THE EFFECT OF ANAGRAM GAME ON VOCABULARY MASTERY AT THE EIGHTH GRADE STUDENTS OF MTS PONDOK PESANTREN SUBULUSSALAM KABUPATEN MANDAILING NATAL

A Thesis

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requiremen for the Graduate Degree of Education (S.Pd) in English Department

Written By:

NURAINI
Reg. No. 16 203 00022

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
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To: **Dean of Tarbiyah and Teacher Training Faculty**

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Assalamu 'alaikumwarohmatullahwabarakatuh

    After reading, studying and giving advice for necessary revision on the thesis belongs to **Nuraini**, entitled **"The Effect of Anagram Game on Vocabulary Mastery at the Eight Grade Students of MTs Pondok Pesantren Subulussalam Kabupaten Mandailing Natal".** We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department,Tarbiyah and Teacher Training Faculty of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

    Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu 'alaikumwarohmatullahwabarakatuh

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ABSTRACT

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Department   : English Education (TBI-1)
The Title of Thesis   : The Effect of Anagram Game on Vocabulary Mastery at the Eighth Grade Students of MTs Pondok Pesantren Subulussalam Kabupaten Mandailing Natal

       This research is focused on Students' Vocabulary Mastery at the Eight Grade Students of MTs Pondok Pesantren Subulussalam kabupaten Mandailing Natal. The problems of this research were, 1) the students get difficulties in learning English and they are not interested in learning English, 2) the students are also poor of vocabulary, 3) it make students feel bored when teaching and learning process, 4) the students also lack of motivation. Purposes of this research are, 1) To find out the students' vocabulary mastery before using anagram game at the Eighth grade of MTs Pondok Pesantren Subulussalam Kabupaten Mandailing Natal, 2) To find out the students' vocabulary mastery after using anagram game at the Eighth grade of MTs Pondok Pesantren Subulussalam Kabupaten Mandailing Natal, 3) To determine whether or not the anagram game has a significant impact on students' vocabulary. This research used quantitative research with experimental method. The students vocabulary mastery after applied anagram game in experiment class in pre test was 32.25 and mean score of post test was 98.1. finally, the result of t-test was found tcount > (21.5 >1.66671). it means Ha was accepted and Ho was rejected. In other words, there was significant effect of Anagram Game on vocabulary mastery at the eighth grade students of MTs Pondok Pesantren Subulussalam Kabupaten Mandailing Natal.

Key Word : Anagram, Game, Student, Vocabulary, Mastery

ABSTRAK

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Judul Skripsi : Pengaruh Permainan Anagram Terhadap Penguasaan Kosa Kata Pada Siswa Kelas VIII MTs Pondok Pesantren Subulussalam Kabupaten Mandailing Natal

Penelitian ini difokuskan pada Penguasaan Kosakata Siswa Kelas VIII MTs Pondok Pesantren Subulussalam Kabupaten Mandailing Natal. Masalah penelitian ini adalah, 1) siswa mengalami kesulitan dalam belajar bahasa Inggris dan mereka tidak tertarik untuk belajar bahasa Inggris, 2) siswa juga miskin kosa kata, 3) membuat siswa merasa bosan ketika proses belajar mengajar, 4) siswa juga kurang motivasi. Tujuan dari penelitian ini adalah, 1) Untuk mengetahui penguasaan kosakata siswa sebelum menggunakan permainan anagram di kelas VIII MTs Pondok Pesantren Subulussalam Kabupaten Mandailing Natal, 2) Untuk mengetahui penguasaan kosakata siswa setelah menggunakan permainan anagram di kelas VIII kelas MTs Pondok Pesantren Subulussalam Kabupaten Mandailing Natal, 3) Untuk mengetahui ada tidaknya pengaruh permainan anagram terhadap kosa kata siswa. Penelitian ini menggunakan penelitian kuantitatif dengan metode eksperimen. Penguasaan kosa kata siswa setelah menerapkan permainan anagram di kelas eksperimen pada pre test adalah 32.25 dan skor rata-rata post test adalah 98.1. akhirnya, hasil t-test ditemukan thitung > (21.5 >1.66671). artinya Ha diterima dan Ho ditolak. Dengan kata lain, ada pengaruh signifikan Permainan Anagram terhadap penguasaan kosa kata siswa kelas VIII MTs Pondok Pesantren Subulussalam Kabupaten Mandailing Natal.

Kata Kunci : Anagram, Game, Siswa, Kosakata, Penguasaan

تجريدي

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عنوان الأطروحة: تأثير ألعاب الجناس الناقص على إتقان المفردات لدى طلاب الصف الثامن بمدرسة المدرسة التسناوية
Subulusalalam الإسلامية الداخلية، ماندايلينج ناتال ريجنسي

ركز هذا البحث على إتقان المفردات لطلاب الصف الثامن في Subulussalam المدرسة التسناوية الإسلامية الداخلية،
ماندايلينج ناتال ريجنسي. تتمثل مشاكل هذا البحث في: ١) يواجه الطلاب صعوبات في تعلم اللغة الإنجليزية وهم غير
مهتمين بتعلم اللغة الإنجليزية، ٢) يعاني الطلاب أيضًا من ضعف المفردات، ٣) يجعل الطلاب يشعرون بالملل أثناء عملية
التدريس والتعلم، ٤) يفتقر الطلاب أيضًا إلى تحفيز. كانت أهداف هذه الدراسة هي: ١) لمعرفة إتقان مفردات الطلاب قبل
استخدام ألعاب الجناس الناقص في الفصل الثامن، مدرسة Subulussalam الإسلامية الداخلية، ماندايلينج عيد الميلاد، 2)
لمعرفة إتقان مفردات الطلاب بعد استخدام ألعاب الجناس الناقص في الفصل الثامن مدرسة MTs Subulussalam
الإسلامية الداخلية، ماندايلينج عيد الميلاد ، 3) لمعرفة ما إذا كان هناك تأثير لألعاب الجناس الناقص على مفردات الطلاب.
تستخدم هذه الدراسة البحث الكمي مع الأساليب التجريبية. بلغ إتقان الطلاب للمفردات بعد تطبيق ألعاب الجناس في الفصل
التجريبي في الاختبار القبلي ٣٢,٢٥ ومتوسط درجات الاختبار البعدي ٩٨,١. أخيرًا، وجدت نتائج اختبار t tcount >
(٢١,٥ > ١,٦٦٦٧١). يعني أن Ha مقبولة و Ho مرفوضة. بمعنى آخر، هناك تأثير كبير لألعاب الجناس الناقص على
إتقان المفردات لدى طلاب الصف الثامن في مدرسة التسناوية الإسلاميةSubulussalam ، ماندايلينغ عيد الميلاد.

الكلمات المفتاحية: الجناس، الألعاب، الطلاب، المفردات، الإتقان

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Nothing in the world is perfect; the researcher realizesthat there are still many short comings in this thesis. Therefore, the researcher would be very grateful for

correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidimpuan, 22 June 2023

Researcher

NURAINI

Reg. No. 16 203 00022

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CHAPTER I

INTRODUCTION

A. **Background of the Problem**

The fundamental component of English instruction that helps us comprehend what we write is vocabulary. A person's vocabulary is also the set of words they know. Therefore, a person's vocabulary is the total number of words they know and use. This indicates that students must understand vocabulary if they are to have a solid understanding of the four skills.[1]

There were various types of vocabulary to learn. Another ways, vocabulary is likewise ordered into capability of words and items. Knowledge of a person's vocabulary level is referred to as "kinds of vocabulary," but "types of vocabulary" refers to the vocabulary itself. Word classes are the intended classification of vocabulary, which includes nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. It's called "part of speech."[2]

Vocabulary is essential to understand. One aspect of language that plays a crucial role in learning English is vocabulary. To learn English, it is fundamental and the foundation. The foundation for communication is

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[1]Heppy Sinaga and Eben Pasaribu, "The Effect of Anagram Game on Students' Vocabulary Achievement at Grade Eighth 0f SMP N 8 Pematangsiantar" 3, No. 1 (2020): 52.

[2]Fajar Furqon, "Correlation Between Students' Vocabulary Mastery and Reading Comprehension," *Jurnal of English and Education* 1, No 1 (2013); 71-72.

vocabulary. there is no hope without vocabulary. Vocabulary as the reflection of social reality. Vocabulary as an emotion booster. Vocabulary as an academic ability predictor.Make it possible for someone to communicate their thoughts or ideas through language by using vocabulary.[3]

Curriculum development, textbook selection, and teacher quality improvement are some of the initiatives that the government has undertaken to improve education quality. The school has also made efforts to improve education by preparing the facilities and establishing rules for discipline. The teacher not only teaches but also serves as a motivator for the students, which is an important part of improving education quality. As a result of this explanation, the goal of all of these is to improve the quality of education, which includes making students more proficient, particularly in vocabulary.

Nowadays, the condition of vocabulary mastery in the field is still poor. Based on the interviewed with Mr. S one of the English teacher in MTs Pondok Pesantren Subulussalam, "There are some difficulties that influence the students in mastering vocabulary to be low. Such as, the studentsget difficulties in learning English and they are not interested in learning English. The students also poor of vocabulary. It make students feel bored when teaching and learning process. The students also lack of motivation".[4]

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[3]Saniago Dakhi, "The Principles and the Teaching of English Vocabulary : A Review" 5, no. February 2019 (2019): 16.

[4]Private Interview with the English Teacher Sulaiman, 8 December 2020.

Badawi in Apriyanti's thesis said Numerous factors influence the success of learning English, particularly vocabulary. The success of language learning is largely determined by two main factors: internal factors and external factors. Students are directly responsible for internal factors. The component incorporate the understudies' assumption, the understudies; aptitude, intelligence, memory, and the students' capacity for independent hearing and sight are also factors. Facilities that facilitate learning are external factors. Teaching methods, teaching strategies, appropriate materials, and instructional media are among the external factors that influence students' vocabulary mastery development. [5]

Vocabulary education can be taught in a variety of ways. One of the procedure is using game.[6]An activity with rules, a goal, and some fun is a game.[7]In this research only focus on using game as a technique.

Word games include puns, riddles, crossword puzzles, and anagrams among others.[8] In this research only focus on using anagram game. Re-arranged word game is a sort of word play by revamping the letter of a word or expression

[5]Tati Apriyanti, "Impoving the Students English Vocabulary Through Picture in Grade VIII of SMP N 10 Yogyakarta in the Academic Year of 2008/2009" (2012), 3–4.

[6]Mochtar Marhum Desi Ayu Safitri, "Improving Students Vocabulary by Using Anagram Game," n.d., 4.

[7]Jill Hadfield, "Elementary Vocabulary Games a Collection of Vocabulary Games and Activities for Elementary Students of English," (Longman: Pearson Eductation, 1998), p4.

[8]Wardah Mutiah Nasution and Yusni Sinaga, "Anagram Game to Enhance Students ' Vocabulary Mastery" 08, no. 01 (2020): 103.

to make another word or expression, using every one of the first letters precisely once.[9]

Anagram game involves two individuals working together to create anew word. The instructor grouped the students. Whereas there are two people in each group. The instructor spoke to the students briefly. The instructor instructs the students to form new words by arranging the letters that were chosen at random. Students create one, two, or even three new words by using all of the letters.[10]

The researcher is interested by the above explanation. InconductingAnagram Game to teach vocabulary, entitled "The Effect of Anagram Game on Vocabulary Mastery at the Eighth Grade Students of MTs Pondok Pesantren Subulussalam Kabupaten Mandailing Natal."

B. Identification of the Problems

Based on the preceding context, students' vocabulary mastery has some issues at the eighth grade of MTs Pondok Pesantren Subulussalam Kabupaten Mandailing Natal, there are:

1. The students do not interested in learning English

2. The students poor of vocabulary

3. The students lack of motivation.

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[9]Wa Ode, Lulu Asranida, and Nur Melansari, "The Effect of Using Anagram Game in Improving Students Vocabulary Mastery at The Eleventh Grade 0f SMA Negeri 4 Baubau," no. 124 (2019): 118.

[10]Desi Ayu Safitri, "Improving Students Vocabulary by Using Anagram Game."

C. Limitation of the Problem

The vocabulary can be caused by a number of things, including motivation, personality, intelligence, method, technique, material, and media. In this exploration, this examination didn't talk about every one of the variables of vocabulary achievement. The anagram game as a technique for teaching vocabulary is the sole focus of this study.

The researcher focused on using an anagram game to teach vocabulary because it can help students learn vocabulary more easily and motivate them to do so. The researcher focus on noun especially on concrete noun and countable noun.

D. Formulation of the Problems

Based on the above identification, finally the problem is formulated as follows:

8. How is the students vocabulary mastery before using the anagram game at the Eighth grade of MTs Pondok Pesantren Subulussalam Kabupaten Mandailing Natal?

9. How is the students vocabulary mastery after using anagram game at the Eighth grade of MTs Pondok Pesantren Subulussalam Kabupaten Mandailing Natal?

10. Does playing an anagram game give a significant impact on vocabulary mastery at the Eight grade of MTs Pondok Pesantren Subulussalam Kabupaten Mandailing Natal?

E. Purposes of the Research

From the plan over, the motivation behind this examination are:

7. To find out the students' vocabulary mastery before using anagram game at the Eighth grade of MTs Pondok Pesantren Subulussalam Kabupaten Mandailing Natal

8. To find out the students' vocabulary mastery after using anagram game at the Eighth grade of MTs Pondok Pesantren Subulussalam Kabupaten Mandailing Natal

9. To determine whether or not the anagram game has a significant impact on students' vocabulary.

F. Significances of the Research

The following are the research's implications:

1. As information to suggest various vocabulary teaching techniques to the teacher, for the headmaster.

2. Teachers can use this information to implement a variety of vocabulary teaching strategies.

3. It is anticipated that the findings of this study will serve as references for all other researchers.

G. Defenition of Operational Variable

There are two variables in this investigation. The meaning of those two factors as follow:

1. Vocabulary

   A vocabulary is a list or collection of words in a specific language. It's the entire list of words used to communicate with one another.

2. Anagram game

   Anagrams are a type of word game in which letters from one word are moved to make another. It is a word or phrase that is made by rearranging the letters of another word or phrase. The new word or phrase uses every letter in the original word or phrase. Re-arranged word game is one of the strategies in educating vocabulary.

H. Outline of the Thesis

The methodical of this examination is separated into five section. The numerous subchapters that make up each chapter are as follows:

1. The following are the introductions to the first chapter: the background of the problem, the problem's identification, its limitation, its formulation, the purpose of the research, its significance, the definitions of operational variables, and the thesis outline.

2. Part two consits of the desription of vocabulary, Re-arranged word Game,review of related discoveries, calculated structure, and speculation.

3. The research's methodology is divided into subchapters in chapter three; location and time of the research, the design of the research, the population and sample, the research instrument, the research procedure, and the data analysis technique.

4. Data description, hypothesis testing, discussion, and the research findings are all included in Chapter 4.

5. The conclusion of this research's findings and the research's recommendations are presented in Chapter 5.

CHAPTER II

THEORETICAL DESCRIPTION

A. The Description of Vocabulary

1. Defenition of Vocabulary

Vocabulary is a word, some of words or group of words (things) that commonly called as noun that usually find in every place. For example is noun (can be concrete and abstract) that found in the school, in the kitchen, in the office, in the park, in the office, in the hospital, and others. Sometimes in vocabulary, it can be mean as new word or terms/necessary words that contains in a topic of conversation.

Vocabulary is one of the conspicuous part of language and one of the principal thing applied semantic directed their concentration toward. A list of words and their meanings, especially in a book, is called vocabulary for leaning a foreign language.[11]

Vocabulary is one of English part as a center of capacity to tune in, to talk, to peruse, and to compose.[12]All of a person's

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[11]Fathul Munir, "The Effectiveness of Teaching Vocabulary by Using Cartoon Film Toward Vocabulary Mastery of EFL Students," *Journal of English Language Teaching and Linguistic* 1, no. 1 (2016): 16.

[12]Welliam Hamer and Ledy Nur Lely, "Using Pictionary Game to Increase Learners' Vocabulary Mastery in English Language Instruction," *Journal of English Education Studies* 2, no. 1 (2019): 44.

vocabularythe words they know or use to talk about a particular subject is vocabulary.[13]

vocabularyrevers to word we use to impart in oral and print language. Understanding the meanings of words is called vocabulary. A part of language called vocabulary stores all of the information about what a word means and how it is used in the language.[14]

Vocabulary is the basic elementof language that is required for language learning. people need to have various vocabularies to help them in alllinguistic ability They can write, read, listen, and speak.[15]Typically, vocabulary is defined as knowledge of words and their meanings. It is likewise viewed as a rundown of words with their significance organized sequential request.[16] Researcher focused on learning English vocabularies.

According to Richard and Renandya, vocabulary is an essential component of language proficiency and serves as much of the foundation for how proficient students are at speaking, listening,

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[13]A.S. Hornby, *Oxford Learner's Pocked Dictionary*, (Oxford: Oxford University Press,2010), p. 1662.

[14]Desi Ayu Safitri, "Improving Students Vocabulary by Using Anagram Game."

[15]Rizki Novia Nissa and Eva Nurchurifiani, "Improving Students ' Vocabulary Mastery Through the Keyword Technique At The Tenth Grade of SMAN 2 Tulang Bawang Tengah," Journal Corner of Education, Linguistic, and Literature 1, no. 2 (2021): 139.

[16]Ode, Asranida, and Melansari, "The Effect of Using Anagram Game in Improving Students Vocabulary Mastery at The Eleventh Grade 0f SMA Negeri 4 Baubau," 117.

reading, and writing.[17] In studying vocabulary, students have to know much vocabularies, it will be easier how to speak, listen, read and write something.

The topic in learning vocabularies in this part is about concrete noun and countable noun that found in the school. Researcher have planning in teaching the topic by asking the students to say or tell things at schools, such like school, students, some rooms, or things in the classroom, after that showing some pictures to students then ask them again about it. Then, ask students to make new word from rearrange letters that researcher will write on whiteboard (while teaching by using anagram game).

2. **Purpose of Teaching Vocabulary**

One of the most essential abilities for teaching and learning a foreign language is vocabulary. It serves as the foundation for the development of all other skills, including speaking, writing, spelling, pronunciation, listening comprehension, and reading comprehension. Because students' vocabulary is the most important tool for effectively using English, teaching vocabulary isimportant because without no vocabulary can be conveyed.

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[17]Jack C. Richard and Williy A. Renandya, *Methodology in language teaching and anthology of current*

In teaching vocabulary, teacher will apply speaking skill in learning about vocabulary. This skill is appropriate to teach this one, because by applying speaking skill, students will be more active and not easier feel bored in studying English. Teacher will ask students one by one to tell or say some vocabularies that usually find in the school and sometimes show some pictures that related to the topic by using anagram game technique.Teacher chooses that skill for teaching vocabularies because it based on curriculum 2013 that found from English book of Junior High School Grade VIII "When English Rings a Bell" in chapter IV.

The majority of English language learners acknowledge the significance of vocabulary acquisition. People must use words to express themselves. This is the reason the vast majority of the words should be instructed with the goal that there can not be numerous issues s in that frame of mind to an absence of jargon.

Even if the teacher has explained the meaning of the words after looking them up in the dictionary, some students may still struggle with the problem of forgetting the word. This is also caused by a lack of vocabulary. The teacher has essential role in helping students to improve vocabulary. So it is transparent that the purpose of teaching vocabulary means making communication more effective.

3. Kinds of Vocabulary

There are two types of vocabulary: productive vocabulary and receptive vocabulary. The following is a description of it.

a. Receptive Vocabulary

Words that students recognize and comprehend when used in context but cannot produce are called "receptive vocabulary." It is vocabulary that students recognize when they encounter it while reading, but they do not use in writing or speaking.

b. Productive Vocabulary

Words that students understand, can correctly pronounce, and use in a constructive way in writing and speech are called productive vocabulary. It includes what is required for open jargon in addition to the capacity to talk or compose at the proper time. As a result, productive vocabulary can be approached as an active process because students can come up with the words to communicate their ideas to others.[18]

4. Classification of Vocabulary

There were various types of vocabulary to learn. Another ways, vocabulary is likewise ordered into capability of words and items.

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[18]Karata Bjn, "The Imfortance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching an Education 3*, no. 3 (2015): 25, *https://doi.org/10.20472/TE.2015.3.3.002*.

Knowledge of a person's vocabulary level is referred to as "kinds of vocabulary," but "types of vocabulary" refers to the vocabulary itself. The intended vocabulary classification for this research are nouns, verbs, and prepositionsthatcalled word classes. It's called "part of speech."[19]

a. Noun

Thing is one of significant grammatical form. It refers to a person, location, animal, or thing. There are numerous sorts of thing in English, for example:

1. Proper Noun

In writing, a proper noun begins with a capital letter. In incorporate individual names, for example, Beni, Udin and Lina, name of geographic unit, for example, nations and city, name ofnationality, name of times suc as Monday, tomorrow afternoon, break time, etc.

2. Concrete or Abstract Noun

A physical object that can be perceived by the senses of sight, touch, or smell is referred to as a concrete noun. A concept, also known as an abstract noun, is an idea that is only in one's mind. Example of concrete noun are: jacket, paper,

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[19]Howard Jackson, Etienne Ze Amvela, *Words, Meaning, and Vocabulary an Introduction to Modern Lexicology,* (London: Casell 2000), p.18.

ribbon, pen, newspaper, card, T-shirt, yard, football, bicycle, gift, dictionary, window, etc. Example of abstratc noun are: mankind, beauty, kind, fresh, etc.

3. Countable or Uncountable Noun

By adding –s, countable nouns can typically be made plural. Uncountable nouns are not usedaddtion of –s.

Countable noun ; girls, boys, shoes, papers, bags,four students, and scissors.

Uncountable noun ; oil, sugar, water, coffe, milk, rice, and air.

4. Collective Noun

Aggregate thing is a word for a gathering, creatures or items considered as a solitary unit. Example: group, team, class, etc.

In this study, writer wants to explain about material of vocabularies that faced from English Book "When English Rings a Bell" chapter I till chapter VI. Here are the explanations as follow:

a) Chapter 1

There are some vocabularies that find in this chapter. The first is the name of person such as: Beni, Edo, Dayu, Siti, Lina, and Udin. They are include into proper noun

category. The second is a word "class" they are include into collective noun category. The third isword "hands, guys and colours" they are include into countable noun category. The last is word "notebook, picture, noodle, student, and invitation card" they are include into concrete noun category. Based on explanation above, the dominant of vocabulary which always find in this part is concrete noun.

b) Chapter II

There are some vocabularies that find in this chapter. The first is the name of person such as: Beni, Siti, Miss Nani, Lina, Lathan, Gunawan, Diah, Puspita, Dewi, Mrs. Wike, Mrs. Wulandari, Mr. Harun, Rani, Mr. Adnan, Denata, Mrs. Fauzia, Mr. Rendy, Mrs. Grada, Wili, Yuli, Tono and Anton. They are include into proper noun category. The second is word "sugar, ice and rice" they are include into uncountable noun category. The third is word "boat, ship, note, window, table, book, library, school, egg, celery, room, house, office, bicyle, and boy" they are include into concrete noun category.

The last is word "planes, birds, wings, tomatoes, toys, islands, words, stairs, paints, examples, parents and students" they are include into countable noun category.

Based on explanation above, the dominant of vocabulary which always find in this part is proper noun.

c) Chapter III

There are some vocabularies that find in this chapter. The first isfrom countable noun category, here are: tests, students, desks, cousins, legs, boys, shoes, sandals, hours, parents and walls. The second is from concrete noun category, here are: dictionary, litter, blackboard, uniform, shirt, skirt, school, flag, gate, paper and floor. The third is from proper noun category, they are the names of day such as Monday, Thurday and Friday. The last is from collective noun category namely class. Based on explanation above, the dominant of vocabulary which always find in this part are concrete and countable noun.

d) Chapter IV

There are some vocabularies that find in this chapter. The first is from the name of person and day which are include into proper noun. They are Beni, Edo, Lina, Siti and Monday. The second is from concrete noun category which have some examples such as invitation card, T-shirt, house, bridge, cup, bag, jacket, paper, pen, newspaper, yard, bicyle, floor, cloth, dictionary, library, window, gift and ribbon. The

third is from countable noun category such as water and ir. The last is from collective noun category such as group. Based on explanation above, the dominant of vocabulary which always find in this part is concrete noun.

e) Chapter V

There are some vocabularies that find in this chapter. The first is from the name of person which include into proper noun namely Edo, Beni, Kiki, Lina and Adnan. The second is from abstract noun category for example are dreams, wishes, and mind. The third is from concrete noun category for examples are baby, teacher, son, mom, nephew, friend and tooth. The last is from countable noun category for examples are days and news. Based on explanation above, the dominant of vocabulary which always find in this part is concrete noun.

f) Chapter VI

There are some vocabularies that find in this chapter. The first is the name of person such as: Lina, Beni, Siti, Udin and Dayu. They are include into proper noun category. The second is from countable noun category such as roads, vehides, pedestrians, traffic jams, stars, villages, trees, places, cities, buses and trains. The third is from uncountable

noun such as air and water. The last is from concrete noun category such as policeman and pollution. Based on explanation above, the dominant of vocabulary which always find in this part is countable noun.

b. Pronoun

It is a word that can substitute for a noun. For instance:

1) He is an artist.

2) She is a player badminton.

c. Verb

Verbtypically mean "action": Give, happen, and become events and processes. They ordinarily have various particular, infinitive, third individual solitary current state, past tense, present participle and past participle.

d. Adjective

Adjectives are used to emphasize qualities or characteristics. An adjective is a word that is used in conjunction with a noun to either describe or highlight the person, animal, location, or thing that the noun names or to indicate the number or quantity. For example: she is diligent student, they are famous family.

e. Adverb

Adverbs representveryset of word. There are essentially two types of these: those that refer to incidental information about the process, event, or action. such as those that serve to intensify other adverbs and adjectives, as well as the time, place, or manner of it.

f. Preposition

A preposition is a word that is used to show how two grammatical words are related to one another, or it is used with a noun or pronoun to show how they relate to another word in the sentence.Example: I was born in January.

g. Conjunctions

The word "conjunction" is used to connect two words or sentences together. Examples: My mother and father travel to Mecca.

Vocabularies that always come out for this material is about concrete and countable noun. According to some explanations above, researcherfocuses on countable and concrete nouns. It refers to choosing vocabulary that has been explained before in classification vocabulary.

5. **Choosing of Vocabulary**

One o the problem ofshowing vocabulary is the manner by which to choose what words to educate. Each word has one or more meaning. In a dictionary there are many meaning for a single word and represent a subset of the many possible word in a language. General principle of vocabulary selection is teaching more concrete word.

Before the educator instruct vocabulary to the understudies, first the instructor should consider which words to introduce to the student. It is because the vocabulary deals with words which have a lot of forms: noun, verb and preposition that can be chosen. In this research, the researcher chose noun (especially for countable and concret noun) as the material for teaching vocabulary.

6. **Material of Teaching Vocabulary**

One of the most important aspects of learning English is vocabulary. We speak thousands of words each day. Improve your vocabulary and have a variety of words to use in order to communicate effectively in English. Especially for Indonesian students, for whom English is considered a foreign language, mastering vocabulary is difficult.

Mthetwa stated that the use of a mix of text, sound, graphics, video, or animation to teach vocabulary is becoming more and more

common in language learning instruction. Students will have an easier time learning vocabulary in a fun way.

Pictures are considered authentic materials. It is a useful resource for the teaching and learning process, particularly for increasing students' vocabulary mastery. The real things that the teacher brings into the classroom are considered authentic material. Therefore, students become familiar with the target language, particularly when learning vocabulary, when they study English with authentic material.

Based on the explanation above, the suitable material for teaching vocabulary is the real things around the students (Authentic Material) and showing some pictures than ask students about it (using speaking skill) one by one by applying anagram game technique. By speaking skill, students will be easier to comprehend about vocabulary and not easier feel bored in studying. It based on curriculum from English book that have explained in purpose teaching vocabulary part above. It is about concrete noun and countable noun in the school for example: class, students, paper, bags, chairs, five tables, globe, dictionaries, etc.

Writer wants to make example material for teaching vocabulary (based on chapter IV from English Book grade VIII Junior High School) as below:
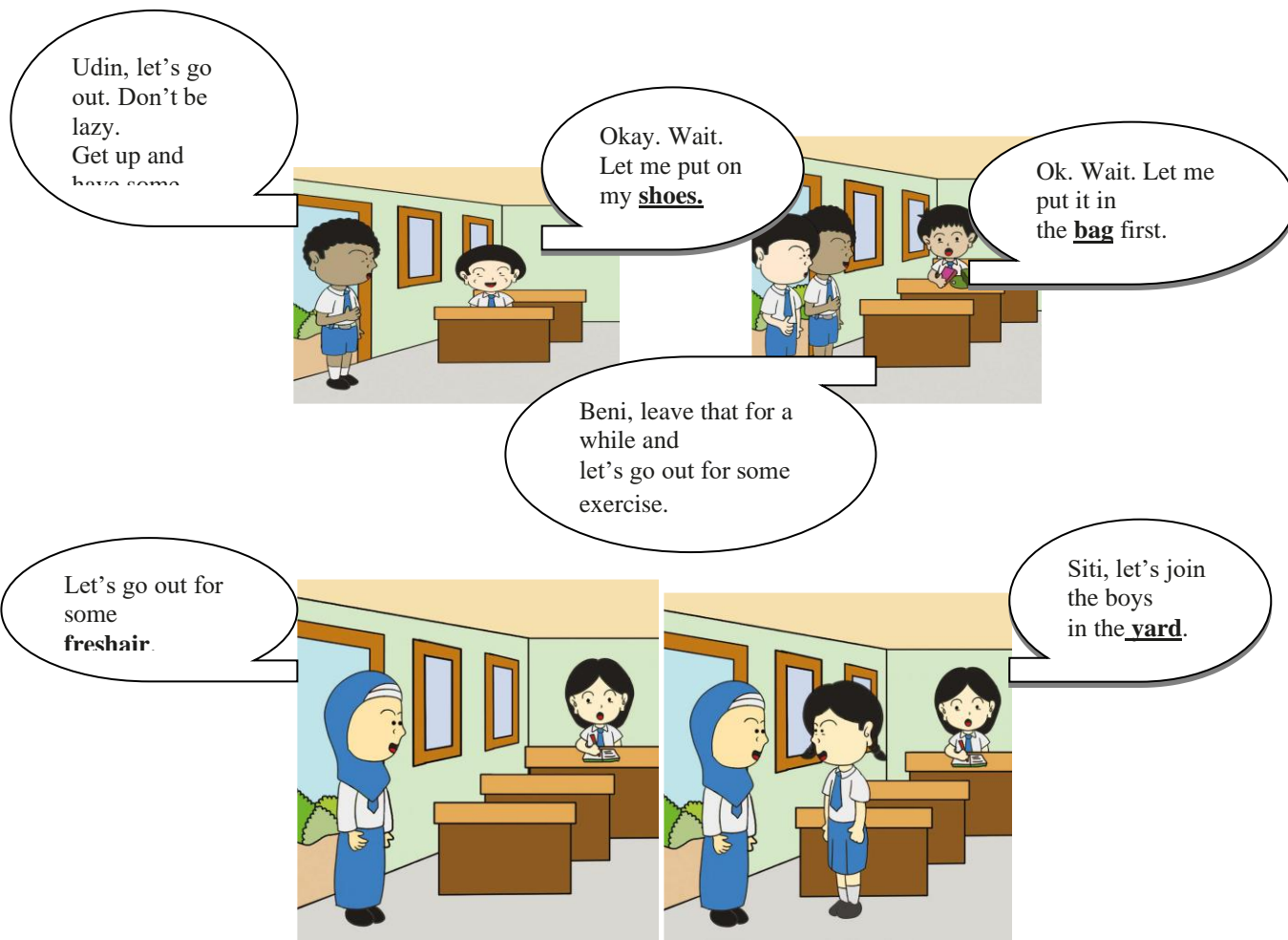
According tomaterial above, can see that there are some vocabularies such as shoes (include into countable noun), bag and yard (include into concrete noun), fresh (include into abstract noun), and the last is air (include into uncountable noun).

B. The Description of Anagram Game

1. Definition of Anagram Game

According to Collins in Roasadi stated thatAn anagram game is a type of wordcreate a new word or phrase by using each letter exactly once play in which the letters of a word or phrase are rearranged to.[20]

Because anagram is a game, using it as a method for learning a language is very interesting. Anagram games can help students become more creative. In order to find and outline new words, students look for creative letter work. Understudies' mix-ups while playing re-arranged word games are valuable classes for themselves and from that point they can promptly remember what they have found out through the re-arranged word entertainment.[21]Anagram constructed with pen and paper from a letter and experiment with variation.[22]

From explanation above, writer concluded that anagram game play is one method for learning Englishby creating or producing

[20]Ahdian Rosadi and Mts Al-majidiyah N W Majidi, "The Effectiveness of Anagram Technique in Teaching Vocabulary" 1, no. 1 (2017): 43.

[21]Ade Imas Nurwulandari, "The Effect of Using Anagram Games of Students ' English Vocabulary Mastery," *Indonesian Journal of ELT and Applied Linguistics 1*, no. 2 (2022): 75.

[22]Desi Ayu Safitri, "Improving Students Vocabulary by Using Anagram Game."

new word from some original letters exactly. It can make students more serious and feel enjoy while learning materials or topic.

2. **Purpose of Anagram Game**

There are some purposes of Anagram Game as follow:

a. To solve students boredom when the teaching andThe learning process continues.

b. To makethe students' increased enthusiasm for learning .

c. Toencourage students to participate in class activities.

3. **Procedure of Anagram Game**

The following are some methods for teaching vocabulary through the use of an anagram game:Rosada describes the method for teaching vocabulary using the anagram gaem as shown in

a. She divided the students into seven groups. Each gathering comprise of 5 understudies.

b. Distribute the list of anagrams to each group.

c. Students are given a few random words, ranging from three to six words.

d. Requiring students to correctly arrange and form the given randomized words into a new word.

e. Getting the students to match the random word on the left to the way it is arranged on the right.[23]

According to Murphy in Munir, .there are a few moves toward showing vocabularyby using Re-arranged word game, as follow:

a. Provide them with Re-arranged word of a portion of thevocabulary.

b. Post an anagram on the board and instruct the delegation students from each group to decipher it.

c. A few students will be able to complete this quickly.

d. The next stage is for them to set up a crossword-type clue for each word.

e. This clause can then be used to assist those who struggle with word puzzles.[24]

According to Marsland in IndrawatiThe following procedures were used to teach vocabulary using anagrams:

a. Make a list of about a dozen anagrams using words from a vocabulary set selected by the instructor.

b. On the whiteboard, write this anagram.

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[23]Insan Bara Rosadi "Improving Vocabulary Mastery by Using Anagram Game at the Fisrt Grade Students of MTS N Karanganyar in Academic Year 2015/2016", p.33.

[24]Munir, "The Effectiveness of Teaching Vocabulary by Using Cartoon Film Toward Vocabulary Mastery of EFL Students."

c. Give the group a specific amount of time to try to find all of the answers.

d. Make it clear that you won't accept every answer to a question, such as: untape or peanut, garden or danger, tea or food, gallery or allergy, listen or remain silent, smile or slime.

The researcher chose the first method to use the anagram game to teach vocabulary in the classroom based on the preceding explanationclass room.Before do this steps above, teacher will ask students one by one to speak or mention vocabularies that find in the school, it can make students to be easier to understand about material by using anagram game after all steps have done.

4. **Advantages of Anagram Game**

The anagram game has a few benefits, such as:

a. Offering students a fun and challenging approach to language study.

b. Inspiring students to pay close attention to words.

c. Practicing looking for various words based on the clues provided.

d. Compatibility with the definition

e. Offering spelling instruction.

f. Emphasizing the position of the letters in relation to the meaning of words.

g. Increasing vocabulary.

h. Motivating others.

i. Promoting an interest in learning vocabulary.[25]

In view of the clarifications over the scientist presumes that anagramgame is one of method of instructing jargon that has a decent impact to understudies' jargon dominance. It can expand understudies' vocabulary authority. In other hand, it can rouse understudies in learning jargon, and diminishing understudies' weariness while educating and growing experience.

5. **Teaching Vocabulary by Using Anagram Game**

Here is the way ofusing an anagram game to teach vocabulary to students, like:

Table II. 1

Teaching Vocabulary by Using Angaram Game

Process of Teaching	Teacher Activity	Teaching Vocabulary by Using Anagram	Students Activity
Pre-Teaching	1) Researcer open the class and ask students to pray before start the lesson.		1) Students listen to the teacher do the teachers' command and answer teacher

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Process of Teaching	Teacher Activity	Teaching Vocabulary by Using Anagram	Students Activity
Pre-Teaching	Then, check the attendant list 2) Researcer asks students about the last material (about noun in the school) 3) Researcher explains a topic that related to next material (about concrete and countable noun in the school) 4) Researcher prepare the questions sheet for the pre-test 5) The researcher distribute the test to students in experimental and control class.		asking by saying present to the teacher 2) Students tell the last material to the teacher And answer the teachers' question 3) Students listen to the teacher's explanation 4) Students wait the question sheet after teacher share it 5) Students receive the test sheet 6) Students listen the teacher' explanation 7) Students answer the test 8) Students give the test to the teacher

Process of Teaching	Teacher Activity	Teaching Vocabulary by Using Anagram	Students Activity
Pre-Teaching	6) The researcher explain what the students have to do. 7) Giving time to the students to answer the questions. 8) The researcher collect the students' task. 9) Checked the test result and made the score. 10) Then, the researcher find the mean score both of experimental and control class.		
While Teaching	1) For the beginning, researcher open the class with greeting. Ask students took pray.	b. Divided the students into seven groups. Every group consist of 5 students. c. Give the anagram list to every group.	1) Students listen to the teacher 2) Students do the teachers' command 3) Students listen to the

Process of Teaching	Teacher Activity	Teaching Vocabulary by Using Anagram	Students Activity
While Teaching	Then, start the class with short explanation. 2) Researcher shows some pictures in front of class to students. 3) Researcher introduces anagram game and divide students into group. 4) Give anagram list to each group. 5) Ask students to arrange and formed the randomized words to a new correctly. 6) Ask students to match the random word.	d. Students get e. some words consist of few random words, 3 until 6 words. f. Asking the students to arrange and form the randomized words given into a new word correctly. g. Asking the students to match the random word on the left to its arrangement on the right	explanation 4) Students look some pictures that teacher have shown after it 5) Students listen to the teacher again and devide into group 7) Students arrange and formed the randomized words to a new correctly. 6) Studentsmatch the random word.
Post-Teaching	1) Researcher prepares questions sheet for		1) Students wait teachers' command

Process of Teaching	Teacher Activity	Teaching Vocabulary by Using Anagram	Students Activity
Post-Teaching	the pos-test 2) Researcher distributes the test to students in experimental and control class. 3) Researcher explains what the students have to do. 4) Giving time to the students to answer the questions. 5) Researcher collect the students' task. 6) Checked the test result and made the score. 7) Then,researcher find the mean score both of experimental and control class.		While teacher prepare questions 2) Students receive the test 3) Students focus to listen teachers' explanation 4) Students answer the test/question 5) Students give it (answer sheet) to the teacher

C. Conventional Teaching

Hudson asserts that "conventional teaching is a method used by teachers in a school based on mutual agreement."[26] The process of teaching and learning was carried out in a traditional manner, just as a teacher would. The teacher is seen as in charge of the learning environment in conventional or traditional teaching. In fact, the class leader is the teacher. The English teacher at MTs Pondok Pesantren Subulussalam follows a method in which she explains how to memorize information and assigns homework to students.

D. Review of Related Findings

This research is connected to some review studies. The researcher discusses four previous studies that are relevant to this one in this subchapter. There are three past related examinations that will be depicted. First, Fifah's study yielded better results: the mean score before using an anagram was 68.294, and it was 77.647 after treatment. This indicates that the anagram game significantly improves vocabulary mastery among students. Additionally, tcount shows a greater improvement than ttable, with 6.291 > 2.120.[27]

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[26]Hudson, The meaning of Conventional Teaching, accesed on *http://www.conventional-strategy/topic/54372-strategy,* retrieved on November, 8-11-2022.

[27]Fanti Maria Fifah, "The Effectiveness of Using Anagram Technique Toward Students' Vocabulary Achievement of The Eight Grade at MTs Wahid Hasyim Setinggil-Wonodadi," 2016, Retrieved from http://repo.iain-tulungagung.ac.id/eprint/4337.

The second study, which Manurung carried out, utilized classroom action research. The study revealed that the mean score of students on the pre-test I was 56.41, and the mean score of students on the post-test I was 69.22. The mean of understudies' score in post-test II was 76.7.[28]

The third is from Nurjanah, the exploration point the constructive outcome in utilizing re-arranged word game to understudies' jargon. It is evident from the p. sig. If p indicates that Ha is accepted. Alpha (0.05) was higher than 2 tailed (p). This indicates that the anagram game technique has the greatest impact on students' vocabulary.[29]

The latter is performed by Kartini, this investigation discovered that utilizing re-arranged word was powerful in educating jargon. It tends to be known from the expanded of understudies' accomplishment. The calculated "t" (5.132) was greater than the critical value (1.13).[30]

E. Conceptual Framework

The idea of re-arranged word game is to make the understudies fascinating and simpler on jargon authority. To assist the students, the fun, enjoyable, and simpler method is required understanding. While some of

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[28]Sartika Manurung, "Improving Students' Vocabulary Achievement By Applying Anagram Plus Flashcards at the SMP Negeri 7 Pematangsiantar." 2014, (Universitas Negeri Medan)

[29]Siti Nurjanah, "The Effect of Anagram Technique on Students' Vocabulary (a Quasi-Experiment Research of the Eight Grade Students at MTs N 13 Jakarta in the Academic Year 2017/2018," 2018, http://repository.uinjkt.ac.id. (Syarif Hidayatullah State Islamic University), http://repository.uinjkt.ac.id.

[30]Kartini, "Teaching Vocabulary By Using Anagram to The Fifth Grade Students of SD Negeri 42 Palembang," no. August (2010), http://repository.umpalembang. ac.id/id/eprint/1156/1/SKRIPSI963 1706225934.pdf.

studentsfeel difficult in vocabulary mastery, especially at the VIII grade. Studentshave some problems in understanding verb and they still lack of vocabulary.Students will have an easier time comprehending vocabulary if this method is used. The picture below depicts the conceptual framework:

Figure II.1

Conceptual Foundation

Vocabulary is difficult for students to comprehend. The first issue is difficulty comprehending English due to a lack of vocabulary. Second, a lot of students lack drive. The last, understudies feel exhausted while educating and growing experience.

Anagram Game

Pre Test

| Experimental class with treatment Anagram Game | Use the teacher's method to control the class. |

Post Test

H_0

H_a
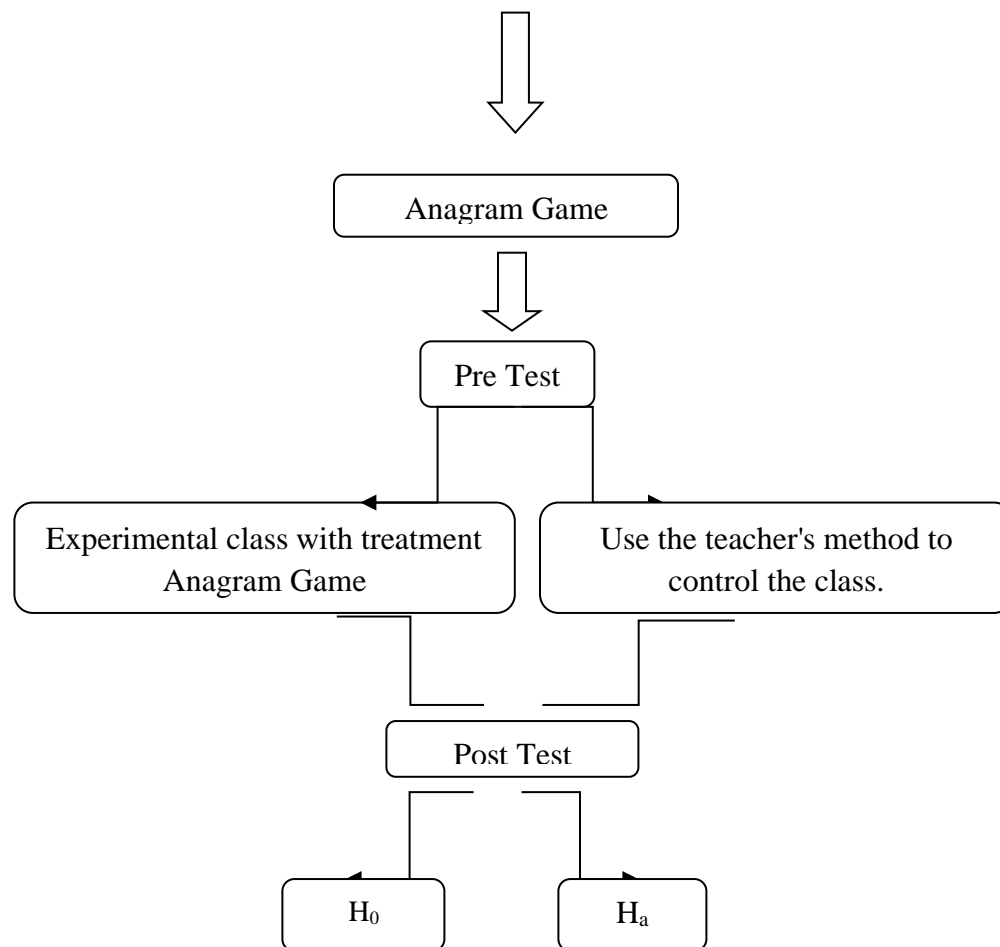
The researcher used the anagram game as a method to solve the students' vocabulary mastery issue based on the draft above. The researcher will administer a pre-test to the experiment and control classes prior to carrying

out the technique. The researcher will then instruct the experiment class using an anagram game. The researcher will not use the technique (use the conventional learning method) in the control class. The researcher will then administer a post-test to both classes and compare the results.

F. Hypothesis

The speculation of this examination:

1. The VIIIth grade Anagram Game has a significant impact on vocabulary mastery students of MTs Pondok PesantrenSubulussalam Kabupaten Mandailing Natal (Ha).

2. There is no huge impact of Re-arranged word Game on jargon dominance at the VIII grade understudies of MTs Pondok PesantrenSubulussalam Kabupaten Mandailing Natal (H0).

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research has been done in MTs Pondok Pesantren Subulussalam grade VIII Sayurmaincat Kecamatan Kotanopan Kabupaten Mandailing Natal. It was started from 23 February 2023 until 23 March 2023.

B. Research Design

The experimental and quantitative methods were used in this study. It is a type of research that can test hypotheses based on a cause-and-effect connection between two variables. The design of this study was pre- and post-test design. Therefore, the goal of experimental research is to investigate the impact of each variable. The researcher used two classes as an experimental and control group in this study. The class that teaches using an anagram game as a treatment is the experiment class. The control class teaches in the traditional manner or without treatment.[31]

The researcher obtained the quantitative data for the study by calculating the mean, median, and modus scores of the students'

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[31]Wardah

anagram game vocabulary mastery tests. The researcher used the t-test

formula to look for a significant effect of the anagram game on students'

vocabulary mastery in data analysis.[32]The researcher came to the

conclusion based on the statements that experimental research is a type

of research aimed at determining the causal effect relationship between

two or more variables.

The sample for the experimental study was split between the

experimental and control groups. It is arranged as follows:

Table III. 1
Research Methodology

No	Class	Pre-Test	Treatment	Post-Test
1	Experiment class	√	Anagram game	√
2	Control class	√	Conventional	√

Based on the table above, both of class get pre-test and post test. The

difference between both of class in giving the treatment. Where

experimentThe class taught vocabulary using an anagram game, while

the control class taught vocabulary using a traditional method.

C. Population and Sample

a. Population

Creswell defines the term "population" as a group of people who

share the same characteristic. The population of this reserach was

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[32]Edo Zerrison Sihombing and Gabby Maureen Pricilia, "The Effect of Using Anagram Game on Students' Vocabulary Mastery (a Studyat Eleventh Grade of SMA Harapan Padangsidimpuan 2020 – 2021 Academic Yaer)" 3, No. 3 (2021): 71–79.

eight grade understudies of MTs Pondok Pesantren Subulussalam Sayurmaincat Kecamatan Kotanopan Kabupaten Mandailing Natal. There were five classes with 199 students in total. The table depicting the population of eighth-grade students of is provided belowMTs Pondok Pesantren Subulussalam:

Table III. 2
The number of students in the eighth grade

No	Classes	Population
1	VIII A	43 students
2	VIII B	45students
3	VIII C	42students
4	VIII D	33students
5	VIII E	36students
	Total	199 students

b. Sample

The research intends to examine a subset of the target population known as the sample in order to make generalizations about the target population. In this study, the researcher used random sampling. In this study, the researcher took samples from the entire population using two classes. The control group is VIII-A and the experimental group is VIII-B. Class VIII-Bis suitable to applied Anagram Game to improve their achievement. Thus, the sample consists entirely of 199 students.

Table III. 3
Sample of the Research

No	Class	Sample	Total Sample
1	Control	VIII-A	43 students
2	Experiment	VIII-E	36 students
3	Total		79 tudents

D. Instrument of Collecting the Data

Hutauruk stated that a test is a set of stimuli presented to an individual to elicit responses from them that can be used to assign a numerical score. The instrument which used in this research was test. Test is some question someone's information, capacity and insight to realize it is now dominated and not yet the learning material.[33]

It is used to determine the students' vocabulary mastery level. The researcher in this study collects data using multiple choice tests as the instrument. Researcher will make the test about noun. Reseacher choose these topics because it appropriate with one of the topic from English book "When Rings a Bell" grade VIII in chapter 8.There are 25 questions in both the pre-test and the post-test. As a result, the entire item consists of fifty questions. It is depicted as an indicator below:

[33]Herman Herman, "The EffectofAnagram Gameon Students ' Vocabulary Achievementat Grade Eightof SMP Negeri 8 Pematangsiantar,"May (2021), Retriaved from *https://doi.org/10.31932/jees.v3i1.655*.

Table III. 4

Indicator of VocabularyMastery(Pre-Test)

No	Indicator	Item	Number of things	Score	Total Score
1	The students are able to recognize concrete noun thatfind in the school	12	1, 2, 4, 6, 7, 10, 11,12, 13, 14, 16, 17	4	48
2	Student are able to identify countable noun that find in the school	13	3, 5, 8, 9, 15, 18, 19, 20, 21, 22, 23, 24, 25	4	52
	Total	25			100

Table III. 5

Indicator of Vocabulary Mastery (Post-Test)

No	Indicator	Item	Number of items	Score	Total Score
1	Students are able to identify concrete noun that in find the school	12	2, 3, 5, 6, 7, 8, 9, 10, 14, 16, 17, 19	4	48
2	The school's countable nouns can be identified by students.	13	1, 4, 11, 12, 13, 15, 18, 20,21, 22, 23, 24, 25	4	52
	Total	25			100

Table III. 6

Criteria Score Interpretation

No	Percentage	Criteria
1	0 % - 20 %	Very Low
2	21 % - 40%	Low

3	41 % - 60 %	Enough
4	61 % - 80 %	High
5	81 % - 100 %	Very High

E. Validity and Reliability of Instrument

1. Validity

The degree to which the researcher has measured what he or she set out to measure is what is meant by the term "validity." In this study, construct validity was used to determine whether the test was valid by relying on expert judgment, such as that of an English teacher or lecturer. There are two valid multiple choice that given by researcher. The test consists of 25 questions for each test (pre and post test).

2. Reliability

Reliability is consistent and dependable test. A test's reliability indicates that the results are comparable. A research instrument is said to be highly reliable.

A test validity that is based on the judgment of an expert is construct validity and reliability. In this study, experts offer their opinions on the instrument, including whether it can be used, needs to be improved, or is ineffective.

F. Procedure of the Research

In information assortment procedure the scientist used test. A test is used to measure a person's competence and accomplish the goal. The information was gathered by giving spelling quiz. In this study, three types of activities are carried out:

a. Pre-Test

Before beginning research, the pre-test is administered. The test is lead to know the homogeneity the example. It is to figure out the mean score of the exploratory and control class prior to giving treatment. The researcher performed the following in the pre-test:

1) Researcher Before beginning the lesson, open the class and invite students to pray. After that, review the guest list

2) Researcher asks students about the last material.

3) Researcher explains a topic that related to next material (about noun in the school)

4) Researcher asks students one by one about noun.

5) Researcher asks students whether understood or not

6) Researcher prepare thequestions sheet for the pre-test

7) Researcher distributesstudents in both the experimental and control classes took the test.

8) The researcher explains the task at hand.

9) Giving chance to the students to answer the questions.

10) The researcher gathers the students' assignments.

11) Confirmed the test score by examining it.

12) The researcher then determines the experimental and control class mean scores.

b. Treatment

The material is the same for both the experimental and control classes. However, while the control class was taught using conventional methods or without treatment, the experimental class received treatment by learning vocabulary through the anagram method. In the experimental class, the treatment procedures are:

1) For the beginning, the researcher greets the class. Askstudents took pray. Then, provide a brief explanation to begin the class.

2) Researcher shows some pictures in front of class to students.

3) Researcher introducesanagram game and divide students into group.

4) Givelist of anagrams for each group.

5) Instruct students to correctly arrange and form the random words.

6) Ask students match the randomly chosen word

c. Post-Test

1) Researcher prepare questions sheet for the pos-test

2) Researcher distributesstudents in both the experimental and control classes took the test.

3) The researcher explains the task at hand.

4) Allowing students time to respond to the questions.

5) The researcher gathers the work of the students.

6) Checked the experimental outcome and made the score.

7) Then,researcher find the mean score both of trial and control class

G. Technique of Data Analysis

The techniques of analyzing data that used by researcher were;

1. Requirement test

a. Normality test

To know the ordinariness, the specialist utilized Chi-Quadrate recipe. The equation is;

$$x^2 = \sum \frac{(fo-fh)(fh)}{}$$

Where:

x^2 = Chi-Quadrat

f^o = The sample or observation result is used to calculate frequency

f^h =As an illustration, frequency is derived from the sample and

hoped for from the population.[34]

b. Homogeneity test

The homogeneity test is used to determine whether the control

and experiment classes share a variant. If both of class are

same, it is can be call homogeneous. The group's similarity of

variance is called homogeneity. The purpose of homogeneity is

to determine whether or not the data are homogeneous. The

method is:

$$F = \frac{the\ biggest\ variant}{the\ smallest\ vriant}$$

The If F count equals F table, homogeneity is accepted.

The homogeneity is dismissed assuming F count > F

Where :

n_1= Total of the data for the bigger variant

n_2 = Total of data for the smaller variant

The hypothesis is rejected if F< $F\ \frac{1}{2}a(n_1 - 1)\ (1 = n_2)$, whole

if $F\ count > F\ table$homogeneity   is   accepted.   It   determines

[34] Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal* (Jakarta: Bumi Aksara, 2003), p.85.

withsignificant level of 5% (0,05), the dk numerator being (n_1) and the

dominator being (n_2-1).[35]

2. Hypothesis test

To know the different among exploratory and control class the

information will examine by utilizing t-test equation as follow:

$$Tt = \frac{M1-M2}{\frac{\sqrt{(n1-1)S1^2+(n2-1)S2^2}}{n1+n2-2}\left(\frac{1}{n1}\right)+\left(\frac{1}{n2}\right)}$$

Where:

Tt = the value which the statistical significant

m^1 = the average score in the experiment

m^2 = the average score of the control group

$s_1 2$ = derivational of experiment class

$s_2 2$ = derivational of control class

$n_{1 =}$ number of experimental

$n_{2=}$ number of control

To find out the result of the hypothesis that have two criteria. First, if

$t_{count} < t_{table}, Ho$ is accepted and if $t_{table} > t_{count}, H_a$ is accepted. The

result of t_{table} can findfollowing the data's calculation using the t-test

formula.[36]

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[35] Agus Irianto, *Statistik Konsep Dasar dan Aplikasiny,* (Jakarta: Kencana Predana Media Group, 2003), p. 276

[36] Ahmad Nizar Rangkuti, Statistik Untuk Penelitian Pendidikan, First Edit (Medan: Perdana Publishing, 2015), p. 149.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The purpose of this chapter is to analyze the data, which were gathered from the sample's test. The sample of this research was VIII-A as control class and VIII-B as experimental class. The test consisted of a pre- and post-test. Pre-test was given before did the treatment and post-test was finished after led the treatment. To figure out the impact of re-arranged word game on understudies' vocabulary mastery at grade VIII of MTs Pondok Pesantren Subulussalam Sayurmaincat Kecamatan Kotanopan Kabupaten Mandailing Natal. The researcher used quantitative analysis to calculate the data. The scientist utilized t-test recipe to test the speculation. The researcher then went on to describe the data as follows:

A. **The Description of Data**

  1. **The Description of the DataBefore Using Anagram Game**

      a. **The Score of Pre-Test from Experimental Class**

      The researcher figured out how many correct answers students got on a multiple-choice test in the experimental class. The following table displays the experimental class score from the pre-test:

Table IV. 1
TheScore of Experimental classin Pre-Test

No	Score	1340
1	Highest Score	56
2	Lowest Score	16
3	Mean	32.25
4	Median	41.5
5	Modus	29.5
6	Range	40
7	Interval	6
8	Standard Deviation	9.54

The experimental class received a total score of 1340 on the pre-test, with a mean of 32.25, a standard deviation of 9.54, a median of 41.5, a range of 40, a modus of 29.5, and an interval of 6. 56 was the highest score, while 16 was the lowest.

Then, at that point, the figured of the recurrence dissemination of the understudies' score of exploratory class could be applied into the table recurrence dispersion as follow:

Table IV. 2
Frequency Distributionof Students' Score

No	Interval	Mid Point	Frequency	Percentage
1	16 – 22	19	8	20 %
2	23 – 29	26	8	20 %
3	30 – 36	33	8	20 %
4	37 – 43	40	6	15 %
5	44 – 50	47	7	17.5 %
6	51 – 56	53,5	3	7.5 %
Total			40	100 %

According to the table above, 8 students (20%) scored in the class interval between 16 and 22; 8 students (20%) scored in the class interval between 23 and 29; 8 students (20%) scored in the

class interval between 30 and 36; 6 students (15%) scored in the

class interval between 37 and 43; 7 students (17.5%) scored in the

class interval between 44 and 50; and 8 students scored in the class

interval between 51 – 56 (7.5%) was3students.

b. Score of Pre Test from Control Class

The researcher figured out the answer the students gave to

the question (test) on the pre-test in the control class. The table

that follows displays the pre-test control class's score:

Table IV. 3
The score of Control from Class Pre-Test

No	Score	1004
1	Highest Score	48
2	Lowest Score	8
3	Mean	31.48
4	Median	28.7
5	Modus	22.34
6	Range	40
7	Interval	6
8	Standard Deviation	6

The total score of the control class on the pre-test was 1004,

with a mean of 48, a standard deviation of 6, a median of 28.7, a

range of 40, a modus of 22.34, and an interval of 6. The lowest

score was 8, while the highest was 48.

After that, the frequency distribution of the students' controt

class score that was calculated could be incorporated into the

table as follows:

Table IV. 4
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentage
1	8 - 14	11	1	2.8 %
2	15 - 21	18	10	28 %
3	22 - 28	25	11	30.5 %
4	29 - 35	32	5	13.8 %
5	36 - 42	39	5	13.8 %
6	43 - 48	45.5	4	11.1 %
Total			36	100 %

According to the table above, there were 1 student (2.8%) in the class interval between 8 and 14; 10 students (28%) in the class interval between 15 and 21, 11 students (35%) in the class interval between 22 and 28, 5 students (13.8%), 5 students (13.8%) in the class interval between 29 and 35; 5 students (13.8%) in the class interval between 36 and 42; and 4 students (11.1%) in the class interval between 43 and 48.

c. **The comparison between data pre test of experiment Class and Control Class**

The researcher compared the description data pre-test for the experimental class and the control class on the following figure:
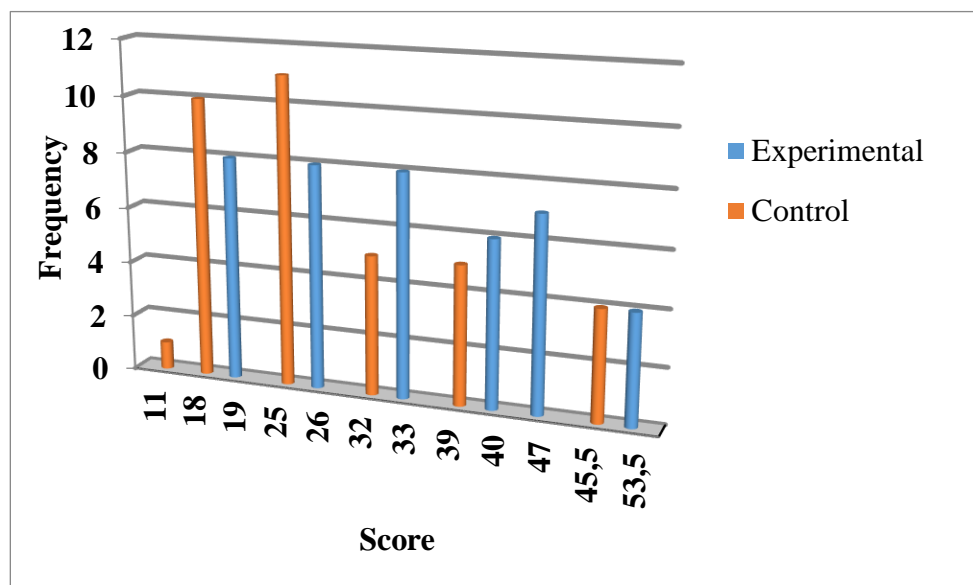
Figure IV. 1 :Description of the Data for the Pre-Test

of the Experimental and Control Classes

According to the histogram shown above, the scores of the students in the experimental class and the control class were identical. It falls into the low category.

2. **Description of Data After Using Anagram Game**

a. **Score of Post-Test from Experimental Class**

The researcher used the Anagram Game Technique to administer the treatment, and during the post-test of the experimental class, they calculated the students' responses to the

test. The table below displays the post-test experimental class's score:

Table IV. 5
The Score Experimental Class in Post Test

No	Score	3400
1	Highest Score	96
2	Lowest Score	68
3	Mean	98.1
4	Median	102.02
5	Modus	91.04
6	Range	28
7	Interval	6
8	Standard Deviation	8.82

The experimental class's total post-test score was 3400, with a mean of 98.1, a standard deviation of 8.82, a median of 102.02, a range of 28, a modus of 91.04, and an interval of 6. 96 was the highest score, while 68 was the lowest.

The figured of the recurrence dissemination of the understudies' score of trial class could be applied into the table recurrence appropriation as follow:

Table IV. 6
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentage
1	68 – 72	70	7	17.5 %
2	73 – 77	75	2	5 %
3	78 – 82	80	5	12.5 %
4	83 – 87	85	3	7.5 %
5	88 – 92	90	16	40 %
6	93 -96	94.5	7	17.5 %
	i = 6	Total	40	100 %

According to the table above, 7 students scored between 68 and 72 (or 17.5%), 2 students scored between 73 and 77 (or

5%), 5 students scored between 78 and 82 (or 12.5%), 3 students

scored between 83 and 87 (or 7.5%), 16 students scored between

88 and 92 (or 40%), and 7 students scored between 93 and 96

(or 17.5%).

b. Score Post Test of Control Class

Table IV. 7
The Score of the Control Classin Post-Test

No	Total	2340
1	High	76
2	Low	56
3	Mean	74
4	Median	70.47
5	Modus	63.12
6	Range	20
7	Interval	7
8	Standard Deviation	12.18

The control class's total post-test score was 2340, with a

mean of 74, a standard deviation of 12.18, a median of 70.47, a

range of 20, a modus of 63.12, and an interval of 7. The lowest

score was 56, while the highest was 76.

The figured of the recurrence dissemination of the

understudies' score of trial class could be applied into the table

recurrence appropriation as follow:

Table IV. 8
Frequency Distribution of students' Score

No	Interval	Mid Point	Frequency	Percentage
1	56 – 58	57	6	16.6 %
2	59 – 61	60	8	22.2 %
3	62 – 64	63	7	19.4 %
4	65 – 67	66	0	0 %
5	68 – 70	69	5	13.8 %
6	71 – 73	72	6	17 %

7	74 -76	75	4	11 %
	i = 6		36	100 %

According to the table above, there were 6 students with scores between 56 and 58 (16.6%), 8 students with scores between 59 and 61 (22.2%), 7 students with scores between 62 and 64 (19.4%), 0 students with scores between 65 and 67 (0%), 5 students with scores between 68 and 70 (13.8%), 6 students with scores between 71 and 73 (17%), and 4 students with scores between 74 and 76 (11%).

c. **The comparison between data post test of experiment Class and Control Class**

On the basis of the preceding diagram, the researcher compared the following figure to the description data post-test for the experimental class and the control class:
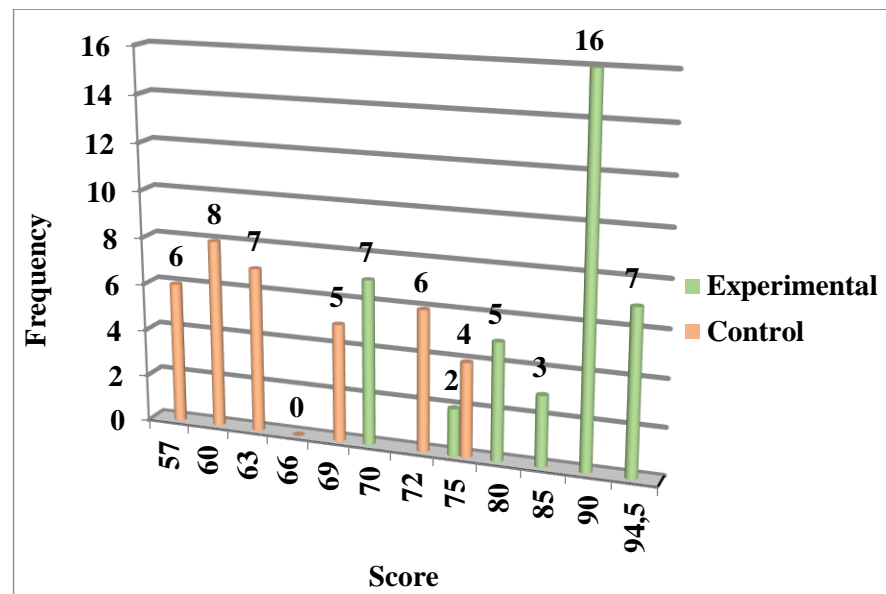
Figure IV. 2:Description of the Data from the Pre-Test of the

Experimental and Control Classes

According to the histogram above, the experimental class students scored higher than the control class students.

B. Technique of Data Analysis

1. Requirement Test

a. Normality and Homogenity pre-Test

1) Normality of Experimental Class and Control Classin pre test table

Table IV. 9
Normality of Experimental class and control class in pre test

Class	Normality Test		Homogeneity Test	
	X_{count}	X_{table}	F_{count}	F_{table}
Experimental	-1.11	9.488	1.41<4.09	
Control	5.47	9.488		

Based on table calculation above, the score ofControl class Lo = 5.47 Lt = 9.488 with n = 36, and real level 0.05; experimental class Lo = -1.11 Lt = 9.488 with n = 40. Cause Lo< Lt in the both class. Ha was thus accepted. It implies that trial class and control class were disseminated typical. It is shown in appendices 3 through 6.

2) Pre-Test homogeneity of the experimental and control class

F table and the coefficient of Fcount=1.41 were compared. where the different numerator dk-1 for n1 was 39 and for n2 it was 35, and Ftable was determined at real 0.05. Therefore, the critical value list for the F distribution yields F0.05 = 4.09 It demonstrated that Fcount 1.41

equals Ftable 4.09. Therefore, the researcher came to the conclusion that the variation in students' vocabulary mastery between the experimental and control classes at MTs Pondok Pesantren Subulussalam Kecamatan Kotanopan Kabupaten Mandailing Natal was homogenous. The calculation can be seen on appendix 7.

b. Normality and Homogeneity Post-Test

1) Normality of Experimental Class and Control Class in Post-Test Table

Table IV. 10
Normality of Experimental Class and Control Class in Post-Test

Class	Normality Test		Homogeneity Test	
	X_{count}	X_{table}	F_{count}	F_{table}
Experimental	-24.42	5.591	1.52 < 4.09	
Control	6.64	-		

Based on table calculation above, the score oftest class Lo = - 24.42< Lt = 5.591with n = 40 and control class Lo = 6.64< Lt = 0, with n = 35, and genuine level ☐☐0.05. Cause Lo< Lt in the both class. Ha was thus accepted. It implies that experimental class and control class were disseminated typical. It is shown in appendices 3 through 6.

2) Post-Test homogeneity of the experimental and control class

F table and the coefficient of Fcount, which was 1.52, were compared. where the different numerator dk-1 for n1 was 39 and for n2 it was 35, and Ftable was determined at real 0.05.

Therefore, the critical value list for the F distribution yields F0.05 = 4.09 It demonstrated that Fcount 1.52 equals Ftable 4.09 Therefore, the researcher came to the conclusion that the variation in students' vocabulary mastery between the experimental and control classes at MTs Pondok Pesantren Subulussalam Kecamatan Kotanopan Kabupaten Mandailing Natal was uniform. Appendix 7 contains the calculation.

2. **Hypothesis Test**

The researcher discovered that both the experimental class and the Control Class's post-test results are normal and homogenous after calculating the data. The hypothesis was examined by the researcher using a parametric test and a T-test based on the outcome. Theory elective (Ha) of this examination was "There was the significant effect of using Anagram Game to the students' vocabulary mastery at grade VIII MTs Pondok Pesantren Subulussalam Kecamatan Kotanopan Kabupaten Mandailing Natal". The calculation can be seen on the table

Table IV. 11
Hypothesis Test

Pre-Test		Post-Test	
t_{count}	t_{table}	t_{count}	t_{table}
0.10	1.66571	21.5	1.66571

$H_a : {}_{1\ 2} \square \square \square \square$

Where:

Ha: 1 2 "There was the significant effect of using Anagram Game to the students' vocabulary mastery at grade VIII MTs Pondok Pesantren Subulussalam Kecamatan Kotanopan Kabupaten Mandailing Natal".

In view of specialist estimation, scientist found that tcount 21,5 while ttable1.66571 with a potential open door $(1 - \alpha) = 1 - 5\% = 95\%$ and dk = n1 + n2 - 2 = 40 + 36 - 2 = 74. If tcount>ttable(21.5>1.66571), then hypothesis Ha and hypothesis H0 were accepted. Thus, using had a significant impact Anagram Game to the Students' Vocabularymastery. In this case, the mean score of control class by using Anagram Game was 74and mean score of Experimental Class was 98,1.The calculation can be seen on the appendix 8.

C. DISCUSSION

Based on the findings of this study, the researcher has demonstrated what an expert named Sutherland had said: that anagram games as a learning method can demonstrate student enjoyment or difficulty in language study and also encourage students to carefully examine words. Students can practice matching words to definitions, form another word from clues, and practice spelling. The anagram game was found to significantly improve vocabulary instruction by the researcher. The specialist examined the aftereffect of this examination

and contrasted and related discoveries. First, the study by Fifah with the research results: the mean score before using an anagram was 68.294, and it was 77.647 after treatment. This indicates that the anagram game significantly improves vocabulary mastery among students. Additionally, tcount shows a greater improvement than ttable, with 6.291 > 2.120.[37]

The second, performed by Manurung, this study was conducted by using classroom action research. The result of the research showed that the mean of students' score in pre-test I was 56.41, the mean of students' score in post-test I was 69.22. The mean of students' score in post-test II was 76.72.[38]

The third is from Nurjanah, the research point the positive effect in using anagram game to students' vocabulary. It can be seen from the p < α. If p < α means Ha is accepted, sig. 2 tailed (p) was lower than alpha (α) 0.05. It means anagram game technique has the significant effect to students' vocabulary.[39]

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[37]Fanti Maria Fifah, "The Effectiveness of Using Anagram Technique Toward Students' Vocabulary Achievement of The Eight Grade at MTs Wahid Hasyim Setinggil-Wonodadi," 2016, Retrieved from *http://repo.iain-tulungagung.ac.id/eprint/4337*.

[38]Sartika Manurung, "Improving Students' Vocabulary Achievement By Applying Anagram Plus Flashcards at the SMP Negeri 7 Pematangsiantar." 2014, (Universitas Negeri Medan)

[39]Siti Nurjanah, "The Effect of Anagram Technique on Students' Vocabulary (a Quasi- Experiment Research of the Eight Grade Students at MTs N 13 Jakarta in the Academic Year 2017/2018," 2018, *http://repository.uinjkt.ac.id*.

From the result of the research that is previously stated. It was proved that the students who were taught by anagram game got better result. In summary, the researcher found all the related findings support this research. It can be concluded from the above explanation that anagram game is appropriate in teaching vocabulary to the students. It was found the significant effect of anagram game to the students'mastery of vocabulary in this study. The experimental class had a mean score of 33,52, while the control class had a mean score of 28,95.

The researcher discovered that opportunity $(1 -) = 1 - 5\% = 95$ percent, tcount = 0,90, and ttable = 4,10 with dk = n1 + n2 – 2 = 40 + 36 – 2 = 74. Cause tcount< ttable (0.90 < 4.13). This indicates that the anagram game had an effect, that the alternative hypothesis (Ha) was accepted, and that hypothesis zero (H0) was rejected. Thus, the Anagram Game had a significant impact on the students' mastery of vocabulary.

D. Threats of the Research

The researcher discovered the following research-related dangers:

1. The students did not answer the pre- and post-tests with seriousness. They were still cheating in some cases. It made the response of the test was not unadulterated on the grounds that they didn't do it without anyone else.

2. Because they were arguing and noisy, the students were unable to concentrate on the test.

3. Some of them didn't want to learn English, which was reflected in their response.

4. Throughout the learning process, the students were loud. They weren't paying attention to the learning process. Some of them talked to their friends, and others broke the teacher's rules by doing something else. It was evident that this rendered them unable to comprehend the teacher's explanation and affected the post-test response.

5. The students participated in the game with excessive enthusiasm. As a result, they did not adhere to the treatment rule and acted in a hasty manner; as a result, the students were unable to comprehend the teacher's explanation of the rules.

6. It's possible that the instrument doesn't reach all of the students' abilities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The students' vocabulary mastery at eighth grade of MTs Pondok Pesantren Subulussalam Sayurmaincat before using anagram game was low. It can be seen from the students'mean score of pre-test in control class was 31.48

2. The students' vocabulary mastery at eight grade of MTs Pondok Pesantren Subulussalam Sayurmaincat after using anagram game had higher score. It can be seen from the students'mean score of post-test was 98.1 in experimental class.

3. The result of the research showed that anagram game give good effect to students' vocabulary mastery. The researcher found that the result of T-test where t_{count} was higher than t_{table} (21,5>1,66571). It means that H_a was accepted and H_0 was rejected. In other words, there was significant effect of anagram game to students' vocabulary mastery at eight grade MTs Pondok Pesantren Subulussalam Kabupaten Mandailing Natal.

B. Suggestion

1. The head master of MTs Pondok Pesantren Subulussalam Sayurmaincat to motivated the teacher, especially English teacher to teach as well as possible by using apporiate strategy for every skill like teaching vocabulary mastery by using Anagram Game.

2. The English teacher, the researcher suggests to use the appropriate technique to teach or explain English subject to the students so the students will not be bored in learning English, interested, can enjoy and increase their skill in learning English.

3. To students of MTs Pondok Pesantren Subulussalam Sayurmaincat, the researcher suggests when the teacher explains in front of you, you should concentrate, listen to your teacher, do what the teacher ask you to, and do not cheat with your friends. Also you can use any technique for learning that can make you more enjoyable.

4. Other researcher, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of these technique deeply.

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : **MTs Ponpes Subulussalam Sayurmaincat**
Mata Pelajaran : **Bahasa Inggris**
Kelas/Semester : **VIII/2 (dua)**
Materi Pokok : **Noun (concrete and countable Noun)**

Alokasi Waktu : **2 X 40 Menit**

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati 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 pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 : Mencoba, mengolah, dan menyaji 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 Pencapaian Kompetensi

No		Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2	2.2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	
	2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai,	

		dalam melaksanakan komunikasi fungsional.		
3	3.5	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama benda, jumlah dan letak yang ada di sekolah	3.5.1	Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk menyebutkan nama benda, jumlah dan letak yang ada di sekolah
			3.5.2	Mengidentifikasi ungkapan yang digunakan untuk untuk menyebutkan nama benda, jumlah dan letak yang ada di sekolah
4	4.6	Menyusun teks lisan dan tulis untuk menyebutkan nama benda yang dekat dengan kehidupan siswa sehari-hari dengan unsur kebahasaan yang benar dan sesuai konteks	4.6.1	Mengidentifikasi nama benda, jumlah dan letak yang ada di sekolah
			4.6.1	Menirukan ungkapan untuk menyebutkan nama benda, jumlah, dan letaknya yang ada di sekolah
			4.6.2	Membuat percakapan pendek yang menggunakan ungkapan untuk untuk menyebutkan nama benda, jumlah dan letak yang ada di sekolah
			4.6.3	Menggunakan struktur teks dan unsur kebahasaan untuk untuk menyebutkan nama benda, jumlah dan letak yang ada di sekolah
			4.6.4	Melakukan percakapan untuk untuk menyebutkan nama

		benda, jumlah dan letak yang ada di sekolah

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:
1) Mengamati ungkapan atau tutur kata yang digunakan untuk menyebutkan nama benda, jumlah, dan letaknya yang dekat dengan kehidupan siswa sehari-hari.
2) Mengidentifikasi ungkapan yang digunakan untuk untuk menyebutkan nama benda, jumlah, dan letaknya yang dekat dengan kehidupan siswa sehari-hari.
3) Mengidentifikasinama benda, jumlah, dan letaknya yang dekat dengan kehidupan siswa sehari-hari.
4) Menirukan ungkapan untuk menyatakan jati diri seperti anggota keluarga dan pekerjaannya.
5) Menirukan ungkapan untuk menyebutkan nama benda, jumlah, dan letaknya yang dekat dengan kehidupan siswa sehari-hari.
6) Membuat percakapan pendek dalam menggunakan ungkapan untuk menyebutkan nama benda, jumlah, dan letaknya yang dekat dengan kehidupan siswa sehari-hari.
7) Menggunakan struktur teks dan unsur kebahasaan untuk untuk menyebutkan nama benda, jumlah, dan letaknya yang dekat dengan kehidupan siswa sehari-hari.
8) Melakukan percakapan untuk untuk menyebutkan nama benda, jumlah, dan letaknya yang dekat dengan kehidupan siswa sehari-hari.

D. Materi Pembelajaran

Fungsi sosial

Mengenalkan, mengidentifikasi benda, jumlah dan letaknya yang dekat dengan kehidupan sehari-hari peserta didik.

Struktur teks

    a. *Those are my shoes.*

    b. *There is one whiteboard in my classroom.*

    c. *How many classrooms are there?*

    d. *Where is the library? The library is behind the classroom.*

Unsur kebahasaan

  (1) Nama benda di lingkungan sekolah: *table, book shelf, pen, bag*, *classroom, library* dll.

  (2) Kata tanya *What?Which one? How many?*

  (3) Penyebutan kata benda singular dengan *a* dan *the*, dan plural *(-s)*.

  (4) Kata ganti it, *they*, *this*, *that*, *those*, *these*.

(5) Ungkapan *There is/are..., Are there ...?*

(6) Penggunaan *preposition of place: behind, beside, in front of etc.*

(7) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: *be, have, go, play,get, take,* dan sebagainya.

(8) Ucapan, tekanan kata, Intonasi

(9) Ejaan dan tanda baca

(10) Tulisan tangan.

Topik

Benda umum yang terdapat di lingkungan sekolah siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan kerja sama.

E. Metode Pembelajaran
1. Anagram Game

F. Media, Alat, dan Sumber Pembelajaran
1. **Media**
   Anagram game list table
2. **Sumber Pembelajaran**
   a. English Book JuniorHigh School "When Rings a Bell" Curriculum 2013 chapter VIII
   b. Sumber dari internet, seperti:

   - www.dailyenglish.com

   - http://americanenglish.state.gov/files/ae/resource_files

   - http://learnenglish.britishcouncil.org/en/

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan Pertama

Pendahuluan (10 menit)
1) Guru memberi salam (*greeting*);
2) Guru memeriksa kehadiran siswa;
3) Guru membuka pelajaran dengan mengajak siswa berdo'a
4) Guru menjelaskan menjelaskan secara ringkas materi yg akan dipelajari.

Kegiatan inti (60 menit)
Mengamati
Dengan bimbingan dari guru siwa mengamati beberapa langkah dalam pemainan anagram
1) Guru membagi siswa ke dalam beberapa kelompok.
2) Guru menajak siswa bermain kata dengan anagram game dengan membagikan list of anagram ganagram game kepada setiap kelompok.
3) Setiap kelopok mendapat beberapa kata acak terdiri ari 3 sampai 6 kata.

4) Guur meminta siswa untuk menyusun dn membentuk huruf acak yang di berikan menjadi kata baru yang benar.
5) Guru memimta siswa menyusun huruf acak disebelah kiri dengan susunan kata di sebelah kanan.

Menanya

Dengan bimbingan guru siswa menggali informasi dengan mengajukan pertanyaan mengenai hal-hal yang berhunbungan dengan concrete noun dan countable noun

Mengumpulkan informasi

Dengan bimbingan guru siswa berlatih mengunakan huruf acak yang terkait dengan concrete dan countable noun.

Mengkomunikasikan

Siswa mencari kosakata tentang concrete noun dan countable noun dengan menyusun huruf yang diberikan.

Penutup (10 menit)
1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran.
2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
4) Peserta didik dan guru melakukan do'a bersama di akhir pelajaran.
5) Guru menutup kegiatan pembelajaran.

Pertemuan Kedua

Pendahuluan (10 menit)
1) Guru memberi salam (*greeting*);
2) Guru memeriksa kehadiran siswa;
3) Guru membuka pelejaran dengan mengajak siswa berdo'a.

Kegiatan inti (60 menit)

Mengamati
1) Guru mengulang kembali pelajaran sebelumnya
2) Guru memberikan soal.
3) Siswa menjawan soal yang diberikan.

Penutup (10 menit)
1) Guru mengumpulkan hasil kerja siswa.
2) Guru menutup pertemuan dengan hamdalah dan salam.

H. Penilaian

1. Tekhnik   : Merspon pertanyaan secara tertulis

2. Bentuk   : Pertanyaan tertulis
3. Instrument   : Terlampir

I.   Pedoman Penilaian
   1. Jumlah skor maksimalx 4   : 25
   2. Nilai makimal   : 100
   3. Nilai siswa   : skor perolehan x 100
                                     Skor maksimum

Padangsidimpuan, 16 Februari 2023

Mengetahui
Kepala MTs Ponpes Subulussalam   Guru Mata Pelajaran

Nuraini

Erni Dahlia S.Pd

NIM. 16 20 3000 22

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan **: MTs Ponpes Subulussalam Sayurmaincat**
Mata Pelajaran **: Bahasa Inggris**
Kelas/Semester **: VIII/2 (dua)**
Materi Pokok **: Noun (concrete and countable Noun)**

Alokasi Waktu **: 2 X 40 Menit**

J. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 : Mencoba, mengolah, dan menyaji 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

K. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No		Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2	2.2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	
	2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai,	

		dalam melaksanakan komunikasi fungsional.		
3	3.5	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama benda, jumlah dan letak yang ada di sekolah	3.5.1	Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk menyebutkan nama benda, jumlah dan letak yang ada di sekolah
			3.5.2	Mengidentifikasi ungkapan yang digunakan untuk untuk menyebutkan nama benda, jumlah dan letak yang ada di sekolah
4	4.6	Menyusun teks lisan dan tulis untuk menyebutkan nama benda yang dekat dengan kehidupan siswa sehari-hari dengan unsur kebahasaan yang benar dan sesuai konteks	4.6.1	Mengidentifikasi nama benda, jumlah dan letak yang ada di sekolah
			4.6.1	Menirukan ungkapan untuk menyebutkan nama benda, jumlah, dan letaknya yang ada di sekolah
			4.6.2	Membuat percakapan pendek yang menggunakan ungkapan untuk untuk menyebutkan nama benda, jumlah dan letak yang ada di sekolah
			4.6.3	Menggunakan struktur teks dan unsur kebahasaan untuk untuk menyebutkan nama benda, jumlah dan letak yang ada di sekolah
			4.6.4	Melakukan percakapan untuk untuk menyebutkan nama

		benda, jumlah dan letak yang ada di sekolah

L. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

9) Mengamati ungkapan atau tutur kata yang digunakan untuk menyebutkan nama benda, jumlah, dan letaknya yang dekat dengan kehidupan siswa sehari-hari.

10) Mengidentifikasi ungkapan yang digunakan untuk untuk menyebutkan nama benda, jumlah, dan letaknya yang dekat dengan kehidupan siswa sehari-hari.

11) Mengidentifikasi nama benda, jumlah, dan letaknya yang dekat dengan kehidupan siswa sehari-hari.

12) Menirukan ungkapan untuk menyatakan jati diri seperti anggota keluarga dan pekerjaannya.

13) Menirukan ungkapan untuk menyebutkan nama benda, jumlah, dan letaknya yang dekat dengan kehidupan siswa sehari-hari.

14) Membuat percakapan pendek dalam menggunakan ungkapan untuk menyebutkan nama benda, jumlah, dan letaknya yang dekat dengan kehidupan siswa sehari-hari.

15) Menggunakan struktur teks dan unsur kebahasaan untuk untuk menyebutkan nama benda, jumlah, dan letaknya yang dekat dengan kehidupan siswa sehari-hari.

16) Melakukan percakapan untuk untuk menyebutkan nama benda, jumlah, dan letaknya yang dekat dengan kehidupan siswa sehari-hari.

M. Materi Pembelajaran

Fungsi sosial

Mengenalkan, mengidentifikasi benda, jumlah dan letaknya yang dekat dengan kehidupan sehari-hari peserta didik.

Struktur teks

e. *Those are my shoes.*

f. *There is one whiteboard in my classroom.*

g. *How many classrooms are there?*

h. *Where is the library? The library is behind the classroom.*

Unsur kebahasaan

(11) Nama benda di lingkungan sekolah: *table, book shelf, pen, bag*, *classroom, library* dll.

(12) Kata tanya *What?Which one? How many?*

(13) Penyebutan kata benda singular dengan *a* dan *the*, dan plural *(-s).*

(14) Kata ganti it, *they*, *this*, *that*, *those*, *these*.

(15) Ungkapan *There is/are..., Are there ...?*

(16) Penggunaan *preposition of place: behind, beside, in front of etc.*

(17) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: *be, have, go, play,get, take,* dan sebagainya.

(18) Ucapan, tekanan kata, Intonasi

(19) Ejaan dan tanda baca

(20) Tulisan tangan.

Topik

Benda umum yang terdapat di lingkungan sekolah siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan kerja sama.

N. Metode Pembelajaran
   2. Conventional strategy

O. Media, Alat, dan Sumber Pembelajaran
   1. **Media**
      -Papan tulis
      - Spidol
   2. **Sumber Pembelajaran**
      c. English Book Junior High School "When Rings a Bell" Curriculum 2013 chapter VIII
      d. Sumber dari internet, seperti:

      - www.dailyenglish.com

      - http://americanenglish.state.gov/files/ae/resource_files

      - http://learnenglish.britishcouncil.org/en/

      -

P. Langkah-langkah Kegiatan Pembelajaran

   Pertemuan Pertama

   Pendahuluan (10 menit)
   5) Guru memberi salam (*greeting*);
   6) Guru memeriksa kehadiran siswa;
   7) Guru membuka pelajaran dengan mengajak siswa berdo'a
   8) Guru menjelaskan menjelaskan secara ringkas materi yg akan dipelajari.

   Kegiatan inti (60 menit)
   Mengamati
   Dengan bimbingan dari guru siwa mengamati beberapa langkah dalam pemainan anagram

6) Guru memberikan materi tenang concrete dan countable noun dengan bantuan object gambar dari buku pelajaran dan sekitar ruangan kelas secara ringkas.
7) Guru memberikan penjelasan mengenai materi tersebut.

Menanya

Dengan bimbingan guru siswa menggali informasi dengan mengajukan pertanyaan mengenai hal-hal yang berhunbungan dengan concrete noun dan countable noun

Mengumpulkan informasi

1) Siswa mencari dan mengumpulkan kosakata tentang concrete noun dan countable noun.
2) Dengan bimbingan guru siswa berlatih menghafalkan kosakata tersebut.

Penutup (10 menit)

6) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran.
7) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
8) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
9) Peserta didik dan guru melakukan do'a bersama di akhir pelajaran.
10) Guru menutup kegiatan pembelajaran.

Pertemuan Kedua

Pendahuluan (10 menit)

4) Guru memberi salam (*greeting*);
5) Guru memeriksa kehadiran siswa;
6) Guru membuka pelejaran dengan mengajak siswa berdo'a.

Kegiatan inti (60 menit)

Mengamati

4) Guru mengulang kembali pelajaran sebelumnya
5) Guru memberikan soal.
6) Siswa menjawan soal yang diberikan.

Penutup (10 menit)

3) Guru mengumpulkan hasil kerj siswa.
4) Guru menutup pertemuan dengan hamdalah dan salam.

Q. Penilaian

1. Tekhnik   : Merspon pertanyaan secara tertulis
2. Bentuk   : Pertanyaan tertulis
3. Instrument   : Terlampir

R. Pedoman Penilaian

1. Jumlah skor maksimalx 4   : 25
2. Nilai makimal   : 100

3. Nilai siswa   : $\dfrac{\text{skor perolehan} \times 100}{\text{Skor maksimum}}$

<div style="text-align: right;">Padangsidimpuan, 16 Februari 2023</div>

Mengetahui
Kepala MTs Ponpes Subulussalam   Guru Mata Pelajaran

Nuraini

Erni Dahlia S.Pd

NIM. 16 20 3000 22

Appendix 3

The Instrument of Test

(PRE-TEST)

A. Introduction

This test is used by the researcher as the instrument of the research. The function of the test is to identify noun that in find in the school. The researcher gives this test and orders the students to do it under the instruction.

B. Instruction

1. There are four options from each question, choose the right one answer by making cross sign in that option.

2. Write down your name in the box available

3. The test is about noun that find in the school

4. Time is given for you is 90 minutes.

Name   :

Room   :

Date/Month/Year   :

Look at the picture !

1. There is a . . . in my classroom

   a. Table   c. Chair
   b.Cupboard   d. Broom

2. I put some pens, some pencils, a ruler, and some erasers in my . . .

a. Pencil case   c. Broom
b. Clock   d. Scissor

3.   .....markers are there in the classroom?

a. What if   c. How many
b. When   d. Where

4.   Do you have a dictionary in your bag?

a. Yes, I did   c. Yes, I does
b. Yes, I am   d. Yes, I do

Look at the picture !
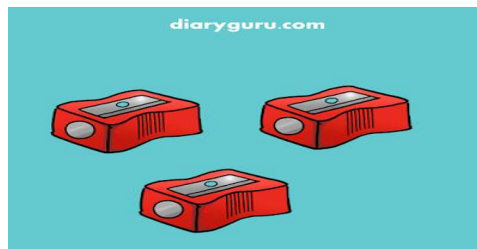
5.   There are three red . . .

a. Flags   d. Scissors
b. Sharpeners
c. Globes

6.   This tool can erase marker, chalk, or pencil. This is a . . .

a. Map   d. Bag
b. Glue
c. Eraser

7.   This is a three-dimensional model of the world, commonly found in classrooms.
     This is a ....
a. Globe   c. Flag
b. Map   d. Bookshelf

Look at the picture !

8. Are there two vases in your classroom?. . .

a. Yes, there are
b. No, there are not

c. Yes, there is
d. No, there is not

9. in − the classroom − are − there − pictures − five
The best arrangement is . . .

a. There are pictures five in the classroom
b. Are there the classroom in picures five

c. Are there in the classroom five pictures
d. There are five pictures in the classroom

10. The colour of Indonesia's flag is . . .

a. Red and blue
b. Black and white

c. Red and white
d. Black and brown

11. The teacher usually writes . . . . at the front of the classroom

a. Bookshlef
b. Whiteboard

c. Cupboard
d. Calender

Look at the picture !

12. There is a book . . .table

a. In
b. On

c. Behind
d. Among

13. This chart shows the days of each month. This is a . . .

a. Glue
b. Clock

c. Calender
d. Broom

14. Dila : Do you bring a crayon ?
Agus : . . .

a. Yes, I do   c. Yes, I do
b. No, I do   d. No, I does

Look at the picture !

15.   There are books . . . .globe

       a. Among   c. Between
       b. Beside   d. On

Read the text below and answer the question!
(Question number 16-18)

This is our classroom. Our classroom is wide and clean. There are a lot of things in it. There are twenty two tables and forty four chairs. There is also a whiteboard, a flag, a ruler, a clock, a calender, some marker, and some picture. Beside that, there are also some dusters and some brooms.

16.   How many chairs are there in your classroom?

       a. Thirty three   c. Twenty two
       b. Forty four   d. Twelve

17.   Are there some dusters in your clasroom?

       a. Yes, It is   c. Yes, there is
       b. No, It is not   d. No, there is not

18.   How many tables are there in your classroom?

       a. Twenty   c. Forty
       b. Twenty two   d. Forty four

19.   Dona : . . . .there two pencils between a book and a ruler?

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

Look at the picture !

20.   Herdi has some . . . notebooks

        a. White   c. Blue
        b. Yellow   d. Red

21.   Rudi has some ...... in his pencil case
        a. Pencils   c. Tissues
        b. Papers   d. Laptops

22.   Teachers forbid the students to bring ..... to the school
        a. Color painting   c. Ruler
        b. Bag   d. Knife and Handphone

23.   Students wear ..... clothes go to the school
        a. Uniform   c. T-shirt
        b. Long dress   d. Short skirt

24.   If you make a mistake while using a pen in your writing, you must use .....
        a. Eraser   c. Correction pen
        b. Pen   d. Laptop

25.   Where we usually put some papers while studying the lesson ......
        a. On the table   c. in the kitchen
        b. Above the roof   d. Hang on the wall

Padangsidimpuan, 3 January 2023

Validator   Researcher

Fitri Rayani Siregar, M.Hum.   **Nuraini**
NIP. NIP.198207312009122004   **NIM. 16 203 00022**

Appendix 4

The Instrument of Test

(POST-TEST)

C. Introduction

This test is used by the researcher as the instrument of the research. The function of the test is to identify noun that in find in the school. The researcher gives this test and orders the students to do it under the instruction.

D. Instruction

5. There are four options from each question, choose the right one answer by making cross sign in that option.

6. Write down your name in the box available

7. The test is about noun that find in the school

8. Time is given for you is 90 minutes.

Name :

Room :

Date/Month/Year :

Choose either a, b,c or d for the correct answers by giving a cross (X) !

1. There are names of personnel's at school, except .....
   i.   Clerk   iii.   Nurse
   ii. Teacher   iv.   Principal

2. We sweap the floor with .....
   i.   Chair   iii.   Broom
   ii. Table   iv.   Picture

3. .... is to keep books
   i.   Bookshelf   iii.   Table
   ii. Chair   iv.   Wall

4. Teacher   : Andi, get me a chalk, please !

Andi   : .....

i. Good
ii. Thank you

iii. Nevermind
iv. Yes, Sir

5. It is a room at school. The students borrow some books and dictionary here. What room is it?

i. Library
ii. Classroom

iii. Office
iv. Laboratory

6. A ...... works in the library.

i. Teacher
ii. Security

iii. Librarian
iv. School Guard

7. Mr. Budiman leads my school because he is a .....

i. Teacher
ii. Headmaster

iii. School guard
iv. Skill laborer

8. Andita   : Where should the ill students go?
   Beny   : They should go to ....

i. Store room
ii. Canteen

iii. Clinic
iv. Playgroup

9. The librarian put books or papers in the .....

i. School guard
ii. School yard

iii. School bag
iv. School shelf

10. We can practice to type a letter in the .....

i. People room
ii. Computer room

iii. School yard
iv. Kitchen

11. Abdul   : Can I borrow your sharpener?
    Siti   : Sure. Here it is.
    Abdul   : Thank you very much.
    Siti   : ......

a. You are welcome
b. Yes, I do

c. I'm sorry
d. OK

12. There .... some crayons under the table

i. is
ii. are

iii. many
iv. much

Look at the picture !

13. What are on the table ....
    i.   a globe   iii.   two dictionaries
    ii. a pencil   iv.   a ruler

14. There are much water in the toilet.
    Toilet means ....
    i.   Bathroom   iii.   Bedroom
    ii. Kitchen   iv.   Clinic

Look at the picture !
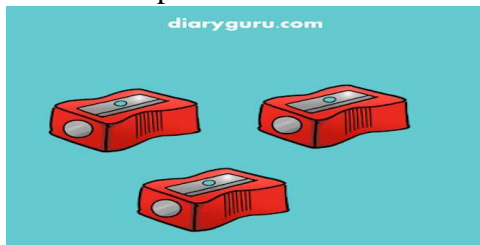
15. What color of these sharpeners ....
    i.   Blue   iii.   Green
    ii. Red   iv.   Brown

16. Students write sentences by using a ....
    i.   a pen   iii.   a correction pen
    ii. a scissors   iv.   a eraser

17. A tool school that useful to keep some pencils and pens, students should use ......
    i.   Pencil case   iii.   Bookshelf
    ii. Sharpener   iv.   Bookstore

18. Rudi go to ..... for buying some foods in the school.
    i.   Canteen   iii.   Sport room
    ii. Store   iv.   Clinic room

19. In the school or campus, facility that usually there is a .....
    i.   Mosque or mushalla   iii.   Bus
    ii. Train station   iv.   Bedroom

20. Rearrange this letter into good word !

M – a – n – y   o – k – o – b – s   i – n   L - i – r – b – y – a – r

   i.   Many Books in Library   iii.   Many fruits in Mini market

   ii.   Many students in the Classroom   iv.   Many computers in Library

21. Teacher keeps some computers in the ..... room
   i.   Computer
   ii.   Clinic
  iii.   Bookshelf
  iv.   Laboratory

22. If teacher wants to keep tools of sport in the school, teacher should go to the .....
   i.   Sport room
   ii.   Clinic room
  iii.   Bathroom
  iv.   Library

23. Ali   : Do you have two rulers ?
   Dina   : Yes, I am.
   Ali   : May I borrow one?
   Dina   : Yes, of course. Here it is
   Ali   : Thank you !

   Based on conversation above, what thing Ali borrows to Dina ?
   a.   A sharpener
   b.   A rules
   c.   A pen
   d.   A dictionary

Look at these conversation below!
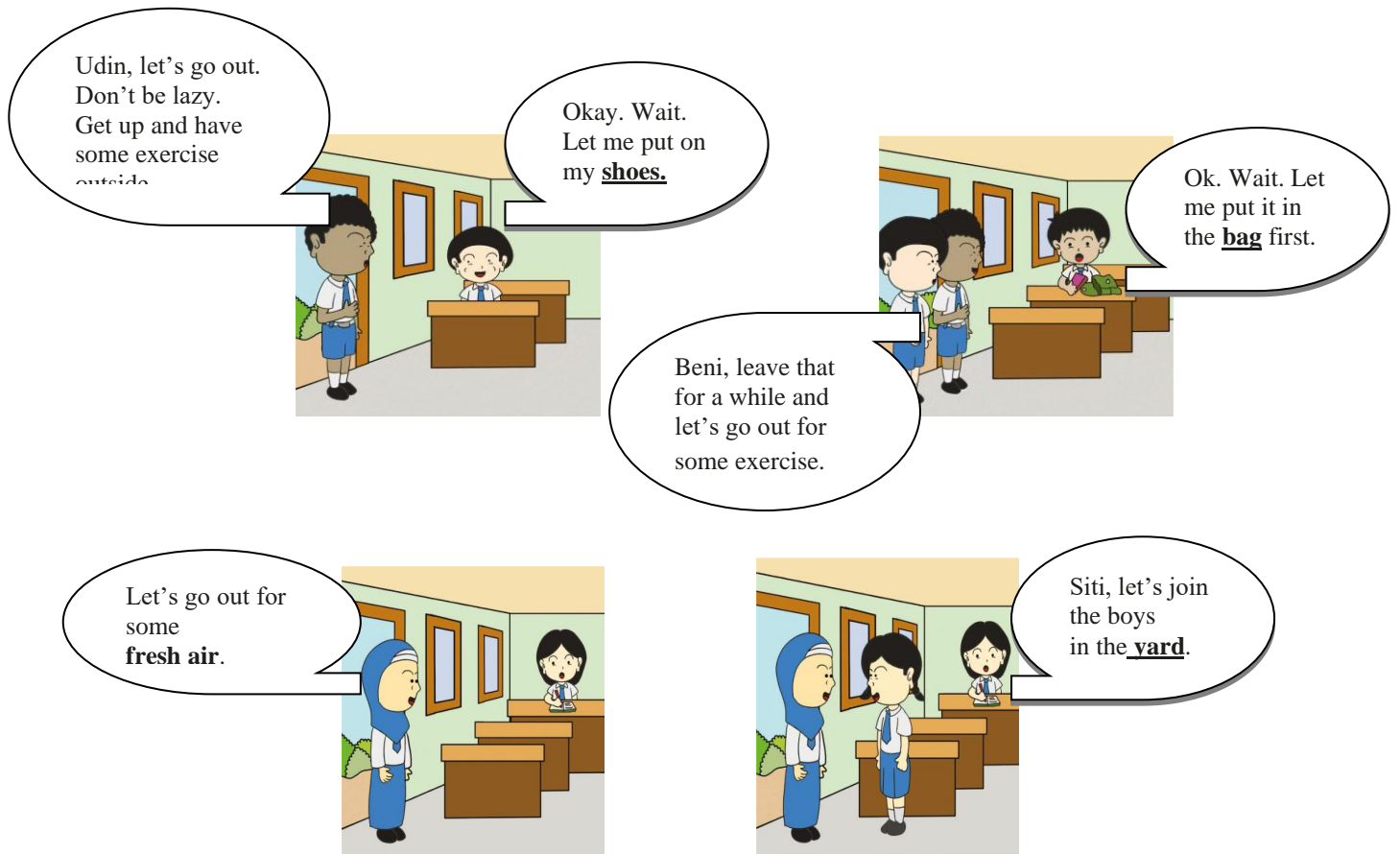
24. What is Udin replied after his friend ask to go out?

    i.   Let me put on my shoes

    ii.   I'm lazy to go out

    iii. I will do some excercises

    iv.   Just go there

25. Where will they join with the boys?

    i.   In the pool

    ii.   In the park

iii.   In the yard

iv.   In teh school

Padangsidimpuan, 3 January 2023

Validator   Researcher

Fitri Rayani Siregar, M.Hum.   **Nuraini**
NIP. NIP.198207312009122004   **NIM. 16 203 00022**

Appendix 5

Key answer of pre test

1. C
2. A
3. C
4. D
5. B
6. C
7. A
8. B
9. D
10. C
11. B
12. B
13. C

14. A
15. B
16. B
17. C
18. C
19. B
20. D
21. A
22. D
23. A
24. A
25. A

Key answer of post test

1. C
2. C
3. A
4. D
5. A
6. C
7. B
8. C
9. D
10. B
11. D
12. B
13. C

14. A
15. B
16. A
17. A
18. A
19. A
20. A
21. A
22. A
23. B
24. A
25. C

APPENDIX 6

SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS PRE-TEST

A. Pre- Test Score of Experimental Class (VIII-B)

No	Initial Name of Student (n)	Pre-Test
1	PA	16
2	IS	16
3	C	16
4	SO	20
5	AR	20
6	YM	20
7	Y	20
8	NAL	20
9	A	24
10	FH	24
11	UA	24
12	RNL	24
13	NR	28
14	WM	28
15	K	28
16	SA	28
17	SR	32
18	DA	32
19	HS	32
20	SF	32
21	UKP	32
22	ER	36
23	MRP	36
24	MSL	36
25	AP	40
26	MS	40
27	FA	40
28	SA	40
29	TSR	40
30	NB	40
31	AR	44
32	NHL	44
33	NHD	44
34	NM	44
35	AL	44
36	SDL	48
37	FDZ	48
38	NN	52
39	NHH	52
40	M	56
Total		1340

B. Pre-Test Score of Control Class (VIII-A)

No	Initial Name of Student (n)	Pre-Test
1	AR	8
2	NR	16
3	RN	16
4	RA	16
5	AS	16
6	MH	16
7	NH	16
8	MF	20
9	DL	20
10	AR	20
11	Y	20
12	NS	24
13	D	24
14	NHP	24
15	NS	24
16	N	24
17	SAL	24
18	NDS	28
19	RB	28
20	AR	28
21	S	28
22	SA	28
23	MS	32
24	MHL	32
25	SM	32
26	SF	32
27	IPN	32
28	RN	36
29	PN	36
30	NS	40
31	JAL	40
32	ZRL	40
33	SAR	44
34	KA	44
35	RM	48
36	MPK	48
Total		1004

APPENDIX 7

RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of Normality Test of VIII-B in Pre-Test

1. The Score of VIII-B in Pre-Test From Low to High Score

16	16	16	20	20	20	20	20	24	24
24	24	28	28	28	28	32	32	32	32
32	36	36	36	40	40	40	40	40	40
44	44	44	44	44	48	48	52	52	56

2. High = 56

Low = 16

Range = High – Low

= 56 - 16

= 40

3. Total of Classes = 1+ 3,3 log (n)

= 1 + 3,3 log (40)

= 1 + 3,3 (1,60)

= 1 + 5,28

= 6,28

= 6

4. Lenght of Classes $= \frac{range}{total\ of\ class} = \frac{40}{6} = 6,6 = 7$

5. Mean

Interval	F	X	X	Fx	x^2	Fx^2
16 – 22	8	19	2	16	4	32
23 – 29	8	26	1	8	1	8
30 – 36	**8**	**33**	**0**	**0**	**0**	**0**
37 – 43	6	40	-1	-6	1	6
44 – 50	7	47	-2	-14	4	28
51 – 56	3	53,5	-3	-9	9	27
i = 6	40	-	-	-5	-	101

Mx $= M^1 + i \frac{\sum fx^1}{N}$

$= 33 + 6 \left(\frac{-5}{40}\right)$

$= 33 + 6 \ (-0,125)$

$= 33 + (-0,75)$

$= 32,25$

$$SD_t = i \sqrt{\frac{\sum f x^2}{n} - \left(\frac{\sum f x^1}{n}\right)}$$

$$= 6 \frac{\sqrt{101}}{40} - \left(\frac{-5}{40}\right)^2$$

$$= 6 \sqrt{2.525 + 0.015625}$$

$$= 6 \sqrt{2.540625}$$

$$= 6 \times 1,59$$

$$= 9,54$$

Table of Normality Data Test with Chi-Quadrat Formula

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	f_0	f_h	$\frac{f_0 - f_h}{f_h}$
51 - 56	56,5	2,54	0,4945	0,0226	3	0,904	2,31
44 - 50	50,5	1,91	0,4719	0,1155	7	4,62	0,51
37 - 43	43,5	1,17	0,3790	0,0929	6	3,716	0,61
30 - 36	36,5	0,44	0,1700	0,209	8	8,36	-0,04
23 - 29	29,5	-0,28	-0,1103	-0,0597	8	-2,388	-4,35
16 - 22	22,5	-1,02	-0,3461	-0,2358	8	-9,432	-0,15
						X^2	-1,11

Based on the table above, researcher found that $x^2_{count} = -1,11$ while $x^2_{table} = 9,488$, cause $x^2_{count} < x^2_{table}$ (-1,11 < 9,488) with degree of freedom (dk) = 7 – 3 = 4, where significant level α = 5%. So distribution of VIII-B class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	16 – 22	8	8
2	23 – 29	8	16
3	**30 – 36**	8	24
4	37 – 43	6	30
5	44 – 50	7	37
6	51 – 56	3	40

Position of Me in the interval of classes is number 3, that:
BB   = 29,5
F   = 8

fm $= 6$
i $= 6$
n $= 40$
½ n $= 20$

So:

Me $= BB + i \dfrac{(n/2 - F)}{Fm}$

$= 29,5 + 6 \dfrac{(40/2 - 8)}{6}$

$= 29,5 + 6 \left(\dfrac{20-8}{6}\right)$

$= 29,5 + 6 \left(\dfrac{12}{6}\right)$

$= 29,5 + 12$

$= 41,5$

7. Modus

No	Interval	F	Fk
1	16 – 22	8	8
2	23 – 29	8	16
3	**30 – 36**	8	24
4	37 – 43	6	30
5	44 – 50	7	37
6	51 – 56	3	40

L $= 29,5$
d_1 $= 0$
d_2 $= 2$
i $= 6$

M_O $= L + \dfrac{d1}{d1+d2}\; i$

$= 29,5 + \dfrac{0}{0 + 2}\; 6$

$= 29,5 + \dfrac{0}{2}\; 6$

$= 29,5 + 0$

$= 29,5$

APPENDIX 8
RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of Normality Test of VIII-A in Pre-Test

1. The Score of VIII-A in Pre-Test From Low to High Score

8	16	16	16	16	16
16	20	20	20	20	24
24	24	24	24	24	28
28	28	28	28	32	32
32	32	32	36	36	40
40	40	44	44	48	48

2. High $= 48$
Low $= 8$
Range $= 48 - 8$
$= 40$

3. Total of classes $= 1 + 3,3 \log (n)$
$= 1 + 3,3 \log 36$
$= 1 + 3,3 (1,55)$
$= 1 + 5,11$
$= 6,11$
$= 6$

4. Lenght of classes $= \frac{range}{total\ of\ class} = \frac{40}{6} = 6,6 = 7$

5. Mean

Interval	F	X	x	Fx	x^2	Fx^2
8 - 14	1	11	2	2	4	4
15 - 21	10	18	1	10	1	10
22 - 28	**11**	**25**	**0**	**0**	**0**	**0**
29 - 35	5	32	-1	5	1	5
36 - 42	5	39	-2	10	4	20
43 - 48	4	45,5	-3	12	9	36
i = 6	36	-	-	39	-	75

M_x $= M^1 + i\ \dfrac{\sum fx^1}{N}$

$= 25 + 6 \left(\frac{39}{36}\right)$

$= 25 + 6 (1,08)$

$= 25 + 6,48$
$= 31,48$

$$SD_t \;=\; i \sqrt{\frac{\sum Fx^2}{n}} \;-\; \sqrt{\frac{(\sum Fx^1)^2}{n}}$$

$$= 6 \sqrt{\frac{75}{36}} - \sqrt{\frac{39}{36}}$$

$$= 6 \sqrt{2.08 - 1.08}$$

$$= 6 \sqrt{1}$$

$$= 6 \times 1$$

$$= 6$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval	Real Upper Limit	$Z-$ Score	Limit of Large of the Area	Large of area	F_0	F_h	$\dfrac{F_0 - F_h}{F_h}$
43 – 48	48,5	2,83	0,4977	0,0313	4	1,12	2,57
36 – 42	42,5	1,83	0,4664	0,2491	5	8,96	-0,44
29 - 35	35,5	0,67	0,2486	0,2178	5	7,84	-0,36
22 - 28	28,5	-0,49	-0,1879	0,0607	11	2,18	4,04
15 - 21	21,5	-1,66	-0,4515	-0,2636	10	-9,48	0,05
8 - 14	14,5	-2,83	-0,4977	-0,0462	1	-1,66	-0,39
						X^2	5,47

Based on the table above, researcher found that $x^2{}_{count} = 5,47$ while $x^2{}_{table} = 9,488$, cause $x^2{}_{count}$

$< x^2{}_{table}$ ($5,47 < 9,488$) with degree of freedom (dk) $= 7 - 3 = 4$, where significant level $\alpha =$

5%. So distribution of VIII-A class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	8 - 14	1	1
2	15 - 21	10	11
3	**22 - 28**	**11**	**22**
4	29 - 35	5	27
5	36 - 42	5	32
6	43 – 48	4	36

Position of Me in the interval of classes is number 4, that:
BB   = 21,5
F   = 10
Fm   = 5
i   = 6

n   = 36
1/2n = 18

So:
Me   = BB + i $\underline{(n/2 – F)}$
       Fm

    = 21,5 + 6 $\underline{(36/2 – 10)}$
         5

    = 21,5 + 6 (1,2)

    = 21,5 + 7,2

    = 28,7

7. Modus

No	Interval	F	Fk
1	8 - 14	1	1
2	15 - 21	10	11
3	**22 - 28**	**11**	**22**
4	29 - 35	5	27
5	36 - 42	5	32
6	43 – 48	4	36
7	8 - 14	1	1

L   = 21,5
d_1 = 1
d_2 = 6
i   = 6

M_O $= L + \frac{d1}{d1+d2}$ i

   $= 21,5 + \frac{1}{1+6}$ 6

   $= 21,5 + \frac{1}{7}$ 6

    = 21,5 + 0,84

    = 22,34

APPENDIX 9

SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS POST-TEST

A. Post- Test Score of Experimental Class (VIII-B)

No	Initial Name of Students	Post-Test
1	HSL	68
2	WP	68
3	NR	68
4	NM	72
5	NHH	72
6	NN	72
7	SO	72
8	SA	76
9	SR	76
10	NHL	80
11	WM	80
12	RNL	80
13	PA	80
14	AP	80
15	MS	84
16	FH	84
17	NAL	84
18	SF	88
19	ER	88
20	DA	88
21	K	88
22	AR	88
23	SA	88
24	AR	88
25	C	88
26	UKP	88
27	AL	88
28	FDZ	92
29	NB	92
30	MS	92
31	A	92
32	YAM	92
33	IS	92
34	FA	96
35	UA	96
36	MRP	96
37	M	96
38	SD	96
39	NHD	96
40	TSR	96
Total		3400

B. Post- Test Score of Control Class (VIII-A)

No	Initial Name of Students	Post-Test
1	NRM	56
2	PN	56
3	AR	56
4	NS	56
5	SAL	56
6	RB	56
7	S	60
8	SML	60
9	NHP	60
10	NHB	60
11	AR	60
12	IPN	60
13	RA	60
14	N	60
15	NSL	64
16	DL	64
17	RN	64
18	RN	64
19	SF	64
20	AS	64
21	SA	64
22	MFL	68
23	MS	68
24	D	68
25	AR	68
26	KA	68
27	SAR	72
28	MH	72
29	NDS	72
30	MHL	72
31	JAL	72
32	Y	72
33	ZRL	76
34	RM	76
35	MPK	76
36	NS	76
Total		2340

APPENDIX 10

RESULT OF NORMALITY TEST IN POST-TEST

A. Result of Normality Test of VIII-B in Post-Test

1. The score of VIII-B class in post test from low score to high score:

68	68	68	72	72	72	72	76	76	80
80	80	80	80	84	84	84	88	88	88
88	88	88	88	88	88	88	92	92	92
92	92	92	96	96	96	96	96	96	96

2. High = 96

Low = 68

Range = High – Low

= 96 - 68

= 28

3. Total of classes = 1 + 3,3 log (n)

= 1 + 3,3 log 40

= 1 + 3,3 (1,60)

= 1 + 5,28

= 6,28

4. Length of classes $= \frac{range}{total\ of\ classes} = \frac{28}{6} = = 4,6 = 5$

5. Mean

Interval	F	X	x	Fx	x^2	Fx^2
68 – 72	7	70	4	28	16	112
73 – 77	2	75	3	6	9	18
78 – 82	5	80	2	10	4	20
83 – 87	3	85	1	3	1	3
88 – 92	**16**	**90**	**0**	**0**	**0**	**0**
93 -96	7	94,5	-1	7	1	7
i = 6	40	-	-	54	-	160

M_x $= M^1 + i\ \frac{\sum fx^1}{N}$

$= 90 + 6\ \frac{54}{40}$

$= 90 + 6\ (1,35)$

$$= 90 + 8{,}1$$

$$= 98{,}1$$

$$SD_t \quad = i \sqrt{\frac{\sum Fx^2}{n}} - \sqrt{\frac{(\sum Fx^1)^2}{n}}$$

$$= 6 \sqrt{\frac{160}{40}} - \left(\sqrt{\frac{54}{40}} \right)$$

$$= 6 \sqrt{4 - 1.8225}$$

$$= 6 \sqrt{2.1775}$$

$$= 6 \times 1{,}47$$

$$= 8{,}82$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	F_0	F_h	$\frac{f_0 - f_h}{f_h}$
93 -96	96,5	-0,18	0,0714	-0,1643	7	6,572	0,06
88 – 92	92,5	-0,63	0,2357	-0,3135	16	12,54	0,27
83 – 87	87,5	-1,20	0,3849	-0,1492	3	5,968	-0,49
78 – 82	82,5	-1,76	0,4608	-0,0759	5	3,036	1,96
73 – 77	77,5	-2,33	0,4901	-0,0293	2	19,604	-0,89
68 – 72	72,5	-2,90	0,4981	-0,008	7	0,32	20,87
						X^2	-24,42

Based on the table above, researcher found that $x^2{}_{count}$ = -24,42 while $x^2{}_{table}$ = 5,591 cause $x^2{}_{count} < x^2{}_{table}$ (-24,42 < 5,591) with degree of freedom (dk) = 5 – 3 = 2, where significant level α = 5%. So distribution of VIII-B class (post-test) is normal.

6. Median

No	Interval	F	Fk
1	68 – 72	7	7
2	73 – 77	2	9
3	78 – 82	5	14
4	83 – 87	3	17

5	**88 – 92**	**16**	**33**
6	93 -96	7	40

Position of Me in the interval of classes is number 2, that:

BB   = 87,5
F   = 3
Fm   = 7
i   = 6
n   = 40
1/2n   = 20

So:
Me $= BB + i \dfrac{(n/2 - F)}{Fm}$

$= 87,5 + 6 \dfrac{(40/2 - 3)}{7}$

$= 87,5 + 6 \ (2,42)$

$= 87,5 + 14,52$

$= 102,02$

7. Modus

No	Interval	F	Fk
1	68 – 72	7	7
2	73 – 77	2	9
3	78 – 82	5	14
4	83 – 87	3	17
5	**88 – 92**	**16**	**33**
6	93 -96	7	40

L   = 87,5
d_1 = 13
d_2 = 9
i   = 6

M_O $= L + \dfrac{d1}{d1+d2} \ i$

$= 87,5 + \dfrac{13}{13 +9} \ 6$

$= 87,5 + \dfrac{13}{22} \ 6$

$= 87,5 + 3,54$

$= 91,04$

APPENDIX 11

RESULT OF NORMALITY TEST IN POST-TEST

A. Result of Normality Test of VIII-A in Post-Test

1. The score of VIII-A class in post test from low score to high score:

56	56	56	56	56	56
60	60	60	60	60	60
60	60	64	64	64	64
64	64	64	68	68	68
68	68	72	72	72	72
72	72	76	76	76	76

2. High $= 76$
Low $= 56$
Range $= 76 - 56$
$= 20$

3. Total of classes $= 1 + 3,3 \log (n)$
$= 1 + 3,3 \log (36)$
$= 1 + 3,3 (1,55)$
$= 1 + 5,11$
$= 6,11$
$= 6$

4. Lenght of classes $= \dfrac{range}{total\ of\ classes} = \dfrac{20}{6} = 3,3 = 3$

5. Mean

Interval	F	X	x	Fx	x^2	Fx^2
56 – 58	6	57	1	6	1	6
59 – 61	**8**	**60**	**0**	**0**	**0**	**0**
62 – 64	7	63	-1	7	1	7
65 – 67	0	66	-2	0	4	0
68 – 70	5	69	-3	15	9	45
71 – 73	6	72	-4	24	16	96
74 -76	4	75	-5	20	25	100
i = 7	36	-	-	72	-	254

M_x $= M^1 + i\ \dfrac{\sum fx^1}{N}$

$= 60 + 7\ \dfrac{72}{36}$

$= 60 + 7\ (\ 2\ )$

$= 60 + 14$

$$= 74$$

$$SD_t \quad = i \sqrt{\frac{\sum Fx^2}{n}} - \sqrt{\frac{(\sum Fx^1)^2}{n}}$$

$$= 7 \sqrt{\frac{254}{36}} - \left(\sqrt{\frac{72}{36}} \right)$$

$$= 7 \sqrt{7.05 - 4}$$

$$= 7 \sqrt{3.05}$$

$$= 7 \times 1,74$$

$$= 12,18$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of score	Real Upper Limit	Z-score	Limit of large of the area	Large of the area	f_0	f_h	$\frac{f_{o-}f_h}{f_h}$
56 – 58	58,5	-1,27	0,3980	0,0519	4	1,86	1,15
59 – 61	61,5	-1,02	0,3461	0,1276	6	4,59	0,30
62 – 64	64,5	-0,77	0,2794	0,0667	5	2,40	1,08
65 – 67	67,5	-0,53	0,2019	0,0775	0	2,79	0
68 – 70	70,5	-0,28	0,1103	0,0916	7	3,29	1,12
71 – 73	73,5	-0,04	0,0160	0,0943	8	3,39	1,35
74 -76	76,5	0,20	0,0793	0,0633	6	2,27	1,64
						X^2	6,64

6. Median

No	Interval	F	Fk
1	56 – 58	6	6
2	**59 – 61**	**8**	**14**
3	62 – 64	7	21
4	65 – 67	0	21
5	68 – 70	5	26
6	71 – 73	6	32
7	74 - 76	4	36

Position of Me in the interval of classes is number 2, that:
Bb   = 58,5
F   = 6
Fm   = 7
i   = 7
n   = 36
1/2n   = 18

So:

$$Me = Bb + i \frac{(n/2 - F)}{Fm}$$

$$= 58,5 + 7 \frac{(36/2 - 6)}{7}$$

$$= 58,5 + 7 (1,71)$$

$$= 58,5 + 11,97$$

$$= 70,47$$

7. Modus

No	Interval	F	Fk
1	56 – 58	6	6
2	**59 – 61**	**8**	**14**
3	62 – 64	7	21
4	65 – 67	0	21
5	68 – 70	5	26
6	71 – 73	6	32
7	74 - 76	4	36

L $= 58,5$

$d_1 = 2$

$d_2 = 1$

i $= 7$

$$M_O = L + \frac{d1}{d1+d2} \ i$$

$$= 58,5 + \frac{2}{2+1} \ 7$$

$$= 58,5 + \frac{2}{3} \ 7$$

$$= 58,5 + 4,62$$

$$= 63,12$$

APPENDIX 12

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are used homogeneity test by using formula:

$$S^2 = \frac{n \sum xi^2 - (\sum xi)}{n(n-1)}$$

Hypothesis :

H_O : $S_1^2 = S_1^2$

H_I : $S_1^2 \neq S_1^2$

A. Variant of the VIII-B class is:

No	Xi	Xi²	No	Xi	Xi²
1	16	256	21	32	1024
2	16	256	22	36	1296
3	16	256	23	36	1296
4	20	400	24	36	1296
5	20	400	25	40	1600
6	20	400	26	40	1600
7	20	400	27	40	1600
8	20	400	28	40	1600
9	24	576	29	40	1600
10	24	576	30	40	1600
11	24	576	31	44	1936
12	24	576	32	44	1936
13	28	784	33	44	1936
14	28	784	34	44	1936
15	28	784	35	44	1936
16	28	784	36	48	2304
17	32	1024	37	48	2304
18	32	1024	38	52	2704
19	32	1024	39	52	2704
20	32	1024	40	56	3136
Total				1340	49648

n = 40

$\sum xi$ = 1340

$\sum xi^2$ = 49648

So:

$$S^2 = \frac{n \sum xi^2 - (\sum xi)}{n(n-1)}$$

$$= \frac{40(49648) - (1340)}{40(40-1)}$$

$$= \frac{40(48308)}{}$$

40 (40 – 1)

$$= \frac{1.932.320}{40 \ (39)}$$

$$= \frac{1.932.320}{1.560}$$

$$= 1.238,6666666667$$

B. Variant of the VIII-A class is:

No	Xi	Xi^2
1	8	64
2	16	256
3	16	256
4	16	256
5	16	256
6	16	256
7	16	256
8	20	400
9	20	400
10	20	400
11	20	400
12	24	576
13	24	576
14	24	576
15	24	576
16	24	576
17	24	576
18	28	784
19	28	784
20	28	784
21	28	784
22	28	784
23	32	1024
24	32	1024
25	32	1024
26	32	1024
27	32	1024
28	36	1296
29	36	1296
30	40	1600
31	40	1600
32	40	1600
33	44	1936
34	44	1936
35	48	2304
36	48	2304
Total	1004	31568

n   = 36

$\sum xi$ = 1004

$\sum xi^2$ = 31568

So:

S^2 = $\dfrac{n \sum xi^2 - (\sum xi)}{n(n-1)}$

= $36 \left(\dfrac{1004 - 31568}{36(36-1)} \right)$

= $\dfrac{36(30.564)}{36(35)}$

= $\dfrac{1.100.304}{1.260}$

= 873,2571428571

The Formula was used to test the hypothesis of pre-test VIII-B and VIII-A was:

F   = $\dfrac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$

= $\dfrac{1,238.6666666667}{873.2571428571}$

= 1,4184443572

F   = 1,41

After doing the calculation, researcher found that F_{count} = 1,41. It had been compared to F_{table}

with α 5% and dk numerator $n_1 - 1 = 40 - 1 = 39$ and deminator

$n_2 - 1 = 36 - 1 = 35$). Researcher found that F_{table} = 4,10. From the distribution list F, researcher

found that F_{table} = 4,10. So, $F_{count} < F_{table}$ (1,41 < 4,10). It means that the variant is homogenous.

APPENDIX 13

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are used homogeneity test by using formula:

$$S^2 = \frac{n \sum xi^2 - (\sum xi)}{n(n-1)}$$

Hypothesis :

H_O : $S_1^2 = S_1^2$

H_I : $S_1^2 \neq S_1^2$

A. Variant of the VIII-B class is:

No	Xi	Xi^2
1	68	4624
2	68	4624
3	68	4624
4	72	5184
5	72	5184
6	72	5184
7	72	5184
8	76	5776
9	76	5776
10	80	6400
11	80	6400
12	80	6400
13	80	6400
14	80	6400
15	84	7056
16	84	7056
17	84	7056
18	88	7744
19	88	7744
20	88	7744
21	88	7744
22	88	7744
23	88	7744
24	88	7744
25	88	7744
26	88	7744
27	88	7744
28	92	8468
29	92	8468
30	92	8468
31	92	8468
32	92	8468

33	92	8468
34	96	9504
35	96	9504
36	96	9504
37	96	9504
38	96	9504
39	96	9504
40	96	9504
Total	3400	294104

n   = 40

$\sum xi$ = 3400
$\sum xi^2$ = 294104

So:

S^2 $= \dfrac{n \sum xi^2 - (\sum xi)}{n(n-1)}$

$= \dfrac{40 , 3400 - 294104}{40(40-1)}$

$= \dfrac{40 , 290704}{40(39)}$

$= \dfrac{11,628,160}{1,560}$

$= 7.453,9487179487$

B. Variant of the VIII-A class is:

No	Xi	Xi^2
1	56	3136
2	56	3136
3	56	3136
4	56	3136
5	56	3136
6	56	3136
7	60	3600
8	60	3600
9	60	3600
10	60	3600
11	60	3600
12	60	3600
13	60	3600
14	60	3600
15	64	4096
16	64	4096
17	64	4096
18	64	4096
19	64	4096
20	64	4096

21	64	4096
22	68	4624
23	68	4624
24	68	4624
25	68	4624
26	68	4624
27	72	5184
28	72	5184
29	72	5184
30	72	5184
31	72	5184
32	72	5184
33	76	5776
34	76	5776
35	76	5776
36	76	5776
Total	2340	153616

n $= 36$

$\sum xi = 2340$

$\sum xi^2 = 153616$

So:

$S^2 = \dfrac{n \sum xi^2 - (\sum xi)}{n\,(n-1)}$

$= \dfrac{36\,(153616) - (2340)}{36\,(36 - 1)}$

$= \dfrac{6.144.640 - 2340}{36\,(36 - 1)}$

$= \dfrac{6{,}142{,}300}{36\,(35)}$

$= \dfrac{6{,}142{,}300}{1{,}260}$

$= 4.874{,}8412698413$

The Formula was used to test the hypothesis of post-test VIII-B and VIII-A was:

$F = \dfrac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$

$= \dfrac{7{,}453.9487179487}{4{,}874.8412698413}$

$= 1{,}529064908$

$F = 1{,}52$

After doing the calculation, researcher found that F_{count} = 1,52. It had been compared to F_{table} with α 5% and dk numerator n_1-1 = 40-1 = 39 and deminator

n_2-1 = 36-1 = 35). Researcher found that F_{table} = 4,13. From the distribution list F, researcher found that F_{table} = 4,10. So, F_{count} < F_{table} (1,52 < 4,10). It means that the variant is homogenous.

APPENDIX 14

T-TEST OF THE BOTH AVERAGES IN PRE-TEST

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$Tt = \frac{M1 - M2}{\frac{\sqrt{(n1-1)S1^2 + (n2-1)S2^2}}{n1+n2-2}\left(\frac{1}{n1}\right) + \left(\frac{1}{n2}\right)}$$

$$= \frac{-}{\sqrt{\frac{(40-1)\,873.2 + (36-1)\,1,238.6}{40+36-2}}\left(\frac{1}{40}\right) + \left(\frac{1}{36}\right)}$$

$$= \frac{32.25 - 31.48}{\sqrt{\frac{(39)\,873.2 + (35)1,238.6\,)\,(0.025+0.027)}{76-2}}}$$

$$= \frac{32.25 - 31.48}{\sqrt{\frac{34,054.8 + 43,351\,(0.025+0.027)}{74}}}$$

$$= \frac{0.77}{\sqrt{\frac{77,405.8 \quad 0.052}{74}}}$$

$$= \frac{0.77}{\sqrt{1,046.02 \quad 0.052}}$$

$$= \frac{0.77}{\sqrt{54.39}}$$

$$= \frac{0.77}{7.37}$$

$$= 0,10$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that $t_{count} = 0,10$ with opportunity (1-α) = 1 − 5% = 95% and dk = n_1 + n_2 − 2 = 40 + 36 − 2 = 74, t_{table} = 1,66571. So, $t_{count} < t_{table}$ = 0,10 < 1,66571 and H_0 is accepted, it means no difference the average between the VIII-B as experimental class and VIII-A as control class in this research.

APPENDIX 15
T-TEST OF THE BOTH AVERAGES IN POST-TEST

The formula was used to analyse homogeneity test of the both averages
was t-test, that:

$$\text{Tt} = \frac{M1-M2}{\frac{\sqrt{(n1-1)S1^2+(n2-1)S2^2}}{n1+n2-2}\left(\frac{1}{n1}\right)+\left(\frac{1}{n2}\right)}$$

$$= \frac{98.1-74}{\sqrt{\frac{(40-1)4,874.8+(36-1)7,453.9}{40+36-2}}\left(\frac{1}{40}\right)+\left(\frac{1}{36}\right)}$$

$$= \frac{98.1-74}{\sqrt{\frac{(40-1)4,874.8+(36-1)7,453.9}{40+36-2}}(0.025)+(0.027)}$$

$$= \frac{98.1-74}{\sqrt{\frac{190,117.2+260,886.5}{74}}(0.025)+(0.027)}$$

$$= \frac{98.1-74}{\sqrt{\frac{451,003.7}{74}}\;0.052}$$

$$= \frac{24.1}{\sqrt{6.094.64}}\;0,052$$

$$= \frac{24.1}{2.46\;0.052}$$

$$= \frac{24.1}{1.12}$$

$$= 21,5$$

Based on researcher calculation result of homogeneity test of the both averages, researcher
found that t_{count} = 21,5 with opportunity (1-α) = 1 − 5% = 95% and dk = n_1 + n_2 − 2 = 40 + 36
− 2 = 74, t_{table} = 1,66571. So, t_{count} > t_{table} = 21,5 > 1,66571 and H_a is accepted, it means there
was the difference average between the VIII-B as experimental class and VIII-A class as
control class in this research.

CURRICULUM VITAE

A. **Identity**

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   2. Junior High School   : MTs Subulussalam Kotanopan   (2012)
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Nomor : B / 62 /Un.28/E.1/TL.00/02/2023   22 Februari 2023
Lampiran :
Prihal : Izin Riset Skripsi
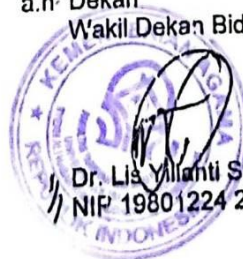
Yth. Kepala MTs Pondok Pesantren Subulussalam Sayurmaincat

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama	: Nuraini
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Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Alamat	: Sayurmaincat, Kec. Kotanopan, Kab. Mandailing Natal

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul **"The Effect of Angram Game on Vocabulary Mastery at the Eighth Grade Students of MTs Pondok Pesantren Subulussalam Sayurmaincat Kec. Kotanopan Kab. Mandailing Natal".** Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin perelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

a.n Dekan
Wakil Dekan Bidang Akademik

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<u>**SURAT KETERANGAN**</u>
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Kepala Madrasah Tsanawiyah Subulussalam Sayurmaincat Kecamatan Kotanopan Menerangkan Bahwa :

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Jenjang	:	S1

Nama yang bersangkutan telah mendapatkan persetujuan dari Kepala Madrasah Tsanawiyah Subulussalam Sayurmaincat Kecamatan Kotanopan, untuk melakukan Penelitian dalam rangka penyusunan Tugas Akhir/Skripsi yang Berjudul " **The Effect of Anagram Game on Vocabulary Mastery at the Eighth Grade Students of MTs Pondok Pesantren Subulussalam Sayurmaincat Kec. Kotanopan Kab. Mandailing Natal** ".

Demikian kami sampaikan, atas perhatian bapak/ibu kami ucapkan terima kasih.

Sayurmaincat, 23 Maret 20203
Kepala Madrasah Tsanawiyah

ERNIDAHLIANA, S.Pd