

**THE USE OF SCRAMBLE METHOD TO IMPROVE STUDENTS'  
VOCABULARY AT THE VIII GRADE OF MTs NAHDLATUL  
KHAIRAAT LABUAN**



**A SKRIPSI**

*Submitted to the Thesis Proposal Seminar at the Tadris English Departement  
Tarbiyah and Teacher Training Faculty State Islamic University  
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2023**

## **STATEMENT OF THE THESIS AUTHENTICITY**

I hereby declare that this thesis entitled: "The Use of Scramble Method To Improve Students' Vocabulary At The VIII Grade of MTs Nahdlatul Khairaat Labuan" Participation in Learning English" has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

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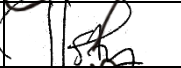




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## LEGALIZATION

A skripsi entitled “The Use of Scramble method to Improve Students’ Vocabulary at The VIII Grade of MTs Nahdlatul Khairaat Labuan which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 16<sup>nd</sup> february 2023 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

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## ABSTRACT

**NAME : RIANFANI MUZHOFFAR**  
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Vocabulary is one of the important elements in processing a language. Vocabulary is very influential for the ability of students in English. Students can understand oral texts or ideas conveyed by the interlocutor such as audio visual with words, so that students can arrange words together to create an interaction.

This thesis deals with The Use of Scramble Method to Improve Students' Vocabulary at The VIII Grade of MTs Nahdlatul Khairaat Labuan. The problem statement of this research was, "Can the use of scramble method improve students' vocabulary at the VIII grade of MTs Nahdlatul Khairaat Labuan?". The aim of this research was to examine whether or not the use of scramble method can improve students' vocabulary.

The approach used in this research was quantitative approach. The type of this research was true-experimental as a research design which has two classes pretest and posttest, namely control class and experimental class. The sample of this research was 20 students of VIII grade of MTs Nahdlatul Khairaat Labuan, 10 students of class VIIIA and 10 students of class VIIIB. The instrument used in this research was a test (Pretest and posttest).

Technique of data analysis used was descriptive analysis, t-test and Hypothesis testing. Control class got the average pretest score of 49.1, and the average score of respondents for posttest consist of 75.7. Then experimental class got the average pretest score of 53,3, and the average posttest score of 83,8. From these results, it was found that there was a significant difference in student scores between the two classes, where the control class was taught using the general method, while the experimental class was taught using the scramble method. The result showed that the t-count value is  $2,106 > 2,093$ , so it can be concluded that  $H_0$ : The use of scramble methods cannot significantly improve students' vocabulary at the VIII grade of MTs Nahdlatul Khairaat Labuan is rejected, and  $H_1$ : The use of scramble method can significantly improve students' vocabulary at the VIII grade of MTs Nahdlatul Khairaat Labuan is accepted.

This means that the use of scramble method could improve students' vocabulary on the learning process at the VII grade of MTs Nahdlatul Khairaat Labuan. It is hoped that the others researchers can solve problems in their research using similar methods. This research is also expected to be one of the sources for further research. Students are expected to be able to instill self-awareness to be more enthusiastic in learning, so as to improve the abilities and achievements that exist within themselves.

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise to Allah Subhanahu Wa Ta'ala, the Almighty God, for the mercy and strength so that the researcher can finish this Thesis entitled: "The use of Scramble Method to Improve Students' Vocabulary At The VIII Grade of MTs Nahdlatul Khairaat Labuan". This is to meet one of the conditions and completed studies in order to obtain the degree of Sarjana Pendidikan at Teacher Training and Tarbiyah Faculty, English Tadris Department, State Islamic University of Datokarama Palu.

Greetings and shalawat are addressed to the Prophet Muhammad Shallallahu 'Alaihi Wa Sallam, family and friends. With awareness, the researcher awares that in drafting this thesis, he needed moral support and material support from some parties. Furthermore, the researcher would say a lot of thanks to:

1. The researcher's parents: Hamsir and Misnah, S.pd., for their endless love, prayer, material, greatest support, patience and inspiration; and the researcher's lovely sister, brother, and his big family for their love, care, prayer and support during the researcher's study.
2. The Rector of State Islamic University Datokarama Palu, Prof. Dr. H. Sagaf S. Pettalongi, M.Pd., for his policies that has been supporting the process of teaching and learning of State Islamic University Datokarama Palu.

3. The Dean of Teacher Training and Tarbiyah Faculty, Dr. H. Askar, M. Pd., who has directed the researcher in the research process.
4. The Head of English Tadris Department, Ruslin, S.Pd., M.Pd., M.Sc., Ph.D., and Hijrah Syam, S.Pd., M.Pd., who had given valuable advice, support and directed the researcher during the process of study at State Islamic University Datokarama Palu.
5. The Researcher Advisors' Drs. Muhammad Ihsan, M.Ag., and Afifah S.pd., M.Pd., who always guided the researcher in completing this thesis.
6. All the lecturers in English Tadris Department who had given motivation, support and precious knowledge during the researcher's study at State Islamic University of Datokarama Palu.
7. All library staff who was always friendly to the researcher when visiting the library and had provided a comfortable place for his to study.
8. The researcher's friends Moh. Noval Anugrah, Muh. Zulbaidhien, Rosita, Indra, Moh. Fadil, and TBI 2 batch 2018 who always supported the researcher to graduate this year.
9. MOSTU Family, especially Muhammad Vicky and Rahmat Fitrah Ramadhan that can helped in all situations and conditions while the researcher was completing the study.
10. Those whose names are not mentioned here, for all the help and support in conducting research.

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## CHAPTER I

### INTRODUCTION

#### *A. Background*

Vocabulary is one of the important elements in processing a language. Vocabulary is very influential for the ability of students in English. As everyone knows, the word also is the basic point of English that makes it easier for students to master language skills in speaking, writing, listening, and reading.<sup>5</sup> Students can understand oral texts or ideas conveyed by the interlocutor such as audio visual with words, so that students can arrange words together to create an interaction.<sup>6</sup> Therefore, vocabulary must be mastered by the students.

At this time, as everyone knows, English education is needed, but there is still a lack of knowledge of some students about English. The teachers teach them by using various learning methods to attract students. Students are desirable in order to be able to understand the meaning of vocabulary, students are also expected to master several skills in English, namely, listening, speaking, reading and writing. The purpose of this learning is the hope that the teaching and learning system in the future can develop, where the teachers must also consider language components such as grammatical structure, spelling, vocabulary, and pronunciation.

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<sup>5</sup> Jeremy Harmer. *The Practice of English Teaching* (London: Longman 1983), 13.

<sup>6</sup> Evelyn Hatch and Cherly Brown. *Vocabulary, Semantics, and Language Education* (New York: Cambridge 1995), 373.

In several schools there are still some students who have not been able to master and have not even been able to understand vocabulary. There are several teachers in the school who teach English studies using conventional methods. Conventional (traditional) teaching methods are teaching methods commonly used by teachers<sup>7</sup>. Basically the teacher only focuses on providing learning materials to students until the teaching and learning process is completed, but ignores the best way to make students better understand the content of the learning materials taught, which then causes students to learn in a passive way.

What makes the students unable to develop their ideas is because they are only fixated on the teacher's explanation in the classroom. Some students then begin to feel bored, so that their attention is no longer on the learning material, which causes teachers to get various problems in the learning process of English vocabulary in the classroom. The first problem, teachers worry if the students are unable to translate vocabulary from Indonesian to English. Later, the students are unable to speak English due to the lack of vocabulary. Lastly, students get bored with learning materials because teachers use the general methods, which make students passive in the class participation.

From the explanation above, the researcher was encouraged to conduct research by applying the scramble method. Scramble method is a model learning

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<sup>7</sup> Sahkholid Nasution. *Metode Konvensional dan Inkonvensional Dalam Pembelajaran Bahasa Arab*. (Jurnal Ilmiah Didaktika Vol. XII, No 2. February 2002), 263.

in the form of a game random words, sentences, or paragraphs<sup>8</sup>. This method was chosen because it related to the research to be carried out, the researcher was also encouraged to investigate whether this method can solve some of the above problems.

The reason why researcher chose the title of this research was because this research method is still relatively new research, and the researcher found from several previous research that this method has succeeded in improving the learning system in the classroom. This influence can be seen from the results of research that shows an improvement in the abilities and skills of students. This is what the researcher did to grade VII students of MTs Nhdlatul Khairaat Labuan, namely using the scramble method to improve students' vocabulary.

In this method, students did not receive learning materials monotonously. Students were invited to be active in class in the learning and teaching process, so that they enjoy the learning process by playing vocabulary games in the classroom. Thus, the researcher felt interested in doing this study, under the title, *“The Use of Scramble Method to Improve Students’ Vocabulary at VIII Grade of Mts Nahdlatul Khairaat Labuan”*.

### ***B. Problem Statement***

From the explanation of background above, the researcher formulates the following problem: "Can the use of scramble method improve students' vocabulary at the VIII grader of MTs Nahdlatul Khairaat Labuan?"

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<sup>8</sup> Shoimin Aris. *Innovative Learning Methods in the 2013 curriculum*. (Yogyakarta: Ar-Ruzz Media, 2016), 166.

### ***C. Objective and Significance of the Research***

Based on the identification of the problem above, the objective of the research was to find out whether or not the use of scramble method can improve students' vocabulary at the VIII grade of MTs Nahdlatul Khairaat Labuan.

This research was expected to provide some benefits in learning English in the classroom. The benefits here are divided into two parts. The first was theoretical and the second was practical. In theoretical benefit, this research can enrich and expand teaching methods to improve the vocabulary of learning. It is also expected to facilitate and support similar research on scramble methods. In practical benefit, this research can increase students' knowledge in English vocabulary with scramble methods. The students are also more interactive and competitive for memorizing words through games.

### ***D. Outline of Content***

To provide an initial explanation of the study, the researcher provides a description of the contents of the proposal as follows:

The first chapter, namely the introduction contains information about several important things related to this research, namely: background, problem statement, objective and significance of the research, and outline of content.

The second chapter, a literature review, discusses previous research, literature review, theoretical framework and research hypothesis.

The third chapter, methodology, research methods contains several sub-chapters, namely research design, population and research sample, research

variables, operational definition, research instrument, and technique of data analysis.

The fourth chapter, namely finding and discussion, contain informations about description of the research location, the description of the pretest and posttest scores, and the discussion of research result.

The fifth chapter, closing, this chapter is discuss about conclusion and suggestion that related about this research.



## CHAPTER II

### LITERATURE REVIEW

#### *A. Previous Research*

In this study, the researcher presents previous researches related to scramble methods, namely:

This research is backgrounded by writing learning in English lessons which is still not felt by the benefits for students. Therefore, the researcher intends to research scramble game techniques in creating a writing learning atmosphere that is both fun and meaningful for students. This research method uses Class Action Research conducted on grade V at Sekolah Dasar Negeri Majalengka Wetan VIII Kecamatan Majalengka Kabupaten Majalengka. The instruments used in this study were observation sheets, interview sheets, field notes, evaluation sheets and student worksheets<sup>9</sup>.

Based on the explanation of previous research above, the similarity of this research is that they both use the scramble method as a treatment to improve students' abilities in certain subjects, while the difference is the previous research used the class action research method while this research used the quasi experimental method.

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<sup>9</sup> Budi Febriyanto. *Scramble Game Dalam Pembelajaran Writing Di Kelas V Sekolah Dasar*. Jurnal Cakrawala Pendas Vol. 4 No.1 (Januari 2018) 75. <https://www.jurnal.unma.ac.id/index.php/CP/article/view/764>. (5 July 2022).

The other Application of Scramble Technigue in improving the Reading Comprehension Skill at Fifth class Students at SD Negeri No.142, Borong Ampirie, Sinjai. The research aimed at: finding the main idea of the text, finding the important details at developing visual imagination, following the instructions, organizing a text and critical reading, improving of Reading Comprehension skill of students'. The kind of this research was the Classroom action Research were from two cycles and a cycle devided into three of meetings. Procedures of this research were planning, classroom action, observation and reflection. The subjects were 37 students of V class at SD Negeri No.142 Borong Ampirie, Sinjai.<sup>6</sup>

From the explanation of previous research above, the similarity with this research is that they both use the scramble method as a treatment to improve students' abilities, While the difference between this research are that the previous research used the class action research method, while this research used the quasi experimental method.

A teacher's success in creating a conducive classroom must be supported by his skills in managing the classroom, learning media, and learning models. Teachers use the learning model to increase learning motivation, students' learning attitudes, critical thinking, social skills, and attain optimal learning achievement. One kind of a new learning model in education is scramble learning model. This research is quantitative. It, specifically, is population research, where

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<sup>6</sup>Abdul Syukur T. *Penerapan Teknik Scramble Dalam Meningkatkan Keterampilan Membaca Pemahaman Siswa Kelas V Sd Negeri No. 142 Borong Ampirie Kabupaten Sinjai.* (Program Pascasarjana Magister Pendidikan Bahasa Dan Sastra Indonesia Universitas Muhammadiyah Makassar, 2014) 7.

the sample used was 34 students of MIM 1 Jombang. The data were collected by using tests, observations, interviews, and documentation and analyzed by using a paired samples t-test with the help of the SPSS program. The data analysis results indicate a significant effect of implementing the scramble learning model in improving Civics Education learning achievement of MIM 1 Jombang students<sup>7</sup>.

From the explanation of previous research above, the similarity with this research is that they both use the scramble method as a treatment to improve students' abilities in certain subjects, while the difference is the previous research used MIM students as the sample, while in this research the sample would be MTs students.

Based on the research statements above, the researcher can draw the conclusions that scramble method is often used because this method is effective in influencing students to participate more in learning. They can create teams to learn in the classroom, so that they can achieve active learning goals in the classroom. This research is about improving students' vocabulary in English by using scramble methods. With this method, students can remember vocabulary just like playing games. That is the difference between this research with the findings of previous researches above.

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<sup>7</sup> Firman. *The Implementation of Scramble Learning Model to Improve Civics Education Learning Achievement of MIM 1 Jombang Students*. *Advances in Social Science, Education and Humanities Research*, vol. 630 (6 January 2022), 246. <https://www.atlantis-press.com/proceedings/icetech-21/125968158>. (5 July 2022).

## ***B. Literature Review***

This part discuss the important concept of the research, they are as the following:

### **1. Scramble Method**

#### *a. Definition of Scramble*

Scramble is a learning method that can improve student's concentration and speed of thought. This method requires students to combine the right brain and the left brain. In this method, they are not only asked to answer the question, but also to guess the answer quickly. The students are asked arrange random letter, words or sentence to be a logically sentence. Through the scramble method, the students can be trained to be creative in arranging random letters, words or sentences<sup>8</sup>.

The scramble method looks similar to the word square learning model. It is just that it looks different because the answers to questions are not written in the answer box, but have been written down in a random order. In this method students are only assigned to correct (flip the letters) the answer so that it becomes the right and correct answer.<sup>9</sup>

Based on the definitions above, the researcher can give conclusions that the scramble method is a learning method that can train students' concentration. This method leads students to be more active in the classroom. Students can improve their

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<sup>8</sup> Miftahul Huda. *Model-model pengajaran dan pembelajaran* (YogyakartaPustaka Belajar. 2013), 303.

<sup>9</sup> Imas Kurniasih and Berlin Sani. *Variety of Learning Model Development*. (Said the Pen. 2016), 99.

skills to assign the answers to each question quickly and precisely. This method has been used by previous researchers as a new innovation to increase the creativity and activeness of students in the teaching and learning process.

#### b. Kinds of Scramble

Scrambles have various types based on the forms and the answer, namely<sup>10</sup>:

##### 1) Scramble words

Scramble Word is a game that focuses student's on organizing words that have been scrambled into meaningful words.

For example:

t-u-s-d-y        = study

a-c-s-l-s        = class

o-b-o-k         = book

##### 2) Scramble Sentences

Scramble sentences is a game that focuses student's on organizing sentences that have been scrambled into meaningful sentences.

For example:

I – my – breakfast – ate – school – at        = I ate my breakfast at school

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<sup>10</sup> Veni Melia Sya'ban. *The Effect of the Scramble Method on Social Studies Learning Interest in Class V SD Negeri Rejowinangun 1 Yogyakarta*. Yogyakarta State University. (Journal of Primary School Teacher Education. 2016), 25.

went – school – Siti – to – yesterday = Siti went to school  
yesterday

learn – in – We – the – classroom = We learn in the classroom

### 3) Paragraph scramble

Scramble paragraph is a game that focuses student's on organizing paragraph that have been scrambled into meaningful paragraph.

For example:

1. I have a childhood friend whose name is Fauzi.
2. We were separated at the time.
3. Since kindergarten we have always been together.
4. Our house is nearby, so we always played together as children.
5. Until now I miss him so much, hopefully someday we will meet again.
6. When he arrived at elementary school, he and his family moved to town because his father had a job there.

Based on the instructions above, scramble paragraph is not arranged regularly. So, students must arrange sentences sequentially and meaningful.

I have a childhood friend whose name is Fauzi. Since kindergarten we have always been together. Our house is nearby, so we always played together as children. When he arrived at elementary school, he and his family moved to town because his father had a job there. We were separated at the time. Until now I miss him so much, hopefully someday we will meet again.

#### 4) Discourse Scramble

Scramble discourse is a game that focuses student's on organizing discourse that have been scrambled into meaningful discourse.

For example:

1. Then, as God had planned, a few minutes before entering maghrib prayer time, an earthquake of magnitude 7.4 shook the earth. Some mosques were hiding the sound of tahrir. Others had begun to chant the adhan, my friends and I were taking wudhu water. We ran towards the school grounds where so many students in the boarding school running out. The students, people and everyone panicked with what we did not expect before.

2. After that, we were sent to the location of the wiring using a box car, because our numbers were many so the bus car was used to bring female students. Even though at that time it felt uncomfortable because we felt hot in the box car, but we enjoyed the trip while getting acquainted with new friends.

3. I want to tell you a little story about the experience that is very imprinted in memory. It was Friday September 28, 2018. I was in the first semester students who were on campus. I was with my friends joined the activities on campus, namely the release for organizational wiring activities at the MAN 2 model Palu. Before the ashar prayer, we had started to feel like eathquake on campus, but we took it for granted.

4. When we arrived at the location, we waited for friends who were still on campus to be able to start activities, namely welcoming and praying Maghrib jamaah. But at that time, friends from the campus still did not leave,

and at that time had entered Maghrib prayer, we were preparing for Maghrib prayers in congregation.

The Answer:

I want to tell you a little story about the experience that is very imprinted in memory. It was Friday September 28, 2018. I was in the first semester students who were on campus. I was with my friends joined the activities on campus, namely the release for organizational wiring activities at the MAN 2 model Palu. Before the ashar prayer, we had started to feel like earthquake on campus, but we took it for granted.

After that, we were sent to the location of the wiring using a box car, because our numbers were many so the bus car was used to bring female students. Even though at that time it felt uncomfortable because we felt hot in the box car, but we enjoyed the trip while getting acquainted with new friends.

When we arrived at the location, we waited for friends who were still on campus to be able to start activities, namely welcoming and praying Maghrib jamaah. But at that time, friends from the campus still did not leave, and at that time had entered Maghrib prayer, we were preparing for Maghrib prayers in congregation.

Then, as God had planned, a few minutes before entering maghrib prayer time, an earthquake of magnitude 7.4 shook the earth. Some mosques were hiding the sound of tahrir, others had begun to chant the adzan. My friends were taking wudhu water. We ran towards the school grounds where so many students in the



boarding school running out. The students, people and everyone panicked with what we did not expect before.

Through the learning method above, it shows that the scramble method can affect the student learning system, where students can arrange words, sentences, paragraph and discourse scramble to determine a word or sentence that is appropriate and has meaning. This learning method leads students to work together like a group and think critically to find solutions of problems. It is hoped that in the future this method can increase students' enthusiasm for learning in English subjects.

From some types of scrambles above, the researcher would apply the type of scramble words and scramble sentences in this research, because this type of scramble will be appropriate to be applied to junior high school students/equivalents.

#### c. Procedures in Using Scramble Method

The stages of scramble learning can be applied as follows<sup>11</sup>:

- a) The teacher presents according to the topic, for example the teacher explains the material on social studies subjects.
- b) After explaining the material, the teacher distributes worksheets with the answers in random order.
- c) The teacher forms students into groups.
- d) The teacher gives the duration of time to work on the question.

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<sup>11</sup> Miftahul Huda. *Teaching and Learning Models*. (Yogyakarta: Pustaka Belajar 2014), 304.

- e) Students work on questions according to the time set by the teacher.
- f) The teacher checks the time duration while checking student work.
- g) If the time for the question work has run out, students are required to submit answer sheets to the teacher. In this case, both students who finished or did not finish had to collect answers.
- h) The teacher makes assessments, both in class and at home. The assessment is based on how fast the student works on the questions and how many questions he does correctly.
- i) The teacher gives appreciation to students who managed to answer questions correctly.

In this research, the researcher will apply the steps of the explanations that have been sorted above in conducting this research.

#### d. The Skills of Scramble Method

##### 1) Reading

There is an increase in the ability to read short surahs of choice after applying scramble learning qur'an and hadith percentage obtained an average score of 91.3% with good categories thus students will be more happy because students tend to be positive in following the learning process<sup>12</sup>.

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<sup>12</sup> Purniadi Putra and Syafrudin. *Model Pembelajaran Scramble untuk Meningkatkan Kemampuan Membaca Al-Quran pada Mata Pelajaran Al-Quran Hadits di Madrasah Ibtidaiyah* (Al-Mudarris: journal of education, Vol. 3. No. 1. April 2020), 36.

## 2) Writing

The application of scramble game learning in grade V elementary school has been managed to create a pleasant learning atmosphere and improve students' writing skills<sup>13</sup>.

In this research, the researcher will lead students to develop their respective abilities. Through the scramble method, students' abilities will also be indirectly trained, such as reading skills and writing skills in English.

### e. Advantages and Disadvantages of Scramble Method.

#### a) Advantages

The advantages of scramble methods are:<sup>14</sup>

1. Each member of the group or every student is responsible for everything that is done in teaching and learning activities.
2. This learning model allows students to learn while playing, they can be creative as well as learn and think, learn something casually and not be depressed.
3. In addition to arousing excitement and practicing skills, this learning model can also foster a sense of discipline and solidarity among students.
4. The material provided through one of the games will usually be impressive and difficult to forget.

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<sup>13</sup> Budi Febriyanto. *Scramble Game dalam Pembelajaran Writing di kelas V Sekolah Dasar*. Universitas majalengka (Jurnal Cakrawala Pendas Vol. 4 No.1. January 2018), 75.

<sup>14</sup> Shoimin Aris. *Innovative Learning Methods in the 2013 curriculum* (Yogyakarta: Ar-Ruzz Media. 2016), 168.

5. The competitive nature of this learning model can encourage students to compete to do the given questions.

b) Disadvantages

The disadvantages of scramble methods are:<sup>15</sup>

1. It will be difficult for teachers when the material is delivered early introduction.
2. It is difficult for teachers who do not understand the grid of problem making with scramble learning models.
3. There is a mismatch between the statement and the completeness of the answer word.
4. Students feel that this model is not learning, but just playing around.

## 2. Vocabulary

Vocabulary as the main component of students to be able to understand and learn English. Students' ability to learn English is determined by the vocabulary they know. Vocabulary affects students' ability to learn English, such as writing skills, reading skills, speaking skills and listening skills.

a) Definition of Vocabulary

Vocabulary is a central part of language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances<sup>16</sup>. Vocabulary is all the words that a person knows or uses, all the

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<sup>15</sup> Istarani. *58 Model Pembelajaran Inovatif* (Medan: Media Persada. 2014), 187.

<sup>16</sup> Averil Coxhead, *Essentials of Teaching Academic Vocabulary*, (USA: Houghton Mifflin Company. 2006), 1.

words in a language, list of words with their meanings, especially in a book for learning a foreign language<sup>17</sup>. Vocabulary means word in general; you improve your vocabulary in any language when you learn more words: I learn some new english vocabulary today. All the time I was in Britain my vobulary was increasing daily<sup>18</sup>.

From the explanation of the previous experts above, the researcher concludes that vocabulary is an important component in a grammar, becomes the main factor of the formation of a word, then becomes a sentence and then becomes a language. Vocabulary is something that everyone knows. Vocabulary forms a language that then becomes a means of interaction between one human being and another. Similarly, in English, vocabulary becomes the basis for students to be able to understand a word or sentence in English.

#### b) Types of Vocabulary

Vocabulary can be categorized into four types as follows<sup>19</sup>:

- a. The first is function words. These words, although some of them may also have full-words meaning contents. Amount of these groups are auxiliaries, preposition, conjunction, depending on where they are placed.

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<sup>17</sup> Oxford Dictionary, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press. 2008), 482.

<sup>18</sup> Pennie and Patricia Marshall, *An Active Learning Dictionary*. (Singapore, Leaners Publishing. 2004), 426.

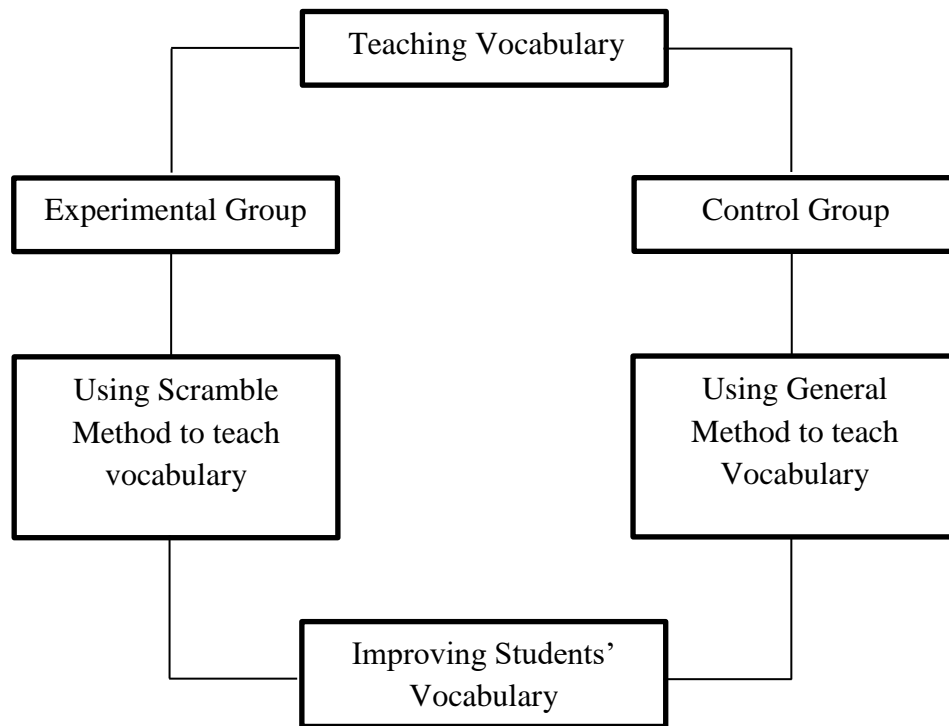
<sup>19</sup> Wiji Lestari. *Improving Students' Vocabulary Mastery Through Word Clap Game, Salatiga*. (English Department of Education State Institute for Islamic Studies (STAIN) of Salatiga. 2013), 41.

b. The second is substitute words. Those words do not represent as individual things or specific actions, but function as substitutes for whole for classes of words. It means that is a link among words.

c. The third type of vocabulary items are those that are distributed in use according to grammatical matters as the absence or presence of a negative sentence. For example, Rena speaks English well and Anton does too. It means that Anton also can speak English well although the sentence does not show immediately that Anton can speak English well.

d. The large body of content words constitutes the fourth group of vocabulary items and chief materials are usually considered when the vocabulary items and chief materials are usually considered when the vocabulary of language is discussed.

### *C. Theoretical Framework*



### *D. Research Hypothesis*

The hypothesis of this research are:

H0: The use of scramble methods cannot significantly improve students' vocabulary at the VIII grade of MTs Nahdlatul Khairaat Labuan.

H1: The use of scramble method can significantly improve students' vocabulary at the VIII grade of MTs Nahdlatul Khairaat Labuan.

## CHAPTER III

### RESEARCH METHODOLOGY

#### *A. Research Design*

This research used true experimental research design. The main characteristic of true experimental is the presence of control groups and experiment groups was randomly selected<sup>20</sup>. The sample used in true experimental is selected randomly to determine the control class group as well as the experiment class of a particular population.

True experimental design is divided into two, namely, posttest-only control design and pretest-posttest control group design. In the posttest-only control design there are two groups that are each randomly selected (R). The first group was given treatment (X) and the other group was not. The treated group is called the experimental group and the untreated group is called the control group. While in this pretest-posttest control group design there are two groups that are randomly selected, then given a pretest to find out the initial state of whether there is a difference between the experimental group and the control group.<sup>21</sup> In this research, the researcher used the first type of true experimental design.

The sample of the research is divided into two groups. They are experimental and control class. The researcher will teach both groups. The researcher will teach the experimental group by using scramble method, while the

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<sup>20</sup> Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Alfabeta. 2011), 75-76.

<sup>21</sup>Rahardiansyah, Riski. *True Experimental VS Quasi Experimental*. <https://rizkirahardiansyah.wordpress.com>, October 2019. (Accessed 31 Augustus 2023), 3



control group by using conventional methods. Both groups will get pretest and post-test, but the treatment is given to the experimental group only. Design of this research is proposed by Cohen, Manion and Morrison<sup>22</sup>.

**Table 3.1 Research Design<sup>23</sup>**

Experimental	01	X	02
Control	03		04

Description:

01 & 03 : pre-test

X : treatment

02 & 04 : post-test

## ***B. Population and Research Sample***

### **1. Population.**

Population is a generalization area consisting of objects/subjects that have a certain quantity and characteristics set by researchers to be studied and then drawn conclusions<sup>24</sup>. The population is a larger group to which researchers hope

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<sup>22</sup> Louis Cohen et.al. *Research Methods in Education. Sixth Edition.* (London&New york: Routledge. 2007), 283.

<sup>23</sup> Louis Cohen et.al. *Research Methods in Education. Sixth Edition.* (London&New york: Routledge. 2007), 283.

<sup>24</sup> Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, R&D.* (Bandung: IKAPI. J Lexy, Moleong. 2016), 135.

to apply the results<sup>25</sup>. From previous statements, the researcher concludes that a population is a group of living things that have their own quantity and characteristics. In this research, the population is intended to be a sample of the research subject to be studied which can then be concluded with the results. The population of this research was students of the eighth grade of MTs Nahdlatul Khairaat Labuan.

**Table 3.2 Class Sample.**

<b>No</b>	<b>Class</b>	<b>Number of Students</b>
<b>1</b>	VIII A	18
<b>2</b>	VIII B	18
<b>Total</b>		<b>36</b>

## 2. Sample.

The sample is partly or as a representative of the population that can be studied. If the research is done part of the population then it can be said that the research is sample research<sup>26</sup>. From the statement above, the researcher can draw conclusions where the sample is a small or half group of the population that was deliberately selected to be used as a subject in a research to be studied which can then be determined the results.

The overall sample in this research was 36 students, where the control class was 18 students and in the experimental class it was 18 students. However,

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<sup>25</sup> Jack Frankel et.al. *How to Design and Evaluate Research in Education*. (New York: McGraw Hill. 2012), 91.

<sup>26</sup> Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik Edisi Revisi*. (Jakarta: Rineka Cipta. 2006), 131.

the researcher only used 20 students as research samples, namely 10 students of control class and 10 students of experimental class, this was done to make it easier for the researcher to process results and data.

By using the sample, it turns out that there are several advantages that we can take this based on Arikunto's statement, more below:<sup>27</sup>

- a. Because the subjects in the sample are less when compared with the population, then the difficulty will certainly be reduced which of course will be simple.
- b. If the population is too large, it is possible that some of them will be passed.
- c. If you do research using samples, it will be more efficient, save time, money and also of course save energy.
- d. Sometimes doing population research can lead to structural or destructive occurrences. So we can imagine if we have to research the efficacy of weapons produced by the manufacturer, for example, such as grenades. So by doing the research, it will indirectly be spent.
- e. It can be a danger from the person collecting the data. Because this is related to the subject is too much, the officer will be surprised so as to cause the recording to be out of focus / concentration.
- f. Sometimes it is not possible to conduct population research.

Some of the advantages of the sample described by Arikunto above, it is expected to make it easier for researcher to conduct research on samples. That is

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<sup>27</sup> *Ibid.* 133

way the researcher can conduct research on MTs Nahdlatu Khairaat Labuan students with class the Eighth Grade as a sample of this research. As for points D and E explaining about one example of research that uses explosives, namely grenades as a research source, it is said to be dangerous because of the test that must detonate the grenade.

### ***C. Research Variables***

A research variable is an attribute or trait or value of a person, object, organization, or activity that has certain variations set by the researcher to be studied and then drawn conclusions<sup>28</sup>. Research variables are one of the important points in conducting a research. Where the content of the variable is a variable attribute, trait, value of a person, object, organization, or diverse activity. From the content of these variables, the researcher can determine one of them to be studied and then can draw conclusions as stated by the previous researcher.

This research consists of two variables, namely independent and dependent variable. An independent variable is a variable that affects or is the cause of its change or the onset of a dependent variable(bound)<sup>29</sup>. Dependent variables is a variables that are affected or that are consequential, due to the presence of free variables<sup>30</sup>. The independent variable of this research is the use of scramble method. The dependent variable of this research is improving students' vocabulary.

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<sup>28</sup> *Ibid.* 68

<sup>29</sup> Sugiyono. *Metode Penelitian Manajemen*. (Bandung: Alfabeta). 2015: 96.

<sup>30</sup> *Ibid* 97.

#### ***D. Operational Definition***

This is the definition of the important words of this research to provide understanding. They are:

##### **1. Scramble**

Scramble is learning method for making students find the answer and finish the problem in the sheet to measure their knowledge. Scramble is learning method to invite the students for finding the answer and to finish the problem then share the question sheet and the answer sheet<sup>31</sup>. The purpose of the scramble technique is to give students a new atmosphere in learning. Students who have difficulty in understanding or remembering lessons can still participate in learning this scramble technique.

##### **2. Vocabulary**

Vocabulary is defined as:<sup>32</sup>

- a) All the words contained in a language
- b) The richness of words owned by a speaker or author
- c) Words used in a field of science
- d) List of words arranged like a dictionary as well as explanations briefly and practically.

#### ***E. Research Instrument***

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<sup>31</sup> *Ibid.* 166.

<sup>32</sup> Soedjito. *Vocabulary Indonesian*. (Jakarta: Gramedia Pustaka Utama). 2009: 24.

The researcher applied Pre-test and Post-test as an instrument research. The pre-test consisted of 15 numbers questions where 10 numbers of multiple choice and 5 numbers of essay. Post-test consisted of 15 numbers of multiple choice and 5 numbers of essay. The questions of pre-test and post-test is about scramble sentence and scramble word.

#### ***F. Data Collection Techniques***

Before conducting the research, the researcher should create the research design that includes the following:

1. Giving Plan

In this planning, the researcher has previously prepared materials, list of student names, assessments, and study time.

2. Giving Pre-test

Pretest was given at the first meeting. Pre-test was given to the students before treatment, in order to know the students' vocabulary before using the scramble method. The pre-test consisted of 15 numbers, 10 multiple choice questions and 5 essay questions.

3. Giving Treatment

The treatments were given to the students after giving the pre-test. The experimental class was treated by teaching vocabulary by using scramble method. The control class was treated by using general method. Both of the classes were taught for eight meetings. In the first meeting, the researcher class was treated by using the treatment. In the eighth meeting, both classes were given post-test.

The treatment of this research is described as follows:

- a) The teacher prepared the topic of material about environment .
  - b) The teacher shared sheet question and sheet answer with disorder formation.
  - c) The teacher gave duration of time for answer the question.
  - d) The teacher gave assessment to the student answer.
  - e) The teacher collected students' answer to evaluate.
4. Giving Post-test

The post-test was given to the students' samples after treatment to find out the improvement of students' vocabulary after using the scramble method in the teaching and learning process. The post-test consisted of 15 numbers, 10 multiple choice questions and 5 essay questions.

#### ***G. Technique of Data Analysis***

Data collection is done through tests by used percentages of inferential statistics. Scores are used to find out the vocabulary of the students. Steps taken quantitatively analysis by used the following formula:

1. Scoring the students' answer by used scramble method<sup>33</sup>

$$\text{Score} = \frac{\text{Students correct answer}}{\text{Total number of item}} \times 100$$

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<sup>33</sup> Sudjana Nana. *Metode Statistika*. 1st Edition Bandung: PT. Remaja Rosdakarya. Pengantar Statistika. 2nd Edition. (Bandung: Tarsito, 2008), 167.

2. Classifying data referring to the scoring system<sup>34</sup>

**Table 3.3 Classifying the Students score**

No	Classification	Score
1	Very Good	85-100
2	Good	65-84
3	Fair	55-64
4	Poor	35-54
5	Very Poor	10-34

3. Calculating the mean score of the students vocabulary.

The research would use the formula<sup>35</sup>:

$$X = \frac{\sum fx}{N}$$

Where :

X = Mean score

$\sum fx$  = The sum of all score

N = The total number of sample

4. Computing the frequency and rate percentage the students' score<sup>36</sup>

$$P = \frac{F}{N} \times 100$$

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<sup>34</sup> *Ibid* .168.

<sup>35</sup> Baso Jabu. *English Language Testing*. 1st Edition, Makassar (Universitas Negeri Makassar: 2008), 166.

<sup>36</sup> Azizah. *Upaya Peningkatan Hasil belajar Siswa Materi Mengenal Kitab-kitab Allah SWT Menggunakan Mode Pembelajaran Talking Stick di kelas V SD Negeri 4 Teluk Kijing Kec. Lais Kabupaten Musi Banyuasin* (Published, Jurusan Pendidikan Agama Islam, UIN Raden Falah, Palembang, 2016), 60.



Where:

P = Percentage

F = Students who have finished study

N = Amount of sample

5. Finding out the standard deviation of the students' pre-test and post-test<sup>37</sup>:

$$SD = \sqrt{\frac{\sum d^2}{N}}$$

Where:

SD = Standard deviation

$\sum d^2$  = The sum of square

N = Total number of the subject

6. Homogeneity Test

The homogeneity test is a test to know whether the second variant of the sample is homogeneous or not, so it needs to be tested first with the F test.

$$F = \frac{\text{Largest Variant}}{\text{Smallest Variant}}$$

The formula used to find out the variants:

$$S^2 = \frac{\sum (X_i - \bar{X})^2}{N-1}$$

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<sup>37</sup> Baso Jabu. *English Language Testing*. 1st Edition, Makassar (Universitas Negeri Makassar: 2008), 117.

Where:

$S^2 = \text{Variance}$

$X_i = \text{Measurement Data}$

$N = \text{Amount of Data}$

"The test result is that if F counts smaller than F table ( $F_h < F_t$ ) with dk numerator ( $n - 1$ ) and dk denominator ( $n - 1$ ) and with an error rate of 5%, then it is stated that the variants of both groups are homogeneous."<sup>38</sup>

## 7. Normality Test

Before hypothesis testing, the data of each variable to be analyzed must be normally distributed. For this reason, a data normality test is carried out first. The normality test in SPSS is two ways, namely the Kolmogorov-Smirnov and Shapiro-Wilk tests. If the amount of data to be tested is more than 30 then it can use Kolmogorov-Smirnov, and if not then it can use Shapiro-Wilk<sup>39</sup>.

$$T_3 = \frac{1}{D} \left[ \sum_{i=1}^k a_i (X_{n-i+1} - X_i) \right]^2$$

Where:

$a_i$  = Koefisien uji Shapiro-Wilk

$X_{n-i+1}$  = Value to  $n-i+1$

$X_i$  = Value to  $-i$

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<sup>38</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Cet. 23; Bandung: Alfabeta cv, 2016), 197.

<sup>39</sup> Arifin Riadi and Heri Retnawati, "Pengembangan Perangkat Pembelajaran Untuk Meningkatkan HOTS Pada Kompetensi Bangun Ruang Sisi Datar". *Journal Pendidikan Matematika*. Vol. 9, No. 2 (June 2022): 5.

"When using the SPSS application, the test result is if the probability (sig.) > 0.05 then the data distribution is declared normal, and if the probability (sig.) <0.05 then the data distribution is declared abnormal."<sup>40</sup>

8. Testing the significance influence of scramble to improve students' vocabulary<sup>41</sup>.

The researcher will find out the results of the significance of student achievement that differs between experimental class and control class.

a. Hypothesis Test

1) Simple linear regression analysis

Simple regression is based on the functional or causal relationship of an independent variable with one dependent variable<sup>42</sup>. Quantitative analysis with statistical methods used is a simple linear regression analysis. A simple Linear Regression Analysis is an analysis to measure the influence between a free variable (X) and a bound variable (Y). This simple linear regression analysis method is carried out by used the Computer Statistical Product and Service Solition program version 22 (SPSS 22).

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<sup>40</sup> Syofian Siregar, *Metode Penelitian Kuantitatif; di lengkapi dengan Perbandingan Perhitungan Manual & SPSS* (Cet. IV; Jakarta: Kencana, 2017), 159.

<sup>41</sup> Susi Rosanti, Iskandar Zulkarnain, and Linda Astuti rangkuti. "The Effect of Scramble Method on Students' Achievement in Learning Vocabulary". *Journal of English and English Education* 2, No. 1 (June 2022): 12.

<sup>42</sup> Sugiyono, *Metode Penelitian Kuantitatif* (Bandung : Cv. ALVABETA, 2017). 300

The form of a simple linear regression equation is as follows:

$$Y = a + bX$$

Where:

Y = Subject/value in predicted dependent variable

a = Price Y if X= 0 (constant price)

b = Directional number or regression coefficient, which indicates the number of increases or decreases of independent variables. If b (+) then it rises, and if b(-) then there is a decrease.

X = Subjects on independent variables that have a certain value.

## 2) Conducting hypothesis testing (T-Test)

Hypothesis testing was carried out to determine the significant influence between free and bound variables with a confidence level of 95%. Here are the steps for hypothesis testing:

### a. Formulating hypothesis

1. H<sub>0</sub> The use of scramble methods cannot significantly improve students' vocabulary at the eighth grade of MTs Nahdlatul Khairaat Labuan.

2. H<sub>a</sub>: The use of scramble method can significantly improve students' vocabulary at the eighth grade of MTs Nahdlatul Khairaat Labuan.

b. Determining the level of significance. The significance level used was 0.05 (5%) with a free degree  $df = n - k$ , n was the number of research samples and k was an independent variable.

Some of the formulas listed above are used to calculate or process the data manually, but in this research, the researcher used the Stastical Program for Social

Science (SPSS) application to calculate the data that makes it easier to obtain from research results to make it easier for researcher to process the data.

## **BAB IV**

### **FINDING AND DISCUSSION**

#### ***A. Description of Research Location***

##### **1. A Brief History of Pondok Pesantren MTs Nahdlatul Khairaat Labuan**

Pondok Pesantren Nahdlatul Khairaat Labuan is located on Jalan Mangga, Desa Labuan Lelea, Kecamatan Labuan, Kabupaten Donggala. It was founded in 2007 by Dr. H. Mohsen Al Idrus, MM, with Drs Firmansyah, M.Pd. Both of them then invited several relatives and colleagues to build an ummat development institution engaged in education and socio-culture. Founded in 2006, the institution was later named the Nahdlatul Khairaat foundation which means "revival of goodness". In the following year, namely 2007, the Nahdlatul Khairaat Madrasah Tsanawiyah Islamic Boarding School (MTs) was formed which aimed to accommodate graduates from MI Nahdlatul Khairaat and also from equivalent elementary schools in the Labuan Lelea area of Kabupaten Donggala.

The total number of students in MTs Nahdlatul Khairaat Labuan in the 2022/2023 school year is 115 people. Then the total number of teachers in MTs Nahdlatul Khairaat Labuan is 13 people. The situation of teachers in MTs Nahdlatul Khairaat Labuan is quite adequate according to needs, when viewed from the current number of students supported by facilities and infrastructure. The number of teachers in MTs Nahdlatul Khairaat labuan includes the supervisor of the national unit, the Head of the Madrasah, the Deputy Head of the Madrasah, the Treasurer of the Madrasah, employees and honoraries.

**B. Description of Pretest and Posttest Scores**

1. Students' Pretest and Posttest Score in Experimental Class

**Table 4.1**

**Students' Score in Experimental Class**

No	Pre-Test	Post-Test
1	40	93
2	40	86
3	66	86
4	50	73
5	30	80
6	50	73
7	88	93
8	66	86
9	53	80
10	50	88

**Table 4.2**

**Descriptive Statistics of Student Grades in Experimental Classes**

	N	Min	Max	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Class Exp Post	10	73	93	838	83,8	2,26961	7,17712
Class Exp Pre	10	30	88	533	53,3	5,22398	16,51969
Valid N (listwise)	10						

From the data above, it is known that the respondents (N) in the experimental class were 10 students. At the pretest the smallest score out of 10 students is 30 for pretest and the largest score is 88 for pretest. So it gets the average pretest score of 53.3. Then at the posttest the smallest score is 73 and the largest score for posttest is 93. So it gets the average posttest score of 83.8. It can be seen that the posttest value is higher than the pretest value, so this shows that the use of scramble method has an effect in improving the vocabulary of students at the VIII grade of Mts Nahdlatul Khairat Labuan.

## 2. Frequency and Percentage Value of Student in Experimental Class

**Tabel 4.3**

### **Frequency and Percentage of Values in Experimental Class**

Classification	Score	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
Very Good	85-100	1	10%	6	60%
Good	65-84	2	20%	4	40%
Fair	55-64	0	0%	0	0%
Poor	35-54	6	60%	0	0%
Very Poor	10-34	1	1%	0	0%

Based on the classification in the score table in the experimental class above, it can be seen that there is a significant increase between the pretest value and the posttest value. The average score of students in the experimental class is in the very good and good category, where students who are in the very good classification were 60% and get a score of 85-100, then 40% of the



students in the experimental class were in the good classification with a score of 65-84.

3. Students' Pretest and Posttest Scores in Control Classes

**Tabel 4.4**  
**Students' Score in Control Class**

No	Pre-Test	Post-Test
1	40	73
2	60	70
3	46	73
4	46	73
5	30	60
6	53	86
7	60	70
8	40	73
9	66	93
10	50	80

**Tabel 4.5**  
**Descriptive Statistics of Students' Grades in Control Class**

**Descriptive Statistics**

	N	Min	Max	Sum	Mean	Std. Deviation
Class Control Pre	10	30	66	491	49,1	10,99949
Class Control Post	10	66	93	757	75,7	8,24688
Valid N (listwise)	10					

From the table data above, it is known that the respondents (N) in the control class were 10 students. In the pretest, the smallest score of 10 students is 30, and the largest score is 66, so it gets the average pretest score of 49.1. Then at the time of post test, the smallest value was 66, and the largest value was 93. So it gets the average score of respondents for posttest which is 75.7. It is known that the posttest score is higher than the pretest score. This shows that the increase in scores in students in the control class occurred only in a few students, because they did not get the treatment. Comparison of posttest scores conducted in the experimental class and control class found differences in the average score, with the experimental class score of 83.8 and the control class score of 75.7.

#### 4. Frequency and Percentage Value in Control Class

**Tabel 4.6**  
**Frequency and Percentage value in Control Class**

Classification	Score	Pretest		Posttest	
		Frequency	Percentage	Frequency	Pcentage
Very Good	85-100	0	0%	2	20%
Good	65-84	1	10%	7	70%
Fair	55-64	2	20%	1	10%
Poor	35-54	6	60%	0	0%
Very Poor	10-34	1	10%	0	0%

Based on the classification score in the score table of control class above, it can be seen that there is an increase between the pretest value and the posttest value. The average score is in the very good and good category, that is, 20% of the control class students were in the very good classification with a score of 85-

100, and 70% of the control class students were in the good classification with a score of 65-84. However, there is still a posttest score that is in the average classification of 10% with a score of 55-64.

## 5. Normality Test Results

### a. Normality Test of Pretest and Posttest Values in Experimental Class

**Tabel 4.7**

#### **Normality Test Results of Pretest and Posttest Values in Experimental Class**

##### **Tests of Normality**

Test	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experiment Pretest	,207	10	,200*	,929	10	,439
Posttest	,220	10	,185	,907	10	,261

If the probability (sig.)  $> 0.05$  then the data distribution is declared normal, and if the probability (sig.)  $< 0.05$  then the data distribution is declared abnormal. Based on the normality test above using the SPSS application, it is known that the probability value (sig.) obtained is 0.439 for pretest and 0.261 for posttest, which is greater than 0.05 ( $0.439 > 0.05$ ) ( $0.261 > 0.05$ ). So, based on the normality test Shapiro Wilk can be stated that the data of the results of the pretest and posttest of students in the experimental class are distributed "Normal".

b. Normality Test of Pretest and Posttest Values on Control Class

**Tabel 4.8**

**Normality Test Results of Pretest and Posttest Values in Control Class**

**Tests of Normality**

Test		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Control	Pretest	,139	10	,200*	,972	10	,912
	Post Test	,328	10	,003	,857	10	,069

If the probability (sig.) > 0.05 then the data distribution is declared normal, and if the probability (sig.) < 0.05 then the data distribution is declared abnormal. And based on the normality test above using the SPSS application, it can be seen that the probability value (sig.) obtained is 0.912 for pretest and 0.069 for posttest, which is greater than 0.05 (0.912 > 0.05) (0.069 > 0.05). So, based on the normality test Shapiro Wilk can be stated that the data of the results of the pretest and posttest of students' in the control class are distributed "Normal".

6. Homogeneity Test Results

a. Homogeneity Test of Pretest and Posttest Values in the Experimental class

**Tabel 4.9**

**Result of the Homogeneity Test of Pretest and Posttest Values in the Experimental Class**

**Test of Homogeneity of Variances**

Experiment

Levene Statistic	df1	df2	Sig.
3,032	1	18	,099

Based on the homogeneity test table above, it is known that the signification value (sig.) of pretest and posttest values in the experimental class is 0.099. Because of the value Sig.  $0.099 > 0.05$ , it can be concluded that the data on pretest and posttest values in the experimental class are "homogeneous".

b. Homogeneity Test of Pretest and Posttest Values in the Control Class

**Tabel 4.10**

**Homogeneity Test Results of Pretest and Posttest Values in The Control Class**

**Test of Homogeneity of Variances**

Control

Levene Statistic	df1	df2	Sig.
,902	1	18	,355

Based on the homogeneity test table above, it is known that the signification value (sig.) of pretest and posttest values in the control class is 0.355. because of the value of sig.  $0.355 > 0.05$ , then it can be concluded that the pretest and posttest values in the control class are "homogeneous".

## 7. Hypothesis Test Result

### a. Simple Linear Regression Analysis

**Tabel 4.11**  
**Results of Simple Linier Regression Analysis**  
**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	65,601	6,948		9,442	,000
Scramble Method	,276	,131	,445	2,106	,050

#### a. Dependent Variable: Vocabulary Increase

The form of a simple linear regression equation is as follows:

$$Y = a + bX$$

$a$  = constant numbers of unstandardized coefficients. In this case, the value was 65.601. The result is a constant number which means that if there is no scramble method ( $X$ ) then the consistent value of the vocabulary increase ( $Y$ ) is 65.601.

b = regression coefficient numbers. Obtained a value of 0.276. The result means that every 1% addition of the scramble method rate (X), then the vocabulary increase (Y) will increase by 0.276.

Since the regression coefficient number is positive (+) then it can be said that the scramble method (X) positively affects the increase in vocabulary (Y). So the regression equation is  $Y = 65.601 + 0.276 X$ .

8. t Test Result

**Tabel 4.12**  
**t Test Results**  
**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	65,601	6,948		9,442	,000
Scramble Method	,276	,131	,445	2,106	,050

a. Dependent Variable: Increase Vocabulary

It is known that in the table above, the t-count value is obtained, which is 2.106 and to see the t-table, namely:

$$t\text{-tabel} = \alpha/2 ; n-1$$

$$= 0,05/2; 20-1$$

$$= 0,025;19$$

Based on the results above, a t-table value of 2,093 was obtained. Because the t-count value is  $2,106 > 2,093$ , so it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted, that means the use of scramble methods can improve students' vocabulary at the VIII grade of MTs Nahdlatul Khairat Labuan.

#### 9. Validity Test

After making the questionnaire, the next step that is done is to test whether the questionnaire is valid or not. Test validity used the Corrected Item Total Correlation test with the help of the SPSS Statistics 22 computer application.

The decision on a question item can be considered valid, it can be apply in the following ways:

- 1) If the product moment correlation coefficient exceeds 0.3.

If the correlation coefficient of product moment  $> r$  table ( $\alpha ; n-2$ )  $n =$  number of samples.



- a. The value of Sig.  $\leq \alpha$ .<sup>43</sup>

Invalid question items would be aborted or corrected if there is no valid question item in one instrument.

**Table 4.13**  
**Validity Test result on Pretest**

Question Number	Validity Test Result
1	0.581
2	0.730
3	0.581
4	0.701
5	0.678
6	0.845
7	0.710
8	0.730
9	0.701
10	0.565
11	0.678
12	0.845
13	0.710
14	0.816
15	0.730

The table above, shows the validity results of the Pretest questions that will be tested whether or not the questions are valid using the r-table.

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<sup>43</sup> Suliyanto, *Data Analysis In Marketing Applications* (Cet. I; Bogor: Ghalia Indonesia, 2005), 42.

**Tabel 4.14**  
**Comparison of r count Pretest and r-table**

<b>Question number</b>	<b>r count</b>	<b>r table (N-2)</b>	<b>Information</b>
<b>1</b>	0.581	0,5614	Valid
<b>2</b>	0.730	0,5614	Valid
<b>3</b>	0.581	0,5614	Valid
<b>4</b>	0.701	0,5614	Valid
<b>5</b>	0.678	0,5614	Valid
<b>6</b>	0.845	0,5614	Valid
<b>7</b>	0.710	0,5614	Valid
<b>8</b>	0.730	0,5614	Valid
<b>9</b>	0.701	0,5614	Valid
<b>10</b>	0.565	0,5614	Valid
<b>11</b>	0.678	0,5614	Valid
<b>12</b>	0.845	0,5614	Valid
<b>13</b>	0.710	0,5614	Valid
<b>14</b>	0.816	0,5614	Valid
<b>15</b>	0.730	0,5614	Valid

Based on the table above, the test results given to 20 students' where the control class were 10 students' and the experiment class were 10 students'. Consist of 15 questions, it I known that are said to be valid because the value of r count > r-table (0,5614).

**Tabel 4.15**

**Validity Test result for Posttest questions**

<b>Question Number</b>	<b>Validity Test Result</b>
1	0.720
2	0.795
3	0.670
4	0.720
5	0.795
6	0.670
7	0.769
8	0.797
9	0.704
10	0.660
11	0.797
12	0.660
13	0.795
14	0.769
15	0.670

The table above, shows the validity results of the Posttest questions that will be tested whether or not the questions are valid using the r-table.

**Tabel 4.16**  
**Comparison of count Postest and r-table**

<b>Question Number</b>	<b>r count</b>	<b>r table (N-2)</b>	<b>Information</b>
<b>1</b>	0.720	0,5614	Valid
<b>2</b>	0.795	0,5614	Valid
<b>3</b>	0.670	0,5614	Valid
<b>4</b>	0.720	0,5614	Valid
<b>5</b>	0.795	0,5614	Valid
<b>6</b>	0.670	0,5614	Valid
<b>7</b>	0.769	0,5614	Valid
<b>8</b>	0.797	0,5614	Valid
<b>9</b>	0.704	0,5614	Valid
<b>10</b>	0.660	0,5614	Valid
<b>11</b>	0.797	0,5614	Valid
<b>12</b>	0.660	0,5614	Valid
<b>13</b>	0.795	0,5614	Valid
<b>14</b>	0.769	0,5614	Valid
<b>15</b>	0.670	0,5614	Valid

Based on the table above, the test results given to 20 students' where the control class were 10 students' and the experiment class were 10 students'. Consist of 15 questions, it I known that are said to be valid because the value of r count > r-table (0,5614).

**b. Reliability Test**

Reliability is an index that shows the extent to which a measuring device can be trusted or relied on. If a measuring device is used twice to measure the

same symptoms and the measurement results obtained are relatively consistent, then the measuring device is reliable.<sup>44</sup>

"The criteria for a research instrument are said to be reabel using techniques, when the reliability coefficient  $> 0.6$ ."<sup>45</sup>

Reliability test used Alpha Cronbach statistical test with the help of the SPSS Statistics 22 computer application.

**Table 4.17**  
**Pretest reliability test result**

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.763	.940	16

From the table above, it shows that the reliability test results of the Pretest questions are declared reabel because the reliability coefficient  $> 0.6$  ( $0.763 > 0.6$ ).

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<sup>44</sup> Masri Singarimbun and Sofian Efendi, *Survey Research Methods* (Jakarta: LP3ES, 1989), 140.

<sup>45</sup> Syofian Siregar, *Parametric Statistics for Quantitative Research: Supplemented by Manual Calculations and Applications of SPSS Version 17*, first edition (Cet. III; Jakarta: Bumi Aksara, 2015), 90.

**Table 4.18**  
**Posttest question reliability test result**

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.766	.949	16

From the table above, it shows that the reliability test results of the Posttest questions are stated to be reabel because the reliability coefficient  $> 0.6$  ( $0.766 > 0.6$ ).

***C. Discussion of Research Results***

From the results of the research above, it was obtained that the use of the scramble method can improve students' vocabulary at the VIII grade of MTs Nahdlatul Khairat Labuan. This can be proven by conducting a pretest at the first meeting of both classes. Then get the average score of pretest in the control class, which is 49.1 and in the experimental class, which is 53.3. After that, at the next meeting, the researcher conducts treatment used the scramble method in the experimental class, while in the control class the researcher used the general method taught in that class. The teaching and learning process is carried out during six meetings in the experimental class and control class.

This research was carried out for one month, namely eight meetings where at the first meeting the researcher gave a pretest to both classes. In the second meeting to the seventh meeting, the researcher carried out a teaching and learning

process where the researcher used a general method in the control class and used the scramble method in the experimental class. Then at the eighth meeting, the researcher gave a posttest to the two classes and obtained an average score in the control class of 75.7 and an average score in the experimental class of 83.8.

Scramble method is a teaching method where the teacher gives a scramble word or sentence which will then be discussed by students' who have previously been formed into several groups, then the teacher asks each group to give an answer from the results of their discussion. The scramble method focuses students' more on learning, to be more active in the classroom. The use of the scramble method can be used in the teaching and learning process, especially in English language learning to improve students' vocabulary.

## **BAB V**

### **CONCLUSION AND SUGGESTION**

#### ***A. Conclusion***

Based on the results and discussion in the previous chapter, the researcher can conclude that the use of scramble methods can improve in English subjects is declared significantly successful in improving students' vocabulary. This can be seen from the average score of students in the experimental class is in the very good and good category. At the pretest the smallest score out of 10 students is 30 for pretest and the largest score is 88 for pretest. So it gets the average pretest score of 53,3. Then at the posttest the smallest score is 73 and the largest score for posttest is 93. So it gets the average posttest score of 83,8. So that the students of experimental class are the very good classification were 60% and get a score of 85-100, then 40% of the students' in the experimental class were in the good classification with a score of 65-84.

The previously low Pre-test score in the experimental class then after the treatment using the scramble method the score from the post-test increased significantly. Based on the results of previous chapter, a t-table value of 2,093 was obtained. Because the t-count value is  $2,106 > 2,093$ , so it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted, that means the use of scramble methods can improve students' vocabulary at the VIII grade of MTs Nahdlatul Khairat Labuan

It was also found that the score results of the students' in the control class and the experimental class were different, namely in the control class the average



number of scores of students was 75,7, while in the experimental class the number of students' average scores was 83,8. From these results, it was found that there was a significant difference in student scores between the two classes, where the control class was taught using the general method, while the experimental class was taught using the scramble method. So the researcher can conclude that the use of the scramble method can improve students' vocabulary in English subjects.

### ***B. Suggestion***

After discussing the conclusions about the results of the data analysis above, the researcher would like to include some suggestions as follows:

1. Schools, especially for teachers, the teachers should emphasize the harmonious teaching and learning process and also use learning methods that are able to attract students' interest in the classroom, so that students are interested and also get comfort when receiving learning materials. The teachers are also expected to be firm in training student discipline so that students can understand and also obey every rules in the school. The school is also expected to provide less in the class facilities such as teachers' desks and chairs.
2. Students, students are expected to be able to instill self-awareness to be more enthusiastic in learning, so as to improve the abilities and achievements that exist within themselves. Especially in English language learning, even more so in vocabulary materials. Students are expected to

be more active and focused as the learning process progresses, in order to understand and also be able to remember more new vocabulary in English.

3. The other researchers, this research aimed to improve students' vocabulary by using the scramble method. The scramble method can also be used to improve students' abilities or skills in learning English. It is hoped that the others researchers can solve problems in their research using similar methods. This research is also expected to be one of the sources for further research.

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# **APPENDICES**

## Appendix 1 Pre-Test.

*Pre-Test.*

### A. Multiple Choice.

Pilihlah kata yang digarisbawahi dengan kata yang tepat dan benar!.

1. Today is W-d-e-y-n-d-e-s-d-a.

- A. Deywadnes
- B. Yadwednes
- C. Wednesday
- D. Weddaynes

2. My friend is on the o-R-d-a.

- A. Daor
- B. Oard
- C. Road
- D. Orad

3. My mom told me that I have to S-e-p-l-e early.

- A. Sleep
- B. Epels
- C. Plees
- D. Sepel



4. I lost my o-k-B-o.

A. Boko

B. Kobo

C. Obok

D. Book

5. My dad is watching F-o-b-t-a-l-l-o.

A. Football

B. Ballfoot

C. Booftall

D. Foobtall

6. The cat is chased by o-D-g.

A. Dgo

B. Dog

C. Gdo

D. God

7. Everything is will be y-o-K-e.

A. Okey

B. Keyo

C. Eyok

D. Koye

8. I will go there T-o-r-w-o-r-o-m.

A. Morowtor

B. Tomorrow

C. Tomoworr

D. Worromot

9. My brother was S-c-i-k.

A. Sick

B. Kics

C. Skic

D. Kisc

10. The picture looks B-e-a-t-f-u-t-l-i.

A. Tifulbea

B. Beautufil

C. Beatiful

D. Buitefal

B. Essay.

Susunlah kalimat acak dibawah ini dengan jawaban yang tepat dan benar!

1. Everything – will – okey – be – is
2. We - go – to – tomorrow – the – will – city
3. My – breakfast – is – mom – cooking
4. Budi – go - school – to - the
5. Calling – was – me – Lisa

## **Appendix 2 Answer Key of Pre-Test**

### *Answer Key of Pre-Test:*

#### A. Multiple Choice

- |      |       |
|------|-------|
| 1. C | 6. B  |
| 2. C | 7. A  |
| 3. A | 8. B  |
| 4. D | 9. A  |
| 5. A | 10. C |

#### B. Essay

1. Everything is will be okay.
2. We will go to the city tomorrow.
3. My mom is cooking breakfast.
4. Budi go to the school.
5. Lisa was calling me.

### Appendix 3 Post-Test

*Post Test.*

A. Multiple Choice.

Pilihlah kata yang digarisbawahi dengan kata yang benar!

1. I want to eat ice C-m-a-e-r

A. Cream

B. Reamc

C. Eramc

D. Crame

2. My grandma is m-o-i-C-n-g soon

A. Cmiong

B. Cimong

C. Coming

D. Cmoing

3. My friend gave me a C-e-a-k

A. Cake

B. Keca

C. Ceka

D. Ckae

4. Today is T-u-h-d-a-y-r-s

A. Tharsduy

B. Thusryad

C. Thursday

D. Daythurs

5. We go to the S-c-o-h-o-l right now

A. School

B. Shocol

C. Schloo

D. Sholoc

6. The lesson is teach by the T-e-c-h-a-e-r

A. Taecher

B. Teacher

C. Teechar

D. Thaceer

7. You are my best r-F-e-i-n-d

A. Friend

B. Frenid

C. Frined

D. Fnierd

8. My dad was C-l-l-a-i-n-g me

A. Claling

B. Cillang

C. Calling

D. Cnalilg

9. He always y-P-a-r-s first

A. Psayr

B. Pryas

C. Pyars

D. Prays

10. His mother makes delicious o-F-o-d

A. Food

B. Fodo

C. Odof

D. Fdoo

B. Essay.

Susunlah kalimat acak dibawah ini dengan jawaban yang tepat dan benar!

1. Homework – my – done – is.
2. My – in – Bandung – friend – lives.
3. Budi – hard – so – studied.
4. Go – to – see – tiger – the – Dina.
5. Mother – my – is – teacher.



## **Appendix 4 Answer Key of Post-Test**

### *Answer Key of Post-Test:*

#### A. Multiple Choice

- |      |       |
|------|-------|
| 1. A | 6. B  |
| 2. C | 7. A  |
| 3. A | 8. C  |
| 4. C | 9. D  |
| 5. A | 10. A |

#### B. Essay.

1. My homework is done.
2. My friend lives in Bandung.
3. Budi studied so hard.
4. Dina go to see the tiger.
5. My mother is a teacher.

## Appendix 5 t-Table

Titik Persentase Distribusi t (df = 1 – 40)

df	Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
		0.50	0.20	0.10	0.050	0.02	0.010	0.002
1		1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2		0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3		0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4		0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5		0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6		0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7		0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8		0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9		0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10		0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11		0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12		0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13		0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14		0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15		0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16		0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17		0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18		0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19		0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20		0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21		0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22		0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23		0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24		0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25		0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26		0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27		0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28		0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29		0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30		0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31		0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32		0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33		0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34		0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35		0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36		0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37		0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38		0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39		0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40		0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung.

## Appendix 6 r-Table

Tabel r untuk  $df = 1 - 37$

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

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

## Appendix 7 Lesson Plans of Experimental Class

### RENCANA PELAKSANAAN PEMBELAJARAN

Experimental Class

Satuan Pendidikan : Mts Nadlatul Khairaat  
Kelas/ Semester : VIII/ Ganjil  
Tema : Learning Vocabulary  
Sub Tema : Kosakata Pada Anggota Tubuh  
Alokasi Waktu : 120 menit (Dua kali pertemuan)

#### A. Tujuan Pembelajaran

Menjelaskan vocabulary atau kosakata kepada para peserta didik dengan tema Learning Vocabulary. Peserta didik dapat mengidentifikasi dan memahami sebuah kosakata baru dalam bahasa Inggris dengan penuh rasa ingin tahu, percaya diri, disiplin, serta berperan aktif di dalam kelas.

#### B. Kegiatan Pembelajaran

		Kegiatan Pembelajaran
<b>Pendahuluan</b> (5 menit)	<b>Orientasi</b>	<ul style="list-style-type: none"><li>• Guru mengucapkan salam kepada peserta didik</li><li>• Guru mengajak peserta didik untuk berdoa bersama-sama sebelum memulai pembelajaran</li><li>• Memeriksa daftar hadir peserta didik</li></ul>
	<b>Apresepsi</b>	<ul style="list-style-type: none"><li>• Guru menggali pengetahuan awal peserta didik terkait dengan materi yang akan dipelajari</li></ul>
	<b>Motivasi</b>	<ul style="list-style-type: none"><li>• Menyampaikan manfaat dari materi yang akan diberikan</li><li>• Menyampaikan tujuan pembelajaran</li></ul>
<b>Model Pembelajaran</b> (Scramble Method)		
<b>Kegiatan Inti</b> (25 menit)		<p>Guru memberikan materi dengan menuliskannya di papan tulis</p> <p>Peserta didik mendengarkan lalu menirukan cara pengucapan kata yang disebutkan oleh guru</p> <p>Peserta didik menghafal vocabulary tentang nama anggota tubuh dalam bahasa Inggris</p> <p>peserta dilatih menulis nama anggota tubuh dalam bahasa Inggris</p> <ul style="list-style-type: none"><li>• Guru melakukan tanya jawab dengan peserta didik terkait dengan masalah yang dihadapi dan</li></ul>

	mengajukan pertanyaan terkait dengan materi yang belum dipahami
<b>Pernyataan/Identifikasi Masalah (25 menit)</b>	<ul style="list-style-type: none"> <li>• Guru menyiapkan pertanyaan yang sesuai dengan topik nama anggota tubuh dalam bahasa Inggris</li> <li>• Guru menyiapkan jawaban yang telah diacak gambar dan hurufnya</li> <li>• Guru membagikan lembar tugas yang berisi soal dan jawaban yang telah diacak</li> </ul> <p>Guru mengumpulkan hasil kerja siswa Guru menarik kesimpulan dari hasil pembelajaran</p>
<b>Penutup (5 menit)</b>	<ul style="list-style-type: none"> <li>• Guru memotivasi peserta didik untuk terus semangat belajar</li> <li>• Guru menutup pembelajaran dengan berdoa kemudian salam</li> </ul>

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## RENCANA PELAKSANAAN PEMBELAJARAN

### Experimental Class

Satuan Pendidikan : Mts Nadlatul Khairaat  
Kelas/ Semester : VIII/ Ganjil  
Tema : Learning Vocabulary  
Sub Tema : Kosakata Pada Nama Hewan  
Alokasi Waktu : 120 menit (Dua kali pertemuan)

#### A. Tujuan Pembelajaran

Menjelaskan vocabulary atau kosakata kepada para peserta didik dengan tema Learning Vocabulary. Peserta didik dapat mengidentifikasi dan memahami sebuah kosakata baru dalam bahasa inggris dengan penuh rasa ingin tahu, percaya diri, disiplin, serta berperan aktif di dalam kelas.

#### B. Kegiatan Pembelajaran

		Kegiatan Pembelajaran
<b>Pendahuluan</b> (5 menit)	<b>Orientasi</b>	• Guru mengucapkan salam kepada peserta didik
		• Guru mengajak peserta didik untuk berdoa bersama-sama sebelum memulai pembelajaran
		• Memeriksa daftar hadir peserta didik
	<b>Apresepsi</b>	• Guru menggali pengetahuan awal peserta didik terkait dengan materi yang akan dipelajari
<b>Motivasi</b>	• Menyampaikan manfaat dari materi yang akan diberikan	
	• Menyampaikan tujuan pembelajaran	
<b>Model Pembelajaran</b> (Scramble Method)		
<b>Kegiatan Inti</b> (25 menit)		Guru memberikan materi dengan menuliskannya di papan tulis Peserta didik mendengarkan lalu menirukan cara pengucapan kata yang disebutkan oleh guru Peserta didik menghafal vocabulary tentang nama hewan dalam bahasa inggris peserta dilatih menulis nama hewan dalam bahasa inggris Guru melakukan tanya jawab dengan peserta didik terkait dengan masalah yang dihadapi dan mengajukan pertanyaan terkait dengan materi yang belum dipahami



<p style="text-align: center;"><b>Pernyataan/Identifikasi Masalah (25 menit)</b></p>	<ul style="list-style-type: none"> <li>• Guru menyiapkan pertanyaan yang sesuai dengan topik nama-nama hewan dalam bahasa Inggris</li> <li>• Guru menyiapkan jawaban yang telah diacak gambar dan hurufnya</li> <li>• Guru membagikan lembar tugas yang berisi soal dan jawaban yang telah diacak</li> </ul> <p>Guru mengumpulkan hasil kerja siswa Guru menarik kesimpulan dari hasil pembelajaran</p>
<p style="text-align: center;"><b>Penutup (5 menit)</b></p>	<ul style="list-style-type: none"> <li>• Guru memotivasi peserta didik untuk terus semangat belajar</li> <li>• Guru menutup pembelajaran dengan berdoa kemudian salam</li> </ul>

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## Appendix 8 Lesson Plans of Control Class

### RENCANA PELAKSANAAN PEMBELAJARAN

Control Class

Satuan Pendidikan : Mts Nadlatul Khairaat  
Kelas/ Semester : VIII/ Ganjil  
Tema : Learning Vocabulary  
Sub Tema : Kosakata Pada Nama-nama Hewan  
Alokasi Waktu : 120 menit (Dua kali pertemuan)

#### A. Tujuan Pembelajaran

Menjelaskan vocabulary atau kosakata kepada para peserta didik dengan tema Learning Vocabulary. Peserta didik dapat mengidentifikasi dan memahami sebuah kosakata baru dalam bahasa inggris dengan penuh rasa ingin tahu, percaya diri, disiplin, serta berperan aktif di dalam kelas.

#### B. Kegiatan Pembelajaran

		<b>Kegiatan Pembelajaran</b>
<b>Pendahuluan (5 menit)</b>	<b>Orientasi</b>	• Guru mengucapkan salam kepada peserta didik
		• Guru mengajak peserta didik untuk berdoa bersama-sama sebelum memulai pembelajaran
		• Memeriksa daftar hadir peserta didik
	<b>Apresepsi</b>	• Guru menggali pengetahuan awal peserta didik terkait dengan materi yang akan dipelajari
<b>Motivasi</b>	• Menyampaikan manfaat dari materi yang akan diberikan	
	• Menyampaikan tujuan pembelajaran	
<b>Model Pembelajaran (Conventional Method)</b>		
<b>Kegiatan Inti (25 menit)</b>		Guru memberikan materi dengan menuliskannya di papan tulis Peserta didik mendengarkan lalu menirukan cara pengucapan kata yang disebutkan oleh guru Peserta didik menghafal vocabulary tentang nama-nama hewan dalam bahasa inggris Peserta didik dilatih menulis nama-nama hewan dalam bahasa inggris

<p style="text-align: center;"><b>Pernyataan/Identifikasi Masalah (25 menit)</b></p>	<ul style="list-style-type: none"> <li>• Guru melakukan tanya jawab dengan peserta didik terkait dengan masalah yang dihadapi dan mengajukan pertanyaan terkait dengan materi yang belum dipahami</li> <li>Guru membagikan tugas kepada peserta didik berupa tugas mandiri dengan menulis sebuah kalimat yang berkaitan dengan nama-nama hewan</li> <li>Guru mengumpulkan hasil kerja siswa</li> <li>Guru menarik kesimpulan dari hasil pembelajaran</li> </ul>
<p style="text-align: center;"><b>Penutup (5 menit)</b></p>	<ul style="list-style-type: none"> <li>• Guru memotivasi peserta didik untuk terus semangat belajar</li> <li>• Guru menutup pembelajaran dengan berdoa kemudian salam</li> </ul>

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## RENCANA PELAKSANAAN PEMBELAJARAN

Control Class

Satuan Pendidikan : Mts Nadlatul Khairaat  
Kelas/ Semester : VIII/ Ganjil  
Tema : Learning Vocabulary  
Sub Tema : Kosakata Pada Anggota Tubuh  
Alokasi Waktu : 120 menit (Dua kali pertemuan)

### A. Tujuan Pembelajaran

Menjelaskan vocabulary atau kosakata kepada para peserta didik dengan tema Learning Vocabulary. Peserta didik dapat mengidentifikasi dan memahami sebuah kosakata baru dalam bahasa inggris dengan penuh rasa ingin tahu, percaya diri, disiplin, serta berperan aktif di dalam kelas.

### B. Kegiatan Pembelajaran

		Kegiatan Pembelajaran
<b>Pendahuluan</b> (5 menit)	<b>Orientasi</b>	• Guru mengucapkan salam kepada peserta didik
		• Guru mengajak peserta didik untuk berdoa bersama-sama sebelum memulai pembelajaran
		• Memeriksa daftar hadir peserta didik
	<b>Apresepsi</b>	• Guru menggali pengetahuan awal peserta didik terkait dengan materi yang akan dipelajari
<b>Motivasi</b>	• Menyampaikan manfaat dari materi yang akan diberikan	
	• Menyampaikan tujuan pembelajaran	
<b>Model Pembelajaran</b> (Conventional Method)		
<b>Kegiatan Inti</b> (25 menit)		Guru memberikan materi dengan menuliskannya di papan tulis Peserta didik mendengarkan lalu menirukan cara pengucapan kata yang disebutkan oleh guru Peserta didik menghafal vocabulary tentang nama anggota tubuh dalam bahasa inggris Peserta didik dilatih menulis nama anggota tubuh dalam bahasa inggris

<p style="text-align: center;"><b>Pernyataan/Identifikasi Masalah (25 menit)</b></p>	<ul style="list-style-type: none"> <li>• Guru melakukan tanya jawab dengan peserta didik terkait dengan masalah yang dihadapi dan mengajukan pertanyaan terkait dengan materi yang belum dipahami</li> <li>Guru membagikan tugas kepada peserta didik berupa tugas mandiri dengan menulis sebuah kalimat yang berkaitan dengan nama anggota tubuh</li> <li>Guru mengumpulkan hasil kerja siswa</li> <li>Guru menarik kesimpulan dari hasil pembelajaran</li> </ul>
<p style="text-align: center;"><b>Penutup (5 menit)</b></p>	<ul style="list-style-type: none"> <li>• Guru memotivasi peserta didik untuk terus semangat belajar</li> <li>• Guru menutup pembelajaran dengan berdoa kemudian salam</li> </ul>

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## RENCANA PELAKSANAAN PEMBELAJARAN

### Control Class

Satuan Pendidikan : Mts Nadlatul Khairaat  
Kelas/ Semester : VIII/ Ganjil  
Tema : Learning Vocabulary  
Sub Tema : Kosakata Pada Nama-nama Hari  
Alokasi Waktu : 120 menit (Dua kali pertemuan)

#### A. Tujuan Pembelajaran

Menjelaskan vocabulary atau kosakata kepada para peserta didik dengan tema Learning Vocabulary. Peserta didik dapat mengidentifikasi dan memahami sebuah kosakata baru dalam bahasa inggris dengan penuh rasa ingin tahu, percaya diri, disiplin, serta berperan aktif di dalam kelas.

#### B. Kegiatan Pembelajaran

		<b>Kegiatan Pembelajaran</b>
<b>Pendahuluan (5 menit)</b>	<b>Orientasi</b>	<ul style="list-style-type: none"><li>• Guru mengucapkan salam kepada peserta didik</li><li>• Guru mengajak peserta didik untuk berdoa bersama-sama sebelum memulai pembelajaran</li><li>• Memeriksa daftar hadir peserta didik</li></ul>
	<b>Apresepsi</b>	<ul style="list-style-type: none"><li>• Guru menggali pengetahuan awal peserta didik terkait dengan materi yang akan dipelajari</li></ul>
	<b>Motivasi</b>	<ul style="list-style-type: none"><li>• Menyampaikan manfaat dari materi yang akan diberikan</li><li>• Menyampaikan tujuan pembelajaran</li></ul>
<b>Model Pembelajaran (Conventional Method)</b>		
<b>Kegiatan Inti (25 menit)</b>		Guru memberikan materi dengan menuliskannya di papan tulis Peserta didik mendengarkan lalu menirukan cara pengucapan kata yang disebutkan oleh guru Peserta didik menghafal vocabulary tentang nama-nama hari dalam bahasa inggris Peserta didik dilatih menulis nama-nama hari dalam bahasa inggris

<p style="text-align: center;"><b>Pernyataan/Identifikasi Masalah (25 menit)</b></p>	<ul style="list-style-type: none"> <li>• Guru melakukan tanya jawab dengan peserta didik terkait dengan masalah yang dihadapi dan mengajukan pertanyaan terkait dengan materi yang belum dipahami</li> <li>Guru membagikan tugas kepada peserta didik berupa tugas mandiri dengan menulis sebuah kalimat yang berkaitan dengan nama-nama hari</li> <li>Guru mengumpulkan hasil kerja</li> <li>Guru menarik kesimpulan dari hasil pembelajaran</li> </ul>
<p style="text-align: center;"><b>Penutup (5 menit)</b></p>	<ul style="list-style-type: none"> <li>• Guru memotivasi peserta didik untuk terus semangat belajar</li> <li>• Guru menutup pembelajaran dengan berdoa kemudian salam</li> </ul>

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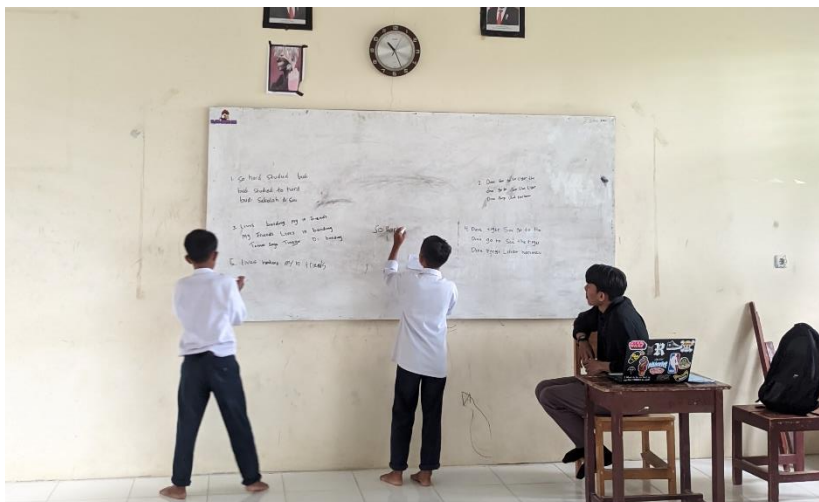
## Appendix 9 Documentation

### Giving Pretest to Experimental Class and Control Class





## Giving Treatment to Experimental Class





## Teaching In Control Class





## Giving Posttest to Experimental Class and Control Class



## CURRICULUM VITAE



### **Reseaecher Identity**

Name : Rianfani Muzhoffar  
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### **Educational**

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MAN 1 PARIGI : Graduate in 2018

Palu, January 2023

Researcher,

Rianfani Muzhoffar

18. 1. 16. 0066