

**THE EFFECTIVENESS OF KNOWORD GAME TO THE STUDENTS'
MASTERY IN VOCABULARY**

SKRIPSI

Submitted in Partial Fulfilment of the Requirements for

The Degree of Sanjana Pendidikan (S.Pd)

English Education Program

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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**

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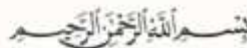


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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "Utilizing Knoword Game to Elevate Vocabulary Mastery of High School Learners" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Univesitas Muhammadiyah Sumatera Utara.

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ABSTRACT

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A common problem in vocabulary learning is the decline in student enthusiasm due to teaching methods that are less interactive and not engaging enough, which often leads to suboptimal learning outcomes. This research aims to address this issue by exploring the effectiveness of the Knoword game as an innovative game-based learning platform that elevate vocabulary mastery. The study was conducted at SMA Swasta Al Maksum, focusing on elevating students' vocabulary mastery in English subjects. The quantitative design with pre-test, treatment, and post-test was employed, involving an experimental class and a control class. The results showed that the Knoword Game significantly elevate students' vocabulary learning outcomes. In the experimental class, the average pre-test score of 56 increased to 80.75 after the treatment. Meanwhile, in the control class, which used traditional methods, the average score increased only from 49.25 to 57.00. The t-test analysis revealed a t-count of 10.528 and a t-table value of 1.729, indicating that the Knoword Game method was more effectiveness than traditional teaching methods, as H_a was accepted and H_o was rejected. The findings highlight the potential of game to enhance student engagement and improve learning outcomes in vocabulary mastery.

Keywords: *Elevate, Knoword game, Vocabulary*

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In conclusion, the researcher aspires for this study to serve as a valuable resource for the academic community. The writer eagerly anticipates constructive feedback and recommendations for enhancing this research in the future.

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Medan, October 2024

The Researcher

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CHAPTER I

INTRODUCTION

1.1 Background of The Study

Vocabulary was considered a pivotal element in language acquisition, as it enabled learners to elevate their proficiency across all four language skills. Mastery of vocabulary facilitated the effectiveness expression of ideas, thoughts, and emotions, and also aided in comprehending both written and spoken communication. As it is stated by Tran (2020) it cannot be denied that if learners have no vocabulary, they cannot express their ideas, thoughts, or feelings as well as are unable to understand the meaning of written and spoken texts. Therefore, acquiring and mastering vocabulary was crucial for developing linguistic competence across various language domains.

According to Susanto (2021) the additional people master the vocabulary more they will speak, write, read and listen as they want. Mastery of vocabulary not only broadens an individual's communicative abilities but also boosts confidence in language interactions. Individuals with a rich vocabulary tend to be more confident in speaking, more fluent in writing, better at understanding complex texts, and more active in listening.

In the context of education in Indonesia, English has been established as a mandatory subject at the senior high school level. At this level, students usually have a good capacity to grasp new vocabulary, yet they tend to forget it easily. This situation presents a challenge for teachers in teaching vocabulary, as it states by

Cirocki et al. (2019) many of the teenagers do not feel motivated to learn English despite its global reach. A common problem in vocabulary learning was that students often became bored when teachers used outdated and monotonous teaching methods. As a result, efforts to elevate vocabulary mastery may have been ineffective, requiring more innovative and engaging approaches in the learning process.

According to Nordlund & Norberg (2020) in order to develop the vocabulary needed for successful language acquisition, learners need to meet new words frequently. This emphasizes that successful language acquisition requires frequent exposure to new words. Students at the school rarely read books, which limits their encounters with new words and thus restricts their vocabulary growth. The implementation of the Knoword game was expected to expand the frequency with which students encounter new words, thereby aiding in vocabulary development and making the learning process more engaging and effectiveness.

Knoword Game was a game-based learning platform that facilitated teaching. As it is stated by Dahalan et al. (2024) game technologies are related to the way digital games can be used to facilitate learning, namely game-based learning and gamification. Teaching often presents challenges, and designing lesson plans that maintain student engagement is not always easy. This is where Knoword comes into play. Knoword transforms the learning of words, terms, and definitions into an enjoyable and intuitive game that is also fully customizable by teachers. Users can select from thousands of ready-to-use word packs or create their own.

With Knoword, educators have a powerful tool to assist students in broadening their vocabulary while enjoying the learning experience.

The significance of vocabulary learning requires teachers to transition students from passive to active participants, which presents a challenge for educators. To achieve desired learning outcomes, students need engaging and stress-free activities. Integrating games into the teaching process was crucial for actively involving students. While some might have perceived games as unproductive, when combined with appropriate methods and materials, they could be highly beneficial for students. As it is stated by Azizan et al. (2021) through play, students can elevate their self-potential, creativity, and critical thinking skills.

Based on the explanation above regarding the importance of vocabulary mastery in language learning, this research seeks to examine the effectiveness of games as a learning tool in the classroom. By incorporating games, it was expected that the learning process would become more engaging and effectiveness, thus elevating students' vocabulary mastery. Consequently, the title of this study is “The Effectiveness of Knoword Game to The Students’ Mastery in Vocabulary,” reflecting the focus on using the Knoword Game to elevate vocabulary mastery among high school students. This research is anticipated to make a positive contribution to vocabulary teaching methods in educational settings.

1.2 Identification of The Problem

Considering the issues outlined in the study's background, the researcher aims to formulate the problems as follows :

1. The students feel bored with the use of traditional learning methods.
2. Vocabulary mastery is essential for students during the teaching and learning process.
3. Students' vocabulary mastery is still lacking.

1.3 Scope and Limitation of The Study

The scope of the study was to examine students' achievement in vocabulary mastery through the utilization of the Knoword game. This research was conducted at the SMA Swasta Al Maksum, located at Jl. Satria Gg. Al Maksum Dusun XI, Cinta Rakyat, District of Percut Sei Tuan, Deli Serdang Regency, Province of North Sumatra. The focus of this research included analyzing the effectiveness of the Knoword game as a game-based learning method and evaluating the increase in students' vocabulary proficiency.

1.4 The Formulation of The Problem

Based on the issues identified in the study's background, the research problems have been formulated as follows :

1. Is there any significance effectiveness of using knoword game in student vocabulary?
2. Does the Knoword game learning model have a significance effectiveness on students' vocabulary mastery?

1.5 The Objectives of The Study

Considering the issues outlined in the study's background, the objectives of this research are as follows :

1. To describe how knoword game elevate students' vocabulary mastery.
2. To determine whether there was a significance effectiveness of using the Knoword game on students' vocabulary mastery.

1.6 The Significance of The Study

The research findings are expected to have both theoretically and practically significance for students, educators, and fellow researchers, as follows :

1. Theoretically Benefits :

This study aims to contribute to the advancement of knowledge and understanding regarding the use of the Knoword game to elevate English vocabulary proficiency among high school students. The findings were expected to offer valuable insights and serve as a reference for future researchers interested in investigating similar topics.

2. Practically Benefits :

- a. For Researchers :

It was anticipated that the insights and understanding of the researchers would be broadened regarding the effectiveness of using the Knoword game in elevated English vocabulary proficiency among high school students.

b. For Schools :

It was anticipated that the findings of this study would provide valuable insights for schools, guiding them in developing more innovative teaching methods. Specifically, the study aimed to offer recommendations for integrating the Knoword game into the English language learning process in high schools.

c. For Society :

This research aims to raise awareness among society regarding the importance of technology integration in education and to elevate understanding of the benefits that could be gained through elevated English vocabulary proficiency among high school students.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

The theoretical framework was provided to offer a clearer understanding of the concepts applied in this research, which focused on using the Knoword game to elevate students' vocabulary learning abilities. To support the research, various theories and relevant information were included to guide the researcher in designing the study.

2.1.1 Vocabulary

Vocabulary referred to the set of words and terms that an individual or group knew and used within a language. Vocabulary became a central element in language, forming the foundation that facilitated effectiveness and expressive communication among individuals. Undeniably, the role played by vocabulary in shaping the understanding and expression of ideas, feelings, and concepts was highly significant. As it is stated by Schmitt (2010 : 5) one thing that all of the partners involved in the learning process (students, teachers, materials writers, and researchers) can agree upon is that learning vocabulary is an essential part of mastering a second language.

Increasing one's vocabulary not only helps in communicating more effectively but also enriches understanding and appreciation of various texts, from books and articles to everyday conversations. The process of learning vocabulary

can be carried out through various methods, such as reading books, listening to podcasts, watching movies, playing games, and practicing writing and speaking. As Vadasy & Nelson (2012 : 166) reveals that English learners must expand their vocabulary while they are developing their English language proficiency and while they are learning academic content. This statement is in accordance with what was expressed by Masita (2020) by learning vocabulary, the students will be able to know the meaning and the form of the word.

2.1.2 Game-based Learning

Game-based learning was an educational method that integrated game elements and mechanics to elevate learners' engagement and motivation during the learning process. This method uses interactive games to teach specific concepts and skills, making learning more enjoyable and effective.

In recent years, game-based learning has gained growing attention as a promising educational method that harnesses the potential of games to elevate learning experiences. With the advancement of digital technologies and the widespread gaming culture among today's youth, educators are seeking innovative method to engage students and elevate learning outcomes. Game-based learning provides a dynamic and immersive environment where students can actively participate, problem-solve, and collaborate while mastering academic content. As stated by Sirait & Kharisma (2024) If students perceive the application as enjoyable, beneficial, and effectiveness in elevate their vocabulary, they will be more receptive to using it.

Furthermore, Chen et al. (2018) state that GBL allows learners to participate in authentic learning environments, providing a fun, interactive, and challenging learning environment while enabling learners to experience and apply knowledge. Moreover, in addition to learning media and teaching methods, student motivation is another crucial factor that affects the success of vocabulary acquisition. Learning motivation and learning method have a positive correlation with grades Zhang (2018). It can be concluded that as learning media become more engaging and innovative, students find it easier to learn vocabulary. Furthermore, the more appealing the media, the greater the motivation students have to learn.

2.1.3 Knoword Game

The incorporation of game elements into English language learning has transformed the way vocabulary is acquired. An intriguing example of game-based learning in language acquisition is Knoword, an online game created to assess and elevate students' vocabulary. By providing a definition and the first letter of a word, Knoword challenges players to guess the correct word within a set time limit. Traditional methods often make learning English vocabulary dull due to the necessity for rote memorization and repetition, essential for incorporating these words into productive skills like writing and speaking. To counter this monotony, educators have turned to game-based learning, infusing vocabulary teaching with interactive and enjoyable elements. It can encourage students to participate in a specific activity and critically reflect on both their method and results, and then apply important insights gained from them analyzes to improve and learn Szeto et al., (2021).

According to Wibawa et al. (2020) game has great potential in building motivation in the learning process. This reflects the fact that games for learning have emerged as innovative educational tools, offering engaging and interactive experiences that cater to various learning styles and objectives. Integrating game elements into educational contexts has transformed traditional teaching methods, providing learners with immersive environments where they can acquire knowledge and skills while having fun. Previous research suggests that this approach significantly boosts student motivation and engagement, thereby potentially improving learning outcomes (Medina & Hurtado, 2017; Waluyo, 2020; Weissheimer et al., 2019). The following are the advantages and disadvantages of the Knoword game :

2.1.4 Advantages

Involving learners in the captivating world of Knowledge, education surpassed traditional boundaries as the game integrated learning materials into real-life scenarios and everyday contexts. This dynamic approach provided players with a deeper understanding of word meanings in practical settings, thus reinforcing their mastery of English vocabulary. Furthermore, through instantaneous feedback mechanisms, Knoword empowered players with immediate insights into their responses, fostering swift learning and comprehensive understanding of the English lexicon.

2.1.5 Disadvantages

Knoword may not be suitable for all students due to its gaming-based approach, which may not align with the learning styles or preferences of some individuals. Some learners may find more success with traditional or text-oriented learning approaches, which give them greater control over their learning pace and allow them to focus on details and deep understanding. Additionally, some students may feel more comfortable with linear and structured learning methods rather than games that require speed and instant responses. Therefore, Knoword may be less suitable for those who require a more structured and methodical learning environment.

The Following are the Steps for Implementing Knoword Game in the Classroom:

1. Opening the Browser and Accessing the Knoword.com Platform :
 - a. Open the browser on your device (such as Google Chrome, Mozilla Firefox, or others).
 - b. Type the URL of the Knoword.com website (<https://www.knoword.com>) in the browser's address bar and press Enter.
2. Creating an Account on the Knoword.com Platform :
 - a. Click the “Sign Up” or “Register” button located at the top right corner of the main page.

- b. Complete the registration form by providing the necessary information, including your name, email address, and password.
 - c. Verify the account via the link sent to the registered email.
 - d. After verification, log into the account using the email and password that were created.
3. Creating a Word List :
 - a. Browse and select word packs on the Knoword game that match the lesson topic being discussed.
 - b. Create a word list from the selected packs.
 - c. Ensure the word list includes words that are relevant and appropriate for the students' comprehension level.
4. Introducing the Knoword Game to Students :
 - a. Introduce the Knoword game platform to students as a fun game for learning vocabulary.
 - b. Explain the rules and how to play the Knoword game simply and clearly. For example, how to choose words, answer prompts, and collect points.
 - c. Provide a brief demonstration of how to play to ensure all students understand.
5. Monitoring Students' Progress :
 - a. Monitored students' progress through the reports provided by the Knoword game. These reports showed which words students had mastered and which words needed further practice..

- b. Use the information from these reports to give feedback to students and plan additional learning activities as needed.
6. Conducting Periodic Evaluations :
- a. Conduct periodic evaluations through quizzes or small tests to measure the effectiveness of using the Knoword game in elevating students' vocabulary.
 - b. Compare evaluation results with progress reports from the Knoword game to identify areas that need elevation.
7. Providing Feedback and Support :
- a. Provide constructive feedback to students based on evaluation results and progress reports.
 - b. Offer additional support to students who need further help in understanding certain vocabulary.
8. Using Evaluation Results for elevation :
- a. Use evaluation results and feedback to elevate teaching methods and the use of the Knoword game in future learning sessions.
 - b. Adjust word packs and difficulty levels according to students' progress to keep learning challenging and engaging.

Here are some games, aside from Knoword, that can elevate students'

English vocabulary skills :

1. Scrabble Game

Scrabble is a word board game for 2-4 players that aims to create words using letter tiles on a 15x15 grid. Players take turns forming words, scoring points based on letter values, and using premium squares to double or triple their points. The game ends when all tiles are used or no more words can be formed, and the winner is the player with the highest score.

According to Mahendra et al. (2024) through the interactive and competitive nature of the game, students are provided with a dynamic and engaging platform to expand their vocabulary repertoire. This is because Scrabble requires players to continuously think creatively and strategically to form new words, thereby naturally learning and retaining new vocabulary during gameplay. Additionally, the competitive element motivates players to seek out more complex and high-scoring words.

2. Hidden Object Game

Hidden object games consist of multiple scenes or missions, where each scene displays various hidden visual objects. Players must find all hidden objects by clicking on them according to the names listed in a word list. For example, if 'butterfly' is in the word list, the player must find and click on the corresponding visual object within the scene to score points. Players need to quickly identify hidden words and images to complete missions and achieve higher scores.

According to Hong et al. (2022) their learning performances could be increased because they wanted to get rapid familiarity with the vocabulary so that

they could click the corresponding objects as quickly as they can compete with others. Playing hidden object games for students or players is similar to the process of learning and remembering new English vocabulary with the help of relevant images.

2.1.6 High School Learners

High school learners who are learning English vocabulary often engage in various activities to elevate their language skills. These activities include interactive games, reading comprehension exercises, and vocabulary quizzes, all designed to strengthen their understanding of new words and phrases. As Andini & Kurniasari (2021) states, Adolescents span a population aged 10-18 years. This underlines the developmental stage of secondary school students. Utilizing tools like the Knoword game can effectively elevate their vocabulary acquisition process, aiding their linguistic development and readiness to face academic and real-world communication challenges.

In addition to structured classroom activities, high school learners also benefit from exposure to authentic materials such as movies, songs, and literature, which help contextualize language use and enrich their vocabulary. Teachers play a crucial role in guiding students through these learning experiences, providing support and encouragement as they navigate the complexities of language acquisition. By integrating varied learning methods and promoting active engagement with English vocabulary, high school learners not only expand their

linguistic capabilities but also develop a deeper appreciation for language diversity and communication skills essential for their future success.

2.2 Previous Relevant Study

In this research, the researcher found the other related study from journal, as follow:

1. “The Analysis of Game Usage for Senior High School Students to Improve Their Vocabulary Mastery” by Yudha & Mandasari (2021) delves into the intriguing realm of utilizing games to bolster vocabulary acquisition among senior high school students. Published in 2021, this research sheds light on the pivotal role of vocabulary in English learning, particularly underscoring the unique challenges encountered by students in vocational high schools. It advocates for the adoption of innovative method by teachers to inspire and captivate vocational learners during vocabulary acquisition sessions. By emphasizing the importance of employing engaging techniques, such as incorporating games, this study underscores the vital essence of fostering an enjoyable and stimulating learning environment for students.
2. Rizky Setiawan & Wiedarti (2020) conducted a study on “The Effectiveness of the Quizlet Application towards Students' Motivation in Learning Vocabulary,” highlighting the importance of increasing motivation among senior high school students in memorizing English vocabulary. This research aimed to examine the effectiveness of utilizing the Quizlet Application to elevate student motivation, involving 65 participants with a non-equivalent control group design. The findings indicate that the use of the application successfully increased student motivation, evidenced by heightened

enthusiasm, reduced boredom, and students' independent engagement in learning tasks provided within the application.

2.3 Conceptual Framework

This research aimed to investigate the use of the game, specifically the Knoword game to elevate students' vocabulary mastery. The Knoword game was chosen for its unique ability to stimulate quick thinking and elevate language skills in an engaging and interactive manner. The following diagram illustrates the conceptual framework used in this research, including the variables that were analyzed and the relationships between them.

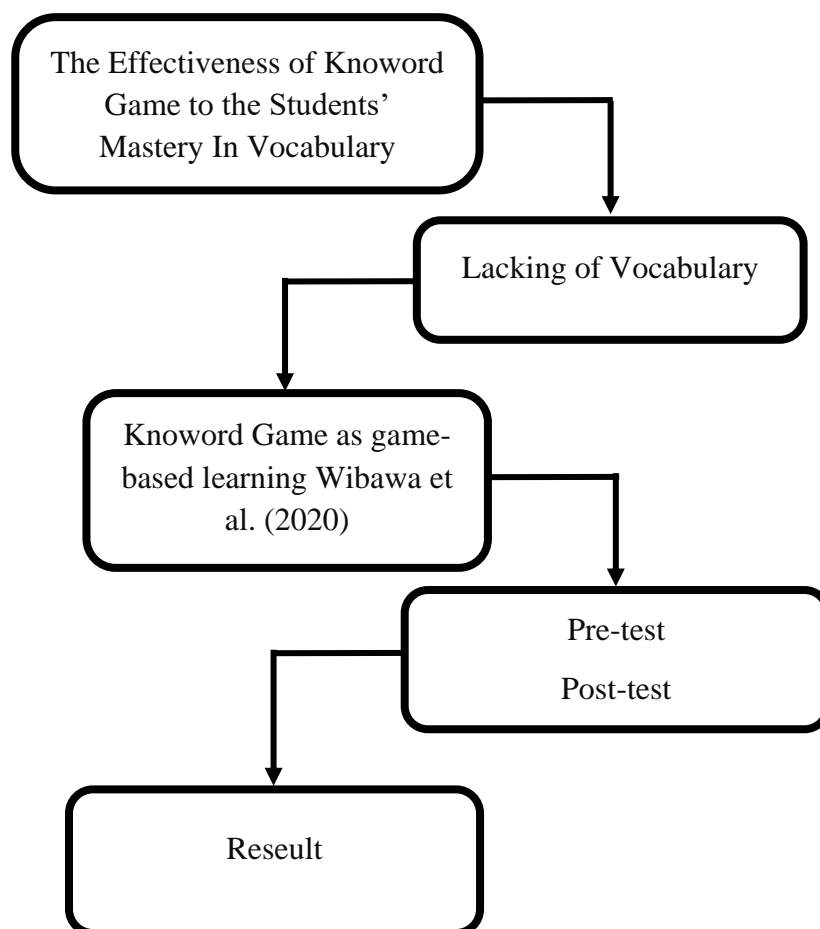


Figure 2.1 Diagram of Conceptual Framework

2.4 Hypothesis

A hypothesis is a temporary assumption of the relationship between two or more variables. Based on the background of the problem, the theoretical basis and the framework of thinking above, the research hypotheses proposed in this study are :

1. Ho : There was no significant difference in vocabulary mastery between the group of students who used Knoword game in learning and the control group who did not use Knoword.
2. Ha : There is a significant difference in vocabulary mastery between the group of students who use the Knoword game in learning and the control group who do not use the knoword game.

CHAPTER III
METHOD OF RESEARCH

3.1 Location and Time of Research

This research was conducted at the SMA Swasta Al Maksum, located at Jl. Satria Gg. Al Maksum Dusun XI, Cinta Rakyat, District of Percut Sei Tuan, Deli Serdang Regency, Province of North Sumatra. The research activities were carried out during the first semester of the 2024-2025 academic year. The research schedule was arranged in accordance with the timetable provided by the principal of SMA Swasta Al Maksum and also aligned with the English lesson hours for the 11th-grade.

Table 3.1 The Research Plan and Implementation

Activities	Month/Year 2024					Description
	June	July	August	September	October	
Initial Observation						To observe the research site
Planning						Research planning
Data collection						Research data collection
Research supervision						Mentorship in research

The table outlines the timeline for research activities from June to October 2024, including initial observation, planning, data collection, and research supervision.

3.2 Research Design

This research utilized a quantitative approach with an experimental design. Sugiyono (2018) stated that experimental research is a research method that investigates the effectiveness of a specific treatment under controlled conditions.

The reasons for choosing this design were :

1. To prove the hypothesis in one experiment.
2. To understand the interaction between the dependent and independent variables.

The researcher chose the experimental design to determine whether students' vocabulary would be elevated by using a Knoword game. The research involved three steps:

3.2.1 Pre-Test

The pre-test was conducted before the treatment. Both the experimental and control groups were given the same pre-test to assess their vocabulary achievement. Each group answered 20 multiple-choice questions related to vocabulary, with each item worth 5 score.

3.2.2 Treatment

Treatment in the experimental group involved framing students' vocabulary using the Knoword game. Both the experimental and control groups were taught using the same topics but received different treatments. Here, 'treatment' referred to the researcher using the Knoword game to elevate students' vocabulary mastery. The research followed a safe procedure, and the researcher required approximately 1 month to conduct the study.

3.2.3 Post-Test

The post-test was given after the treatment phase was completed. It aimed to compare the average scores of the experimental and control groups to determine the effectiveness of the teaching methods. Both groups answered 20 multiple-choice questions related to vocabulary, with each item worth 5 score. The following were the learning activities during the treatment phase for both groups.

Table 3.2 The Procedure of the Research Design

NO	EXPERIMENTAL GROUP		CONTROL GROUP	
	Teacher	Student	Teacher	Student
1	Dividing the students into two groups by using lottery	Taking the lottery and sitting with their groups	Dividing the students into two groups by using lottery	Taking the lottery and sitting with their groups
2	Providing the pre-test sheets	Taking the pre-test sheets	Providing the pre-test sheets	Taking the pre-test sheets
3	Explaining the direction of the test	Listen to the direction of the test	Explaining the direction of the test	Listen to the direction of the test

4	Explaining the Knoword Game	Listening to the Planning	Giving instruction the students to analyze the difficult words in the textbook	Analyzing the difficult words in the textbook
5	Giving instructions to observe carefully the word guess given	Observe carefully the word guess given	Asking the students to find out the meaning of the difficult words	Finding out the meaning of the difficult words
6	Asking the students to answer the questions	Answering the questions	Asking the students to answer the questions	Answering the questions
7	Provides clues to find the word in the question	Finding out the word in the question	Provides clues to find the correct answer	Finding out the correct answer
8	Providing the post-test sheets	Taking the post-test sheets	Providing the post-test sheets	Taking the post-test sheets

The table shows that both the experimental and control groups followed similar steps in terms of organization and testing, but the key difference lay in the instructional method. The experimental group used the Knoword game, while the control group focused on analyzing difficult words from a textbook.

3.3 Population and Sample

3.3.1 Population

The population was the total number of objects studied, specifically objects that could be directly observed by measuring the research objects that provided information related to the subject being investigated. In this research, the population has been determined as all 11th-grade students at Al Maksum Private High School for the 2024-2025 academic year, totaling 60 students.

Table 3.3 The Population of Research

No	Class	Population
1	XI 1	33
2	XI 2	27
Total		60

The table shows that Class XI 1 has 33 students, Class XI 2 has 27 students, with a total population of 60 students.

3.3.2 Sample

A sample was a portion of the population that served as the subject of research (a sample literally means an example or representative of the group being studied). In this study, the researcher used simple random sampling through the lottery method to ensure that each individual in the population had an equal chance of being selected. This method guaranteed that the sample was representative of the population, maintaining the accuracy and reliability of the data. The sample selection criteria included students from classes XI 1 and XI 2, with 20 students

selected from each class, making a total sample of 40 students from a population of 60. The selection process was carried out randomly, ensuring fairness and representativeness in the chosen samples.

3.4 Variables and Operational Definitions

3.4.1 Variable

A variable was the subject of focus in a study. This research involved two variables: the independent variable and the dependent variable. The independent variable was the one that influenced or caused changes in the dependent variable, while the dependent variable was the one that was affected or influenced by the independent variable.

The variables in this research were :

1. Independent Variable : The use of the Knoword game method
2. Dependent Variable : The english learning outcomes of the 11th-grade students at SMA Swasta Al Maksum.

3.4.2 Operational Definitions

The following were the operational definitions of the variables that were studied by the researcher, namely :

1. Knoword Game Method

The Knoword game method was a learning method that aimed to build students' activeness and learning skills. It also provided students with the opportunity to actively communicate and develop a good sense of responsibility.

2. Learning Outcomes

The success of students in this learning process, especially in learning English, was assessed based on their ability to master and understand the material that had been presented. The measurement of English learning outcomes was carried out using cognitive learning outcome tests, which consisted of a pre-test and a post-test.

3.5 Instrument of Collecting Data

The instrument that was used in this study to measure the level of students' English learning ability was a test. A test consisted of a series of exercises or questions that were used to measure skills, knowledge, intelligence, ability, or talents possessed by an individual or a group.

The measuring tool in this research was in the form of a test or questions posed to each subject, demanding the discovery of cognitive tasks in the form of multiple-choice questions. Multiple-choice questions were those with answers that had to be selected from several possible answers provided as a result of learning outcomes. Before creating the instrument, a question grid was first made to determine the scope and emphasis of the test accuracy so that it could serve as a guide in writing the questions.

Table 3.4 The English Learning Instrument for Love Your Environment

No	Indicator	Cognitive Domain			Number of Questions
		C1	C2	C3	
1	Students can state meaning Love Your Environment	1,2,3			3
2	Students can name and explain forms of Love Your Environment		4,6,7,13,14	5	6
3	Students can explain the encouraging and inhibiting factors of Love Your Environment	8	11,17,20	16	5
4	Students can name channels of Love Your Environment that exist in society	9	15,19	18	4
5	Students can explain the impact of Love Your Environment in everyday life		10,12		2

The table summarizes the cognitive domains (C1, C2, C3) and the number of questions related to each indicator of understanding 'Love Your Environment.' A total of 20 questions assessed students' ability to state meanings, name and explain forms, identify factors, recognize channels, and explain impacts, with varying emphasis across cognitive levels. To find the criteria of a good evaluation tool, it has to fulfill the following criteria :

1. Validity

Validity in the context of research and measurement refers to the extent to which an instrument or tool measures what it was supposed to measure. Furthermore Cohen et al. (2018 : 245) state that a piece of research is considered valid if the reasons underlying it are defensible and, consequently, if the conclusions drawn and the explanations given can stand their ground in the face of rival conclusions and explanations; validity and reasons are closely linked. Neliwati (2018:197) suggests the following formula :

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Information :

r_{xy} = validity coefficient of the test

n = number of the students

$\sum x$ = sum of the students that answer correctly of each test

$\sum y$ = sum of scores that answered correctly of total scores

$\sum x^2$ = sum square of the students that answered correctly of each test number

$\sum y^2$ = sum square score that answer correctly of total score

2. Reliability

According to Sinambela (2021) Reliability is the degree of precision, accuracy, or consistency demonstrated by a measurement instrument. Ensuring the

reliability of an instrument was crucial for obtaining dependable and repeatable results in research. Meanwhile to find out the reliability of the test Rangkuti (2016:61) suggests in the following formula :

$$r_{11} = \left(\frac{n}{n-1} \right) = \left(1 - \frac{S_t^2 - \sum pq}{S_t^2} \right)$$

Information :

r_{11} = Coefficient reliability of test items

n = Sum of test

\sum = mean/average score

st^2 = total variance

Table 3.5 The Level of Test Reliability

No	Reliability Index	Level Reliable
1	$0.0 \leq r_{11} < 0.20$	Less Reliable
2	$0.20 \leq r_{11} < 0.40$	Rather Reliable
3	$0.40 \leq r_{11} < 0.60$	Pretty Reliable
4	$0.60 \leq r_{11} < 0.80$	Reliable
5	$0.80 \leq r_{11} < 1.00$	Very Reliable

The table above shows the reliability index and its reliability level. The reliability index ranges from 0.0 to 1.0, with the following categories: values between 0.0 and less than 0.20 were considered less reliable, while 0.20 to less than 0.40 were categorized as somewhat reliable. Values between 0.40 and less than 0.60

indicated sufficient reliability, 0.60 to less than 0.80 were considered reliable, and values between 0.80 and 1.00 indicated a very high level of reliability.

3.6 Technique of Data Analysis

Data analysis was the process of examining raw data to transform it into new information that was easier to understand. The analysis technique used was descriptive analysis, which involved summarizing data to make it more understandable, focusing on data variation and standard deviation. Furthermore, inferential analysis involves presenting data in the form of tables as representations that symbolize the results obtained by the researcher. The inferential statistical analysis used in this research included assumption tests and hypothesis testing. Assumption tests consist of tests for normality.

The sequence of data analysis techniques, as follows :

1. Calculating the Mean

The average score can be calculated using the formula :

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

Information :

me = mean or average value

X = number of values

N = number of test participants

2. Calculating Variance

Formula for finding variance :

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

Information :

S^2 = variance

$\sum f$ = sum of the total frequencies

X_i = each value in the sample

\bar{X} = the average of the sample

n = number of participants

3. Standard Deviation

Standard deviation can be calculated using the formula :

$$SD = \sqrt{S^2}$$

SD = standard deviation

S^2 = variance

4. Normality Test

A normality test was a statistical method used to determine whether a sample of data followed a normal distribution. The results of this test helped researchers choose appropriate statistical analyzes based on the data distribution.

According to Rangkuti (2016:71) Data distribution normality is an assumption that serves as a requirement to determine the type of statistics used in further analysis.

Cahyono (2015:23) suggests the following formula :

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

Information :

a_i = Shapiro Wilk coefficient test

X_{n-i+1} = The $n - i + 1$ digit in the data

X_i = The i -th digit in the data

5. Homogeneity Test

The homogeneity test was conducted on the research sample. The purpose of the homogeneity test was to determine whether each sample group had homogeneous variances or not. The homogeneity test in this research is carried out by comparing the largest variance Usmadi (2020) Suggest using the following formula :

$$W = \frac{(n - k)}{(k - 1)} \frac{\sum_{i=1}^k n_i (\bar{Z}_i - \bar{Z})^2}{(Z_i - \bar{Z}_i)^2}$$

W = The test statistic for Levene's test.

n = Total number of observations across all groups.

k = Number of groups being compared.

n_i = Number of observations in group i .

\bar{Z}_i = Average absolute deviation for group i .

\bar{Z} = Average of \bar{Z}_i for all groups.

Z_i = Individual observation value from group i .

$(Z_i - \bar{Z}_i)$ = Variance of the absolute deviation for group i .

The decision-making process for Levene's test involves examining the p-value :

- 1) If $p \leq \alpha$ $p \leq \alpha$ (e.g., 0.05) : Reject the null hypothesis; variances are significantly different.
- 2) If $p > \alpha$ $p > \alpha$: Fail to reject the null hypothesis; variances are homogeneous.

6. Hypothesis Testing

To determine the effectiveness of the Knoword Game method on students' vocabulary learning outcomes in the material Love Your Environment, a t-test was conducted at a significant level. The steps are as follows :

- a) The hypothesis to be tested
 - 1) H_0 : There was no significant difference in vocabulary mastery between the group of students who used Knoword games in learning and the control group who did not use Knoword.
 - 2) H_a : There is a significant difference in vocabulary mastery between the group of students who used Knoword game in learning and the control group who do not used knoword game.

The criteria for hypothesis testing are as follows :

- 1) If $t_{count} > t_{table}$, then H_a is accepted and H_0 is rejected.

2) If $t_{count} < t_{table}$, then H_0 is accepted and H_a is rejected.

b) Calculate the research hypothesis using the t-test formula. Rangkuti (2016:73)

suggests the following formula :

$$t_{count} = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\text{Where : } S^2 = \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2}$$

CHAPTER IV

RESULT AND DISCUSSION

4.1 Description of Research Findings

4.1.1 Identification

1) School Overview

School Name : SMA Swasta Al Maksum
Address : Jl. Satria Dusun XI Desa Cinta Rakyat
Subdistrict : Percut Sei Tuan
Regency/City : Deli Serdang
Province : Sumatra Utara
Tahun Berdiri : 1987
Postal Code : 20371
Accreditation Level : A

Name of the Principal : Tya Wahmayani S,S.pd

Vision and Mission of SMA Swasta Al Maksum :

➤ Vision

To create students who are accomplished and possess noble character based on faith and piety.

➤ Mission

1. To implement teaching and guidance to the fullest extent.
2. To carry out religious and social activities.
3. To conduct sports and arts activities.
4. To enhance students' skills in science and technology.

2) Overview of the research

The research was conducted at SMA Swasta Al Maksum from August 19 to September 19, 2024. This research was carried out without disrupting the students' learning activities, as the research schedule was determined by the school principal. Specifically, on August 16, 2024, a permission letter was submitted to the school as a request to conduct research at SMA Swasta Al Maksum in Percut Sei Tuan District. On August 19, the application of learning in class XI began, with lessons conducted 3 times for both the control and experimental classes. Each meeting was allocated a time of 2 x 45 minutes with the subject matter Love Your Environment.

3) Implementation of research

The findings focused on analyzing the effectiveness of the Knoword game as a game-based learning method and evaluating the elevation in students' vocabulary proficiency. Data were collected through pre-test and post-test assessments, which measure the vocabulary proficiency of the students before and after the treatment. The learning outcomes test instrument used as a measuring tool in this research was first tested on students outside the sample to determine its

validity and reliability. In this research, the pre-test and post-test were validated by class XI students of SMA Swasta Al Maksum.

4.1.2 Validity Test

Based on the research conducted using the Knoword game, a validity test was performed to assess the effectiveness of the measuring instrument used in this study. With a sample size of 20 respondents, in accordance with Notoatmodjo (2018) statement that a minimum of 20 respondents is required for the validity test of a questionnaire, this study aims to evaluate the vocabulary mastery of high school students. In this analysis, there are 20 items tested for validity. The results of the validity testing are presented in the table below :

Table 4.1 The Interpretation of The Validity Test

Requirement	t-count	r-table	p(sig.)	Description
X1	0.512	0.444	0.021	Valid
X2	0.669	0.444	0.001	Valid
X3	0.557	0.444	0.011	Valid
X4	0.535	0.444	0.015	Valid
X5	0.562	0.444	0.010	Valid
X6	0.606	0.444	0.005	Valid
X7	0.465	0.444	0.039	Valid
X8	0.805	0.444	0.000	Valid
X9	0.546	0.444	0.013	Valid
X10	0.569	0.444	0.009	Valid
X11	0.624	0.444	0.003	Valid
X12	0.493	0.444	0.027	Valid
X13	0.573	0.444	0.008	Valid
X14	0.545	0.444	0.013	Valid
X15	0.623	0.444	0.003	Valid
X16	0.659	0.444	0.002	Valid
X17	0.479	0.444	0.033	Valid
X18	0.644	0.444	0.002	Valid
X19	0.767	0.444	0.000	Valid
X20	0.47	0.444	0.036	Valid

Source : analysis results from spss 26.0

Based on the table above, it could be observed that the majority of all items exhibited r-count values that exceeded the critical r-table value of 0.444. This indicated a strong correlation and suggested that these items were significantly related to the construct being measured. Additionally, the p (sig.) values for these items were less than the threshold of 0.05, further supporting their validity.

In statistical analysis, an r-count value greater than the r-table signified that the items were statistically significant, which meant they reliably measured what they were intended to measure. When the p-values were below 0.05, it indicated that there was less than a 5% probability that the observed results were due to chance. This combination of findings categorized these items as valid, ensuring that they could be confidently utilized in further research or practical applications. The data were shown in Appendix 6.

4.1.3 Reability Test

Based on the reliability statistics obtained, the Cronbach's Alpha value was recorded at 0.896 for the 20 items tested. This value indicates that the test prepared by the teacher for the Knoword Game is in the very reliable category.

Tabel 4.2 The Reabilty Testing Result

Reliability Statistics	
Cronbach's Alpha	N of Items
0.896	20

Source : analysis results from spss 26.0

4.1.4 Data

This research used an experimental design with two groups: an experimental group and a control group. The experimental group first took a pre-test to assess their vocabulary skills, followed by treatment using the Knoword game method. After the treatment, they completed a post-test to evaluate their vocabulary enhancement. The control group underwent the same process but received traditional teaching methods instead. The scores for the experimental group were presented in the table below :

1) Score of Pre-Test Experimental Group and Control Group

Table 4.3 The Results of Pre-test Experiment

Experimental Group			
No.	Score	Frequence	Mean
1	40	2	56.00
2	45	3	
3	50	1	
4	55	5	
5	60	4	
6	65	3	
7	70	1	
8	75	1	
Σ		20	

Based on the data presented for the experimental class, there were 20 students with scores ranging from 40 to 75. The average score (mean) for this class

was 56.00. The frequency distribution showed that the highest frequency score was 55, with 5 students, while the lowest and highest scores were 40 and 75, respectively. This indicated that most students fell within the mid-range of scores, with some students achieving higher and lower scores than the average.

Table 4.4 The Results of Pre-test Control

Experimental Group			
No.	Score	Frequence	Mean
1	35	1	49.25
2	40	3	
3	45	6	
4	50	3	
5	55	4	
6	60	2	
7	70	1	
Σ		20	

Based on the data presented for the experimental group, there were 20 students with scores ranging from 35 to 70. The average score (mean) for this group was 49.25. The frequency distribution showed that the most common score was 45, with 6 students achieving this score. The lowest score was 35, with 1 student, and the highest score was 70, also with 1 student. This indicated that most students scored around the average, with a few students achieving either higher or lower scores.

2) Score of Post-Test Experimental Group and Control Group

Table 4.5 The Results of Post-test Experiment

Experimental Group			
No.	Score	Frequence	Mean
1	70	1	80.75
2	75	5	
3	80	7	
4	85	4	
5	90	3	
Total		20	

Based on the table for the experimental group, 20 students participated with scores ranging from 70 to 90. The average score (mean) was 80.75. The most frequent score was 80, achieved by 7 students, followed by 75, achieved by 5 students. Scores of 85 and 90 were obtained by 4 and 3 students, respectively, while only 1 student scored 70. This data indicated that the majority of students scored above 75, with a concentration around 8.

Table 4.6 The Results of Post-test Control

Experimental Group			
No.	Score	Frequence	Mean
1	45	2	57.00
2	50	5	
3	55	5	
4	60	2	
5	65	4	

6	70	1	
7	75	1	
Total		20	

The table for the experimental group shows that 20 students participated, with scores ranging from 45 to 75. The average score (mean) was 57.00. The most frequent scores were 50 and 55, each achieved by 5 students. Scores of 65 were achieved by 4 students, while lower frequencies were observed for scores of 45, 60, 70, and 75, with only 1 or 2 students achieving these scores. Overall, the majority of students scored around the middle range, between 50 and 65.

4.1.5 Descriptive Statistics

Descriptive statistics summarize and explain the data collected in this study. SPSS was used to analyze the pretest and posttest results, showing values like maximum, minimum, mean, and standard deviation, as presented in Table 4.3 :

Table 4.7 The Results of Descriptive Statistics

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-Test Experimental Group	20	40	75	56.00	9.679	93.684
Post-Test Experimental Group	20	70	90	80.75	5.684	32.303
Pre-Test Control Group	20	35	70	49.25	8.472	71.776
Post-Test Control Group	20	45	75	57.00	8.335	69.474
Valid N (listwise)	20					

Source : analysis results from spss 26.0

The descriptive statistics revealed that both groups elevated after the tests. The experimental group saw a significant increase in the mean score from 56.00 to 80.75, with reduced variation. The control group experienced a smaller elevation, with the mean rising from 49.25 to 57.00, but the variation remained largely unchanged.

4.1.6 Normality Test

A normality test determines if the data followed a normal distribution, helping to select the appropriate statistical analysis. Before performing an independent t-test, normality needs to be tested, as many parametric tests assume normal distribution. This Research used the Shapiro-Wilk formula in this study.

Tabel 4.8 Normality Testing Results

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Learning Outcomes	Pre Test experiment	0.159	20	.200*	0.957	20	0.495
	Post Test experiment	0.202	20	0.031	0.918	20	0.092
	Pre Test Control	0.192	20	0.052	0.946	20	0.309
	Post Test Control	0.195	20	0.045	0.934	20	0.183
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Source : analysis results from spss 26.0

The Shapiro-Wilk test results indicated that the data for both the experimental and control classes were normally distributed. For the Pre-Test in the experimental class, the significance value was 0.495, and for the Post-Test, it was 0.092, both above the threshold of 0.05, suggesting normal distribution. Similarly, in the control class, the Pre-Test had a significant value of 0.309, and the Post-Test showed 0.183, also indicating normality. Thus, all data sets were considered normally distributed based on the Shapiro-Wilk test.

4.1.7 Homogeneity Test

Homogeneity referred to the assumption that the groups or samples being compared had equal variances. In statistical tests such as the independent t-test, the assumption of homogeneity of variances is important to ensure valid and reliable results. Homogeneity was tested using Levene's test before conducting hypothesis testing. If the variances were homogeneous, it indicated that the data from different groups had a similar spread.

Table 4.9 The Data of Homogeneity

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	3.846	1	38	0.057
	Based on Median	2.350	1	38	0.134
	Based on Median and with adjusted df	2.350	1	33.732	0.135
	Based on trimmed mean	3.464	1	38	0.070

Source : analysis results from spss 26.0

The table presented the results of Levene's Test for Homogeneity of Variances. The significance values based on the mean (0.057), median (0.134), median with adjusted degrees of freedom (0.135), and trimmed mean (0.070) were all above the 0.05 threshold. This indicated that the variances between the groups were homogeneous, as none of the tests showed a significant difference in variance. Therefore, the assumption of homogeneity of variance was met for the learning outcomes.

4.1.8 Hypothesis Test

The hypothesis testing was conducted on the post-test data using the t-test. If $t_{count} > t_{table}$, then H_a is accepted and H_o is rejected. If $t_{count} < t_{table}$, then H_o is accepted and H_a is rejected. The t-test employed in this research was an Independent Sample t-test, conducted with the assistance of SPSS 26.0 for Windows. The post-test data analysis results for both classes are displayed in the table below :

Tabel 4.10 Hypothesis Testing Results

Group Statistics					
Class		N	Mean	Std. Deviation	Std. Error Mean
Learning Outcomes	1	20	80.75	5.684	1.271
	2	20	57.00	8.335	1.864

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcomes	Equal variances assumed	3.846	0.057	10.528	38	0.000	23.750	2.256	19.183	28.317
	Equal variances not assumed			10.528	33.528	0.000	23.750	2.256	19.163	28.337

Source : analysis results from spss 26.0

Data analysis showed significant differences in learning outcomes between the two classes studied. In Table 1, it could be seen that the experimental class (1) (N=20) had an average value (Mean) of 80.75 with a standard deviation (Std. Deviation) of 5.684, while the control class (2) (N =20) has an average value of 57.00 with a standard deviation of 8.335. This difference in average values indicated that students in class 1 had better learning outcomes compared to students in class 2.

The results of Table 2 show the results of the independent t-test, with a t-count of 10.528 and degrees of freedom (df) of 38, and a significance value (Sig. (2-tailed)) of 0.000. This value was far below the significance limit of 0.05, indicating that the difference between the two classes was significant. The Mean Difference of 23.750, with a 95% confidence interval, indicated that the difference in average scores between class 1 and class 2 ranged from 19.183 to 28.317.

Based on these findings, it could be concluded that the teaching methods applied in class 1 were more effectiveness in elevating student learning outcomes

compared to class 2. Therefore, it was important to consider more innovative teaching methods to elevate learning outcomes in classes that showed lower performance.

4.2 Discussion of Research Findings

The success of a learning process was evaluated through students' achievements using different models or methods that significantly affected their learning outcomes. In this study, the researcher utilized the Knoword game in the experimental class (XI 1), which included 20 students, to examine its effectiveness after application. On the other hand, the control class (XI 2), also consisting of 20 students, did not receive the same treatment.

To evaluate students' abilities, several tests were conducted as benchmarks for both groups. A pre-test was given first to assess their initial skills before any treatment was applied. Then, different teaching methods were used: the experimental class (XI 1) was taught using the Knoword Game, while the control class (XI 2) followed traditional teaching methods. After completing the treatments, both groups took a post-test to measure how well they had absorbed the material. The post-test results showed that the experimental class (XI 1) achieved an average score of 80.75, while the control class (XI 2) had an average score of 57.00.

These outcomes indicated that the use of the Knoword Game significantly elevated students' vocabulary mastery compared to traditional methods. Based on the t-test statistics for the post-test results, the calculated t-count exceeded the critical value (t-count = 10.528, t-table = 1.729), meaning that H_a was accepted,

and H_0 was rejected. Therefore, the Knoword Game had a significant effectiveness in elevating vocabulary mastery for grade XI students at SMA Swasta Al Maksum.

BAB V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the data analysis from hypothesis testing and the research problems and objectives, the findings of this study were as follows:

1. The Knoword Game method was capable of elevating the learning outcomes of students at SMA Swasta Al Maksud in English subjects. The average pre-test score of students in the experimental class (XI 1) was 56, while after being taught using the Knoword game model, the average post-test score increased to 80.75.
2. In the control class (XI 2), which used the traditional method, the average pre-test score of students was 49.25, and after the learning process, the post-test score reached only 57.00. This indicated that the used of the Knoword game method was far more effectiveness in enhancing learning outcomes compared to the traditional method.
3. After the application of the Knoword game method, a significant effectiveness on students' learning outcomes was observed, measured by the average score. The data analysis results using the t-test show that the t-count is 10.528 and the t-table is 1.729, meaning that H_a is accepted and H_o is rejected.

5.2 Suggestions

Based on the results of research that has been carried out in utilizing the Knoword Game to elevate students' vocabulary, there are several suggestions that can be put forward by researchers, including :

1. For Students

Students are encouraged to take a more active role in developing communication skills and socializing with one another, as well as supporting each other to achieve greater success. In the classroom, creating a collaborative environment is vital for both personal and academic development. When students engage in effectiveness communication, they share different ideas and viewpoints while also enhancing their social skills, which will be valuable in their future careers.

2. For Teachers

Teachers should be able to create varied learning innovations in order to elevate the quality of student learning. In today's rapidly evolving educational landscape, traditional teaching methods may not always engage students or meet their diverse learning needs. As such, educators are encouraged to explore creative and interactive approaches that foster student participation and motivation.

3. School

Schools, especially SMA Swasta Al Maksum, need to pay more attention to the quality of education by implementing various innovative method to support elevating the quality of education.

4. Researcher

Researchers are expected to be able to develop knowledge for prospective teachers, so that they are able to create learning innovations aimed at the quality of education elevation.

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APPENDICES

APPENDIX 1 : Pre-test & Post-test Question

Instructions: Answer the following multiple-choice questions by selecting the correct!

1. We will _____ if the government supports fossil fuel companies instead of tackling global warming.

a. prevent	c. protect
b. protest	d. permit

2. Instead of throwing away old clothes, _____ them to organizations that help poor people.

a. consume	c. emit
b. donate	d. recycle

3. Americans _____ many products that are sold with excess packaging.

a. consume	c. pollute
b. protect	d. recycle

4. You can _____ organic household waste by having a compost bin in the garden.

a. protect	c. fertilize
b. recycle	d. reuse

5. Many factories _____ harmful pollutants into the atmosphere.

a. minimize	c. emit
b. donate	d. protect

6. The company is _____ an ancient forest in order to sell the wood.

a. clear-cutting	c. recycling
b. reducing	d. preserving

7. Environmentalists understand the importance of _____ forests and wetlands.

a. minimizing	c. preserving
b. banning	d. polluting

8. You can _____ plastic bags again and again until they get holes in them.

- a. reuse
- b. resume
- c. reduce
- d. recycle

9. Which is an example of climate change?

- a. reforestation
- b. global warming
- c. air pollution
- d. deforestation

10. Burning fossil fuels can cause _____ to fall from the clouds.

- a. smog
- b. carbon footprints
- c. acid rain
- d. ozone depletion

11. To reduce air pollution, many cities are encouraging people to _____ instead of driving.

- a. recycle
- b. walk
- c. emit
- d. consume

12. One of the best ways to reduce waste is to _____ items before deciding to throw them away.

- a. recycle
- b. discard
- c. reuse
- d. burn

13. Factories that produce less waste and pollution are working towards becoming more _____.

- a. polluted
- b. sustainable
- c. harmful
- d. non-renewable

14. You should always _____ trash in the designated bins to avoid littering public spaces.

- a. dump
- b. throw
- c. dispose
- d. sort

15. The cutting down of trees at an alarming rate leads to _____.

- a. global warming
- b. deforestation
- c. air pollution
- d. recycling

16. Using energy-efficient light bulbs can help _____ energy and reduce carbon emissions.

- a. save
- b. waste
- c. emit
- d. increase

17. One of the best ways to protect the environment is to _____ water while brushing your teeth.

- a. pollute
- b. waste
- c. conserve
- d. consume

18. _____ energy sources like solar and wind power help reduce reliance on fossil fuels.

- a. Renewable
- b. Exhaustible
- c. Polluted
- d. Limited

19. It's important to _____ trees as they provide oxygen and help absorb carbon dioxide.

- a. plant
- b. cut down
- c. burn
- d. recycle

20. Marine life is endangered by _____ plastic waste in the oceans.

- a. emitting
- b. dumping
- c. reusing
- d. minimizing

The answer key

- 1. b
- 2. b
- 3. a
- 4. b
- 5. c
- 6. a
- 7. c
- 8. a
- 9. b
- 10. c
- 11. b
- 12. c
- 13. b
- 14. c
- 15. b
- 16. a
- 17. c
- 18. a
- 19. a
- 20. b

- a. minimizing
- b. banning

- c. preserving
- d. polluting

18. You can _____ plastic bags again and again until they get holes in them.

- a. reuse
- b. resume

- c. reduce
- d. recycle

19. Which is an example of climate change?

- a. reforestation
- b. global warming

- c. air pollution
- d. deforestation

10. Burning fossil fuels can cause _____ to fall from the clouds.

- a. smog
- b. carbon footprints

- c. acid rain
- d. ozone depletion

11. To reduce air pollution, many cities are encouraging people to _____ instead of driving.

- a. recycle
- b. walk

- c. emit
- d. consume

12. One of the best ways to reduce waste is to _____ items before deciding to throw them away.

- a. recycle
- b. discard

- c. reuse
- d. burn

13. Factories that produce less waste and pollution are working towards becoming more _____.

- a. polluted
- b. sustainable

- c. harmful
- d. non-renewable

14. You should always _____ trash in the designated bins to avoid littering public spaces.

- a. dump
- b. throw

- c. dispose
- d. sort

15. The cutting down of trees at an alarming rate leads to _____.

- a. global warming
- b. deforestation

- c. air pollution
- d. recycling

16. Using energy-efficient light bulbs can help _____ energy and reduce carbon emissions.

- a. save
- b. waste
- c. emit
- d. increase

17. One of the best ways to protect the environment is to _____ water while brushing your teeth.

- a. pollute
- b. waste
- c. conserve
- d. consume

18. _____ energy sources like solar and wind power help reduce reliance on fossil fuels.

- a. Renewable
- b. Exhaustible
- c. Polluted
- d. Limited

19. It's important to _____ trees as they provide oxygen and help absorb carbon dioxide.

- a. plant
- b. cut down
- c. burn
- d. recycle

20. Marine life is endangered by _____ plastic waste in the oceans.

- a. emitting
- b. dumping
- c. reusing
- d. minimizing

60 //

*Good luck!

Post-Test Answer Sheet for Experimental Group

Post-Test: Vocabulary on Love Your Environment

Name : Perdi Saputra

Class : XI-1

Subject: B. Inggris

Date : 5-9-2024

Instructions: Answer the following multiple-choice questions by selecting the correct!

- ✓ We will _____ if the government supports fossil fuel companies instead of tackling global warming.
- a. prevent
b. protest
c. protect
d. permit
- ✓ Instead of throwing away old clothes, _____ them to organizations that help poor people.
- a. consume
b. donate
c. emit
d. recycle
- ✓ Americans _____ many products that are sold with excess packaging.
- a. consume
b. protect
c. pollute
d. recycle
- ✓ You can _____ organic household waste by having a compost bin in the garden.
- a. protect
b. recycle
c. fertilize
d. reuse
- ✓ Many factories _____ harmful pollutants into the atmosphere.
- a. minimize
b. donate
c. emit
d. protect
- ✓ The company is _____ an ancient forest in order to sell the wood.
- a. clear-cutting
b. reducing
c. recycling
d. preserving
7. Environmentalists understand the importance of _____ forests and wetlands.

- a. minimizing
- b. banning

- c. preserving
- d. polluting

18. You can _____ plastic bags again and again until they get holes in them.

- a. reuse
- b. resume

- c. reduce
- d. recycle

19. Which is an example of climate change?

- a. reforestation
- b. global warming

- c. air pollution
- d. deforestation

20. Burning fossil fuels can cause _____ to fall from the clouds.

- a. smog
- b. carbon footprints

- c. acid rain
- d. ozone depletion

11. To reduce air pollution, many cities are encouraging people to _____ instead of driving.

- a. recycle
- b. walk

- c. emit
- d. consume

22. One of the best ways to reduce waste is to _____ items before deciding to throw them away.

- a. recycle
- b. discard

- c. reuse
- d. burn

13. Factories that produce less waste and pollution are working towards becoming more _____.

- a. polluted
- b. sustainable

- c. harmful
- d. non-renewable

24. You should always _____ trash in the designated bins to avoid littering public spaces.

- a. dump
- b. throw

- c. dispose
- d. sort

25. The cutting down of trees at an alarming rate leads to _____.

- a. global warming
- b. deforestation

- c. air pollution
- d. recycling

16. Using energy-efficient light bulbs can help _____ energy and reduce carbon emissions.

- a. save
- b. waste
- c. emit
- d. increase

✓ 17. One of the best ways to protect the environment is to _____ water while brushing your teeth.

- a. pollute
- b. waste
- c. conserve
- d. consume

✓ 18. _____ energy sources like solar and wind power help reduce reliance on fossil fuels.

- a. Renewable
- b. Exhaustible
- c. Polluted
- d. Limited

✓ 19. It's important to _____ trees as they provide oxygen and help absorb carbon dioxide.

- a. plant
- b. cut down
- c. burn
- d. recycle

✓ 20. Marine life is endangered by _____ plastic waste in the oceans.

- a. emitting
- b. dumping
- c. reusing
- d. minimizing

80 ✓

*Good luck!

Pre-Test Answer Sheet for Control Group

Pre-Test: Vocabulary on Love Your Environment

Name Syafira Dwi Ardian Class XI-2
Subject B Inggris Date Senin 19.08.2024

Instructions: Answer the following multiple-choice questions by selecting the correct!

- ✓ We will _____ if the government supports fossil fuel companies instead of tackling global warming.
- a. prevent
 b. protest
 c. protect
 d. permit
- ✓ Instead of throwing away old clothes, _____ them to organizations that help poor people.
- a. consume
 b. donate
 c. emit
 d. recycle
3. Americans _____ many products that are sold with excess packaging.
- a. consume
 b. protect
 c. pollute
 d. recycle
4. You can _____ organic household waste by having a compost bin in the garden.
- a. protect
 b. recycle
 c. fertilize
 d. reuse
- ✓ Many factories _____ harmful pollutants into the atmosphere.
- a. minimize
 b. donate
 c. emit
 d. protect
6. The company is _____ an ancient forest in order to sell the wood.
- a. clear-cutting
 b. reducing
 c. recycling
 d. preserving
7. Environmentalists understand the importance of _____ forests and wetlands.

- a. minimizing
b. banning
- c. preserving
d. polluting

8. You can _____ plastic bags again and again until they get holes in them.

- a. reuse
b. resume
- c. reduce
d. recycle

9. Which is an example of climate change?

- a. reforestation
b. global warming
- c. air pollution
d. deforestation

10. Burning fossil fuels can cause _____ to fall from the clouds.

- a. smog
b. carbon footprints
- c. acid rain
d. ozone depletion

11. To reduce air pollution, many cities are encouraging people to _____ instead of driving.

- a. recycle
 b. walk
- c. emit
d. consume

12. One of the best ways to reduce waste is to _____ items before deciding to throw them away.

- a. recycle
b. discard
- c. reuse
d. burn

13. Factories that produce less waste and pollution are working towards becoming more _____.

- a. polluted
 b. sustainable
- c. harmful
d. non-renewable

14. You should always _____ trash in the designated bins to avoid littering public spaces.

- a. dump
b. throw
- c. dispose
 d. sort

15. The cutting down of trees at an alarming rate leads to _____.

- a. global warming
 b. deforestation
- c. air pollution
d. recycling

16. Using energy-efficient light bulbs can help _____ energy and reduce carbon emissions.
- a. save
b. waste
c. emit
d. increase
17. One of the best ways to protect the environment is to _____ water while brushing your teeth.
- a. pollute
b. waste
c. conserve
d. consume
18. _____ energy sources like solar and wind power help reduce reliance on fossil fuels.
- a. Renewable
b. Exhaustible
c. Polluted
d. Limited
19. It's important to _____ trees as they provide oxygen and help absorb carbon dioxide.
- a. plant
b. cut down
c. burn
d. recycle
20. Marine life is endangered by _____ plastic waste in the oceans.
- a. emitting
b. dumping
c. reusing
d. minimizing

B=12

*Good luck!

60
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Post-Test Answer Sheet for Control Group

Post-Test: Vocabulary on Love Your Environment

Name Syafira Dwi Andini

Class X1-2

Subject Inggris

Date Senin / 4-09-2024

Instructions: Answer the following multiple-choice questions by selecting the correct!

We will _____ if the government supports fossil fuel companies instead of tackling global warming.

- a. prevent
ⓑ protest
c. protect
d. permit

Instead of throwing away old clothes, _____ them to organizations that help poor people.

- a. consume
ⓑ donate
c. emit
d. recycle

Americans _____ many products that are sold with excess packaging.

- ⓐ consume
b. protect
c. pollute
d. recycle

4. You can _____ organic household waste by having a compost bin in the garden.

- ⓐ protect
b. recycle
c. fertilize
d. reuse

Many factories _____ harmful pollutants into the atmosphere.

- a. minimize
b. donate
ⓐ emit
d. protect

6. The company is _____ an ancient forest in order to sell the wood.

- a. clear-cutting
ⓑ reducing
c. recycling
d. preserving

Environmentalists understand the importance of _____ forests and wetlands.

- a. minimizing
- b. banning

- c. preserving
- d. polluting

8 ✓ You can _____ plastic bags again and again until they get holes in them.

- a. reuse
- b. resume

- c. reduce
- d. recycle

9 Which is an example of climate change?

- a. reforestation
- b. global warming

- c. air pollution
- d. deforestation

10. Burning fossil fuels can cause _____ to fall from the clouds.

- a. smog
- b. carbon footprints

- c. acid rain
- d. ozone depletion

11 ✓ To reduce air pollution, many cities are encouraging people to _____ instead of driving.

- a. recycle
- b. walk

- c. emit
- d. consume

12 ✓ One of the best ways to reduce waste is to _____ items before deciding to throw them away.

- a. recycle
- b. discard

- c. reuse
- d. burn

13 ✓ Factories that produce less waste and pollution are working towards becoming more _____.

- a. polluted
- b. sustainable

- c. harmful
- d. non-renewable

14. You should always _____ trash in the designated bins to avoid littering public spaces.

- a. dump
- b. throw

- c. dispose
- d. sort

15 ✓ The cutting down of trees at an alarming rate leads to _____.

- a. global warming
- b. deforestation

- c. air pollution
- d. recycling

16. Using energy-efficient light bulbs can help _____ energy and reduce carbon emissions.

- a. save
- b. waste
- c. emit
- d. increase

17. One of the best ways to protect the environment is to _____ water while brushing your teeth.

- a. pollute
- b. waste
- c. conserve
- d. consume

18. _____ energy sources like solar and wind power help reduce reliance on fossil fuels.

- a. Renewable
- b. Exhaustible
- c. Polluted
- d. Limited

19. It's important to _____ trees as they provide oxygen and help absorb carbon dioxide.

- a. plant
- b. cut down
- c. burn
- d. recycle

20. Marine life is endangered by _____ plastic waste in the oceans.

- a. emitting
- b. dumping
- c. reusing
- d. minimizing

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*Good luck!

APPENDIX 3 : Lesson Plan

Lesson Plan

(Rencana Pelaksanaan Pembelajaran)

Satuan Pendidikan : SMA Swasta Al Maksu

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/Genap

Materi Pokok : Menggunakan permainan Knoword untuk meningkatkan penguasaan kosakata siswa sekolah menengah.

Alokasi Waktu : 3 Pertemuan (2 x 45 menit)

I. Standar Kompetensi

1. Memahami dan menggunakan bahasa Inggris secara lisan dan tulisan dalam konteks sehari-hari.
2. Meningkatkan keterampilan pemahaman bahasa Inggris dengan bantuan permainan.

II. Kompetensi Dasar

1. Memahami dan menanggapi kosakata dalam konteks pembelajaran.
2. Menggunakan permainan untuk meningkatkan keterampilan kosakata.

III. Indikator Pencapaian

No.	Indikator
1	Siswa dapat mendemonstrasikan penguasaan pengetahuan baru yang diperoleh dari permainan Knoword.
2	Siswa dapat menganalisis kemajuan pemahaman kosakata mereka sebelum dan setelah menggunakan permainan Knoword.
3	Siswa dapat menjawab soal pilihan ganda tentang materi "Love Your Invironment" dengan benar.
4	Siswa dapat memberikan umpan balik terhadap penggunaan permainan Knoword dalam pembelajaran bahasa Inggris.

IV. Tujuan Pembelajaran

1. Siswa dapat mengenali dan memperluas wawasan bahasa Inggris mereka.
2. Siswa dapat menggunakan permainan Knoword untuk berlatih kosakata secara mandiri.

3. Siswa dapat mencapai efektivitas penggunaan permainan Knoword dalam meningkatkan pemahaman mereka.
4. Siswa dapat menjawab soal pilihan ganda tentang materi “Love Your Environment” dengan baik.

V. Materi Pembelajaran

1. Teori Kosakata : Konsep dasar kosakata dalam bahasa Inggris.
2. Permainan Knoword : Cara penggunaan, fitur, dan manfaat permainan.
3. Latihan pembahasan : Kegiatan praktik menggunakan Knoword Game.

VI. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi	Waktu
1. Pendahuluan	<ul style="list-style-type: none"> - Menyapa siswa dan menjelaskan tujuan pembelajaran. - Diskusi singkat tentang pentingnya kosakata dalam bahasa Inggris. 	15 menit
Kegiatan Inti		
2. Pre-Test	Melaksanakan pre-test untuk mengevaluasi kosakata siswa sebelum menggunakan permainan Knoword.	30 menit
3. Teori	Memperkenalkan konsep kosakata yang benar	15 menit
4. Demonstrasi	Menunjukkan cara menggunakan permainan Knoword.	15 menit
5. Praktik	Siswa berlatih kosakata menggunakan permainan Knoword, baik secara individu maupun kelompok.	30 menit
6. Umpan Balik	Siswa saling memberikan umpan balik terhadap pengucapan satu sama lain.	20 menit
Pertemuan 2		
7. Latihan Mandiri	Siswa berlatih kosakata secara mandiri menggunakan permainan Knoword.	30 menit
8. Evaluasi keterampilan	Siswa menggunakan permainan Knoword untuk menilai kemajuan kosakata mereka.	30 menit
9. Refleksi dan umpan balik	Siswa mendiskusikan hasil evaluasi dan memberikan	20 menit

	umpan balik mengenai pengalaman belajar	
Pertemuan 3		
10. Post-Test	Melaksanakan post-test untuk mengevaluasi pengucapan siswa setelah menggunakan permainan Knoword	30 menit
11. Penutup	Menyimpulkan pembelajaran, memberikan motivasi untuk terus berlatih dan memperbaiki keterampilan kosakata	10 menit
	Diskusi reflektif tentang keseluruhan pengalaman pembelajaran	20 Menit

VII. Media dan Sumber Belajar

1. Permainan Knoword (<https://Knoword.com>)
2. Buku teks Bahasa Inggris English for Change
3. Proyektor dan laptop untuk demonstrasi

VIII. Penilaian

Jenis Penilaian	Deskripsi
1. Pre-Test	Evaluasi awal kosakata siswa sebelum menggunakan Knoword
2. Post-Test	Evaluasi akhir kosakata siswa setelah menggunakan Permainan Knoword

Mengetahui,

Kepala Sekolah SMA Swasta Al Maksu

Peneliti

Tya Wahmayani S,S.d

Muhammad Ilham
2002050063

APPENDIX 4 : Research permit letter

**UMSU**
Unggul | Berprestasi | Berkarya
Majelis Pendidikan Tinggi Penelitian & Pengembangan Pimpinan Pusat Muhammadiyah
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1912/SKUBAN-PT/AAK/P/TK/2022
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 28228 Telp. (061) 6622400 - 66224967 Fax. (061) 6625474 - 6631903
@ <https://kip.umsu.ac.id> kip@umsu.ac.id [fumsu](#) [umsu](#) [umsu](#) [umsu](#)

Nomor : 2025/11.3/UMSU-02/E/2024
Lamp : ---
Medan, 10 Shafar 1446 H
15 Agustus 2024 M

Hal : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
SMA Swasta Al Maksud
Di
Tempat.

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Muhammad Ilham
N P M : 2002050063
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Utilizing Knoword Game to Eleven Vocabulary Mastery of High School Learners.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.




Dra. Hj. Samsuyurnita, M.Pd.
NIDN : 0004066701



APPENDIX 5 : Documentation

1. Documentation of Pre-test (Experimental Group)



2. Documentation of Treatment (Experimental Group)



3. Documentation of Post-test (Experimental Group)



*4. Documentation of Pre-test
(Control Group)*



*5. Documentation of Traditional
(Control Group)*



*6. Documentation of Post-test
(Control Group)*



The Student Attendance of Experimental Group

No	Name	Pre-test	Treatment	Post-test	Sign
		First Meeting	Second Meeting	Third Meeting	
1	Auliya Sintya	✓	✓	✓	<i>Auliya</i>
2	Bayu Nurdiansyah	✓	✓	✓	<i>Bayu</i>
3	Candy Bening	✓	✓	✓	<i>Candy</i>
4	Fabrel Agustina	✓	✓	✓	<i>Fabrel</i>
5	Fadilah	✓	✓	✓	<i>Fadilah</i>
6	Hasyifa Dhama	✓	✓	✓	<i>Hasyifa</i>
7	Hadil Syamsiyar	✓	✓	✓	<i>Hadil</i>
8	Juwita	✓	✓	✓	<i>Juwita</i>
9	Kesya Claudia	✓	✓	✓	<i>Kesya</i>
10	Kaila Zahra	✓	✓	✓	<i>Kaila</i>
11	Luq Luq Qurfatun Ain	✓	✓	✓	<i>Luq Luq</i>
12	M. Alyansa	✓	✓	✓	<i>M. Alyansa</i>
13	M. Ans Prasetya	✓	✓	✓	<i>M. Ans</i>
14	M. Fahri Mukti	✓	✓	✓	<i>M. Fahri</i>
15	M. Rafi Akbar	✓	✓	✓	<i>M. Rafi</i>
16	M. Rafi Zaki	✓	✓	✓	<i>M. Rafi</i>
17	Nailah Firza	✓	✓	✓	<i>Nailah</i>
18	Perdi Saputra	✓	✓	✓	<i>Perdi</i>
19	Rayhan Saputra	✓	✓	✓	<i>Rayhan</i>
20	Satria Reynaldinur	✓	✓	✓	<i>Satria</i>

Medan, September 2024

English Teacher



Puspita Wati S.Pd

Researcher



Muhammad Ilham

The Student Attendance of Control Group

No	Name	Pre-test	Traditional	Post-test	Sign
		First Meeting	Second Meeting	Third Meeting	
1	Agus Herdianto	✓	✓	✓	<i>Agus</i>
2	Bagus Trionda	✓	✓	✓	<i>Bagus</i>
3	Dimas Prayoga	✓	✓	✓	<i>Dimas</i>
4	Fabri Agustin	✓	✓	✓	<i>Fabri</i>
5	Firman	✓	✓	✓	<i>Firman</i>
6	Gunawan Raditya	✓	✓	✓	<i>Gunawan</i>
7	Kesya Listiani	✓	✓	✓	<i>Kesya</i>
8	Manda Lustiawan	✓	✓	✓	<i>Manda</i>
9	Mhd Randy Handika	✓	✓	✓	<i>Mhd Randy</i>
10	Mhd Setiawan Nst	✓	✓	✓	<i>Mhd Setiawan</i>
11	Nur Aini	✓	✓	✓	<i>Nur Aini</i>
12	Nabila Deva Yani	✓	✓	✓	<i>Nabila</i>
13	Radit Kurniawan	✓	✓	✓	<i>Radit</i>
14	Ridho Hartawan	✓	✓	✓	<i>Ridho</i>
15	Syafira Dwi Andini	✓	✓	✓	<i>Syafira</i>
16	Saskia Julia Putri	✓	✓	✓	<i>Saskia</i>
17	Subendra Saputra	✓	✓	✓	<i>Subendra</i>
18	Tegar Febriansyah	✓	✓	✓	<i>Tegar</i>
19	Tegar Ramadana	✓	✓	✓	<i>Tegar</i>
20	Yuli Mutia Sari	✓	✓	✓	<i>Yuli</i>

Medan, September 2024

English Teacher



Puspita Wati S.Pd

Researcher



Muhammad Itham

APPENDIX 7 : The Score of Both Class

1. The Table of Scores for the Experimental Group

No	Name	Pre-test	Post-test
1	Auliya Sintya	40	70
2	Bayu Nurdiansyah	55	85
3	Candy Bening	75	90
4	Fahrel Agustina	55	80
5	Fadilah	50	85
6	Hasyifa Dhama	65	90
7	Hadil Syamsiyar	60	80
8	Juwita	55	75
9	Kesya Claudia	40	75
10	Kaila Zahra	65	75
11	Luq Luq Qurfatun Ain	70	85
12	M. Alyansa	45	75
13	M. Ans Prasetya	60	85
14	M. Fahri Mukti	55	80
15	M. Rafi Akbar	65	80
16	M. Rafi Zaki	45	75
17	Nailah Firza	60	80
18	Perdi Saputra	60	80
19	Rayhan Saputra	45	80
20	Satria Reynaldinur	60	90

2. The Table of Scores for the Control Group

No	Name	Pre-test	Post-test
1	Agus Herdianto	40	55
2	Bagus Trionda	40	45
3	Dimas Prayoga	50	55
4	Fahri Agustin	45	50
5	Firman	50	55
6	Gunawan Raditya	55	60
7	Kesya Listiani	45	55
8	Manda Lustiawan	40	50
9	Mhd Randy Handika	45	50
10	Mhd Setiawan Nst	55	65
11	Nur Aini	50	65
12	Nabila Deva Yani	35	45
13	Radit Kurniawan	45	50
14	Ridho Hartawan	55	65
15	Syafira Dwi Andini	60	65
16	Saskia Julia Putri	60	70
17	Suhendra Saputra	70	75
18	Tegar Febriansyah	55	60
19	Tegar Ramadana	45	50
20	Yuli Mutia Sari	45	55

APPENDIX 8 : The Proposed Skripsi Title



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

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI


Nama : Muhammad Iham
Npm : 2002050063
Program Studi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
Utilizing Knoword Game to Elevate Vocabulary Mastery of High School Learners	Pf 02/5/2024


Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 2-5-2024

Disetujui oleh
Dosen Pembimbing


(RATNA SUCI DEWI, S.Pd)

Hormat Pemohon


(Muhammad Iham)

APPENDIX 9 : K1

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

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

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat, yang bertanda tangan di bawah ini

Nama Mahasiswa : Muhammad Ilham
 N P M : 2002050063
 Program Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 135

IPK = 3,66

Persetujuan Ketua/ Sekretaris Prog. Studi	Judul Yang Diajukan	Disahkan Oleh Dekan Fakultas
	Utilizing Knoword Game to Elevate Vocabulary Mastery of High School Learners	
	Society's Stigma Towards Students Majoring in English Education in the Land of the Veranda of Mecca: A Deep Study in Southeast Aceh	
	Contrastive Analysis of the Comparison between the 2013 Curriculum and the Merdeka Curriculum in English Language Teaching in Senior High School	

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

Medan, 2-5-2024

Hormat Pemohon,

Muhammad Ilham

Dibuat Rangkap 3 :
 - Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Prodi
 - Untuk Mahasiswa Yang Bersangkutan

APPENDIX 10 : K2



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 20230 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umhu.ac.id> E-mail: fkip@umhu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua Program Studi
Pendidikan Bahasa Inggris
Universitas Muhammadiyah Sumatera Utara
Medan

Assalamu 'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Muhammad Ilham
NPM : 2002050063
Prog. Studi : Pendidikan Bahasa Inggris

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

Utilizing Knoword Game to Elevate Vocabulary Mastery of High School Learners

Sekaligus saya mengusulkan/ menunjuk Ibu:

Ratna Sari Dewi, S.S., M.A.

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

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

Medan, 3 Mei 2024
Hormat pemohon,

Muhammad Ilham

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua /Sekteraris Prodi
- Untuk Mahasiswa yang bersangkutan

APPENDIX 11 : K3

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

Nomor : 1028 /IL3/UJMSU-02/F/2024
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

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

Nama : **Muhammad Ilham**
N P M : 2002050063
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Utilizing Knoword Game to Elevate Vocabulary Mastery of High School Learners.**

Pembimbing : **Ratna Sari Dewi, S.S., M.A.**

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 kadaluwarsa tanggal : 16 Mei 2025

Medan 8 Zulkhaida 1445 H
16 Mei 2024 M



Wassalam
Dekan

Dra. Hj. Svamsus binita, MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :

WAJIBMENGIKUTISEMINAR



APPENDIX 12 : *The Proposal Approval*



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website : www.fkip.umusu.ac.id E-mail : fkip@umusu.ac.id



LEMBAR PENGESAHAN PROPOSAL


Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Mahasiswa : Muhammad Ilham
NPM : 2002050063
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Utilizing Knoword Game to Elevate Vocabulary Mastery of High School Learners

Sudah layak diseminarkan.

Medan, Juni 2024

Disetujui oleh
Pembimbing

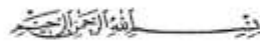

Ratna Sari Dewi, S.S., M.A.

Unggul | Cerdas | Terpercaya

APPENDIX 13 : The Supervision Report of 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.umma.ac.id> E-mail: fkip@umma.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Muhammad Ilham
NPM : 2002050063
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Utilizing Knoword Game to Elevate Vocabulary Mastery of High School Learners.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
1/9/2024	Revise chupte 1	ky
7/9/2024	Acc chupte 1. Revise chupte 2	ky
13/9/2024	Revise chupte 3	ky
22/9/2024	Revise chupte 4.	ky
30/9/2024	Revise chupte 5	ky
10/10/2024	Acc All chupte 5.	ky

Diketahui oleh:
Ketua Prodi

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

Medan, Oktober 2024
Dosen Pembimbing

(Ratna Sari Dewi, S.S., M.A.)

APPENDIX 14 : The Record of Skripsi Defence



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-66224400 ext. 22, 23, 30
Website: <https://www.fkip.umhu.ac.id> e-mail: fkip@umhu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam sidangnya yang diselenggarakan pada hari jum'at, Tanggal 18 Oktober 2024, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama Lengkap : Muhammad Ilham
N.P.M : 2002050063
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of Knoword Game to the Students' Mastery in Vocabulary

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : () Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus


Ketua  Sekretaris 

Dra. Hj. Syamsu Sarnita, M.Pd.

Dr. Hj. Dewi Kesuma Nst, M.Hum

ANGGOTA PENGUJI:

1. Dra. Hj. Diani Syahputri, M.Hum
2. Dr. Bambang Panca S, S.pd., M.Hum
3. Ratna Sari Dewi, S.S., M.A.

1. 
2. 
3. 

APPENDIX 15 : The Research Permission Reply letter



YAYASAN PERGURUAN AL MAKSUM
SMA AL MAKSUM

NSS : 304070106099
NIS : 301310

Izin Opr : 421.3/707
NPSN : 10259584

TERAKREDITASI : A

Alamat : Jl. Satria Gg. Almaksu Dusun XI Desa Cinta Rakyat Kec. Percut Sei Tuan Kab. Deli Serdang Telp. (061) 6990608 – 6990748 Kode Pos 20371

Nomor : 118/SMA-AM/IX/2024

Cinta Rakyat, 19 September 2024

Lamp :-

Hal : Keterangan Penelitian/Riset

Kepada Yth.

Dekan Akademi Fakultas Keguruan dan Ilmu Pendidikan

Universitas Muhammadiyah Sumatera Utara (UMSU)

Di

Tempat

Assalamu'alaikum Wr.Wb

Yang bertanda tangan dibawah ini Kepala Sekolah SMA Swasta Al Maksu dengan ini menerangkan bahwa :

Nama : Muhammad Ilham

NPM : 2002050063

Program Studi : Pendidikan Bahasa Inggris

Telah melakukan kegiatan penelitian di SMA Swasta Al Maksu tanggal 19 Agustus s.d 19 September 2024 dengan judul "*Utilizing Knoword Game to Elevate Vocabulary Mastery of High School Learners.*" Penelitian ini untuk melengkapi dalam mendukung penyusunan skripsi di Akademi Fakultas Ilmu Keguruan dan Ilmu Pendidikan (FKIP) Universitas Muhammadiyah Sumatera Utara (UMSU).

Demikian surat ini diperbuat, untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb

Kepala Sekolah
SMA Swasta Al Maksu

AHMAYANI S.S.Pd

APPENDIX 16 : *The Authenticity of 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.umhu.ac.id> E-mail: fkip@umhu.ac.id

PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama : Muhammad Ilham
NPM : 2002050063
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Utilizing Knoword Game to Elevate Vocabulary Mastery of High School Learners

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "Utilizing Knoword Game to Elevate Vocabulary Mastery of High School Learners" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenarnya.

Medan, Oktober 2024

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