypothesis (Ha) is accepted (the use of YouTube video and taboo game affects vocabulary teaching) and the null hypothesis (H0) is rejected. In addition, the mean score in the pre-test (50.75) increased in the post-test (80.75). It can be determined that using YouTube video and taboo game to teach vocabulary is an easy and interesting media to influence students in learning vocabulary. The students were allowed to acquire and influence vocabulary differently and also have fun in class by watching YouTube video and playing taboo game.

5.2 Suggestion

Based on the conclusions above, the researcher would like to propose several suggestions, they were as follows:

1. **Suggest for Teacher**

   The findings of this research are suggested to be a reference for English teachers using the YouTube video and taboo game to improve vocabulary mastery in the classroom. In addition, the results of this research can also be an insight for teachers to optimize the learning process and choose interesting and not monotonous or boring learning media.

2. **Suggest for Students**

   a. It is suggested that students focus more in learning.

   b. It is suggested that students improve their vocabulary.

3. **Suggest for next researcher**

   a. The findings of this research are suggested to be a reference for researcher who want to examine the influence of YouTube video and taboo game to improve students' vocabulary.

   b. It is suggested that the next researcher can use vocabulary other than noun.

   c. It is suggested that future researchers can use Youtube video and taboo game as learning media not only for elementary school students but also for junior high school students and high school

students to see the influence of their vocabulary by using YouTube videos that are appropriate for their levels.

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APPENDICES

APPENDIX I

INSTRUMENT OF VOCABULARY TEST

(Pre-Test)

A. Choose the correct answer by circling the letter (a, b, c, or d)!

(pilihlah jawaban yang benar dengan melingkari huruf (a,b,c atau d)

1. Look at the picture below!

   Where is the **watermelon**?

   a.

   c.

   b.

   d.

2. Look at the picture!

   What fruit is it?

   a. Watermelon

   c. Apple

b. Manggo

d. Papaya

3. Look at the picture below!

What is the fruit's name?

a. Guava

c. Strawberry

b. Grape

d. Orange

4. Look at the picture below!

Where is the **carrot**?

a.

c.

b.

d.

5. Look at the picture below!

Where is the **spinach**?

a.

c.

b.

d.

6. Look at the picture!

What is the vegetable's name?

a. Tomato

c. Cole

b. Chilli

d. Cauliflower

7. Look at the picture!

There is a ….. in my classroom.

a. A table
c. A book
b. A Chair
d. A bag

8. Look at the picture below!

This is a …..

a. A ruler
c. A pencil
b. A pen
d. A book

9. Look at the picture!

There is a ….. in my classroom.

a. A globe
c. A ruller
b. A chair
d. A bag

10. Look at the picture below!

Where is the **frog**?

a.

c.

b.

d.

11. Look at the picture!

What is the animal's name?

a. Goose

c. Monkey

b. Chicken

d. Rabbit

12. Look at the picture!

What is the animal's name?

a. Crocodile
c. Fish
b. Bee
d. Snake

13. Look at the picture!

….. teach in the class.

a. The teacher
c. The doctor
b. The nurse
d. The chef

14. Look the picture!

She is ……

a. Doctor
c. Nurse

b. Patient

d. Teacher

15. Look at the picture!

He is …..

a. Police

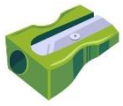
c. Fireman

b. Farmer

d. Fisherman

B. Match the words with the correct picture!

(Cocokkan kata-kata dengan gambar yang benar!)

Pictures		Words
1.		**a. Businessman**
2. 		**b. Scissors**
3.		**c. Goat**
4.		**d. Grinder**

5.		e. Swan

Answer Key

(Pre-Test)

A. Multiple Choice

1. **B**
2. **B**
3. **A**
4. **C**
5. **D**
6. **C**
7. **A**
8. **A**
9. **B**
10. **D**
11. **C**

B. Machine

1. **B**
2. **D**
3. **E**
4. **C**
5. **A**

12. **B**

13. **A**

14. **C**

15. **C**

(Post-Test)

A. Choose the correct answer by circling the letter (a, b, c, or d)!

(pilihlah jawaban yang benar dengan melingkari huruf (a,b,c atau d)

1. Look at the picture below!

   Where is the **pineapple**?

a.

c.

b.

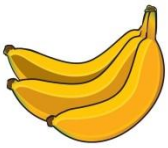
d.

2. Look at the picture!

What fruit is it?

a. Watermelon
c. Papaya
b. Durian
d. Orange

3. Look at the picture!



What is the fruit's name?

a. Chili
c. Beet
b. Banana
d. Lemon

4. Look at the picture below!

Where is the **vegetable**?

a.

c.

b.

d.

5. Look at the picture!

What vegetable is it?

a. Chickpeas

b. Cabbage

c. Sweet potato

e. Lettuce

6. Look at the picture below!

Where is the **potato**?

a.

c.

b.

d.

7. Look at the picture!

A black and white animal that eats grass. What is the animal's name?

a. Monkey

c. Zebra

b. Bird

d. Snake

8. Look at the picture!

What animal is it?

a. Hippo

b. Bat

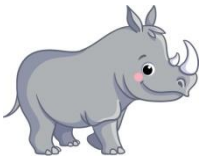
c. Tiger

d. Eagle

9. Look at the picture below!

Where is the **rabbit**?

a.



b.

c.

d.

10. Look at the picture!

This is a …..

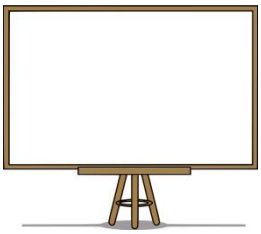
a. A bag

b. A chair

c. A plastic bag

d. A pencil case

11. Look at the picture!



It is in the classroom and is white. What is the object's name?

a. Whiteboard

b. Wardrobe

c. Table

d. Bag

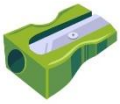
12. Look at the picture below!

Where is the **eraser**?

a.

b.

c.



d.

13. Look at the picture!

He will fly the plane. He is …..

a. Barber
c. Pilot
b. Police
d. Lawyer

14. Look at the picture below!

Agam wants to be a policeman. Where is the **police**?

a.
c.

b.

d.

15. Look at the picture!

He is …..

a. Chef

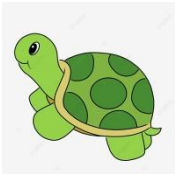
b. Designer

c. Engineer

d. Army

B. Match the words with the correct picture!

(Cocokkan kata-kata dengan gambar yang benar!)

Pictures	Words
1.	**a. Turtle**
2.	**b. Farmer**
3.	**c. Corn**
4.	**d. Postman**
5. 	**e. Bitter Melon**

Answer Key

(Post-Test)

A. Multiple Choice

1. **A**
2. **C**
3. **B**
4. **B**
5. **D**
6. **A**
7. **C**
8. **B**
9. **C**
10. **A**
11. **A**
12. **D**
13. **C**
14. **B**
15. **D**

B. Machine

1. **B**
2. **D**
3. **E**
4. **A**
5. **C**

APPENDIX II

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah **:** SD Muhammadiyah Aimas

Nama Penyusun **:** Rhika Sary Amriyanti

Mata Pelajaran **:** Bahasa Inggris

Kelas : IVA / 2 (Genap)

RENCANA PELAKSANAAN PEMBELAJARAN

BAHASA INGGRIS KELAS IVA

INFORMASI UMUM

A. IDENTITAS UMUM

Penyusun **:** Rhika Sary Amriyanti

Instansi **:** SD Muhammadiyah Aimas

Tahun Penyusunan : Tahun 2025

Mata Pelajaran : Bahasa Inggris

Kelas : IVA

Chapter : Youtube Video and Taboo Game In Teaching Vocabulary

Elemen : Menyimak dan bermain game

B. KOMPETENSI AWAL

- Peserta didik dapat mengidentifikasi kosakata yang berhubungan dengan kata benda dalam bahasa Inggris.
- Peserta didik dapat menggunakan kosakata yang relevan dan tepat setelah melalui berbagai proses pembelajaran bahasa Inggris.
- Peserta didik dapat mengidentifikasi makna dari kosakata yang dipelajari.

C. PROFIL PELAJAR PANCASILA

- Beriman dan bertaqwa kepada Tuhan Yang Maha Esa, serta berakhlak mulia.
- Komperatif.
- Berpikir kritis.

D. SARANA DAN PRASANA

1. Sumber Belajar Utama
    - Bab tentang kosakata benda dalam bahasa Inggris.
    - Materi Visual : video Youtube kosakata benda *(noun)* dalam bahasa Inggris yang akan disediakan oleh peneliti.
    - Menggunakan kartu dalam *taboo game*.
2. Sumber Alternatif
    - Peneliti juga menggunakan alternative sumber belajar yang terdapat di lingkungan sekitar dan di sesuaikan dengan tema yang di bahas.

E. TARGET PESERTA DIDIK

❖ Peserta didik regular/tipikal

F. JUMLAH PESERTA DIDIK

❖ Maksimal 20 peserta

G. MODEL PEMBELAJARAN

❖ Model pembelajaran tatap muka

KOMPONEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN

1. Siswa dapat memahami metode yang digunakan dengan baik.
2. Siswa dapat memahami kosakata yang dipelajar dan dapat digunakan di kehidupan sehari-hari.

B. PERSIAPAN PEMBELAJARAN

1. Menyiapkan bahan ajar/materi
2. Menyiapkan video YouTube dan kartu kata
3. Menyiapkan soal *pre-test* dan *post-test*

C. KEGIATAN PEMBELAJARAN

Kegiatan Pembelajaran Pertemuan 1 *Pre-test*

Tujuan : Mengetahui kempuan awal siswa

Pendahuluan : (10 menit)

1. Menyapa siswa dan memeriksa kehadiran.
2. Memperkenalkan diri kepada siswa. Dengan mengunakan Bahasa Inggris atau Bahasa Indonesia. Bila menggunakan bahasa Inggris, setelah memperkenalkan diri, mengajak siswa untuk mengidentifikasi apa yang telah dikatakan dalam perkenalannya.
3. Mempersiapkan kelas sebelum kegiatan dimulai.
4. Menjelaskan kompetensi yang akan dicapai dengan cakupan.
5. Menyampaikan kegiatan yang akan dilaksanakan.

Inti (50 menit) :

1. Memberikan *pre-test* kepada siswa.
2. Setelah memberi *pre-test* akan menanyakan seputaran vocabulary.
3. Mengevaluasi bersama siswa soal yang telah dibagikan.

Penutup (10 menit) :

- **Review dan refleksi**

1. Mengevaluasi kegiatan pembelajaran yang telah dipelajari dengan siswa.
2. Menyampaikan kegiatan pembelajan berikutnya.

Kegiatan Pembelajaran Pertemuan 2 *Vegetables*

Tujuan : Mengenal *vegetables*

Pendahuluan (10 menit)

1. Menyapa siswa dan memeriksa kehadiran.
2. Mempersiapkan kelas sebelum pembelajaran dimulai.
3. Menjelaskan kompetensi yang akan dicapai dengan cakupan
4. Menyiapkan video YouTube sesuai tema pembelajaran.
5. Menyampaikan tema materi serta kegiatan yang akan dilaksanakan.

Inti (50 menit)

- **Penyampaian Materi**

1. Mengajak siswa untuk menonton video YouTube dan hentikan video secara berkala, ajak mereka untuk berlatih mengucapkan kosakata dengan benar.

2. Setelah menonton video, sediakan satu set kartu untuk *taboo game*. Setiap kartu harus memiliki kata utama beserta tiga sub-kata yang tidak boleh disebutkan selama permainan berlangsung.
3. Siswa dibagi menjadi dua tim. Setiap tim akan bergiliran mendeskripsikan kata utama tanpa menggunakan sub-kata.
4. Permainan berakhir ketika semua siswa telah berpartisipasi, semua kartu telah digunakan, penilaian telah selesai, atau batas waktu telah tercapai.
5. Setelah permainan berakhir, ajaklah siswa untuk mengingat kembali kosakata yang telah mereka pelajari dengan menuliskan kata-kata tersebut di papan tulis, termasuk pelafalan dan artinya yang benar.

Penutup (10 menit)

❖ **Review dan refleksi**

1. Mengevaluasi kegiatan pembelajaran yang telah dipelajari dengan siswa.
2. Menyampaikan kegiatan pembelajan berikutnya.

Kegiatan Pembelajaran Pertemuan 3 *Fruits*

Tujuan : Mengenal *fruits*

Pendahuluan (10 menit)

1. Menyapa siswa dan memeriksa kehadiran.

2. Mempersiapkan kelas sebelum pembelajaran dimulai.
3. Menjelaskan kompetensi yang akan dicapai dengan cakupan.
4. Menyiapkan video YouTube sesuai tema pembelajaran.
5. Menyampaikan tema materi serta kegiatan yang akan dilaksanakan.

Inti (50 menit)

❖ **Penyampaian Materi**

1. Mengajak siswa untuk menonton video YouTube dan hentikan video secara berkala, ajak mereka untuk berlatih mengucapkan kosakata dengan benar.
2. Setelah menonton video, sediakan satu set kartu untuk *taboo game*. Setiap kartu harus memiliki kata utama beserta tiga sub-kata yang tidak boleh disebutkan selama permainan berlangsung.
3. Siswa dibagi menjadi dua tim. Setiap tim akan bergiliran mendeskripsikan kata utama tanpa menggunakan sub-kata.
4. Permainan berakhir ketika semua siswa telah berpartisipasi, semua kartu telah digunakan, penilaian telah selesai, atau batas waktu telah tercapai.
5. Setelah permainan berakhir, ajaklah siswa untuk mengingat kembali kosakata yang telah mereka pelajari dengan menuliskan kata-kata tersebut di papan tulis, termasuk pelafalan dan artinya yang benar.

Penutup (10 menit)

❖ **Review dan refleksi**

1. Mengevaluasi kegiatan pembelajaran yang telah dipelajari dengan siswa.
2. Menyampaikan kegiatan pembelajan berikutnya.

Kegiatan Pembelajaran Pertemuan 4 *Animals*

Tujuan : Mengenal *animals*

Pendahuluan (10 menit)

1. Menyapa siswa dan memeriksa kehadiran.
2. Mempersiapkan kelas sebelum pembelajaran dimulai.
3. Menjelaskan kompetensi yang akan dicapai dengan cakupan.
4. Menyiapkan video YouTube sesuai tema pembelajaran.
5. Menyampaikan tema materi serta kegiatan yang akan dilaksanakan.

Inti (50 menit)

❖ **Penyampaian Materi**

1. Mengajak siswa untuk menonton video YouTube dan hentikan video secara berkala, ajak mereka untuk berlatih mengucapkan kosakata dengan benar.
2. Setelah menonton video, sediakan satu set kartu untuk *taboo game*. Setiap kartu harus memiliki kata utama beserta tiga sub-kata yang tidak boleh disebutkan selama permainan berlangsung.

3. Siswa dibagi menjadi dua tim. Setiap tim akan bergiliran mendeskripsikan kata utama tanpa menggunakan sub-kata.
4. Permainan berakhir ketika semua siswa telah berpartisipasi, semua kartu telah digunakan, penilaian telah selesai, atau batas waktu telah tercapai.
5. Setelah permainan berakhir, ajaklah siswa untuk mengingat kembali kosakata yang telah mereka pelajari dengan menuliskan kata-kata tersebut di papan tulis, termasuk pelafalan dan artinya yang benar.

Penutup (10 menit)

❖ **Review dan refleksi**

1. Mengevaluasi kegiatan pembelajaran yang telah dipelajari dengan siswa.
2. Menyampaikan kegiatan pembelajan berikutnya.

Kegiatan Pembelajaran Pertemuan 5 School Equitment

Tujuan : Mengenal *school equitment*

Pendahuluan (10 menit)

1. Menyapa siswa dan memeriksa kehadiran.
2. Mempersiapkan kelas sebelum pembelajaran dimulai.
3. Menjelaskan kompetensi yang akan dicapai dengan cakupan.
4. Menyiapkan video YouTube sesuai tema pembelajaran.

5. Menyampaikan tema materi serta kegiatan yang akan dilaksanakan

Inti (50 menit)

❖ **Penyampaian Materi**

1. Mengajak siswa untuk menonton video YouTube dan hentikan video secara berkala, ajak mereka untuk berlatih mengucapkan kosakata dengan benar.
2. Setelah menonton video, sediakan satu set kartu untuk *taboo game*. Setiap kartu harus memiliki kata utama beserta tiga sub-kata yang tidak boleh disebutkan selama permainan berlangsung.
3. Siswa dibagi menjadi dua tim. Setiap tim akan bergiliran mendeskripsikan kata utama tanpa menggunakan sub-kata.
4. Permainan berakhir ketika semua siswa telah berpartisipasi, semua kartu telah digunakan, penilaian telah selesai, atau batas waktu telah tercapai.
5. Setelah permainan berakhir, ajaklah siswa untuk mengingat kembali kosakata yang telah mereka pelajari dengan menuliskan kata-kata tersebut di papan tulis, termasuk pelafalan dan artinya yang benar.

Penutup (10 menit)

❖ **Review dan refleksi**

1. Mengevaluasi kegiatan pembelajaran yang telah dipelajari dengan siswa.

2. Menyampaikan kegiatan pembelajan berikutnya.

Kegiatan Pembelajaran Pertemuan 6 *Profession*

Tujuan : Mengenal *profession*

Pendahuluan (10 menit)

1. Menyapa siswa dan memeriksa kehadiran.
2. Mempersiapkan kelas sebelum pembelajaran dimulai.
3. Menjelaskan kompetensi yang akan dicapai dengan cakupan.
4. Menyiapkan video YouTube sesuai tema pembelajaran.
5. Menyampaikan tema materi serta kegiatan yang akan dilaksanakan

Inti (50 menit)

❖ **Penyampaian Materi**

1. Menjelaskan Mengajak siswa untuk menonton video YouTube dan hentikan video secara berkala, ajak mereka untuk berlatih mengucapkan kosakata dengan benar.
2. Setelah menonton video, sediakan satu set kartu untuk *taboo game*. Setiap kartu harus memiliki kata utama beserta tiga sub-kata yang tidak boleh disebutkan selama permainan berlangsung.
3. Siswa dibagi menjadi dua tim. Setiap tim akan bergiliran mendeskripsikan kata utama tanpa menggunakan sub-kata.

4. Permainan berakhir ketika semua siswa telah berpartisipasi, semua kartu telah digunakan, penilaian telah selesai, atau batas waktu telah tercapai.
5. Setelah permainan berakhir, ajaklah siswa untuk mengingat kembali kosakata yang telah mereka pelajari dengan menuliskan kata-kata tersebut di papan tulis, termasuk pelafalan dan artinya yang benar.

Penutup (10 menit)

❖ **Review dan refleksi**

1. Mengevaluasi kegiatan pembelajaran yang telah dipelajari dengan siswa.
2. Menyampaikan kegiatan pembelajan berikutnya.

Kegiatan Pembelajaran Pertemuan 7 *Post-test*

Tujuan : Mengetahui kempuan akhir siswa

Pendahuluan : (10 menit)

1. Menyapa siswa dan memeriksa kehadiran.
2. Mempersiapkan kelas sebelum kegiatan dimulai.
3. Menjelaskan kompetensi yang akan dicapai dengan cakupan.
4. Menyampaikan kegiatan yang akan dilaksanakan.

Inti (50 menit) :

1. Memberikan *post-test* kepada siswa.
2. Setelah memberi *post-test* akan menanyakan seputaran vocabulary.

3. Mengevaluasi bersama siswa soal yang telah dibagikan.

Penutup (10 menit) :

❖ **Review dan refleksi**

1. Mengevaluasi kegiatan pembelajaran yang telah dipelajari dengan siswa.
2. Menyampaikan kegiatan pembelajan berikutnya.

APPENDIX III

STUDENT'S SCORE

Class IVA

No	Name	Pre-test	Post-test
1.	Abimanyu Rafka. Z	65	95
2.	Afan Nur Syarif	80	100
3.	Al Khalifi Zikri Hadi	55	70
4.	Amirul Mu'minin. F	35	60
5.	Arka Faqih Zulfanditya	60	95
6.	Arsila Maulida Mutazaya	50	95
7.	Azizatul Farannisa. N. A	30	50
8.	Burhanudin Yusuf	45	100
9.	Doni Sakti Saputra	20	65
10.	Fay Arfi Januasya	60	90
11.	Hanan Syarif Maulana	85	100
12.	Khoirul Nizam	40	55
13.	Nando Bima Prasetyo	35	50
14.	Naura Adelia Winarto	60	90
15.	Nazwa Humaira Tahir	60	95
16.	Shinta Dwi Ayunda	50	95

17.	Syafa Nur Aisyah	25	55
18.	Talita Faidah N. S	50	100
19.	Zakira Taulita Zahra	40	55
20.	Zulfikar Nur Zalarin	70	100

APPENDIX IV

RESULT PRE-TEST AND POST-TEST

(Pre-Test)

Burhanudin Yusuf
Kelas 4 A

45

INSTRUMENT OF VOCABULARY TEST B : 9

(Pre-Test)

A. Choose the correct answer by circling the letter (a, b, c, or d)!

(pilihlah jawaban yang benar dengan melingkari huruf (a,b,c atau d)

1. Look at the picture below!

Which one is **dragon fruit**?

a.

c.

b.

d.

2. Look at the picture!

What fruit is it?

a. Watermelon
c. Apple
b. Jackfruit
d. Guava

3. Look at the picture below!

What is the fruit's name?

a. Snake fruit
c. Strawberry
b. Grape
d. Dragon fruit

4. Look at the picture below!

Which one is **leek**?

a.

b.

c.

d.

4. Look at the picture below!

Which one is **spinach**?

a.

b.

c.

d.

5. Look at the picture!

What is the vegetable's name?

a. Tomato

b. Chilli

c. Cucumber

d. Cauliflower

7. Look the picture!

What is the object's name?

a. Ruler
c. Book
b. Chair
d. Bag

8. Look at the picture below!

This is a .....

a. Ruler
c. Pencil
b. Pen
d. Book

9. Look the picture!

This is a .....

a. Globe
c. Ruller

b. Pencil case

d. Bag

10. Look at the picture below!

Which one is **rat**?

a.

c.

b.

(d.)

11. Look at the picture!

What is the animal's name?

a. Goose

(c.) Lion

b. Chicken

d. Rat

12. Look at the picture!

What is the animal's name?

a. Crocodile
c. Fish
b. Bee
d. Snake

13. Look at the picture!

….. teach in the class.

a. The teacher
c. The doctor
b. The nurse
d. The chef

14. Look the picture!

She is ……

a. Doctor

b. Fireman

c. Nurse

d. Teacher

5. Look at the picture!

He is …..

a. Police

b. Farmer

c. Fireman

d. Fisherman

B. Match the words with the correct picture!

(Cocokkan kata-kata dengan gambar yang benar!)

Pictures	Words
1.	a. Businessman
2.	b. Scissors
3.	c. Buffalo
4.	d. Sharpener
5.	e. Swan

TAiTA. FAidah. N.S.

Kelas : 4A

50

INSTRUMENT OF VOCABULARY TEST B: 10

(Pre-Test)

A. Choose the correct answer by circling the letter (a, b, c, or d)!

(pilihlah jawaban yang benar dengan melingkari huruf (a,b,c atau d)

1. Look at the picture below!

Which one is **dragon fruit**?

a.

c.

b.

d.

2. Look at the picture!

What fruit is it?

a. Watermelon

b. Jackfruit

c. Apple

d. Guava

3. Look at the picture below!

What is the fruit's name?

a. Snake fruit
c. Strawberry
b. Grape
d. Dragon fruit

4. Look at the picture below!

Which one is **leek**?

a.

b.

c.

d.

5. Look at the picture below!

Which one is **spinach**?

a.

c.

b.

d.

6. Look at the picture!

What is the vegetable's name?

a. Tomato

c. Cucumber

b. Chilli

d. Cauliflower

7. Look the picture!

What is the object's name?

a. Ruler
c. Book
b. Chair
d. Bag

8. Look at the picture below!

This is a .....

a. Ruler
c. Pencil
b. Pen
d. Book

9. Look the picture!

This is a .....

a. Globe
c. Ruller

8. Pencil case d. Bag

10. Look at the picture below!

Which one is **rat**?

a.

c.

b.

d.

11. Look at the picture!

What is the animal's name?

a. Goose c. Lion

b. Chicken d. Rat

12. Look at the picture!

What is the animal's name?

a. Crocodile
c. Fish
b. Bee
d. Snake

13. Look at the picture!

….. teach in the class.

a. The teacher
c. The doctor
b. The nurse
d. The chef

14. Look the picture!

She is ……

a. Doctor
c. Nurse
b. Fireman
d. Teacher

15. Look at the picture!

He is …..

a. Police
c. Fireman
b. Farmer
d. Fisherman

B. Match the words with the correct picture!

(Cocokkan kata-kata dengan gambar yang benar!)

Pictures	Words
1.	a. Businessman
2.	b. Scissors
3.	c. Buffalo
4.	d. Sharpener
5.	e. Swan

50

INSTRUMENT OF VOCABULARY TEST B: 10

nama : Shinta dwi ayunda

Kelas : 9A

(Pre-Test)

A. Choose the correct answer by circling the letter (a, b, c, or d)!

(pilihlah jawaban yang benar dengan melingkari huruf (a,b,c atau d)

1. Look at the picture below!

Which one is **dragon fruit?**

a.

c.

(b.)

d.

2. Look at the picture!

What fruit is it?

a. Watermelon

c. Apple

(b.) Jackfruit

d. Guava

3. Look at the picture below!

What is the fruit's name?

a. Snake fruit
c. Strawberry
b. Grape
d. Dragon fruit

4. Look at the picture below!

Which one is **leek**?

a.

c.

b.

d.

5. Look at the picture below!

Which one is **spinach**?

a.

b.

c.

d.

6. Look at the picture!

What is the vegetable's name?

a. Tomato

b. Chilli

c. Cucumber

d. Cauliflower

7. Look the picture!

What is the object's name?

a. Ruler
c. Book
b. Chair
d. Bag

8. Look at the picture below!

This is a .....

a. Ruler
c. Pencil
b. Pen
d. Book

9. Look the picture!

This is a .....

a. Globe
c. Ruller

ⓑ Pencil case d. Bag

10. Look at the picture below!

Which one is **rat**?

a.

c.

b.

ⓓ

11. Look at the picture!

What is the animal's name?

a. Goose ⓒ Lion

b. Chicken d. Rat

12. Look at the picture!

What is the animal's name?

a. Crocodile
c. Fish
b. Bee
d. Snake

13. Look at the picture!

….. teach in the class.

a. The teacher
c. The doctor
b. The nurse
d. The chef

14. Look the picture!

She is ……

ⓐ Doctor

b. Fireman

c. Nurse

d. Teacher

5. Look at the picture!

He is …..

a. Police

ⓑ. Farmer

c. Fireman

d. Fisherman

B. Match the words with the correct picture!

(Cocokkan kata-kata dengan gambar yang benar!)

Pictures	Words
1.	a. Businessman
2.	b. Scissors
3.	c. Buffalo
4.	d. Sharpener
5.	e. Swan

Arsila Maulida Mutiazaya
Kelas : 4A

50

INSTRUMENT OF VOCABULARY TEST B 2 10

(Pre-Test)

A. Choose the correct answer by circling the letter (a, b, c, or d)!

(pilihlah jawaban yang benar dengan melingkari huruf (a,b,c atau d)

1. Look at the picture below!

Which one is **dragon fruit**?

a.

c.

b.

d.

2. Look at the picture!

What fruit is it?

a. Watermelon

b. Jackfruit

c. Apple

d. Guava

3. Look at the picture below!

What is the fruit's name?

a. Snake fruit

c. Strawberry

b. Grape

d. Dragon fruit

4. Look at the picture below!

Which one is **leek**?

a.

b.

c.

d.

Look at the picture below!

Which one is **spinach**?

a.

c.

b.

d.

Look at the picture!

What is the vegetable's name?

a. Tomato

b. Chilli

c. Cucumber

d. Cauliflower

7. Look the picture!

What is the object's name?

a. Ruler
c. Book
b. Chair
d. Bag

8. Look at the picture below!

This is a .....

a. Ruler
c. Pencil
b. Pen
d. Book

9. Look the picture!

This is a .....

a. Globe
c. Ruller

b. Pencil case d. Bag

10. Look at the picture below!

Which one is **rat**?

a. c.

b. d.

11. Look at the picture!

What is the animal's name?

a. Goose b. Lion

b. Chicken d. Rat

12. Look at the picture!

What is the animal's name?

a. Crocodile
c. Fish
b. Bee
d. Snake

13. Look at the picture!

….. teach in the class.

a. The teacher
c. The doctor
b. The nurse
d. The chef

14. Look the picture!

She is ……

a. Doctor
c. Nurse
b. Fireman
d. Teacher

15. Look at the picture!

He is …..

a. Police
c. Fireman
b. Farmer
d. Fisherman

B. Match the words with the correct picture!

(Cocokkan kata-kata dengan gambar yang benar!)

Pictures	Words
1.	a. Businessman
2.	b. Scissors
3.	c. Buffalo
4.	d. Sharpener
5.	e. Swan

Nazwa numaira tanir

kolas : 4A

60

INSTRUMENT OF VOCABULARY TEST B = 12

(Pre-Test)

A. Choose the correct answer by circling the letter (a, b, c, or d)!

(pilihlah jawaban yang benar dengan melingkari huruf (a,b,c atau d)

1. Look at the picture below!

Which one is **dragon fruit**?

a.

c.

b.

d.

2. Look at the picture!

What fruit is it?

a. Watermelon

b. Jackfruit

c. Apple

d. Guava

3. Look at the picture below!

What is the fruit's name?

a. Snake fruit

b. Grape

c. Strawberry

d. Dragon fruit

4. Look at the picture below!

Which one is leek?

a.

b.

c.

d.

5. Look at the picture below!

Which one is **spinach**?

a.

c.

b.

d.

6. Look at the picture!

What is the vegetable's name?

a. Tomato

c. Cucumber

b. Chilli

d. Cauliflower

7. Look the picture!

What is the object's name?

a. Ruler
c. Book
b. Chair
d. Bag

8. Look at the picture below!

This is a .....

a. Ruler
c. Pencil
b. Pen
d. Book

9. Look the picture!

This is a .....

a. Globe
c. Ruller

b. Pencil case d. Bag

10. Look at the picture below!

Which one is **rat**?

a. c.

b. d.

11. Look at the picture!

What is the animal's name?

a. Goose c. Lion

b. Chicken d. Rat

12. Look at the picture!

What is the animal's name?

a. Crocodile
c. Fish
b. Bee
d. Snake

13. Look at the picture!

….. teach in the class.

a. The teacher
c. The doctor
b. The nurse
d. The chef

14. Look the picture!

She is ……

a. Doctor
c. Nurse
b. Fireman
d. Teacher

15. Look at the picture!

He is …..

a. Police
c. Fireman
b. Farmer
d. Fisherman

B. Match the words with the correct picture!

(Cocokkan kata-kata dengan gambar yang benar!)

Pictures	Words
1.	a. Businessman
2.	b. Scissors
3.	c. Buffalo
4.	d. Sharpener
5.	e. Swan

(Post-Test)

Burhanudin yusuf

100

(Post-Test) B = 20

A. Choose the correct answer by circling the letter (a, b, c, or d)!

(pilihlah jawaban yang benar dengan melingkari huruf (a,b,c atau d)

1. *Look at the picture below!*

Which one is ***pineapple?***

a.

c.

b.

d.

2. Look at the picture!

What fruit is it?

a. Watermelon

b. Papaya

b. Durian

d. Orange

3. Look at the picture!

What is the friut's name?

a. Chili

c. Beet

b. Strawfruit

d. Lemon

4. Look at the picture below!

Which one is **cabbage**?

a.

c.

b.

d.

5. Look at the picture!

What vegetable is it?

a. Chickpea

b. Cabbage

c. Sweet potato

d. Garlic

6. Look at the picture below!

Which one is **potato**?

a.

b.

c.

d.

7. Look at the picture!

A black and white animal that eats grass. What is the animal's name?

a. Monkey
c. Zebra
b. Bird
d. Snake

8. Look at the picture!

What animal is it?

a. Hippo
c. Tiger
b. Bear
d. Eagle

9. Look at the picture below!

Which one is **rabbit**?

a.

c.

b.

d.

10. Look at the picture!

This is a .....

a. Bag

b. Chair

c. Plastic bags

d. Pencil case

11. Look at the picture!

It is in the classroom and is white. What is the object's name?

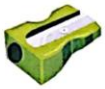
a. Dictionary
b. Wardrobe
c. Table
d. Bag

12. Look at the picture below!

Which one is **eraser**?

a.

c.



b.

d.

13. Look at the picture!

He will fly the plane. He is …..

a. Barber

b. Pilot

c. Police

d. Lawyer

14. Look at the picture below!

Agam wants to be a policeman. Which one is **the police**?

a.

c.

b.

d.

15. Look at the picture!

He is .....

a. Chef
b. Designer
c. Engineer
d. Army

B. Match the words with the correct picture!

(Cocokkan kata-kata dengan gambar yang benar!)

Pictures	Words
1.	a. Turtle
2.	b. Farmer
3.	c. Corn
4.	d. Barber
5.	e. Bitter Melon

TALITA. Faidah . Nabila . S.

100

(Post-Test) B = 20

A. Choose the correct answer by circling the letter (a, b, c, or d)!

(pilihlah jawaban yang benar dengan melingkari huruf (a,b,c atau d)

1. *Look at the picture below!*

   Which one is ***pineapple?***

a.

c.

b.

d.

2. Look at the picture!

What fruit is it?

a. Watermelon

c. Papaya

b. Durian

d. Orange

3. Look at the picture!

What is the friut's name?

a. Chili

c. Beet

b. Strawfruit

d. Lemon

4. Look at the picture below!

Which one is **cabbage**?

a.

c.

b.

d.

5. Look at the picture!

What vegetable is it?

a. Chickpea
b. Cabbage
c. Sweet potato
d. Garlic

6. Look at the picture below!

Which one is **potato**?

a.

b.

c.

d.

7. Look at the picture!

A black and white animal that eats grass. What is the animal's name?

a. Monkey
c. Zebra
b. Bird
d. Snake

8. Look at the picture!

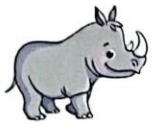
What animal is it?

a. Hippo
c. Tiger
b. Bear
d. Eagle

9. Look at the picture below!

Which one is **rabbit?**

a.



c.

b.

d.

10. Look at the picture!

This is a .....

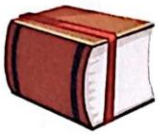
a. Bag

b. Chair

c. Plastic bags

d. Pencil case

11. Look at the picture!



It is in the classroom and is white. What is the object's name?

a. Dictionary

b. Wardrobe

c. Table

d. Bag

12. Look at the picture below!

Which one is **eraser**?

a.

c.

b.

d.

13. Look at the picture!

He will fly the plane. He is .....

a. Barber
c. Pilot
b. Police
d. Lawyer

14. Look at the picture below!

Agam wants to be a policeman. Which one is **the police**?

a.

c.

b.

d.

15. Look at the picture!

He is .....

a. Chef
b. Designer
c. Engineer
d. Army

B. Match the words with the correct picture!

(Cocokkan kata-kata dengan gambar yang benar!)

Pictures	Words
1.	a. Turtle
2.	b. Farmer
3.	c. Corn
4.	d. Barber
5.	e. Bitter Melon

95

(Post-Test) B = 19

nama: Shinta dwi ayunda

A. Choose the correct answer by circling the letter (a, b, c, or d)!

(pilihlah jawaban yang benar dengan melingkari huruf (a,b,c atau d)

1. *Look at the picture below!*

Which one is ***pineapple***?

ⓐ

b.

c.

d.

2. Look at the picture!

What fruit is it?

a. Watermelon

ⓒ Papaya

b. Durian

d. Orange

3. Look at the picture!

What is the friut's name?

a. Chili

c. Beet

(b) Strawfruit

d. Lemon

4. Look at the picture below!

Which one is **cabbage**?

a.

c.

(b)

d.

5. Look at the picture!

What vegetable is it?

a. Chickpea
c. Sweet potato
b. Cabbage
(d) Garlic

6. Look at the picture below!

Which one is **potato**?

(a.)

c.

b.

d.

7. Look at the picture!

A black and white animal that eats grass. What is the animal's name?

a. Monkey
ⓒ Zebra
b. Bird
d. Snake

8. Look at the picture!

What animal is it?

a. Hippo
c. Tiger
ⓑ Bear
d. Eagle

9. Look at the picture below!

Which one is **rabbit**?

a.

c.

b.

d.

10. Look at the picture!

This is a …..

a. Bag

b. Chair

c. Plastic bags

d. Pencil case

11. Look at the picture!

It is in the classroom and is white. What is the object's name?

(a.) Dictionary

b. Wardrobe

c. Table

d. Bag

12. Look at the picture below!

Which one is **eraser**?

a.

c.

b.

(d.)

13. Look at the picture!

He will fly the plane. He is .....

a. Barber
c. Pilot
Police
d. Lawyer

14. Look at the picture below!

Agam wants to be a policeman. Which one is **the police**?

a.

c.

b.

d.

15. Look at the picture!

He is .....

a. Chef
c. Engineer
ⓑ Designer
d. Army

B. Match the words with the correct picture!

(Cocokkan kata-kata dengan gambar yang benar!)

Pictures	Words
1.	a. Turtle
2.	b. Farmer
3.	c. Corn
4.	d. Barber
5.	e. Bitter Melon

Arsila Maulida Mutiazaya

95

(Post-Test) B = 19

A. Choose the correct answer by circling the letter (a, b, c, or d)!

(pilihlah jawaban yang benar dengan melingkari huruf (a,b,c atau d)

1. *Look at the picture below!*

Which one is ***pineapple?***

a.

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b.

d.

2. Look at the picture!

What fruit is it?

a. Watermelon

b. Papaya

b. Durian

d. Orange

3. Look at the picture!

What is the friut's name?

a. Chili

c. Beet

b. Strawfruit

d. Lemon

4. Look at the picture below!

Which one is **cabbage**?

a.

c.

b.

d.

5. Look at the picture!

What vegetable is it?

a. Chickpea
b. Cabbage
c. Sweet potato
d. Garlic

6. Look at the picture below!

Which one is **potato**?

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b.

c.

d.

7. Look at the picture!

A black and white animal that eats grass. What is the animal's name?

a. Monkey
b. Bird
b. Zebra
d. Snake

8. Look at the picture!

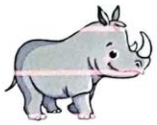
What animal is it?

a. Hippo
b. Bear
c. Tiger
d. Eagle

9. Look at the picture below!

Which one is **rabbit**?

a.



b.

c.

d.

10. Look at the picture!

This is a .....

a. Bag

b. Chair

c. Plastic bags

d. Pencil case

11. Look at the picture!

It is in the classroom and is white. What is the object's name?

a. Dictionary
c. Table
b. Wardrobe
d. Bag

12. Look at the picture below!

Which one is **eraser**?

a.

c.

b.

d.

13. Look at the picture!

He will fly the plane. He is …..

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c. Pilot
b. Police
d. Lawyer

14. Look at the picture below!

Agam wants to be a policeman. Which one is **the police**?

a.

c.

b.

d.

15. Look at the picture!

He is .....

a. Chef
c. Engineer
b. Designer
d. Army

B. Match the words with the correct picture!

(Cocokkan kata-kata dengan gambar yang benar!)

Pictures	Words
1.	a. Turtle
2.	b. Farmer
3.	c. Corn
4.	d. Barber
5.	e. Bitter Melon

Nazwa nurcahya tanir

95

B = 19

(Post-Test)

A. Choose the correct answer by circling the letter (a, b, c, or d)!

(pilihlah jawaban yang benar dengan melingkari huruf (a,b,c atau d)

1. *Look at the picture below!*

Which one is ***pineapple****?*

a.

c.

b.

d.

2. Look at the picture!

What fruit is it?

a. Watermelon

c. Papaya

b. Durian

d. Orange

3. Look at the picture!

What is the friut's name?

a. Chili

c. Beet

b. Strawfruit

d. Lemon

4. Look at the picture below!

Which one is **cabbage**?

a.

c.

b.

d.

7. Look at the picture!

A black and white animal that eats grass. What is the animal's name?

a. Monkey
c. Zebra
b. Bird
d. Snake

8. Look at the picture!

What animal is it?

a. Hippo
c. Tiger
b. Bear
d. Eagle

9. Look at the picture below!

Which one is **rabbit**?

a.

c.

b.

d.

10. Look at the picture!

This is a .....

a. Bag

c. Plastic bags

b. Chair

d. Pencil case

1. Look at the picture!

It is in the classroom and is white. What is the object's name?

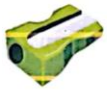
a. Dictionary
c. Table
b. Wardrobe
d. Bag

2. Look at the picture below!

Which one is **eraser**?

a.

c.



b.

d.

13. Look at the picture!

He will fly the plane. He is .....

a. Barber
c. Pilot
b. Police
d. Lawyer

14. Look at the picture below!

Agam wants to be a policeman. Which one is **the police**?

a.

c.

b.

d.

15. Look at the picture!

He is .....

a. Chef
b. Designer
c. Engineer
d. Army

B. Match the words with the correct picture!

(Cocokkan kata-kata dengan gambar yang benar!)

Pictures	Words
1.	a. Turtle
2.	b. Farmer
3.	c. Corn
4.	d. Barber
5.	e. Bitter Melon

APPENDIX V

PHOTOS DOCUMENTION

(Pre-Test process)

Class : IVA

(Treatments)

Class : IVA

Watching Youtube video

Taboo game

Writing the words on the board correct pronunciation and meanings.

(Post-Test process)

Class : IVA

APPENDIX VI

LETTERS

UNIMUDA SORONG
PENDIDIKAN BAHASA INGGRIS
FAKULTAS PENDIDIKAN BAHASA, SOSIAL, DAN OLAHRAGA
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH (UNIMUDA) SORONG
Office: Jl. KH. Ahmad Dahlan, 01 Marlyat Pantai, Aimas, Kabupaten Sorong, Papua Barat Daya

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

Nama	: Agus Setiawan, M.Pd.
NIDN	: 1407029201
Jabatan Fungsional	: Lektor/III C
Unit Kerja	: Dosen Program Studi Pendidikan Bahasa Inggris FABIO Unimuda Sorong

Menyatakan dengan sesungguhnya telah melakukan validasi Intrument/produk mahasiswa :

Nama	: Rhika Sary Amriyanti
NIM	: 148820321023

Berupa :

- ☐ Media Pembelajaran
- ☐ Modul atau bahan ajar
- ☐ Model Pembelajaran
- ☑ Instrument Penelitian
- ☐ Lain-lain : .....

Dengan judul :

"The Influence of YouTube Video and Taboo Game in Teaching Vocabulary to Young Learners"

Keputusan hasil validasi adalah : Sangat Baik/Cukup Baik*

Demikianlah keterangan validitas ini dibuat sesuai dengan kaidah akademik dan keilmuan serta dapat dipertanggungjawabkan. Selanjutnya agar dapat dipergunakan sebagaimana mestinya.

Mengetahui, Ketua Prodi. Pend. Bahasa Inggris Nurleteng, M.Pd. NIDN.1418039201	Sorong, 06 – 02 – 2025 Validator Agus Setiawan, M.Pd. NIDN. 1407029201

FABIO-UNIMUDA SORONG SMART

UNIMUDA SORONG
FAKULTAS PENDIDIKAN BAHASA, SOSIAL, DAN OLAHRAGA
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH (UNIMUDA) SORONG
Office: Jl. KH. Ahmad Dahlan, 01 Mariyat Pantai, Aimas, Kabupaten Sorong, Papua Barat Daya

Nomor : 239/I.3.AU/SPm/FABIO/B/2025 Sorong, 06 Februari 2025
Lamp. : -
Perihal : ***Permohonan Izin Penelitian***

Kepada Yth.
Kepala SD Muhammadiyah Aimas Kabupaten Sorong
Di_
Tempat

Assalamu'alaikum warohmatullahi wabarokatuh.

Dekan Fakultas Pendidikan Bahasa, Sosial, dan Olahraga Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong dengan ini mengajukan permohonan kepada Bapak/Ibu, kiranya dapat menerima dan mengizinkan mahasiswa kami:

Nama	**: Rhika Sary Amriyanti**
NIM	**: 148820321023**
Semester	**: VII (Tujuh)**
Program Studi	**: Pendidikan Bahasa Inggris**
Judul Penelitian	**:"*The Influence of Youtube Video and Taboo Game in Teaching Vocabulary to Young Learners*".**

Untuk melaksanakan Penelitian Skripsi di instansi yang Bapak/Ibu pimpin. Pelaksanaan penelitian direncanakan **mulai tanggal 10 - 25 Februari 2025.**

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum warohmatullahi wabarokatuh.

Dekan,

Roni Andri Pramita, M.Pd.
NIDN. 1411129001

Tembusan disampaikan Kepada:
1. Ketua Program Studi Pendidikan Bahasa Inggris;
2. Dosen Pembimbing Skripsi;
3. Yang bersangkutan;

UNIMUDA SORONG

PENDIDIKAN BAHASA INGGRIS
FAKULTAS PENDIDIKAN BAHASA, SOSIAL, DAN OLAHRAGA
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LEMBAR BIMBINGAN SKRIPSI

NAMA : RHIKA SARY AMRIYANTI

NIM : 148820321023

JUDUL SKRIPSI : THE INFLUENCE OF YOUTUBE VIDEO AND TABOO GAME IN TEACHING VOCABULARY TO YOUNG LEARNERS

DOSEN PEMBIMBING I : NURTETENG, M.Pd.

NO	TGL BIMBINGAN	BAB	MATERI BIMBINGAN	PARAF DOSEN
1	26/08/2024	1	Backround. research gap. hypothesis operasional definition	
2	05/12/2024	1-3	Penulisan kutipan, teaching steps. Framework, references.	
3	07/01/2025	1-3	Significant of research, teaching steps, hypothesis.	
4	21/01/2025	1-3	Teaching steps. Sample	
5	22/01/2025	2-3	Framework, Population, Instrumen	
6	23/01/2025		Instrumen, RPP	
7	12/03/2025	4-5	Findings, discussion, conclusion, Suggestion.	
8	19/03/2025		Mean, Paired Sample t-test.	

9	10/04/2025		suggest . abstract. hypothesis testing .	
10	11/04/2025		Discussion. suggestion	
11	22/04/25		Discussion. Suggestion. abstract	
12	23/04/25		Suggestion	

Sorong, 27/04/2025

Dosen Pembimbing,

(HURTETANG, M.Pd.)
NIDN. 1410039201

LEMBAR PENGESAHAN

PERSETUJUAN REVISI SKRIPSI

Nama : Rhika Sary Amriyanti

NIM : 148820321023

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : *The Influence of Youtube Video and Taboo Game in Teaching Vocabulary to Young Learners.*

Tgl Ujian Skripsi : 14 April 2025

No	Nama Dosen	Jabatan	Tanggal	Tanda Tangan
1	Rizqi Claudia Wardani H., M.Pd.	Ketua Penguji	22/04-2025	
2	Agus Setiawan, M.Pd.	Penguji 1	22/04 2025	
3	Nurteteng, M.Pd.	Penguji 2	22/04/2025	

Sorong, 22/04/2025

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