



**THE EFFECTIVENESS OF USING SCATTERGORIES GAMES
TOWARDS STUDENTS' VOCABULARY AT MTs BAHARUDDIN
TAPANULI SELATAN**

THESIS

**Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan
as a Partial Fulfillment of the Requirements for the Degree of Educational
Bachelor S.1. Program**

By:

SUSLMARSELINA TAMBA

REG. NUMBER: 0304161058

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
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By:

SUSI MARSELINA TAMBA

REG. NUMBER: 0304161058

ADVISOR I


Dr. H. Amiruddin, MS, MA, MBA, Ph.D
NIP. 19550828 198603 1 008

ADVISOR II


Dr. Hi. Farida Repelitawaty Kembaren, M. Hum
NIP. 19690217 200701 2 024

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

MEDAN

2021



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Jl. Williem Iskandar Pasar V telp. 6615683- 662292, Fax. 6615683 Medan Estate 20731

SURAT PENGESAHAN

Skripsi ini yang berjudul “The effectiveness Of Using Scattergories Games Towards students’ vocabulary At MTs Baharuddin Tapanuli Selatan”, yang disusun oleh Susi Marselina Tamba yang telah dimunaqasyahkan dalam Sidang Munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan pada tanggal:

1 Februari 2021 M
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Skripsi telah diterima sebagai persyaratan untuk memperoleh Gelar Sarjana Pendidikan (S.Pd) dalam Ilmu Tarbiyah dan Keguruan pada Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Medan, 1 Februari 2021

Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan

Ketua

Yani Lubis, S.Ag., M.Hum
NIP. 19700606 200003 1 006

Sekretaris

Ernita Daulay, S.Pd., M.Hum
NIP. 19801201 200912 2 003

Anggota Penguji

1. **Dr. H. Farida Repelita Waty Kembaren, M.Hum**
NIP. 19690217 200701 2 024

2. **Dr. H. Amiruddin, MS, MA, MBA, Ph.D**
NIP. 19550828 198603 1 008

3. **Dr. Abdullah, M.Pd.**
NIP. 19680805 199703 1 002

4. **Dr. Syauckafi, M.Ed.Adm**
NIP. 19600716 198603 1 002

Mengetahui

Dekan Fakultas Ilmu Tarbiyah dan Keguruan



Dr. Mardianto, M.Pd
NIP.19671212 199403 1 004

Nomor : Istimewa Medan, Februari 2021
Lampiran : - Kepada Yth,
Prihal : Skripsi Bapak Dekan Fakultas Ilmu Tarbiyah
a.n. **Susi Marselina Tamba** dan Keguruan UIN Sumatera Utara

Assalamuataikum Warahmatullahi Wabarakatuh.

Dengan Hormat

Setelah membaca, meneliti, mongoreksi dan memberi saran saran perbaikan
seperlunya terhadap skripsi saudara:

Nama : Susi Marselina Tamba

NIM : 0304161058

Jurusan : Pendidikan Bahasa Inggris

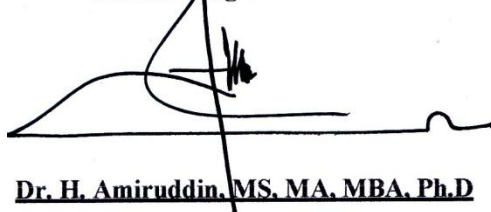
Judul : **THE EFFECTIVENESS OF USING SCATTERGORIES GAMES
TOWARDS STUDENTS' VOCABULARY AT MTs BAHARUDDIN TAPANULI
SELATAN**

Dengan ini kami telah menilai skripsi tersebut dapat disetujui untuk diajukan dalam
Sidang Munaqasah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera
Utara.

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Medan, Februari 2021

Pembimbing I



Dr. H. Amiruddin, MS, MA, MBA, Ph.D

NIP. 19550828 198603 1 008

Pembimbing II



Dr. Hj. Farida Repelitawaty Kembaren, M. Hum

NIP. 19690217 200701 2 024

PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan dibawah ini:

Nama : Susi Marselina Tamba

NIM : 0304161058

Jur/Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : THE EFFECTIVENESS OF USING SCATTERGORIES
GAMES TOWARDS STUDENTS' VOCABULARY AT MTs
BAHARUDDIN TAPANULI SELATAN

Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari terbukti skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

Medan, Maret 2021

Yang membuat pernyataan



Susi Marselina Tamba

ABSTRACT

Name : Susi Marselina Tamba
Reg. Number : 0304161058
Faculty/Department : FITK/ English Education Department
Advisor : 1. Dr. H. Amiruddin, MS, MA, MBA, Ph.D
2. Dr. Hj. Farida Repelita Waty Kembaren, M.Hum
Title of Thesis : **The Effectiveness of Using Scattergories Games Towards Students' Vocabulary at Mts Baharuddin Tapanuli Selatan**

This study aims to determine the effect of the scattergories games toward students' vocabulary observed and conducted at MTs Baharuddin Tapanuli Selatan. This research was conducted using quasi experimental research design. The populations in this research are students of seventh grade MTs Baharuddin Tapanuli Selatan. And the sample of this research was all of the students of second grade MTs Baharuddin because the total number of the population less than One hundred students. In this research, the researcher using scattergories games in experimental class while in controlled class without using scattergories game. In this study, the researcher use pretest, treatment and posttest. Researcher uses SPSS v. 26 to calculate the data. In the posttest of experimental class and controlled class the researcher finds that the sig. (2 tailed) on the t-test $0.00 < 0.05$, so there is significant different between controlled class and experimental class. H_a accepted and H_o rejected. It can be conclude that there is an effect towards students' vocabulary by using scattergories game.

(Key Word: Vocabulary, Scattergories Games)

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This thesis: “The Effectiveness of Using Scattergories Games Towards Students’ Vocabulary at Mts Baharuddin Tapanuli Selatan” is a simple and small creation was created by writer to fulfill the assignment and to complete the requirement for S-1 Program at English Education Department of Tarbiyah Science and Teacher Training Faculty, State Islamic University of North Sumatera, Medan.

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(Susi Marselina Tamba)

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a key of knowledge.¹ In daily human life, language is a very essential means of communication. By using it, individuals can communicate and socialize with each other and they can convey their ideas, convince others, or promise something. When two or more people communicate with each other in speech, we can call the system of communication that they employ a code. In most case the code will be something we may also want to call a language.² Language is a representation of concepts that are combined into words using speech sounds. Words combined into sentences, this combination responds those ideas become thoughts.³ In other contexts, in transmitting concepts, ideas, or feeling, language is known as a system of interaction with other individuals using sounds, symbols and phrases.

In globalization era nowadays, English language is not weird to our ears. English has been considered one of the most important subjects in schools especially in junior and senior high schools. Even so, there are still many students who are not ready to face it, especially in junior high school. They find it difficult to understand

¹ Farida Repelita Waty, (2018), *Translation Theories and Practice; A Guideline to be Professional Translator*, Medan, p. 1

² Farida Repelita Waty, (2014), Language Phenomenon In Bilingual And Multilingual Situation *Proceedings of International Conference on the 2nd English Literature and Education (ELITE)*. P. 325

³ Sholihatul Hamidah, (2017), *Introduction to General Linguistics*, Medan:La-Tansa Press, p.

English as their second language and especially to memorize their vocabulary. Learning vocabulary is acknowledged to be an important building block in the acquisition of a language, and it is also reported as being closely related to enhanced language proficiency.⁴ Vocabulary is one of the most important sub-skills to be developed in English which is widely discussed by many people.

Vocabulary is part of learning English in school and will always be learned throughout one's life. Even though language consists of a limited set of grammar rules, people will never be at the end of words to learn.⁵ Of course, all sub skills such as vocabulary, grammar, pronunciation are very important. But everything will be difficult if you communicate without vocabulary rather than without grammar. Vocabulary has an important role in language teaching and learning because without knowing many words, students cannot understand others or express their ideas.

Wilkins stated in Thornbury, "Without very little grammar can be delivered, without vocabulary, nothing can be said."⁶ If students only learn the structure of language without knowing a lot of vocabulary, their English ability will not improve properly because the improvement in students' English skills can be seen from the ability to use language skills, meanwhile to be able to use vocabulary mastery skills is a must. Therefore, by having a lot of vocabulary, second or foreign language learners

⁴ Elsa Traganta, Anna Marsola, et al. 2015. Vocabulary learning at primary school: a comparison of EFL and CLIL. *International Journal of Bilingual Education and Bilingualism*. Vol. 4(3).p.1

⁵Norbert Schmitt, (2000), *Vocabulary in Language Teaching*, USA:Cambridge University Press, p. 4

⁶ Scott Thornbury, (2002), *How to Teach Vocabulary*, (UK: Pearson Education Limited, p. 13

will learn languages more easily. If not, students with limited vocabulary will find it difficult to speak fluently, understand texts, understand conversations, and communicate their ideas in a foreign language.

According to Richard, "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them, such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television."⁷ Therefore, it can be determined that without mastering vocabulary, students will not be able to learn a language.

Based on Ningrum's research⁸, he divided students' problems into vocabulary into four themes. The first is the problem in saying words. When researchers ask students to read English texts, most of them have errors in saying words. The second is a problem in spelling words. When researchers ask them to spell words, they find it difficult to spell those words because the teacher who teaches them does not teach how to spell words well, they only learn how to read words by repetition. The third is the problem in deciding the meaning of the word. Because there is little vocabulary mastery in students, it makes it difficult for them to know the meaning of the word,

⁷ Jack C. Richard, Willy A. Renandya, (2002). *Methodology in Language Teaching*. (New York: Cambridge University Press) p. 255

⁸ Wahyu Ningrum, (2019), *Students' Problem in Learning Vocabulary at Eight Grade in One of Junior High Schools in Jambi*, p. 38-42

especially similar words, but have different goals. Fourth is the problem in using words correctly. Various kinds of word meanings make students confused in determining the meaning of words based on the context.

In fact, based on the researcher teaching experience, there are several problems faced by students in learning vocabulary. The students have a problem in mastering vocabulary. They can't pronounce the vocabulary correctly. The teacher still uses conventional methods in teaching vocabulary. The students' ability in vocabulary is still low. There are two factors that influence the low level in mastering vocabulary: internal and external. The internal factors are less motivation on the student's, lack of practices, learning style, less interest, and etc. and the external factors is environment, teaching approach, strategy, media, tool, etc.

It seemed from the problem above it is suggested that teachers have more ways of teaching English that can make learning English more interesting and make students easier especially to learn vocabulary. In teaching vocabulary, a teacher can use some methods and strategies, approaches or technique. The aim of applying these varieties of methods, strategies, approaches or technique is to make the lesson easy to be learned and understood and then should be fun and can be active students in learning. Allah says in holy Qur'an as the following in surah An-Nahl : 125:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۗ وَجَدِلْهُمْ بِلَاغٍ هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ

بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ۚ ﴿١٢٥﴾

The meaning: Invite (humans) to the way of your Lord with wisdom and good lessons and argue with them in a good way. Indeed, it is your Lord who knows better about those who have strayed from His ways and He who knows better about those who are guided.

Based on this verse, it can be attributed that English vocabulary is important, because vocabulary use is a basic language skill. It shows up in every language, and then it is the key for students to understand what they are learning to hear and read, and to successfully communicate with others.

Many strategies can be used for language teaching. One type of strategy is game. There are many kinds of game in teaching vocabulary. In this case, the researcher will choose one game. The researcher will use scattergories game in learning process. Scattergories Game is a game that is played by unique naming objects in a set of categories, given initial letters, within a time limit. Through this game, the teacher wants to find out how many students can get vocabulary in a short time, and try to describe what they write in English. The reason why the researcher choose scattergories game is believed as an effective way toward students' vocabulary. There are several reasons why the Scattergories games should be used in

⁹ Al-Qur'an, 16:125

teaching vocabulary. The first is the Scattergories games that makes students will be more interactive and think critically that will make students more active in English learning process and compete with their friends. The second is this game has rules that are easy for students to do. The third is this game makes the teaching and learning process more interesting and less stressful, it means that the Scattergories game has a positive impact on learning English process.

Based on the explanation above, the researcher intends to conduct the research under the title, The Effectiveness of Using Scattergories Game Towards Students' Vocabulary at the Eighth Grade of Mts Baharuddin In Academic Year 2019/2020.

B. Identification of the Problem

Based on the background above, the researcher identifies the problem as follow:

1. Students cannot pronounce words correctly.
2. The students' ability in vocabulary is still low.
3. The teachers still use conventional methods.
4. Students have difficulty in using the word appropriately.

C. The Formulation of the Problem

Based on the problem above can be formulated as follow: "Is using Scattergories game effectively towards students' English vocabulary at the eighth-grade of MTs Baharuddin in Academic Year 2019/2020?"

D. The Objective of the Study

The objective of the study will to find out whether using the Scattergories game is effective towards students' vocabulary at the eighth grade of MTs Baharuddin in Academic Year 2019/2020.

E. Significance of the Study

The Significant of the study are expected to be useful for the teacher, students, and further researcher. They are as follows:

1. For the teachers, this study gives some information about other sources that can be used in teaching English. Hopefully, it can help English teachers in developing students' vocabulary by using Scattergories game.
2. For the students, hopefully, Scattergories game can help the students overcome their difficulties in learning vocabulary, and hopefully, it can motivate them to learn English since Scattergories game is attractive.
3. For the researcher, the researcher hopefully can be operated in conducting further research/study for obtaining better result.
4. For other researchers, hopefully, it can give other researcher ideas in teaching English and develop their vocabulary by using Scattergories game.

F. Limitation of the Study

Based on the problems that have been explained above, the researcher focuses this study on the effectiveness of using Scattergories game towards students'

vocabulary especially vocabulary at the eighth grade of MTs Baharuddin in Academic Year 2019 / 2020.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts or terms applied concerning to the research. The collection of literature that related to the study will be conducted in this study in order to strengthen this study. It's useful to avoid misunderstanding between writer and readers.

1. Vocabulary

1.1 Definition of Vocabulary

Vocabulary has a main role in learning languages and it is an important language component that must be mastered by language learners. Students who already have a lot of vocabulary will certainly be more fluent in speaking, writing, reading and listening. Some definitions of vocabulary are defined by some experts. As stated by Hornby there are several meaning of vocabulary, vocabulary is defined as all the words that people use contained in a particular language, use in talking a particular subject and as a list of word with their meanings.¹⁰ Vocabulary as the center of language skills which is very influential on how students speak, hear, read

¹⁰ A. S. Hornby, 2015. *Oxford Advanced Learner's Dictionary: New 9th Edition*, (UK: Oxford University Press) p. 1744

and write.¹¹ Based on the experts explanations its mean that learning vocabulary has big influence for English skills. The lack of vocabulary knowledge affects all the four language skills because without knowing the meaning of words, students cannot master English all of the skills in English contain vocabulary. If the students are lack of vocabulary, they will not be successful in writing, reading, listening and speaking. But if someone having or mastering a stock of words, they can communicate with other people with easy and fluency and can understand the information that one obtains from reading many English books. Therefore vocabulary is very important for language learners in improving their language skills.

Vocabulary cannot be separated from the languages, it is important part of language. Vocabulary is a component of a language that maintains all of information about meaning and using word in language.¹² It means that vocabulary is the important part of language; without vocabulary the language cannot be used to maintain all information in language. The vocabulary it is not a developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime. A first consideration in delineating the construct of vocabulary in research and practice is that individuals have various types of vocabulary that they use for different purposes.

¹¹ Ashwini M. Namasivayam , Kathy Hipfner-Boucher , Trelani Milburn, at al. 2015. Effects of coaching on educators 'vocabulary-teaching strategies during shared reading. *International Journal of Speech-Language Pathology*. Vol.17(4), p. 347

¹² JohniLangan. (2002), *Reading and Study Skills*. New York. p. 341

Based on the definition above, it can be concluded that vocabulary is part of language learning and it is a central of language skills and it is very important in second and foreign language acquisition. Without knowing a lot of vocabulary, student will not be able to convey their idea because in every part of our life when we want to speak, listen, write, and read need some words.

In Al-Qur'an, Allah SWT required human remember to all the name of anything. Allah SWT said in surah Al-Baqarah verse 31

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

The meaning: And He taught Adam the nature of all things, then He placed them before the angels, and said: "Tell me the nature of these if you are right."

Based on the verse above the researcher concludes that God taught the name of Adam fully, which gave him the potential of knowledge about the name or word used pointed objects, or objects of teaching function. This verse informs that God blesses the human potential to know names or functions and characteristics of objects, such as the fire function of the wind, and so on. He was also awarded the potential to speak.

¹³ Al-Qur'an, 2:31

1.2 Kinds of Vocabulary

There are many vocabularies according to some experts. Hatch and Brown divide the vocabulary into two kinds based on its use. Those are receptive and productive vocabulary.¹⁴

1) Receptive vocabulary

According to Gaims and Redman, receptive vocabulary as a language item which can only be understood in the context of listening and reading material.¹⁵ It can be concluded that learners know and understand their meaning but cannot produce them in active skill such as speaking and writing. The words can be found when someone read a text but cannot use words in the text for speaking or writing.

2) Productive vocabulary

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

¹⁴ Hatch, E & Brown. 1995. *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.

¹⁵ Gaims, R and Redman S. 1996. *Working With Words: A Guide To Teaching And Learning Vocabulary*. Cambridge: Cambridge University, p.65

According to Nation, vocabulary is divided to four kinds based on frequency and range vocabulary often found in the language; those are high frequency words, academic words, technical words, and low frequency words.¹⁶

1) High frequency words

High frequency words are words that contained approximately 3000 word families that most frequently occurred in conversational language.

2) Low frequency words

All the rest of the word families which of these words are known or are worth learning depend on learners personal interest, education background or current studies, area of employment; social, cultural natural environment and so on. The words just occur rarely.

3) Academic word

Words families occur much more frequently in academic texts (textbook, lectures, handouts, journal article, reference manual, seminar presentation) than in non-academic usage, across of different disciplines.

¹⁶ Nation. I. S. P, 1996. *Learning Vocabulary in Another Language*, (UK: Cambridge University Press) pp. 46-47

4) Technical words

Low-frequency word family used in a scientific, occupational, sporting, cultural or other specialized field. They are usually only recognized by individuals with an interest or experience in a particular area.

In conclusion from the explanation about kinds of vocabulary above, it is so important to teachers and learners to know and understand the kinds of vocabulary before doing the process of teaching-learning vocabulary we can develop our vocabulary through out our whole lives, we can learn new words and explain our knowledge from our experience in our life. Moreover, the vocabulary itself has different dividing of vocabulary kinds which can also affect teaching-learning instruction and objectives.

Vocabulary also can be divided based on language skills, they are:

a) Reading vocabulary

A literate person's reading vocabulary is all the words he or she can recognize when reading. This is generally the large type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.

b) Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c) Speaking vocabulary

The speech vocabulary of a person is all the words he or she uses in speech. It is likely to be a subset of the language for listening. Words are frequently misused because of the spontaneous nature of expression. This misuse can be compensated by facial expression, tone of voice, or hand movements, even if subtle and unintended.

d) Writing vocabulary

Words used in various forms of writing from formal essays to writer feeds. In voice, several written words do not often appear. When communicating, writers usually use a limited set of words. For instance, if a number of synonyms exist, a writer would have his own preference.

﴿١٧﴾ **وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُسْتَطَرٌّ**

The meaning: “and everything, small and big, is written down” (Al-Qamar 54:53).

2. Scattergories Game

2.1 General Definition of Game

Nowadays, games is used as technique in teaching English because teaching English as foreign language is not an easy task for people and in order not to get bored soon, teacher needs to create fun in the process of teaching and learning. In teaching and learning process, teachers need to make interesting learning methods that can make students interested in the lessons learned. One method that can help the learning process is to use games. There are some definitions of games according to

¹⁷ Al-Qur'an, 54:53

some experts. As cited by Wright, game is an activity in which the learners play and usually interact with others that is very entertaining, entrancing and also challenging.¹⁸

Students will feel interested and excited when they play games. They will feel challenged to defeat their opponents. Competition is very valuable in playing games because it will inspire and encourage students to engage in the activity, since they inherently want to beat the other teams. When learning is connected with a game, it will be easier for students to understand the lesson because they learn in a fun way. However, in order to use games in classrooms, it is equally important that students clearly clarify and understand the rules of the games before playing them. There should only be a few laws that are well-explained

Martinson stated that games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk or failure. Playing games teaches us how to strategize, to consider alternatives and to think flexibility.”¹⁹ Games is an action that have some rules and goals but it fun at the same time. Moreover, game is one of the highest motivating techniques that can automatically stimulate students’ interest. Games are always become fun activity to the learners.

¹⁸ Andrew Wright, David Betteridge, Michael Buckby, (2006), *Games for Language Learning*, UK: Cambridge University Press, p. 1

¹⁹ Akbar Bahari. (2020). Game-based collaborative vocabulary learning in blended and distance L2 learning. *The Journal of Open, Distance and eLearning*. Vol.1(3).p.3

By using games, they can attract their interest. Besides, learners can learn and having fun with games. As stated by Gozcu, “games provide encouragement to interact and communicate successfully for learners and it will make easier for students to create a context to use language meaningfully, decreases anxiety, and allow learners to study in relaxed and enjoyable atmosphere.”²⁰ While playing, students have fun, relax, exercise, and tease their friends.

Besides that, students learn at the same time. They acquire new vocabulary along with its spelling and pronunciation. Students begin to realize that they have to speak or pronounce the words clearly if they want others to understand what they are saying. From some definitions and some purposes about games above, it can be concluded that game is one of teaching and learning material that have rules, goal and an element of fun in which very usefulness for teaching and learning a language.

The importance of the learning process is supported by Islamic teachings. Islam is a religion that enforces compulsory education with the following hadith:

عَنْ أَنَسِ بْنِ مَالِكٍ قَالَ: قَالَ رَسُولُ اللَّهِ: طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ... (رواه ابن ماجه)

The meaning is : From Anas bin Malik said : Rasulullah said: Seeking knowledge is an obligation for every Muslim. (HR. Ibnu Majah)

2.2 Definition of Scattergories Game

²⁰ Emine Gozcu, (2016), The Importance of Using Games in EFL Classroom, *Cypriot Journal and of Educational Sciences*, Vol. 11 No.3, p. 127

Scattergories game is a game published by Parker Brother in 1988. Scattergories game is the variations of the category game and can build general word learning. Scattergories is a branch of board game. Scattergories are usually played by 2-6 people. People playing Scattergories game must write the words of the initials listed and the answers from each player must be different from other players. Meddaugh and Kudrowitz in Husain stated that it is a game that give a time limit and a random letter of the alphabet and must come up with unique examples of items beginning with that letter that fit into a set of given categories. Furthermore, this game is given time limit, it stimulates the player or students to think fast and correctly and this game offers the player to stimulate ability to categorize word by word quickly.

For example, the word that comes out is the letter "M", category "fruit" so the player should write a word that start from the letter "M" for the word like "Mango". As soon as possible the student must get a different word from his friend. If he has a different word, he will get a score and if he gets the same word with his friend, he will get nothing.

Based on the example above, the Scattergories game is appropriate to be taught in language classroom especially in vocabulary. Its helps the students to stimulated them to think fast in categorizing word. According to Yuliansyah and Syafei by using this game teachers can see the improvement of students' vocabulary mastery and teach the vocabularies based on each letter categories that they have got. Therefore, students will memorize the vocabulary that they have got while they

playing the game with their classmates in which students will feel more enjoy in learning English.

2.3 Advantage and Disadvantage of Using Scattergories Game

Games are always loved by children. Games are related to fun, movement, and competition. Moreover, their concentration is shorter than adult's concentration. However, teacher must apply a good and creative method to keep the student's concentration in learning the material. As stated by Huyen in Akdogan, games make the classroom atmosphere more relaxed and more interesting, game involves competition between students, vocabulary games bring real world context to the classroom.²¹

As cited by Diana she found some advantages and also some disadvantages in using games.²² The first advantage of applying some games in teaching learning process was students will feel more enjoy and have fun while learning process. The second advantage of applying some games in teaching learning process was easier and simpler for teachers. However, the use of games in teaching English vocabulary not only gave benefit both to the teacher and the students but also gave difficulty to

²¹ Esra Akdogan, "Developing Vocabulary in Game Activities and Game Materials" p.32

²² Nova Pravita Rus Dian, (2010), The Advantages and Disadvantages of Using Games in Teaching Vocabulary to the Third Grades of Top School Elementary School, Sebelas Maret University.

them. The first disadvantage of applying games in teaching learning process was the class will be more noisy. The second disadvantage of applying some games in teaching learning process was the teacher has limited time to explain the material. Based on explanation from many experts above, it can be concluded that games have so many advantages such as games is very relaxation and fun and it involve friendly competition for students. However, there must be disadvantages from using games, such as it makes classroom circumstances noisy and uncontrolled.

3. Teaching Vocabulary Using Scattergories Game

In teaching vocabulary, the teacher must be able to use interesting methods that can make students become excited and have fun with the learning being learned. In this regard, the Prophet Muhammad hinted at the concept of strategic in the teaching and learning process contained in *Shahih Bukhari, Kitabul 'Ilmi* about choosing the right time to give advice and teach knowledge, namely:

عَنْ أَنَسِ بْنِ مَالِكٍ، عَنِ النَّبِيِّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ، قَالَ: يَسِّرُوا وَلَا تُعَسِّرُوا، وَيَسِّرُوا وَلَا تُنْفِرُوا. (صحيح البجار)²³

The meaning : From, Anas bin Malik, from prophet Muhammad SAW said: Give convenience and do not make it difficult, give good news and do not scare. (Shahih Bukhari)

Based on that Hadith the researcher concluded in order to optimize the existing ability of students, it is not enough with varied and effective methods. Of course the teacher as the leader in the class, the leader for the students when learning and teaching process takes place. The teacher must be able to make the teaching and learning process appropriate, interesting, not boring and fun.

²³ Shahih Bukhari, no:69

Then, the researcher used Scattergories game to learn vocabulary. In this study, the implementation of Scattergories game is associated with descriptive text.

There are several things that must be prepared while playing Scattergories game:

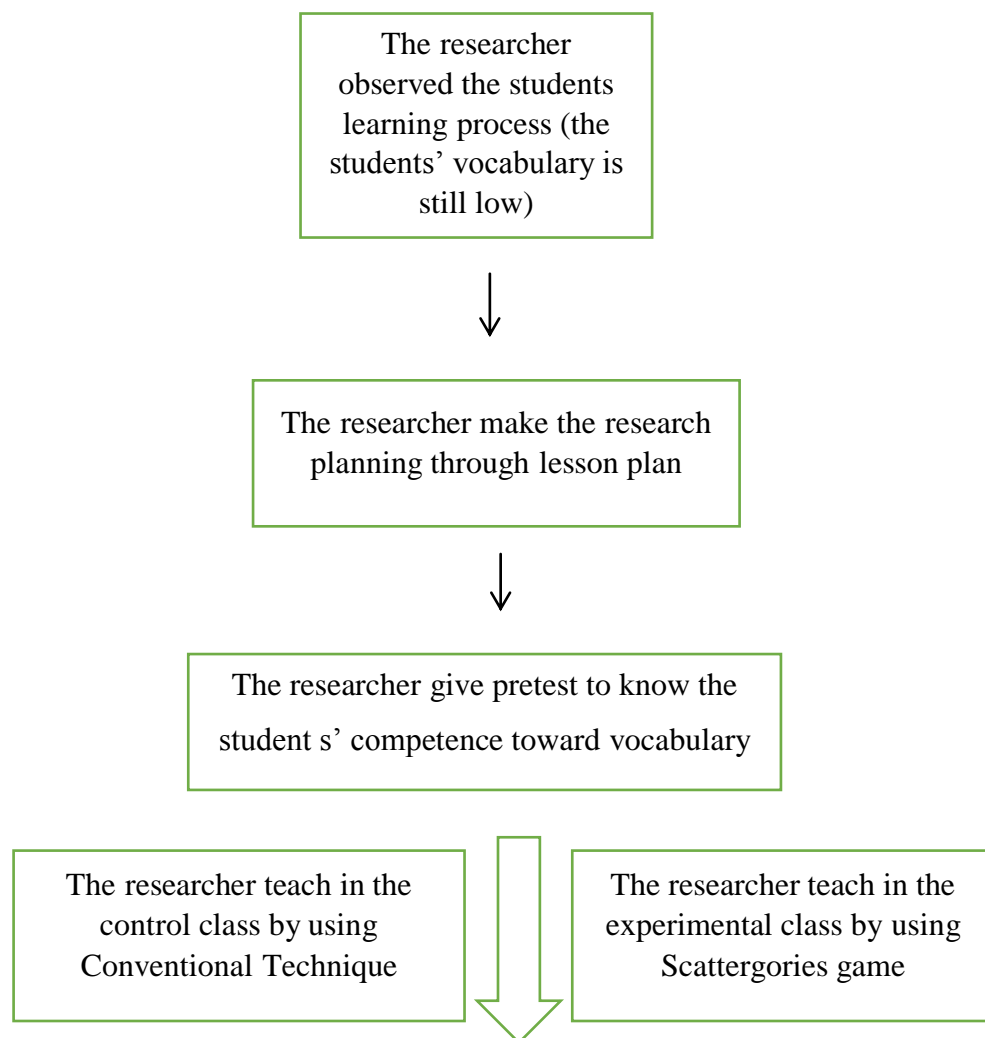
1. The teacher divides students into several groups.
2. The teacher explains the steps and the rules of the Scattergories game.
3. Each students take a folder, decide a topic or material that we want to play
4. When students know the word they are asked to look for adjectives that begin with the letters that come out.
5. Set the timer (15-30 seconds)
6. When the time is over, the teacher stops everyone whether or not they are finished
7. The teacher checks the students' answer
8. Then group that gets the same word will get 0 score and the group that has different words will get 1 score.

B. Conceptual Framework

Vocabulary is part of learning English at school and will always be studied throughout a person's lifetime. Vocabulary has a vital role in teaching and learning languages, because without knowing many words, students cannot understand others or express their ideas. Therefore, vocabulary is very important, without vocabulary an idea cannot be conveyed.

However, there are some problems in teaching and learning vocabulary; Students are still having difficulty in pronouncing words. Students are still having difficulty in deciding the word meaning. Students are still having difficulty in using word appropriately. Lack of students motivation in learning English. The teacher lacks teaching how to spelling the correct word for students. Teacher still used traditional methods in vocabulary learning to students. Therefore, based on the problems mentioned above, it is suggested that the teacher has more ways of teaching English that can make learning English more interesting and can make students easier to learn vocabulary.

There are many strategies that can be used for teaching language. One type of the strategy is Scattergories game. Scattergories game is a game that played by uniquely naming objects within a set of categories, given an initial letter, within a time limit. Therefore, by using Scattergories game the students at Eighth Grade Students of MTs Baharuddin can improve their vocabulary and help them to remember about the meaning of vocabularies and use them easily that appropriately with their function in sentence. It is expected to be an alternative way to keep and practice the students' vocabulary.

Figure 2.1**The Conceptual Framework**

Assessing the students' vocabulary after pre-test and post-test by collect from twenty multiple-choice question, then, it is analyzed by using SPSS

C. Previous Study

There are several studies related to this research about using games to help students in learning English in the classroom that have been conducted by other researchers before. The first, the research by the title "Teaching Vocabulary for Junior High School Students Using Snake and Ladder Game" written by Endang Kusri. The objective of the research is to know the effectiveness of Snake and Ladder board Games in teaching vocabulary. This research was conducted at one of Private Junior High School in Purwokerto. The Research design used is experimental study. The research findings imply that the use of Snake and Ladder Board Game can foster the students' vocabulary than those taught using translation. In learning vocabulary, the essential problem faced by the students is how to remember the vocabulary. Find out the vocabulary by themselves, it will help students to memorize the vocabulary longer. Having long term memory about the vocabulary makes them easily to retrieve it when they need it.

By implementing Snake and Ladder game, the students will find out their vocabulary easily. They will find out the vocabulary when they have to answer the

question in the board. The board providing word, phrase or simple question and the picture as the key word will help them to find out the vocabulary. Besides that, the unforgettable moments when they play Snake and ladder game will help students to memorize the acquired vocabulary easily or it will encourage students to have long term memory about the vocabulary. By playing Snake and ladder game, the students will be motivated in learning English vocabulary. It also encourages and increases cooperation. In this case, it is assumed that teaching vocabulary using Snake and ladder game is effective.

The second, “The Use of Picture Games to Improve Students Motivation in Learning Vocabulary” that written by M. Syaeful Rizky U Dwiukmini and Djoko Sutopo. The aim of this study is to know the use of pictures games which used by English teacher in learning vocabulary in the classroom of State Elementary School 01 Rancawuluh. This research focused on the problems faced by students in learning vocabulary, pictures games applied, students’ motivation, students’ achievement in learning vocabulary. The result show that the students felt difficulty in receiving lesson material which taught by teacher because lack of vocabulary mastery. In the first cycle students’ motivation were still low those were 54%.

The third “The Effectiveness of Using Games Towards Students’ Vocabulary Mastery” that written by Yona Erviani. The purpose of this research is to know the effectiveness of games towards students’ vocabulary mastery. She found many problems in learning vocabulary, such as the method that teacher used in teaching vocabulary and students lack vocabulary mastery. The researcher used pre-test and

post-test in the teaching and learning process. The researcher used t-test formula in the significance degree of 5% to do the best. The result of this research is to observe and the t-table that is: $2.99 > 1.99 = t_{table} > t_{observe}$. It means that the t-test is higher than t-table. It can be inferred that it is effective to teach vocabulary by using games.

The fourth, the research by the title “The Effectiveness of Word Wall Strategy on Students’ Vocabulary Mastery” that written by Farah Ainy. The objective of this study is to find out the effectiveness of word wall strategy on students’ vocabulary. The design of this study was classified as quasi experimental research. The writer used quasi experimental research because she compared the group using word wall strategy and the conventional group. The researcher used t-test formula in the significance degree of 5% to do the best. The result of this research is to observe and the t-table that is: $2.58 > 2.002 = t_{table} > t_{observe}$. It means that the t-test is higher than t-table. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted that there is significance difference between two classes. The students who are given the] treatment using word wall strategy have higher score than the students who are not given the treatment using word wall strategy. It can be concluded that word wall strategy has moderate effect on students’ vocabulary mastery.

From the previous study above, the writer will conduct the research by using games towards students’ vocabulary knowledge in the classroom. However, unlike

other researchers who used different game in learning vocabulary, the writer will use Scattergories game to develop students' vocabulary knowledge.

D. Research Hypothesis

According to Creswell, "hypothesis testing is a procedure for making a decision about result by comparing an observed value of a sample with a population value to determine if no difference exists between the value".²⁴

In this research on the scattergories games, the research wants to compare the result of the use of scattergories games with conventional method. Researcher use two hypothesis in the research that there are alternative hypothesis and also null hypothesis. The hypothesis is formulated in the following:

Ha : There is an effective of using scattergories game toward students' vocabulary.

Ho : There is no effective of using scattergories game toward students' vocabulary.

²⁴ Creswell JW. 2012. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research Fourth Edition*. Boston: Pearson. P. 187

CHAPTER III

RESEARCH METHODOLOGY

The research methodology of the present study was developed in this section. The methodology consists of the location of research, population and sample, operational definition of variables, the instrument of collecting data, research design, technique of collecting data, technique of analyzing data and statistical of hypothesis.

A. Location of the Research

This researcher was conducted at MTs Baharuddin Tapanuli Selatan, which is located at Jl. Mandailing KM 15 Janji Mauli, Angkola Muaratais, Tapanuli Selatan. This research was conducted in the total of two weeks in academic year 2019/2020.

B. Population and Sample

1. Population

Population is a set of collection all elements process one or more elements of interest.²⁵ The populations of this research are all of the students the second grade of MTs Baharuddin in academic year 2020. The total numbers of the students are 54 which were categorized into two classes. Each class was consisted 27 students.

²⁵ Suharsimi Arikunto.(2002), *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta, P.108-109

Table 2.1**Distribution of Population**

No	Class	Sample
1	VIII-1	27
2	VIII-2	27
	Total of Student	54

2. Sample

Sample is a part of the total population²⁶ In selecting of the sample, the researcher used total sampling by talking all of the population as the samples. The second grade of MTs Baharuddin consisted of two classes, and both of them became a sample of this research, because the number of the population is less than one hundred. The total number is 54 students, 27 students from VIII-1 and 27 students from VIII-2. The sample of this research is VIII-2 as experimental class and VIII-1 as controlled class.

C. Operational Definition of Variables

Variable is research object or something that becomes view point of research. Variable is a characteristic or attribute of an individual or an organization that

²⁶ Sudjana. 1997. *Metode Statistika*. Bandung: Tarsito. p.6

researchers can measure or observe and varies among individuals or organizations studied.²⁷ This study has two variables, they are²⁸ :

1. Independent variable

Independent variable is the variable which influence dependent variable, in the other words independent variable is causes variable. Independent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. In this research, the independent variable is Scattergories game.

2. Dependent variable

Dependent variable is the variable which is influenced by independent variable. Dependent variable is an attribute or characteristics that influences or affects an outcome or dependent variable. The dependent variable in this study is the students' vocabulary.

D. Research Design

In this research, the researcher used the quantitative method which is the design is a quasi-experimental research. The researcher used quantitative research because it is an approach to examine the relationship between two variables. These variables can be measured using instruments and the amount of data can be analyzed

²⁷ Jhon W. Creswell. *Educational Research. Planning, Conducting, and Evaluating Qualitative and Quantitative Approaches*, (London: Sage Publications, 2008), p. 123

²⁸ Ibid, p. 126

using a statistical generator.²⁹ Besides, in this research the researcher wanted to find whether is an effective in using Scattergories game towards students' vocabulary which the writer compared between two variables. Therefore, the researcher used quantitative method with quasi-experimental design. Quasi-experimental design will use as the method of this research. According to Thyer quasi-experimental design is a research in which the researcher compares the result of one group that receiving a treatment which is becomes the focus of evaluation to one or more groups who don't receive treatment.³⁰ The focus was about to know the effectiveness of using Scattergories game towards students' vocabulary knowledge. In this research design there are two classes are used; experimental class and controlled class.

Based on quasi-experimental design above, the researcher took two classes: controlled class and experimental class. In experimental class the researcher taught vocabulary by using Scattergories game meanwhile in controlled class taught vocabulary without using Scattergories game. This research tried to analyze the effectiveness of using Scattergories game towards students' vocabulary at the eighth grade of MTs Baharuddin in academic year 2019/2020.

²⁹ John W. Cresswell,(2013), *Research Design: Qualitative, Quantitative, and Mixed Method Approaches* 4th edition (USA: SAGE Publication, inc.,) p. 4 2

³⁰ Bruce A. Thyer, (2012), *Quasi-Experimental Research Designs*, New York: Oxford University Press, p. 9

E. The Instrument of Collecting Data

The instrument that the used is a vocabulary tests in collecting the data. The test consists of 20 multiple choice question, with a, b, c, and d as choices. The test in this research included pre-test and post-test. Pre-test and post-test were given to both controlled group and experimental group. The pretest is conduct before give the treatment, the purpose is to know how is the students' vocabulary before the treatments are carried out. Meanwhile, post-test will conduct after the treatment. The score will five (5) for the correct answer and zero (0) point for the wrong answer. Moreover, to ensure the quality of the instrument, validity and reliability item analysis were conducted before the tests were administered.

1. Validity

In conducting a research, the validity and reliability of the test is very important. It purposes to know both the accuracy of measurement and the consistency of the text. Before given the test, firstly the instrument should be tried out the other students'. It is better to know whether the test is reliable and valid or not to the sample. The test is valid if it measures what is supposed to be measured. The study concerned with how well the test measured the subject matter and learning outcomes covered during treatment. The validity that used in this study is content validity. Content validity is degree to which the sample represented the content that the test was designed to measure. Thus, by applied content validity, the writer will know whether the test items were valid or not to behavioral objectives. In this study, the

researcher measures validity of the instrument tests by using SPSS version 26 for window.

2. The Reliability of The Test

Reliability is defined as the extent to which the research instrument is measured. In other words, the extent to which a research instrument consistently has the same levels if it is used in the same situation on repeated occasions. Reliability is often defined as the consistency and stability of data or findings. So the reliability of the test is one characteristic of a good test. Reliability refers to the consistency of measurement. It means that a test give the same result when it given to different people to measure the same thing. To obtain the reliability of the test, the researcher used SPSS version 26 for window.

F. Technique of Collecting Data

In collecting the data, the technique that used in this research is measurement technique. The data of this study was collected by using vocabulary test. The vocabulary test included pretest, treatment and post-test.

1. Pre-Test

The pre-tests are given to both of class experimental class and controlled class. Pre-test is given to measure students' vocabulary mastery before treatment. The researcher asked the students to answer the multiple choice test.

2. Treatment

After giving pre-test to both classes, the students in experimental class received treatment where the students learned vocabulary by using Scattergories game, while the students in controlled group learned vocabulary by using conventional method or materials from student's textbook.

3. Post-Test

After the treatment was conducting, the post-test was given for both classes. The post-test held in order to know if there is any progress before and after teaching and learning activity by using Scattergories game and without using Scattergories game. In this study, vocabulary test is used as the instrument that used multiple choice forms. The vocabulary test consists of 20 questions given in pre-test and post-test.

G. Technique of Data Analyzing

After all students' scores are obtained, the next step was analyzing the data. It is used to know the differences between the result of pre-test and post-test before and after doing the treatment. In analyzing the data, the researcher used t-test to know the effect of Scattergories game on students' vocabulary mastery. Before analyzing the data using t-test, the researcher conducts preliminary data analysis: normality and homogeneity. The normality test and homogeneity test are tested by using SPSS version 26.

1. Test of Normality

In this research, normality test is used to know whether the data from experimental class and controlled class which is examined comes from the population of normal distribution or not. This test is used to measure ordinal, interval, or ratio data. Normality test is done to know whether the data that got from the sample have a normal distribution or not. In this research, the normality test was done by using SPSS version 26. Normality test is to determine whether the data normally or not. The data were considered normal if score of the test is more than 0.05.

2. Test of Homogeneity

Homogeneity test is a statistical test procedure intended to show that two or more groups. Sample data comes from populations that have the same variance. The homogeneity test in this research is used to know the similarity of the two populations, experimental class and controlled class. Homogeneity test is done to know whether the sample is homogeneous or not. In this research, homogeneity test also were test by using SPSS version 26. Homogeneity test determine whether the data homogeneous or not. The data were homogeneous if score of the test is more than 0.05.

3. T-Test

After analyzing normality and homogeneity test, the researcher conducted t-test in analyzing the data. The researcher used t-test to find out whether there are the significant differences between two variables in this study. However, the test is used

to prove whether Scattergories game is effective to improve students' vocabulary mastery or not. To analysis the data in order to find out the difference means of scores of both experimental class and controlled class, to conduct T-test the researcher was used SPSS version 26.

H. Statistical Hypothesis

The statistical hypothesis of this research are:

1. Ho : There is no effect of using Scattergories game to improve students' vocabulary (the mean score of post-test the experimental class is smaller than the mean score of the post-test controlled class, or $p > \alpha$; sig. 2 tailed was higher than alpha; there was no differences from the score of the classes).
2. Ha: There is an effect of using Scattergories game to improve students' vocabulary (the mean score of the post-test experimental class is higher than the mean score of the controlled class posttest, or $p < \alpha$; sig. 2 tailed was smaller than alpha; there was differences from the score of the classes).

CHAPTER IV

RESEARCH FINDING AND DATA ANALYSIS

This section elaborated the research finding and data analysis of the present study. This chapter includes data descriptions and data analysis. Moreover, the result of the study will be known in this chapter.

A. Research Finding

1. Data Descriptions

This study was conducted by applying an experimental research. There were two groups in this research, namely experimental class and controlled class. The pre-test was given before the treatment and the post test was given after the treatment. The researcher gave the treatment to students in the experimental class by applying Scattergories games while controlled class without Scattergories games. The data were collected from the pre-test and post-test of both of class.

1.1 The Data of Experimental Class

Table 4.1

The Students' Score of Experimental Class

No.	Initial of Student	Pre-Test	Post-Test
1	AL	60	70
2	AW	55	60
3	AGA	65	75

4	AER	60	70
5	AA	55	65
6	HZ	55	60
7	HH	60	70
8	HT	45	70
9	KU	75	80
10	KHA	60	75
11	KAS	55	75
12	KAL	40	70
13	MSG	55	75
14	MA	70	85
15	MH	60	80
16	NL	65	85
17	NA	60	70
18	RAA	75	90
19	SAF	55	70
20	SH	45	70
21	SAN	65	85
22	SSP	75	85
23	SBHL	50	75
24	WI	50	70
25	YW	55	75
26	YN	65	80
27	ZAA	70	90
Σ		1600	2025
Mean		59.26	75
Median		60	75
Modus		55	70

Varian	84.05	65.38
Standard Deviation	9.17	8.09
Max	75	90
Min	40	60

Based on the table above, it can be seen that the result of the students pre-test in experimental class, it showed that the lowest score of pre-test was 40, and the highest score of pre-test was 75. Besides, the result of the students post-test in experimental class by applying the scattergories games, it showed that the lowest score of post-test was 60, and highest score was 90.

1.2 The Data of Controlled Class

Table 4.2

The Students' Score of Controlled Class

No.	Initial of Students	Pre-Test	Post-Test
1	ARN	60	65
2	AH	55	60
3	AR	40	55
4	AZA	70	70
5	AS	55	60
6	AT	65	70
7	AR	55	65
8	DP	60	60
9	DF	45	50
10	EF	40	50

11	HF	50	60
12	IA	70	80
13	MRIP	55	60
14	MS	60	65
15	MT	55	65
16	NHS	60	60
17	NRA	65	70
18	NAF	45	50
19	PR	50	60
20	PS	35	50
21	RM	45	55
22	RR	55	65
23	RS	40	50
24	SA	60	65
25	SN	55	65
26	TL	35	50
27	WM	45	60
Σ		1425	1635
Mean		52.78	60.56
Median		55	60
Modus		55	60
Varian		98.72	58.33
Standard Deviation		9.94	7.64
Max		70	80
Min		35	50

Based on the table above, it can be seen that the result of the students pre-test in controlled class, it showed that the lowest score of pre-test was 35, and the highest score of pre-test was 70. Besides, the result of the students' post-post-test in experimental class by applying the Scattergories games, it showed that the lowest score of post-test was 50 and highest score was 80.

Based on the results of the table 4.1 and 4.2 above, we can see there is an average difference pretest and posttest in the experimental class and controlled class briefly. The average value of students in both classes can be seen in the following table:

Table 4.3

Summary of the Mean Score of Pretest and Posttest

	Controlled Class		Experimental Class	
	Pretest	Posttest	Pretest	Posttest
Total of Value	1425	1635	1600	2025
Mean	52.78	60.56	59.26	75

Based on the summary table of the average value above, it is explained that in the experimental class, the average value of the pretest was 59.25 and posttest which is 75. While in the controlled class the average value of the pretest was 52.78 and posttest which 60.56.

2. Data Analysis

In this section, the researcher analyzed the data collected from pre-test and post-test from experimental class and controlled class. Before analyzing the data, the researcher conducted the normality test and homogeneity test. The tests were used to know whether the data from both classes have been normally distributed or not and whether the samples were homogeneous or not. After that, the researcher used t-test to analyze the data and all the data were shown in statistical form. Moreover, the data were analyzed and calculated by using IBM SPSS 26 version.

2.1 Normality Test

One of the techniques in the normality test, to find out the results of data are normally distributed or not. In this study, the researcher use *Kolmogorov-Smirnov in IBM SPSS 26* version for windows in calculated the data. The results of the calculation of the normality test obtained from the value of the pretest and posttest learning outcomes in the experimental class and controlled class can be seen in the following table:

Table 4.4**Tests of Normality Experimental Class and Controlled Class**

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test controlled class	.181	27	.123	.951	27	.226
Post-test controlled class	.175	27	.064	.913	27	.026
Pre-test experimental class	.136	27	.200*	.957	27	.318
Post-test experimental class	.176	27	.071	.933	27	.084
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

According to the table above, it can be seen that the normality significance of pre-test scores in controlled class is 0.123 and the normality significance of pre-test scores in experimental class is 0.200. It means that the data of both classes are normally distributed because the significance is more than alpha value $\alpha = 0.05$

Based on the table also we can be seen that, the result of post-test scores reveal that the normality significance in controlled class is 0.064 and the normality significance of post test scores in experimental class is 0.071. The results indicate that the data are also normally distributed because the significance of both classes more than alpha value.

2.2 Homogeneity Test

After conducted the normality test, the researcher conducted homogeneity testing that would be calculated by using IBM SPSS 26 version in order to test the homogeneity of the both of classes, experimental class and controlled class. In conducted this data, the researcher used Levene Statistic. The result of homogeneity tests are presented as follows:

Table 4.5

Homogeneity Test of Pretest

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Pre-test	Based on Mean	.511	1	52	.478
	Based on Median	.200	1	52	.657
	Based on Median and with adjusted df	.200	1	51.427	.657
	Based on trimmed mean	.516	1	52	.476

Based on the table above, it can be seen that the significance of pre-test scores both of experimental class and controlled class 0.478. This indicates that the data in both of classes are homogeneous because the significant value is higher than alpha value $\alpha = 0.05$ ($0.478 > 0.05$)

Table 4.6

Homogeneity Tests of Posttest

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Post-test	Based on Mean	.117	1	52	.733
	Based on Median	.171	1	52	.681
	Based on Median and with adjusted df	.171	1	51.999	.681
	Based on trimmed mean	.151	1	52	.700

Based on the table above, it can be seen that the significance value. Based on mean for the variables of post-test scores in experimental class and controlled class is 0.733. It can be concluded that the result of post-test scores are also homogeneous because the significance is more than alpha value.

2.3 T-Test

After measuring the results of normality and homogeneity test, then the researcher calculated hypothesis test. Hypothesis testing was carried out to see differences in student test results from experimental class and controlled class. Hypothesis testing was carried out on the data posttest by using the Independent Sample t-test. This test was carried out with using IBM SPSS software version 26 for windows with criteria H_a accepted if $t_{count} > t_{table}$, and H_o is rejected if $t_{count} < t_{table}$. Table taken from t distribution table with a significant level used is $5\% = 0.05$. Furthermore,

the hypothesis will be significant if Sig. (2-tailed) lower than 0.05 (5%).
The result calculation of the hypothesis test can be seen in the following table:

Table 4.7

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Controlled Class	27	60.56	7.64	1.46986
	Experimental Class	27	75	8.09	1.55617

Based on the output table above, it is known that the average value in the controlled class is 65.56 while for the experimental class there is 75. Thus descriptively statistically it can be concluded that there is a difference in the average score of students between the controlled class and the experimental class. Furthermore, to prove whether this difference means significant or not, we need to interpret the following independent sample t test output.

Table 4.8
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Vocabulary	Equal variances assumed	.117	.733	-6.748	52	.000	-14.44444	2.14059	-18.73986	-10.14903
	Equal variances not assumed			-6.748	51.832	.000	-14.44444	2.14059	-18.74019	-10.14869

Based on the output table above, it can be seen that the significant value is 0.733 it means that the variance of the data between the experimental class and controlled class is the same or homogeneous. So that the data above is guided by the values contained in the table equal variances assumed.

Based on the output table, independent samples test in the equal variances assumed it is known that a significant value (2-tailed) is $0.000 < 0.05$. From this result, it is proved that H_0 is rejected and H_a is accepted because p value (0.000) is lower than $\text{sig } \alpha = 0.05$ (5%). So as the basis for decision making in the independent

sample t test, it can be concluded that there is a significant difference between the experimental class and the controlled class.

B. DISCUSSION

This research was conducted at the MTs Baharuddin Tapanuli Selatan involving two classes, namely the experimental class and the controlled class. The experimental class was given treatment using Scattergories games and the controlled class using conventional method. Before being given different treatment in both classes, both classes are given a pretest first to find out the initial abilities of students. The pretest average value the experimental class was 52.78 and the controlled class was 59.25.

After knowing the initial abilities of both classes, then the participant students are given learning in different ways but on material which is the same, in experimental class the student taught by using scattergories games and in controlled class taught by using conventional methods. The average posttest of mean score in the experimental class was 75 and the mean score in the controlled class was 60.56.

Based on the posttest averages of both classes, It can be seen that the posttest mean score of the experimental class is higher compared with the average posttest score of the controlled class, with using the t test, it is found that the sig. (2-tailed) in experiment class $0.000 < 0.05$, it can be concluded that, there is an influence on the treatment in the experimental class, so H_a is accepted and H_o is rejected at the level $\alpha = 0.05$, which means there is a significant influence on student learning outcomes

with using scattergories games towards students' vocabulary. The researcher concluded that scattergories game is a learning method that can help students to get good learning outcomes in vocabulary.

CHAPTER V

CLOSING

A. Conclusion

Based on the research that has been done, the researcher concluded that the use of Scattergories Game is effective for teaching students' vocabulary. It can be seen from the result of the average score of the pre-test and post-test. The pretest result in experimental class was 59.26 and the result in controlled class was 52.78. After the experimental class had given the scattergories game as the treatments, the average score improve to 75, while the controlled class which had taught by using conventional method the average score improve to 60.56. There is a significance improvement of the students' vocabulary after taught by using scattergories game. It also can be seen from the calculation by using t-test. The result of the t-test showed sig. (2 tailed) value 0.00 was lower than 0.05.

B. Suggestions

Based on the conclusions of this research, the researcher would give some suggestions, they are as follows:

1. Headmaster

For headmaster, it can be used as input to increase effectiveness and efficiency in educational management activities at the school in making innovative policies for learning English or other subjects.

2. Teacher

For English teacher, they can use scattergories game as a method in English, especially in teaching vocabulary. The teacher gives the students an interesting and interactive teaching in order to motivate the students to learn vocabulary and reduce bored in learning process.

3. Students

For students, enhancing their vocabulary is suggested. They will be more active, fun and enjoying the learning process in the classroom by using this method.

4. Other Researcher

For other researchers, who are interested in the same areas, they may try to apply the Scattergories Game across different genre and different level of learner to prove the impact of Scattergories Game on students' vocabulary. The researchers also suggest to other researcher to explore the other kinds of game as a new teaching method to improve students' vocabulary.

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APPENDIX I

LESSON PLAN EXPERIMENTAL CLASS AND CONTROLLED CLASS

LESSON PLAN

Experimental Class

School : MTs.S Baharuddin

Subject : English

Class : VIII

Time Allocation : 2 X 40

Learning Topic : Descriptive Text

Meeting : 1, 2, 3

A. CORE COMPETENCE

K1 : Appreciate and live up to the teachings of the religion they adhere to.

K2 : Respect honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), courteous, self-confidence, in interacting effectively with the social and natural environment within the range of association and existence.

K3 : Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events.

K4 : Trying, processing and presenting in the concrete realm (using, unraveling, arranging, modifying and making) the abstract realm (writing, reading, counting, drawing and composing) according to what is learned in school and other sources in the same perspective / theory.

B. BASIC COMPETENCE

- 1.1 Be grateful for the opportunity to learn English as the language of instruction for international communication which is manifested in the spirit of learning.
- 1.2 Shows honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.

BASIC COMPETENCIES	ACHIEVEMENT INDICATORS
1.1 Be grateful for the opportunity to learn English as the language of instruction for international communication which is manifested in the spirit of learning.	
2.2 Shows honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.	
3.7 Comparing the social functions, text structure, and linguistic elements of several oral and written descriptive texts by giving and asking for information related to descriptions of people, animals or objects, very short and simple, according to the context of their use.	<p>3.7.1 Students can determine the appropriate adjective and linking verbs to express the related descriptive text.</p> <p>3.7.2 Students can indicate the appropriate linking verb which is used to state the descriptive text according to the context of its use.</p>
4.7 Capturing meaning contextually related to social functions, text structure, and linguistic elements of oral and written descriptive texts, very short and simple related to people, animals, or objects.	<p>4.7.1 Students can grasp contextual meanings related to social goals or functions, text structure, and elements of short and simple descriptive text.</p> <p>4.7.2 Students can compile a short and simple descriptive text by paying attention to social functions, text</p>

	structure, and linguistic elements, correctly and in context
--	--

C. LEARNING OBJECTIVES

At the end of learning students are expected to:

1. Students can specify nouns and linking verbs in describing people.
2. Capturing the contextual meaning of social functions, text structures, and short and simple descriptive text elements related to describing people.
3. Develop a short and simple descriptive text related to describing people.

D. LEARNING MATERIALS

1. Definition of Descriptive Text

Descriptive Text is a text that contains the description of an object, which is an animal, place, people, thing, etc.

2. Generic Structure of Descriptive Text

- ❖ Identification: Contains about the introduction of a person, place, animal or object will be described.
- ❖ Description : Contains a description of something such as animal, things, place or person by describing it is features, forms, colors or anything related to what the writer describe.

3. Language Feature of Descriptive Text

- ❖ Specific participant: has a certain object, for example: My Mother, My Cat, My House, My Best friend, etc.
- ❖ The use of adjective: To clarify noun, for example: A beautiful house, A handsome man, etc
- ❖ Action verb: verbs that show an activity.
- ❖ Linking verb: connect the subject with a word that gives information about the subject, such as condition or relationship.

Subject	Linking Verb	Example
I	Am	I am a student
You, We, They	Are	We are smart
She, He, It	Is	She is beautiful

Example of dialogue describing people

A New Student

A: Have you seen the new girl in school?

B: No, I haven't.

A: She's really pretty.

B: Describe her to me.

A: She's not too tall.

B: Well, how tall is she?

A: She's about five feet even.

B: What does she look like, though?

A: She has pretty light brown eyes.

B: I may know which girl you're talking about.

A: So you have seen her around?

B: Yes, I have

My Mother

My mother is Dastri. She is 45 years old. She has brown complexion and black hair. Her height is as same as mine, 155 centimeters. I live with her in Medan. My mother is a tailor. She sews special clothes for women called "*kebaya*". I learn many things about sewing from her. She is a great teacher for me.

Every morning, she wakes up earlier than other members in my family. She prepares breakfast for us. She is a tough and patient mother. We love her very much.

E. METHODS, MEDIA, TOOLS, MATERIALS, AND LEARNING SOURCES

- ❖ Learning Method: Discussion
- ❖ Learning Model: Discussion Text
- ❖ Learning Media: Blackboard,
- ❖ Learning resources: Internet and textbooks

F. LEARNING STEPS

- First Meeting

Activity	Description of activity	Time allocation
Opening	<ul style="list-style-type: none">• The teacher says greetings, invites the students to tidy up the place and pray together.• Teachers attend student attendance.• The teacher conveys the learning objectives.	
Main Activity	<p>Observing and Experiment</p> <ul style="list-style-type: none">• The teacher explains the meaning and gives examples to students about the simple present tense.• The teacher asks the students to come forward to make a short example of the simple present tense.• The teacher briefly explains the meaning and examples of adjectives.• The teacher divides students into groups	

	<ul style="list-style-type: none"> • Teacher distributes list paper to play Scattergories game. • The teacher explains the procedures for playing the Scattergories game. • The teacher names each group. • The teacher displays the dice / media used for the Scattergories game to determine which words will come out. • After knowing the letters to look for, the other group members look for adjectives about describing people in the dictionary according to the letters that come out. • The teacher gives 5 minutes to find adjectives about describing people in the dictionary. • The group that has found the adjective immediately writes down the word and its examples on the paper provided by the teacher. • After the game is over, the teacher asks each group to write down the adjective along with the examples on the board. • The teacher gives a score for each word written by the students 	
Closing	<ul style="list-style-type: none"> • The teacher evaluates and reviews the material that has been taught. 	

	<ul style="list-style-type: none"> • Students can ask questions about things related to the learning material. • The teacher closes the class by praying. 	
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❖ Second Meeting

Activity	Description of Activity	Time Allocation
Opening	<ul style="list-style-type: none"> • The teacher says hello, inviting the students to straighten their seats and pray together. • Teachers attend student attendance. • The teacher conveys the learning objectives. 	
Main Activity	<p>Observing and Experiment</p> <ul style="list-style-type: none"> • Teachers and students discuss the lessons given at the previous meeting. • The teacher briefly explains the meaning and function of the descriptive text. • The teacher provides a brief example of a descriptive text. • The teacher divides students into groups. • The teacher distributes again the scattergories game to each group 	

	<ul style="list-style-type: none"> • Teacher explains again how to play Scattergories game. • Each group selects a group leader. • The teacher displays the dice / media used in the Scattergories game to determine the words that will come out. • After knowing the letters to look for, the other group members look for adjectives and nouns regarding describing people in the dictionary according to the letters that come out. • The teacher gives 10 seconds to find adjectives and nouns regarding describing people in the dictionary. • The group that has found the adjective and noun immediately writes the word along with the examples on the paper provided by the teacher • After the game is over, the teacher asks each group to write down the adjective along with the examples on the board. • The teacher gives a score for each word written by the students 	
Closing	<ul style="list-style-type: none"> • The teacher evaluates and reviews the material that has been taught. 	

	<ul style="list-style-type: none"> • Students can ask questions about things related to the learning material. • The teacher asks the students to do a short homework descriptive text describing people in groups based on a list of vocabulary while playing the Scattergories game. • The teacher closes the class by praying 	
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❖ Third Meeting

Activity	Descriptions of Activity	Time Allocation
Opening	<ul style="list-style-type: none"> • The teacher says hello, inviting the students to straighten their seats and pray together. • Teachers attend student attendance. • The teacher conveys the learning objectives 	
Main Activity	<p>Observing and Experiment</p> <ul style="list-style-type: none"> • The teacher and students discuss the assignments given at the previous meeting. • The teacher asks several students to come to the front reading their assignments. • The teacher explains various adjectives for describing people. 	

	<ul style="list-style-type: none"> • The teacher displays pictures of adjectives for describing people. • The teacher distributes conversation papers to students. • Teachers and students role play, so that students can grasp contextual meanings related to the goals and social functions of dialogue describing people. • The teacher asks students to pair up with their classmates. • Students have a conversation about describing people with their classmates. • The teacher gives assignments regarding describing people to students. • Students submit their assignments. 	
Closing	<ul style="list-style-type: none"> • The teacher evaluates and reviews the material being taught as a whole. • Students can ask questions about things related to the learning material. • The teacher closes the class by praying. 	

G. ASSESSMENT

Types of Test Questions : Written Test
Form of Assessment : Individual
Test Form : Multiple choices

Correct Answer : 5 Wrong Answer : 0
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Multiple-choice test scoring :

$\frac{\text{Correct Answer}}{\text{Wrong Answer}} \times 100$
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Muara Tais, August 28, 2020

Knowing,

English Teacher

Researcher

Ilham Qadir Nasution, S.Pd

Susi Marselina Tamba

LESSON PLAN

Controlled Class

School	: MTs.S Baharuddin
Subject	: English
Class	: VIII
Time Allocation	: 2 X 40
Learning Topic	: Descriptive Text
Meeting	: 1, 2, 3

A. CORE COMPETENCE

K1 : Appreciate and live up to the teachings of the religion they adhere to.

K2 : Respect honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), courteous, self-confidence, in interacting effectively with the social and natural environment within the range of association and existence.

K3 : Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events.

K4 : Trying, processing and presenting in the concrete realm (using, unraveling, arranging, modifying and making) the abstract realm (writing, reading, counting, drawing and composing) according to what is learned in school and other sources in the same perspective / theory.

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BASIC COMPETENCIES	ACHIEVEMENT INDICATORS
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4.7 Capturing meaning contextually related to social functions, text structure, and linguistic elements of oral and written descriptive texts, very short and simple related to people, animals, or objects.	<p>4.7.1 Students can grasp contextual meanings related to social goals or functions, text structure, and elements of short and simple descriptive text.</p> <p>4.7.2 Students can compile a short and simple descriptive text by paying attention to social functions, text structure, and linguistic elements, correctly and in context</p>

C. LEARNING OBJECTIVES

At the end of learning students are expected to:

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3. Develop a short and simple descriptive text related to describing people.

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- ❖ Description: Contains a description of something such as animal, things, place or person by describing it is features, forms, colors or anything related to what the writer describe.

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- ❖ Specific participant: has a certain object, for example: My Mother, My Cat, My House, My Best friend, etc.
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- ❖ Action verb: verbs that show an activity.
- ❖ Linking verb: connect the subject with a word that gives information about the subject, such as condition or relationship.

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She, He, It	Is	She is beautiful
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A New Student

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B: No, I haven't.

A: She's really pretty.

B: Describe her to me.

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B: Well, how tall is she?

A: She's about five feet even.

B: What does she look like, though?

A: She has pretty light brown eyes.

B: I may know which girl you're talking about.

A: So you have seen her around?

B: Yes, I have

My Mother

My mother is Dastri. She is 45 years old. She has brown complexion and black hair. Her height is as same as mine, 155 centimeters. I live with her in Medan. My mother is a tailor. She sews special clothes for women called "*kebaya*". I learn many things about sewing from her. She is a great teacher for me.

Every morning, she wakes up earlier than other members in my family. She prepares breakfast for us. She is a tough and patient mother. We love her very much.

E. METHODS, MEDIA, TOOLS, MATERIALS, AND LEARNING SOURCES

- ❖ Learning Method: Text Based Learning
- ❖ Learning Media: Blackboard,

❖ Learning resources: Internet and textbooks

F. LEARNING STEPS

❖ First Meeting

Activity	Descriptions of Activity	Time Allocation
Opening	<ul style="list-style-type: none">• The teacher says greetings, invites the students to tidy up the place and pray together.• Teachers attend student attendance.• The teacher conveys the learning objectives.	
Main Activity	<p>Observing and Experiment</p> <ul style="list-style-type: none">• The teacher explains the meaning of adjectives.• The teacher provides examples of adjective describing people.• The teacher teaches how to pronounce each given adjective.• The teacher and students interpret the adjective vocabulary that is given together.• The teacher explains the meaning and gives examples to students about the simple present tense.• The teacher asks the students to come forward to make a short example of the simple present tense.	

	<ul style="list-style-type: none"> • The teacher divides students into groups • The teacher shares questions about the simple present tense • Students work on the questions in groups 	
Closing	<ul style="list-style-type: none"> • The teacher evaluates and reviews the material that has been taught. • Students can ask questions about things related to the learning material. • The teacher closes the class by praying. 	

❖ Second Meeting

Activity	Descriptions of Activity	Time Allocation
Opening	<ul style="list-style-type: none"> • The teacher says hello, inviting the students to straighten their seats and pray together. • Teachers attend student attendance. • The teacher conveys the learning objectives. 	
Main Activity	<p>Observing and Experiment</p> <ul style="list-style-type: none"> • The teacher and students discuss the assignments given at the previous meeting. • The teacher distributes 	

	<p>conversation papers to students.</p> <ul style="list-style-type: none"> • Teachers and students role play, so that students can grasp contextual meanings related to the goals and social functions of dialogue describing people. • The teacher asks students about vocabulary they do not understand. • The teacher asks students to have a dialogue with their classmates. • The teacher asks several pairs to read the conversation in front of the class. • The teacher briefly explains the meaning and function of the descriptive text. • The teacher provides a brief example of a descriptive text 	
Closing	<ul style="list-style-type: none"> • The teacher evaluates and reviews the material that has been taught. • Students can ask questions about things related to the learning material. • The teacher instructs students to do a short homework descriptive text describing people. • The teacher closes the class by praying. 	

❖ Third Meeting

Activity	Descriptions of Activity	Time Allocation
Opening	<ul style="list-style-type: none"> • The teacher says hello, inviting the students to straighten their seats and pray together. • Teachers attend student attendance. • The teacher conveys the learning objectives 	
Main Activity	<p>Observing and Experiment</p> <ul style="list-style-type: none"> • The teacher and students discuss the assignments given in the previous meeting. • The teacher asks several students to come to the front reading their assignments. • The teacher distributes students into groups. • The teacher gives assignments related to describing people. • Students work on assignments in groups. • The teacher asks students to read their assignments in front of the class 	
Closing	<ul style="list-style-type: none"> • The teacher evaluates and reviews the material taught as a whole. • Students can ask questions about things related to the learning 	

	<p>material.</p> <ul style="list-style-type: none"> • The teacher closes the class by praying. 	
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A. ASSESSMENT

Types of Test Questions : Written Test
 Form of Assessment : Individual
 Test Form : Multiple choices

<p>Correct Answer : 5 Wrong Answer : 0</p>

Multiple-choice test scoring :

$\frac{\text{Correct Answer}}{\text{Wrong Answer}} \times 100$
--

Muara Tais, August 28, 2020

Knowing,

English Teacher

Researcher

Ilham Qadir Nasution, S.Pd

Susi Marselina Tamba

APPENDIX II

PRETEST AND POSTTEST SHEET

PRETEST AND POSTTEST

Name :

Class :

A. Read the text carefully then answer the questions on the correct option (A, B, C, D)!

The text below is for question number 1 - 9

Jack is the youngest in our family. He is fourteen years old and four years younger than me. He has short straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school he often plays football and tennis. He is the best badminton player in our family.

1. How old is Peter? He is ... years old.
 - a. Four
 - b. Fourteen
 - c. Forty
 - d. Ten

2. The writer is ... years old.
 - a. Fourteen
 - b. Sixteen
 - c. Eighteen
 - d. Nineteen

3. Which of the following statement is not true about Peter?
 - a. He has long and straight hair.
 - b. He has bright eyes.
 - c. He is interested in sports.
 - d. He plays football and tennis.

4. "He has short straight hair, bright eyes and a friendly smile." (Paragraph 1) The synonym of underline word is
 - a. Loyal
 - b. Angry
 - c. Bad
 - d. Handsome

5. "Peter is the youngest in our family." (Paragraph 1) The antonym of the underline word is....
- Tallest
 - Bigger
 - Oldest
 - Happiest
6. "Sometimes he is rather naughty at home" (Paragraph 1) From the sentence above, which one is adjective?
- Sometimes
 - Rather
 - Naughty
 - Home
7. "He is fourteen years old . . . Than me." The underlined word refers to
- Jack
 - The writer
 - The writer's brother
 - the writer's family
8. "Jack is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by
- Dislike sport
 - Really likes sport
 - Hates sport very much
 - Finds sport not really entertaining
9. "He is the best badminton player in our family." (Paragraph 2) The synonym of the underlined word is....
- Good
 - Worse
 - Usual
 - Bad

The following text is for questions number 11 to 14.

I have a close Friend. Her name is Amanda. She is beautiful, attractive, and trendy. She always wants to be a trend setter of the day. She always pays much attention on her appearance. Recently, she bought a new boot from Blowfish shoes production. The shoes really suit her.

Her new Blowfish women shoes are wonderful. When she walks with the shoes, all of her friends, including me will watch and admire her that she has the most suitable shoes for her physical appearance. The style, bright color, and the brand represent her as a smart woman of the day. She really has a perfect appearance.

She really likes the shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as the women's shoes. The products provide various choice from ballet, casual, until athletic shoes. Those shoes designed in attractive way. The products are international trader mark and become the hottest trend.

10. "She is beautiful, attractive, and trendy." (Paragraph 1) The antonym word of the underlined word is

- a. Sweety
- b. Good looking
- c. Pretty
- d. Ugly

11. "She has the most suitable shoes for her physical appearance." (Paragraph 2) From the sentence above, which one is adjective?

- a. Suitable
- b. Shoes
- c. Physical
- d. Appearance

12. "Her new Blowfish women shoes are wonderful." (Paragraph 2) The synonym of the underlined word is....

- a. Poor
- b. Terrible
- c. Unusual
- d. Awesome

13. The style, bright color, and the brand represent her" (Paragraph 2) The antonym of "bright" is....

- a. Dark
- b. Shiny
- c. Dazzling
- d. Glowing

B. Choose the correct answer by crossing a, b, c, or d!

14. "Cristiano Ronaldo is a famous footballer. He is from Portugal, a country in Europe. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United." How many adjectives are there in the sentences?

- a. 1
- b. 2
- c. 3
- d. 4

15. "Maudy Ayunda is my favorite artist. She is very beautiful and smart." How many adjectives are there in the sentence?

- a. 1
- b. 2
- c. 3
- d. 4

16. Aisyah a diligent student at her class.

- a. Are
- b. Is
- c. Am
- d. Were

17. Zayn is a ... student, so he gets first rank in the school.

- a. Boring
- b. Smart
- c. Big
- d. Cold

18. They Not angry.

- a. Am
- b. Are
- c. Is
- d. Was

19. Didi likes to make people laugh. He is

- a. Serious
- b. Funny
- c. Loyal
- d. Stingy

20. Daniel has a height above the average of his classmate. He is aboy

- a. Tall
- b. Short
- c. Slim
- d. Stock

APPENDIX III

REAL NAME OF STUDENTS

Experimental Class

No.	Real Name	Initial of Students
1	Adam Lubis	AL
2	Aditya Warman	AW
3	Ana Gadis Anindi	AGA
4	Alya Eza Rahmadani	AER
5	Arifin Al-Habib	AA
6	Habib Zulkifli	HZ
7	Halomoan Hasibuan	HH
8	Hendri Tanjung	HT
9	Khofifah Utami	KU
10	Khoirul Afandi	KHA
11	Khoirul Amri Siregar	KAS
12	Khoirul Amhar Lubis	KAL
13	Marsya Suasana Ginting	MSG
14	Muhammad Ardiansyah	MA
15	Muhammad Hafiz	MH
16	Namira Lubis	NL
17	Nur Azizah	NA

18	Rodiah Al Adawiyah	RAA
19	Salman Al-Farisi	SAF
20	Salsabila Harahap	SH
21	Sanji Aji Nasution	SAN
22	Sinta Sari Pohan	SSP
23	Sri Bunga Harum Lestari	SBHL
24	Wal Ikrom	WI
25	Yuda Wastu	YW
26	Yuyun Nadia	YN
27	Zeid Ahsan Albana	ZAA

Controlled Class

No.	Real Name	Initial of Students
1	Aditya Rahadi Nasution	ARN
2	Aril Hasonangan	AH
3	Aisyah Ramadhani	AR
4	Ahmad Zidni Al-Aufa	AZA
5	Arabia Sakinah	AS
6	Afifa Tokhuriah	AT
7	Annisa Raudatulhasanah	AR
8	Diki Pratama	DP
9	Dina Febrianti	DF
10	Ellisa Fitri	EF
11	Hikmah Fitriani	HF
12	Ikhlas Arrozi	IA
13	M Rio Irawan Pohan	MRIP
14	Masriana Sitompul	MS
15	Mutiara Tanjung	MT
16	Nur Hamida Sitompul	NHS
17	Nur Risky Amanda	NRA
18	Naila Amalia Firdaus	NAF
19	Pahrur Ramadhan	PR

20	Padli Siregar	PS
21	Rina Maimuna	RM
22	Royhan Rafa	RR
23	Rayhan Sunandar	RS
24	Sandi Awiyah	SA
25	Solah Nasution	SN
26	Toharuddin Lubis	TL
27	Wahdan Maulidayani	WM

APPENDIX IV

VALIDITY TEST

No	Name	The Number of Test																				Total	Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	AGN	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	19	95
2	AFG	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	18	90
3	A	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	18	90
4	AC	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	17	85
5	AFA	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95
6	ET	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	18	90
7	FG	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	18	90
8	FR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
9	GHB	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	18	90
10	HB	0	1	0	0	1	0	1	1	0	1	0	1	1	1	0	1	1	1	0	0	11	55
11	HLS	1	1	0	0	1	1	0	1	1	1	0	1	0	0	0	1	1	1	0	0	11	55
12	IS	1	0	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	12	60
13	IM	0	1	0	0	0	1	1	0	1	1	0	1	0	0	0	1	0	1	0	1	9	45
14	I	0	0	1	0	0	0	1	0	0	0	0	0	1	0	1	0	1	1	1	1	8	40
15	JK	0	1	1	1	0	1	1	1	0	0	1	0	1	0	0	1	0	0	1	0	10	50
16	JM	1	0	1	1	1	0	0	1	0	0	0	0	0	1	0	1	0	1	0	1	9	45
17	KH	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	17	85
18	KM	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	1	0	0	0	10	50
19	KIL	1	0	1	0	1	0	1	0	1	1	0	1	1	0	1	0	0	1	1	1	12	60
20	LT	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1	15	75

21	LM	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	17	85
22	LMN	1	1	1	0	1	1	0	1	0	1	0	1	1	0	0	0	0	1	0	1	11	55
23	MFH	0	1	0	1	0	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	12	60
24	RJ	1	0	1	1	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0	10	50
25	RI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
26	TW	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	16	80
27	ZM	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1	0	0	1	0	10	50

APPENDIX V


RELIABILIT TEST

Reliability Statistics

Cronbach's Alpha	N of Items
,782	20

APPENDIX VI

RESEARCH PERMIT



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jl. Willem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683**

Nomor : B-12083/ITK /ITK.V.3/PP.00.9/09/2020 01 Oktober 2020
Lampiran : -
Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala Kepala Sekolah MTs.S Baharuddin
Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:


Nama : Susi Marselina Tamba
NIM : 0304161058
Tempat/Tanggal Lahir : Aek Godang, 24 Maret 1998
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : AEK GODANG Kelurahan AEK GODANG Kecamatan HULU SIIAPAS

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs.S Baharuddin, Jl. Mandailing KM. 15 Janji Mauli Muaratais, Kec. Angkola Muaratais, Kab. Tapanuli Selatan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effectiveness of Using Scattergories Games Toward Students' Vocabulary at Mts.S Baharuddin Tapanuli Selatan

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 01 Oktober 2020
a.n. DEKAN
Ketua Program Studi Pendidikan Bahasa Inggris


Digitally Signed


Dr. Sholihatul Hamidah Daulay, S.Ag.
M.Hum
NIP. 197506222003122002

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

Surat ini dibuat secara otomatis oleh SIP (Sistem Informasi Perizinan) dan SIP tidak memiliki kekuatan mengikat secara hukum.

APPENDIX VII

LETTER OF REPLY FROM SCHOOL

**YAYASAN PONDOK PESANTREN MODERN BAHARUDDIN**
MADRASAH TSANAWIYAH SWASTA BAHARUDDIN
NSM : 121212030017, NPSN : 10263918, Akreditasi : A (Sangat Baik)
Email : mts.baharuddin@yahoo.com
Jl. Mandailing Km. 15 Bagas Godang Janjimauli Muaratisi, Desa Janjimauli - MT
Kecamatan Batang Angkola, Kabupaten Tapanuli Selatan. Kode Pos 22773

Nomor : 0183/MTs.Baharuddin/PPMB/10/2020
Lampiran : -
Perihal : Izin Riset

Janjimauli-MT, 12 Oktober 2020


Yth. Ketua Program Studi Pendidikan Bahasa Inggris
Universitas Islam Negeri Sumatera Utara

Dengan Hormat,

Menindaklanjuti surat saudara Nomor : B-12083/ITK.V.3/E.1/PP.00.9/09/2020 perihal izin pelaksanaan riset dengan ini kami menyatakan nama tersebut di bawah ini telah melaksanakan penelitian untuk keperluan penulisan skripsi di Madrasah Tsanawiyah Swasta Baharuddin. Atas nama mahasiswa :

Nama : SUSI MARSELINA TAMBA
NPM : 0304161058
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : Pendidikan Bahasa Inggris
Judul Skripsi : **The Effectiveness of Using Scattergories Games Toward Students' Vocabulary at Mts.S Baharuddin Tapanuli Selatan**

Demikian Surat izin ini kami sampaikan dan untuk dapat dipergunakan sebagaimana mestinya.


Kepala Madrasah,
Drs. ZULKARNAIN SIREGAR

APPENDIX VIII

DOCUMENTATION





