

**THE EFFECT OF APPLYING BOGGLE GAME ON THE STUDENTS'
VOCABULARY MASTERY**

SKRIPSI

*Submitted Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S. Pd)
English Education Program*

By

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Menjadi:

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Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

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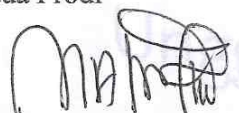
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ABSTRACT

Harahap, Fachri Husaini. 1502050139. "The Effect of Applying Boggle Games on The Students' Vocabulary Mastery" Skripsi: English Education Program. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2019.

This research was purposed to investigated The Effect of Applying Boggle Games on The Students' Vocabulary Mastery. The Effect means of the learning process should be viewed from certain teacher relationships that teach certain groups of students. And boggle games are simplest to teaching vocabulary for some students by using games as a media instead just use ordinary way itself. the objective in this research to figure out the significant effect of using boggle games on students to improve their vocabulary mastery. The population of this study was the eleventh-grade students of MA Muhammadiyah 01 Medan at academic year 2019/2020. The populations were 62 students which separated into both XI IPA and XI IPS. The population divided into 2 group: XI IPA as experimental class taught by using Boggle games and grammar translation method and XI IPS as control class taught by using lecture method. The type of this research was experimental research design. Both of group was given pre-test, treatment, post-test. The data was calculated and analyzed by using t-test formula. The result of the analysis appeared that t-test was higher than t-table ($2.94 > 1.20$) with the level significant of 0.05% and degree of freedom (df) = 60. The result showed that the students' vocabulary mastery was improved by using boggle games. Otherwise, hypothesis of this study is accepted and means that Boggle games brought significant effect on student's vocabulary.

Keywords: Boggle games, Vocabulary mastery.

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CHAPTER I

INTRODUCTION

1.1 The Background of the study

Vocabulary is one of the most important things of language in case to studying English. Among the main four skills of English, vocabulary become important because without of it the student will have lack of words source and causes misunderstanding. In the other meaning, base of every language is vocabulary. For senior high school students, vocabulary is significant and should be mastered as well as grammatical rule to build better communication according to their level of education.

Without vocabulary, the four skills of English (Speaking, Writing, Reading and Listening) becomes hard to learn because the student cannot understand anything. According to Richards (2002:55) Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. It is indicated that vocabulary is the core of Language, not only in English but in every single language that ever exist. In English as second language (ESL) and English as a foreign language (EFL) learning vocabulary is a vital role in language skills (i.e. listening, speaking, reading and writing (Nation,2011). Furthermore, the acquisition of an adequate vocabulary is essential factor for successful of second language. We may have learned grammatical rules but without the presence of vocabulary, we will be unable use the structures, functions and to communication.

Nevertheless, the main problem in teaching English language skills such as vocabulary still appear in the school. the problem is because English completely different from the language that they are usually use to communicated every day. student has lack of knowledge in English language because at previous level, they not following the latest teaching learning process cause of the teaching technique that teacher using is not appropriate. According to Nation (2011) Knowledge is constructed by humans. Knowledge is not set by facts, concepts, or laws waiting to be discovered. Afterwards, the structure and pronunciation remain made the differences distinct between English and Bahasa Indonesia or cultural language. According to Oktay (2015) Teaching English is always a challenging task and that task requires nationwide efforts. Thus, it is vital to have a national system of foreign language teaching. And according to Thornbury (2002) Teaching words is crucial aspect in learning a language as languages are based on words. Based on explanation above, teaching language such as English is not quite simple, challenging and crucial especially in Indonesia that is not set English as second language (ESL). However, teacher has to discover the effective technique in teaching to ensure every single knowledge can be conveyed well by teacher and absorbed by the student. An excellent teaching technique will bring the easiest way for student to learn anything, make student understand and also build confident.

According to researcher's observation in XI grade of MA Muhammadiyah 01 Medan, the case of the effective technique for teaching English remains not discover. And the student also had difficulty in distinguish the form of words

grammatically. Furthermore, learning English vocabulary is tedious. Because, teachers used the reminds method to force the student to remember every word without getting excited. According to Arsyad (2011:162) “That well-designed game program can motivate students and improve their knowledge and ability”. It is indicated that some technique like playing games in teaching vocabulary such as role play, card board game, puzzle, and wall card will grow the student excitement about learning English itself. Otherwise, if the problem to finding the proper method is not solved, student interest to learning English might decrease significantly.

This process is influenced by the number of times learners are exposed to a word and to its different definitions. If words are not exercised, they do not end up in long-term memory and are easily forgotten. One of vocabulary games that can improve student vocabulary mastery is Boggle Game. Boggle is a word game in which player connect neighboring letters in a 4x4 grid. The game is won by the player who finds the longest word. This is a board game, played for fun, but it can be educational value by looking for specific words or relation between words. The letter arrangement in the 4x4 grid must be predefined and, at the same time, various version of grid must be generated. This is a difficult task to be done manually and *semantic boggle*, our serious game is created for that purpose. The main idea of this game is that the grid is populated with semantically-related words. Learning English and being master of vocabulary turns into the simplest way, that more interactive, fun and serious. That is why I

want to propose a research with the title “*THE EFFECT OF APPLYING BOGGLE GAME ON THE STUDENTS’ VOCABULARY MASTERY*”

1.2 The Identification of problem:

The problems in this research are:

1. The low level of students’ understanding and result of English language, especially vocabulary.
2. Less precise of technique for teaching good and correct vocabulary.

1.3 The Scope and limitation of the study

To make the research more effective, efficient, and guided. The researcher would like to build the scope of limitation as follows:

1. The teaching technique is using Boggle game and grammar translation method in teaching learning process during research.
2. The result in this research is posttest after using Boggle games in teaching English vocabulary.

1.4 The Formulation of the Study

Based on background of the study above, the following formulation of study is how effective boggle game on students’ vocabulary mastery.

1.5 The Objective of the Study

The objective of the study is to find out how effective boggle game on students’ vocabulary mastery.

1.6 The Significance of the Study

The findings of this study are supposed to be useful:

1. For the students, the effect of game will bring an excellent experience in studying vocabulary and it will raise their knowledge in studying vocabulary through serious, creative and fun.

2. For English teacher, this game will also give an alternative option, if teacher want to use this game as one of the innovative strategies and also new experience for teacher to teach using game.

3. For the researchers, who attract in this study to get information about teaching vocabulary and boggle game.

4. For the readers who learn English, boggle game is one of the games to improve English vocabulary and it can be used as an alternative material of ordinary exercise, such as speaking, reading and writing.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Definition of Vocabulary

Vocabulary is an essence of language that build sentence, forming the paragraph, creating a chapter that will transform into book, journal, article or thesis following with grammatical rules. According Usman, Soedjito, and Notosudirjo (in Abdul Chaer 2007:6) said that (1) Vocabulary is all words contained in a language, (2) words that are mastered by a person or group of people from the same environment, (3) A number of words from a language that are arranged alphabetically along with a number of explanations of their meaning, like a dictionary. Then Linse (2005:121) stated that vocabulary is the collection of words that an individual knows. Afterwards according to Richards (2002) vocabulary as a set of lexemes, including single words, compound words, and idiom lexeme is the smallest unit in the meaning system of the language that can be distinguished from other similar units. Wilkins (in Thornbury 2002:13) summed up that without vocabulary nothing can be conveyed. Vocabulary refers to all words in the whole language used in a particular variety, Neuman & Dwyer (2009, p. 385) Vocabulary can be defined as “words we must know to communicated effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”. Based on expert definition above, it is indicated that vocabulary is the main factor in the development of sentence building, and the core of every languages.

1.2 Kind of Vocabulary

A person's knowledge of words is divided into two board kinds of vocabulary. According to Nation (2001), there are two kinds of vocabulary. They are *receptive* and *productive* vocabulary, Harmer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to one that the students have been taught and that they are expected to be able to use. Then Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive and productive vocabulary. Two types of vocabulary as follows: (1) Receptive vocabulary is the words that learners recognize and understand when they are used in context, but they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb,2008). Receptive vocabulary refers to all words that can be understood by a person, including listen, written, or manually signed words. In contrast, expressive vocabulary refers to words that a person can express or produce, for example, by speaking or writing.

(2) productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is required for receptive vocabulary plus ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005).

1.3 Mastery in Vocabulary

Vocabulary is crucial to be mastered by the students. In the purpose to understand the language, vocabulary mastery is required to express students' ideas and perception to be able to understand other people's saying. According to Webster (1992) Mastery refers to (1) a. the authority of a master; dominion, b. the upper hand in a contest or competition; superiority, ascendancy and (2) a. possession or display of great skill or technique, b. skill or knowledge that makes one master of a subject comment. The technique remains one of the most important keys of success for student vocabulary mastery. It is also a problem for a teacher to solve, because without the proper technique in teaching vocabulary the word of mastery the student will never reach mastery level and remains stuck in competence level.

1.4 The Techniques in Teaching Vocabulary

Afterwards, the best technique that teacher will give, the best result for student will get. Technical vocabulary is words or phrases that are primarily used in a specific line of work or profession. Academic vocabulary on other hand is the vocabulary critical to understanding the concepts of the content taught in schools (Stahl and Fairbanks, 1986 as cited in Zwiers, 2008). According to Takac (2008) techniques employed by teachers depend on some factors, such as the content, time availability, and its value for learners. This indicated that teacher need to employed the best new proper technique for teaching not only vocabulary but all English skills aspect to improve student individual English skills in using English words for communication. Then,

Pinter (2006) summed up Teachers are suggested to employed planned vocabulary presentation as various as possible. Some techniques of teaching vocabulary as follows:

a. Using Objects

Using object as technique for teaching vocabulary such an amazing way. Either student or teacher will really enjoy because further explanation about the topic is no longer require. Using this technique includes of realia, visual aids, and demonstration. It also helps student remember much vocabulary by sees what kind of thing that words said in real visualization. Takac (2008) state that They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words.

b. Drawing

To make more interesting, drawing the object on black/white board or flash cards will help young learners easily understand and realize the main points that they have learned in the classroom.

c. Using Pictures

Vocabulary is similar like things, and stuffs that student usually meet in their daily life every day. pictures connect students' prior knowledge to a new story of visualization.

a. Guessing from context

There are many clues learners can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother

tongue, and general knowledge (Walters, 2004). The first type is the context within the text, which includes morphological, semantic, and syntactic information in a specific text, while the second one is the general context, or non-textual context, which is the background knowledge the reader has about the subjects being read. Learning from context not only includes learning from extensive reading, but also learning from taking part in a conversation, and learning from listening to stories, films, television or the radio (Nation, 2001). Furthermore, this technique encourages learners to take risk and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own.

b. Translation

Checking students' comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors (Takac, 2008). Even though translation does not create motivation but through translation student can learn a lot of vocabulary that they do not know before.

c. Mime, Expression and Gestures

Several studies have emphasized the role of gesture in second language (L2) acquisition (Gullberg, 2008). It is commonly acknowledged that "teaching gestures" capture attention and make the lesson more dynamic. Using the analyses of video recordings of English lesson to French students, (Tellier, 2007). Compared three main roles of teaching gestures: management of class (to

start/end an activity, to question students, request silence, etc.) evaluation (to show a mistake, to correct, to congratulate, etc.) teaching gestures appear in various shapes: hand gestures, facial expression, pantomime, body movements and etc. They can either mime or symbolize something and they help learners to infer the meaning of a spoken words of expression, providing that they are unambiguous and easy to understand. This teaching strategy is thus relevant comprehension (Tellier, 2007). In addition to supporting comprehension, teaching gestures may also be relevant for learner's memorization process. Indeed, many second language teachers who use gestures as teaching strategy declare that they help learners in the process of memorizing the second language lexicon. Gesture associated with the lexical item during the lesson. Others have seen learners (especially young students) spontaneously reproducing the gesture when saying the word. The effect of gestures on memorization is thus something witnessed by many but hardly explored on a systematic and empirical basis (Teller, 2008).

d. Using Games

Teaching vocabulary in all level of education in Indonesia require some serious technique. From all techniques, using games in teaching learning process is one of the best ways to teach language such as English. It is also having several advantages while using it in the classroom. According to Huyen (2003) there are some advantages of games especially in teaching vocabulary: "first, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and

they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way".

2. Games

2.1 Definition of Games

Wright et.al (2006:1) state that game is an activity which entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others. In order to ensure the students are not feeling boring and lazy when they are learning English.

2.2 Types of Games

They are some types of games for the language learners from Wright et.al (2006), as follows:

2.2.1 Care and share

'caring and sharing' games include all those games in which the learners feel comfortable while sharing personal information with other learners. These games relate more to invitation than a challenge.

2.2.2 Do: move, mime, draw, obey

The learners are expected to do something non-verbally in response to read a or a hear text.

2.2.3 Identify: discriminate, guess, speculate

The learners are challenged to identify something which is difficult to identify or to hypothesize about something which is then compared with the fact.

2.2.4 Describe

The learner is challenged to describe something to another learner, by speaking or writing, so well that the other learner can do something, for example, draw a picture.

2.2.5 Connect: compare, match, group

The learner is challenged to connect, compare, match or group various items of information, perhaps picture or text, also subjectively or objectively.

2.2.6 Order

The learner is challenged to put various bits of information into an order of quality and importance, subjectively or objectively, or put text, pictures, objects into a developmental sequence, also subjectively, or objectively.

2.2.7. Create

The learners are challenged or invited to make a story, write a poem or produce some other kind of text material using their imagination based on context

2.3 Kind of Games

Classifying games into categories can be difficult, because categories often overlap. Hadfield (1999:102) explains two ways of classifying language games. First, she divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. Correct language usage, though still important, is

secondary to achieve the communicative goal. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type.

2.3.1 Sorting, ordering or arranging games

For example, students have a set of cards with different products on them, and they sort of the cards into products found at a grocery store and products found at a department store.

2.3.2 Information gap games

People need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with drawing.

2.3.3 Guessing games

These are a variation on information gap games. One of the best-known examples of a guessing game is 20 questions, in which one person thinks of a famous person, place, or thing.

2.3.4 Search games

These games yet another variant on two-way information gap games, with everyone giving and seeking information. Find someone who is a well-known example.

2.3.5 Matching games

According to the name, participants need to find a match for a word, picture or card. For example, students place 30 words card, composed of 15 pairs, face down in random order. Each person turns over two cards at the same time, with

the goal of turning over a matching pair, by using their memory. This is also known as the Pelmanism principle, after Christopher Louis Pelman, a British psychologist of the first of the 20th century.

2.3.6 Board games

Scrabble and boggle are one of the most famous board games that specifically highlight language.

2.4 Games Material for Learning Vocabulary

Games are fun Activities that promote interaction, thinking, learning and problem-solving strategies either a game is a system which players engage in an artificial conflict, defined by rules, that result in a quantify able outcome.

“Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and actions are combined into purposeful and behavior to accomplish a goal. Playing games teaches us how to strategies, to consider alternatives, and to think flexibly.” (Martinson and Chu 2008: 478)

Games have a long and rich history. In concisely, I would like to explain about the history of games. They divided into two main periods: before and after the 19th century. According to El Shamy (2001), in the beginning, games are mainly based on physical activities. They are related to special occasions such as religious rituals, celebrations, and festivals. Base on statement above, when teacher teaching vocabulary using Remembering method and force student to remember the word one by one it makes the student feels in under pressure because they are a lot of the study that they have to remember, they have to learn

and they have to face. Therefore, teaching vocabulary with Remembering method is not suitable especially in Indonesia that not put English as second language (ESL) but as foreign language (EFL). In fact, teaching vocabulary using game may give great impact. Because they student not being force to remember the word but rather to discover it through active, creative and interactive game that they can do in both of personal or group games. The material of games that teacher can use such as: using, picture, role playing, board & card games and etc.

2.5 Boggle Game in Vocabulary Teaching

In vocabulary learning, one of the games which can be applied by teacher is Boggle game. Boggle game is a game which includes into sorting, ordering or arranging games. Boggle game is commonly known as word search game. According to Lamford (1999) word search game was introduced by Norman E. Gibat on 1968, and remade by Allan Turrofin on 1972 with additional rules. This game consists of the letters of words placed in a grid, which usually has a rectangular or square shape. The objective of this puzzle is to find and mark all the words hidden inside the box, the letters could be marked in any directions. Boggle game or word search game is a game where the players link at least 3 letters with line to make a word.

B. Previous Study

The previous study of this research was found and using same game means it is using Boggle games, and the previous study described as follows:

First, Amanda Fauziah's research has title "*The use of Boggle Game to Improve Students Vocabulary in Writing Descriptive Text*". She was discovered that using Boggle games in teaching vocabulary has such significant effect for students. The result of this study gained in Cycle 1: 32,2% of students who reach KKM, Cycle 2: 67% and Cycle 3: 92,9%. It showed that using Boggle game in teaching vocabulary give huge impact on students

C. Conceptual Framework

Learning using common method that teacher usually use in teaching activity in the classroom must be so boring. For some obvious reason, Teaching using common method or conventional like lecture never bring such an exciting vibe inside the classroom itself. But the story will be different if we use method like game such as Boggle games to push out the new atmosphere in the classroom while teaching learning process just running, especially when we teach something like Vocabulary that usually out of excite word itself.

Boggle games is individual and group games. When they practicing and learning new vocabularies, this way perhaps one of the most fun way to do instead of using common teaching method. It is also improved student's teamwork ability, critical thinking and decision making because the students will compete against the other students in the same class.

D. Hypothesis

Hypothesis is a temporary answer against the formulation of problem, which is mean the formulation of problem has been expressed into the form of statement sentence (Sugiyono 2017:96). Therefore, hypothesis in this research as follows:

1. The effect of boggle game can improve student's vocabulary learning result

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research location was implemented in MA Muhammadiyah 01 Medan that located in Jalan Mandala By Pass No.140, Kelurahan Bantan, Kecamatan Medan Tembung Kode Pos 20226.

B. Population and Sample

1. Population

In this population, all the XI Grade of MA Muhammadiyah 01 Medan 2019/2020 academic year and contain of 2 Classes (IPA and IPS).

No	Classes	Population
1	XI IPA	33
2	XI IPS	29

TABLE 3.1

2. Sample

Sample in this research decided with *Total Sampling* Technique and from that technique acquired two classes of 62 Students, that each class was separated into Experimental Class (Teaching Vocabulary using Boggle Games & Grammar

Translation Method) and Control Class (Teaching Vocabulary using Lecture Method).

C. Research Design

This type of research was Experimental Research, experimental research method can be defined as a research method that has been used to discover the effect of certain treatment against the others in controlled condition (Sugiyono 2017:107). Experimental Qualitative Design was using as the research design, this design has control group but not thoroughly work to control outside variables that affected experiment implementation (Sugiyono 2017:114). This research involved two classes (XI IPA and XI IPS) that was separated into several groups that contained up to 6 – 8 students each group (4 Group in total). The research design described as follows:

TABLE 3.2
RESEARCH DESIGN

Class	Pretest	Treatment	Posttest
Experiment	T ₁	X ₁	T ₂
Control	T ₁	X ₂	T ₂

Notes:

X1: The treatment was given by using Boggle game and Grammar translation method in teaching vocabulary.

X2: The treatment was given by using Lecture method in teaching vocabulary.

T1: Pre-test was given at the first of meeting before treatment during research progress.

T2: Post-test that was given at the end of meeting after treatment during research progress.

D. Instrument of Research

To obtained the data in this research, the researcher was used multiple choice test with total of 15 items.

E. Technique of Collecting Data

The technique that the researcher was used in collecting data were pre-test, treatment and post-test. Described as follows:

1. Pre-test

Both Experimental and Control classes are given the Pre-Test to calculate their scores before giving the treatment.

2. Treatment

The treatment that given for both classes (IPA and IPS) are same material of teaching vocabulary. The experimental was using Boggle games and Grammar translation method and Control group using was Lecture method.

3. Post-test

After being given treatment, the final phase to calculate how far the effect of this method in the way to increase student's vocabulary, then post-test was given to both Experimental and Control classes.

F. Technique for Analyzing Data

In this research, quantitative was used to measure the score of the students. The data that was collected from Pre-test, Post-test will be calculated to measure their ability before and after the treatment has been given. And the procedures as follows:

1. Collecting students' answer
2. Reading & Identifying students' answer
3. Scoring students' answer for correct and wrong answer
4. Comparing and measuring the scores between before Pretest and Posttest.
5. Counting both of Pre-test and Post-test of the students' Total scores.
6. Arranging the scores and put them into listing tables for both classes.

And the formulas during counting students' scores are:

- a. Standard deviation of sample 1 (experimental group)

$$S1 = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{(N)(N-1)}} \quad (\text{Sugiyono, 2016})$$

- b. Correlation of product moment between X_1 and X_2

$$r_{xy} = \frac{n \sum XY - \sum X \sum Y}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}} \quad (\text{Sugiyono, 2016})$$

- c. Hypothesis test (t- test)

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R \left(\frac{S_1}{\sqrt{N_1}} \right) \left(\frac{S_2}{\sqrt{N_2}} \right)}} \quad (\text{Sugiyono, 2016})$$

Notes:

T = t-test

\bar{X}_1 = Mean of variable 1 (experimental group)

\bar{X}_2 = Mean of variable 2 (control group)

S_1 = Standard deviation of sample 1 (experimental group)

S_2 = Standard deviation of sample 2 (control group)

s_1^2 = standard deviation squared (variants) of sample 1 (experimental group)

s_2^2 = standard deviation squared (variants) of sample 2 (control group)

n = total of sample

n_1 = number of cases for variable 1 (experimental group)

n_2 = number of cases for variable 2 (control group)

R = correlation of product moment between X and Y

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The current data of the study were collected from vocabulary multiple test. The test has been separated into two types and those are Pre-test and Post-test. The scores were obtained and counted based on how many words they can find in each test.

The data of students were coming from both Pre-test and Post-test of Experimental and Control group. And scoring mechanism described as follows:

T(True)	F(False)	E(Empty)
Multiple by 6,6	Multiple by 0	Not count

TABLE 4.1

Pre-test Score of Experimental Group

NO	STUDENTS'S INITIAL	INDICATORS			
		T	F	E	SCORE
1	AH	7	3	5	52
2	AJ	7	5	3	50
3	AM	8	6	1	54
4	ARS	7	4	4	50
5	AP	5	5	5	38
6	AF	9	1	5	63
7	AAP	10	3	2	69

8	AR	6	6	3	47
9	ASMN	10	3	2	70
10	DA	8	7	0	54
11	DN	6	1	8	40
12	DRM	8	3	4	56
13	DS	7	5	4	46
14	ERF	10	5	0	72
15	ES	10	0	5	68
16	FS	11	0	5	72
17	MMP	10	1	4	69
18	MQ	9	3	3	65
19	MAD	8	7	0	54
20	MA	10	3	2	68
21	MHAH	9	6	1	59
22	MR	6	0	9	39
23	MSL	9	4	1	65
24	MT	9	4	2	63
25	NNI	7	5	3	46
26	NWM	10	1	4	69
27	RDY	7	1	7	50
28	RWAJ	8	3	4	54
29	RWAJ	6	7	3	47

30	SNJ	9	4	1	61
31	TM	8	3	4	59
32	WA	10	3	2	69
33	ZD	5	0	10	35
SUM					1900
MEAN					57,57

From the table 4.1 above it shown the data of Experimental group that contain students' initial and students' pre-test scores. From Table 4.1, the highest pre-test score was 72 and lowest was 35. After calculating, the total score of experimental class was 1900 and the mean of experimental class was 57,57.

TABLE 4.2

Post-test Score of Experimental Group

NO	STUDENTS'S INITIAL	INDICATORS			
		T	F	E	SCORE
1	AH	7	3	5	72
2	AJ	7	5	3	66
3	AM	8	6	1	72
4	ARS	7	4	4	72
5	AP	5	5	5	75
6	AF	9	1	5	77
7	AAP	10	3	2	78

8	AR	6	6	3	77
9	ASMN	10	3	2	77
10	DA	8	7	0	75
11	DN	6	1	8	82
12	DRM	8	3	4	78
13	DS	7	5	4	66
14	ERF	10	5	0	74
15	ES	10	0	5	79
16	FS	11	0	5	78
17	MMP	10	1	4	80
18	MQ	9	3	3	76
19	MAD	8	7	0	83
20	MA	10	3	2	78
21	MHAH	13	2	0	87
22	MR	6	0	9	74
23	MSL	9	4	1	80
24	MT	9	4	2	61
25	NNI	7	5	3	78
26	NWM	10	1	4	71
27	RDY	7	1	7	78
28	RWAJ	8	3	4	73
29	RWAJ	6	7	3	71

30	SNJ	9	4	1	70
31	TM	8	3	4	68
32	WA	10	3	2	73
33	ZD	5	0	10	65
SUM					2464
MEAN					74,66

The data of post-test experimental class can be seen in the table 4.2. The data from table 4.2 showed the score of Post-test that contain highest score was 87 and lowest score was 63. The total score of Post-test experimental class was 2464 and the mean was 74,66.

TABLE 4.3

Pre-test score of Control Group

NO	STUDENTS'S INITIAL	INDICATORS			
		T	F	E	SCORE
1	AF	10	0	5	66
2	AMS	8	5	2	55
3	AN	8	6	1	54
4	BA	7	8	0	47
5	CAP	7	2	6	50
6	DWS	7	8	0	48
7	FMA	8	5	2	58
8	FM	7	7	1	47

9	FL	9	3	3	61
10	FF	8	5	2	54
11	FFR	6	6	3	42
12	FF	6	6	3	42
13	JAL	5	5	5	36
14	MR	8	5	2	53
15	MAM	8	2	5	58
16	MIL	10	1	4	72
17	MIA	10	4	1	68
18	MFR	10	3	2	68
19	MRA	10	4	1	68
20	MSL	8	5	2	54
21	NB	8	6	1	54
22	NH	9	0	6	61
23	NS	6	6	3	40
24	RAR	6	7	2	41
25	RA	9	4	2	65
26	RP	7	7	1	48
27	SA	9	3	3	64
28	SF	8	8	1	58
29	SIH	8	4	3	55
SUM					1587

MEAN	54,72
------	-------

Table 4.3 shown the data that has been obtained from Pre-test control classes and showed the highest score was 72 and the lowest was 36 with the total score of 1537 and mean of 54,72.

TABLE 4.4

Post-test score of Control Group

NO	STUDENTS'S INITIAL	INDICATORS			
		T	F	E	SCORE
1	AF	10	0	5	71
2	AMS	11	0	4	78
3	AN	11	4	0	73
4	BA	12	3	00	80
5	CAP	11	4	0	78
6	DWS	7	8	0	51
7	FMA	8	3	4	58
8	FM	8	5	2	54
9	FL	9	1	5	61
10	FF	8	2	5	54
11	FFR	9	3	3	60
12	FF	6	6	3	44
13	JAL	11	3	1	73
14	MR	11	1	3	76

15	MAM	10	3	2	68
16	MIL	11	1	3	73
17	MIA	11	2	2	75
18	MFR	11	0	4	76
19	MRA	11	2	2	75
20	MSL	9	5	1	65
21	NB	9	5	1	65
22	NH	8	5	2	56
23	NS	9	4	2	66
24	RAR	10	3	2	72
25	RA	8	5	2	53
26	RP	11	3	1	74
27	SA	10	3	2	67
28	SF	10	2	3	67
29	SIH	9	5	1	65
SUM					1928
MEAN					66,48

The table 4.4 above showed the research data that came from Post-test of Control class. The highest score of Table 4.4 was 80 and the lowest score was 44 with the total score of 1928 and the mean of 66,48.

After collecting and calculating the data, from the table 4.2 and 4.4 showed that the mean from both experimental and control classes from Post-test were 73,90

(experimental class) and 66,48 (control class). From the fact above, it was showed that experimental class that were taught using Boggle games and Grammar translation method was better then control class that were using Lecture method.

B. Data Analysis

After gaining the data, the data were analyzed in purpose to discover the further differences between experimental and control group in pre-test and post-test.

TABLE 4.5

The Pre-test and Post-test in Experimental Class

No	Student's initial	Pre-test	Post-test	X1 ²	X2 ²
1	AH	52	72	2704	5184
2	AJ	50	66	2500	4356
3	AM	54	72	2916	5184
4	ARS	38	72	1444	5184
5	AP	63	77	3969	5929
6	AF	69	78	4761	6084
7	AAP	47	77	2209	5929
8	AR	70	75	4900	6375
9	ASMN	54	82	2916	6724
10	DA	40	78	1600	6084
11	DN	56	66	3136	4356
12	DRM	46	74	2116	5476
13	DS	73	79	5329	6241

14	ERF	68	78	4624	6084
15	ES	72	80	5184	6400
16	FS	69	76	4761	5776
17	MMP	65	83	4225	6889
18	MQ	54	78	2916	6084
19	MAD	68	62	4624	3844
20	MA	59	74	3481	5476
21	MHAH	39	87	1521	7569
22	MR	65	61	4225	3721
23	MSL	63	78	3969	6084
24	MT	46	71	2116	5041
25	NNI	69	78	4761	6084
26	NWM	50	73	2500	5329
27	RDY	54	71	2916	5041
28	RWAJ	47	71	2209	5041
29	RWAJ	61	70	3721	4900
30	SNJ	47	71	2209	5041
31	TM	59	68	3481	4624
32	WA	69	73	4761	5329
33	ZD	35	65	1225	4225
TOTAL		1900	2365	109929	181688

From Table 4.5, there was differences between pre-test and post-test result in experimental class. The lowest score of experimental class was 40 and the highest was 87.

TABLE 4.6

The Pre-test and Post-test in Control Class

No	Student's initial	Pre-test	Post-test	X1 ²	X2 ²
1	AF	66	71	4356	5041
2	AMS	55	78	3025	6084
3	AN	54	73	2916	5329
4	BA	47	80	2209	6400
5	CAP	50	78	2500	6084
6	DWS	48	51	2304	2601
7	FMA	58	58	3364	3364
8	FM	47	54	2209	2916
9	FL	61	61	3721	3721
10	FF	54	54	2916	2916
11	FFR	42	60	1764	3600
12	FF	42	44	1764	1936
13	JAL	36	73	1296	5329
14	MR	53	76	2809	5776
15	MAM	58	68	3364	4624
16	MIL	72	73	5184	5329
17	MIA	68	75	4420	5625
18	MFR	68	76	4420	5776
19	MRA	68	75	4420	5625
20	MSL	54	65	2916	4225

21	NB	54	65	2916	4225
22	NH	61	56	3721	3136
23	NS	40	66	1600	4356
24	RAR	41	72	1681	5184
25	RA	65	53	2916	2809
26	RP	48	74	2304	5476
27	SA	64	67	4096	4489
28	SF	58	67	3190	4489
29	SIH	55	65	3025	4225
TOTAL		1587	1928	87326	130690

From table 4.6 above, the data has been collected from pre-test and post-test of control class. From the data the highest score was 80 and 36 was the lowest. And from table 4.5 and 4.6 showed the differences between both experimental and control group.

To accumulate the Standard deviation, the table of score described as follows:

TABLE 4.7

Standard Deviation of X Post Test Experimental Group

NO	X	X ²
1	72	5184
2	66	4356
3	72	5184

4	72	5184
5	75	5625
6	78	6084
7	77	5929
8	77	5929
9	75	5625
10	82	6724
11	78	6084
12	66	4356
13	74	5476
14	79	6241
15	78	6084
16	80	6400
17	76	5776
18	83	6889
19	78	6084
20	62	3844
21	74	5476
22	87	7569
23	61	3721
24	78	6084
25	71	5041
26	78	6084
27	73	5329

28	71	5041
29	71	5041
30	70	4900
31	68	4420
32	68	4624
33	73	5329
Total	2439	181688

$$SD = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{(N)(N-1)}}$$

$$SD = \frac{33 \ 181688 - 2439^2}{33 \ (33-1)}$$

$$SD = \frac{46983}{1056}$$

$$SD = \sqrt{44,49}$$

$$SD = 6,67$$

TABLE 4.8

Standard Deviation of X Pretest Experimental Group

NO	X1	X1 ²
1	52	2704
2	50	2500
3	54	2916

4	50	1444
5	38	3969
6	63	4761
7	69	2209
8	47	4900
9	70	2916
10	54	1600
11	40	3136
12	56	2116
13	46	5329
14	72	4624
15	68	5184
16	72	4761
17	69	4225
18	65	2916
19	54	4624
20	68	3481
21	59	1521
22	39	4225
23	65	3969
24	63	2116
25	46	4761
26	69	2500
27	50	2916

28	54	2209
29	47	3721
30	61	2209
31	59	3481
32	69	4761
33	35	1225
Total	1900	109929

$$SD = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{(N)(N-1)}}$$

$$SD = \frac{33 \ 109929 - 1900^2}{33(33-1)}$$

$$SD = \frac{214473}{1056}$$

$$SD = \sqrt{9,29} \quad SD = 3,04$$

TABLE 4.9

Standard Deviation of X Pretest Control Group

NO	X1	X1 ²
1	66	4356
2	55	3025
3	54	2916
4	47	2209
5	50	2500
6	48	2304
7	58	3364

8	47	2209
9	61	3721
10	54	2916
11	42	1764
12	42	1764
13	36	1296
14	53	2809
15	58	3364
16	72	5184
17	68	4420
18	68	4420
19	68	4420
20	54	2916
21	54	2916
22	61	3721
23	40	1600
24	41	1681
25	65	2916
26	48	2304
27	64	4096
28	58	3190
29	55	3025
Total	1587	87326

$$SD = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{(N)(N-1)}}$$

$$SD = \frac{29\,87326 - 1587^2}{29(29-1)}$$

$$SD = \frac{13885}{812}$$

$$SD = \sqrt{17,09}$$

$$SD = 4.13$$

TABLE 5.0

Standard Deviation of X Post-test Control Group

NO	X1	X1 ²
1	71	5041
2	78	6084
3	73	5329
4	80	6400
5	78	6084
6	51	2601
7	58	3364
8	54	2916
9	61	3721
10	54	2916
11	60	3600

12	44	1936
13	73	5329
14	76	5776
15	68	4624
16	73	5329
17	75	5625
18	76	5776
19	75	5625
20	65	4225
21	65	4225
22	56	3136
23	66	4356
24	72	5184
25	53	2809
26	74	5476
27	67	4489
28	67	4489
29	65	4225
Total	1928	130690

$$SD = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{(N)(N-1)}}$$

$$SD = \frac{29 \ 130690 - 1928^2}{29(29-1)}$$

$$SD = \frac{72826}{812}$$

$$SD = \sqrt{89.68}$$

$$SD = 9.46$$

TABLE 5.1

Calculating Correlation Product Moment between X and Y

NO	X	Y	X ²	Y ²	XY
1	52	72	2704	5184	3744
2	50	66	2500	4356	3300
3	54	72	2916	5184	3888
4	38	72	1444	5184	2736
5	63	77	3969	5929	4851
6	69	78	4761	6084	5382
7	47	77	2209	5929	3619
8	70	75	4900	6375	5250
9	54	82	2916	6724	4428
10	40	78	1600	6084	3120
11	56	66	3136	4356	3696
12	46	74	2116	5476	3404
13	73	79	5329	6241	5767
14	68	78	4624	6084	5304

15	72	80	5184	6400	5760
16	69	76	4761	5776	5244
17	65	83	4225	6889	5395
18	54	78	2916	6084	4212
19	68	62	4624	3844	4216
20	59	74	3481	5476	4366
21	39	87	1521	7569	3393
22	65	61	4225	3721	3965
23	63	78	3969	6084	4914
24	46	71	2116	5041	3266
25	69	78	4761	6084	5382
26	50	73	2500	5329	3650
27	54	71	2916	5041	3834
28	47	71	2209	5041	3337
29	61	70	3721	4900	4270
30	47	71	2209	5041	3337
31	59	68	3481	4624	4012
32	69	73	4761	5329	3577
33	35	65	1225	4225	2275
Total	1900	2364	109929	181688	136894

Counting the correlation product moment described as follows:

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

$$r_{xy} = \frac{33(136894) - (1900)(2365)}{\sqrt{\{33(109929) - (1900)^2\}\{33(181688) - (2365)^2\}}}$$

$$r_{xy} = \frac{4517502 - 4493500}{\sqrt{\{3627558 - 3610000\}\{5995704 - 5593225\}}}$$

$$r_{xy} = \frac{24002}{\sqrt{\{17558\}\{402479\}}}$$

$$r_{xy} = \frac{20180}{\sqrt{7066526282}}$$

$$r_{xy} = \frac{20180}{84062,6331}$$

$$r_{xy} = 0.24$$

C. Testing Hypothesis

$H_a: p \neq 0$, there is a significant effect of using Boggle games on the students' vocabulary mastery.

$H_0: p = 0$, there is no significant effect of using Boggle on the students' vocabulary mastery.

Determining the value of t-test with formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

$$t = \frac{73,90 - 66,48}{\sqrt{\frac{44.48}{33} + \frac{89.49}{29} - 2(0.24)\left(\frac{6.67}{\sqrt{33}}\right)\left(\frac{9.46}{\sqrt{29}}\right)}}$$

$$t = \frac{7.42}{\sqrt{\frac{44.48}{33} + \frac{89.49}{29} - 2(0.24)\left(\frac{6.67}{5.74}\right)\left(\frac{9.46}{5.38}\right)}}$$

$$t = \frac{7.42}{\sqrt{1.34+3.08-0.48(1.16)(1.75)}}$$

$$t = \frac{7.42}{\sqrt{4.42-0.48(1.22)(2.64)}}$$

$$t = \frac{7.42}{\sqrt{4.48-1.54}}$$

$$t = 2.94$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hypothesis was tested as follows:

Ha: the value of the t_{test} was higher than the value of the t_{table} ($t_{\text{test}} > t_{\text{table}}$). Where t_{table} value for the degree of freedom, the calculation showed as follows:

$$\begin{aligned} df &= (n_1+n_2-2) \\ &= (33+29-2) \\ &= 33+ 27 \\ &= 60 \end{aligned}$$

Based on the table of distribution, the pride of t_{table} with the degree of freedom (df) 60 at the level of significant 0.05% was at 1.20, while the critical value t_{test} was 2.94. The result of computing indicated that the t_{test} was higher than t_{table} ($2.94 > 1.20$). So, H_0 is rejected and H_a is accepted or “there was the effect of applying boggle games on the student’s vocabulary mastery”.

D. The Significant Effect of Boggle Games on the Student’s Vocabulary Mastery

The percentage of applying this model was:

$$D = r^2 \times 100\%$$

$$= 0.24^2 \times 100\%$$

$$= 0.0576 \times 100\%$$

$$= 5.76\%$$

It meant the effect of X variable toward Y variable or there was the effect of applying boggle games on the students' vocabulary mastery was 5.76% and 94.24% was influenced by other factors.

E. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught by using peer reviewing technique got higher score than those who were taught without technique. From the result of calculation, it is obtained the value of the t_{test} was 2.94 with the degree of freedom (df) 60 at the level of significant 0.05% was at 1.20. If compared with each value of the degree of significant, the result of t-test which was 2.94 and t-table which was 1.20 ($t_{\text{test}} > t_{\text{table}}$, $2.94 > 1.20$). According to Sugiyono, if the result of calculation t_{test} is higher than t_{table} , the null hypothesis (H_0) is rejected. If the result of calculation t_{test} is lower than t_{table} , the null hypothesis is accepted.

Since the scores obtained from the result of calculating, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. In other word, the research hypothesis is accepted. So, the fact showed that the using of boggle games was more significant than those were not by using any games.

F. Discussion

In this research, the boggle games were applied on the student's vocabulary mastery in XI Grade of MA Muhammadiyah 01 Medan. Both of students were

given the same test in each class. The treatment that experimental receive using boggle games and grammar translation method instead the control class just receive Lecture method. Based on data, using Boggle games while teaching vocabulary has better impact than any method.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter, the researcher mainly presents conclusions and suggestion based on the research findings presented in previous chapter.

A. Conclusions

Based on the data analysis, conclusions can be drawn as follows:

1. From the cumulation of data, it is gained the value of the test in this research was 2.94 with degree freedom (df) of 60 at the level of significant 0.05% was at 1.20 Then if compared with certain value of significant, the result of t-test higher t-table which was 2.94 and t-table was 1.20 ($t\text{-test} > t\text{-table}$, $2.94 > 1.20$). (H_a) is accepted and the null hypothesis (H_o) is rejected.

2. The student's vocabulary mastery was taught by using Boggle games and Grammar translation method in purpose to get better vocabulary instead for those who did not using boggle games.

B. Suggestions

Based on conclusions above, the suggestions are given in purpose as additions and advices for improving students' vocabulary mastery. And the suggestions as follows:

1. For English teacher and enthusiast, especially for English teacher of MA Muhammadiyah 01 Medan. They can improve students' vocabulary using this method.

2. For the students, the students should be active in the classroom because in the peer reviewing the students are supported to be active in learning process, its hope that the students can be increase their knowledge.

3. For the reader, it is suggested to use an effective technique in teaching vocabulary, to make the students easiest in studying English.

4. Other researcher, it is suggested to study this research in order to get information which still has relationship to their study.

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APPENDIX 1

LESSON PLAN

APPENDIX 1

Lesson plan in experimental group

School : MA MUHAMMADIYAH 01 MEDAN
Subject : English
Class/ Semester : XI/II
Topic : Narrative Text
Time : 2 x 45 minutes
Skill : Writing

G. Core Competence

2. Expressing meaning in short functional text and simple essay report, narrative, descriptive, spoof and analytical exposition in the daily life context.

H. Basic Competence

2. 1. Expressing meaning in monologue text by using a variety of spoken languages accurately, fluently and acceptable in the daily life context in narrative text.
- 2.2. Expressing meaning and the rhetorical step in the essay by using a variety of written language accurately, fluently and acceptable in the daily life context in narrative text.

I. Indicator

5. Write a narrative in the form theme of school
6. Understand the social function, text structure and linguistic elements of narrative.
7. Convey the narrative in writing about something based on the students' experience with the correct social function, text structure and linguistic element in context.
8. Competent to produce a narrative based on generic structure and language feature.

J. Learning Objective

After learning this material, students are expected to be able:

5. Determine the theme for writing narrative in fairy tales.
6. Understand the social function, text structure and linguistic elements of narrative
7. Convey the narrative in writing about something based on the students' experience with the correct social function, text structure and linguistic element in context.
8. Competent to produce a narrative based on generic structure and language feature.

K. Learning Materials

Narrative Text

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

Structure of Narrative text

4. Orientation : mention the places, times and introduce the characters.
 5. Evaluation : contains problems that happen to the character
 6. Resolution : the end of the story that may be happy or sad for the character
- Linguistic elements:
4. Vocabulary in fairy tales
 5. Verbs / Sentence structure
 6. Speech, word pressure, intonation when presenting orally

L. Learning Method

Method : Discussion

G. Media, Tool and Learning Source

1. Media
 - Picture
 - Paper
2. Tool
 - Black board
3. Learning Resources
 - A Collection book of fairy tales
 - Text book class XI: Let's Learn English. Bumi Aksara: Jakarta.
 - Printed Articles

J. Learning Steps

1. Opening Activity

- g. The researcher gives greeting to the students
- h. The researcher asks the students to pray before starting the lesson
- i. The researcher checking student's attendance list
- j. The researcher gives brainstorming form of question that are appropriate to the material that will presented such as:
 - What the meaning of school according to you?
 - Can you describe all the school staff?
- k. The researcher explains learning objectives to be achieved

2. Core Activity

Exploration

- h. The researcher introduces and explain the material.
- i. The researcher gives examples about narrative.
- j. The researcher guide students to understand the example that has presented by the teacher.
- k. The researcher asks the students to give an example about narrative and write it in white board

Elaboration

- f. The researcher asks the students to prepare for test.
- g. The researcher gives a paper in which there is boggle game related to school
- h. The researcher asks the students to find the words in SCHOOL words that given by the researcher.
- i. The researcher gives the instruction to the students to start write down the answer

Confirmation

- d. Each gathering the paper onto the researcher
- e. The students collects their scores

3. Closing Activity

- e. The researcher and the students make a summary of the subject matter together.
- f. The researcher asks questions to the students to help them reflect on their learning activities.
- g. The researcher reminds the students to relearn the subject matter at home.
- h. The researcher closes the meeting and give motivation to the students.

K. Assessment

Knowledge Assessment

No	Components	Description
1	9L	23-25 = Excellent 13 = Good
2	8L	16 = Excellent to very good 8 = Good to average
3	7L	20= Excellent to very good 15 = Good to average 10= Fair to poor 5 = Very poor

4	6L	12= Excellent to very good 9= Good to average 6 = Fair to poor 3 = Very poor
5	5 & 4L	4 = Excellent to very good 3 = Good to average 2 = Good 1 = poor

No	Students' Name	Score				
		9L	8L	7L	6L	5L & 4L
1					
2					
3					
4					
33					

Medan, October 2019

English Teacher

Researcher

(YETTY KHAIRANI HRP, BA)

(Fachri Husaini Hrp)

Headmaster of MA Muhammadiyah 01 Medan

(Dra, Ernani, M.A)

APPENDIX 2

Test Items

APPENDIX 3

Answer Sheet of Experimental Group

MA Muhammadiyah 01 Medan	PRE - TEST
Name : <u>DEDE KATASJA</u>	Class : <u>XI-IPA</u>

<p>✓ 1. Your Father's brother's daughter is your... A. Sister B. Cousina C. Niece D. Cousin</p> <p>✓ 2. What size do you need: small, medium or ____? A. Huge B. Big C. Little D. Large</p> <p>○ 3. She doesn't have brothers or sisters, she is a(n) ____? A. Lonely child B. Alone child C. Only child D. Single child</p> <p>✓ 4. I don't like my job very much. I'm going to ____ and look for another one. A. Retire B. Fire C. Finish D. Resign</p> <p>○ 5. Breakfast, lunch, and dinner are? A. Foodtimes B. Meals C. Food D. Eatings</p> <p>✓ 6. Friendly > unfriendly // honest > dishonest // polite > ____ A. Impolite B. Dispolite C. Unpolite D. Inpolite</p> <p>○ 7. Do you live in a house or a(n) ____? A. Village B. Building C. Home D. Apartment</p> <p>○ 8. They ever argue and they enjoy spending time together = They ____ A. Relationship very good B. Like themselves very much C. Relate very well D. Get on very well</p> <p>✓ 9. Happy is the ____ of sad. A. Oppose B. Opposed C. Opposite D. Opposite</p> <p>✓ 10. The weather was great, it was really ____ A. Sun B. Strong sun</p>	<p>T. 8 <u>Score</u></p> <p>f : 7 <u>(54)</u></p> <p>E : -</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------

- ✓ ~~C.~~ Sunny
D. Sunned
- ✓ 11. I'm a bit lost. Can you tell me how to ____ to the university?
A. Go
B. Reach
~~C.~~ Find
D. Get
- ✓ 12. Imagine > imaginative // rely > reliable // ambition > ____
~~A.~~ Ambitious
B. Ambitable
C. Ambitionful
D. Ambiative
- 13. I don't ____ going out tonight
A. Want to
B. Feel like
~~C.~~ Have mood to
D. Like
- 14. Are you planning to go ____ for this weekend?
A. Away
B. Far
C. Off
~~D.~~ Out
- 15. He's so ____! I'm not ____ in anything he says.
A. Boring, interesting
B. Boring, interested
~~C.~~ Bored, interested
D. Bored, interesting

-----{GOOD LUCK, HAVE FUN}-----

MA Muhammadiyah 01 Medan

(A) ^{CONFIRMED}

POST - TEST

Name : M. Hafizh Aulia Hap

Class : XI- IPA

- ✓ 1. Breakfast, lunch, and dinner are?
A. Foodtimes
✗ B. Meals
C. Food
D. Eatings
- ✓ 2. Are you planning to go _____ for this weekend?
A. Away
B. Far
C. Off
D. Out
- ✓ 3. The weather was great, it was really _____.
A. Sun
B. Strong sun
✗ C. Sunny
D. Sunned
- ✓ 4. Imagine > imaginative // rely > reliable // ambition > _____.
✗ A. Ambitious
B. Ambitable
C. Ambitionful
D. Ambiative
- ✓ 5. Your Father's brother's daughter is your...
A. Sister
B. Cousina
C. Niece
✗ D. Cousin
- ✓ 6. She doesn't have brothers or sisters, she is a(n) _____.
A. Lonely child
B. Alone child
✗ C. Only child
D. Single child
- 0 7. He's so _____! I'm not _____ in anything he says.
A. Boring, interesting
B. Boring, interested
✗ C. Bored, interested
D. Bored, interesting
- ✓ 8. I'm a bit lost. Can you tell me how to _____ to the university?
A. Go
B. Reach
✗ C. Find
D. Get
- ✓ 9. Happy is the _____ of sad.
A. Oppose
B. Opposed
C. Oppositive

T. 13
P. 2
E. -

Score
(87)

- ✓ ☒ D. Opposite
- ✓ 10. Friendly > unfriendly // honest > dishonest // polite > ____
 A. Impolite
 B. Dispolite
 C. Unpolite
 D. Inpolite
- 11. They ever argue and they enjoy spending time together = They ____
 A. Relationship very good
 B. Like themselves very much
 C. Relate very well
 D. Get on very well
- ✓ 12. I don't like my job very much. I'm going to ____ and look for another one.
 A. Retire
 B. Fire
 C. Finish
☒ D. Resign
- ✓ 13. I don't ____ going out tonight
 A. Want to
☒ B. Feel like
 C. Have mood to
 D. Like
- ✓ 14. What size do you need: small, medium or ____?
 A. Huge
 B. Big
 C. Little
☒ D. Large
- ✓ 15. Do you live in a house or a(n) ____?
 A. Village
 B. Building
 C. Home
☒ D. Apartment

----- {GOOD LUCK, HAVE FUN} -----

Appendix 4

Answer Sheet of Control Group

MA Muhammadiyah 01 Medan	PRE - TEST
Name : <u>JAN ANSHORA LUBIS</u>	Class : <u>XI - IPS</u>

<p>✓ 1. Your Father's brother's daughter is your... A. Sister B. Cousina C. Niece D. Cousin</p> <p>✓ 2. What size do you need: small, medium or ____? A. Huge B. Big C. Little D. Large</p> <p>○ 3. She doesn't have brothers or sisters, she is a(n) ____? A. Lonely child B. Alone child C. Only child D. Single child</p> <p>○ 4. I don't like my job very much. I'm going to ____ and look for another one. A. Retire B. Fire C. Finish D. Resign</p> <p>○ 5. Breakfast, lunch, and dinner are? A. Foodtimes B. Meals C. Food D. Eatings</p> <p>○ 6. Friendly > unfriendly // honest > dishonest // polite > ____ A. Impolite B. Dispolite C. Unpolite D. Inpolite</p> <p>○ 7. Do you live in a house or a(n) ____? A. Village B. Building C. Home D. Apartment</p> <p>○ 8. They ever argue and they enjoy spending time together = They ____ A. Relationship very good B. Like themselves very much C. Relate very well D. Get on very well</p> <p>✓ 9. Happy is the ____ of sad. A. Oppose B. Opposed C. Opposite D. Opposite</p> <p>✓ 10. The weather was great, it was really ____ A. Sun B. Strong sun</p>	<p>T: 5 <u>Score</u></p> <p>f: 6 <u>36</u></p> <p>E: 4</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------

- ✓ C. Sunny
D. Sunned
11. I'm a bit lost. Can you tell me how to _____ to the university?
A. Go
B. Reach
C. Find
D. Get
12. Imagine > imaginative // rely > reliable // ambition > _____
A. Ambitious
B. Ambitable
C. Ambitionful
D. Ambiative
13. I don't _____ going out tonight
A. Want to
B. Feel like
C. Have mood to
D. Like
14. Are you planning to go _____ for this weekend?
A. Away
B. Far
C. Off
D. Out
15. He's so _____! I'm not _____ in anything he says.
A. Boring, interesting
B. Boring, interested
C. Bored, interested
D. Bored, interesting

-----{GOOD LUCK, HAVE FUN}-----

Appendix 5

Attendance List

APPENDIX 5

Students' attendance list Experimental Group

No	Students' Name	Meeting 1	Meeting 2	Meeting 3	Meeting 4
1	ABDUL HARIS	ABD	ABD	ABD	ABD
2	AGUNG JUANDA	AGJ	AGJ	AGJ	AGJ
3	ALFIN MAULANA	ALM	ALM	ALM	ALM
4	ALIA RAMADHAININGRUM S.	ARS	ARS	ARS	ARS
5	ANDIKA PRAMUDIAN	APR	APR	APR	APR
6	ANGGIANA FADILLAH	FAA	FAA	FAA	FAA
7	ANNISA ATTAHYA PUTRI	PUT	PUT	PUT	PUT
8	ASANTI RAHMAYANA	ASR	ASR	ASR	ASR
9	AZIZAH SRI MULYANI NST	SMZ	SMZ	SMZ	SMZ
10	DARU ABDOHAKIM	DAB	DAB	DAB	DAB
11	DEDE NATASYA	DNF	DNF	DNF	DNF
12	DESI RAMADHANI MUNTHE	DMN	DMN	DMN	DMN
13	DIMAS SYAHTRIA	DST	DST	DST	DST
14	EKA REZEKI FADILLAH	EKF	EKF	EKF	EKF

15	ERIKA SYAFRINA	Eerik	Eerik	Eerik	Eerik
16	FITRIA SALLY	Eef	Eef	Eef	Eef
17	MANISA MULIA PUTRI	Putri	Putri	Putri	Putri
18	MARIYATUL QIBHTIYAH	QHT	QHT	QHT	QHT
19	M. ADJIE DAHLAN	Dei	Dei	Dei	Dei
20	M. ALI	Alit	Alit	Alit	Alit
21	M. HAFIZH AULIA HRP	Hawza	Hawza	Hawza	Hawza
22	M. RIZKY	Rik	Rik	Rik	Rik
23	M. SAKTI	M. sakt	M. sakt	M. sakt	M. sakt
24	M. TAUFAN	Taufan	Taufan	Taufan	Taufan
25	NABILA NUR IRSIAN	NIR	NIR	NIR	NIR
26	NUR WAHYU MASRI	Masri	Masri	Masri	Masri
27	RIFQI DWI YUDHATAMA	YHa	YHa	YHa	YHa
28	RIO WIRA AL-FAJRI	Riray	Riray	Riray	Riray
29	RYAN WIRA AL-FAJRI	Riray	Riray	Riray	Riray
30	SEKAR NUR JANNAH	Seer	Seer	Seer	Seer
31	THORIQ MADANI	Theray	Theray	Theray	Theray

32	WAHYU ABDILLAH	<i>Wahyu</i>	<i>Wahyu</i>	<i>Wahyu</i>	<i>Wahyu</i>
33	ZULHAM DANI	<i>Zulham</i>	<i>Zulham</i>	<i>Zulham</i>	<i>Zulham</i>

Students' attendance list Control Group

No	Students' Name	Meeting 1	Meeting 2	Meeting 3	Meeting 4
1	AULIA FEBRIAYANA	<i>Aulia</i>	<i>Aulia</i>	<i>Aulia</i>	<i>Aulia</i>
2	AYU MAY SARAH	<i>Ayu</i>	<i>Ayu</i>	<i>Ayu</i>	<i>Ayu</i>
3	AYU NATASYA	<i>Ayu</i>	<i>Ayu</i>	<i>Ayu</i>	<i>Ayu</i>
4	BARCAH ANSHARI	<i>Barcah</i>	<i>Barcah</i>	<i>Barcah</i>	<i>Barcah</i>
5	CLARISSA AMALIA P. R	<i>Clarissa</i>	<i>Clarissa</i>	<i>Clarissa</i>	<i>Clarissa</i>
6	DIAN WAHYU SYAHPUTRA	<i>Dian</i>	<i>Dian</i>	<i>Dian</i>	<i>Dian</i>
7	FARHAN MAULANA AZMI	<i>Farhan</i>	<i>Farhan</i>	<i>Farhan</i>	<i>Farhan</i>
8	FARHAN MUNAWAR	<i>Farhan</i>	<i>Farhan</i>	<i>Farhan</i>	<i>Farhan</i>
9	FAUZAN LASANDI	<i>Fauzan</i>	<i>Fauzan</i>	<i>Fauzan</i>	<i>Fauzan</i>
10	FAZA FADILLAH	<i>Faza</i>	<i>Faza</i>	<i>Faza</i>	<i>Faza</i>
11	FIKRI FAJAR RAHMAN	<i>Fikri</i>	<i>Fikri</i>	<i>Fikri</i>	<i>Fikri</i>
12	FEBRYA FIKRI	<i>Febrya</i>	<i>Febrya</i>	<i>Febrya</i>	<i>Febrya</i>
13	JANI ANSHORI LUBIS	<i>Jani</i>	<i>Jani</i>	<i>Jani</i>	<i>Jani</i>

14	MIFTAHUR RAHMAN	miftahur	miftahur	miftahur	miftahur
15	M. ALFIN MUTTAQIN	alfin	alfin	alfin	alfin
16	M. IKHSAN AJI	ikhsan	ikhsan	ikhsan	ikhsan
17	M. FAHRI RISKY	fahri	fahri	fahri	fahri
18	M. RAIHAN AMRI	raihan	raihan	raihan	raihan
19	M. SYUKUR LUBIS	syukur	syukur	syukur	syukur
20	NABILA BALQIS	nabila	nabila	nabila	nabila
21	NURGRAHENI SAPUTRIE	nurgraheni	nurgraheni	nurgraheni	nurgraheni
22	NURUL HUDA	nurul	nurul	nurul	nurul
23	REY ADE ROSADI	reya	reya	reya	reya
24	RENI ANGGRAINI	reni	reni	reni	reni
25	RISKY PANJAITAN	risky	risky	risky	risky
26	SALWA ATIKA	salwa	salwa	salwa	salwa
27	SERLY FIRMAYANI	serly	serly	serly	serly
28	SHAFI IFMI HUMMAIRAH	shafi	shafi	shafi	shafi
29	MAUDY ISANANEY LUBIS	maudy	maudy	maudy	maudy

Appendix 6

Answer Keys

Appendix 7

Research Documentation



Appendix 8

Form K-1



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Fachri Husaini Hrp
NPM : 1502050139
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 156 SKS

IPK = 3,26

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effectiveness of Boogle Games to Improve Student Vocabulary Skills	
	An Analysis of Social Conflict in Scott Cawthon's Novel "Five Nights at Freddy-Silver Eyes"	
	The Use of Mafia Games to Improve Student Speaking Skills	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 30 April 2019
Hormat Pemohon,


Fachri Husaini Hrp

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Appendix 9

Form K-2


UMSU
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Fachri Husaini Hrp
NPM : 1502050139
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effectiveness of Boggle Games to Improve Student Vocabulary Skills

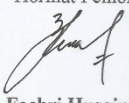
Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Khairil, S.Pd, M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 20 Mei 2019
Hormat Pemohon,


Fachri Husaini Hrp

Keterangan

Dibuat rangkap 3 :

- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Appendix 10

Form K-3



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 2307 /IL.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Fachri Husaini Hrp
N P M : 1502050139
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effectiveness of Boogle Games to Improve Student Vocabulary Skills.

Pembimbing : Khairil, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 22 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 16 Ramadhan 1440 H
21 Mei 2019 M

Dekan


Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

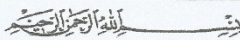
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR

Appendix 11

Berita Acara Bimbingan Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Fachri Husaini Hrp
N.P.M : 1502050139
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effectiveness of Boggle Games to Improve Student Vocabulary Skills

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
15/5/2019	Chapter I Kwies	
20/5/2019	Chapter II Chapter III	
21/5/2019	Referensi Revisi	

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Medan, Mei 2019

Dosen Pembimbing

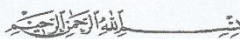
(H. Khairil, S.Pd., M.Hum)

Appendix 12

Lembar Pengesahan Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Fachri Husaini Hrp
N.P.M : 1502050139
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effectiveness of Boggle Games to Improve Student Vocabulary Skills

Sudah layak diseminarkan.

Medan, Mei 2019

Disetujui oleh
Pembimbing

Khairil, S.Pd, M.Hum

Appendix 13

Berita Acara Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Kamis Tanggal 22 Bulan Mei Tahun 2019 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Fachri Husaini Harahap
N.P.M : 1502050139
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effectiveness of Boggle Game to Improve Students' Speaking Skill

No	Masukan dan Saran
Judul	Revisi
Bab I	Revisi
Bab II	Thema
Bab III	Method of Research
Lainnya	- Reference - Appendix
Kesimpulan	[] Disetujui [] Ditolak [] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

Fachri Husaini Harahap

Dosen Pembimbing

(Khairil, S.Pd., M.Hum.)

Panitia Pelaksana

Ketua


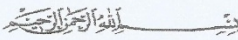
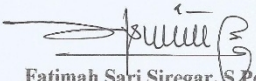

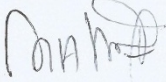
(Mandra Saragih, S.Pd., M.Hum.)

Sekretaris

(Pirman Ginting, S.Pd., M.Hum.)

Appendix 14

Lembar Pengesahan Hasil Seminar Proposal



	MAJELIS PENDIDIKAN TINGGI UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30 Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id
	
LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL	
Proposal yang sudah diseminari oleh mahasiswa di bawah ini:	
Nama Lengkap	: Fachri Husaini Hrp
N.P.M	: 1502050139
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: The Effectiveness of Boggle Games to Improve Student Vocabulary Skills
Pada hari Kamis tanggal 22 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.	
Medan, Juli 2019	
Disetujui oleh:	
Dosen Pembahas	Dosen Pembimbing
	
Fatimah Sari Siregar, S.Pd, M.Hum	Khairil, S.Pd, M.Hum
Diketahui oleh Ketua Program Studi,	
	
Mandra Saragih, S.Pd., M.Hum.	

Appendix 15

Surat Permohonan Perubahan Judul

Appendix 16

Surat Izin Riset

 UMSU <small>Unggul Cerdas Terpercaya</small> <small>Bila menjawab surat ini agar disebutkan nomor dan tanggalnya</small>	MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Website: http://fkip.umsu.ac.id E-mail: fkip@yahoo.co.id
Nomor : 575/IL.3/UMSU-02/F/2019	Medan, 03 Shafar 1441 H
Lamp : ---	02 Oktober 2019 M
H a l : Mohon Izin Riset	
Kepada Yth. Bapak/Ibu Kepala MA Muhammadiyah 01 Medan di- Tempat	
Assalamu'alaikum Warahmatullahi Wabarakaatuh	
Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :	
Nama	: Fachri Husaini Harahap
N P M	: 1502050139
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: The Effectiveness of Boggle Games to Improve Student Vocabulary Skill.
Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.	
Wa'alaikumssalam Warahmatullahi Wabarakatuh.	
 Deban Dr. H. Elhianto Nst, S.Pd, M.Pd. Fakultas Keguruan dan Ilmu Pendidikan 0115057302	
** Pertinggal **	

Appendix 17

Surat Keterangan Telah Menyelesaikan Riset



Piagam Pendirian
No. 1564/11-2/SU/1978

**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KOTA MEDAN
MADRASAH ALIYAH SWASTA MUHAMMADIYAH -1 MEDAN**

NSM : 131212710024 NPSN : 60728339 NIO : 116/Tahun 2010 Akreditasi : A
Sekretariat : Jalan Mandala By Pass No. 140-A Telp. 061 – 7326316 Lk. V
Kel. Bantan Kec. Medan Tembung Kota Medan 20224 – Sumatera Utara
e-mail : mas.muhammadiyah1@yahoo.co.id



SURAT KETERANGAN

Nomor : 140.Ket/III.4.AU/F/2019

Yang bertandatangan dibawah ini Kepala MAS Muhammadiyah-1 Medan menerangkan bahwa :

Nama : Fachri Husaini Harahap
Tempat/Tanggal lahir : Medan, 2 February 1998
NPM : 1502050139
Jur/Program Studi : Pendidikan Bahasa Inggris

Benar telah mengadakan penelitian di Madrasah Aliyah Muhammadiyah 1 Medan dari tanggal 02 Oktober s/d 21 Oktober 2019 dengan judul penelitian :

“The Effect of Applying Boggle Games on the Students ‘ Vocabulary Mastery .”

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Nashrun Minallaahi Wa Fathun Qariib
Wassalamu’alaikum Wr.Wb

Medan, 21 Oktober 2019

Kepala MAS Muhammadiyah 1Medan



Appendix 18

Surat Pernyataan Tidak Plagiat

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Fachri Husaini Hrp
N.P.M : 1502050139
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effectiveness of Boggle Games to Improve Student Vocabulary Skills

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juli 2019

Hormat saya

Yang membuat pernyataan,




Fachri Husaini Hrp

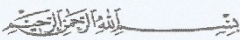
Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Appendix 19

Surat Keterangan Seminar Proposal

	MAJELIS PENDIDIKAN TINGGI UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext. 22, 23, 30 Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id
-----------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

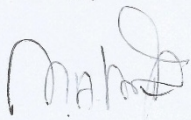
Nama Lengkap : Fachri Husaini Hrp
N.P.M : 1502050139
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effectiveness of Boggle Games to Improve Student Vocabulary Skills

benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 22, Bulan Mei, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Juli 2019

Ketua,



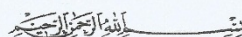
Mandra Saragih, S.Pd, M.Hum

Appendix 20

Berita Acara Bimbingan Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umstu.ac.id> E-mail: fkip@umstu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Fachri Husaini Hrp
 N.P.M : 1502050139
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effectiveness of Boggle Games to Improve Student Vocabulary Skills

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
8/10/2019	abstrack	
	ore syace	
10/10/2019	Chapter I	
	Chapter II	
	Chapter III	
	Referen ces	
	Appendix	
	Final /acc	

Medan, September 2019

Diketahui oleh:
 Ketua Prodi


(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Khairil, S.Pd., M.Hum.)

Appendix 21

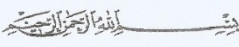
Lembar Pengesahan Skripsi



UMSU
Unggul | Cerdas | Terpercaya

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI




Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Fachri Husaini Hrp
N.P.M : 1502050139
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of Boggle Games to Improve Student Vocabulary Skills

sudah layak disidangkan.

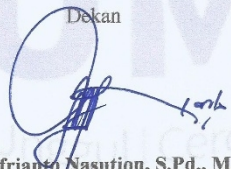
Medan, September 2019

Disetujui oleh:
Pembimbing

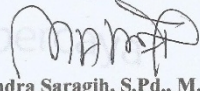

Khairil, S.Pd., M.Hum

Diketahui oleh:

Dekan


Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Ketua Program Studi


Mandra Saragih, S.Pd., M.Hum.

Appendix 22

Curriculum Vitae