

**THE EFFECT OF SCRAMBLE GAME ON THE SEVEN GRADE  
STUDENTS' VOCABULARY MASTERY AT SMP PAB 19 MANUNGGAL**

**SKRIPSI**

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

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MEDAN  
2019**



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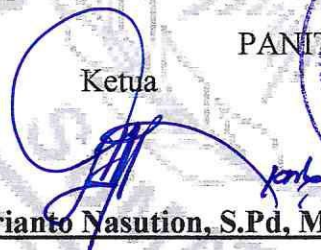


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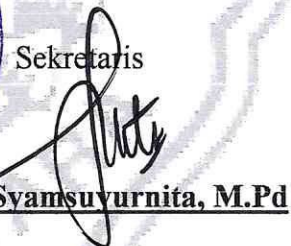
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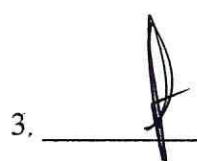

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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
19/12/2018	Chapter I : Background of study, Abstract, Data Analysis	
4/2/2019	Chapter IV & conclusion	
01/2/2019	Data Analysis, suggestion & conclusion	
15/2/2019	Data Analysis & Abstract	
09/3/2019	Reference	
	Acc.	

Medan, Februari 2019

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## ABSTRACT

**Muhammad Fahrizal. 1402050178. The Effect of Scramble Game on the Seven Grade Students' Vocabulary Mastery At SMP PAB 19 Manunggal. Skripsi, English Education Program, Faculty of Teachers Training and Education. University of Muhammadiyah Sumatera Utara, Medan 2019.**

The objective of this study was to investigate the effect of scramble game on the seven grade students' vocabulary mastery at SMP PAB 19 Manunggal. This research was conducted at SMP PAB 19 Manunggal 2018/2019 academic year. The population of this study were the students of seven grade at SMP PAB 19 Manunggal consisting of two parallel classes. They were VII-A and VII-B classes. There were 30 students in each class. It means that the total number of population were 60 students. This number was taken as the sample of this research by using the total sampling. Then, the research data were obtained by giving the test to the students in experimental and control groups. Those data were analyzed by applying  $t_{test}$  formula. This analysis indicated that  $t_{table} > t_{counted}$  or  $4.33 > 2.002$ . In conclusion, there was the effect of scramble game on the seven grade students' vocabulary mastery at SMP PAB 19 Manunggal.

**Keywords: Scramble Game On, Vocabulary Mastery**

## ACKNOWLEDGEMENTS



### *Assalamu'alaikum Warahmatullahi Wabarakatuh*

In the name of Allah SWT, the most gracious and the most merciful, praise to Allah SWT the Lord of Universe. Firstly, the researcher would like to express her thanks to Allah SWT, who has given her blessing and merciful, so that she could finish this study. Secondly, blessing and peace be upon to our prophet Muhammad SAW, who has brought us from the darkness into the brightness era today.

This study was entitled “ *The Effect of Scramble Game On The Seven Grade Students' Vocabulary Mastery At SMP PAB 19 Manunggal*” with the purpose for submitting in partial fulfillment of the requirement for Degree of Sarjana Pendidikan at English Department of Faculty of Teacher Training and Education in English Education Program. In writing this study, the researcher faced many problem, obstacles and difficulties. It was imposible for the reseacher for finishing this study without help from many people around her. It was difficult for the reseacher to accomplish this study. Thus, the reseacher wouldlike to express her grateful feeling especially for her dearest parent, Mr. Misnan and Mrs. Hj Juminten who have give love, pray, attentions, strengths, advices, support, material and motivationdurinf education process to the researcher. Then, the rseacher also would like to thank:

1. Dr. Agussani, M. AP as the Rector of University of Muhammadiyah Sumatra Utara.
2. Dr. Elfrianto Nasution, S. Pd., M. Pd as the Dean of FKIP UMSU, who has given her recommendation to carry out this study.
3. Mandra Saragih, S. Pd., M. Hum and Pirman Ginting S. Ps., M. Hum as the head and secretary of English Education Program og FKIP UMSUwho have help her in administrative during process of completing this study.
4. Pirman Ginting , S. Pd., M. Hum as her suvervisor who has given her guidance, suggestions, and advices during the process of completing this study.
5. Yenni Hasnah, S. Pd., M. Hum as her rivewer who has given her guidance, suggestions and advices during the process of completing this study.
6. All the lectures of English Departement of FKIP UMSU who have given their valuable thought in English Teaching during her academic years at FKIP UMSU.
7. Nani Rahmadani S. Pd, as the Head Master of SMP PAB 19 Manunggal and all the staff SMP PAB 19 Manunggal who had gave her location and time of the research.
8. Her beloved sister Ira wati, Marlia, Indah Sri Wulandari, Kartika Sari Dewi, and Serodja Ninggrum who given pray, supports and motivation in finishing her study at FKIP UMSU.
9. Her beloved brother Suriyono, and Suheri Prabudi who has given pray, supports and motivations in finishing her study at FKIP UMSU.
10. Her beloved nephew Muhammad Ilham, Mustiara Ayu Andini, and Nindia Putri who given pray supports and motivation in finishing her syudy at FKIP UMSU.

11. Her beloved best friends Rendra Syahputra Tanjung S. Si, Endang Raffi Ahmad S. Pd, and M. Rio Hasfi Hazazi S. Pd for their support, suggestions and praying writing the study.

12. All of her beloved friends A Afternoon Class English Departement of FKIP UMSU 2014 academic year.

Finally, word was never enough to express her grateful feeling, only praise to Allah SWT for blessing and merciful. The researcher hopes that study was useful to everyone, particularly for the teacher, students and other reseacher.

Then, researcher realized that this study is far from perfection.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Medan , February 2019

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

In foreign language teaching learning process, vocabulary plays an important role. It is one element that links the four skills of speaking, reading, listening and writing all together. Vocabulary is one of the components of the language. It is an important aspect on learning English. How well one can communicate with English is partly dependent on how many vocabulary he has mastered. But in fact, the main problem in teaching English in school is the less of the students motivation in English because of their weakness to use the vocabulary. However, students always get lot of trouble to achieve the great success in learning the skill. Yasin (1993) pointed out fact of unsuccessful achievement of learning English; one of them is a very mastery of vocabulary.

According to Jordan (1995, p.149) “Teaching vocabulary is such an important task in teaching English because vocabulary achievement relates to all language learning and it is of concern to all four language skills”. Vocabulary is very essential to comprehend the language well, speak comprehend the language well, speak better, or compose a good writing. It is expected that the learners have to increase their vocabulary about 100 words a year. Similarly on the Competence Based Curriculum, the students are required to increase their vocabulary 1000-1500 words every year so that in three years students have increased their vocabulary around 4000 words.

In fact, the student had problem dealing with vocabulary mastery. First, they could not pronounce the words correctly. Second, they found it hard to remember words and words meaning. The last they could not use words in proper context.

Those problems arise because of some factors. First, factors from the students their self. They did not participate in the teaching learning process. Some of them just chatting each other and played with their friends. The teacher always reminds them to pay attention to the lesson. And even the teacher should scold them. Second, factor coming from the teacher. In English lesson, the teacher just asks the students to do a lot of assignments from the student's book. She just gives the meaning of the class. The communication just occurred when the students found difficulties in doing the assignments. There was no just doing assignment. It made the students could not pronounce, remind word meaning, spell, and use words properly.

One technique for teaching English vocabulary is by using game. Games can be used as one of the educational techniques in teaching learning process of English. Kolf (1989) pointed out through games vocabulary can be practiced and emphasized. In other word, students can get reinforcement as well as attention to vocabulary. In short, games can break the tension and help the students to avoid boredom in learning English.

The researcher has to find out the appropriate game for Junior High School students. Scramble is a word game for 2, 3 or 4 players. To play consist of forming interlocking words, cross-word fashion on the Scrabble playing board using letter tiles with various score values. Moreover, this game challenges its players to use the maximum number of letters little to put down words in the best possible position, therefore, scrabble presents opportunities for its players to enjoy the game, particularly in the classroom. Scramble may be the most popular word game around. It's designed for two to four players and the object is to score points by

forming words from lettered tiles on a game board. Everyone starts out with a seven letter tiles and builds off the word constructions set out as the game processes.

Considering the importance of the technique in teaching vocabulary, the researcher decides to conduct a research on “the effect of scramble game on eighth grade student junior high school vocabulary mastery”

## **B. Identification of the Problems**

Based on background of study above, the researcher identifies the problems are:

1. Students' lack of motivation in learning vocabulary.
2. Students' lack of vocabulary.
3. Students' difficulty to remember words and words meaning.
4. Students' could not pronounce English words correctly.
5. Students' could not use words in proper context.

## **C. Scope and Limitation**

The researchers focus on the effect of scramble game on the seven grade students' vocabulary mastery at SMP PAB 19 Manunggal. The material of the study is scramble which is used as an object of discussing in this research. The researcher limits on concrete vocabulary mastery.

## **D. Formulation of the Problem**

The formulation of problem in this research is:

Is there any effect of scramble game to seven grade student junior high school in their vocabulary mastery?



## **E. Objective of the Study**

Based on the research question above, the purpose of this research is as follow: “to know that the Scramble game can affect the student’s vocabulary mastery”

## **F. Significance of the Study**

### **1. Theoretically use**

This research is expected to support the theories of vocabulary mastery in English education, specially the effect of “scramble” on the seven grade students vocabulary mastery.

### **2. Practically use**

#### **1. For the students**

The students can enjoy themselves in learning English in the class and improve their vocabulary easily.

#### **2. For the Teachers**

The teacher of Junior High School can get input about the ways of increasing the student’s vocabulary.

#### **3. For the School**

The school knows the result of this study and expected to be able to give more information about scramble game so that it can be applied in school.

#### 4. For the Researcher

The researcher can bring a better understanding of bringing the changes and the improvement in students' vocabulary mastery.

#### 5. For Other Researcher

To give brief information of teaching vocabulary using scramble.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 2.1 Vocabulary

Science is the key to solve all problems, both issues related to religious life as well as the problems associated with the earthly life. Sciences are likened to the light, because science has puncture as a guide of human life, giver of light for people in darkness. People, who have the knowledge, had the honor of Allah and His Messenger.

Generally, vocabulary is the collection of the words which have meaning in every word. According to Ur (2009:60), "Vocabulary can be defined, roughly as the words we teach in the foreign language". In short vocabulary is basic in learn foreign language. Because, if learners don't know about the vocabulary, they will find the difficulty in understand what the speaker or native speaker say and also written.

Vocabulary refers to the words we know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary or writing vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

Vocabulary is one of the important things in language learning besides sound, and grammar. Teachers and text book writers have interpreted the meaning of vocabulary in different points of view. The definitions have similarities and differences to each other. It is good to look at some definitions that have been described as vocabulary.

Grambs (1984:73) said that “Vocabulary is a list of words usually defined and alphabetized as a dictionary or specialized glossary complete word stock of a language”. It can be concluded that according to the above vocabulary is a list of words that are arranged into a single meaning and contained in the dictionary.

Meanwhile Harmer (1999:3) said that “Vocabulary is more than merely a list of words. The words which express meaning but meanings are a slippery concept. Some words may appear to be simple to refer to one thing and therefore easy to teach, but some words may also difficult to teach because their meaning may change depends on the words they are attached with”. From the explanation above can be concluded that the vocabulary is not just a list of words, but also contains the meaning and concept. There are words that seem simple and easy to teach, but, there are also words that are hard to teach because it has a different meaning in each use.

In other words Kridalaksana (1993:127) defines “Vocabulary is a component of a language maintaining all of information about meaning and using word in a language”. From the explanation above can be concluded that the vocabulary is a component of the language concerning all the information on the meaning of the use of language In group of people who speaks certain language, they have agreed that every single structured sound has meaning. And vocabulary system is different from another one in another language for instance: the vocabulary system in English is different from the vocabulary in French.

Learning vocabulary does not mean learning words in isolation. Words should be learned in context, because often of word has different meaning in different context. In sentences: john works in the “bank”. The boy is sitting on the “bank”, you can “bank” in it, and the pilot “bank” the plane.

The word bank has a various meanings. The word bank in the first sentence means an establishment where money is stored for saving or commercial purposes or invested, supplied for loans, or exchanged. In the second one, it means a slop of land that adjoins a body of water. In the third one it means depends on, while in latter it means to steer.

## 1. Vocabulary Mastery

Vocabulary is one of the language aspects which should be learn. Learning vocabulary is important because we are able to speak, write, and listen nicely we have to know vocabulary first. A person said to 'know'a word if they can recognize its meaning when they see it. It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context. According Zuchdi (1995:3-7) vocabulary mastery is a person's ability to recognize, understand, and use words properly and correctly, by listening, speaking, reading, and writing.

To better understand the meaning of the vocabulary, Kridalaksana writing in Tarigan (1994:446) stating that the vocabulary is (1) a component that contains the language in information about the meaning and application of words in the language; (2) says that the wealth belongs to a speaker, writer or a language; and (3) a list of terms that are arranged like a dictionary, but with a short explanation and practical.

From the explanation above can reinforce that, the vocabulary is the language component that contains about the meaning or as a list of terms that are arranged like a dictionary, but with a brief explanation and practical. Vocabulary can also change means following the use of the word itself. And vocabulary must be mastered by every person who wants to learn a language in order to be able to use words properly.

In learning vocabulary automatically we have to know the meaning of words itself and can use it in sentences. Wilkins (1972:130) states that vocabulary learning is learning to discriminate progressing the meaning of words in the target language from the meanings of their nearest 'equivalent' in the mother tongue. It is also learning to make the most appropriate lexical choices for particular linguistic and situational context.

With the view of the above, the researcher concludes that the entire word vocabulary is a language that belongs to the writer or person owned or possessed even one speaker. Vocabulary has a very important role in language teaching, because mastery of vocabulary is very influential on the language skills. The more vocabulary you have, the more skilled person in speaking about. With the mastery of vocabulary allows someone more skilled in writing, such as writing a narrative. Writing requires a lot of vocabulary to convey information or messages to readers.

## 2. Types of Vocabulary

According to Fajar (1995:243) English vocabulary is divided into two kinds, active vocabulary and passive vocabulary.

### 1. Active vocabulary

Active vocabulary is word which the student's understand can pronoun correctly and uses constructively in speaking and writing everyday.

### 2. Passive Vocabulary

Passive vocabulary is word that the student's recognizes and understands when they occur in a context, but which he cannot produce correctly himself. It means that passive vocabulary is he words that recognize and understand when listening and reading materials.

Meanwhile, Read (2000:18), States there are two types of vocabulary; function words and content words.

### 3. Function words

Function word is to be regarded as vocabulary items. Words of this kind are articles, prepositions, pronouns, conjunctions, auxiliaries. For example, the, a, to, and, in, that.

### 4. Content word

Nouns, 'full' verbs, adjectives, and adverbs . They have little if any meaning in isolation and serve more to provide links within sentences. Modify the meaning of content word and so on.

Fajar (1995:253) There are a variety of verbal technique you can use, they may include the follow:

1. Synonyms and definition: Is very often to explain the meaning of the word or phrase to convey a similar meaning. While synonyms are a useful technique, they may not, however be very accurate.
2. Antonyms and contrast: the word tall for example, is explained by contrasting it with its opposite. The meaning of the word lazy may be taught by contrasting it with the opposite.
3. Use of context: text anecdotes, song and verse may from illustrative situations to explain the meaning of a word.
4. Word part clues: the best word or root as well as its affixes could be examined to encourage students to guess the meaning.
5. Vocabulary groups: vocabulary consists of series of interrelated systems. It can therefore be taught according to grouping such as word families.

## 5. The Aspect of Vocabulary Teaching

Collier-Macmillan (1971:8) says that many of the words have more than one meaning. Since this kind of ambiguity is one of the great difficulties in English vocabulary, she can see the reason to disguise the feature of the language by specifying one on the other usage of the word in the list. In the teaching vocabulary, the teacher has to explain clearly to the students on how to know the meaning of words in content words: it is based on many aspects. The principles of modifications are made:

1. Function words were eliminated.
2. Sets of common items have been filed out, where or not all words satisfied statistical requirements.
3. New items have been added and old fashioned or inappropriate one delayed.
4. It was assumed that students would recognize and understand words regularly formed from base words on the list. A so many words in earlier list could be eliminated being automatically covered
5. Numerals, days of the week, and month of the year have to been eliminated from the word list.

Students' memory is very important. They can write down words whenever they hear or see the new vocabulary by dividing them according to letters of the alphabet on their own dictionary. The easiest way to learn vocabulary is by dividing into families, groups and sets. Then, Macmillan (1973:22) there are many steps that can be given to students in improving their vocabulary;



1. Write the word and its definition often just for practice.
2. Say the word and learn to pronounce it correctly by using the pronunciation clues in the dictionary.
3. Try to learn the word and its meaning the first time you see it.
4. Use the index card to study vocabulary. Write the word on one side and its definition in other side.
5. Make up a sentence you understand using the word.
6. To change the ending of the word, try to make it plural, try to change the tense, and try to improve.
7. Use the word when you talk in the class, on the job or at home. Make sure you can pronounce the word correctly.
8. Use the word whenever you can in your writing assignments.
9. Say the word and its meaning over and over again in your mind.
10. Do not learn long lists of new words each day for several days so that you can learn by repeating.

## **2.2 Definition of Games**

It is teacher's responsibility to seek an investigating way to motivate students in learning, especially in learning vocabulary. It is also stated in the new curriculum that students should be more active in learning process. Therefore, games can be applied in vocabulary teaching, especially for students in elementary school and junior high school.

Gibbs in Sandra and Margie (1987:209) defined games as "Activities carried out by cooperating or competing, decision makes seeking to achieve, within a set of rules, their objectives" In the word power dictionary, a game is defined as an activity engage in for amusement, played according to rules. from the definition above, it seems that game is an

activity to get fun and relaxation, which is carried out by cooperating or competing with a set of rules. since games are amusing and relaxing, it is expected that games motivate students in learning vocabulary.

### **2.3 Use of games**

Games in the school are sometimes viewed as an activity where students can only get fun or amusement without anything they can learn from it. Nowadays, teacher realize that games can be used as one of the educational aids in teaching learning process of English, especially in teaching vocabulary, teacher could use games as one of techniques in presenting the lesson in an interesting way. Some expert states that the use of games as follow:

Meanwhile, Larcobal in Susanna (1992:28) games provide (a) an enjoyable atmosphere, (b) a situation in wich communication in essential, (c) a distinction from the study of language itself. While kim (1995:35-36) states the use of games in the classroom are;

1. games are a welcome break from usual routine of the language class.
2. they are motivating and challenging
3. learning in language requires a great deal of effort. games help the students to make and sustain the effort of learning.
4. games provide language practice in the various skill-listening, speaking, reading and writing.
5. they encourage students to interact and communicate.
6. they create a meaningful context for language use

From the statement above, it shows that the function of games in language teaching is that it:

1. helps students remember things faster and better under low pressure, game as a way to practice the language.
2. enables are students to get involved this situation gives shy students more opportunity to express themselves.
3. enables the learner to use the language conscious or unconscious without worrying about the correct form of the language.

#### **2.4 Definition of Scramble Game**

Scramble learning model is a learning model developed by the observer of learning this model is more emphasis on doing about the exercise carried out by the learners to solve a problem related to the matter in the groups that have been formed in the classroom learning.

In learning, today known various models of learning. One is a cooperative learning model Scramble. In accordance with my earlier writings, learning model Scramble is a branch or a derivative of cooperative learning model. And here we will try to decipher the notion of cooperative learning model Scramble according to experts.

According to Damayanti (2010: 3-4), scramble learning model is a learning model that uses suppression exercises were done in groups that require cooperation between members of the group with critical thinking so that it can be easier to search for problem solving. Scramble learning model is a learning model that provides a booklet and answer sheet accompanied by alternative answers provided. Students are expected to look for answers and ways of settlement of the matter. While Soeparno (1998:60) argues that the scramble method is one of the language game, language game is essentially an activity to acquire certain skills by exciting way. Of the

statement above researchers conclude that, Scramble is a language game that can be used in learning English, especially in vocabulary development.

## **2.5 The Advantages of Scramble Game**

Each learning strategies have advantages and disadvantages of each. Based on the discussion of the model Scramble above, the advantages and disadvantages of the Scramble models are as follows:

1. In the scramble learning model, students no passive members of the group or just silence, this is because each group member has the responsibility for the success of the group. Each member of the group is required to know everything that was done in the group, knowing that all members have the same goal, divide the tasks and responsibilities equally among its members, all members will be subject to evaluation, each member must also be ready to be a leader and be able to share in learning together.
2. Scramble learning makes students more creative in learning and thinking, learn the material in a more relaxed and without pressure because the scramble learning model allows students to learn while playing.
3. Scramble learning can foster a sense of solidarity among the members of the group. Materials provided become memorable and always keep in mind the students. The scramble learning also encourages students more competitive and passion for the more advanced.

So, with the adoption of this game scramble in the hope students can learn vocabulary with fun, and students can be active in vocabulary learning process.

## **2.6 The Disadvantages of Scramble Game**

Learning scramble has shortcomings as follows:

1. The learning model is difficult in terms of its planning because not familiar with the habits of the students in learning.
2. Requires a long time in its implementation, so that the teacher is difficult to adjust a predefined time.
3. This learning model is difficult to implement if the criteria of success in learning is still determined by the ability of the students.
4. Because of using the game, this model often causes noise that could disturb the class next to them.

From the disadvantages scramble game above researchers will develop this method becomes more effective because researchers will make it easier to understand by students and enjoyable. And does not require a long time so that students understand how to apply this method.

## **2.7 Procedure of Scramble Game**

Phase 1

Outlines the objectives and motivate students

Teachers deliver lessons all the goals to be achieved in these lessons and motivate students to learn Teacher deliver learning objectives to be achieved and provide motivation to the students about the necessity of studying this material

## Phase 2

The teacher presents information to present information to students by way of demonstration or reading material through Teacher deliver material

## Phase 3

Organize students into cooperative groups The teacher explains to students how to form study groups and help each group to perform efficiently transition Teachers Preparing sheet containing the questions and answers that have been scrambled, teachers form a group to work on the question sheet

## Phase 4

Guiding group work and learning Teachers guide study groups as they work on their assignments the teacher distributes a booklet and give students the opportunity to do it

## Phase 5

Evaluation of Teachers evaluate learning outcomes of the material that has been learned or each group presented their work teacher told one of the students came forward to present their work.

## Phase 6

Teachers give awards seek ways to appreciate the efforts and results of individual learning and teacher groups provide points for students who answered correctly and for the students who answered incorrectly the teacher gives motivation not to despair.

## **B. Conceptual Framework**

Based on the literature review, vocabulary is one of the component in language learning that must be mastered. Without vocabulary mastery, English as foreign language cannot attain the four macro skills in English, such as listening, reading, writing and speaking. If they cannot achieve the macro skills, it means that they cannot achieve the language proficiency.

Based on the theories explained previously and the background of the research, a conceptual framework is constructed on the description of the difficulties to understand English vocabulary mastery. This conceptual framework is aimed at focusing this research on the problem concerned.

As mentioned above, the students should master vocabulary. It is the knowledge of the word how to use, pronounces, spell, and meaning. It is about the difficulties words in language used to express meaning.

The culmination of the language is not simply in the mastery of the forms of the language but the mastery of forms in order to accomplish the communicative functions of the language. Vocabulary is basic to communication. It is also essential for students to learn English but they often face difficulties in learning it. It is because the teaching learning process is monotonous. Therefore, it is not surprising that the students face difficulties in mastering vocabulary.

Students know that vocabulary development is essential for them to learn English, but they often do not have a clear understanding of how to go about really learning vocabulary. For students, remembering new words is hard because words are slippery things. That is why interactive teaching is of great help. The teacher should be creative and up to date giving new world of entertaining media surrounds them and develops rapidly among them because they

provide the user with motion pictures (video) and audio which is enable to dramatize events. It provides the users a large amount of freedom. They can do anything they want to improve their vocabulary mastery. Moreover, using use the media can give help the students relax and remember things faster and better. They encourage, entertain, teach, and promote fluency.

There are some aspects that the students found in the vocabulary mastery namely meaning, use, spelling, and pronunciation. It can be said that the students has 28 the difficulties in the meaning if they can describes the words on the context. The difficulties of the students use, it can be said if they are difficult to identify the use of the words then they are confused to differentiate the kinds of words which are used in the sentences. In the pronunciation the students still have difficulty in answering this aspect. Most of the students were not able to identify the pronunciation of the sounds like vowel, consonant, or diphthong of the words. The last aspect that the students have the difficulties is on the spelling, they are still confused to recognize the words mentioned in the sentence. From the discussion above, the writer proposed that vocabulary level of the text or words of the text gives great contributions for the students“ perception to the vocabulary of the text in understanding the materials. A text with appropriate vocabulary level of the text can be discovered through the selection of materials by using vocabulary test.



## 1. Relevant Research

In order to support this research, the researcher studied some previous researches. They were:

The research entitled “Developing Vocabulary Of The Students SMP PAB 19 Manunggal By Using Scramble Game”. This study uses scramble word game to be an effective way in improving and enhancing the vocabulary ability of the seven grade students of SMP PAB 19 Manunggal. The present classroom action study used the pretest and post test with descriptive analysis.

The result of that study is clearly showed the subjects attitudes and motivation in learning vocabulary by using picture scramble word game was effectively and changed positively.

The research entitled “Improving students vocabulary achievement by using scramble game”, Muhammad Fahrizal 2019, Medan University Of Muhammadiyah Sumatera Utara. This study deals with the Improvement of the student’s vocabulary achievement by using scramble game in junior high school. This research was conducted by applying Classroom Action Research with two cycles in four meetings. The subject of this study was a class in the first year students of SMP PAB 19 Manunggal. There were 30 students that participated in this research.. The result of the quantitative data indicate that the score of the students improved from cycle I to cycle II with a pre-test mean of 60.96, the test of cycle I was 69.74 and the test of cycle II was 83. The result of based on the data above, it can be concluded that the application of scramble game was significantly improved students vocabulary achievement.

The research entitled “Reinforcing students vocabulary through scramble technique at first grade students of SMP PAB 19 Manunggal. The result of that skripsi that through scramble game students more active in teaching English vocabulary and enjoy the rule of study.

### **C. Hypothesis**

#### **1. Research Hypothesis**

A research hypothesis is the statement created by researchers when they speculate upon the outcome of a research or experiment. (experiment-resources.com, 2019)

#### **2. Research hypothesis pre test**

H<sub>0</sub>: There is no effect of scramble game on the seven grade students’ Vocabulary mastery at SMP PAB 19 Manunggal between control class and experiment class.

H<sub>1</sub>: There are effects of scramble game on the seven grade students’ vocabulary mastery at SMP PAB 19 Manunggal between control class and experiment class.

#### **3. Research hypothesis post test**

H<sub>0</sub>: There is no effect of scramble game on the seven grade students’ Vocabulary mastery at SMP PAB 19 Manunggal between students who use the scramble game with students who are given conventional methods.

H<sub>1</sub>: There are effects of scramble game on the seven grade students’ vocabulary mastery at SMP PAB 19 Manunggal between students who use the scramble game with students who are given conventional methods.

## **CHAPTER III METHOD OF RESEARCH**

### **A. Location and Time**

This research will be conducted at SMP PAB 19 Jalan Veteran Psr 9 Desa Manunggal Kecamatan Labuhan Deli, during the academic year 2018-2019. The research will be implemented in January 2019. The reason for choosing that school because :

1. Students at SMP PAB 19 can't speak English fluently.
2. The students are lack of English vocabulary.
3. The students are lazy to study English.
4. The students are difficult to remember English Vocabulary.
5. The students fell boring study English because The teacher has Lecturing method.

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

#### **Population**

Population is the area in which you are trying to get information from.

According to Burns (1990 : 62) "Population is an entire group of people or objects or events which all have at least one characteristics one common, and must be defined specially and unambiguously".

In this study, the population is the students of SMP PAB 19

#### **Sample**

Sample is a section of your population that you are actually going to survey.

McMillan and Schumacher (1984:32) say that: “Sample is a group of subjects selected from the population.” The sample of this research is the first grade students at SMP PAB 19. They consist of 30 students.

**Table 3.1**  
**Population and Sample**

No	Class	Number of Population	Sample
1.	VII-A (experimental group)	30	30
2.	VII-B (control group)	30	30
<b>TOTAL</b>		60	60

### C. Research Design

In this research, the writer would like to collect; process; analyzes the data to get conclusion of the research. This research is called quantitative research because it will use numbers or statistics. In this research pre-experimental design with one group pre-test and post-test design will be used. Pre-test is the test which given to the students', before the treatment. The post-test is given to the student's after the treatment to find out the student's achievement.

Butler (1985;65) stated that “experimental studies are those in which the investigator deliberately manipulates some factors or circumstances in order to test the effect on some other phenomenon”.

So there are two test: T1- the pre-test and T2- the post test. X is used to symbolize the treatment in the representation of the design:

T1   X   T2

The design above means that the teacher gives them pre-test before using games then gives them post-test after teaching several times using games.

**Table 3.2**  
**The Research Design**

<b>Group</b>	<b>Pre test</b>	<b>Treatment</b>	<b>Post test</b>
Experimental	√	Scramble Game	√
Control	√	Conventional Method	√

#### **D. Instrumen Of Collecting Data**

The writer gives the students the pre-test and post-test used to test the two groups of student. Pre-test and post-test are the same in form as well as its content but the time and aim are different.

Firstly, both the experiment class and controlled class were given the pre-test before the lesson is begun to know the students knowledge of the material that will be taught. Secondly, both the experiment class and control class were given the same materials but with the different techniques of presentation. The experiment class was given the games technique and the control class without games. The last step in the experiment is giving the post-test to the two classes, class A and class B. post-test giving after the lesson is finished, to know students taught.

The data will be collected through a test. The test will be in form of written test, they are objective and essay test. There are pre-test and post-test. The test is arranged according to the material given.

### E. The Technique of Data Analysis

After collecting the data from the test, the data is analyzed by using the steps stated by Arikunto (2003). Those steps are listed in the following.

1. Scoring the students' answer for the correct answer and wrong answer.

In scoring the test, the research use score ranging from 0-100 by counting the correct answer and applying this formula:

$$S = \frac{R}{N} \times 100$$

Note:

S = the score

R= the number of correct answer

N = the number of question

2. Getting the main score of each group
3. Comparing the mean score of the two groups
4. Finding out which one is higher
5. Explaining the meaning of differences of the means score
6. Checking the significance by using t-test

To find out the difference means of scores of the test between the experimental and control group, researcher use t-test formula. The formula of the t-test presented as following:

$$t = \frac{M_x M_y}{\sqrt{\left[ \frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Where:

$t$ :  $t_{\text{counted}}$

$M_x$ : The mean of control group

$M_y$ : The mean of experimental group

$N_x$ : Number of sample of control group

$N_y$ : Number of sample of experimental group

$\Sigma_x$ : The sum of the score of the control class

$\Sigma_y$ : The sum of the score of the experimental class

7. Explaining the implication of the findings to the teaching of scramble Game.

## **F. Statistical Hypothesis**

Based on the theoretical and conceptual framework above, the two hypotheses, null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ) will be formulated as follows:

$H_0$  : There is no significant effect of Scramble Game On The Seven Grade Students' Vocabulary Mastery At SMP PAB 19 Manunggal.

$H_a$  : There is a significant effect of Scramble Game On The Seven Grade Students' Vocabulary Mastery At SMP PAB 19 Manunggal.

**CHAPTER IV**  
**DATA AND DATA ANALYSIS**

**A. Data**

The data were collected by giving the students a test consisting of twenty items. The data of this research were the scores in pre- test and post- test of the experimental and control groups. The scores of both groups were displayed in the following table.

**Table 4.1**  
**The Score of Pre- Test and Post- Test**  
**in Experimental Group**

No	Names	Score	
		Pre- Test (T <sub>1</sub> )	Post- Test (T <sub>2</sub> )
1.	Anita Safitri	60	80
2.	Ardiyanto	60	80
3.	Adrian Setiadi	75	85
4.	Amri Pratama	70	80
5.	Fauzi	85	90
6.	Angga Prabudi	60	80
7.	Dila Anggraini	70	85
8.	Elmanis Kartiani Waoma	70	85
9.	Fanni Fadila	80	85
10.	Hikmal Ronaldo	65	80
11.	Ikhsan Peratama	65	75
12.	Imel Putri Cahyanti Dachi	50	75
13.	Jenni Ivanca	90	95
14.	Mhd Rizky	80	85
15.	Mhd Ihsan Fatahila	65	85
16.	Mhd Zikri Amatullah.S	65	80



17.	Mita Meiska Audya	65	80
18.	Nasya Rama Putri	65	85
19.	Nella Noviska	75	85
20.	Noval Syahputra	45	75
21.	Pirmansyah	80	85
22.	Riska Nadila	85	90
23.	Saputra Dinata	70	80
24.	Sri Dwi Utari	70	85
25.	Siti Putri Azzura	65	85
26.	Shyla Ayu Dya	80	85
27.	Wilna Ramadani	75	95
28.	Yan Kesuma	65	80
29.	Yonatan Lafau	65	80
30.	Yenny Chandra Winata Lase	65	75
<b>Total</b>		<b>2080</b>	<b>2490</b>
<b>Mean</b>		<b>69.33</b>	<b>83</b>

Based on the data above, it was seen that in pre-test, the maximum value of the pre-test score was 95 and the minimum one was 45. While, in post-test, the maximum value score was 95 and the minimum one was 75. Then, the table above also indicated that the mean score in pre-test was lower than in post-test,  $69.33 < 83$ .

**Table 4.2**  
**The Score of the Pre- Test and Post- Test**  
**in Control Group**

No.	Names	Score	
		Pre- Test (T <sub>1</sub> )	Post- Test (T <sub>2</sub> )
1.	Anggun Dela Anugrah	55	60
2.	Adinda Kesya	55	60
3.	Bening Puspa Ninggrum	35	40
4.	Dzul Arsyil Mazeid	55	60
5.	Dicky Prayogi Hakim Hasibuan	35	40
6.	Dandi	35	45
7.	Maria	45	50
8.	Elisa Novita	60	75
9.	Fitri Handayani	55	60
10.	Febri Armando	40	50
11.	Ilham Kurniawan	40	50
12.	Iqsan Irgiansyah	65	65

13.	Indah Juliani Warae	65	65
14.	Jessica Maharani	80	85
15.	Kholidina Imanda	75	90
16.	Kristin Anjelina Warae	65	70
17.	Mhd Irzi Lubis	60	65
18.	Mhd Luffy	45	50
19.	Nurul Aisyah	65	70
20.	Nabil Setiawan	70	75
21.	Noval Zidan	70	75
22.	Rayhani Isty Satanah	50	80
23.	Regitha Mahyani	65	70
24.	Ridho Febrian	65	70
25.	Reynal Erianto	45	45
26.	Rayhan Ramanda	50	50
27.	Steven Kristian	40	65
28.	Wibi Pramana Tanjung	50	60
29.	Widya Alfina Hasibuan	75	85
30.	Zenny Afrida	50	50
<b>Total</b>		<b>1650</b>	<b>1825</b>
<b>Mean</b>		<b>55</b>	<b>60,83</b>

Based on the data above, it was seen that in pre-test, the maximum value of the pre-test score was 75 and the minimum one was 25. While, in post-test, the maximum value score was 90 and the minimum one was 40. Then, the table above also indicated that the mean score in pre-test was lower than in post-test,  $55 < 60.83$ .

## B. Data Analysis

Based on the data from the test, the scores were analyzed in order to know the differences of pre- test and post- test result of the students' of the experimental and control groups.

**Table 4.3**

### **The Differences Score of the Pre- Test and Post-Test in Experimental Group**

No	Initial Names	Score (X)	Squared Score (X <sup>2</sup> )
1	AS	28	784

2	AY	31	961
3	AST	30	900
4	AP	31	961
5	FZ	32	1024
6	APB	30	900
7	DA	34	1156
8	EKW	33	1089
9	FF	34	1156
10	HR	26	676
11	IP	33	1089
12	IPCD	35	1225
13	JI	34	1156
14	MR	27	729
15	MIF	36	1296
16	MZA	33	1089
17	MMA	31	961
18	NRP	29	841
19	NN	35	1225
20	NS	34	1156
21	PM	28	784
22	RN	33	1089
23	SD	33	1089
24	SDU	35	1225
25	SPA	35	1225
26	SAD	26	676
27	WR	26	676
28	YK	34	1156
29	YL	36	1296
30	YCWL	32	1024
<b>Total</b>		<b>954</b>	<b>30614</b>
<b>Mean</b>		<b>31.8</b>	<b>1020.46</b>

Based on the Table 4.3 the mean score of experimental group was 31.8 and the mean squared score was 1020.46.

The formula to obtain reliability is as follows:

$$R = \frac{K}{K-1} \left[ 1 - \frac{M(K-M)}{KS^2} \right]$$

In which:

K = Number of questions

M = Mean score of the test

$S^2$  = The square of standard deviation of the test score

The formula to obtain the standard deviation (S) is as follows:

$$S = \frac{\sqrt{\sum x^2}}{N}$$

$$S = \frac{\sqrt{30614}}{30}$$

$$S = \frac{174,96}{30}$$

$$S = 5,83$$

$$K = 40$$

$$M = 31,8$$

$$S = 5,83$$

$$R = \frac{K}{K-1} \left[ 1 - \frac{M(K-M)}{KS^2} \right]$$

$$R = \frac{40}{40-1} \left[ 1 - \frac{31,8(40-31,8)}{40(5,83)^2} \right]$$

$$R = \frac{40}{39} \left[ 1 - \frac{31,8(8,2)}{40(5,83)^2} \right]$$

$$R = \frac{40}{39} [1 - 0,19]$$

$$R = 0,21$$

From the calculation above, the reliability coefficient of the test was 0.81. This coefficient is considered very high (Arikunto, 2011).

**Table 4.4**

**The Calculation of t-test for Experimental Group**

No	Initial Names	Pre-test	Post-test	D	da	da <sup>2</sup>
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		(T1)	(T2)	(T2-T1)	(d-Ma)	(d-Ma) <sup>2</sup>
1	AS	60	80	20	6,5	42,25
2	AY	60	80	20	6,5	42,25
3	AST	75	85	10	-3,5	12,25
4	AP	70	80	10	-3,5	12,25
5	FZ	85	90	5	-8,5	72,25
6	APB	60	80	20	6,5	42,25
7	DA	70	85	15	1,5	2,25
8	EKW	70	85	15	1,5	2,25
9	FF	80	85	5	-8,5	72,25
10	HR	65	80	15	1,5	2,25
11	IP	65	75	10	-3,5	12,25
12	IPCD	50	75	25	11,5	132,25
13	JI	90	95	5	-8,5	72,25
14	MR	80	85	5	-8,5	72,25
15	MIF	65	85	20	6,5	42,25
16	MZA	65	80	15	1,5	2,25
17	MMA	65	80	15	1,5	2,25
18	NRP	65	85	20	6,5	42,25
19	NN	75	85	10	-3,5	12,25
20	NS	45	75	30	16,5	272,25
21	PM	80	85	5	-8,5	72,25
22	RN	85	90	5	-8,5	72,25
23	SD	70	80	10	-3,5	12,25
24	SDU	70	85	15	1,5	2,25
25	SPA	65	85	20	6,5	42,25
26	SAD	80	85	5	-8,5	72,25
27	WR	75	95	20	6,5	42,25
28	YK	65	80	15	1,5	2,25
29	YL	65	80	15	1,5	2,25
30	YCWL	65	75	10	-3,5	12,25
<b>Total</b>		<b>2080</b>	<b>2490</b>	<b>410</b>	<b>0</b>	<b>1297,5</b>
<b>Mean</b>		<b>69,33</b>	<b>83</b>	<b>13,66</b>	<b>0</b>	<b>43,25</b>

Table 4.4 presented the calculation of t-test for Experimental Group in pre-test. It showed that total score of Pre-test lower one in Post-test. In calculation of t-test in experimental group  $\Sigma d = 410$ .

$$Ma = \frac{\sum da}{Na} = \frac{410}{30} = 13,66$$

Table 4.5

## The Calculation of t-test for Control Group

No	Initial Names	Pre-test (T1)	Post-test (T2)	D (T2-T1)	db (d-Mb)	db <sup>2</sup> (d-Mb) <sup>2</sup>
1	ADA	55	60	5	-2,3	5,29
2	AK	55	60	5	-2,3	5,29
3	BPN	35	40	5	-2,3	5,29
4	DAM	55	60	5	-2,3	5,29
5	DPHH	35	40	10	-2,3	5,29
6	DD	35	45	10	2,7	7,29
7	MR	45	50	5	-2,3	5,29
8	EN	60	75	15	7,7	59,29
9	FH	55	60	5	-2,3	5,29
10	FA	40	50	10	2,7	7,29
11	IK	40	50	10	-7,3	53,29
12	II	65	65	0	-2,3	5,29
13	IJW	65	65	0	-7,3	53,29
14	JM	80	85	5	-2,3	5,29
15	KI	75	90	15	-2,3	5,29
16	KAW	65	70	5	-2,3	5,29
17	MIL	60	65	5	-2,3	5,29
18	ML	45	50	5	-2,3	5,29
19	NA	65	70	5	-2,3	5,29
20	NS	70	75	5	2,7	7,29
21	NZ	70	75	5	-7,3	53,29
22	RIS	50	80	30	22,7	515,29
23	RM	65	70	5	-2,3	5,29
24	RF	65	70	5	2,7	7,29
25	RE	45	45	0	7,7	59,29
26	RR	50	50	0	-7,3	53,29
27	SK	40	65	25	7,7	59,29
28	WPT	50	60	10	2,7	7,29
29	WAH	75	85	10	-2,3	5,29
30	ZA	50	50	0	2,7	7,29
<b>Total</b>		<b>1650</b>	<b>1825</b>	<b>230</b>	<b>-4</b>	<b>1034,7</b>
<b>Mean</b>		<b>55</b>	<b>60,83</b>	<b>7,66</b>	<b>-0,1333</b>	<b>34,5</b>

Table 4.5 presented the calculation of t-test for Control Group in pre-test. It showed that the total score of pre-test was than post-test. In calculation of t-test, in the control group  $\Sigma d = 230$ .

$$Ma = \frac{\sum db}{Na} = \frac{230}{30} = 7,66$$

Thus, from the data, it can be known that:

$$Ma = 13,66$$

$$Mb = 7,66$$

$$Da^2 = 1297,5$$

$$Db^2 = 732,57$$

$$Na = 30$$

$$Nb = 30$$

Further, the researcher applied t-test formula as follows:

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

$$t = \frac{13,66 - 7,66}{\sqrt{\left(\frac{1297,5 + 732,57}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{6}{\sqrt{\left(\frac{2033,07}{58}\right)\left(\frac{2}{30}\right)}}$$

$$t = \frac{6}{\sqrt{(35,05)(0,06)}}$$

$$t = \frac{6}{1,45}$$

$$t = 4,13$$

The calculation of t-table:

$$Df = Na + Nb - 2$$

$$Df = 30 + 30 - 2$$

$$Df = 58$$

$$\alpha = 0,05$$

df	0.10	0.05	0.025	0.01
57	1.6720	2.0025	2.3022	2.6649
58	1.6716	2.0017	2.3011	2.6633
59	1.6711	2.0010	2.3000	2.6618
60	1.6706	2.0003	2.2990	2.6603

### C. Testing Hypothesis

The testing hypothesis was conducted to find out whether the hypothesis was accepted or rejected. Based on the result of the data analysis, the researcher found that the value of t-test (4,13) was higher than the value of t-table (2.002) at level of significant  $p = 0,05$  and at degree of freedom  $df = 58$ . So, alternative hypothesis was accepted. It indicates that there is a significant effect of using Scramble Game on the Seven Grade Students' Vocabulary Mastery at SMP PAB 19 Manunggal.

### D. Research Finding

After collecting and analyzing the data by using t-test formula, the researcher found that the value of t-test (4,13) exceeded the value of t-table (2,002), so hypothesis is really true in this researcher. It indicated that the students' achievement in vocabulary mastery taught by using scrabble game on the seven grade students' was higher than those taught by using konvensional method.

The students who were taught by using scrabble game on the seven grade students' can increase their achievement in vocabulary mastery. While the students who were taught by using control



group still found some difficulties in vocabulary mastery. It was proven by some students still achieved bad score and did not show their achievement in english vocabulary mastery.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusion**

Based on the data findings, there were some conclusions drawn as follow:

1. The using of scrabble game on the seven grade students' caused a positive effect to the students' achievement in english vocabulary mastery, which was proven from the result of the test,  $t_{table} > t_{counted}$  or  $4.33 > 2.002$ .

#### **B. Suggestions**

In relationed to the conclusions above, suggestions were put forward as follows:

1. The teacher can apply scrabble game on the seven grade students' in teaching english vocabulary mastery in the classroom as a method to help the students increasing their vocabulary mastery.

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## Appendix 1

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) EXPERIMEN CLASS GROUP

**Satuan Pendidikan** : SMP PAB 19 Manunggal  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas / Semester** : VII / 2  
**Materi Pokok** : Greeting Introduction  
**Alokasi Waktu** : 2x40 menit (Pertemuan 1 dan 2)

#### A. Kompetensi Inti (KI).

Kompetensi Inti 3 (Pengetahuan)	Kompetensi Inti 4 (Keterampilan)
3. Memahami dalam berinteraksi secara efektif dengan lingkungan sosial dan alam pada jangkauan yang ada disekitarnya dan menyerap pengetahuan (faktual, konseptual, dan prosedural). Menghargai dan berperilaku jujur, disiplin, tanggung jawab, peduli, toleransi, gotong royong, santun, percaya diri, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, dan seni, serta budaya terkait fenomena dan kejadian tampak mata	4. Mencoba, mengolah, dan menyaji dalam rana konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat ) ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang ) sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang / teori

## B. Kompetensi Dasar.

Kompetensi Dasar	Kompetensi Dasar
<b>3.1</b> Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya	<b>4.1</b> Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, dengan memperhatikan fungsi sosial, dan unsur kebahasaan yang benar dan sesuai konteks
<b>3.2</b> Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. {Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; <i>pronoun (subjective, objective, possessive)</i>	<b>4.2</b> Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks
<b>3.3</b> Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (perhatikan kosa kata terkait angka kardinal dan ordinal)	<b>4.3</b> Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

<p><b>3.4</b> Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singulara)</p>	<p><b>4.4</b> Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
<p><b>3.5</b> Mengidentifikasi fungsi sosial, struktur teks, dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan be, adjective)</p>	<p><b>4.5</b> Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
<p><b>3.6</b> Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/ tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)</p>	<p><b>4.6</b> Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan</p>
<p><b>3.7</b> Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda,</p>	<p><b>4.7</b> Teks deskriptif</p> <p><b>4.7.1</b> Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan</p>

sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	<p>sederhana, terkait orang, binatang, dan benda</p> <p><b>4.7.2</b> Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>
<b>3.8</b> Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	<b>4.8</b> Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs

### C. Tujuan pembelajaran.

1. Siswa dapat mengidentifikasi sosial, struktur teks, dan unsur kebahasaan pada teks perkenalan diri.
2. Siswa dapat menyusun teks lisan dan tulis sederhana tentang perkenalan diri.

### D. Materi pembelajaran.

1. Teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri.
2. Fungsi sosial
  - Memperkenalkan diri untuk menjalin hubungan interpersonal dengan guru dan teman.
3. Struktur teks
  - My name is..., I'm..., I live in..., what's your name?, where do you come from?
4. Unsur kebahasaan
  - Kosa kata : name, old, live, favorite, spell
  - Tata bahasa : to be: is, am, are. Kata ganti: I, he, she, they; kata ganti kepunyaan: my, your, his, their.
  - Ucapan,
  - Tekanan kata,



Intonasi.

**E. Metode pembelajaran**

Pendekatan : Scientific Approach

Model pembelajaran : Discovery Learning

Metode : Grouping and Pair

**F. Sumber dan Media pembelajaran**

1. Sumber : 2013. When english rings a bell. jakarta. kemendikbud.

2. Media : LCD/Speaker, Video Introduction, internet.

**Pertemuan 1**

<b>Kegiatan</b>	<b>Deskripsi</b>	<b>Alokasi waktu</b>
<b>Pendahuluan</b>	<ol style="list-style-type: none"><li>1. Guru memberi salam.</li><li>2. Guru memberi motivasi.</li><li>3. Guru menyampaikan apersepsi.</li><li>4. Guru menyampaikan tujuan pembelajaran.</li></ol>	<b>10 menit</b>
<b>Inti</b>	<p><b>Mengamati (observing)</b></p> <ol style="list-style-type: none"><li>1. Siswa mengamati guru memperkenalkan dirinya sendiri secara lisan.</li><li>2. Siswa mengamati teks tentang perkenalan diri.</li><li>3. Siswa mendengarkan guru membaca teks tentang perkenalan diri dan menirukan ucapan guru.</li><li>4. Siswa melihat video pendek tentang perkenalan diri.</li></ol> <p><b>Menanya ( Questioning )</b></p> <ol style="list-style-type: none"><li>1. Guru memberi kesempatan kepada peserta didik untuk mempertanyakan dan menyakan gambar-gambar yang ada pada teks tentang perkenalan diri dengan memberikan situasi</li></ol>	<b>50 menit</b>

	<p>atau stimulan sehingga siswa memahami struktur teks perkenalan diri : I'm..., my name is..., I live..., what is your name?, where you born?, what is your address?, what is your hobby?, what is your favorite color,?</p> <p>2. Siswa bisa membedakan ungkapan dalam perkenalan diri dalam bahasa inggris dan bahasa indonesia.</p> <p><b>Mengumpulkan informasi:</b></p> <p>1. Guru menyuruh peserta didik bertanya jawab tentang perkenalan diri secara berkelompok. Role play.</p>	
<p><b>Penutup</b></p>	<p>1. Para siswa dan guru memberi kesimpulan diakhir pembelajaran tentang materi kegiatan yang baru saja dilaksanakan.</p> <p>2. Siswa memberi komentar dan saran masukan pendapat untuk kegiatan pembelajaran berikutnya terkait dengan ungkapan perkenalan diri.</p> <p>3. Guru memberi tugas kepada siswa secara berkelompok mau pun individu untuk membuat atau mengerjakan projek kartu identitas diri.</p> <p>4. Siswa menerima tugas lanjutan dari guru, untuk lebih memahami dan mengerti tentang materi yang berhubungan dengan ungkapan perkenalan diri, sapaan, salam, dan permintaan maaf.</p>	<p><b>20 menit</b></p>

## Pertemuan 2

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"><li>1. Guru memberi salam.</li><li>2. Guru memberi motivasi.</li><li>3. Guru menyampaikan apersepsi.</li><li>4. Guru menyampaikan tujuan pembelajaran.</li></ol>	10 menit
Inti	<p><b>Mengasosiasi:</b></p> <ol style="list-style-type: none"><li>1. Guru menyuruh siswa untuk membandingkan ungkapan perkenalan diri yang telah dipelajari dengan yang ada di berbagai sumber lain.</li><li>2. Guru mengkonfirmasi struktur teks, unsur kebahasaan yang ada pada ungkapan perkenalan diri seperti: I'm ..., my name is..., Tobe (is am are) kata ganti (he she they we).</li></ol> <p><b>Mengkomunikasikan:</b></p> <ol style="list-style-type: none"><li>1. Siswa secara individu mendemonstrasikan perkenalan diri dengan ucapan dan intonasi yang baik di depan kelas.</li></ol>	50 menit
Penutup	<ol style="list-style-type: none"><li>1. Para siswa dan guru memberi kesimpulan diakhir pembelajaran tentang materi kegiatan yang baru saja dilaksanakan.</li><li>2. Siswa memberi komentar dan saran masukan pendapat untuk kegiatan pembelajaran berikutnya terkait dengan ungkapan perkenalan diri.</li><li>3. Guru memberi tugas kepada siswa secara berkelompok mau pun individu untuk membuat atau mengerjakan projek kartu identitas diri.</li><li>4. Siswa menerima tugas lanjutan dari guru, untuk lebih memahami dan mengerti tentang materi yang berhubungan dengan ungkapan perkenalan diri, sapaan, salam, dan permintaan maaf.</li></ol>	20 menit

## **G. Penilaian**

### **1. Jenis / teknik penilaian**

- a. Aspek pengetahuan  
Jenis penilaian : tes tulis.
- b. Aspek ketrampilan  
Jenis penilaian : unjuk kerja.
- c. Aspek sikap  
Jenis penilaian : Observasi, Penilaian teman sejawat.

### **2. Bentuk instrument**

#### **a. Tes tulis**

Please write your identify:

Hello, my name is .....

And you can call me .....

I am student of .....

I live in .....

I am .....years old

My future is.....

My hobby is .....

My ambition is .....

My favorite color is .....

My favorite food is .....

My favorite drink is .....

Nice to meet you !!!

#### **b. Tes lisan**

Describe your identify in front of the class!



## Appendix 2

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CONTROL CLASS GROUP

**Satuan Pendidikan** : SMP PAB 19 Manunggal  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas / Semester** : VII / 2  
**Materi Pokok** : How are you?  
**Alokasi Waktu** : 4x40 menit (Pertemuan 3 dan 4)

#### A. Kompetensi Inti (KI).

Kompetensi Inti 3 (Pengetahuan)	Kompetensi Inti 4 (Keterampilan)
3. Memahami dalam berinteraksi secara efektif dengan lingkungan sosial dan alam pada jangkauan yang ada disekitarnya dan menyerap pengetahuan (faktual, konseptual, dan prosedural). Menghargai dan berperilaku jujur, disiplin, tanggung jawab, peduli, toleransi, gotong royong, santun, percaya diri, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, dan seni, serta budaya terkait fenomena dan kejadian tampak mata	4. Mencoba, mengolah, dan menyaji dalam rana konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat ) ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang ) sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang / teori

## B. Kompetensi Dasar.

Kompetensi Dasar	Kompetensi Dasar
<b>3.1</b> Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya	<b>4.1</b> Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, dengan memperhatikan fungsi sosial, dan unsur kebahasaan yang benar dan sesuai konteks
<b>3.2</b> Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. {Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; <i>pronoun (subjective, objective, possessive)</i>	<b>4.2</b> Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks
<b>3.3</b> Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (perhatikan kosa kata terkait angka kardinal dan ordinal)	<b>4.3</b> Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

<p><b>3.4</b> Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singulara)</p>	<p><b>4.4</b> Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
<p><b>3.5</b> Mengidentifikasi fungsi sosial, struktur teks, dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan be, adjective)</p>	<p><b>4.5</b> Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
<p><b>3.6</b> Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/ tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)</p>	<p><b>4.6</b> Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan</p>
<p><b>3.7</b> Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda,</p>	<p><b>4.7</b> Teks deskriptif</p> <p><b>4.7.1</b> Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan</p>



sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	<p>sederhana, terkait orang, binatang, dan benda</p> <p><b>4.7.2</b> Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>
<b>3.8</b> Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	<b>4.8</b> Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs

### C. Tujuan pembelajaran.

1. Siswa peserta didik terampil memaparkan dan menanyakan jati diri untuk melakukan komunikasi transaksional dengan struktur teks yang runtut dan dengan unsur kebahasaan yang benar dengan penuh semangat, berperilaku percaya diri, disiplin, dan bertanggung jawab.
2. Siswa peserta didik dapat menceritakan sebuah jati diri dan memberi salam untuk melakukan komunikasi transaksional dengan struktur teks yang runtut dan menyusun teks lisan dan tulis dengan unsur kebahasaan yang benar dan baik dengan secara sederhana tentang memberi salam.

### D. Materi pembelajaran.

- 1.11 Teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon memberi salam.

Greeting and Parting

Greeting	Respons	Parting	Respons
----------	---------	---------	---------

Hello	Hello	Good bye	Good bye
H'i	H'i	Good night	Good night
Good Morning	Good Morning	See you later	See you later
How are you?	I'm fine, I'm very well	See you	See you
How's everything going?	I'm fine thanks	I'll talk to you later	Sure, see you later
How is everything?	I'm good	Good Luck	Thank you
How are you doing?	Fine, thank you	Take care	You too

1.12 Memperkenalkan diri untuk menjalin hubungan interpersonal dengan guru dan teman.

1.13 Struktur teks

My name is...	What's your name?
I'm...	How are you?
I live in...	Where do you live?

1.14 Unsur kebahasaan

Kosa Kata Tata Bahasa Ucapan Tekanan Kata Intonasi
Tobe : is, am, are Kata Ganti : I, He, She, They Kata Ganti Kepunyaan : My, Your, His, Their

**E. Metode pembelajaran**

Pendekatan : Scientific Approach  
 Model pembelajaran : Discovery Learning  
 Metode : Grouping and Pair

**F. Sumber dan Media pembelajaran**

1. Sumber : 2013.When english rings a bell.jakarta.kemendikbud.
2. Media : LCD/Speaker, Video Introduction, internet.

**Pertemuan 3**

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru memberi salam.</li> <li>2. Guru memberi motivasi.</li> <li>3. Guru menyampaikan apersepsi.</li> <li>4. Guru menyampaikan tujuan pembelajaran.</li> </ol>	10 menit
Inti	<p>Mengamati (observing)</p> <ol style="list-style-type: none"> <li>1. Siswa mengamati video greeting and parting yang ditayangkan.</li> <li>2. Siswa mengamati unsur teks video yang telah ditayangkan.</li> <li>3. Siswa mencermati struktur teks video yang telah ditayangkan.</li> </ol> <p>Menanya ( Questioning )</p> <ol style="list-style-type: none"> <li>1. Guru memberi kesempatan kepada siswa peserta didik untuk mempertanyakan dan menanyakan gambar-gambar yang ada pada video greeting and parting tentang perkenalan diri dengan memberikan situasi atau stimulan sehingga siswa memahami struktur teks perkenalan diri : what is your name?, how are you?, where you born?, what is your address?, what is your hobby?, what is your favorite color,?</li> </ol>	50 menit

	<p>2. Siswa bisa membedakan ungkapan dalam perkenalan diri dalam bahasa Inggris dan bahasa Indonesia.</p> <p><b>Mengumpulkan informasi:</b></p> <p>1. Guru menyuruh peserta didik bertanya jawab tentang perkenalan diri secara berkelompok. Role play.</p>	
<b>Penutup</b>	<p>1. Para siswa dan guru memberi kesimpulan diakhir pembelajaran tentang materi kegiatan yang baru saja dilaksanakan.</p> <p>2. Siswa memberi komentar dan saran masukan pendapat untuk kegiatan pembelajaran berikutnya terkait dengan ungkapan perkenalan diri.</p> <p>3. Guru memberi tugas kepada siswa secara berkelompok mau pun individu untuk membuat atau mengerjakan projek kartu identitas diri.</p> <p>4. Siswa menerima tugas lanjutan dari guru, untuk lebih memahami dan mengerti tentang materi yang berhubungan dengan ungkapan perkenalan diri, sapaan, salam, dan permintaan maaf.</p>	<b>20 menit</b>

<b>Kegiatan</b>	<b>Deskripsi</b>	<b>Alokasi waktu</b>
<b>Pendahuluan</b>	<p>1. Guru memberi salam.</p> <p>2. Guru memberi motivasi.</p> <p>3. Guru menyampaikan apersepsi.</p> <p>4. Guru menyampaikan tujuan pembelajaran.</p>	<b>10 menit</b>
<b>Inti</b>	<b>Mengasosiasi:</b>	<b>50 menit</b>

	<ol style="list-style-type: none"> <li>1. Guru menyuruh siswa untuk membandingkan ungkapan perkenalan diri yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>2. Guru mengkonfirmasi struktur teks, unsur kebahasaan yang ada pada ungkapan perkenalan diri seperti: I'm ..., my name is..., Tobe (is am are) kata ganti (he she they we).</li> </ol> <p><b>Mengkomunikasikan:</b></p> <ol style="list-style-type: none"> <li>1. Siswa secara individu mendemonstrasikan perkenalan diri dengan ucapan dan intonasi yang baik di depan kelas.</li> </ol>	
<b>Penutup</b>	<ol style="list-style-type: none"> <li>1. Para siswa dan guru memberi kesimpulan diakhir pembelajaran tentang materi kegiatan yang baru saja dilaksanakan.</li> <li>2. Siswa memberi komentar dan saran masukan pendapat untuk kegiatan pembelajaran berikutnya terkait dengan ungkapan perkenalan diri.</li> <li>3. Guru memberi tugas kepada siswa secara berkelompok mau pun individu untuk membuat atau mengerjakan projek kartu identitas diri.</li> <li>4. Siswa menerima tugas lanjutan dari guru, untuk lebih memahami dan mengerti tentang materi yang berhubungan dengan ungkapan perkenalan diri, sapaan, salam, dan permintaan maaf.</li> </ol>	<b>20 menit</b>

#### Pertemuan 4

<b>Kegiatan</b>	<b>Deskripsi</b>	<b>Alokasi waktu</b>
-----------------	------------------	----------------------

<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>1. Guru memberi salam.</li> <li>2. Guru memberi motivasi.</li> <li>3. Guru menyampaikan apersepsi.</li> <li>4. Guru menyampaikan tujuan pembelajaran.</li> </ol>	<b>10 menit</b>
<b>Inti</b>	<p><b>Mengamati (observing)</b></p> <ol style="list-style-type: none"> <li>1. Siswa mengamati guru memperkenalkan dirinya sendiri secara lisan.</li> <li>2. Siswa mengamati teks tentang perkenalan diri.</li> <li>3. Siswa mendengarkan guru membaca teks tentang perkenalan diri dan menirukan ucapan guru.</li> <li>4. Siswa melihat video pendek tentang perkenalan diri.</li> </ol> <p><b>Menanya ( Questioning )</b></p> <ol style="list-style-type: none"> <li>1. Guru memberi kesempatan kepada peserta didik untuk mempertanyakan dan menanyakan</li> <li>2. Siswa bisa membedakan ungkapan dalam perkenalan diri dalam bahasa inggris dan bahasa indonesia.</li> </ol> <p><b>Mengumpulkan informasi:</b></p> <ol style="list-style-type: none"> <li>1. Guru menyuruh peserta didik bertanya jawab tentang perkenalan diri secara berkelompok. Role play.</li> </ol>	<b>50 menit</b>
<b>Penutup</b>	<ol style="list-style-type: none"> <li>1. Para siswa dan guru memberi kesimpulan diakhir pembelajaran tentang materi kegiatan yang baru saja dilaksanakan.</li> <li>2. Siswa memberi komentar dan saran masukan pendapat untuk kegiatan pembelajaran berikutnya terkait dengan ungkapan perkenalan diri.</li> <li>3. Guru memberi tugas kepada siswa secara berkelompok mau pun individu untuk</li> </ol>	<b>20 menit</b>

	<p>membuat atau mengerjakan proyek kartu identitas diri.</p> <p>4. Siswa menerima tugas lanjutan dari guru, untuk lebih memahami dan mengerti tentang materi yang berhubungan dengan ungkapan perkenalan diri, sapaan, salam, dan permintaan maaf.</p>	
--	--	--

<b>Kegiatan</b>	<b>Deskripsi</b>	<b>Alokasi waktu</b>
<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>1. Guru memberi salam.</li> <li>2. Guru memberi motivasi.</li> <li>3. Guru menyampaikan apersepsi.</li> <li>4. Guru menyampaikan tujuan pembelajaran.</li> </ol>	<b>10 menit</b>
<b>Inti</b>	<p><b>Mengasosiasi:</b></p> <ol style="list-style-type: none"> <li>1. Guru menyuruh siswa untuk membandingkan ungkapan perkenalan diri yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>2. Guru mengkonfirmasi struktur teks, unsur kebahasaan yang ada pada ungkapan perkenalan diri seperti: I'm ..., my name is..., Tobe (is am are) kata ganti (he she they we).</li> </ol> <p><b>Mengkomunikasikan:</b></p> <ol style="list-style-type: none"> <li>1. Siswa secara individu mendemonstrasikan perkenalan diri dengan ucapan dan intonasi yang baik di depan kelas.</li> </ol>	<b>50 menit</b>
<b>Penutup</b>	<ol style="list-style-type: none"> <li>1. Para siswa dan guru memberi kesimpulan diakhir pembelajaran tentang materi kegiatan yang baru saja dilaksanakan.</li> <li>2. Siswa memberi komentar dan saran masukan pendapat untuk kegiatan pembelajaran</li> </ol>	<b>20 menit</b>

	<p>berikutnya terkait dengan ungkapan perkenalan diri.</p> <p>3. Guru memberi tugas kepada siswa secara berkelompok mau pun individu untuk membuat atau mengerjakan projek kartu identitas diri.</p> <p>4. Siswa menerima tugas lanjutan dari guru, untuk lebih memahami dan mengerti tentang materi yang berhubungan dengan ungkapan perkenalan diri, sapaan, salam, dan permintaan maaf.</p>	
--	--	--

## G. Penilaian

### 1. Teknik Penilaian

- a. Aspek pengetahuan

Jenis penilaian : tes tulis.

- b. Aspek ketrampilan

Jenis penilaian : unjuk kerja.

- c. Aspek sikap

Jenis penilaian : Observasi, Penilaian teman sejawat.

### 2. Rubrik Format Penilaian

#### Format Penilaian

A. Nama kegiatan : Riset Penelitian

B. Tanggal pelaksanaan :

C. Nama :

D. Kelas :

No	Aspek yang dinilai	Nilai
----	--------------------	-------



<b>Knowledge</b>		
<b>1.</b>	<b>Tujuan komunikatif</b>	
<b>2.</b>	<b>Keruntutan teks</b>	
<b>3.</b>	<b>Pilihan kosa kata</b>	
<b>4.</b>	<b>Pilihan tata bahasa</b>	
<b>Attitude</b>		
<b>1.</b>	<b>Kerja sama</b>	
<b>2.</b>	<b>Tanggung jawab</b>	
<b>3.</b>	<b>Percaya diri</b>	
<b>Writing skills</b>		
<b>1.</b>	<b>Kesesuaian isi dengan judul</b>	
<b>2.</b>	<b>Keruntutan teks</b>	
<b>3.</b>	<b>Pilihan kosa kata</b>	
<b>4.</b>	<b>Pilihan tata bahasa</b>	
<b>Speaking skills</b>		
<b>1.</b>	<b>Pengucapan (pronunciation)</b>	
<b>2.</b>	<b>Intonasi (intonation)</b>	
<b>3.</b>	<b>Kelancaran (fluency)</b>	
<b>4.</b>	<b>Ketelitian (accuracy)</b>	
<b>Jumlah</b>		
<b>Rata-rata</b>		

### 3. Pedoman Penilaian

#### a. Tes Tertulis

Untuk setiap jawaban benar	: 1
Jawaban kurang benar	: 1
Jawaban salah	: 0,5
Tidak menjawab	: 0
Nilai	= <u>jumlah score x 10</u>

6

#### b. Tes lisan

Skala penilaian dibuat rentang dari 1 s.d 5.

Penafsiran angka:

- a. 1=sangat kurang
- b. 2=kurang
- c. 3=cukup
- d. 4=baik
- e. 5=amat baik

Medan, Januari 2019

Mengetahui

Kepala Sekolah SMP PAB 19 Manunggal

Calon Guru

Nani Ramadhani S.Pd

Muhammad Fahrizal





Appendix 4

**Students Model Answer (Experimental Group)**

**Pre-Test**

Name :

Class :

Subject :

**Please match the following sentence with your own answer !**

- |                                       |      |                                |
|---------------------------------------|------|--------------------------------|
| A. Hello...! What are you doing here? | .... | E. Nice to meet you to         |
| B. I'm from medan                     | .... | F. Yes, I can spell my name    |
| C. Nice To meet you                   | .... | G. Yeaaa .. I'm reading a book |
| D. Can you spell your name?           | .... | H. Where do you come from?     |

**Please your complete the following sentence with your own answer !**

- |  |                                   |
|--|-----------------------------------|
| B: Arif do you have a car ?              | A: Hello this is zaki             |
| A: Yes, what's the metter Abdul?         | C: Yaps what happened rani        |
| B: I want to go lake toba with my family | A: Zaki are you came to go party? |
| A: ok ..... very much                    | C: Yahh I will came go to party   |
| B: ..... Welcome                         | A: Ok ..... to ..... you          |
|  | C: ..... You to                   |

**Please your write the following sentence greeting and parting respons from in the video !**

.....

.....

.....

.....

.....

.....

.....

.....

.....  
.....  
.....

Appendix 5

Students Model Answer (Control Group)

Post-Test

Name :

Class :

Subjact :

**Please match the following sentence with your own answer !**

- |                                       |      |                                |
|---------------------------------------|------|--------------------------------|
| A. Hello...! What are you doing here? | .... | E. Nice to meet you to         |
| B. I'm from medan                     | .... | F. Yes, I can spell my name    |
| C. Nice To meet you                   | .... | G. Yeaaa .. I'm reading a book |
| D. Can you spell your name?           | .... | H. Where do you come from?     |

**Please your complete the following sentence with your own answer !**

- |  |                                   |
|--|-----------------------------------|
| B: Arif do you have a car ?              | A: Hello this is zaki             |
| A: Yes, what's the metter Abdul?         | C: Yaps what happened rani        |
| B: I want to go lake toba with my family | A: Zaki are you came to go party? |
| A: ok ..... very much                    | C: Yahh I will came go to party   |
| B: ..... Welcome                         | A: Ok ..... to ..... you          |
|  | C: ..... You to                   |

**Please your write the following sentence greeting and parting respons from in the video !**

.....

.....

.....

.....

.....

.....

.....

.....

## Appendix 6

### STUDENTS' ATTENDENCE LIST IN RESEARCH PROCESS (EXPERIMENTAL GROUP)

Kelas : VII-A

No	Name Student	L/P	Signature
1.	Anita Safitri	P	
2.	Ardiyanto	L	
3.	Adrian Setiadi	L	
4.	Amri Pratama	L	
5.	Fauzi	L	
6.	Angga Prabudi	L	
7.	Dila Anggraini	P	
8.	Elmanis Kartiani Waoma	P	
9.	Fanni Fadila	P	
10.	Hikmal Ronaldo	L	
11.	Ikhsan Peratama	L	
12.	Imel Putri Cahyanti Dachi	P	
13.	Jenni Ivanca	P	
14.	Mhd Rizky	L	
15.	Mhd Ihsan Fatahila	L	
16.	Mhd Zikri Amatullah.S	L	
17.	Mita Meiska Audya	P	
18.	Nasya Rama Putri	P	
19.	Nella Noviska	P	
20.	Noval Syahputra	L	
21.	Pirmansyah	L	
22.	Riska Nadila	P	
23.	Saputra Dinata	L	
24.	Sri Dwi Utari	P	
25.	Siti Putri Azzura	P	
26.	Shyla Ayu Dya	P	
27.	Wilna Ramadani	P	
28.	Yan Kesuma	L	
29.	Yonatan Lafau	L	
30.	Yenny Chandra Winata Lase	P	

Medan, Februari 2019

Researcher

Muhammad Fahrizal



## Appendix 7

### STUDENTS' ATTENDANCE LIST IN RESEARCH PROCESS (CONTROL GROUP)

**Kelas : VII-B**

No.	Name Student	L/P	Signature
1.	Anggun Dela Anugrah	P	
2.	Adinda Kesya	P	
3.	Bening Puspa Ninggrum	P	
4.	Dzul Arsyil Mazeid	L	
5.	Dicky Prayogi Hakim Hasibuan	L	
6.	Dandi	L	
7.	Maria	P	
8.	Elisa Novita	P	
9.	Fitri Handayani	P	
10.	Febri Armando	L	
11.	Ilham Kurniawan	L	
12.	Iqsan Irgiansyah	L	
13.	Indah Juliani Warae	P	
14.	Jessica Maharani	P	
15.	Kholidina Imanda	P	
16.	Kristin Anjelina Warae	P	
17.	Mhd Irzi Lubis	L	
18.	Mhd Luffy	L	
19.	Nurul Aisyah	P	
20.	Nabil Setiawan	L	
21.	Noval Zidan	L	
22.	Rayhani Isty Satanah	P	
23.	Regitha Mahyani	P	
24.	Ridho Febrian	L	
25.	Reynal Erianto	L	
26.	Rayhan Ramanda	L	
27.	Steven Kristian	L	
28.	Wibi Pramana Tanjung	L	
29.	Widya Alfina Hasibuan	P	
30.	Zenny Afrida	P	

Medan, Februari 2019

Researcher

Muhammad Fahrizal

Appendix 8

Research Documentation



Picture 1. The Using Scramble Pre-Test in Experimental Group



Picture 2. The Students Using Scramble Pre-Test in Experimental Group



**Picture 3. The Using Scramble Post-Test Control Group**



**Picture 4. The students Using Scramble Post-Test Control Group**



**Picture 5. The Students Learning Process Situation in Experimental Group**



**Picture 6. The Students Learning Process Situation in Control Group**



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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)**

Form : K - 1

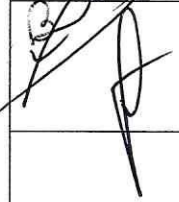
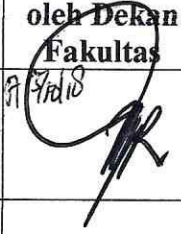
Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Muhammad Fahrizal  
NPM : 1402050178  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 129 SKS

IPK= 3,18

<b>Persetujuan Ket./Sekret. Prog. Studi</b>	<b>Judul yang Diajukan</b>	<b>Disahkan oleh Dekan Fakultas</b>
	The Application of Problem Solving Method on Science Teacher Trainees on the Solution of the Environmental Problems	
	Analysis Problem Solving Seven Grade Junior High School	
	The Critical of Analysis ROMANSA DANAU TOBA with Structure thinks	

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

Medan, 01 September 2018  
Hormat Pemohon,



**Muhammad Fahrizal**

Keterangan:

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



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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

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

*Assalamu 'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

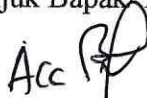
Nama Mahasiswa : Muhammad Fahrizal  
NPM : 1402050178  
Prog. Studi : Pendidikan Bahasa Inggris

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

The Application of Problem Solving Method on Sience Teacher Trainees  
on the Solution of the Environmental Problems

Sekaligus saya mengusulkan/ menunjuk Bapak/Ibu:

1. Pirman Ginting, S.Pd, M.Hum

Acc 

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

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

Medan, 01 September 2018

Hormat Pemohon,



**Muhammad Fahrizal**

Keterangan

Dibuat rangkap 3 :  
- Untuk Dekan / Fakultas  
- Untuk Ketua / Sekretaris Prog. Studi  
- Untuk Mahasiswa yang Bersangkutan

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**Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

---

Nomor : 4310 /II.3/UMSU-02/F/2018  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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

Nama : Muhammad Fahrizal  
N P M : 1402050178  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Application of Problem Solving Method on Sience Teacher Trainees on the Solution of the Environmental Problems.


Pembimbing : Pirman Ginting, S. Pd, M.Hum

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

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 15 Oktober 2019

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 06 Shafar 1440 H  
15 Oktober - 2018 M

Dekan  
  
**Dr. H. Efrianto Nst, M.Pd.**  
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

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



**MAJELIS PENDIDIKAN TINGGI  
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Muhammad Fahrizal  
N.P.M : 1402050178  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Scramble Game on the Seven Grade Students' Vocabulary Mastery at SMP PAB 19 Manunggal

Sudah layak diseminarkan.

Medan, 24 Oktober 2018

Disetujui oleh  
Pembimbing

**Pirman Ginting, S.Pd., M.Hum**





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

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Muhammad Fahrizal  
N.P.M : 1402050178  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Scramble Game on the Seven Grade Students' Vocabulary Mastery at SMP PAB 19 Manunggal

Pada hari Rabu tanggal 24 bulan Oktober tahun 2018 sudah layak menjadi proposal skripsi.

Medan, 4 Februari 2019

Disetujui oleh:

Dosen Pembahas

**Yenni Hasnah, S.Pd., M.Hum.**

Dosen Pembimbing

**Pirman Ginting, S.Pd., M.Hum.**

Diketahui oleh  
Ketua Program Studi,

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

## SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Muhammad Fahrizal  
N.P.M : 1402050178  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Scramble Game on the Seven Grade Students' Vocabulary Mastery at SMP PAB 19 Manunggal

Dengan ini saya menyatakan bahwa:

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

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

Medan, 04 Februari 2019  
Hormat saya  
Yang membuat pernyataan,



Muhammad Fahrizal

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



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

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

---



**SURAT KETERANGAN**

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

Nama Lengkap : Muhammad Fahrizal  
N.P.M : 1402050178  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Scramble Game on the Seven Grade Students'  
Vocabulary Mastery at SMP PAB 19 Manunggal

benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 24, Bulan Oktober,  
Tahun 2018

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

Medan, 04 Februari 2019

Ketua,

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



**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jalan Kapten Mochtar Basri, BA No.3 Medan Telp. (061) 661905 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

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

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Lengkap : Muhammad Fahrizal  
N.P.M : 1402050178  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

The Application of Problem Solving Method on Science Teacher Trainees on  
the Solution of the Environmental Problems

Menjadi:

The Effect of Scramble Game on the Seven Grade Students' Vocabulary  
Mastery at SMP PAB 19 Manunggal

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

Medan, 04 Februari 2019

Ketua Program Studi  
Pendidikan Bahasa Inggris

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

Hormat Pemohon

**Muhammad Fahrizal**

Diketahui Oleh :

Dosen Pembahas

**Yenni Hasnah, S.Pd., M.Hum.**

Dosen Pembimbing

**Pirman Ginting, S.Pd., M.Hum.**



Unggul, Cerdas & Terpercaya

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

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003  
Website: <http://fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor : 200 /II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Mohon Izin Riset

Medan, 02 Jum. Akhir 1440 H  
07 Februari 2019 M

Kepada Yth, Bapak/Ibu Kepala  
SMP PAB 19 Manunggal Medan  
di-  
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas schari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Muhammad Fahrizal  
N P M : 1402050178  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : *The Effect of Scramble Game on the Seven Grade Students' Vocabulary Mastery at SMP PAB 19 Manunggal.*

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

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

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

\*\* Pertinggal \*\*



Membangun dan Mencerdaskan  
Anak Bangsa

PERGURUAN PAB WILAYAH VII MANUNGGAL  
**SMP PAB 19 MANUNGGAL**

KEC. LABUHAN DELI KAB. DELI SERDANG  
PROVINSI SUMATERA UTARA

Alamat Sekolah : Jl. Veteran Pasar IX Desa Manunggal Kec. Labuhan Deli Sum. Utara - Email : smppab19@yahoo.co.id.

**SURAT KETERANGAN**  
Nomor : P.19/SKR.077 /PAB/II/2019

Yang bertanda tangan di bawah ini :

Nama : Nani Rahmadani, S.Pd  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP Swasta PAB 19

Dengan ini menerangkan bahwa yang tersebut di bawah ini :

Nama : Muhammad Fahrizal  
NPM : 1402050178  
Program Studi : Pendidikan Bahasa Inggris  
Asal Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara

Adalah benar telah melaksanakan penelitian di SMP Swasta PAB 19 mulai tanggal 18 Februari sampai dengan 25 Februari 2019, untuk memperoleh informasi/keterangan serta data guna penyusunan Tugas Akhir Skripsi dengan judul **"THE EFFECT OF SCRAMBLE GAME ON THE SEVEN GRADE STUDENTS' VOCABULARY MASTERY AT SMP PAB 19 MANUNGGAL"**. Selanjutnya yang bersangkutan telah melaksanakan tugasnya dengan baik dan penuh tanggung jawab.

Demikianlah Surat Keterangan Riset ini diperbuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Labuhan Deli, 25 Februari 2019  
Kepala Sekolah  
SWASTA  
PAB-19  
MANUNGGAL  
DELI SERDANG  
Nani Rahmadani, S.Pd



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

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6619056

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Mahasiswa : Muhammad Fahrizal  
NPM : 1402050178  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Scramble Game on the Seven Grade Students' Vocabulary Mastery At SMP PAB 19 Manunggal

Tanggal	Hasil Bimbingan Proposal	Tanda Tangan
2/2/2018	Title & Background of study, Research problem	
9/2/2018	Chapter I & Chapter II : theory.	
12/9/2018	Chapter II : Theory & Research Method.	
26/9/2018	Research Method and Technique of Data Analysis	
2/10/2018	Chapter III & Reference	
10/10/2018	Ace	

Medan, 04 Februari 2019

Diketahui oleh:  
Ketua Program Studi

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

Dosen Pembimbing

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



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
UPT PERPUSTAKAAN

Jl. Kapt. Mukhtar Basri No. 3 Telp. 6624567 - Ext. 113 Medan 20238  
Website: <http://perpustakaan.umsu.ac.id>

**SURAT KETERANGAN**

Nomor: 1058/KET/IL.3-AU/UMSU-P/M/2019

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Pelaksana Tugas (Plt.) Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

**Nama** : MUHAMMAD FAHRIZAL  
**NPM** : 1402050178  
**Fakultas** : Keguruan dan Ilmu Pendidikan  
**Jurusan/ P.Studi** : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 27 Jumadil Akhir 1440 H  
05 Maret 2019 M

Plt. Kepala UPT Perpustakaan,

  
Muhammad Arifin, S.Pd, M.Pd



## CURRICULUM VITAE

Name : Muhammad Fahrizal  
Place/Date of Birth : Medan, 03 January 1995  
Register Number : 085370049466  
Sex : Male  
Religious : Muslim  
Hobbies : Swimming, Playing Football  
Father's Name : Misnan  
Mother's Name : Hj Juminten  
Address : Jl. Mesjid, Helvetia No 104 A Medan

### Education

1. Elementary School at SD Negeri 064985 Medan (2002-2008)
2. Junior High School at SMP AMANAH- 1 Medan (2008-2011)
3. Senior High School at SMA N 1 Labuhan Deli (2011-2014)
4. Students of University of Muhammadiyah Sumatera Utara until Sarjana Degree of English Education Program 2019 (2014-2019)