

**THE EFFECTIVENESS OF USING SCRAMBLE GAME IN
IMPROVING STUDENTS' VOCABULARY MASTERY (A STUDY
AT EIGHTH GRADERS OF MTS AL-ISLAH TONGO)**



by

Sulis Tiawati
NIM 190107050

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATES ISLAMIC UNIVERSITY OF MATARAM
2023**

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AT EIGHTH GRADERS OF MTS AL-ISLAH TONGO)**

Thesis

**Presented as Partial Requirements at Mataram State Islamic
University for the Attainment of the Sarjana Degree in Study
Program of
English Language Education**



by

Sulis Tiawati
NIM 190107050

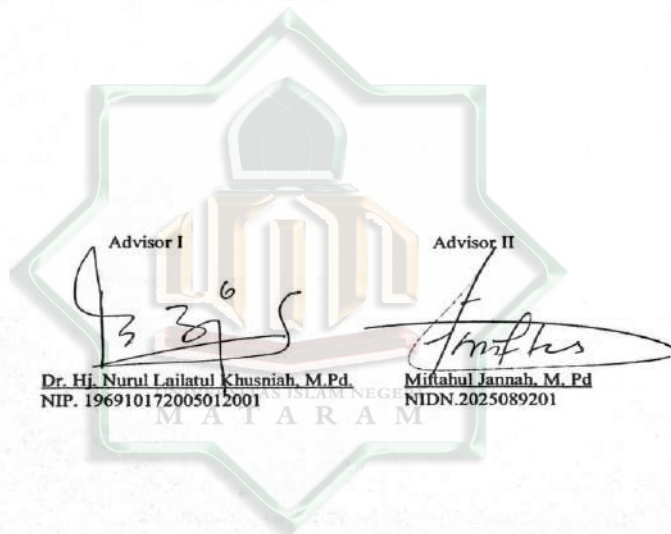
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STATES ISLAMIC UNIVERSITY OF MATARAM
2023**



APPROVAL

Thesis by Sulis Tiawati, Student Number: 190107050, entitled "The Effectiveness of Using the Scramble Game in Improving Students' Vocabulary Mastery A Study at Eighth Grades of the Mts Al-Islah Tongo" has fulfilled the requirement and has been approved by the thesis advisors to be examined.

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ADVISORS' OFFICIAL NOTE

Mataram, 02 - 10 - 2023

**Subject : Thesis Examination
The Honorable
The Dean of Faculty of Education and Teacher Training
At Mataram**

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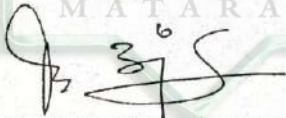
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Study Program : English Language Education
Title : The Effectiveness of using Scramble Game in improving Students' Vocabulary Matery (a Study at Eighth Graders of MTs Al-Islah Tongo)

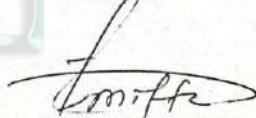
has fulfilled the requirement to be submitted in the thesis examination session of the Faculty of Education and Teacher Training, State Islamic University of Mataram. There, we hope that this thesis can be examined immediately.

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UIN **Advisor I** AS ISLAM NEGERI
M A T A R A M

Advisor II


Dr. Hj. Nurul Lajlatul Khusniah, M.Pd.
NIP. 196910172005012001


Miftahul Jannah, M. Pd
NIDN. 2025089201

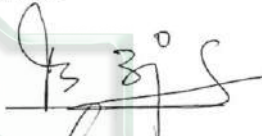
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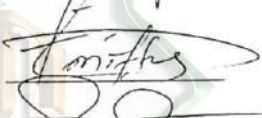
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The Board of Examiners

Dr. Hj. Nurul Lailatul Khusniah, M.Pd.
(Exam Chairman/Advisor I)



Miftahul Jannah, M. Pd
(Exam Secretary/Advisor II)



Dr. Ika Rama Suhandra, M.Pd
(Examiner I)



Kasyfur Rahman
(Examiner II)



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Dean of Faculty of Education and Teacher Training



Dr. Jumarim, M.H.I
NIP. 197612312005011006

MOTTO

“If all our plans don’t happen as expected, smile and remember that humans design with ideals, while Allah designs with love”

وَعَسَىٰ أَنْ تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ وَعَسَىٰ أَنْ تُحِبُّوا
شَيْئًا وَهُوَ شَرٌّ لَّكُمْ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ

Meaning: It may be that you don’t like something, even though it is good for you, and it may be that you like something, even though it is not good for you. Allah knows, while you do not know.

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DEDICATION

"I dedicate this thesis to my family, especially to my beloved parents, who always support and pray for me. Then to all my friends who I am proud of, all my teachers and lecturers, as well as to UIN Mataram, my pride."

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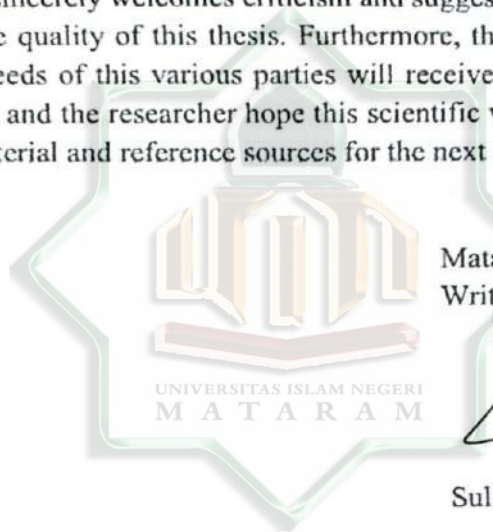
The researcher realizes that it would be impossible for her when the process of the study until she finishes her study without many contributions, supports and helps from the other. The researcher would like to express her deep gratitude and appreciation to the following:

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Finally, it has to be admitted that nobody is perfect and the researcher realizes that there are still a lot of weakness. Therefore, the researcher sincerely welcomes criticism and suggestion from the readers to improve the quality of this thesis. Furthermore, the researcher hopes that the good deeds of this various parties will receive multiple rewards from Allah SWT and the researcher hope this scientific work will be useful as a reading material and reference sources for the next research. Aamiin



Mataram, 20 January 2023

Writer,

A handwritten signature in black ink, appearing to be 'Sulis Tiawati', written over a white background.

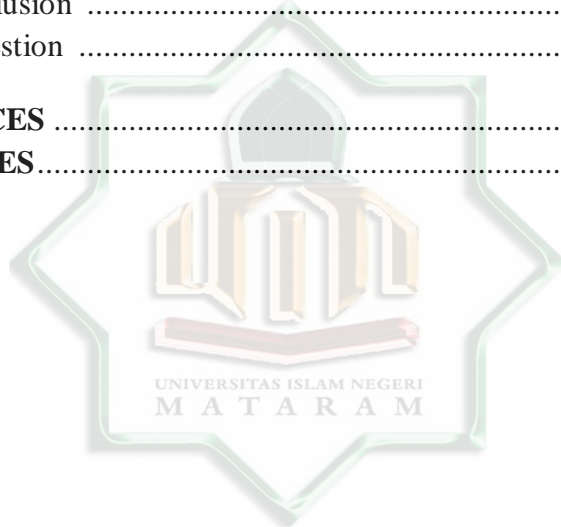
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THE EFFECTIVENESS OF USING SCRAMBLE GAME IN IMPROVING STUDENTS' VOCABULARY MASTERY (A STUDY AT EIGHTH GRADERS OF MTS AL-ISLAH TONGO)

By
Sulis Tiawati
190107050

ABSTRAK

This research aims to determine the effectiveness of the scramble game in improving the vocabulary of class VIII students at MTs Al-Islah Tongo. This research used a pre-experimental method with a one-group pre and post test design. The population of this study was all eighth grade students, totaling 44 students. The sample used in this research was stratified random sampling. Only one class of students will be taken from the research sample, namely class VIII B, totaling 14 students. The instrument used to obtain data was a test (pre-post test) to determine the increase in students' vocabulary. The type of vocabulary test is to complete 15 multiple-choice questions and five essay questions. This is used to find out whether students' vocabulary has increased after being given treatment. The data obtained was calculated using SPSS version 24. The collected data was analyzed using scoring classification, average score, and a t test. It can be seen that the t score (-4.515) has a significant effect and the p-value is significant ($0.001 < 0.05$), so that the hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It can be concluded that there is a significant effect of using the scramble game in improving the vocabulary of students who are taught using the scramble game compared to students who have not been taught the scramble game. This means that the scramble game is effective for improving students' English vocabulary skills.

Keywords: Vocabulary, Scramble game, Pre-Experimental

**EFEKTIVITAS PENGGUNAKAN PERMAINAN SCRAMBLE
DALAM MENINGKATKAN PENGUASAAN KOSAKATA SISWA
(STUDI PADA SISWA DELAPAN MTS AL-ISLAH TONGO)**

Oleh:

**Sulis Tiawati
190107050**

ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektivitas permainan scramble dalam meningkatkan kosakata siswa kelas VIII MTs Al-Islah Tongo. Penelitian ini menggunakan metode pra-eksperimental dengan desain one-group pre and post test. Populasi penelitian ini adalah seluruh siswa kelas VIII yang berjumlah 44 siswa. Sampel yang digunakan dalam penelitian ini adalah stratified random sampling. Siswa yang diambil dari sampel penelitian hanya satu kelas, yaitu kelas VIII B yang berjumlah 14 siswa. Instrumen yang digunakan untuk memperoleh data adalah tes (pre-post test) untuk mengetahui peningkatan kosakata siswa. Jenis tes kosakata adalah menyelesaikan 15 soal pilihan ganda dan lima soal esai. Hal ini digunakan untuk mengetahui apakah perbendaharaan kata siswa mengalami peningkatan setelah diberikan perlakuan. Data yang diperoleh dihitung dengan menggunakan SPSS versi 24. Data yang terkumpul dianalisis menggunakan klasifikasi skor, skor rata-rata, dan uji t. Terlihat skor t (-4,515) berpengaruh signifikan dan p-value signifikan ($0,001 < 0,05$), sehingga hipotesis (H_a) diterima dan hipotesis nol (H_0) ditolak. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan penggunaan permainan scramble dalam meningkatkan kosakata siswa yang diajar menggunakan permainan scramble dibandingkan dengan siswa yang tidak diajar permainan scramble. Artinya permainan scramble efektif untuk meningkatkan kemampuan kosakata bahasa Inggris siswa.

Kata Kunci: Kosakata, Permainan Scramble, Pre-Experimental

فعالية استخدام أسلوب التدافع في تحسين إتقان المفردات لدى الطلاب (دراسة على ثمانية طلاب من مدرسة الإصلاح تونجو)

بواسطة:

سوليس تياواتي

190107050

خلاصة

يهدف هذا البحث إلى تحديد مدى فاعلية لعبة التدافع في زيادة المفردات لدى طلاب الصف الثامن بالمدرسة المتوسطة الإصلاح تونجو. استخدم هذا البحث المنهج التجريبي القبلي بتصميم المجموعة الواحدة للاختبار القبلي والبعدي. وكان مجتمع هذا البحث جميع طلاب الصف الثامن، والبالغ عددهم 44 طالباً. وكانت العينة المستخدمة في هذا البحث هي العينة العشوائية الطبقية. وقد تم أخذ فصل واحد فقط من الطلاب من عينة البحث، وهو الفصل الثامن ب، والبالغ عددهم 14 طالباً. والأداة المستخدمة للحصول على البيانات هي الاختبار (الاختبار القبلي والبعدي) لتحديد مدى زيادة مفردات الطالب. نوع اختبار المفردات هو إكمال 15 سؤالاً متعدد الاختيارات وخمسة أسئلة مقالية. يُستخدم هذا لمعرفة ما إذا كانت مفردات الطلاب قد زادت بعد تلقي العلاج. تم الإصدار 24. وتم تحليل البيانات SPSS بحساب البيانات التي تم الحصول عليها باستخدام t ويمكن ملاحظة أن درجة t المجمعة باستخدام تصنيف الدرجات، ومتوسط الدرجات، واختبار H_a معنوية ($0.001 > 0.05$)، لذلك تم قبول الفرضية (p لها تأثير معنوي والقيمة (-4.515) ويمكن الاستنتاج أن هناك تأثيراً معنوياً لاستخدام لعبة الخلط (H_0 ورفض الفرضية الصفرية) في زيادة المفردات اللغوية لدى الطلاب الذين يتم تدريبهم باستخدام لعبة الخلط مقارنة بالطلاب الذين لم يتم تدريبهم لعبة الخلط. وهذا يعني أن لعبة التدافع فعالة في تحسين مهارات الطلاب في مفردات اللغة الإنجليزية.

الكلمات المفتاحية: المفردات، طريقة التدافع، التجريبية القبليّة



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BAB I

INTRODUCTION

A. Background of Research

The most prominent aspect of a person is their language, which serves many purposes in everyday life.¹ Thanks to language, humans could work, interact with other people, live as social beings, and fulfill their spiritual needs. The four language skills cannot function properly without vocabulary; hence, vocabulary is crucial. Lack of vocabulary made it difficult for the listener to comprehend the speaker's message, and a lack of vocabulary made it difficult for the speaker to put their thought into a proper sentence. So, it could be concluded that language is a communication tool to store thoughts, ideas, and feelings, either orally or in writing.

Vocabulary is one of the crucial components of mastery. Without employing grammar, students could describe anything they were thinking, but they were unable to communicate anything without vocabulary.² Mastering a lot of vocabulary could make it easier for us to communicate with strangers and digest conversations easily. As we know, vocabulary is a basic building block of language, especially words, because it is the link to mastering all English skills such as spoken, listened, written, and read. "Vocabulary is a list of words usually defined and alphabetized as a dictionary or specialized glossary that completes the word stock of a language".³ This is the first step for students in achieving their goal of learning English.

There are still many students who do not master English vocabulary. There are still many teachers who carry out their learning in class using conventional methods, like lectures; this is what makes students passive when in class. Teachers only knew how to convey learning at the end of the learning process. This is what makes students' only focused on what the teacher explains, and only pay attention until the lesson ends. As a result, students became bored and could not convey their ideas. There are still many students who do not master English vocabulary. There are still many teachers who carry out their learning in class using conventional methods, like lectures; this is what makes students passive when in class. Teachers only knew how to

¹Syarifudin, Muhammad, "Improving Vocabulary Achievement of Young Learners Using Animated Video", *International Journal on Advanced Science Education, and Religion*, Vol. 1, Number 1, March 2018, hlm. 37.

²Salfa Umasugi, Hanapi, Riki Bugis, et, al., "The Scramble Game in Improving Students' Vocabulary at The Seventh Grade of MTS LKMD Sawa", *Jurnal Retemena*, Vol. 3, Number 2, May 2018, hlm. 1.

³ Lollo Rosa Lubis, Kamisah, Rizki Amelia Rambe, "The Effect of Scramble Model on Students' Vocabulary Mastery". *Jurnal Liner*. Vol. 4, Number 3, October 2021, hlm. 201.

convey learning at the end of the learning process. But teachers don't think of fun ways to teach their students. Then students would only fixate on what was explained by the teacher, and they would only pay attention until class ended. As a result, students became bored and could not convey their ideas.⁴ Apparently, there is a problem. Students faced problems related to vocabulary mastery. Based on previous research, their concept of the alternative to her came up with a problem. Like spell-bee games, visual media, flashcards, semantic mapping, and one of them is the method of scrambling.

Scramble is a learning model that invites students to find the answer to a question or a pair of concepts creatively by arranging letters arranged randomly to form the answer or pair of concepts in question.⁵ The term scramble came from the English language, which means struggle, struggle, fight. According to Haris Mahmud "Scramble is a way to make students concentrate during learning".⁶ Mustadi et al "claim that the scramble technique is a taught strategy that encouraged group participation and could boost creativity and teamwork".⁷ The scramble word game This method requires students to combine their right and left brains. In this method, they not only asked to answer the question, but also to guess quickly answer question.⁸ Scramble is a kind of game that trains the development and improvement of thinking vocabulary.

Based on previous research, the researcher stated that using the scramble method could increase students' English vocabulary.⁹ Research by Salfaumasugi et al. also states that the use of scramble games increases students' interest in learning vocabulary and that scramble games are very effective in increasing student vocabulary.¹⁰ From the two studies above, it

⁴Herawati, Rizdki Elang Gumelar, Ari Fazria Novari, "The Effect of Scramble Game to Students' Vocabulary Mastery at The Eighth Grade Students' of MTS Daarul Ulum Cihara Lebak", Vol. 6, Number 2, November 2022, hlm. 150.

⁵ Reni Fitriyani, Tiara Anggia Dewi, "Pengaruh Penggunaan Model Pembelajaran Scramble Terhadap Hasil Belajar IPS Terpadu Siswa Kelas VIII Semester Genap SMP Negeri 2 Pekalongan", Promosi (Jurnal Pendidikan Ekonomi UM Metro), Vol. 6, Number 2, 2018, hlm. 139.

⁶Haris Mahmud, Diah Permata Sari Imba, "The Effectiveness of The Use of Scramble Method in Class IV IPS Learning SDN 1 Bulango Selatan Bone Bolango District". International Journal of Innovations in Engineering Researcher and Technology. Vol. 7, Number 12, December 2020. hlm. 168.

⁷ Ibid.

⁸ Suci Ariyani, "A Study of Scramble Method in Teaching English For Secondary Student's Writing Skill", ELLITE, vol. 4, Number 1, July 2021, hlm. 14.

⁹Fiqrah El Vebriani, "The Effectiveness of Scramble Method to Improve Studnts' Vocabulary at SMPN 4 Tamalatea Jeneponto Regency, (Thesis, Tarbiyah and Teaching Science Faculty, Makasar, 2019), hlm. 34.

¹⁰SalfaUmasugi, et.al., "The Scramble Game in Improving Students' Vocabulary at The Seventh Grade of MTS LKMD Sawa", Vol. 3, Number 2, May 2018, hlm. 8.

could be concluded that the scramble method contributed to the improvement of students' vocabulary mastery. So the researcher wanted to examine whether this method is really effective in increasing students' English vocabulary.

Based on the observation conducted on September 20, 2022, in Mts. Al-Islah Tongo, the researcher obtained some information regarding students' vocabulary mastery in the eighth grade. The problems that students had in the teaching-learning process related to vocabulary mastery. The students did not understand the point of the sentences in the textbook, so they were often confused and could not answer the questions from the text because they did not understand the meaning of the words (word meaning), and they also did not know how to use the vocabulary or words they had properly because of the changes in the vocabulary or words in sentences (word grammar). Simply put, they had a limited vocabulary.

The researcher had been urged to look into whether the scramble method might address such issues in light of the aforementioned explanation. Through the use of vocabulary games in the classroom, the students in this technique actively participated in the teaching and learning processes and enjoyed themselves while doing so.

The researcher did the research based on that situation. Therefore, the researcher wanted to conduct a study titled **Effectiveness of Using the Scramble Game in Improving Students' Vocabulary Mastery (Study at Eighth Graders of Mts Al-Islah Tongo)**.

B. The Statement of Problem

1. The Statement Problem

The formulation of the problem for this research is "Is the use of the scramble game effective in improving students' vocabulary at eighth graders of Mts Al-Islah Tongo?"

2. Research Limitation

The focus of this study is to find the significance of the effectiveness of the scramble game in improving students' vocabulary mastery (at eighth graders of Mts Al-Islah Tongo in the academic year 2022/2023).

C. Objective and Significance of Research

1. Objective of Research

Based on the above research problems, the research objectives are formulated as follows:

In connection with the formulation of the problem, this study aims to find out "the effectiveness of using scramble game in improving students' vocabulary mastery at eighth graders of the Mts Al-Islah Tongo".

2. Significance of Research

The final result of this study would be expected to be beneficial both theoretically and practically.

a. Theoretical significance

Theoretically, researchers are expected to be able to expand the idea of teaching vocabulary using the scramble method and to contribute to and support related research using the scramble method.

b. Practical significance

1. For students

By employing the scramble method, the students are expected to increase their vocabulary, and they are also expected to be more engaged and competitive. This strategy made memorizing words feel more like a game.

2. For teachers

This is expected to help teachers teach vocabulary through entertaining games. The materials are simple for teachers to distribute because they could aid in language instruction. The references in the learned processes are easily searched by the teachers. The teachers would have more information about how to deal with classroom learning.

3. For the researcher

The researcher hopes that the findings of this study could provide useful information and inspiration for future researchers to conduct more research on vocabulary teaching strategies. The research is also expected to help the teacher in the classroom when it comes to teaching a subject.

D. Operational Definition of Terms

These are a few operational definitions of important words, in this research to avoid misunderstanding, they are:

1. Effectiveness

Effectiveness is the key to completing a mission that has rules and a structure. "Effectiveness is being successful or getting the desired outcome."¹¹ So, it could be concluded that effectiveness is success in achieving a goal.

¹¹Fiqrah El Vebriani, "The Effectiveness of Scramble Method to Improve Students' Vocabulary at SMPN 4 Tamalatea Jeneponto Regency, (*Thesis*, Tarbiyah and Teaching Science Faculty, Makasar, 2019), hlm. 5.

2. Using

The use of scramble game in the classroom According to John M. Echols and Hassan Shadily, used in the English dictionary also means used, utilize, and usability.¹² It could be concluded that used is a procedure, a manner of operating with respect to something, or utilization. In question is the use of the scramble method in the class.

3. Scramble Game

Scramble is a learning method that invites students to find answers and solve questions by distributing the available questions or answer sheets.¹³ The scramble game is a that involves random games of words, sentences, and paragraphs. So it could be concluded that the scramble method is one of the methods used to increase students' vocabulary.

4. Vocabulary Mastery

Vocabulary is an important part of any language's learning. Emor believed vocabulary was one of the crucial components in any language acquisition since kids must continually learn words as they study the structure and practice sound systems in addition.¹⁴ It could be concluded that vocabulary is one of the most important parts of learning English.

5. Improving

According to Adi S., the word improved came from the word level, which meant a layer or precipitate of something that forms an arrangement. Improved could also be said as a process or act of improvement (business activities and so on).¹⁵ So improved could also be said to be processing something to make it Even better.

¹² John M. Echols, Hassan Shdily, "An English_Indonesian Dictionary", edition XXV, (Jakarta: PT Gramedia Pustaka Utama, 2003), hlm. 624.

¹³ Lolo Rosa Lubis, Kamisah, Rizki Amelia Rambe, "The Effect of Scramble Model on Students' Vocabulary Mastery". Jurnal Liner. Vol. 4, Number 3, October 2021, hlm.202.

¹⁴Susi Rosanti, Iskandar Zulkarnain, Linda Astuti Rangkuti, "The Effect of Scramble Method on Students' Achievement in Learning Vocabulary". Excellence. Vol. 2, Number 1, June 2022, hlm. 11.

¹⁵Nur Indah Sari, Firdaus Wajdi, Sari Narulita, "Peningkatan Spiritual melalui Wisata Religi di Makam Keramat Kwitang Jakarta", Jurnal Studi Qur'an, Vol. 14, Number 1, January 2018, hlm. 48.

BAB II REVIEW OF RELATED LITERATURE

A. Review of Previous Research

This research was conducted by four previous researchers who had conducted research related to the same topic. The first research by Fiqra El Vabriani in her research, *"The Effectiveness of the Scramble Method to Improve Students' Vocabulary at SMPN 4 Tamalatea Jeneponto Regency,"* This study attempts to determine whether the scrambling method improves pupils' vocabulary among Athos in SMPN 4 Tamalatea Jeneponto Regency's seventh grade. Pre-test designs were used in the procedure, which will be quasi-experimental. The study's findings showed that using the scrambling method improved students' English vocabulary. The value of the t-test (5.0) was higher than the t-table (2.042) at the level of significance and degree of freedom (df). Based on the results, the researcher concluded that the scrambling method is successful in improving students' English vocabulary at the SMPN 4 Tamalatea Jeneponto Regency event for fourth grade children.¹⁶ This research focused on the effectiveness of the scramble method for increasing students' vocabulary in Grade VII, but my research focused on the effectiveness of using the scramble learning method to increase students' vocabulary mastery in Grade VIII.

The second research is *"The Effect of the Scramble Method on Students' Achievement in Learning Vocabulary"* by Susi Rosanti et al. The purpose of this study was to determine whether the scramble approach had a notable impact on students' success in learning vocabulary. Thus, it was determined that the scramble approach had a considerable impact on students' success in learning vocabulary. It was obtained that the t observed value was higher than the t table value (7.25 1.66) at a level of significance with a degree of freedom df. According to the determined hypothesis, it signified that HO was successfully rejected and Ha was accepted. Thus, it was determined that the scramble game had a considerable impact on students' success in learning vocabulary.¹⁷ This researcher focused on finding out whether the scramble game had an impact on students' vocabulary success, while my research

¹⁶Fiqrah El Vabriani, "The Effectiveness of Scramble Method to Improve Students' Vocabulary at SMPN 4 Tamalatea Jeneponto Regency, (*Thesis*, Tarbiyah and Teaching Science Faculty, Makasar, 2019), hlm. 34.

¹⁷ Susi Rosanti, Iskandar Zulkarnain, Linda Astuti Rangkuti, "The Effect of Scramble Method on Students' Achievement in Learning Vocabulary". *Excellence*. Vol. 2, Number 1, June 2022, hlm. 14.

focused more on the effectiveness of using the scramble game to increase students' vocabulary mastery.

The third research is “The Scramble Game in Improving Students’ Vocabulary at the Seventh Grade of MTS LKMD Sawa” by Safa Umasugy et al. The purpose of this study was to see whether using a scramble game could significantly increase students’ vocabulary and to determine whether there was any correlation between the students’ vocabulary on the pre-test and post-test following treatment. The research found that using a scramble game to teach vocabulary enhanced student vocabulary, and it could be deduced that doing so increased students' interest in learning vocabulary through scramble games and made scramble games effective in enhancing student vocabulary.¹⁸ This study focused on knowing whether using the scramble game could significantly increase students' vocabulary and whether there is a correlation between students' vocabulary in the pre-test and post-test after treatment. While my research only focuses on the effectiveness of using the scramble learning method to improve students' vocabulary mastery.

The fourth research study, “The Effect of Scramble Game on Students’ Vocabulary Mastery at the Eight Grade Students’ of Mts. Daarul Ulum Chihara Lebak,” by Herawati et al. According to the study’s findings, pupils ability to master English vocabulary is significantly impacted by the scramble game.¹⁹ This studied focuses on the effect of Scramble Games on the Vocabulary Mastery of Grade VIII students, but my research focuses more on the effectiveness of used the scramble learned method in improved students' vocabulary mastery.

According to the researcher's findings, employing the scramble method to teach could successfully affect how well kids learn, accomplish their goals, and stay active. In the process of learning, collaboration is crucial. This study examines the use of the scramble method to increase students’ vocabulary. This study examines the use of the scramble method to increase students’ vocabulary. This study differs from the findings of the previous one in that it allows students to learn words while having fun.

This previous study had similarities with current research, namely that it used the scramble method to increase student vocabulary. However, the previous research differed significantly from the current research. The purpose of the previous research was to investigate whether there is a significant effect

¹⁸SalfaUmasugi, et.al., “The Scramble Game in Improving Students’ Vocabulary at The Seventh Grade of MTS LKMD Sawa”, Vol. 3, Number 2, May 2018, hlm. 8.

¹⁹Herawati, Rizdki Elang Gumelar, Ari Fazria Novari, “The Effect of Scramble Game to Students’ Vocabulary Mastery at The Eighth Grade Students’ of MTS Daarul Ulum CiharaLebak”, Vol. 6, Number 2, November 2022, hlm. 153.

when using the scramble method on increasing students' vocabulary. Meanwhile, the aim of this research is to find out whether the scramble method is effective in increasing students' vocabulary.

From the explanation above, the researcher could conclude that some of the previous researchers described above had similarities with the current research, both in terms of the instruments used, the objects studied, and the methods employed. In addition, there are several differences between previous studies and current research, such as research locations, research objects, and the methods and instruments used.

B. Theoretical Framework

1. The Nature of Vocabulary

a. Definition of vocabulary

Vocabulary is one of the key components for mastering the language when learning English. Without employing grammar, students could describe anything they thought, but they could not communicate anything without language.²⁰ Since communication cannot function successfully without vocabulary, vocabulary is crucial for the four language skills. If the speaker did not have a large enough vocabulary, the listener would have trouble comprehending what they were saying, and if the speaker did not have a large enough vocabulary, it would be difficult for them to put their thoughts into a proper sentence.²¹

Given that the vast majority of English language skills are tied to vocabulary, vocabulary is an essential component of language. Reading, writing, speaking, and listening skills could all be improved by learning new vocabulary.²² Because all necessary components must be present for a language to be excellent, learning it cannot be minimized. Without the ability to use words that could convey a variety of meanings, communication in English cannot take place in any meaningful way, regardless of how perfect the student's grammar and pronunciation are.

Based on the definition above, it could be concluded that vocabulary is a component that must be mastered when learning English.

²⁰Salfa Umasugi, et.al., "The Scramble Game in Improving Students' Vocabulary at The Seventh Grade of MTS LKMD Sawa", *Jurnal Retemena*, Vol. 3, Number 2, May 2018, hlm. 1.

²¹Syarifudin, Muhammad, "Improving Vocabulary Achievement of Young Learners Using Animated Video", Vol. 1, Number 1, March 2018, hlm. 37.

²²Arya Dita, Leil Badra Zaki, "The Effect of Scramble Game in Improving Students Vocabulary at Secondary Students of Muhammadiyah PlusBatam". *International Social Sciences and Humanities*. Vol. 2, Number 1, August 2022, hlm. 262.

b. Type of vocabulary

Language is made up of little components called words that serve as vehicles for the expression of ideas. Language experts divide vocabulary into two categories:²³

- 1) Receptive vocabulary is made up of words or lexical elements that can be identified and understood in the context of being read and heard.
- 2) When we spoke or wrote, we used terms from our productive vocabulary.

According to Harmer, there are two categories of vocabulary:²⁴

- 1) The vocabulary that students have learned is referred to as active vocabulary.
- 2) Passive vocabulary is a term used to describe terms that pupils recognize when they encounter them but are likely unable to produce.

c. The techniques in teaching vocabulary

According to Prasasti, the technique of teaching vocabulary is a process or a collection of ways that could be used in teaching vocabulary in class. The teacher concludes that techniques are crucial to teaching and are particularly required in doing so.²⁵ As was already mentioned, there are three basic phases to teaching vocabulary. To put it another way, the following common strategies are employed at each stage:²⁶

- 1) Presented techniques. But the stage where the students are introduced to new words is crucial. As English teachers, we must be aware of the best methods for teaching vocabulary to our students.
- 2) Methods for practicing A variety of exercises could be performed at the practice stage to aid in storing words in long-term memory.

d. Kinds of vocabulary

Jackson asserted that there are two different types of vocabulary. They are both active and passive words.²⁷

²³Hasan, "Improving Students English Vocabulary by Using Tic Tic Game at The Second Year of SMP Negeri 7 Setap Maiwa Kabupaten Enrekang", *Edumaspul: Jurnal Pendidikan*, vol. 2, Number 2, October 2018, hlm. 80.

²⁴Ibid.

²⁵Aifa Panoh, "The Techniques of Teaching Vocabulary Used by The Junior High School Teacher of Aziztan Foundation School in The Academic Year 2019-2020", (*Thesis*, Education Faculty Institute Studies (IAIN) Salatiga, Salatiga, 2019), hlm. 19.

²⁶Setiani Lelawati, Selma Dhiya, putrid NurazijaMailani, "The Teaching of English Vocabulary to Young Learners", *Project (Professional Journal of English Education*, Vol. 1, Number 2, March 2018, hlm. 96.

²⁷Aifa Panoh, "The Techniques of Teaching Vocabulary Used by The Junior High School Teaching of Aziztan Foundation School in The Academic Yea 2019-2020", (*Thesis*, Education Faculty Institute Studies (IAIN) Salatiga, Salatiga, 2019), hlm. 13.

- 1) Worked vocabulary or functional vocabulary are other names for active vocabulary. It consists of words that a person uses in a speech or piece of writing and fully comprehends their meaning. Students could demonstrate their English skills either orally or in writing with the help of this type of terminology.
- 2) The words one heard or read in the written or spoken words of others made up their passive vocabulary. According to Sarosdy et al., passive knowledge is defined as the ability of students to recognize a word but not to produce it. Its other name, recognition vocabulary, is derived from this. The status of vocabulary items is not fixed since, if active words are not commonly used, they might revert to the passive store, and another word might also change from passive to active.

Thus, whether a word is passive or active depends on how pupils actually use it. The way that students applied the words showed how well they had learned them.

2. Scramble Method

- a. The story of definition of scramble method

Scramble is a term that came from English and means, in Indonesian, struggle.²⁸ The scramble model would be put forward by Komalasari, who says that scramble is a learned model that invites students to look for answers to a question or a pair of concepts creatively by arranging letters randomly so as to form an answer or pair of the intended concept.²⁹

According to Shomin A, this is a teaching strategy that encourages pupils to solve problems by sharing sheets of the question, answer, and alternate solutions that are available.³⁰ The scramble method used random words, sentences, or paragraphs as part of the game. This scramble method is also used as a type of children's game as well as a development exercise towards increasing knowledge in thinking vocabulary. According to Komalasari as well, the scramble-learned method paradigm encouraged students to find answers to questions or a conceptual match by creatively

²⁸Haris Mahmud, Diah Permata Sari Imba, "The Effectiveness of The Use of Scramble Method in Class IV IPS Learning SDN 1 Bulango Selatan Bone Bolango District". *International Journal of Innovations in Engineering Researcher and Technology*. Vol. 7, Number 12, December 2020. hlm. 168.

²⁹Sudarmi, Burhanudin, "Keefektifan Model Pembelajaran Kooperatif Tipe Scramble Dalam Keterampilan Menulis Kalimat Bahasa Jerman Siswa Kelas XI SMA Negeri 11 Makassar", *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra*, Vol. 1, Number 1, March 2017, hlm. 74.

³⁰Ismi Yulizar, "The Effect of Students' Achievement in Studying Vocabulary Through Scramble Method at SMP N 1 Kalh Hulu", *Tarbiyah bil Qalam: Jurnal Pendidikan Agama dan Sains*, Vol. 4, Number 2, July-December 2020, hlm. 42.

arranging the letters that were initially distributed at random. It develops a solution's or a concept's meaning.

Additionally, according to Budiati and Wagino, students could be taught how to organize jumbled words, sentences, or speech into a meaningful order that may be superior to the original arrangement through the use of the scramble method. Because the students are actively playing the game, the game is also able to maximize their ability to think more creatively when defining and building a new entity or structure, which could boost knowledge and understanding.

b. The scramble method consists of several forms

There are 3 forms of the scramble method:³¹

- 1) In the game of "word scramble", students' must arrange letters and words in such a way as to create a single, meaningful word, for instance: Nahdima = Madinah
Kahkme = Mekkah.
- 2) Scramble sentences is a game that involves creating sentences out of unrelated words. The sentence's structure must be logical, meaningful, exact, and right.
- 3) Scramble discourse is a game in which players must arrange logical arguments using random sentences. The outcomes of the discourse arrangement should be sensible and coherent.

Students could be taught to be imaginative in creating words, sentences, or discourses that are randomly organized in meaningful configurations that may be better than the original arrangement through the scramble method of cooperative learning.

c. Steps in using the scramble method

This method requires media with questions and answers written on paper. The questions are made according to the teaching materials that must be mastered by students. Answers to questions are given on the same sheets by shuffling the letters.

The steps for using this method are:³²

- 1) Teachers could present material according to the competencies to be achieved.
- 2) The teacher prepares questions that are complementary to a statement.
- 3) The teacher asked questions related to the material.
- 4) The teacher gave examples of how to answer the questions.

³¹Yenni Oktavia, "Pengaruh Metode scramble Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam sekolah Dasar Negeri 007 Tembilahan Hilir Kecamatan Tembilahan Kabupaten Indragiri Hilir", Vol. 1, Number 2, Mei 2020, hlm.289-290.

³²Ibid.

- 5) Then I distributed worksheets that students would work on.
- 6) The teacher corrects the worksheet results with the students.
- 7) Conclusion.
- 8) Closing.

Example: Arrange the letters in the column so that they are the keyword (answer) of the question in column A.

d. The advantages of used scramble method in a classroom

There are advantages as well as disadvantages to each learned strategy. The benefits and drawbacks of the scramble models are as follows, based on the discussion of the model scramble above.³³

- 1) Students do not act as passive members of the group or remain silent in the scramble-learn model because each member of the group is accountable for the group's success. Everyone in the group must be aware of everything that has been accomplished, understand that everyone is working toward the same objective, divide tasks and responsibilities equally among themselves, understand that everyone will be evaluated, and be prepared to lead and participate in group learning.
- 2) Because the scramble learning method enables students to learn while playing, it encourages creativity in learning and thinking. Students also acquire the content in a more relaxed and stress-free manner.
- 3) The scramble learning method has the potential to strengthen the bonds between group members. The materials are memorable and constantly keep the pupils minds active. Students who participate in scramble learning tend to be more passionate and competitive.

To help children acquire vocabulary while having fun and participating in the process, this game of scramble has been adopted by most teachers around the world.

e. The disadvantages of used scramble method

The learned scramble method had the following drawbacks:³⁴

- 1) The planned learning model is challenged because it is unfamiliar with the learning habits of the students.
- 2) It took a long time to implement, which made it challenging for the teacher to change a set time.
- 3) If the students' abilities continue to be the criterion for learning success, this learned model would be challenging to implement.

³³Muhammad Fahrizal, "The Effect of Scramble Game on The Seven Grade Students' Vocabulary Mastery at SMP PAB 19 Manuagal", (*Thesis*, FTTE University of Muhammadiyah Sumatra Utara, Medan, 2019), hlm. 15.

³⁴Ibid., hlm 16.

- 4) This model frequently makes a noise that might disturb the class next to them because they are playing the game.

Researchers would improve this strategy by making it simpler for kids to learn and more entertaining based on the scramble game's drawbacks listed above. This doesn't take a lot of time, so students could learn how to use this method.

- f. Type of students learned

There are 4 types of student learned:³⁵

- 1) Visual learners,

When visual learners could perceive relationships and concepts, they could acquire material more effectively. For the visual learner, maps, charts, diagrams, and even essays are effective. Visual learners may find they retain material far better when lecturers use diagrams or illustrations on a whiteboard.

- 2) Auditory (or aural) learners

Auditory learners are all ears. Instead of reading it or seeing it on a screen, they tend to prefer hearing it. Slow speech and reading are possible for auditory learners. They frequently thought in straight lines and might say things they heard aloud. When it comes to studying, an auditory learner may retain information better if they discuss it with someone else because a discussion would be simpler to remember than a visual representation of words on a page.

- 3) Kinesthetic (or hands-on)

The most practical learning style is that of kinesthetic learning. Kids learn best by doing, and if made to remain still for extended periods, they could become restless. When kinesthetic learners could take part in activities or approach problems directly, their learning was most successful. Tossing a ball or knitting could sometimes help students learn the material more effectively. People frequently recall their abilities.

- 4) Read and write learners

Learners of read and write are very at ease with the written word. They prefer to read texts to get their information, and they could better assimilate it by shortening and rephrasing it. For the read-written-learn style, the standard college textbook and the annotating procedure are effective.

³⁵ Brianna Flavin, "Different Type of Learners: What College Students Should Know", in <https://www.rasmussen.edu/student-experience/college-life/most-common-types-of-learners/> accessed on March 29, 2023, 00.06.

C. Research Hypothesis

- 1) Ha: Be found a significant difference of students' vocabulary after used the scramble method.
- 2) Ho: Not found significant difference of students' vocabulary after used the scramble method.



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CHAPTER III RESEARCH METHOD

The best technique for a researcher to conduct research is through quantitative research methods. This chapter discussed the approach and type of research, population and sample, setting and time of research, variables of research, design of research, instrument of research, procedure of data collection, and technique of data analysis.

A. Approach and Type of Research

The type of research used in this studying quantitative research using experimental methods. This type of research is considered to be conducted by a researcher capable of providing scientific information, both in terms of internal and external validity.³⁶ The quantitative research approach focused on unbiased measurement outcomes through statistical analysis and employed data in the form of numbers. This approach sought to gather information and draw generalizations to explain the distinctive experiences the population is experiencing.³⁷

The research design used in this research is pre-experimental. It meant a one-group pre-test and post-test design. This study would use a pretest-treatment-posttest methodology to determine the extent to which the scramble method could help students acquire more vocabulary words. The research was conducted to find out whether the scramble method increased vocabulary significantly or not. In assembling the data, the researcher conducts a pre-test (before treatment) to see the students' vocabulary skills before using the scramble method. After providing the students with some treatments that utilized the scramble technique of vocabulary instruction, the researcher conducted a post-test on the students (after treatment). The test results were compared and examined after the data had been collected.

B. Population and Sample

1. Population

The population employed in this research consisted of all the variables involved in the problem being studied. Sugiyono defined the population as a generalized group of things or subjects with particular

³⁶Asdar, "Metode Penelitian Pendidikan", (Yogyakarta: Pustaka AQ, 2018), hlm. 27.

³⁷Marinda Sari Sofiyana, *et. al.* Metode Penelitian Pendidikan. (Padang Sumatera Barat: : PT. Global Eksekutif Teknologi, 2022), hlm. 37.

features and characteristics that the researcher had chosen to study and then draw a conclusion from.³⁸

To find out how far students' vocabulary increased when learning English using the scramble method, the researcher conducted research at Mts. Al-Islah Tongo. The population of this study is all of the students in the eighth grade, with a total of 44 in the class.

2. **Sample**

According to Sugiyono "the sample is part of the number and characteristics possessed by the population".³⁹ While accorded to purwanto, the sample is of the population that shared the population's characteristics.⁴⁰ Based on this opinion, it may be deduced that the sample is a subset of the population that chosen to be representative of the population under study.

Stratified random sampling, which is a technique used to determine the number of samples if the population is stratified but less proportional.⁴¹ The researcher used a technique that focused on stratified random sampling. Students were taken for research samples in only one class, namely class VIII B, totaling 14 students at the Mts. Al-Islah Tongo. The researcher chose class VIII B because of the lack of vocabulary compared to other classes.

C. **Setting**

1. **Site of Research**

The site of this research is Mts. Al-Islah Tongo for first-year students in the academic year 2023-2024. Mts. Al-Islah Tongo is located in Tongo village, Sekongkang Subdistrict, West Sumbawa Regency.

The reason the researcher chose this place is because, at the time this research was conducted, it turned out that there were still many students who found it very difficult to learn English, so it became a consideration for the researcher to choose that location.

2. **Time of research**

The research was conducted in May 2023 among first-year students at Mts. Al-Islah Tongo, Jln. Lingkar Selatan, Tongo Village, Sekongkang Subdistrict, West Sumbawa Regency. The reason the researcher conducted

³⁸Asdar, "Metode Penelitian Pendidikan Suatu Pendekatan Praktik", (Yogyakarta: Pustaka AQ, 2018), hlm. 91.

³⁹Sugiono, "Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)", (Bandung: Alfabeta, 2013), hlm. 81.

⁴⁰Asdar, "Metode Penelitian Pendidikan (Suatu Pendekatan Praktik)", (Yogyakarta: Pustaka AQ, 2018), hlm. 92.

⁴¹Ibid., hlm. 93.

research this month is because this month the school would still be active to conduct the teach-and-learn process.

D. Variable of Research

Because a researcher cannot perform a study without variables, variables are crucial to research. However, occasionally a variable's type and definition are very clear.⁴² In this study, the researcher takes two variables, namely independent and dependent variables. An independent variable is a variable that is changed to affect another variable. A dependent variable, also known as a dependent variable (bound or dependent), refers to a state or quality that develops when independent variables are added, altered, or replaced in a study. The independent variable was scrambled. The dependent variable of the research is improved students' vocabulary.

E. Design of Research

The research design is the design of how the research is carried out. The research design that used in this study the one-group pretest-posttest. In the implementation of the one-group pretest-posttest design experiment, experimental research was carried out by giving a test before being given treatment (a pretest) to find out student learning outcomes. After that, they were given treatment using the scramble method. After that, they were given treatment, and the researcher gave treatment five times using the scramble method. After being given treatment, the researcher gave a final test to measure the student's learning outcomes after being given treatment (the post-test).

measure student learned outcomes after being given treatment (post-test).

Table 3.1 One Group Pretest-Posttest Design

Pre-test	Treatment	Post-test
O_1	X	O_2

Explanation :

O_1 = The score of pre-test (before the treatment)

X = Treatment

O_2 = The score of pos-test (after the treatment)

⁴²Asdar, "Metode Penelitian Pendidikan Suatu Pendekatan Praktik", (Yogyakarta: Pustaka AQ, 2018. hlm. 78.

F. Instrument of Research

According to Sugiono, a research instrument is a tool used to measure observed natural and social phenomena.⁴³ The researcher used the test to gather data for this study.

1. Test (pre-post test)

Hadijah and Anggereni claimed that a strategy or method is used to carry out measurement activities in which there are multiple questions, statements, or a list of tasks that students must complete or respond to to measure various elements of their behavior.⁴⁴ There was a research instrument in the form of a vocabulary test. There were 20 questions for testing. 15 multiple-choice questions and 5 essay questions about introduction of self and objects in around. The test carried out were pre-test and post-test. The tests in this study had to be carried out twice: before receiving the treatment, students had to take a pre-test to measure their basic vocabulary knowledge, and after that, they had to take a post-test to evaluate their vocabulary levels.

G. The Procedure of Data Collection

1. Giving Plan

The researcher had created materials, a list of the names of the students, and a score during planning. The researcher had made sure to schedule study time before beginning.

2. Pre-test

At the first meeting, the pre-test had been distributed. Before the researcher gave treatment, students had first given a pre-test, which aimed to find out the students' vocabulary before applying the scramble method. Usually, one meeting lasts 8 minutes.

3. Giving Treatments

At the first meeting, the researcher was given a pre-test to find out the students' vocabulary skills. After that, the researcher was given the treatment of teaching vocabulary using the scramble method for 25 minutes for each meeting. The class had been given the treatment for five meetings. In the first meeting, students were given a pre-test, and in the fifth meeting, students were given a post-test. The second and third meetings were filled with learning activities using the scramble method. The steps of this research are as follows:

- a) The teacher shared the material to be studied by students.

⁴³Komang Sukendra, S.Pd., M.Si., M.Pd, Kadek Surya Atmaja, "Instrumen Penelitian", (Pontianak: Mahameru Press, 2020. hlm. 1.

⁴⁴Ibid., hlm. 38.

- b) The teacher distributed question and answer sheets to students.
- c) The teacher gave duration of time for students to answer questions.
- d) The teacher gave assessment to the student answer.
- e) The teacher collected students' answers to evaluate.

4. Giving Post-test

The post-test was given after receiving the treatment. Its aim is to find out the students' vocabulary after applying the scramble method. Students' achievement after treatment The researcher gave a post-test at the last meeting to find out the student's grades after the teaching and learning process and treatment. The researcher also gave eight minutes for each meeting.

H. Data Analysis

This data was aggregated through tests using percentage inferential statistics. This score was used to define the students' vocabulary. In order to carry out the quantitative analysis, the following formula was used:⁴⁵

- 1. Evaluating students' answers used the scramble method

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

- 2. The data was then categorized used the scoring system⁴⁶

Table 3.2 Students' Score Clasification

No	Classification	Score
1	Excellent	91-100
2	Very Good	80-90
3	Good	70-79
4	Insufficient	60-69
5	Worst	0-59

- 3. Determining the average vocabulary score for the students

The researcher was used the following :

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

⁴⁵Fiqrah El Vebriani, "The Effectiveness of Scramble Method to Improve Studnts' Vocabulary at SMPN 4 TamalateaJenepono Regency, (*Thesis*, Tarbiyah and Teaching Science Faculty, Makasar, 2019), hlm. 25-28

⁴⁶AryaDita, LeilBadraZaki, "The Effect of Scramble Game in Improvig Students Vocabulary at Secondary Students of MuhammadiyahPlusBatam", Vol. 2, Number 1, August 2022, hlm. 262

Where:

\bar{X} = Mean score

$\sum fx$ = The sum of all score

N = The total number of sample

4. Computing the frequency and rate percentage of the students' score⁴⁷

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

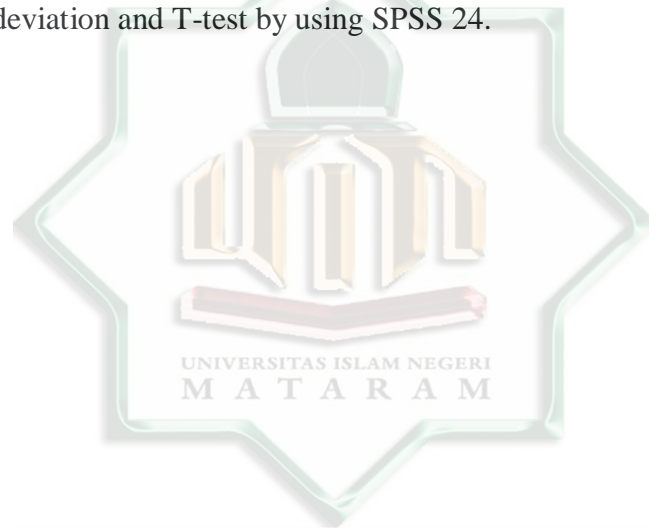
Where :

P = Percentage

F = Frequency

N = Number of sample

5. Calculating the mean value of the student's vocabulary test standard deviation and T-test by using SPSS 24.



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⁴⁷Syafridah, "Upaya Untuk Pemahaman Kosakata Pada Siswa Kelas Tiga Sekolah Dasar", Suara Guru, Suara Guru, Vol. 4, Number 2, June 2018, hlm. 304.

BAB IV
RESEARCH FINDINGS AND DISCUSSION

This chapter specifically presents research findings that are presented as data descriptions, as well as a discussion of the findings arguments and further interpretation of the findings. In this chapter, the researcher analyzed the data consisting based on the results of the pre and post test.

A. Research Findings

1. The Analysis of Students' Vocabulary Scores in Pre-test

a. The mean score of the students in pre-test

In this stage, the researcher learned the value of the students' vocabulary comprehension in the pre-test. The researcher used SPSS 24 to calculate the results, which are then presented in tables. Before beginning the treatment, a pre-test utilizing the scramble method was given to gauge the level of vocabulary comprehension among the experiment class's students. The score of the students on the pre-test is described in table 4.1.

Table 4.1
The Students' Pre-test Score of Experimental Class

No	Students'	Score
1	S1	45
2	S2	70
3	S3	60
4	S4	10
5	S5	35
6	S6	15
7	S7	35
8	S8	30
9	S9	65
10	S10	70
11	S11	30
12	S12	55
13	S13	25
14	S14	35

Based on Table 4.1 It is seen that the result of the students' showed the experimental pre-test score. The pre-test score of showed that while 2 students got score of 70, while 2 students got score of 30,

3 students got score of 35, and each student got a score of 65, 60, 55, 45, 25, 15,10.

The mean of pre-test score that students' had obtained by the author using SPSS 24. The following table of descriptive statistic showed the analysis's findings in table 4.2:

Table 4.2
The Mean Score of Students in Pre-test

N	Valid	14
	Missing	0
	Mean	41.43
	Std. Deviation	19.751
	Minimum	10
	Maximum	70

Table 4.2 indicated the pre-test mean score in the experimental class. The mean of the vocabulary test score is 41.43, which is the average score acquired by students. In addition, the highest vocabulary test score obtained by students is 70, while the lowest score is 10. Then last, the score of the standard deviation of the vocabulary shown in the test is 19.751.

So it found that the mean value is higher than the standard deviation value, since there were more students got low scores. It is said that if the mean value is higher, it means students had the opportunity to improve their English vocabulary using the scramble method. As stated by Komalasari, scramble is a good method to use to increase students' vocabulary.

b. The score classification and rate percentage of the students

In this classification, the researcher provided the frequency and share of the students' pre-test of the experimental class. This showed the lack of increase in students' vocabulary in the practicum class before being given treatment using the scramble method. The following is the data obtained from the practicum before being given treatment.

Table 4.3
Percentage of Pre-Test Score

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	0	0%
2	Very Good	66-85	2	14.3%

3	Good	56-65	2	14.3%
4	Insufficient	36-55	2	14.3%
5	Worst	10-35	8	57.1%
Total			14	100%

The table above shows the students' scores on the pre-test. The findings showed that the student's vocabulary is still at 57.1% of them received a very poor (10–35) score. It indicates that all the students had problems learning vocabulary, so the researcher needed quality materials and well-prepared materials to help students develop their vocabulary. Although 1 out of 14 pupils had excellent categorization, this could indicate that giving them some new alternative approaches or techniques would encourage them to increase their vocabulary. According to Shomin A, it was concluded that using the scramble method to improved students' vocabulary skills. This can be seen from the percentage of value on the pre-test data above.

2. The Analysis of Student's Vocabulary Score in Post-test

a. The Mean Score of the Students in Post-test

In this division, the researcher showed the student's correct answer in the post-test. The average value and standard deviation of the students and the value percentage of the students' vocabulary in the post-test were calculated using SPSS 24 and provided in the tables. For more detail, the researcher showed the students' valid answer in the post-test. It is tabulated by the following:

Table 4.4
The Students' Post-test of Experimental Class

No	Students'	Score
1	S1	70
2	S2	70
3	S3	65
4	S4	25
5	S5	45
6	S6	30
7	S7	40
8	S8	40
9	S9	70
10	S10	75
11	S11	55
12	S12	60

13	S13	35
14	S14	75

Based on Table 4.4 It is seen that the result of the students' data showed the experimental post-test value. The post-test value data showed that 2 students got a value of 75, 2 students got a value of 40, 3 students got a value of 70, and each student got a value of 65, 60, 55, 45, 40, 35, 30, and 25.

The mean post-test score of the students was obtained by the researcher using SPSS 24. The following descriptive table statistics showed the analysis's findings:

Table 4.5
The Mean Score of Students' in Post-test

N	Valid	14
	Missing	0
	Mean	53.93
	Std. Deviation	17.670
	Minimum	25
	Maximum	75

The table 4.5 indicated the post-test mean value in the experimental class. The mean of the vocabulary test value was 53.93, which is the average value acquired by students. In addition, the highest vocabulary test value procured by students was 75, while the lowest value was 25. Then last, the value of the standard deviation of the vocabulary shown in the test is 17.670. It was seen that the averaged post-test score is higher than the averaged pre-test score. It can be concluded that using the scramble method is effective in increasing students' vocabulary. This can be seen from the post-test score, which is than the pre-test score.

b. The value classification and rate percentage of the students

The researcher used the results of the vocabulary exam to identify the rate percentage of the students according to the criteria for level-based classification, and then categorized their results into a table as follows:

Table 4.6
Percentage of Post-Test Score

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	0	0%
2	Very Good	66-85	5	35.7%
3	Good	56-65	2	14.3%
4	Insufficient	36-55	4	28.6%
5	Worst	10-35	3	21.4%
Total			14	100%

The table above shows the percentage level of post-test scores. There was a student who received a very good categorization, which showed that the student's score increased as a result of receiving treatment from the researcher. The data showed that after five sessions of learning vocabulary using the scramble technique, 35.7% of the students received an excellent classification, which indicated an improvement in their achievement. However, three pupils still received a very low classification on their post-test. This showed that the scramble method had increased students' English vocabulary.

It's in line with what stated by Shomin A, scramble is a teaching strategy that encourages pupils to solve problems by sharing sheets of the question, answer, and alternative solutions that are available.⁴⁸ Scramble games can help students' learn how to expand their vocabulary. Use the scramble technique to practice putting words, sentences, and components together. This method can improve and stimulate students' vocabulary skills.

Komalasari also believes that scrambling is a method that can increase students' vocabulary. This is because the learning model invites students to find answers to questions or pairs of concepts creatively by arranging letters randomly to form the answer or concept pair in question.⁴⁹

⁴⁸ Ismi Yulizar, "The Effect of Students' Achievment in Studying Vocabulary Through Scramble Method at SMP N 1 Kalh Hulu", *Tarbiyah bil Qalam: Jurnal Pendidikan Agama dan Sains*, Vol. 4, Number 2, July-December 2020, hlm. 42.

⁴⁹ Sudarmi, Burhanudin, "Keefektifan Model Pembelajaran Koperatif Tipe Scramble Dalam Keterampilan Menulis Kalimat Bahasa Jerman Siswa Kelas XI SMA Negeri 11 Makasar", *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra*, Vol. 1, Number 1, March 2017, hlm. 74.

3. The Mean Score and Standard Deviation

After counting the results of the students' values, the mean value and standard deviation were presented in the following table:

Table 4.7
The Mean Score and Standard Deviation of Post-Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	53.93	14	17.670	4.722
	Pre-test	41.43	14	19.751	5.279

Table 4.7 showed that the standard deviation in the pre-test was 1.97 and the post-test was 1.76. Additionally, it demonstrated that the students' mean value on the pre-test was 41.43, while their mean value on the post-test was 53.93. The data in the table above demonstrated that students' post-test mean scores were higher than their pre-test mean scores. The researcher concluded that increasing vocabulary comprehension with the scramble method was successful.

4. Analysis of the Hypothesis of Acceptability

To determine if there is a statistically significant difference between the pre-test and post-test as well as the acceptability of the hypothesis, the researcher employed the T-test and computed it using SPSS 24. Results are displayed in the tables below:

Table 4.8
The Paired Samples Test of Pre-test and Post-test

Pair		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Posttest	-12.500	10.875	2.907	-18.779	-6.221	-4.301	13	.001

The result of statistical analysis for the level of significance is 0.05 with a degree of freedom (df) = N-1, where (N) = 14, df = 13. The probability value was smaller than α ($0.01 < 0.05$). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It could be concluded that the result of the statistical analysis of the t test showed that there was a significant difference between before

being given treatment using the scramble method and after being given treatment using the scramble method. It meant that the students had better vocabulary after they were taught using the scramble method.

B. Discussion

1. Interesting

Researchers found several problems with students in classes who lacked vocabulary.⁵⁰ This is due to students' lack of interest in reading as well as not paying attention to the teacher when explaining the lesson. This is what makes researchers interested in conducting research using the scramble method. As Shomin said, using the scramble method can increase and train students' vocabulary knowledge.⁵¹ Learning to use the scramble method is very interesting, which is what makes students interested in using the scramble method. Because the scramble method can be used while playing. As stated by Kolasari, the scramble method is a learning model that invites students to search for and answer a question or a pair of concepts creatively by arranging letters randomly to form the intended answer.⁵²

From the test, it can be concluded that the scramble method is a method that can be used to improve students' vocabulary skills. This is because students tend to feel bored when in class, and the scramble method can make students active when carrying out the teaching and learning process.

Scramble has several learning models, such as scramble words, scramble sentences, and scramble discourse.⁵³ These are some of the models that make students interested in learning using the scramble method. This is one of the things that makes scramble interesting because it has several models so that students don't feel bored when learning to use this method.

2. Activity

⁵⁰Mega Silvia Sitompul, Indah Manik, "The Effect of Scramble to Improving Vocabulary Matery of the First Year Student at State Vocational High School 1 pematangsiantar", *Journal on Education*, Vol, 5, Number 04, May-August. hlm. 13885.

⁵¹ Ismi Yulizar, " The Effect of Students' Achievement in Studying Vocabulary Through Scramble Method at SMP N 1 Kalh Hulu", *Tarbiyah bil Qalam: Jurnal Pendidikan Agama dan Sains* , Vol. 4, Number 2, July-December 2020, hlm. 42.

⁵² Sudarmi, Burhanudin, "Keefektifan Model Pembelajaran Koperatif Tipe Scramble Dalam Keterampilan Menulis Kalimat Bahasa Jerman Siswa Kelas XI SMA Negeri 11 Makasar", *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra* ,Vol. 1, Number 1, March 2017, hlm. 74.

⁵³ Yenni Oktavia, "Pengaruh Metode scramble Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam sekolah Dasar Negeri 007 Tembilahan Hilir Kecamatan Tembilahan Kabupaten Indragiri Hilir", Vol. 1, Number 2, Mei 2020, hlm.289-290.

Researchers conducted research in class 8 of MTs, with five sessions. At the first meeting, the researcher greeted the students; after that, the researcher took their attendance. Before being given treatment using the scramble method, researchers first gave a pre-test to students to determine their achievements in vocabulary.⁵⁴ Students are given 20 questions in the form of 15 multiple-choice questions and five essays.

For the second to fourth meetings, the researchers provided treatment using the scramble method. For each material, the researcher refers to the book given by the teacher. While the researcher is providing treatment, a few minutes before the class closes, the researcher will give questions related to the scramble method. This is done to determine students' understanding of the material that has been given.

At the fifth meeting, the researcher gave a post-test to the students. The aim is to find out whether there is an increase in student learning through the scramble game.⁵⁵ Based on what has been said previously, after analyzing the frequency scores and average student score data, students obtained higher scores on the post-test than on the pre-test. The data shows that after teaching the material using scramble to increase students' vocabulary, there was a significant increase in scores on the post-test.

The post-test score obtained a maximum value of 75 and a minimum value of 25. With a mean value of 53.93. This means that students' English vocabulary has increased. As stated by Umasugi et al, one of them used the scramble technique. The scramble word game is one of the games that may be use to increase students' interest in learning. They made the assumption that scramble is successful in getting students' interested in and enjoying their studies, as well as motivating them to expand their vocabulary.⁵⁶

It can be seen that the average pre-test score before being given treatment using the Scramble method was 41.43, and the post-test score after being given treatment using the Scramble method for five meetings was 53.93. In accordance with Komalasari theory, using the scramble method can increase students' vocabulary because the scramble method is a

⁵⁴ Mega Silvia Sitompul, Indah Manik, "The Effect of Scramble to Improving Vocabulary Matery of the First Year Student at State Vocational High School 1 pematangsiantar", *Jurnal on Education*, Vol, 5, Number 04, May-August. hlm. 13890.

⁵⁵ Ibid.,

⁵⁶ Susi Rosanti, Iskandar Zulkarnain, Linda Astuti Rangkuti, "The Effect of Scramble Method on Students' Achievement in Learning Vocabulary". *Excellence*. Vol. 2, Number 1, June 2022, hlm. 11.

learning model that invites students' to look for answer to a question or a pair of concepts.⁵⁷ The research results prove that the post-test score is higher than the pre-test score, which shows that scrambling can increase students' vocabulary. The average deviation score is 10.875. To determine whether the use of the scramble method increases students' vocabulary or not, the data was tested using the t-test. At a significance level of 5%, the researcher obtained a calculated t of -4.301, which is lower than the t table of 2.160.

This can be seen from the significance value (2-tailed) in the table. The significance value (2-tailed) of this case is 0.001 ($p < 0.05$). As a result, the initial and final test results showed significant changes. Based on statistical analysis of the initial test and final test, it is proven that the final test is higher. It can be concluded that the scramble method can improve the vocabulary of 8th grade students.⁵⁸ In addition, the analysis findings show that the use of the scramble technique as a medium for teaching can improve students' vocabulary performance. According to Shomin A theory using the scramble method can increase students' vocabulary. This is because scrambling is a teaching strategy that encourages students' to solve problems by sharing sheets of question, answer, and available alternative solution.⁵⁹ The scramble technique gives students' an opportunity to remember meaning.

From the data analysis above, it can be seen that the null hypothesis (H_0) is rejected while the alternative hypothesis (H_a) is accepted. So the conclusion is that the Scramble approach is more effective in teaching vocabulary to students than traditional method, especially for 8th grade MTs students. Al-Islah Tonggo. According to Herawati et al theory, it can be concluded that there is a positives and significant influence on the effect before and after implementing the scramble game in vocabulary teaching. It can be concluded that using scramble is an effective method

⁵⁷ Sudarmi, Burhanudin, "Keefektifan Model Pembelajaran Kooperatif Tipe Scramble Dalam Keterampilan Menulis Kalimat Bahasa Jerman Siswa Kelas XI SMA Negeri 11 Makasar", *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra*, Vol. 1, Number 1, March 2017, hlm. 74.

⁵⁸ Hendra Putra et. al., "Pengaruh Scramble Word Terhadap Kemampuan Penguasaan Kosakata Bahasa Inggris Siswa Kelas 7 pada Pembelajaran Bahasa Inggris di SMP Juara Pekanbaru Tahun Akademik 2022/2023", *Prosiding Seminar Nasional Pascasarjana*, Vol. 5, Number 1, 2022, hlm. 471.

⁵⁹ Ismi Yulizar, "The Effect of Students' Achievement in Studying Vocabulary Through Scramble Method at SMP N 1 Kalh Hulu", *Tarbiyah bil Qalam: Jurnal Pendidikan Agama dan Sains*, Vol. 4, Number 2, July-December 2020, hlm. 42.

for increasing students' vocabulary compared to using the presentation method.⁶⁰

It was discussed in the previous chapter that the scramble method is one of the methods that have been used to improve students' English vocabulary skills. This statement is in line with several research findings, namely: Fiqra El Vebriani, in her research "Effectiveness of the scramble method for increasing students' vocabulary at SMP 4 Tamalatea, Jeneponto Regency", concluded that the use of the scramble method was effective in increasing students' vocabulary. Susi Rosanti et al. "The Influence of the Scramble Method on Student Achievement in Learning Vocabulary", conclude that the Scramble method has an influence on improving students' vocabulary learning.

Finally, it was concluded that the use of the scramble technique had a positive impact on students' vocabulary based on the interpretation of quantitative data from the pre-test and post-test. This is evidenced by an increase in students' vocabulary scores.



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⁶⁰ Herawati, Rizdki Elang Gumelar, Ari Fazria Novari, "The Effect of Scramble Game to Students' Vocabulary Mastery at The Eighth Grade Students' of MTS Daarul Ulum Cihara Lebak". JELL. Vol. 6, Number 2, November 2022, hlm. 150.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the research, the researcher concluded that using the scramble method could help students learn more vocabulary when learning English. This is because there is a difference between the increase before and after using the scramble method. This could be proved by data analysis, as seen in the previous data, where the post-test score is higher than the average pre-test score (41.4353.93). after comparing the results, it can be seen that the use of the scramble game for eighth grade students' is effective in increasing English vocabulary, as evidenced by the test results: $t_{table} > t_{count}$, or $2.160 > -4.301$.

B. Suggestion

Based on the conclusion of the research, the researcher suggests the following parties:

The first, it is advised that English teachers employ the scramble approach to help their students learn more vocabulary. The second, it is advised that teachers encourage and direct their pupils while they learn English, focusing mostly on memorization of vocabulary. The third, it is crucial for English teachers to oversee the vocabulary learning resource. The teacher needed to be imaginative in how they set up and understood how to teach words to the students. The fourth, anyone interested in conducting similar research would be advised to be slower and more careful to get better results.

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Perpustakaan UIN Mataram



APPENDICES

Perpustakaan UIN Mataram

APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Al-Islah Tongo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : **Introduce your self**
Alokasi Waktu : 45 menit

A. Kompetensi Inti (KI)

KI-1	Menghayati dan mengamalkan ajaran agama yang dianutnya.
KI-2	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI-3	Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
K-I 4	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan , meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta serta mengungkapkan pendapat serta responsnya sesuai dengan konteks penggunaannya.	3.1.1 Mengidentifikasi fungsi sosial ungkapan meminta perhatian dan responsnya. 3.1.2 Mengidentifikasi fungsi sosial ungkapan mengecek pemahaman dan responsnya. 3.1.3 Mengidentifikasi fungsi sosial ungkapan menghargai kinerja yang baik dan responsnya. 3.1.4 Mengidentifikasi fungsi sosial ungkapan meminta serta mengungkapkan pendapat dan

	responsnya. 3.1.5 Mengidentifikasi struktur teks percakapan yang menggunakan ungkapan meminta perhatian dan responsnya.
4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta serta mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 Melengkapi teks percakapan yang melibatkan ungkapan meminta perhatian. 4.1.2 Melengkapi teks percakapan yang melibatkan ungkapan mengecek pemahaman. 4.1.3 Melengkapi teks percakapan yang melibatkan ungkapan menghargai kinerja yang baik 4.1.4 Melengkapi teks percakapan yang melibatkan ungkapan meminta dan mengungkapkan pendapat. 4.1.5 Melakukan percakapan yang melibatkan ungkapan meminta perhatian.

C. Tujuan Pembelajaran

Menjelaskan vocabulary dengan tema pengenalan diri.

D. Materi Pembelajaran

Ungkapan :

- Romf m'i
- Ni I veli
- Mena is ym
- Obyh ym
- Locor ritefavo

E. Metode Pembelajaran

Scramble Method

F. Media, Alat, dan Sumber Pembelajaran:

Media : Gambar

Alat : Papan Tulis, Spidol

Sumber Belajar : Buku paket bahasa inggris kelas VIII

G. Langkah-langkah pembelajaran

Pertemuan 1

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none">Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaranMemperkenalkan diri kepada siswaGuru mengaitkan materi sebelumnya dengan materi yang akan dipelajariMendemostrasikan sesuatu yang terkait dengan materi.	5 menit
Inti	<ul style="list-style-type: none">Peserta didik mengamati gambar dan kata-kata yang telah diacak.Peserta didik dibagi tiga kelompok untuk mengikuti permainan menyusun kata.Peserta didik disuruh untuk menyusun huruf yang telah diacak menjadi kata yang bermakna.Dalam menyusun huruf peserta didik dilatih untuk mencocokkan huruf-huruf yang berada di papan tulis.Peserta didik yang cepat dan tepat menyusun kata adalah pemenang dalam lomba menyusun kata. Guru memberikan hadiah kepada pemenangPeserta didik berlatih mengucapkan kosa kata yang telah disusun lalu diucapkan.	35 menit

Penutup	<ul style="list-style-type: none"> • Guru memberikan pertanyaan untuk mengetahui apakah peserta didik memahami topic tentang vocabulary. • Guru memberikan penugasan berupa tugas mandiri kepada peserta didik. 	5 menit
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Pertemuan 2

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran • Memperkenalkan diri kepada siswa • Guru mengaitkan materi sebelumnya dengan materi yang akan dipelajari • Mendemostrasikan sesuatu yang terkait dengan materi. 	5 menit
Inti	<ul style="list-style-type: none"> • Peserta didik mengamati gambar dan kata-kata yang telah diacak. • Peserta didik dibagi tiga kelompok untuk mengikuti permainan menyusun kata. • Peserta didik disuruh untuk menyusun huruf yang telah diacak menjadi kata yang bermakna. • Dalam menyusun huruf peserta didik dilatih untuk mencocokkan huruf-huruf yang berada di papan tulis. • Peserta didik yang cepat dan tepat menyusun kata adalah pemenang dalam lomba menyusun kata. Guru memberikan hadiah kepada pemenang • Peserta didik berlatih mengucapkan kosa kata yang telah disusun lalu diucapkan. 	35 menit
Penutup	<ul style="list-style-type: none"> • Guru memberikan pertanyaan untuk mengetahui apakah peserta didik memahami topic tentang vocabulary. • Guru mengumpulkan hasil kerja. 	5 menit

	<ul style="list-style-type: none">• Guru memberikan penugasan berupa tugas mandiri kepada peserta didik.	
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Tongo, 19 July 2023
Peneliti

Sulis Tiawati
NIM. 190107050



Perpustakaan UIN Mataram

APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Al-Islah Tongo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : **Things at the classroom and Rooms in the school**
Alokasi Waktu : 45 menit

H. Kompetensi Inti (KI)

KI-1	Menghayati dan mengamalkan ajaran agama yang dianutnya.
KI-2	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI-3	Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
K-I 4	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

I. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan, meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta serta mengungkapkan pendapat serta responsnya sesuai dengan konteks penggunaannya.	3.1.1 Mengidentifikasi fungsi sosial ungkapan meminta perhatian dan responsnya.
	3.1.2 Mengidentifikasi fungsi sosial ungkapan mengecek pemahaman dan responsnya.
	3.1.3 Mengidentifikasi fungsi sosial ungkapan menghargai kinerja yang baik dan responsnya.
	3.1.4 Mengidentifikasi fungsi sosial ungkapan meminta serta

	<p>mengungkapkan pendapat dan responsnya.</p> <p>3.1.5 Mengidentifikasi struktur teks percakapan yang menggunakan ungkapan meminta perhatian dan responsnya.</p>
<p>4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta serta mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.1.1 Melengkapi teks percakapan yang melibatkan ungkapan meminta perhatian.</p> <p>4.1.2 Melengkapi teks percakapan yang melibatkan ungkapan mengecek pemahaman.</p> <p>4.1.3 Melengkapi teks percakapan yang melibatkan ungkapan menghargai kinerja yang baik</p> <p>4.1.4 Melengkapi teks percakapan yang melibatkan ungkapan meminta dan mengungkapkan pendapat.</p> <p>4.1.5 Melakukan percakapan yang melibatkan ungkapan meminta perhatian.</p>

J. Tujuan Pembelajaran

Menjelaskan vocabulary dengan tema benda yang berda di sekitar

K. Materi Pembelajaran

Ungkapan :

- Bleta
- Hairc
- Nep
- Dowwin
- Boardhiwte

L. Metode Pembelajaran

Scramble Method

M. Media, Alat, dan Sumber Pembelajaran:

Media : Gambar

Alat : Papan Tulis, Spidol

Sumber Belajar : Buku paket bahasa inggris kelas VIII

N. Langkah-langkah pembelajaran

Pertemuan 3

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none">Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaranMemperkenalkan diri kepada siswaGuru mengaitkan materi sebelumnya dengan materi yang akan dipelajariMendemostrasikan sesuatu yang terkait dengan materi.	5 menit
Inti	<ul style="list-style-type: none">Peserta didik mengamati gambar dan kata-kata yang telah diacak.Peserta didik dibagi tiga kelompok untuk mengikuti permainan menyusun kata.Peserta didik disuruh untuk menyusun huruf yang telah diacak menjadi kata yang bermakna.Dalam menyusun huruf peserta didik dilatih untuk mencocokkan huruf-huruf yang berada di papan tulis.Peserta didik yang cepat dan tepat menyusun kata adalah pemenang dalam lomba menyusun kata. Guru memberikan hadiah kepada pemenangPeserta didik berlatih mengucapkan kosa kata yang telah disusun lalu diucapkan.	35 menit

Penutup	<ul style="list-style-type: none"> • Guru memberikan pertanyaan untuk mengetahui apakah peserta didik memahami topic tentang vocabulary. • Guru memberikan penugasaan berupa tugas mandiri kepada peserta didik. 	5 menit
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Pertemuan 4

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran • Memperkenalkan diri kepada siswa • Guru mengaitkan materi sebelumnya dengan materi yang akan dipelajari • Mendemostrasikan sesuatu yang terkait dengan materi. 	5 menit
Inti	<ul style="list-style-type: none"> • Peserta didik mengamati gambar dan kata-kata yang telah diacak. • Peserta didik dibagi tiga kelompok untuk mengikuti permainan menyusun kata. • Peserta didik disuruh untuk menyusun huruf yang telah diacak menjadi kata yang bermakna. • Dalam menyusun huruf peserta didik dilatih untuk mencocokkan huruf-huruf yang berada di papan tulis. • Peserta didik yang cepat dan tepat menyusun kata adalah pemenang dalam lomba menyusun kata. Guru memberikan hadiah kepada pemenang • Peserta didik berlatih mengucapkan kosa kata yang telah disusun lalu diucapkan. 	35 menit
Penutup	<ul style="list-style-type: none"> • Guru memberikan pertanyaan untuk mengetahui apakah peserta didik memahami topic tentang vocabulary. 	5 menit

	<ul style="list-style-type: none">• Guru memberikan penugasaan berupa tugas mandiri kepada peserta didik.	
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Tongo, 19 July 2023
Peneliti

Sulis Tiawati
NIM. 190107050



Perpustakaan **UIN Mataram**

APPENDIX 2

Test Pre-Pos Test

1. The students sit on the
 - a. Cupboard
 - b. Chair
 - c. wall
 - d. table
 - e. mattress
2. My teacher writes in theby using a marker
 - a. Whiteboard
 - b. Chalk
 - c. Table
 - d. Chair
 - e. book
3. Complete the following dialogue

Ifan : Good morning everybody, I would like to

 - a. Introduce myself
 - b. Meet a new friend
 - c. Introduce my friend
 - d. Tell you some information
 - e. My name is
4. Mr. Ardi is a teacher. He works in.....
 - a. Hospital
 - b. Teacher office
 - c. Library
 - d. School
 - e. village office
5. We needsto bring our school books.
 - a. Uniform
 - b. Wallet
 - c. Shoee. Bag
 - d. Pen
6. We areMTs. Al-Islah
 - a. Teachers
 - b. Students
 - c. Doctors
 - d. Lawyers
 - e. Artists
7. Students needto write a letter
 - a. Coin
 - b. Stamp
 - c. Pen
 - d. Glue
 - e. Water
8. Rani is a student. She bring a . . .
 - a. Book
 - b. Belt
 - c. Bag
 - d. Ice cream
 - e. television
9. My grandmother always calls my father by....
 - a. Radio
 - b. Television
 - c. Telephone
 - d. Computer
 - e. Letter
10. If you study hard, you will bein your examination.
 - a. Stupid
 - b. Success
 - c. Sad
 - d. Unsuccess
 - e. Happy
11.is the place for the studnts to study.
 - a. Library
 - b. Canteen
 - c. Clasroom
 - d. Teacher office
 - e. Hospital
12. The carpet is I want to clean it.
 - a. Soft
 - b. Shiny
 - c. Shiny
 - d. Unsuccess
 - e. Small

- b. Dirty d. Large
13. This room is dark, please turn on the...
a. Window c. Doore. Lamp
b. AC d. Fan
14. Andi reads the English book in the....
a. Market c. Library d. Canteen
b. Bathroom d. Office
15. Students have to wear uniform to go to . . .
a. Bed c. Mall c. School
b. Party d. Bathroom

ESSAY!!!

Translate the sentences below properly and correctly!!!

1. Let me introduce my self.
2. I was born in
3. You can call me
4. Good morning
5. Good afternoon
6. My hoby

UNIVERSITAS ISLAM NEGERI
M A T A R A M

Perpustakaan UIN Mataram

APPENDIX 3
DOCUMENTATION





CURRICULUM VITAE

A. Identity

Name : Sulis Tiawati
Place and date of birth : Sejong, 12 November 2000
Address : Sejong, Tongo village, Sekongkang district,
West Sumbawa district,

B. Education Background

SD/MI :SD N 1 Tongo, 2013
SMP/MTs :MTs Al-Islah Tongo, 2016
SMA/MA :MA Al-Furqan Tongo, 2019

C. Job Experiences

- English teacher at MA Al-Furqan Tongo

D. Achievements/Awards

- 1 st winner in syarhil Qur'an at MTQ at sub-district level.
- 2 nd winner in district level inter-school health competition

E. Organizational Experiences

- Member of the English Study Club (ESC) organization

Mataram, 20 September 2023

Sulis Tiawati



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN (FTK)
Jln. Gajah Mada No.100, Jempong Baru, Mataram, 83116
Website: fk.uinmataram.ac.id email: fk@uinmataram.ac.id

Nomor : 749/Un.12/FTK/SRIP/PP.00.9/07/2023

Mataram, 18 juli 2023

Lampiran : 1 (Satu) Berkas Proposal

Penihal : Permohonan Rekomendasi Penelitian

Kepada:

Yth.

Kepala Bakesbangpoldagri Provinsi NTB

di-

Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama : Sulis Tiawati
NIM : 190107050
Fakultas : Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris
Tujuan : Penelitian
Lokasi Penelitian : MTs. AL-ISLAH TONGO, SUMBAWA BARAT

Judul Skripsi : THE EFFECTIVENESS OF USING THE SCRAMBLE
LEARNING METHOD IN IMPROVING STUDENTS'
VOCABULARY MASTERY (A STUDY AT EIGHTH
GRADERS OF THE MTS AL-ISLAH TONGO

Waktu Penelitian : 20 Juli 2023 - 20 Agustus 2023

Rekomendasi tersebut akan digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Dr. Saparudin, M.Aq
NIP.197810152007011022



PEMERINTAH PROVINSI NUSA TENGGARA BARAT
BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI

Jalan Pendidikan Nomor 2 Tlp. (0370) 7505330 Fax. (0370) 7505330
Email : bakesbangpoldagri@ntbprov.go.id Website : <http://bakesbangpoldagri.ntbprov.go.id>

MATARAM

kode pos.83125

REKOMENDASI PENELITIAN

NOMOR : 070 / 992 / VII / R / BKBPDN / 2023

1. **Dasar :**
 - a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian Surat Dari Dekan Wakil Dekan Bidang Akademik Fakultas Tarbiyah Dan Keguruan (FTK) Universitas Islam Negeri Mataram Nomor : 749/Un.12/FTK/SRIP/PP.00.9/07/2023
Tanggal : 18 Juli 2023
Perihal : Permohonan Rekomendasi Penelitian
2. **Menimbang :**

Setelah mempelajari Proposal Survei/Rencana Kegiatan Penelitian yang diajukan, maka dapat diberikan Rekomendasi Penelitian Kepada :

Nama : **SULIS TIAWATI**
Alamat : Dsn. Sejorong RT/RW 007/002 Kel/Desa. Tongo Kec. Sekongkang Kab.Sumbawa Barat No. Identitas 5207045211000003 No Telpn 085237327158
Pekerjaan : Mahasiswa Jurusan Tadris Bahasa Inggris
Bidang/Judul : **THE EFFECTIVENESS OF USING THE SCAMBLE LEARNING METHOD IN IMPROVING STUDENTS' VOCABULARY MASTERY (A STUDY AT EIGHTH GRADERS OF THE MTS AL-ISLAH TONGO)**
Lokasi : MTs Al-Islah Tongo Sumbawa Barat
Jumlah Peserta : 1 (Satu) Orang
Lamanya : Juli - Agustus 2023
Status Penelitian : Baru
3. **Hal-hal yang harus ditaati oleh Peneliti :**

Sebelum melakukan Kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;

 - a. Penelitian yang dilakukan harus sesuai dengan judul beserta data dan berkas pada Surat Permohonan dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan dicabut sementara dan menghentikan segala kegiatan penelitian;
 - b. Peneliti harus mentaati ketentuan Perundang-Undangan, norma-norma dan adat istiadat yang berlaku dan penelitian yang dilakukan tidak menimbulkan keresahan di masyarakat, disintegrasi Bangsa atau keutuhan NKRI Apabila masa berlaku Rekomendasi Penelitian telah berakhir, sedangkan pelaksanaan Kegiatan Penelitian tersebut belum selesai maka Peneliti harus mengajukan perpanjangan Rekomendasi Penelitian;
 - c. Melaporkan hasil Kegiatan Penelitian kepada Gubernur Nusa Tenggara Barat melalui Kepala Bakesbangpoldagri Provinsi Nusa Tenggara Barat.

Demikian Surat Rekomendasi Penelitian ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Perpustakaan UIN Mataram



Tembusan disampaikan Kepada Yth:

1. Kepala Badan Riset dan Inovasi Daerah Provinsi NTB di Tempat;
2. Bupati Sumbawa Barat Cq. Ka. Kesbangpol Kab. Sumbawa Barat di Tempat;
3. Kepala Kantor Kementerian Agama Kab. Sumbawa Barat di Tempat;
4. Kepala Sekolah MTs Al-Islah Tongo Sumbawa Barat di Tempat;
5. Yang Bersangkutan;
6. Arsip;



KEMENTERIAN AGAMA
YAYASAN PONDOK PESANTREN AL-FURQON TONGO
MADRASAH TSANAWIYAH AL-ISLAH

Jln. Pondok Pesantren Al-Furqon Desa Tongo Kec. Sekongkang Kab. Sumbawa Barat NTB

Email: mts.alislah@a.smail.com



Surat Keterangan Penelitian
NO: 058/MTs/AI/TS/VIII/2023

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Al-Islah Tongo Kec. Sekongkang Kab. Sumbawa Barat Provinsi Nusa Tenggara Barat menyatakan bahwa :

Nama : SYARIFUDDIN, S.Pd.I

NIP :-

Jabatan : Kepala Madrasah

Dengan ini menyatakan bahwa :

Nama : SULIS TIAWATI

NIM : 190107050

Fakultas : Tarbiyah dan Keguruan

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : THE EFFECTIVENESS OF USING THE SCAMBLE LEARNING METHOD IN IMPROVING STUDENT'S VOCABULARY MASTERY (A STUDY AT EIGHT GRADERS OF THE MTS AL-ISLAH TONGO)

Memang benar mahasiswa tersebut telah melaksanakan penelitian dari tanggal 22 Juli 2023 s.d 21 Agustus 2023 di prodi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Keguruan (FTK) UIN Mataram.

Demikian surat keterangan ini di buat dengan sesungguhnya, untuk dapat dipergunakan sebagaimana mestinya

Perpustakaan UIN Mataram Tongo, 3 Agustus 2023





UPT PERPUSTAKAAN UIN MATARAM Plagiarism Checker Certificate

No:2629/Un.12/Perpus/serifikat/PC/09/2023

Sertifikat Ini Diberikan Kepada :

SULIS TIAWATI

190107050

FTK/TBI

Dengan Judul SKRIPSI

THE EFFECTIVENESS OF USING SCRAMBLE LEARNING METHOD IN IMPROVING
STUDENTS' VOCABULARY MASTERY (A STUDY AT EIGHTH GRADERS OF MTS AL-ISLAH
TONGO)

SKRIPSI Tersebut telah Dinyatakan Lulus Uji cek Plagiasi Menggunakan Aplikasi Turnitin

Similarity Found : 6 %

Submission Date : 19/09/2023



UPT Perpustakaan

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UPT PERPUSTAKAAN UIN MATARAM Sertifikat Bebas Pinjam

No:2216/Un.12/Perpus/sertifikat/BP/08/2023

Sertifikat Ini Diberikan Kepada :

SULIS TIAWATI
190107050

FTK/TBI

Mahasiswa/Mahasiswi yang tersebut namanya di atas ketika surat ini dikeluarkan, sudah tidak mempunyai pinjaman, hutang denda ataupun masalah lainnya di Perpustakaan Universitas Islam Negeri (UIN) Mataram.
Sertifikat ini diberikan sebagai syarat **UJIAN SKRIPSI**.



UNIVERSITAS ISLAM NEGERI
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Perpustakaan **UIN Mataram**