

**THE EFFECT OF BOGGLE GAME
ON STUDENTS' VOCABULARY MASTERY
AT GRADE X SMAN 1 SAYURMATINGGI**



Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
of the Graduate Degree of Education (S.Pd) in English*

Written By:

TAPI RUMONDANG BULAN HARAHAHAP
Reg.No. 21 203 00057

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2025**

**THE EFFECT OF BOGGLE GAME
ON STUDENTS' VOCABULARY MASTERY
AT GRADE X SMAN 1 SAYURMATINGGI**



Thesis

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

Written By:

TAPI RUMONDANG BULAN HARAHAAP

Reg.Num. 21 203 00057

Advisor I

Advisor II



Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004



Sri Rahmadhani Siregar, M.Pd.
NIP. 19860506 202321 2 045

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2025**

LETTER OF AGREEMENT

Term: Thesis
a.n **Tapi Rumondang Bulan Harahap**

Padangsidempuan, 03 June 2025

To:
**Dear Tarbiyah and Teacher
Training Faculty**

In-
Padangsidempuan

Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Tapi Rumondang Bulan Harahap**, entitled "**The Effect of Boggle Game on Students' Vocabulary Mastery at Grade X SMAN 1 Sayurmatinggi**". We approved that the thesis has been acceptable to complete the requirement to fulfil for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Thank you.

Wassalamu'alaikum warahmatullah wabarakatuh

Advisor I



Fitri Bayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

Advisor II



Sri Rahmadhani Siregar, M.Pd.
NIP. 19860506 202321 2 045

APPROVAL STATEMENT FOR PUBLICATION

As academic civity of the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, the named who signed here:

Name : Tapi Rumondang Bulan Harahap

Reg. Number : 21 203 00057

Department : English Education

Faculty : Tarbiyah and Teacher Training

Kind : Thesis

For the development of science and technology, I hereby declare that I present to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan Non-Exclusive Royalty Right on my thesis with entitled: "The Effect of Boggle Game on Students' Vocabulary Mastery at Grade X SMAN 1 Sayurmatinggi" with all sets of equipment (if needed). Based on the Non-Exclusive Royalty Right, the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as writer and own of its creative right.

Based on the statement above, this is made truthfully to be used properly.

Padangsidempuan, 26 May 2025

The Signed

A handwritten signature in black ink is written over a yellow rectangular stamp. The stamp features the Indonesian national emblem (Garuda) at the top, the text '10.000' in large red numbers, and 'METERAI TEMPEL' in black. At the bottom of the stamp, the alphanumeric code 'KCS-BAMX284496317' is printed.

Tapi Rumondang Bulan Harahap

Reg.Number. 21 203 00057

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : Tapi Rumondang Bulan Harahap
Reg. Number : 21 203 00057
Department : English Education
Faculty : Tarbiyah and Teacher Training
Title of Thesis : The Effect of Boggle Game on Students' Vocabulary
Mastery at Grade X SMAN 1 Sayurmatangi.

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan in article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidempuan, 26 May 2025
The Signed



Tapi Rumondang Bulan Harahap
Reg.Number. 21 203 00057



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km 4,5 Sihitang 22733
Phone (0634) 22080 Fax (0634) 24022

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : Tapi Rumondang Bulan Harahap
Registration Number : 21 203 00057
Department : English Education Department
Faculty : Tarbiyah and Teacher Training Faculty
The Title of Thesis : The Effect of Boggle Game on Students' Vocabulary Mastery
at X Grade SMAN 1 Sayurmatinggi

Chief,

Secretary

Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007

Sri Rahmadhani Siregar, M.Pd.
NIP. 19860506 202321 2 045

Members,

Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007

Sri Rahmadhani Siregar, M.Pd.
NIP. 19860506 202321 2 045

Ida Royani, M.Hum.
NIP. 19901112 202012 2 006

Yusni Sinaga, S.Pd., M.Hum.
NIP. 19700715 20051 2 010

Proposed:

Place : Padangsidempuan
Date : 03 June 2025
Time : 08.00 until finish
Result/ Mark : 82,75/ A
IPK : 3,71
Predicate : Dengan Pujian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
Jalan T. Rizal Nurdin Km 4,5 Sihitang Kota Padang Sidempuan 22733
Telepon (0634) 22080 Faximili (0634) 24022

LEGALIZATION

Thesis : **The Effect of Boggle Game on Students' Vocabulary**
Mastery at Grade X SMAN 1 Sayurmatinggi
Written by : **Tapi Rumondang Bulan Harahap**
Reg. No : **21 203 00057**
Faculty/Department: **Tarbiyah and Teacher Training faculty/TBI-2**

The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd)

Padangsidempuan, 27 May 2025



Dr. Lelya Hilda, M.Si.

NIP 19720920 200003 2 002

ABSTRACT

Name : Tapi Rumondang Bulan Harahap
Reg. No : 2120300057
Title of The Thesis : The Effect of Boggle Game on Students' Vocabulary
Mastery at Grade X SMAN 1 Sayurmatinggi

This study focuses on the effect of boggle game on students' vocabulary mastery. The problems faced by the students in vocabulary mastery are: 1). The students have limited vocabulary. 2). The students do not understand the meaning. The purpose of this study is to test whether there is or not the significant effect of using boggle game method on students' vocabulary mastery of Grade X SMAN 1 Sayurmatinggi. This study uses a pre-test post-test control group design. Data are collected through pre-test and post-test in the form of multiple choice tests and analyzed using an independent sample T-test with the assistance of SPSS version 26 software. The result of this study show that the mean score of the experimental group is higher than the mean score of the control group after implementing the Boggle game. The mean score of the experimental group after implementing the Boggle game is 85.52 and the mean score of the control group is 70.69. In addition, $t_{count} > t_{tabel}$ ($7.465 > 2.003$), which means that H_a is accepted and H_0 is rejected. Thus, this study concludes that there is a significant effect of using the Boggle game on students' vocabulary mastery at grade X SMAN 1 Sayurmatinggi.

Keywords: The Effect, Boggle Game, Vocabulary Mastery

ABSTRAK

Name : Tapi Rumondang Bulan Harahap
Reg. No : 2120300057
Title of The Thesis : Pengaruh Permainan Boggle Terhadap Penguasaan Kosakata Siswa di Kelas X SMAN 1 Sayurmatinggi

Penelitian ini berfokus pada pengaruh permainan boggle terhadap penguasaan kosakata siswa. Masalah yang dihadapi siswa dalam penguasaan kosakata adalah: 1). Siswa memiliki keterbatasan kosakata. 2). Siswa tidak memahami makna. Tujuan penelitian ini adalah untuk menguji ada atau tidaknya pengaruh penggunaan metode permainan boggle terhadap penguasaan kosakata siswa kelas X SMAN 1 Sayurmatinggi. Penelitian ini menggunakan desain pre-test post-test control group design. Data dikumpulkan melalui pre-test dan post-test dalam bentuk tes pilihan ganda dan dianalisis menggunakan independent sample T-test dengan bantuan perangkat lunak SPSS versi 26. Hasil penelitian ini menunjukkan bahwa skor rata-rata kelompok eksperimen lebih tinggi daripada skor rata-rata kelompok kontrol setelah menerapkan permainan Boggle. Skor rata-rata kelompok eksperimen setelah menerapkan permainan Boggle adalah 85,52 dan skor rata-rata kelompok kontrol adalah 70,69. Selain itu, $t\text{-hitung} > t\text{-tabel}$ ($7,465 > 2,003$) yang berarti H_a diterima dan H_0 ditolak. Dengan demikian, penelitian ini menyimpulkan bahwa ada pengaruh yang signifikan dari penggunaan permainan Boggle terhadap penguasaan kosakata siswa kelas X SMAN 1 Sayurmatinggi.

Kata Kunci: *Pengaruh, Permainan Boggle, Penguasaan Kosakata*

منخص

الاسم : تالي روموندانغ بولان حرحب
رقم التسجيل : ٢١٢٠٣٠٠٠٥٧
تأثير لعبة بوغل على إتقان المفردات لدى طلاب الصف العاشر في المدرسة عنوان الرسالة الثانوية الحكومية الأولى سايورماتينغي

تركز هذه الدراسة على تأثير لعبة بوغل على إتقان المفردات لدى الطلاب. المشكلات التي يواجهها الطلاب في إتقان المفردات هي: (١) الطلاب لديهم مفردات محدودة. (٢) الطلاب لا يفهمون المعنى. هدف هذه الدراسة هو اختبار ما إذا كان لعبة بوغل تأثير على إتقان المفردات لدى طلاب الصف العاشر في المدرسة الثانوية الحكومية الأولى سايورماتينغي. استخدمت هذه الدراسة تصميم مجموعة الضبط مع اختبار قبلي وبعدي. تم جمع البيانات من خلال اختبار قبلي واختبار بعدي في شكل اختبار اختيار من متعدد، وتم تحليلها باستخدام اختبار (ت) لعينة مستقلة بمساعدة برنامج س.س.س الإصدار ٢٦. أظهرت نتائج هذه الدراسة أن متوسط درجات المجموعة التجريبية كان أعلى من متوسط درجات مجموعة الضبط بعد تطبيق لعبة بوغل. كان متوسط درجة المجموعة التجريبية بعد تطبيق لعبة بوغل هو ٨٥,٥٢، بينما كان متوسط درجة مجموعة الضبط هو ٧٠,٦٩. بالإضافة إلى ذلك، كانت قيمة (ت) المحسوبة أكبر من قيمة (ت) الجدولية (٧,٤٦٥, ٢,٠٠٣)، مما يعني قبول الفرضية البديلة ورفض الفرضية الصفرية. وبالتالي، تستنتج هذه الدراسة أن هناك تأثيراً معنوياً بين تعلم مادة الرياضة والصحة باستخدام لعبة بوغل قبل وبعد التعلم على إتقان المفردات لدى طلاب الصف العاشر في المدرسة الثانوية الحكومية الأولى سايورماتينغي. الكلمات المفتاحية: التأثير، لعبة بوغل، إتقان المفردات.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to say thank to Allah SWT, lord of the universe and as most. Merciful who has given the researcher the health, time, knowledge and a change so the researcher can accomplish this thesis entitled **“The Effect of Boggle Game on Students’ Vocabulary Mastery at Grade X SMAN 1 Sayurmatinggi”**. The second Shalawat and salam to our prophet Muhammad SAW that has guided the human beings from the bad characters to the good one. This has created by knowledge like this era.

The researcher realizes that this writing would not finish without helping and the guidance from the other people, so the researcher would like to say thanks to the following person.

1. Mrs. Fitri Rayani Siregar, M.Hum, who has been my first supervisor and has given me inspiration and guidance in completing this thesis. She also patiently and sincerely gave me many thoughts and suggestions while I was writing this thesis.
2. Mrs. Sri Rahmadhani Siregar, M.Pd, as the second supervisor who has helped me in writing this thesis, has been a very good supervisor and has given many useful ideas and criticisms during the process of writing this thesis.
3. The Rector and Vice Rector of the Syekh Ali Hasan Ahmad Addary Padangsidempuan State Islamic University, who have accepted the researcher as a student at the Syekh Ali Hasan Ahmad Addary Padangsidempuan State Islamic University

4. The Dean of the Faculty of Tarbiyah and Teacher Training and his deputies who have given very good encouragement to the faculty in creating various activities to improve student skills.
5. All lecturers and the entire academic community of the Syekh Ail Hasan Ahmad Addary Padangsidempuan State Islamic University. Special thanks to the English lecturers who gave me a lot of knowledge, Mrs. Rayendriani Fahmei Lubis, M.Ag, Mrs. Dr. Eka Sustri Harida, M.Pd., Mr. Zainuddin, M.Hum., Mr. Dr. Fitriadi Lubis, M.Pd., Mr. Dr. Hamka, M.Hum., Mrs. Sokhira Linda Vinde Rambe, M.Pd., Mrs. Yusni Sinaga, M.Hum., Mrs. Ida Royani, M.Hum., Mrs. Sri Minda, M.Hum.
6. The principal, teachers, and students of SMAN 1 Sayurmatangi for their permission, welcome, and contribution in completing this research.
7. My deepest gratitude to my beloved parents (Mr. Ali Sakban Harahap and Mrs. Berliana Nasution). Thank you for all the sacrifices and sincere love given. He did not have the chance to experience college education, but they were able to always give their best, tirelessly pray for him and provide attention and support until the author was able to complete his studies to obtain a bachelor's degree. May father and mother be healthy, long-lived and always happy. Then, my beloved brother (Anwar Arif Harahap) and my beloved sister (Jurung Ramadhan Hamonangan Harahap) who always make me happy and always give me motivation, prayers, and support in completing my thesis.
8. My beloved friends who are always around me, support me, encourage me, and entertain me in completing this beautiful thesis, they are, my village friends in

the Celie group (Azizah, Dani, Pita and Diva), my childhood friends until now (Endah and Aulina), my dearest friends TBI1 & 2, KKL and PLP, especially to my best friends (Dina, Fitri, Yuni, Nurun, Ainun, Yuli, Husna and Sahbila) who have given me beautiful memories during college.

Padangsidempuan, 16 April 2025
Researcher



Tapi Rumondang Bulan Harahap
Reg. Num. 21 203 00057

TABLE OF CONTENT

	Page
TITLE PAGE.....	i
LEGALITATION ADVISOR	ii
AGREEMENT ADVISOR.....	iii
DECLARATION OF THESIS COMPLETION.....	iv
PUBLICATION APROVAL STATEMENT.....	v
SCHOLAR MUNAQOSYAH EXAMINATION.....	vi
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER	
TRAINING FACULTY.....	vii
ABSTRACT.....	viii
INDONESIAN ABSTRACT.....	ix
ARABIC ABSTRACT.....	x
ACKNOWLEDGEMENT.....	xi
TABLE OF CONTENT.....	xiv
LIST OF TABLES	xvii
LIST OF FIGURES.....	xviii
LIST OF APPENDICES.....	xix
 CHAPTER I : INTRODUCTION.....	 1
A. The Background of The Problem	1
B. The Identifications of the Problem	6
C. The Limitation of the Problem	6
D. The Definition of Operational Variables	7
E. The Formulations of the Problem.....	7
F. The Purposes of the research.....	8
G. The Significances of the Researcher	8
H. The Outline of the Thesis	8
 CHAPTER II : Literature Riview.....	 10
A. Theoretical Description	10
1) Vocabulary Mastery	10
a. The Definitions of Vocabulary Mastery	10
b. The Classification of Vocabulary	11
c. The Importance of Vocabulary	14

d. The Aspect of Vocabulary	15
e. The Material of Vocabulary	17
f. The Assessing Vocabulary	21
2) The Boggle Game	22
a. The Definitions of Boggle Game	22
b. The Rules of Boggle Game	24
c. The Steps of Boggle Game	25
d. The Advantages of Boggle Game	27
e. The Disvantages of Boggle Game	28
f. Teaching Vocabulary by Using Boggle Game	28
B. Review of Related Findings	30
C. The Conceptual Framework	33
D. The Hypothesis	35
CHAPTER III : RESEARCH METHODOLOGY	36
A. The Research Design	36
B. The Time and the Location of the Research	36
C. The Population and The Sample	37
D. The Instrument of Data Collection	38
E. The Validity and Reliability Instrument	40
F. The Research Procedure	42
G. The Technique of Data Analysis	44
CHAPTER IV : THE RESULT OF THE RESEARCH	47
A. The Description of Data	47
1. The Description of Data before Using Boggle Game method	47
a. The Score of Pre-test in Experimental Class	47
b. The Score of Pre-test in Control Class	51
2. The Description of Data after Using Boggle Game Method	53

a. The Score of Post-test in Experimenta Class	53
b. The Score of Post-test in Control Class	56
3. The Description of Sore in Experimental Class and Control Class.....	58
4. The Data Analysis	59
1) The Requirement Test	59
a. The Normality Test.....	59
b. The Homogeneity Test	61
2) The Hypothesis Test.....	62
B. The Discussion	64
C. The Threats of The Research	67
CHAPTER V : CLOSING.....	69
A. The Conclution.....	69
B. The Suggestion.....	69
C. The Implication of the Reasearch	70
 REFERENCES	
CURRUCULUM VITAE	
APPENDICES	

LIST OF TABLE

	Page
Table II.1 : Vocabulary about Sports and Health.....	17
Table II.2 : The Procedure Teaching Vocabulary by using Boggle Method.	29
Table III.1 : The Research Design	36
Table III.2 : The Population of X Grade Students	37
Table III.3 : The Sample of Research	38
Table III.4 : The Indicator of Research.....	38
Table III.5 : The Level of the Score	39
Table III.6 : The Question Validity Test Results	40
Table III.7 : The Reliability Test Results of Questions	41
Table IV.1 : The Score of Pre-test in Experimental Class	47
Table IV.2 : The Frequency Distribution of Students Score (Pre-test) Experimental Class	48
Table IV.3 : The Score of Pre-test in Control Class	50
Table IV.4 : The Frequency Distribution of Students Score (Pre-test) Control Class.....	51
Table IV.5 : The Score of Post-test in Experimental Class.....	53
Table IV.6 : The Frequency distribution of students score (Post-test) Experimental Class	53
Table IV.7 : The Score of Post-test in Control Class.....	55
Table IV.8 : The Frequency distribution of students score (Post-test) Experimental Class	55
Table IV.9 : The Paired Sample Statistics	57
Table IV.10 : The Normality of Experimental and Control Class in Pre-Test	58
Table IV.11 : The Normality of Experimental and Control Class in Post-Test.....	59
Table IV.12 : The Homogeneity of Experimental and Control Class in Pre-Test	60
Table IV.13 : The Homogeneity of Experimental and Control Class in Post-Test.....	61
Table IV.14 : The Group Statistic.....	61
Table IV.15 : The Independent Sample Test	62
Table IV.16 : The Gain of Score in Experimental Class and Control Class	63

LIST OF FIGURE

	Page
Figure II.1 : Material of Vocabulary	18
Figure II.2 : How to Chain the word.	25
Figure III.3 : Conceptual Framework of Boggle Game	34
Figure IV.1 : Description of Data Pre-test of Experimental Class.....	49
Figure IV.2 : Description Data Pre-test of Control Class	51
Figure IV.3 : Description Data Experimental Class.....	54
Figure IV.4 : Description Data Experimental Class.....	56

LIST OF APPENDIXES

- Appendix 1 : Lesson Plan of Experimental Class
- Appendix 2 : Lesson Plan of Control Class
- Appendix 3 : Instrument Before Validation
- Appendix 4 : Validation Instrument
- Appendix 5 : Question Validity Test Results
- Appendix 6 : Statistical Table
- Appendix 7 : Instrument for Pre-Test
- Appendix 8 : Instrument for Post-Test
- Appendix 9 : Key Answers
- Appendix 10 : Score of Experimental Class in Pre-Test
- Appendix 11 : Score of Experimental Class in Post-Test
- Appendix 12 : Score of Control Class in Pre-Test
- Appendix 13 : Score of Control Class in Post-Test
- Appendix 14 : Result of Normality in Pre-Test
- Appendix 15 : Result of Normality in Post-Test
- Appendix 16 : Result of Homogeneity in Pre-Test
- Appendix 17 : Result of Homogeneity in Post-Test
- Appendix 18 : Hypothesis Test
- Appendix 19 : Documentation of Research

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Vocabulary is the collection of words that an individual. One of the most important aspects of learning English is vocabulary development. Without good vocabulary mastery, students cannot master a language well. Students who have enough vocabulary, they do not difficult to understand the meaning of words. In fact, the students have low motivation to learn English. So, they have to get difficult to understand and remember the meaning of vocabularies, and they consider that English is one of the difficult subjects. So that, the more vocabulary the students have, the bigger possibility to have a skill to use the language. If the student vocabulary limited, they find some difficulties in using English for communication in English.

Mastering of vocabulary help students in forming sentences both in speaking and writing, as well as in understanding sentences that are read or heard, mastery of vocabulary is very helpful. But learning vocabulary is not as easy as many people think. Mofareh stated that “Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.”¹ Vocabulary also has many types that must be known such as nouns, verbs, adverbs, adjectives, pronouns and so on. When learning English, the first thing to learn is vocabulary. This means learning

¹ Alqathani Mofareh, “The Importance of Vocabulary in Language Learning and How to Be Taught,” *International Journal of Teaching and Education* III, no. 3 (2020): p21-34, <https://doi.org/10.20472/te.2015.3.3.002>.

vocabulary is important, especially for high school students. In addition, vocabulary is not just grammar, it is the key for students to understand what they hear, read, and communicate successfully with others.

When teaching and learning vocabulary at the secondary level, students are given a textbook to serve as a guide during the learning process. These students can find answers on their own using textbooks as their primary source. However, students who tend to use textbooks as study materials may have difficulty in learning the vocabulary of the language they are studying. Learning materials in textbooks lack vocabulary content. Student activities, in textbook order, include reading and observing materials. No additional details related to vocabulary need to be shown to help students understand the material. Besides, it is important for the teachers to prepare various methods for the students like something new, they often imitate what they see and hear, the students easily get bored in the learning process. For example, they do many things when teachers explain the lesson. Some of them make a noise, make a joke with friends next to their seats, or sleep in class when the teachers explain the lesson. So, the students do not pay attention to the lessons taught by the teacher.

From the results of observations of grade X students of SMAN 1 Sayurmatinggi, there are still many students who find difficulty in learning English. The students are low in vocabulary mastery.² Thus, the problem is because the students do not understand the lesson and they seldom practice in the classroom.

² Ikmal Siregar, "Private Interview The English Teacher of SMA N 1 Sayurmatinggi," n.d.

It can be concluded that the cognitive development of vocabulary in class X students of SMAN 1 Sayurmatangi is not optimal. This is caused by several factors, namely some students are still confused about pronouncing vocabulary in English because of the limited vocabulary they have. Students do not understand the vocabulary brought by the teacher when teaching, students are afraid to ask the teacher about things they do not understand and the lack of student interest in learning English, so that students are less confident in their abilities in learning English, the classroom atmosphere is less conducive so that students abilities do not develop optimally.³ Learning methods that use assignment methods, teachers explain more verbally while students are only given worksheets and asked to complete them.

Seeing the problems above, an appropriate solution is needed. The use of Boggle game media is considered quite appropriate in reducing these problems. The presence of an interesting visual form of English learning materials make students' attention focus on their learning through this game.⁴ So that the material that delivered by the teacher well absorbed by the students.

In teaching vocabulary, the teacher must lead with the appropriate technique. The teacher can create an activity that can be applied in the classroom. Games can be an alternative way to help teachers teach students vocabulary. This make the learning situation more enjoyable. Game is one of the interesting instruments that is used to attract students to follow the teaching and learning

³ Sedyadi. "Private Interview the English Student at SMA N 1 Sayurmatangi," n.d.

⁴ Fauziah Amanda, "The Use of Boggle Game To Improve Students Vocabulary in Writng Descriptive Text," *Jurnal Pendidikan*, 2021, <https://jurnal.untan.ac.id/index.php/jdpdp/article/view/23686>.

process. The learners who learn with games, gain positive attitudes and can be more motivated while learning.

Teachers can use games to teach. The use of games will make students more active in learning so that what they learn is easier to understand. This is in line with one of the approaches to learning, namely active learning. Active learning is an approach that involves students' activities in a learning activity, including mental, intellectual, emotional, and physical activities. But of course, the involvement of these activities must be created harmoniously.⁵ By using games, students more active and get experience from playing the game so that the vocabulary students get while playing games make a more lasting impression on their memory.

Vocabulary is the basic source to build language, students able to understand listening, speaking, reading, and writing when they have enough vocabulary. By using games, students more active and get experience from playing the game so that the vocabulary students get while playing games make a more lasting impression on their memory. In learning vocabulary, one of the word games that can be used is the Boggle Game. This game is better known as a word search game. There are many methods in teaching vocabulary such as: using songs, pictures, games, and so on. However, in this study the researcher use game method which is a hopefully be better choice for senior high schools. Benjamin stated that, Boggle game is quite simple, this game uses a kind of board as a media. The players simply compete to find as many vocabulary words as possible until the allocated time ends.⁶ Besides

⁵ Huraiyah, "Upaya Peningkatan Hasil Belajar Bahasa Inggris Siswa Dengan Model Pembelajaran Active Learning," *Jurnal Paedagogy* 02, no. 02 (2020): p82-86. <https://ejournal.undikma.ac.id/index.php/pedagogy/article/download/3052/2084>.

being fun, this game can really train students' vocabulary skills. Activities carried out by students in the Boggle Game help students to analyse and spell the vocabulary they get.

Teaching vocabulary to students is a perfect way to capture their attention. Therefore, one of the methods to teach vocabulary is by using games. Games can be used as one of the educational methods in the teaching and learning process. Games can also be a tool to transfer knowledge as they provide a fun atmosphere in the classroom. This can help students in learning vocabulary in a fun way and can also break the tension and help avoid boredom in learning English. Teachers can also focus the vocabulary used to fit the theme or rule they are learning. In this way, students easily remember the vocabulary. The boggle game can improve vocabulary because of the strategy of the game.

From the observations of the tenth grade of SMAN 1 Sayurmatangi, it can be concluded that the development of cognitive development in students' vocabulary is not optimal. This is caused by several factors, namely, some students still find it difficult to say something they know in Indonesian but do not know how to say in English because of the limited vocabulary they have. Students do not understand the vocabulary words. The atmosphere in the classroom is less conducive so that the ability of students abilities is not optimally developed. Learning methods that use the assignment method assignment method, the teacher explains more orally while students are only given worksheets and asked to

⁶ Dickman Benjamin, "Problem Solving Strategies in Boggle-like Games, (2020)" n.d.,p66-72.<https://www.thefreelibrary.com/Problem+solving+strategies+in+boggle-like+games.-a0320735709>

complete them. Seeing the problems above, there needs to be an appropriate solution. The use of boggle game media is considered quite appropriate in reducing this problem. The presence of an interesting visual form of English learning teaching material makes students' attention focus on their learning through this game. so that the material the teacher conveys well absorbed by the students.

Based on the explanation above, the researcher tried to conduct experimental research entitled “The Effect of Boggle Game on Students’ Vocabulary Mastery at Tenth-Grade SMAN 1 Sayurmatinggi”.

B. The Identifications of the Problem

Based on the background of the problem above, the researcher found that there are some problems with vocabulary mastery of the tenth-grade students at SMAN 1 Sayurmatinggi as follows:

1. The students have limited vocabulary.
2. The students do not understand the meaning.

C. The Limitation of the Problem

Based on the identification of the problem, the researcher use games to teach vocabulary, there are several vocabulary games, namely dominoes, passwords, Scrabble, concentration / memory, Boggle games and so on. The researcher only uses the Boggle game.

The researcher does not use all games. The researcher only uses the Boggle game as a method in learning vocabulary. This is to see the vocabulary mastery of students in class X SMAN 1 Sayurmatinggi. Vocabulary is focused on mastery of verbs and nouns. The vocabulary focus on sports and health because it is based

standard competency of the syllabus, using the boggle game. Students must be able to use new vocabulary in sentences related sports and health. The boggle game is suitable for achieving standard competency in vocabulary.

D. The Definition of Operational Variables

1. Boggle game

Boggle Game is a variation on a crossword game that can be defined as a game in which the learner can increase their creative ability to create new words from the letters provided to them. The Boggle Game is one of the games used in vocabulary learning to help students avoid boredom and difficulty in learning vocabulary. By using Boggle Game, students more focused in the learning process and students will also find it easier to increase vocabulary.

2. Vocabulary Mastery

Vocabulary mastery is one of the factors in mastering English as a foreign language. It means students' ability to understand and use words and their meanings. The more vocabulary students master, the more proficient they are in language.

E. The Formulations of the Problem

Based on the previous explanation it can be seen, that most of the students lack vocabulary the writer formulated the following research question:

1. How is the students' Vocabulary mastery before learning by using Boggle Game method to students' at Grade X SMAN 1 Sayurmatinggi?
2. How is the students' Vocabulary mastery after learning by using Boggle Game method to students' Grade X SMAN 1 Sayurmatinggi?

3. Is there any significant effect of Boggle Game method on the students' Vocabulary mastery at Grade X SMAN 1 Sayurmatinggi?

F. The Purposes of the research

According to the formulation above, the purpose of this research as follow:

1. To know the students' Vocabulary mastery before learning by using Boggle Game method to students' at Grade X SMAN 1 Sayurmatinggi.
2. To know the students' Vocabulary mastery after learning by using Boggle Game method to students' at Grade X SMAN 1 Sayurmatinggi.
3. To know whether there is or not the significant effect of using boggle game method on students' vocabulary mastery of Grade X SMAN 1 Sayurmatinggi.

G. The Significances of the Researcher

The researcher intended to be useful for:

1. For English teachers, to give more information about variety or method boggle game in teaching and learning process, especially for learning vocabulary. It can be used in the classroom activity.
2. For students, this game a good experience for vocabulary learning, and it increase their knowledge of learning vocabulary in an easy and fun way.
3. For researchers, who are interested in this study to get more information about vocabulary learning and boggle games in the future.

H. The Outline of the Thesis

The following are the specifics of each of the five chapters that make up this study systematic division into subchapters:

Chapter I is introduction, this chapter talks about the research background, identification of the problem, limitation of the problem, formulation of the problem (research question), aims of the research, significance of the research, and writing system of the research.

Chapter II is Literature Review, this chapter presents the theoretical such as, definition of Vocabulary Mastery, Boggle Game. including the form of Boggle Game and the use of Boggle Game Method, the procedures of Boggle Game. This chapter also explains the preview study of the research and frame of thought.

Chapter III is The Method of The Research, on this chapter the researcher would like to discuss the method of the research that based on research question and aims of the research, the objective of the research, research design, variable of the research, population and sample, technique of collecting the data, instrument of the research test, technique of data analysis, and statistic hypothesis.

Chapter IV is The Research Findings and Discussion; this chapter is aimed to answer the research questions in chapter I which consists of research findings and discussion. In research findings, there are the data that show the learning result of Boggle Game on Students' Vocabulary Mastery

Chapter V is Conclusion, this chapter is presented to describe the last chapter of the research which includes conclusions, suggestions and implications. Conclusions are sample statements and provide direct answers to research questions. Suggestions are interpreted as submissions and recommendations related to research findings that need to be informed to the reader. Implications are explanations of research results.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Descriptions

1. Vocabulary Mastery

a. The Definition of Vocabulary

Vocabulary is the first thing to learn when learning English. This indicates that vocabulary development is crucial, particularly in high school. According to Siregar, “Vocabulary is an important component of language in learning a language, especially as basic of language so that is why vocabulary is important in education.”¹ Vocabulary is a basic part of English that English students must master. With vocabulary, students can speak English. In addition, students also need vocabulary to improve their English skills; listen, speak, read, and write. Therefore, students who lack vocabulary have difficult understanding text, speaking, and writing their ideas.² Furthermore, vocabulary is essential for pupils to comprehend what they read, hear, and connect with others.

Vocabulary is considered a central element of language and should be the first thing to learn when learning English. According to Yates,

¹ Fitri Rayani Siregar, “Male and Female Students’ Vocabulary Mastery,” *English Education : English Journal for Teaching and Learning* 10, no. 2 (2022): p238, <https://doi.org/10.24952/ee.v10i2.6755>.

² Tuti and Ilinawati, “Scrabble Game: Boosting Vocabulary Mastery of English Foreign Language (EFL) Students,” *Journal of English Education and Teaching* 6, no. 2 (2022):p272 <https://doi.org/10.33369/jeet.6.2.271-282..>

“Vocabulary is all about words”.³ This means that vocabulary is the words must learn when learn a foreign language.

Vocabulary is an important language component and will not be able to escape in learning English. Siregar and Harida states, “Vocabulary is a basic to communication. It is true that mastery of vocabulary will affect the student’ ability in four language skills like listening, speaking, reading and writing.”⁴ It means that language learners with good vocabulary will speak more fluently, write better, listen easier, and read more quickly than those who lack vocabulary.

So, vocabulary is a combination of several words that can help students understand the teaching and learning process in class. By knowing a lot of vocabulary, students can say a lot of words. This means that vocabulary is important for developing students’ knowledge in the classroom. Students also need to know the parts of vocabulary including vocabulary classification to support their knowledge. This discussed in the explanation below.

b. The Classifications of Vocabulary

Vocabulary is classified into two parts that are used in the four skill of learning vocabulary English; they are part of speech. Parts of speech include verbs, noun, adjective, pronouns, adverb, preposition, conjunction,

³ J Yates, *Practice Makes Perfect: English Vocabulary for Beginning ESL Learners, Third Edition* (McGraw Hill LLC, 2017), <https://books.google.co.id/books?id=RTUpDwAAQBAJ>.

⁴ Fitri Rayani Siregar And Eka Sustri Harida, *Building A Better Vocabulary By Word Formation Process*, 2021 <http://repo.uinsyahada.ac.id/id/eprint/980>

and interjections. The classification of word classes can be explained as follow:

1. Verb

A verb is a word used to describe what the subject does in a sentence, whether it is an action or state directly, indirectly, visibly, or visibly. Examples of verbs: do, cook, type, eat, cry.

2. Noun

A noun is a noun used to determine the name of an object, person, place, idea, or action. Nouns can be singular or called singular nouns, or plural or called plural nouns. The function of nouns is as a subject, object, and complement to the subject or object of a preposition. Examples of nouns: cat, table, human, excitement, smartphone.

3. Adjective

Adjective is an adjective that acts as a sentence modifier to explain a noun or pronoun to be more specific. Adjectives are generally placed after the noun. Examples of adjectives: beautiful, short, red, long, tall.

4. Pronouns

Pronouns are words used to replace nouns in sentences to avoid repetition. Examples of pronouns: he, she, it, they, them.

5. Adverb

Adverb is an adverb used to provide additional information or explain a verb, adjective, or other adverb in a sentence, except for nouns. So, adverbs are not used to explain nouns, yes. Examples of adverbs: softly, gently, loudly, quickly, surely.

6. Preposition

Preposition is a preposition used to indicate the spatial or temporal relationship between a noun or pronoun and another word in a sentence. Preposition functions to connect nouns with pronouns, thus forming a phrase that modifies other words. Examples of prepositions: about, until, with, by.

7. Conjunction

A conjunction is a word used to connect equivalent language units, such as words with words, phrases with phrases, clauses with clauses, and sentences with sentences. Examples of conjunctions and, but, or, while, since.

8. Interjection

An interjection is an independent exclamation word added to a sentence to express one's emotions. Examples of interjections: wow, oh, ah, oops, alas.

Based on the statement above, it can be summarized that there are eight kinds of vocabulary. They are include of part of speech. They are include verbs, noun, adjective, pronouns, adverb, preposition, conjunction,

and interjections.⁵ The research used two kinds of vocabulary as indicators of this research Noun and Verb.

c. The Importance of Vocabulary

The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. Mastering vocabulary is very important in learning English.⁶ With a rich vocabulary, this will help students learn the four basic skills of English: reading, speaking, writing and listening. Without a large vocabulary, students will not be able to learn easily, and without a large vocabulary, students will not be able to form sentences in communication and express their feelings. In communication through language, vocabulary plays the most important role.

If want to communication in English language runs well, that should know a lot of words and should know practice it. Related the statement above, Lyon stated, “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using

⁵ R Huddleston, *Introduction to the Grammar of English*, Cambridge Textbooks in Linguistics (Cambridge University Press, 2020), <https://books.google.co.id/books?id=irXAKZSHc38C>.

⁶ p. David Pearson, Elfrieda H. Hiebert, and Michael L. Kamil, *Vocabulary Assessment: What We Know and What We Need to Learn*, *Reading Research Quarterly*, vol. 42, 2020, <https://doi.org/10.1598/rrq.42.2.4>.

the language in different context, reading, or watching television”.⁷ To achieve this goal, the students must master of English vocabulary and structure as well.

From these definitions, it can be concluded that learning vocabulary is very important. Because without having many vocabularies, the students will be impossible to study it, and they are impossible to communicate well.

d. The Aspect of Vocabulary

Vocabulary is one of the aspects of language that you should learn. Learning is important because you must first acquire vocabulary before you can speak, write, and listen. People are said to "know" a word if they can recognize its meaning when they see it. This means that when learning vocabulary, students need to understand its meaning a understand and use it within the context of sentences.⁸ Although the concept of a word can be defined in many different ways, the three important aspects of her that teachers need to know and focus on are form, meaning, and usage.

According to Novarisan and Orpa, “there are some aspects of Learning vocabulary. They are meaning, spelling and contextual use.”⁹

Below, it will elaborate:

⁷ Livre de Lyon, *Innovative Insights for English Language Teaching Methodology: Lean* (Livre de Lyon, 2021), https://books.google.co.id/books?id=j_eTEAAQBAJ.

⁸ Pearson, Hiebert, and Kamil, *Vocabulary Assessment: What We Know and What We Need to Learn* <https://doi.org/10.1598/rrq.42.2.4>.

⁹ Sabarlele Novarisan and Penina Oraile Orpa, “The Word Sorts Strategy: A Tool for English Teachers in Teaching Vocabulary at Junior High School Level,” *MATAI: International Journal of Language Education* 2, no. 2 (2022): p64-65, <https://ojs3.unpatti.ac.id/index.php/matail/article/download/5941/4228/>.

1) Meaning

Meaning In learning a foreign language, students should know the meaning of the word. Knowing the meaning of the word will make students easier to communicate on written or oral.

2) Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard. order and an arrangement of letters that form a word or part of a word the process of forming words by putting letters together. In learning vocabulary, spelling is very important. It can tighten the connection between sound and letters. Spelling and listening also have a common factor, proficiency with language. There are some important points that should be considered when teaching vocabulary that as form (pronunciation and spelling). The students have to know what a word sounds like (its pronunciation) and what it looks like (its spelling).

3) Contextual Use

Contextual use in vocabulary refers to the ability to infer and apply the meaning of a word based on the surrounding text or situation in which it appears. This skill is essential for effective communication and comprehension, as it enables individuals to understand words not in isolation but within their specific contexts.

Based on the above statements of the researchers, it can be concluded that without a rich vocabulary, students will not be able to

fully develop their comprehension skills. Therefore, the only aspect that students should learn when learning English is vocabulary. The learnable vocabulary aspects were grouped by students into her three categories: meaning, spelling and contextual use.

e. Material of Vocabulary

The vocabulary teaching material used in this study is Sports and Health. Sports and Health are activities carried out to maintain health.

Table II.1
Vocabulary about Sports and Health

Sports	Health
Run	junk food
Yoga	brushing teeth
Swim	relaxing
Cycle	Anxiety
Rest	Drink
Hydrate	self-care
Jogging	sunscreen
weighing body	mental health
physical health	doctor
doing exercises	checking weight

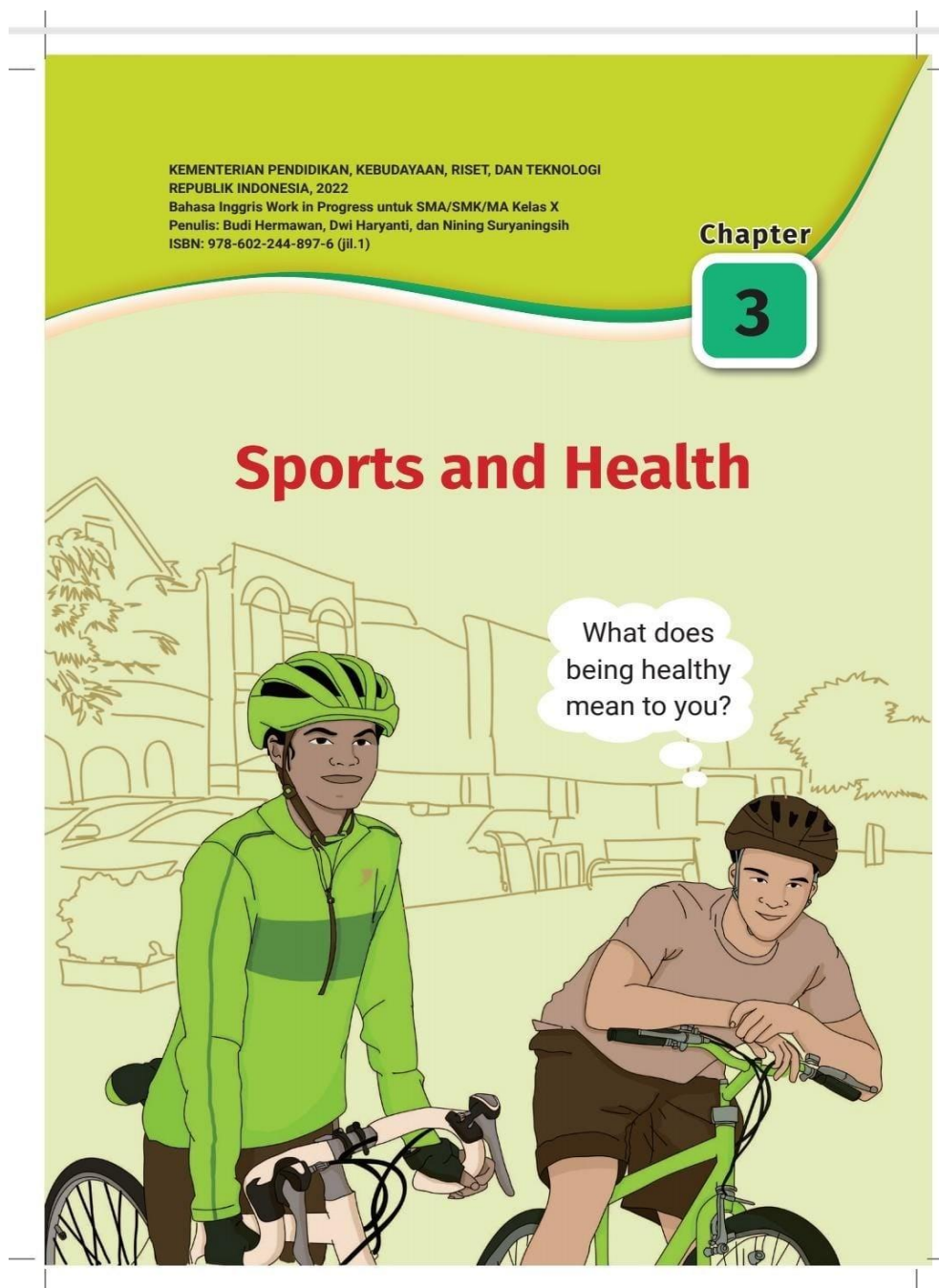


Figure II.1 Material of Vocabulary

Source: Bahasa Inggris Work-in-Progress Kelas X¹⁰

¹⁰ Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih, *Bahasa Inggris Work-in-Progress Kelas X*, 2022, <https://buku.kemdikbud.go.id/katalog/Bahasa-Inggris-Work-in-Progress-untuk-SMASMKMA-Kelas-X>.

Questions to Think About

1. Why do you think you need to stay healthy?
2. Can you mention one creative way of staying healthy?



Task 1



Look and Answer

Look at the pictures then answer the questions.



Picture 3.1 Slouching on the couch



Picture 3.2 Doing exercises



Picture 3.3 Working in front of computers



Picture 3.4 Eating healthy food

Enrichment

My Daily Jurnal

Background

A study conducted in 2021 to 210 students from junior high school, senior high school, and university levels which were selected randomly revealed that there was a positive and significant influence of the students' age group on mental health and stress levels during the outbreak of COVID-19. The analysis also concluded that students in the 12-15 years' age group had the worst mental health level. Meanwhile, students in the 20-25 years' age group are known to have the lowest anxiety level. Overall, this study found that Indonesian students experienced a decline in mental health and detected an increase in anxiety levels. The level of mental health and student anxiety has implications for their learning at home, which can lead to unsatisfactory learning outcomes.

Source: <http://dx.doi.org/10.23887/jpi-undiksha.v10i4.30119>

What to Do

Step 1 (Do this for at least a week)

1. Start a daily journal, including weekends, of your daily life.
2. Try to use English in writing your journal.
3. Include emotions, feelings, and thoughts as well as what events took place.

f. The Assessing Vocabulary

Vocabulary is the basic language material, the unit of understanding sentences, paragraphs and entire texts are formed, so that Research on students' vocabulary mastery is needed. On the other hand, mastering vocabulary is usually more a difficult process for students. In fact, students realize that limitations on second language words. That is, the words they read do not understand at all, or Their concepts cannot express as much as they can in their first language.

Thus, from various explanations of vocabulary can be seen as a priority for teaching languages. Requires test to monitor students' progress in vocabulary mastery and for the problem of how well students' vocabulary knowledge is in meeting their communication needs.¹¹ So researchers assess noun and verb in students. In addition, there is vocabulary testing by Read:

a) Multiple-choice (choose the correct answer)

Example:

The children are playing in the park. What the verb in the sentence?

a. children, b. playing, c. in, d. park

b) Completion (write in the missing word)

Example:

At last, the climbers reached the s..... of the mountain. (noun)

¹¹ B Silva, *Writing to Learn Academic Words: Assessment, Cognition, and Learning*, Second Language Learning and Teaching (Springer International Publishing, 2022), <https://books.google.co.id/books?id=qleEEAAAQBAJ>.

c) Translation (give the source language equivalent of the underline word)

Example:

They worked at the mill. (verb)

These test items are easy to write and to score, and they make efficient use of testing time. Multiple-choice items in particular have been commonly used in standardized tests.¹² In this way, the use of test could shorten the time because the students only write the exact answers. The test also minimizes the used of paper. The test illustration above is used by language teacher until now to diagnose the student's weakness on vocabulary mastery.

2. The Boggle Game

a. The Definitions of Boggle Game

Boggle is a hidden word game. In the process of learning vocabulary, one of game that can be applied by teachers in learning is the Boggle game or which is famous for word search games. This game is a game that included in the activity of selecting or arranging random words. Boggle game is generally as word search games.

There are several definitions of Boggle game according to experts. Benjamin stated that "Boggle is a word game that involves searching for words in a grid of letters"¹³. Players try to find as many valid words as

¹² Ferit Kiliçkaya, "Assessing L2 Vocabulary through Multiple-Choice, Matching, Gap-Fill, and Word Formation Items," *Lublin Studies in Modern Languages and Literature* 43, no. 3 (2020): 155–66, <https://doi.org/10.17951/lsmll.2020.43.3.155-166>.

¹³ Dickman Benjamin, "Problem Solving Strategies in Boggle-like Games." <https://www.thefreelibrary.com/Problem+solving+strategies+in+boggle-like+games.-a0320735709>

possible from the letters in the grid before time runs out. According to Halimah and Izzah, “Boggle is a word game in which players connect neighboring letters in a 4x4 grid. The game is won by the player who finds the longest word”.¹⁴ According to Soliha and Rohim, stated that “Boggle is word game played using a four-by-four grid of lettered dice. The object of the game is to find words spelled out by adjacent dice in the grid”.¹⁵ The minimum length of a word is three characters, with longer words granting more points, up to eight characters long (even longer words do not grant more points). Abbreviations and names are not allowed.

In addition, according to Claybourne and Willcox, stated that “Boggle is a hidden word game. Each puzzle contained a 4 x 4 array of letters, and participant were asked to identify as many English words as possible that could be found by connecting adjacent letters”.¹⁶ Participant were instructed about the roles of boggle and given a few examples.

From the above definition, it can be concluded that Boggle is a game that challenges the player's language skills and thinking speed, with the goal being to find as many words as possible in a limited time.

¹⁴ Fitriani Halimah and Lidiyatul Izzah, “Building FL-Vocabulary Transferability through Semantic Boggle,” *English Language in Focus (ELIF)* 2, no. 2 (2020): p79, <https://doi.org/10.24853/elif.2.2.79-86>.

¹⁵ Nurul Komariayul Soliha and Abdul Rohim, “The Effect of Boggle Games on the Vocabulary Mastery of the Seventh Grade Students’ At Mts. Nurul Hikmah,” *Globish: An English-Indonesian Journal for English, Education, and Culture* 10, no. 1 (2021): p18, <https://doi.org/10.31000/globish.v10i1.3872>.

¹⁶ A Claybourne and A Willcox, *84 Amazing Maths Games to Boggle Your Brain!* (Arcturus Publishing, 2022), <https://books.google.co.id/books?id=-dGPEAAQBAJ>.

b. The Rules of Boggle Game

As a game media used as a medium for learning vocabulary, of course boggle has several rules in playing it. According to Benjamin, who stated that participants were run in groups and all experimenters did not know the specific conditions and hypotheses of the study.¹⁷ In the game, participants will be instructed to find as many words as possible after the letters are scrambled. To make the game more challenging, the game will be given a time duration. The player who gets the most vocabulary will be the winner.

Schmidt et al. stated that the rules state that words can only be formed from adjoining letters. Letters must join in the proper sequence to spell a word, but they may join horizontally, vertically, or diagonally, to the left, right, or up-and down. However, no letter cube may be used more than once within a single word.¹⁸ Words must be at least three letters long. Participants were given 3 min for each puzzle.

In addition, boggle game is one in which the goal is to find Boggle words on a Boggle board. Moreover, the simple explanation by the researcher are:

- a) The letters should be positioned side by side (vertically, horizontally, or diagonally).

¹⁷ Dickman Benjamin, "Problem Solving Strategies in Boggle-like Games." <https://www.thefreelibrary.com/Problem+solving+strategies+in+boggle-like+games.-a0320735709>

¹⁸ B Schmidt et al., *Parallel Programming: Concepts and Practice* (Morgan Kaufmann, 2017), <https://books.google.co.id/books?id=-y9HDgAAQBAJ>.

- b) The word contains at least three letters.
- c) The letters that had been found must be marked by a line.

To form a word, each letter must be connected to each other and not skip a line of letters. An example will be shown in the following illustration:



Figure II.2 How to Chain the word

c. The Steps of Boggle Game

The steps of a game in teaching learning process, there are several steps to play Boggle game, according to Benjamin, there are some procedures that should be followed:

- a) The participants divided into groups.
- b) Distribute pencils and paper to each player. Any straightforward scratch paper will do.
- c) The Participants are instructed about Boggle rules and given a few examples. The rules state that words can only be formed from contiguous letters. Letters must join in the right order to spell words, but they can be joined horizontally, vertically, or diagonally, left, right,

or up and down.¹⁹ However, there are no letters that can be used more than once in one word.

- d) Mix up the letters, take hold of the grid that has a dome on top and cubes inside. Shake the dome grid upside down to mix up the dice.
- e) Each puzzle board contains a 4x4 array of letters and participants are asked to identify as many English words as possible that can be found by connecting adjacent letters. The word must be at least three letters long.
- f) The participants are given 3 minutes for each puzzle.

Based on the explanation above, the researcher concluded, divide participants into several groups if necessary. Provide clear instructions about the rules of Boggle and provide examples. Ask participants to find as many English words as possible using adjacent letters in a 4x4 grid. Give a certain time limit for each puzzle (usually 3 minutes).

Lane stated that “To form a word in Boggle, consecutive letters in 3x3 grid the word must be adjacent on the board, horizontally, vertically, or diagonally, and each boxed letter on the board cannot be used more than once.”²⁰ All words must be at least three letters long”. Based on the explanation above, the researcher concludes:

¹⁹ Benjamin, “Problem Solving Strategies in Boggle-like Games.”
<https://www.thefreelibrary.com/Problem+solving+strategies+in+boggle-like+games.-a0320735709>

²⁰ C A Lane, *Acquiring 21st Century Literacy Skills Through Game-Based Learning* (Information Science Reference, 2021), <https://books.google.co.id/books?id=iYCyzgEACAAJ>.

- a) Letters must be positioned side by side (vertically, horizontally, or diagonally).
- b) The word must be filled in at least three letters.
- c) The letters found must be marked by the line.

In conclusion from these two theories, the researcher chose to use Benjamin's theory in this research.

d. The Advantages of Boggle Game

According to Sayd and Nazaruddin stated that "playing Boggle Game in teaching vocabulary may give some advantages. First, Boggle Game does not use a monotone activity. Second, it is fun for students. They can learn through playing, thus it helps them learn and acquire new words easily. Third, it sharpens the students' focus.²¹ Fourth, it serves students to learn to pronounce and spell words. Fifth, students are more active than teacher. The teacher's role is just to give explanations and correlations about the student's task".

Based on the explanation above, the researcher concludes Boggle Game is interesting to do in the classroom. Using this Boggle Game make the students not bored with learning and they more active and enjoy in learning process and also adds to their knowledge about vocabulary.

²¹ Anastasia Imelda Sayd and Hamzah Nazarudin, "Game-Based Learning to Improve the Vocabulary Mastery in EFL Class," *Proceedings of the International Conference on Applied Science and Technology on Social Science 2022 (ICAST-SS 2022)*, 2022, p321-326, https://doi.org/10.2991/978-2-494069-83-1_58.

e. The Disadvantages of Boggle Games

Boggle games have several disadvantages in terms of teaching and learning. Teachers need more time, effort, money, and preparation than students.²² Activities run smoothly because teachers must prepare themselves. Teachers must also use their creativity to create a good boggle game for their students.

Teachers also need additional time to explain instructions and play the game to ensure that students fully understand the game instructions. Teachers also need additional time to explain instructions and play the game to ensure that students fully understand the game instructions. There are many disadvantages to using board games in the classroom.

3. Teaching Vocabulary by Using Boggle Game

In vocabulary learning, one of the games which can be applied by teacher is Boggle game. Boggle game is a game which includes into sorting, ordering or arranging games. Boggle game is commonly known as word search game. Using the Boggle game in vocabulary instruction has been shown to significantly enhance students' vocabulary mastery. The following is a procedure for teaching vocabulary using the boggle game method:

²² Jannatun Adnin, "The Influence of Using Boggle Game towards Students' Vocabulary Mastery at the Ninth Grade in One of Public Junior High Schools in the Academic Year of 2022/2023," *Nucl. Phys.* 13, no. 1 (2023): 104–16
<http://repository.radenintan.ac.id/29277/1/A%20Thesis%201-2.pdf>.

Table II.2
Procedure Teaching Vocabulary by using Boggle Game Method

Procedure Teaching Vocabulary by using Boggle Game Method	
Teacher Activity	Students Activity
Pre Activity 1. Teacher greet students and pray for start lesson. 2. Teacher take attendance to ensure all participants are present.	Pre Activity 1. Students respond to the greeting and pray before learning. 2. Students participate in preparing and setting up the classroom for the lesson.
While Activity 1. The teacher explain the purpose of the lesson and introduce Boggle. 2. The teacher divides participants into small groups to encourage collaboration. 3. The teacher explain the rules of Boggle clearly, ensuring that all participants understand how to form words. Provide examples of valid words and demonstrate how letters can connect. 4. The teacher mix up the letters and distributes a 4x4 grid puzzle board with letters to each group. Ensure all materials are ready for use. 5. The teacher reminds participants that they must find as many words as possible, with a minimum word length of three letters.	While Activity 1. Students listen carefully to the purpose and show interest. 2. Students join assigned groups and prepare for the activity. 3. Students listen attentively to the instructions and ask questions if any part is unclear. Review provided examples. 4. Students receive the puzzle board and familiarize themselves with the layout of letters. 5. Students begin searching for words by connecting adjacent letters on the puzzle board, following the rules outlined.

Procedure Teaching Vocabulary by using Boggle Game Method	
Teacher Activity	Students Activity
5. The teacher announce the time limit (3-10 minutes) for each round and keep track of time during gameplay. 6. The teacher facilitate a discussion where groups can share some of the words they have found and clarify any misunderstandings about the word formation rules	5. Students focus on identifying words within the given time limit, working collaboratively with group members to maximize word discovery. 6. Students participate in the discussion by sharing discovered words and reflecting on strategies used during gameplay
Post Activity 1. The teacher Review the words formed during the game. 2. The teacher assign a follow-up activity, such as creating sentences with new vocabulary. 3. The teacher gives scores to the students. 4. The teacher gives awards to the winning group. 5. The teacher asks students to conclusions the material has been studied. 6. The teacher close the meeting by praying with all students.	Post Activity 1. Students present their favorite words and explain their meanings 2. Students complete the follow-up activity individually or in groups 3. Students listen their scores 4. Students receive awards from the teacher. 5. Students give the conclusion the material. 6. Students pray to close the meeting

B. Review of Related Findings

Previous related findings are used to support argument in this research.

Besides, it is also used as a reference and comparison of the research with another research. There have been some findings related to this study, some of them are:

First, Soliha and Rohim stated that research conducted at MTs. Nurul Hikmah revealed that the use of the Boggle game significantly improved seventh-grade students' vocabulary mastery. The research employed a quasi-experimental design, comparing pre-test and post-test scores.²³ Results indicated that the experimental group, which used Boggle, had higher post-test scores (83.50) compared to the control group (73.10), demonstrating the game's effectiveness in enhancing vocabulary acquisition.

The second, Adnin stated that research conducted at SMP Negeri 16 Bandar Lampung demonstrated that the Boggle game significantly improved vocabulary mastery among ninth-grade students. The study employed a quasi-experimental design, revealing a marked increase in post-test scores for the experimental group that used Boggle, with results indicating a significant difference ($p < 0.05$) between pre-test and post-test scores.²⁴ This suggests that Boggle effectively aids in vocabulary acquisition by making learning more interactive and engaging

The third, Hutabarat stated that research at SMP Alwasliyah 09 Belawan indicated that Boggle games not only improved vocabulary mastery but also increased student engagement in the learning process.²⁵ The interactive nature of

²³ Nurul Komariayul Soliha and Abdul Rohim, "The Effect of Boggle Games on the Vocabulary Mastery of the Seventh Grade Students' At Mts. Nurul Hikmah. (2021)" <https://doi.org/10.31000/globish.v10i1.3872>.

²⁴ Adnin, "The Influence of Using Boggle Game towards Students' Vocabulary Mastery at the Ninth Grade in One of Public Junior High Schools in the Academic Year of 2022/2023." <http://repository.radenintan.ac.id/29277/1/A%20Thesis%201-2.pdf>

²⁵ Siska Juliana Hutabarat, "Improving the Students' Ability in Vocabulary Mastery Through Boggle Game," *Jurnal FISK* 1, no. 1 (2020): 192–203 <https://typeset.io/pdf/improving-the-students-ability-in-vocabulary-mastery-through-7ia7k9luj.pdf>.

the game motivated students to participate actively, leading to better learning outcomes as evidenced by higher post-test scores compared to pre-test scores

The fourth research was conducted by from Lube and Nuraeni stated, the objective of this research is to know that the word game is effective to improve students' vocabulary or not, through word game strategy among seventh- grade students of SMP Muslimin Cililin in the academic year of 2019/2020. The method used in this research is quantitative technique and the pre-experimental as a research design.²⁶ The result showed that Sig. 0.000 and it was lower than 0.005 so, the null hypothesis was rejected and the alternative hypothesis was accepted. It means that teaching English vocabulary using a word game was effective to improve students' vocabulary at seventh grade.

The fifth research Habibah stated, this research to measure the effect of boggle board game on the students' vocabulary mastery, the researcher gave the test after treatments done in experiment class. The result of one sample t-Test or sig. (2-tailed) was 0.000. It was lower than $\alpha = 0.05$. So, there was a significant difference in students learning result at the experimental class that used a treatment boggle board game.²⁷ In fact, the calculation showed the result of the test for experiment class. The mean of pre-test is 65.15 while the mean of post-test was 73.39. It showed that the mean of post-test is higher than pre-test. Based

²⁶ Chrissandra Intan Lube and Siti Nuraeni, "Improving English Vocabulary Mastery Through Word Game," *PROJECT (Professional Journal of English Education)* 3, no. 1 (2020): p109, <https://doi.org/10.22460/project.v3i1.p109-113>.

²⁷ Nining Khofifah Habibah, "Effect of Boggle Board Game on the Students' Vocabulary Mastery of the Eighth Grade of Smpn 10 Metro Tarbiyah and Teaching Training Faculty English Education Department State Institute for Islamic Studies of Metro 1442 H/ 2021," 2021, p18 <https://doi.org/10.31000/globish.v10i1.3872>.

on the data above, the researcher concluded that boggle board game was effective to teach students vocabulary mastery on the eighth class of SMPN 10 Metro.

Based on the five studies above, this study has similarities with using boggle games on vocabulary mastery of Class X SMAN 1 Sayurmatinggi.. The researcher hope this research can get effect to student vocabulary mastery.

C. The Conceptual Framework

There are several problems in students' English learning, such as: Students still have limited vocabulary, students find it difficult to pronounce words in English, and they feel bored when learning English. However, in this study, researchers are interested in using Boggle Game as a method to teach Vocabulary. In this study, researchers will prove whether this method has an effect or not on students' mastery of Vocabulary. Researchers use tests in this study to prove this method.

In the experimental class, researchers teach Vocabulary using the discussion method, while in the control class they use the teacher method. So that in the post-test it can be seen whether this method has an effect or not on students' mastery of Vocabulary. Based on the above, the conceptual framework can be seen from the picture below:

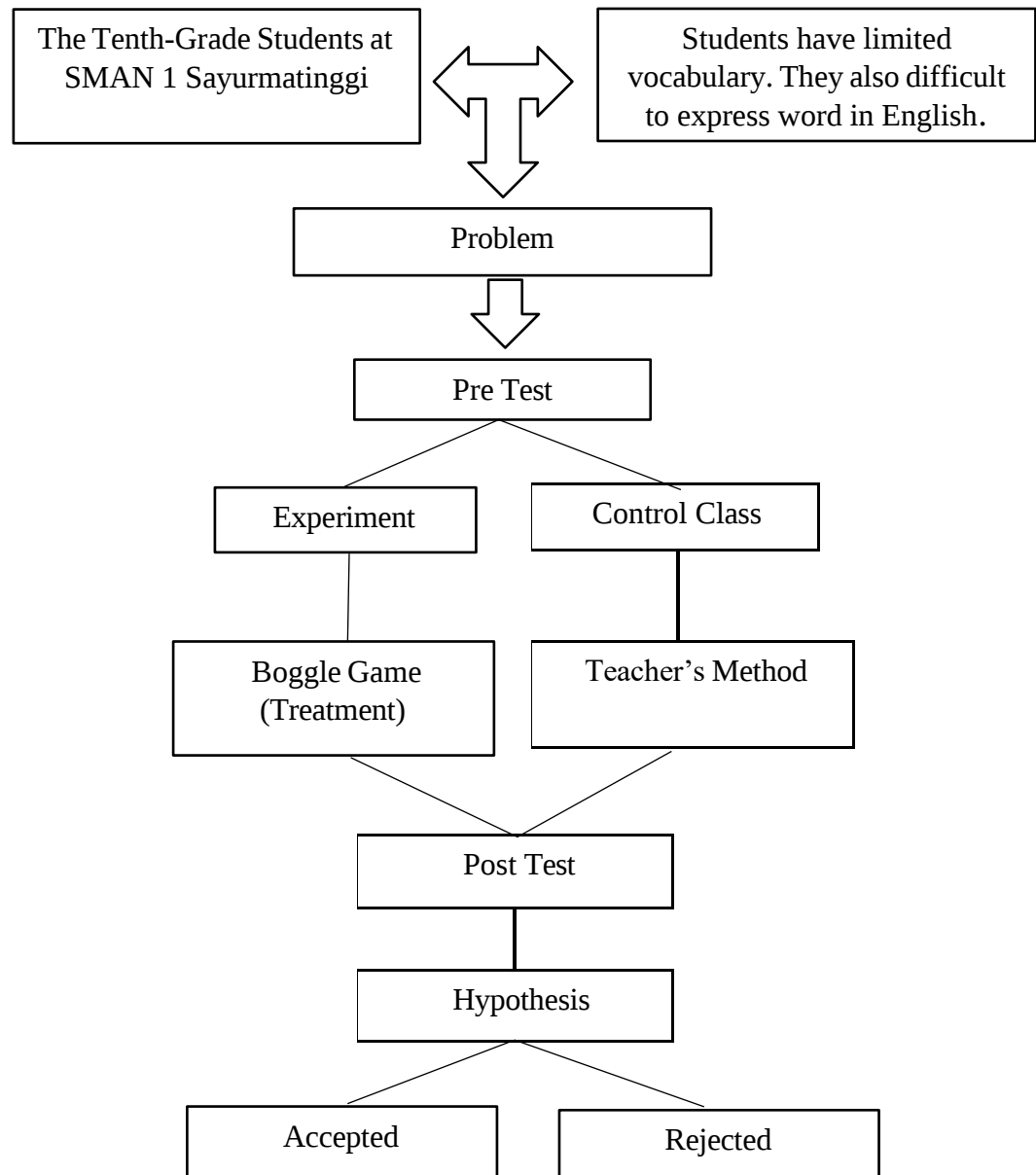


Figure II.3: The Conceptual Framework

D. The Research Hypothesis

Based on the theories and explanation above, the researcher formulates the hypothesis as follow:

- a. Alternative Hypothesis (H_a): There is a significant effect of Boggle Game Toward Vocabulary Mastery of the tenth-grade students at SMAN 1 Sayurmatinggi.
- b. Null Hypothesis (H_0) : There is no a significant effect of Boggle Game Toward Vocabulary Mastery of the tenth-grade students at SMAN 1 Sayurmatinggi.

CHAPTER III

RESEARCH METHODOLOGY

A. The Time and the Location of the Research

The research is located at SMAN 1 Sayurmatangi. This is located on Jln. Tano Tombangan Aek Garugur Sayurmatangi Kecamatan Sayur Matinggi Kabupaten Tapanuli Selatan. This research begins in June 2024 until to finish.

B. The Research Design

This type of research is quantitative research with experimental methods. Type of this research was used true experimental design with pre-test-post-test control group design. Researchers used two classes, which were experimental class and control class In this case, the experimental class was the class that thought by Boggle Game. Meanwhile control class was the class that thought by teacher's method. It indicates that two classes were selected and given a pre-test to determine each class's fundamental characteristics. After that, a post-test was administered to the entire class. The test results were compared in order to see how different treatments affected each experimental class.

Table III.1
The Research Design¹

Class	Pre-Test	Treatment	Post-Test
Experimental Class	O ₁	X	O ₂
Control Class	O ₁		O ₂

¹ J W Creswell and J D Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (SAGE Publications, 2022),
<https://books.google.co.id/books?id=Pr2VEAAAQBAJ>.

C. The Population and The Sample

a. Population

The population of this research is the tenth grade students of SMAN 1 Sayurmatinggi. The tenth grade in SMAN 1 Sayurmatinggi consists of 4 classes, which has more than 20 students in every class. So, total of the population is 121 students..

Table III.2
The Population of X Grade Students

NO	CLASS	TOTAL
1	X1	29
2	X2	32
3	X3	29
4	X4	31
TOTAL		121

b. Sample

Sampling is the process of selecting participants for a study such that they fairly represent the larger population from which they are drawn. This study's population is sufficiently large and homogeneous to require classification into classes or groups. In this study, the random sampling technique is used to select the sample at random. Researchers create a number search system. The rules are as follow:

- 1) Writing down the name of each class on small piece of paper (X1-X2-X3-X4).
- 2) Rolling the paper and putting them into a can.
- 3) Shaking the can well.

- 4) Dropping two rolled papers and determining them as sample.
- 5) Taking one rolled paper from the sample, then determined it as an sample and the other one as a population.
- 6) The paper that came out was X1 and X3.

The sample of this study are 29 students from class X1 and 29 students from class X3 of SMAN 1 Sayurmatinggi. This can be seen from the following table:

Table III.3
The Sample of Research

No	Class	Total Students
1	Experimental Class/X1	29
2	Control Class/X1	29
	Total	58

D. The Instrument of Data Collection

The research instrument is a tool used by the researcher to gather data. To gather information about language competence for this study, the researcher uses a test. In the written test, 20 multiple-choice questions are given. The test consists of 40 questions, where 20 questions for pre-test, and 20 questions for post-test. This test is given to both group experimental and control class. To find out the scores of the students' answer, the researcher gives 5 score for each item. Thus, the maximum score of test is 100.

Table III.4
The Indicator of Research:²

Indicator	Sub Indicator	Number Item	Total Items	Score	Total Score
Vocabulary Sports and Health	Students are able to know the meaning of word	6,9,10,12,15,20,	6	5	30
	Students are able to spell the word	2,4,8,13,	4	5	20
	Students are able to use the word	1,3,5,7,11,14,16 17,18,19,	10	5	50
Total			20		100

$$\text{Final score} = \frac{\text{Students score} \times 100}{\text{Maximum score}}$$

From the table above, the maximum score is 100 and the final score is calculated by a formula. The final score is obtained by dividing the student's score by the maximum score, then multiplying by 100 For example, if a student gets 60 and the maximum score is 100, then the final score is $(60 \div 100) \times 100 = 60$. The level of score of the result students test interpreted as very good, good, enough, less, fail, it could be seen in table below:³

Table III.5
Level of the Score

NO	Interval	Predicate
1	80-100	Very Good
2	60-79	Good
3	50-59	Enough
4	40-49	Less
5	0-39	Fail

² pearson, Hiebert, And Kamil, *Vocabulary Assessment: What We Know and What We Need to Learn*.

³ S Arikunto, *Dasar-Dasar Evaluasi Pendidikan Edisi 3* (Bumi Aksara, 2021), <https://books.google.co.id/books?id=j5EmEAAAQBAJ>.

The criteria of students' ability can be classified into four criterias. Score 80-100 are classified into very good criteria, score 60-79 are classified into good criteria, score 50-59 are classified into enough criteria, score 40-49 are classified into less criteria and score 0-39 are classified into fail criteria.

E. The Validity and Reliability Instrument

a. Validity of the Test

This test is conducted to test the validity of each statement item in measuring its variables. Validity testing in this study is conducted by correlating the scores of each statement item addressed to the respondents with the total score for all items. The correlation technique used to test the validity of the statement items in this study is the Pearson Product Moment correlation. If the correlation coefficient value of the statement item being tested is greater than t-table 0.05 then it can be concluded that the statement item is a valid construct. Then, to test the validity every item, the researcher follows the formula:

$$r = \frac{n\sum - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

Explanation :

r = Coeficient of Validity

N = The Number of Students

$\sum x$ = The number of score item

$\sum Y$ = The total of score

$\sum xy$ = The result of the number of score item X the total of score⁴

⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung, 2020).

The results of the questionnaire validity test for the variables studied are presented in the following table:

Table III.6
Question Validity Test Results

Explanation	Number Item	Total Items
Valid	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,20,21,22	21
Invalid	19,23,24,25	4

After validation, the researcher obtained results in the form of 21 questions valid. From the result above, the research decided to create an instrument that consists 20 questions for pre-test and post-test After that, the researcher also validates the test with English teachers. This test is given to both classes, namely the experimental and control class.

b. Reliability of The Test

Reliability testing is carried out on statement items that are included in the valid category. Reliability testing is carried out by testing the instrument only once. then analyzed using the alpha cronbach method. The questionnaire is said to be reliable if the reliability coefficient is positive and greater than 0.632. The results of the reliability test are as follows:

Table III.7
Reliability Test Results of Questions

Variable	coefficient Reliability	r-table	Explanation
Questions	0,914	0,632	Reliable

Source: Processing Results Excel

The reliability value of the statement items in the questionnaire for each variable being studied is greater than 0.632. This result indicates that the statement items in the questionnaire are reliable for measuring the variables.

F. The Research Procedures

In this research, the researcher gave pre-test, treatment and post-test to collect the data:

a. Pre-test

The purpose of the pre-test is to determine the homogeneity of the sample. Before the researcher treats the experimental group, the pre-test serves to determine the means of the Boggle Game group and the conventional group. Here, the researcher employs several procedures. They are as follows:

- 1) The researcher prepares 20 questions.
- 2) The researcher gives the research question sheet to the experimental class and the control class.
- 3) The researcher gives instructions to the students.
- 4) The researcher gives time to the students to answer the questions.
- 5) Students answer the questions.
- 6) Students give the question sheet to the researcher.
- 7) The researcher checks the students' answers and determines the average score of the experimental and control classes.

b. Treatment

Treatment is where the researcher do the technique. the researcher give material to students about vocabulary. the ways to teach both of classes is in different ways. In experimental class, the students learn with Boggle

game. Meanwhile, in control class the students learn with the teacher ways without game or media. It could be seen in table below:

No	Experimental Class Activities	Control Class Activities
1	Researcher greeted and checked attendance list.	Researcher greeted and checked attendance list.
2	Brainstorming about vocabulary related to the topic.	Researcher prepared and delivered material directly.
3	Introduced Boggle Game and explained the rules.	Explained the topic without using any games.
4	Divided students into groups and distributed Boggle grids.	Asked students to write vocabulary from the material.
5	Students found words from the Boggle grid.	Students found word meanings using dictionaries.
6	Group discussion on found words and meanings.	Class discussion on vocabulary from textbook.
7	Students presented words and received feedback.	Teacher reviewed vocabulary meaning and spelling.
8	Teacher gave time limit and scored group performance.	Teacher asked students to spell and use words in sentences.
9	Group with most valid words announced as winner.	Teacher evaluated students' vocabulary through exercises.
10	Teacher and students concluded the lesson.	Teacher and students concluded the lesson.

c. Post-test

Following therapy, a post-test is administered by the researcher; this test differs from the pre-test and was not done in the earlier study. The post-test is the last assessment of the study, particularly in terms of determining if an effect exists or not. The researcher follows a process. Among them were:

- 1) The researcher prepare 20 test items.
- 2) The researcher give the test paper to the experimental and control group students.
- 3) The researcher explains what students do.
- 4) The researcher give student time to answer the question.
- 5) The students responded to the question.
- 6) The students give the researcher their paper test
- 7) The researcher check the answer of students and finds the mean score of control and experimental class.

G. The Technique of Data Analysis

1. Requirement Test

a. Normality Test

A normality test can determines whether research data are normal or not. Test of normality in this research uses SPSS v.26 using the Shapiro Wilk test with a significant level of 5% or 0.05 with criteria:

- 1) If the significance value (sig) is greater than 0.05, the students' pre-test and post-test are normally distributed.
- 2) If the significance value (sig) is less than 0.05, the students' pre-test and post-test are not normally distributed.

b. Homogeneity Test

The homogeneity test is used to determine whether the data from two classes have the same or different variances. The homogeneity test means to find out whether the control class and the experimental class have

the same variance or not. The researcher uses SPSS version 26 to calculate the data. The test criteria are:

- 1) If the significance value (sig) is greater than 0.05, the data variance of the two classes is homogeneous.
- 2) If the significance value (sig) is less than 0.05, the data variance of the two classes is not homogeneous.

2. The Hypothesis Test

The data are analyzed based on the hypothesis to determine the abilities of the two groups: the experimental class and the control class. To address the research findings, the analysis starts with the hypothesis. The data are analyzed using SPSS version 26. Then, the T-test is used by the researcher to process the hypothesis. An independent sample T-test is used, so the difference in means can be seen. This score shows whether there is a difference between the mean score of the control class and the mean score of the experimental class.

The researcher forms the hypothesis based on the analyzed data by looking at the t_{count} and comparing it to the t_{table} . The researcher can conclude that H_a is accepted and H_0 is rejected if the t-test value is greater than the t-table value. This indicates that there is a significant effect of the Boggle Game on the vocabulary mastery of students at SMAN 1 Sayurmatinggi.

The formula for the independent sample t-test is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$\bar{x}_1$ = Mean of experimental group

$\bar{x}_2$ = Mean of control group

s_1^2 = Variance of experimental group

s_2^2 = Variance of control group

n_1 = Sample size of experimental group

n_2 = Sample size of control group⁵

⁵ Rumus One, "Uji T-Test (Pengantar Statistik Lanjut)," *Dasar-Dasar Statistik Penelitian*, 2021, 95–116, [http://ebook.repo.mercubuana-yogya.ac.id/Kuliah/materi_20151_doc/e-learning uji beda rata-rata 1.pdf](http://ebook.repo.mercubuana-yogya.ac.id/Kuliah/materi_20151_doc/e-learning_uji_beda_rata-rata_1.pdf).

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presents the findings of the study conducted. It talks about the effect of boggle game on students' vocabulary mastery. The researcher has taken the data by using pre-test and post-test. Quantitative research was used in this research and to test the hypothesis used the formulation of t-test.

A. The Description of Data

1. The Description of Data before Using Boggle Game Method

Before giving the boggle game treatment, the students was given the pre-test which is multiple choices with 20 questions. The researcher took class X-1 as the experimental class and X-3 as the control class. Based on students' answer in pre-test, the researcher calculated the students' score and arranged it from low score until the high score in interval class form. The explanation is as follows:

a. The Score of Pre-test in Experimental Class

The researcher enrolled in class X-1 to serve as the experiment class. The researcher calculated the result that had been gotten by students' vocabulary mastery during the pre-test for the experimental class. The calculation of the students' score statistically could be seen in the following table:

Table IV.1
Score of Pre-test in Experimental Class

No	Descriptive	Statistics
1	Mean	65.52
2	Median	65.00
3	Mode	65
4	Std. Deviation	8.275
5	Variance	68.473
6	Range	35
7	Minimum	50
8	Maximum	85
9	Sum	1.850

The total value in the table above shows the points obtained by students is 1.850 from the total value in the pre-test experiment. The researcher also obtained the highest value (maximum), the highest value in the pre-test experiment was 85. While the lowest value, the smallest value in a series of data. For the lowest value is 50. Furthermore, the mean can be said to represent the data set. The mean in this data is 65.52.

Then, the median is the middle value after all the data is sorted, the researcher obtained a median of 65.00 after being calculated using SPSS v. 26. Furthermore, the mode (mode) is the value that appears most often in statistical data, the mode in this pre-test is 65. Range is the difference between the minimum value and the maximum value in the data, in data I this is 35.

Next, the standard deviation is a value used to determine the distribution of data in a sample and see how close the data is to the average value, which is close to 8. Finally, the distance between classes is the meaning of the interval, which is 5 in this data. For the frequency

distribution of the experimental class in the pre-test, it can be seen in the table below:

Table IV.2
Frequency Distribution of Students Score (Pre-test)
Experimental Class

No	Interval	Mid-Point	Frequency	Percentage
1	50-54	52	1	3.4%
2	55-59	57	4	13.8%
3	60-64	62	6	20.7%
4	65-69	67	7	24.1%
5	70-74	72	5	17.2%
6	75-79	77	4	13.8%
7	80-84	82	1	3.4%
8	85-89	87	1	3.4%
<i>I=5</i>			29	100%

From table IV.2 it can be concluded that the most students are in the range of 65-69 (7 students/24.1%). The fewest students are in the range of 50-54, 80-84 and also the class range between 85-89 (1 student/3.4%). A clear picture of the data is presented in the histogram below:

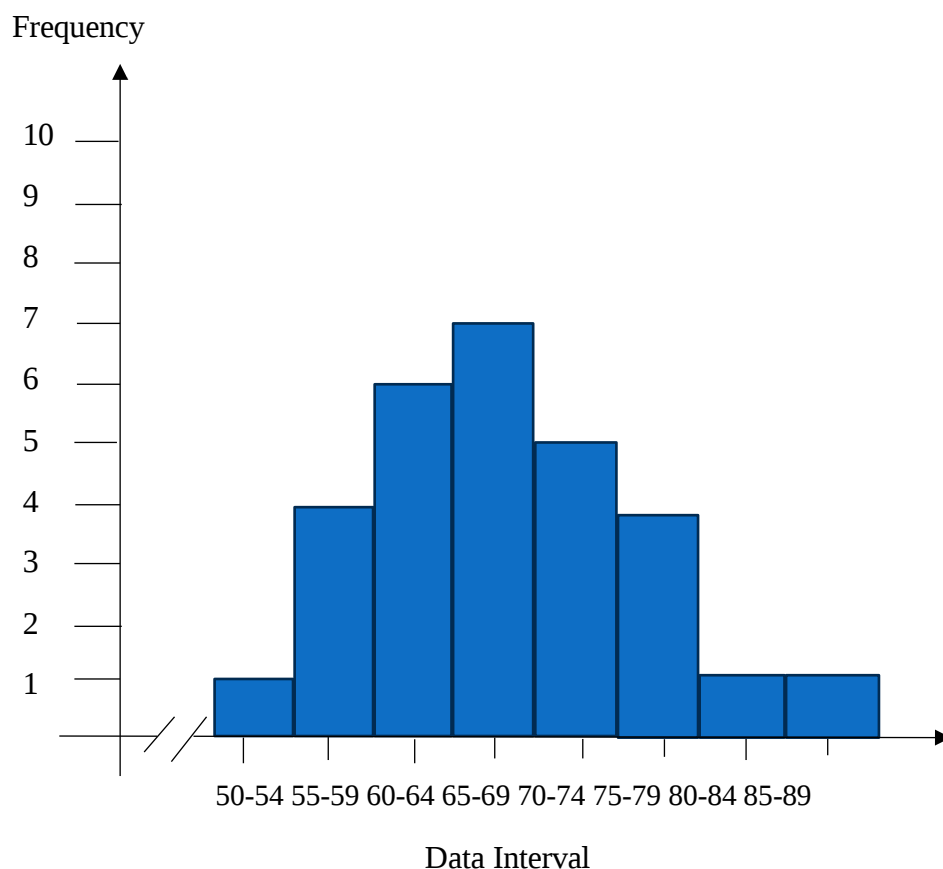


Figure: IV.1: Description Data Pre-test of Experimental Class

From the histogram IV.1, there is 1 students got mid-point 52 score in class interval between 50-54, there are 4 students got mid-point 57 score in class interval between 55-59, there are 6 students got mid-point 62 score in class interval between 60-64, there are 7 students got mid-point 67 score in class interval between 65-69, there are 5 students got mid-point 72 score in class interval between 70-74, there are 4 students got mid-point 77 score in class interval between 75-79, there is 1 students got mid-point 82 score in class interval between 80-84, there is 1 students got mid-point 87 score in class interval between 85-89.

b. The Score of Pre-Test in Control Class

The researcher enrolled in class X-3 to serve as the control class. The researcher calculated the result that had been gotten by the students' vocabulary mastery during the pre-test for the control class. The calculation of the students' score statistically I could be seen in the following table:

Table IV.3
Score of Pre-test in Control Class

No	Descriptive	Statistics
1	Mean	68.28
2	Median	70.00
3	Mode	70
4	Std. Deviation	7.353
5	Variance	54.064
6	Range	25
7	Minimum	55
8	Maximum	80
9	Sum	1940

Based on the table IV. 3, the total score was 1.940, the highest score was 80, the lowest score was 55, mean was 68.28, median was 70.00, mode was 70, range was 25, interval was 5, standard deviation was 7.353, and variance was 54.064. The calculation of the frequency distribution of the students' score is described in the table as follow:

Table IV.4
Frequency Distribution of Students Score (Pre-test)
Control Class

No	Interval	Mid-Point	Frequency	Percentage
1	55 - 59	57	2	6.9%
2	60 - 64	62	5	17.2%
3	65 - 69	67	6	20.7%
4	70 - 74	72	8	27.6%
5	75 - 79	77	4	13.8%
6	80 - 84	82	4	13.8%
<i>I</i> = 5			29	100%

From the table IV.4, it can be concluded that the most students are in interval 70-74 (8 students/27.6%). The least students are in interval 55-59 (2 student /6.9%).

Clear description of the data is presented in histogram below:

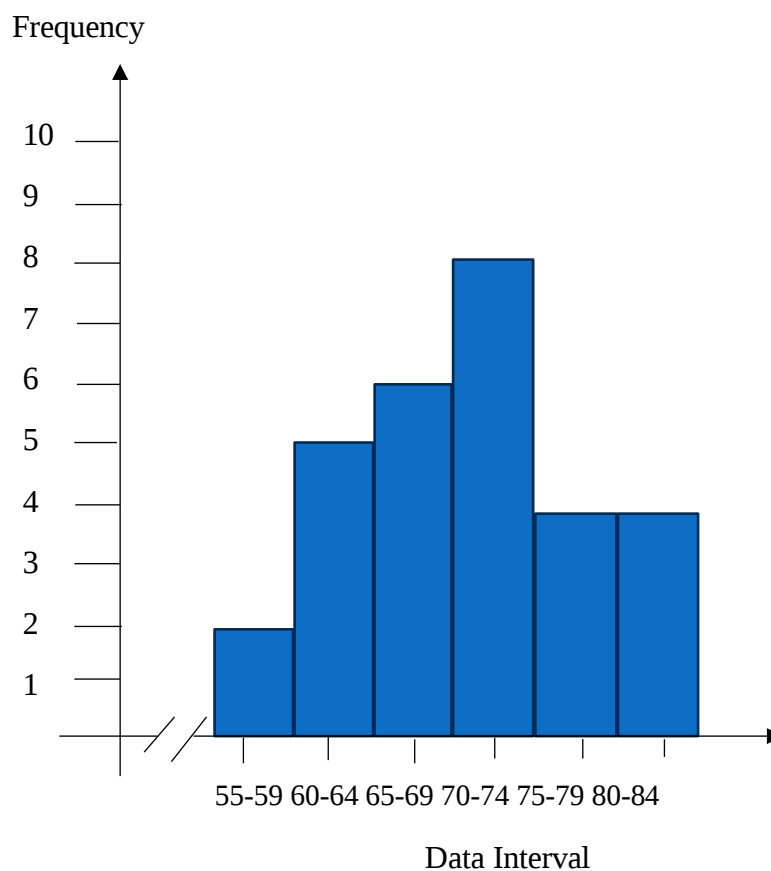


Figure IV.2: Description Data Pre-test of Control Class

From the histogram IV.2, there were 2 students got mid point 57 score in class interval between 55-59, there were 5 student got mid point 62 score in class interval between 60-64, there were 6 student got mid point 67 score in class interval between 65-69, there were 8 students got mid point 72 score in class interval between 70-74, there were 4 students got mid point 77 score in class interval between 75-79, there were 4 students got mid point 82 score in class Interval between 80-84

2. The Description of Data after Using Boggle Game Method

After giving the Boggle game treatment, the students was given the post-test to both of class which is multiple choices with 20 questions. Based on students' answer in post-test, the researcher calculated the students' score and arranged it from low score until the high score in interval class form. The explanation is as follows:

1. The Score of Post-test in Experimental Class

The researcher enrolled in class X-1 to serve as the experimental class. The researcher calculated the result that had been gotten by the students' vocabulary mastery during the post-test for the experimental class. The calculation of the students' score statistically could be seen in the following table:

Table IV.5
Score of Post-test in Experimental Class

No	Descriptive	Statistics
1	Mean	85.52
2	Median	85.00
3	Mode	85
4	Std. Deviation	7.599
5	Variance	57.759
6	Range	25
7	Minimum	75
8	Maximum	100
9	Sum	2.460

Based on the table IV.5, the total score was 2.460, the highest score was 100, the lowest score was 75, mean was 85.52, median was 85.00, mode was 70, range was 25, interval was 5, standard deviation was 7.599, and variance was 57.759. The calculation of the frequency distribution of the students' score is described in the table as follow:

Table IV.6
frequency distribution of students score (Post-test)
Experimental Class

No	Interval	Mid-Point	Frequency	Percentage
1	75 - 79	77	5	17.2%
2	80 - 84	82	6	20.7%
3	85 - 89	88	7	24.1%
4	90 - 94	92	5	17.2%
5	95 - 99	98	4	13.8%
6	100 - 104	102	2	6.9%
<i>I</i> = 5			29	100%

From the table VI.6, it can be concluded that the most students are in interval 85-89 (7 students/24.1%). The least students are in interval 100-104 (2 student/ 6.9%). Clear description of the data is presented in histogram below:

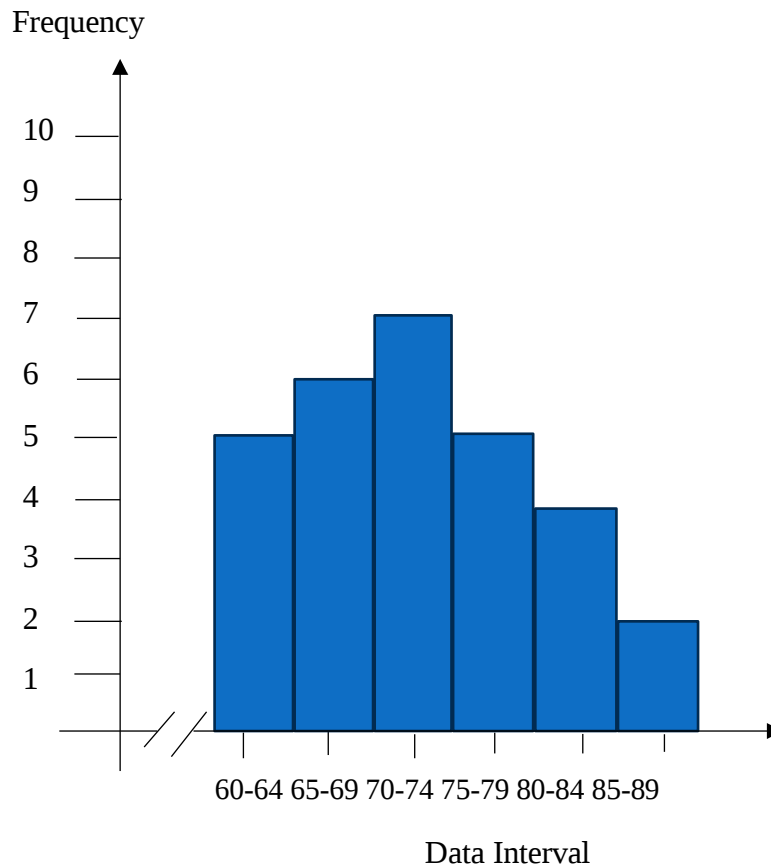


Figure IV.3, Description Data Experimental Class

From the histogram IV.3, there were 5 students got mid point 77 score in class interval between 75-79, there were 6 students got mid point 82 score in class interval between 80-84, there were 7 students got mid point 88 score in class interval between 85-89, there were 5 students got mid poin 92 score in class interval between 90-94, there were 4 students got mid point 98 score in class interval between 95-99, there were 2 student got mid point 102 score in class interval between 100-104.

2. The Score of Post-test in Control Class

The researcher enrolled in class X-3 to serve as the control class. The researcher calculated the result that had been gotten by students' vocabulary mastery during the post-test for the control class. The calculation the calculation of the students score statistically could be seen in the following table:

Table IV.7
Score of Post-test in Control Class

No	Descriptive	Statistics
1	Mean	70.69
2	Median	70.00
3	Mode	85
4	Std. Deviation	7.527
5	Range	25
6	Minimum	60
7	Maximum	85
8	Sum	2.050

Based on the table IV.7, the total score was 2.050, the highest score was 85, the lowest score was 60, mean was 70.69, median was 70.00, mode was 85, range was 25, interval was 5, standard deviation was 7.527, and variance was 57.759. The calculation of the frequency distribution of the students' score is described in the table as follow:

Table IV.8
frequency distribution of students score (Post-test)
Experimental Class

No	Interval	Mid-Point	Frequency	Percentage
1	60 - 64	62	5	17.2%
2	65 - 69	67	6	20.7%
3	70 - 74	72	7	24.1%
4	75 - 79	77	5	17.2%
5	80 - 84	82	4	13.8%
6	85 - 89	87	2	6.9%
<i>I</i> = 5			29	100%

From the table IV.8, it can be concluded that the most students are in interval 70-74 (7 students/24.1%). The least students are in interval 85-89 (2 student/6.9%).

Clear description of the data is presented in histogram below:

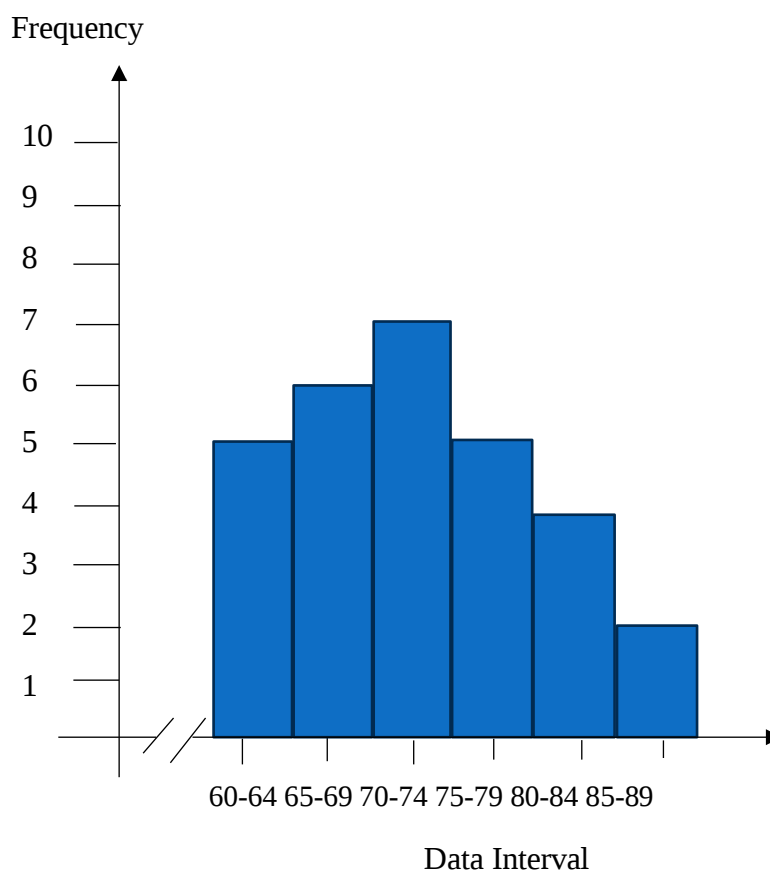


Figure IV.4: Description Data Post-test of Control Class

From the histogram IV.4, there were 5 students got mid point 62 score in class interval between 60-64, there were 6 students got mid point 67 score in class interval between 65-69, there were 7 students got mid point 72 score in class interval between 70-74, there were 5 students got mid point 77 score in class interval between 75-79, there were 4 students got mid point 82 score in class

interval between 80-84, there were 2 student got mid point 87 score in class interval between 85-89.

3. The Description of score in Experimental Class and Control Class

In comparing the samples used, the researcher interpreted the paired samples t-test by using SPSS v. 26 Version as below:

Table IV.9
Paired Sample Statistics

		Mean	N	Std Deviation	Std Error Mean
Pair 1	Pre-Test Experimental Class	65.52	29	8.275	1.536
	Post-Test Experimental Class	85.52	29	7.599	1.411
Pair 2	Pre-Test Control Class	68.28	29	7.353	1.365
	Post-Test Control Class	70.69	29	7.527	1.397

Based on the table IV.9, it can be seen that summary of the results of vocabulary statistics of the two samples, namely the pre-test and post-test scores both in experimental class and control class. The mean score in pre-test experimental class was 65.52 and 85.52 was in post-test experimental class. Meanwhile, the mean score in pre-test control class was 68.28 and 70.69 was in post-test control class. The participants consisted of 29 students for experimental class and 29 students for control class.

Then, Standard Deviation in pre-test experimental class was 8.275 and 7.599 in post-test experimental class. Standard Deviation in pre-test control class was

7.353 and 7.527 in post test control class Because the mean score in pre test was lower then post-test, it means descriptively there is the different mean score between pre-test and post-test.

4. The Data Analysis

1) The Requirement Test

The purpose of a requirement test is to determine the average score of the determine the average score of the data and to determine whether the data is homogenius and normal.

a. The Normality Test

Data normality two groups was calculated using SPSS Version 26.0 using Shapiro Wilk test because the number of sample in the study was less than 100 students, the significance level of test was 5% or 0.05.

1) Normality Test in Pre-Test

The normality test is calculated in both pre-test and post-test. The test was conducting using SPPS V.26. The normality in experimental and control class

Tabel IV.10
Normality of Experimental and Control Class
in Pre-Test

Result	Class	Shapro-Wilk		
		Statistic	df	Sig.
	Pre-Test Experimental	.963	29	.382
	Pre-Test Control	.937	29	.086

In test of normality the data are defined normal when sig. score > 0.05 . The table shows in pre-test experimental class 0.382 because $0.382 > 0.05$. it means the data was normally distributed in experimental class. Meanwhile, in control class the normality value is $0.086 > 0.05$. Thus, both pre-test experimental and control class are normally distributed.

2) Normality Test in Post-Test

The normality test in this research was conducted using SPSS v.26. The normality test was measured by using Shapiro-Wilk. The following table are the result of test of normality in experimental and control class:

Tabel IV.11
Normality of Experimental and Control Class
in Post-Test

Result	Class	Shapro-Wilk		
		Statistic	df	Sig.
	Post-Test Experimental	.928	29	.050
	Post-Test Control	.931	29	.057

Based on the table IV.11. It could be seen that the sig. score of experimental class is 0.050 it can be concluded that the data is normally distributed because $0.050 > 0.05$. Meanwhile in control class the sig. score 057. Therefore, the data also normally distributed because $0.057 > 0.05$. Thus, both post-test data are normally distributed.

b. The Homogeneity Test

1) Homogeneity Test in Pre-Test

After conducted the normality test which all the data is normally distributed, the researcher did the next step. homogeneity test. Homogeneity test was calculated by using SPSS v.26 specifically using levene the results of homogeneity test are presented as follows:

Table IV.12
Homogeneity of Experimental and Control Class in
pre-test

Levene Statistic	Df1	Df2	Sig.
.152	1	56	.698

Based on the table IV.12, the sig. score between experimental and control class is 0.698 it is bigger than 0.05. Therefore it can be concluded that there is no significant difference between experimental and control class or the data are homogeny.

2) Homogeneity Test in Post-Test

The post-test homogeneity of the data is also calculated by using SPSS v.26, specially by using Levene. The result of post-test homogeneity test of the data are presented as follows:

Table IV.13
Homogeneity of Experimental and Control Class in post-test

Levene Statistic	Df1	Df2	Sig.
.013	1	56	.909

The table above shows that sig. score of post-test between experimental and control class is 0.909 thus, it can be concluded that there is no significance difference between experimental and control class. Because $0.909 > 0.05$.

B. The Hypothesis Test

The researcher has know the data normal and homogen. It mean the researcher has to choose the next hypothesis. If the data is normal and homogen so, that the researcher has to use the parametric statistic such as independent sample t-test. The researcher used independent sample t-test with using SPSS 26 version examine the hypothesis. The result can be seen from the mean score.

Before using the technique (pre-test) in experimental class, mean score was 65.52 and after using the technique in experimental class (post-test), mean score

was 85.52. To see the effect on students' vocabulary mastery, the researcher would present the data analyze in the table below:

Table IV.14
Group Statistic

	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Experimental	29	85.52	7.600	1.411
	Control	29	70.69	7.527	1.398

The table IV.14 shows that both samples have 29 students for experimental class and 29 students for control class. The mean of experimental class improvement was 85.52 and mean of control class improvement was 70.69. Standard deviation for the experimental class was 7.599 and while for the control class was 7.527. It means there is a different point on students' vocabulary mastery after using boggle game. For significance (2-tailed) can be seen in the table below:

Table IV.15
Independent Sample Test

T – test for Equality of Means	
Component	Value
t _{count}	7.465
t _{table}	2.003

Based on the table IV.15, it can be seen that t_{count} is 7.465 and t_{table} is 2.003. It means that count > table (7.465 > 2.003). So, H₂ is accepted and H₀ is rejected. So, there is significant effect of Boggle Game on students' vocabulary mastery at grade X SMAN 1 Sayurmatinggi.

In this case, gain of mean score in pre-test and post-test in experimental class and control class can be seen in the table below:

Table IV.16
Gain of Score in Experimental Class and Control Class

Class	Pre – test	Post – test	Enhancement	Gain score
Experimental class	65.52	85.52	20.00	17.59
Control class	68.28	70.69	2.41	

Based on the table IV.16 the mean score of experimental class in pre-test was 65.52 and the mean score of control class in pre-test was 68.28. The mean score by using Boggle game was 85.52 and the mean score of control class by using teacher's method was 70.69. There was improvement for both of class. The enhancement in experimental class was 20.00 and 2.41 was the enhancement in control class. Gain score is the difference between pre-test and post-test. In this research, 17.59 was gain score that gotten by the researcher. If the researcher changes the result of gain score in percent form, so the reseacher got the gain score was about 58% in experimental class and 7.6% was in control class. It can be concluded that Boggle game significantly effect on students' vocabulary mastery.

C. The Discussion

This study aims to test the effect of the Boggle Game method in improving students' Vocabulary Mastery. The findings of this study confirm Benjamin's theoretical claim that Boggle is a fun game that helps students expand their

vocabulary by finding hidden words from letters arranged in a box. By playing Boggle, students can improve their ability to recognize new words, train their thinking speed, and strengthen their spelling comprehension in a fun way.¹ Through experimental research, this study provides empirical evidence supporting the significant impact of Boggle Game on students' vocabulary mastery.

The results of data analysis showed a significant increase in students' Vocabulary Mastery after implementing the Boggle Game method. The pre-test and post-test scores in the experimental class showed a significant increase. Before the implementation of Boggle Game, the average pre-test score in the experimental class was 65.52, with the highest score of 85 and the lowest score of 50. However, after the implementation of Boggle Game, the average post-test score increased to 85.52, with the highest score reaching 100 and the lowest score of 75. The increase in students' Vocabulary scores indicates that Boggle Game effectively facilitates their ability to improve vocabulary mastery in English very well and confidently.

This study also provides a similar case to this study. The study by Soliha and Rohim examined the effect of the Boggle game on vocabulary mastery of seventh grade students at MTs. Nurul Hikmah using a quasi-experimental design.² This study compared the post-test results between the experimental

¹Benjamin, "Problem Solving Strategies in Boggle-like Games. <https://www.thefreelibrary.com/Problem+solving+strategies+in+boggle-like+games.-a0320735709>"

² Nurul Komariayul Soliha and Abdul Rohim, "The Effect of Boggle Games on the Vocabulary Mastery of the Seventh Grade Students' At Mts. Nurul Hikmah," *Globish: An English-*

group and the control group, which showed that the experimental group's score (83.50) was higher than the control group (73.10). This shows that the Boggle game is effective in improving students' vocabulary mastery. This study has similarities with the author's study, namely both using two groups (experimental and control) and focusing on the effectiveness of the Boggle game in vocabulary learning. The difference lies in the background and level of education; this study was conducted on junior high school students, while the author's study was conducted on grade X high school students. In addition, the author's study also links the findings with Benjamin's theory regarding the benefits of Boggle in accelerating word recognition, improving spelling, and providing a fun learning experience.

The study by Habibah aims to measure the effect of the Boggle game on students' vocabulary learning outcomes using the one-sample t-test method. This study only involved one experimental group without a control group, and compared the pre-test and post-test scores to measure improvement. The results showed an increase from a pre-test score of 65.15 to a post-test score of 73.39, which proves that the Boggle game has a positive impact on vocabulary mastery.³ This study has similarities with the author's study in terms of objectives, which is to improve vocabulary mastery through the Boggle game.

Indonesian Journal for English, Education, and Culture 10, no. 1 (2021): p18,
<https://doi.org/10.31000/globish.v10i1.3872>.

³ Nining Khofifah Habibah, "Effect of Boggle Board Game on the Students' Vocabulary Mastery of the Eighth Grade of Smpn 10 Metro Tarbiyah and Teaching Training Faculty English Education Department State Institute for Islamic Studies of Metro 1442 H/ 2021," 2021, p18
<https://doi.org/10.31000/globish.v10i1.3872>.

However, the difference lies in the research design; Habibah's study only used one experimental group, while the author's study used two classes (control and experimental) to obtain more controlled results that can be directly compared.

The discussion of the findings above can support this study, where both have similarities, namely the Boggle Game method has a significant influence on students' vocabulary mastery. Therefore, the research conducted by researchers or other researchers referred to in the related findings has been influenced by the Boggle Game method.

After seeing the scores of students in the experimental class after using the Boggle Game method in sports and health learning can help students improve their vocabulary. Benjamin's theory states that the Boggle Game method is an effective method for teaching vocabulary mastery and this study has shown its significant impact on students' vocabulary mastery. This study has similarities with other studies that state that this method is very useful for teaching students.

D. The Threats of The Research

In this study, researchers found several challenges in efforts to improve students' vocabulary mastery at SMAN 1 Sayurmatinggi using the Boggle game. As there was a time constraint, the pupils required extra time to complete the test. Some pupils made noise during the instruction and learning process. Despite the fact that they didn't seem serious. It can make other students find it difficult to focus.

However, the use of the Boggle game provides an opportunity for students to enrich their vocabulary in a contextual and enjoyable way. Through this game, students can develop their ability to find and understand new words, strengthen concentration, and increase active participation in learning. The Boggle game also encourages students to use vocabulary in real situations, so that the learning process becomes more relevant and interesting. Thus, researchers hope that the Boggle game can be applied effectively to improve students' vocabulary mastery at SMAN 1 Sayurmatinggi.

CHAPTER V

CLOSING

A. The Conclusions

The researcher arrived at the following conclusions based on the findings of the investigation and data calculations:

1. Before learning by using Boggle game, students' vocabulary mastery was unsatisfied. It can be seen from the mean score of pre-test in experimental class was 65.52 the students' vocabulary mastery is enough.
2. After learning by using Boggle game, students' vocabulary mastery increasing become better than before. It can be seen from the mean score of post-test in experimental class was 85.52, the students' vocabulary mastery is very good.
3. There is a significant effect of boggle game on students' vocabulary mastery at grade X SMAN 1 Sayurmatinggi. It was proved by T-test, the result found that was higher than ($7.465 > 2.003$). It means H_0 is accepted

B. The Suggestions

Based on the conclusion above, the researcher give some suggestions:

1. To English teacher, especially an English teacher in SMAN 1 Sayurmatinggi are hoped to use boggle game in teaching vocabulary to increase the students' vocabulary mastery.

2. To students, hoped to be more active while learning and can increase learning result in English, especially vocabulary mastery.
3. To head master, to pay attention to the facilities needed by educators for the sake of progress and increasing the ability to support learning so that learning can improve students' learning outcomes.
4. To the next researcher, to conduct more in depth research by studying different theories, population or other English competencies.

C. The Implication of the research

This research was done indicated as an experiment which was the result that was getting can be considered as a technique of learning applied in education environment and system of teaching in school will be getting the result well. In other hand, it is expected with the exist of thesis, the parties concerned can view wider the obstacles that happening in education and knowing the steps what must be done for reduce the obstacles. It can be made sure that the result of this research has positif implication for various of parties who concerned into this research.

From various of obstacles that happening in scope of this research had revealed the results of research impact on the parties directly. One of them is the result of research which discussed in part of discussion point one (pre-test) obtained the result was not good enough. This thing is needed for note to parties of school that important has a better system in applying of learning that will be given for students.

Based on the result of research before learning using Boggle game technique and after learning using Boggle game technique, it indicated that there was a changing of score between in pre-test and post-test. It is encourage the teacher for more explored and more understand in detail about the Boggle game technique. Therefore, this method expected can be applied in school because it has good impact and positive impact towards students vocabulary mastery.

REFERENCES

- Alqahtani, M. (2020). The importance of vocabulary in language learning and how to be taught. <https://doi.org/10.20472/te.2015.3.3.002>.
- Amanda, Fauziah. (2021). "The Use of Boggle Game To Improve Students Vocabulary in Writng Descriptive Text." *Jurnal Pendidikan*]. <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/23686>.
- Adnin, J. (2023). The influence of using Boggle game towards students' vocabulary mastery at the ninth grade in one of public junior high schools in the academic year of 2022/2023. *Nucl. Phys.*, 13(1), 104–116. <http://repository.radenintan.ac.id/29277/1/A%20Thesis%201-2.pdf>
- Asipi, V. L. S., Trisanti, O. L., & Damayanti, Y. T. (2023). Methods of teaching vocabulary in English young learners' (EYL) classroom. *Journal on Education*, 5(4), 15078–88. <https://doi.org/10.31004/joe.v5i4>
- B., Haryanti, D., & Suryaningsih, N. (2022). *Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X*. Pusat Perbukuan, Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. <https://buku.kemdikbud.go.id/katalog/Bahasa-Inggris-Work-in-Progress-untuk-SMASMKMA-Kelas-X>
- Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications. <https://books.google.co.id/books?id=Pr2VEAAAQBAJ>
- Claybourne, A. (2022). 84 Amazing Maths Games to Boggle Your Brain!. Britania Raya: Arcturus Publishing. <https://books.google.co.id/books?id=-dGPEAAAQBAJ>.
- Dickman, B. (2020). Problem Solving Strategies in Boggle-Like Game. *Word Ways*. p. 66. <https://www.thefreelibrary.com/Problem+solving+strategies+in+boggle-like+games.-a0320735709>
- Harida, E. S., & Siregar, F. R. (2021). Building A Better Vocabulary By Word Formation Process. <http://repo.uinsyahada.ac.id/id/eprint/980>
- Huddleston, R. (2020). *Introduction to the grammar of English*. Cambridge University Press. <https://books.google.co.id/books?id=irXAKZSHc38C>

- Habibah, N. K. (2021). *Effect of Boggle board game on the students' vocabulary mastery of the eighth grade of SMPN 10 Metro Tarbiyah and Teaching Training Faculty English Education Department State Institute for Islamic Studies of Metro* (Undergraduate thesis). IAIN Metro.
<https://doi.org/10.31000/globish.v10i1.3872>.
- Halimah, F., & Izzah, L. (2020). Building FL-vocabulary transferability through semantic Boggle. *English Language in Focus (ELIF)*, 2(2), 79-86. <https://doi.org/10.24853/elif.2.2.79-86>
- Huraiyah. (2020). Upaya peningkatan hasil belajar bahasa inggris siswa dengan model pembelajaran active learning. *Jurnal Paedagogy*, 02(02), pp. 82–86. <https://ejournal.undikma.ac.id/index.php/pedagogy/article/download/3052/2084>
- Hutabarat, S. J. (2020). Improving the students' ability in vocabulary mastery through Boggle game. *Jurnal FISK*, 1(1), 192–203
<https://typeset.io/pdf/improving-the-students-ability-in-vocabulary-mastery-through-7ia7k9luj.pdf>
- Kılıçkaya, F. (2020). Assessing L2 vocabulary through multiple-choice, matching, gap-fill, and word formation items. *Lublin Studies in Modern Languages and Literature*, 43(3), 155–166.
[https://doi.org/10.17951/lsmll.2019.43.3.155-166:contentReference\[oaicite:3\]{index=3}](https://doi.org/10.17951/lsmll.2019.43.3.155-166:contentReference[oaicite:3]{index=3})
- Livre de Lyon. (2021). *Innovative insights for English language teaching methodology: Lean*. Livre de Lyon. https://books.google.co.id/books?id=j_eTEAAAQBAJ
- Lean, J. (2021). *Innovative insights for English language teaching methodology*. Livre de Lyon.
https://books.google.co.id/books?id=j_eTEAAAQBAJ
- Lube, C. I., & Nuraeni, S. (2020). Improving English vocabulary mastery through word game. *PROJECT (Professional Journal of English Education)*, 3(1), 109-113. <https://doi.org/10.22460/project.v3i1.p109-113>.
- Lane, C. (2021). *Acquiring 21st Century Literacy Skills Through Game-Based Learning*. Amerika Serikat: Information Science Reference.
<https://books.google.co.id/books?id=iYCyzgEACAAJ>
- Novarisan, S., & Orpa, P. O. (2022). The word sorts strategy: A tool for English teachers in teaching vocabulary at junior high school level. *MATAI: International Journal of Language Education*, 2(2), 64-65.
<https://ojs3.unpatti.ac.id/index.php/matail/article/download/5941/4228/>.

- Pan, W. (2020). Part of speech. North. pp. 0–24. <https://example.com>
- Pearson, P. D., Hiebert, E. H., & Kamil, M. L. (2020). Vocabulary assessment: What we know and what we need to learn. *Reading Research Quarterly*, 42(2), 282–296. <https://doi.org/10.1598/rrq.42.2.4>
- Rumus, O. (2021). Uji T-Test (Pengantar Statistik Lanjut). In *Dasar-Dasar Statistik Penelitian* (hlm. 95–116). http://ebook.repo.mercubuana-yogya.ac.id/Kuliah/materi_20151_doc/e-learning%20uji%20beda%20rata-rata%201.pdf
- Siregar-Rayani, F. (2022). Male and female students' vocabulary mastery. *English Education*, 10(2), pp. 238 <https://doi.org/10.24952/ee.v10i2.6755>.
- Sayd, A. I., & Nazarudin, H. (2022). Game-based learning to improve vocabulary mastery in EFL class. *Proceedings of the International Conference on Applied Science and Technology on Social Science (ICAST-SS 2022)*, pp. 321-326. https://doi.org/10.2991/978-2-494069-83-1_58.
- Soliha, N. K., & Rohim, A. (2021). The effect of Boggle games on the vocabulary mastery of the seventh grade students at MTs. Nurul Hikmah. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 10(1), 18-25. <https://doi.org/10.31000/globish.v10i1.3872>.
- Stone, L. (2021). Teaching vocabulary. *Reading for Life, July*, pp. 181–188. <https://doi.org/10.4324/9780429490767-27>.
- Sugiyono. (2020). Metode penelitian kuantitatif, kualitatif dan R&D. Bandung: CV AlfaBeta. <https://adoc.pub/statistik-untuk-penelitian.html>.
- Schmidt, B., Gonzalez-Martinez, J., Hundt, C., Schlarb, M. (2020). Parallel Programming: Concepts and Practice. Belanda: Morgan Kaufmann. <https://books.google.co.id/books?id=-y9HDgAAQBAJ>
- Tambaritji, V. N., & Atmawidjaja, N. S. (2020). Improving students' vocabulary mastery using crossword puzzle. *PROJECT (Professional Journal of English Education)*, 3(5), pp. 588. <https://doi.org/10.22460/project.v3i5.p588-596>.
- Toma, I., Alexandru, C.-E., Dascalu, M., Dessus, P., & Trausan-Matu, S. (2020). Semantic Boggle: A game for vocabulary acquisition. In É. Lavoué, H. Drachsler, K. Verbert, J. Broisin, & M. Pérez-Sanagustín (Eds.), *Data driven approaches in digital education* (pp. 606-609). Cham: Springer International Publishing.

<https://doi.org/10.33369/jeet.6.2.271-282>.

Tuti, T., & Ilinawati, I. (2022). Scrabble game: boosting vocabulary mastery of English foreign language (EFL) students. *Journal of English Education and Teaching*, 6(2), p. 272. <https://doi.org/10.33369/jeet.6.2.271-282>.

Yates, J. (2021). Practice Makes Perfect: English Vocabulary for Beginning ESL Learners, Third Edition. Britania Raya: McGraw Hill LLC.
<https://books.google.co.id/books?id=RTUpDwAAQBAJ>

Zhong, H. F. (2021). The relationship between receptive and productive vocabulary knowledge: A perspective from vocabulary use in sentence writing. *Language Learning Journal*, 46, 357-360. <https://doi.org/10.1080/09571736.2015.1127403>.

CURRICULUM VITE



I. Identify

1. Name : Tapi Rumondang Bulan Harahap
2. Reg. Number : 2120300057
3. Place/Birthday : Padangsidempuan, 07 July 2003
4. Gender : Female
5. Child to : Second from 3 siblings
6. Civics : Indonesia
7. Marital Status : Single
8. Religion : Islam
9. Address : JL. H. Abdul Aziz Pane, Padangsidempuan Selatan
10. Phone Number : 085311565838
11. Email : tapirumondang07@gmail.com

II. Parents

1. Father
 - a. Name : Ali Sakban Harahap
 - b. Job : Driver
 - c. Address : JL. H. Abdul Aziz Pane, Padangsidempuan Selatan
 - d. Phone Number: 085361841178
2. Mother
 - a. Name : Berliana Nasution
 - b. Job : Tailor
 - c. Address : JL. H. Abdul Aziz Pane, Padangsidempuan Selatan
 - d. Phone Number: -

III. Educational Background

1. Elementary School : SDN 200222 Padangsidempuan (2015)
2. Junior High School: SMPN 2 Padangsidempuan (2018)
3. Senior High School: SMKN 3 Padangsidempuan (2021)
4. Collage : UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan

APPENDIX 1

Rancangan Pembelajaran (Experimental Class)

MODUL AJAR

KURIKULUM MERDEKA

Oleh: Tapi Rumondang Bulan Harahap

Satuan Pendidikan : SMA N 1 Sayurmatinggi

Kelas/Semester : X-1/1

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Sport and Health

Alokasi Waktu : 1 x Pertemuan (1 x 45)

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun, dan 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

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin.	3.3.1 Mengidentifikasi kosakata terkait olahraga dan kesehatan dalam konteks kalimat. 3.3.2 Menggunakan kosakata olahraga dan kesehatan dalam kalimat sederhana.

Kompetensi Dasar	Indikator Pencapaian Kompetensi
	3.3.3 Menyebutkan contoh kegiatan olahraga dan pentingnya kesehatan dalam diskusi kelompok.
4.3 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan yang dilakukan/terjadi pada saat diucapkan.	4.3.1 Menghasilkan kalimat yang menggunakan kosakata olahraga dan kesehatan dengan benar. 4.3.2 Melakukan dialog sederhana menggunakan kosakata yang dipelajari dalam kelompok. 4.3.3 Menyusun teks pendek tentang manfaat olahraga dan pola hidup sehat.

C. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi kosakata yang terkait dengan olahraga dan kesehatan dalam konteks kalimat.
2. Siswa dapat menggunakan kosakata baru dalam kalimat sederhana yang berkaitan dengan olahraga dan kesehatan.
3. Siswa dapat mendiskusikan pentingnya olahraga dan pola hidup sehat dalam kelompok.
4. Siswa dapat berpartisipasi aktif dalam permainan Boggle untuk meningkatkan keterampilan ejaan dan kosakata.
5. Siswa dapat menyusun teks pendek tentang manfaat olahraga dan kesehatan menggunakan kosakata yang dipelajari.

D. Indikator Pembelajaran

1. Siswa dapat menyebutkan minimal 10 kosakata yang berkaitan dengan olahraga dan kesehatan.
2. Siswa dapat menggunakan kosakata baru dalam kalimat sederhana yang relevan dengan tema olahraga dan kesehatan.
3. Siswa dapat berpartisipasi dalam diskusi kelompok tentang manfaat olahraga dan pola hidup sehat.
4. Siswa dapat menyelesaikan permainan Boggle dengan menemukan kosakata terkait olahraga dan kesehatan.
5. Siswa dapat menyusun teks pendek yang menjelaskan manfaat dari dua jenis olahraga yang berbeda.

E. Media Pembelajaran

1. Buku Paket

2. Laptop
3. Infocus
4. Kertas

F. Metode Pembelajaran

Boggle Game (Discussion and group work)

G. Materi Pembelajaran

1. Sports

Sports adalah aktivitas fisik yang dilakukan untuk menjaga kesehatan, meningkatkan kebugaran, atau untuk hiburan

SPORTS

Sports	Meaning
Run (Lari)	Melakukan aktivitas lari untuk meningkatkan kebugaran dan kesehatan jantung.
Yoga (Yoga)	Melakukan latihan yoga untuk meningkatkan kelenturan, keseimbangan, dan mental.
Swim (Berenang)	Berenang untuk meningkatkan kebugaran dan kesehatan jantung.
Cycle (Bersepeda)	Melakukan aktivitas bersepeda untuk meningkatkan kebugaran dan kesehatan jantung.
Rest (Istirahat)	Beristirahatlah secukupnya untuk memulihkan tubuh dan meningkatkan kesehatan.
Hydrate (Hidrat)	Konsumsi air putih yang cukup untuk menjaga keseimbangan cairan tubuh dan kesehatan.
Jogging (Joging)	Berlari dengan kecepatan yang stabil dan pelan sebagai salah satu bentuk kebugaran fisik.

2. Health

Health adalah keadaan / kondisi seluruh badan serta bagian bagiannya terbebas dari penyakit.

Health

Health	Meaning
Wellness (Kesehatan)	Kondisi kesehatan secara menyeluruh, termasuk kesehatan fisik, mental, dan sosial.
Eat (Makan)	Tindakan memasukkan makanan ke dalam mulut, mengunyah, dan menelannya.
Anaemia (Anemia)	Kondisi ketika kadar hemoglobin darah lebih rendah dari normal.
Anxiety (Kecemasan)	Gangguan mental yang menyebabkan banyak kekhawatiran dan ketakutan.
Drink (Minum)	Tindakan memasukkan air ke dalam mulut dan menyeruputnya

H. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pembukaan	1. Guru mengucapkan salam. 2. Guru mengajak siswa berdoa sesuai dengan kepercayaan masing-masing. 3. Guru menanyakan kabar peserta didik sekaligus mencatat kehadiran peserta didik.	1. Siswa menjawab salam dari guru. 2. Siswa berdoa sesuai kepercayaan masing-masing. 3. Siswa menjawab absen	5 menit

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Kegiatan Inti	Kegiatan Bersama 1. Guru menjelaskan materi Tentang Sport and Healthy. 2. Guru mengaitkan tema olahraga dan kesehatan dengan pengalaman sehari-hari siswa. 3. Guru memperkenalkan kosakata baru yang akan dipelajari melalui gambar atau video. 4. Guru membagi peserta ke dalam kelompok-kelompok kecil yang bersifat heterogen untuk mendorong kolaborasi. 5. Guru menjelaskan aturan Boggle dengan jelas, memastikan bahwa semua peserta memahami cara membentuk kata. Memberikan contoh kata yang valid dan menunjukkan bagaimana huruf dapat terhubung.	Kegiatan Bersama 1. Siswa mendengarkan penjelasan dari guru. 2. Siswa berbagi pengalaman olahraga dan kesehatan dengan pengalaman sehari-hari 3. Siswa melihat gambar atau video dari guru. 4. Siswa bergabung dengan kelompok yang ditugaskan dan mempersiapkan diri untuk aktivitas. 5. Siswa mulai mencari kata dengan menghubungkan huruf-huruf yang berdekatan pada papan teka-teki, mengikuti aturan yang ditetapkan.	

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
	6. Guru membagikan papan teka-teki kotak 4x4 dengan huruf kepada setiap kelompok. Pastikan semua bahan siap digunakan. 7. Guru mengingatkan peserta bahwa mereka harus mengidentifikasi sebanyak mungkin kata bahasa Inggris menggunakan huruf yang berurutan, dengan panjang kata minimal tiga huruf. 8. Guru mengumumkan batas waktu (3 menit) untuk setiap putaran dan mencatat waktu selama permainan. 9. Guru memfasilitasi diskusi di mana kelompok dapat berbagi beberapa kata yang telah mereka temukan dan mengklarifikasi kesalahpahaman tentang aturan pembentukan kata.	6. Siswa menerima papan teka-teki dan membiasakan diri dengan tata letak huruf. 7. Siswa mulai mencari kata dengan menghubungkan huruf-huruf yang berdekatan pada papan teka-teki, mengikuti aturan yang ditetapkan. 8. Siswa fokus pada mengidentifikasi kata dalam batas waktu yang diberikan, bekerja sama dengan anggota kelompok untuk memaksimalkan penemuan kata. 9. Siswa berpartisipasi dalam diskusi dengan berbagi kata yang ditemukan dan merenungkan strategi yang digunakan selama permainan.	

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
siswa	Apa yang sudah aku pelajari 1. Guru meminta peserta didik untuk menyimpulkan materi yang sudah dipelajari. 2. Guru meminta peserta didik untuk mempelajari materi yang akan dipelajari berikutnya di rumah. 3. Guru Bersama peserta didik berdoa Bersama yang dipimpin oleh perwakilan kelas. 4. Guru mengucapkan salam penutup.	Apa yang sudah aku pelajari 1. Peserta didik menyimpulkan materi yang sudah dipelajari. 2. Peserta didik akan mempelajari materi berikutnya di masing masing rumah. 3. Peserta didik berdoa bersama. 4. Peserta didik menjawab salam.	10 menit

I. Penilaian Hasil Pembelajaran

Indicator	Sub Indicator	Number Item	Total Items	Score	Total Score
Vocabulary Sports and Health	Students are able to know the meaning of word	6,9,10,12,15,20,	6	5	30
	Students are able to spell the word	2,4,8,13,	4	5	20
	Students are able to use the word	1,3,5,7,11,14,16 17,18,19,	10	5	50
Total			20		100

APPENDIX 2

Rancangan Pembelajaran (Control Class)

MODUL AJAR
KURIKULUM MERDEKA
Oleh: Tapi Rumondang Bulan Harahap

Satuan Pendidikan : SMA N 1 Sayurmatinggi
Kelas/Semester : X-3/1
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Sport and Health
Alokasi Waktu : 1 x Pertemuan (1 x 45)

A. Kompetensi Inti (KI)

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2** : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun, dan 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

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin.	3.3.1 Mengidentifikasi kosakata terkait olahraga dan kesehatan dalam konteks kalimat. 3.3.2 Menggunakan kosakata olahraga dan kesehatan dalam kalimat sederhana.

Kompetensi Dasar	Indikator Pencapaian Kompetensi
	3.3.3 Menyebutkan contoh kegiatan olahraga dan pentingnya kesehatan dalam diskusi kelompok.
4.3 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan yang dilakukan/terjadi pada saat diucapkan.	4.3.1 Menghasilkan kalimat yang menggunakan kosakata olahraga dan kesehatan dengan benar. 4.3.2 Melakukan dialog sederhana menggunakan kosakata yang dipelajari dalam kelompok. 4.3.3 Menyusun teks pendek tentang manfaat olahraga dan pola hidup sehat.

C. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi kosakata yang terkait dengan olahraga dan kesehatan dalam konteks kalimat.
2. Siswa dapat menggunakan kosakata baru dalam kalimat sederhana yang berkaitan dengan olahraga dan kesehatan.
3. Siswa dapat mendiskusikan pentingnya olahraga dan pola hidup sehat dalam kelompok.
4. Siswa dapat berpartisipasi aktif dalam diskusi untuk meningkatkan keterampilan ejaan dan kosakata.
5. Siswa dapat menyusun teks pendek tentang manfaat olahraga dan kesehatan menggunakan kosakata yang dipelajari.

D. Indikator Pembelajaran

1. Siswa dapat menyebutkan minimal 10 kosakata yang berkaitan dengan olahraga dan kesehatan.
2. Siswa dapat menggunakan kosakata baru dalam kalimat sederhana yang relevan dengan tema olahraga dan kesehatan.
3. Siswa dapat berpartisipasi dalam diskusi kelompok tentang manfaat olahraga dan pola hidup sehat.
4. Siswa dapat menyelesaikan tugas dengan menemukan kosakata terkait olahraga dan kesehatan.
5. Siswa dapat menyusun teks pendek yang menjelaskan manfaat dari dua jenis olahraga yang berbeda.

E. Media Pembelajaran

1. Buku Paket
2. Laptop
3. Infocus
4. Kertas

F. Metode Pembelajaran

Project Based Learning (PBL)

G. Materi Pembelajaran

1. Sports

Sports adalah aktivitas fisik yang dilakukan untuk menjaga kesehatan, meningkatkan kebangaran, atau untuk hiburan

SPORTS

Sports	Meaning
Run (Lari)	Melakukan aktivitas lari untuk meningkatkan kebugaran dan kesehatan jantung.
Yoga (Yoga)	Melakukan latihan yoga untuk meningkatkan kelenturan, keseimbangan, dan mental.
Swim (Berenang)	Berenang untuk meningkatkan kebugaran dan kesehatan jantung.
Cycle (Bersepeda)	Melakukan aktivitas bersepeda untuk meningkatkan kebugaran dan kesehatan jantung.
Rest (Istirahat)	Beristirahatlah secukupnya untuk memulihkan tubuh dan meningkatkan kesehatan.
Hydrate (Hidrat)	Konsumsi air putih yang cukup untuk menjaga keseimbangan cairan tubuh dan kesehatan.
Jogging (Joging)	Berlari dengan kecepatan yang stabil dan pelan sebagai salah satu bentuk kebugaran fisik.

2. Health

Health adalah keadaan / kondisi seluruh badan serta bagian bagiannya terbebas dari penyakit.

Health

Health	Meaning
Wellness (Kesehatan)	Kondisi kesehatan secara menyeluruh, termasuk kesehatan fisik, mental, dan sosial.
Eat (Makan)	Tindakan memasukkan makanan ke dalam mulut, mengunyah, dan menelannya.
Anaemia (Anemia)	Kondisi ketika kadar hemoglobin darah lebih rendah dari normal.
Anxiety (Kecemasan)	Gangguan mental yang menyebabkan banyak kekhawatiran dan ketakutan.
Drink (Minum)	Tindakan memasukkan air ke dalam mulut dan menyeruputnya

H. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pembukaan	1. Guru mengucapkan salam. 2. Guru mengajak siswa berdoa sesuai dengan kepercayaan masing-masing. 3. Guru menanyakan kabar siswa sekaligus mencatat kehadiran peserta didik.	1. Siswa menjawab salam dari guru. 2. Siswa berdoa sesuai kepercayaan masing-masing. 3. Siswa menjawab absen	5 menit

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Kegiatan Inti	Kegiatan Bersama 1. Guru menjelaskan materi Tentang Sport and Healthy. 2. Guru mengaitkan tema olahraga dan kesehatan dengan pengalaman sehari-hari siswa. 3. Guru mengajukan pertanyaan pertanyaan pematik lainnya seperti yang ada dalam buku siswa. 4. Guru menyimak jawaban yang diberikan siswa dan memberi masukan kata/ungkapan Bahasa Inggris bila diperlukan siswa untuk menjawab pertanyaan. 5. Guru memperkenalkan kosakata baru yang akan dipelajari melalui gambar atau video. 6. Guru Bersama siswa mengidentifikasi kegiatan yang ditunjukkan dalam gambar.	Kegiatan Bersama 1. Siswa mendengarkan penjelasan dari guru. 2. Siswa berbagi pengalaman olahraga dan kesehatan dengan pengalaman sehari hari. 3. Siswa menjawab pertanyaan dari guru. 4. Siswa mendengarkan masukan dari guru. 5. Siswa memperhatikan gambar atau video dari guru. 6. Siswa mengidentifikasi kegiatan yang ditunjukkan dalam gambar.	30 Menit

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
	7. Guru meminta siswa menjawab pertanyaan, memberi masukan kata/ungkapan dan memberikan revisi pada kalimat siswa bila diperlukan 8. Guru dan siswa mendiskusikan jawaban.	7. Siswa menjawab pertanyaan dan memberi masukan kata/ungkapan 8. Siswa menerima jawaban dari pertanyaan guru	
Penutup	Apa yang sudah aku pelajari 1. Guru meminta siswa untuk menyimpulkan materi yang sudah dipelajari. 2. Guru meminta siswa untuk mempelajari materi yang akan dipelajari berikutnya di rumah. 3. Guru Bersama siswa berdoa Bersama yang dipimpin oleh perwakilan kelas. 4. Guru mengucapkan salam penutup.	Apa yang sudah aku pelajari 1. Siswa menyimpulkan materi yang sudah dipelajari. 2. Siswa akan mempelajari materi berikutnya di masing-masing rumah. 3. Siswa berdoa bersama. 4. Siswa menjawab salam.	10 menit

I. Penilaian Hasil Pembelajaran

Indicator	Sub Indicator	Number Item	Total Items	Score	Total Score
Vocabulary Sports and Health	Students are able to know the meaning of word	6,9,10,12,15,20,	6	5	30
	Students are able to spell the word	2,4,8,13,	4	5	20
	Students are able to use the word	1,3,5,7,11,14,16 17,18,19,	10	5	50
Total			20		100

APPENDIX 3

Instrument Before Validation

Name :

Class :

Directions.

- a. Write your identity on the answer sheet.
 - b. Check and read the questions before answering.
 - c. Answer all questions.
 - d. Choose the correct answer by crossing a, b, c or d on your answer sheet.
-
1. Where can you swim?
 - a. Gym
 - b. Pool
 - c. Field
 - d. Court
 2. What is spelling alphabet “Breakfast”?
 - a. bi-ar-i-ei-kei-ef-ei-es-ti
 - b. bi-ar-ai-ei-key-ef-ei-es-ti
 - c. bi-ar-i-ei-kei-ef-ei-ti
 - d. bi-ar-i-yu-kei-ef-ei-es-ti
 3. “To run slowly” What the sentence means?
 - a. Sprint
 - b. Jog
 - c. Walk
 - d. Jump
 4. What is spelling alphabet of “Sport”?
 - a. es-pi-ou-yu-ti
 - b. es-uo-pi-ar-ti
 - c. es-pi-ou-ar-ti
 - d. es-pi-ti-ar-ti
 5. How long of sleep should we get?
 - a. 5 hours
 - b. 2 hours
 - c. 8 hours
 - d. 24 hours
 6. Dina is weighing her body. he meaning of the underline words is?
 - a. Menimbang
 - b. Mengukur
 - c. Menggosok

- d. Mengurangi
- 7. Which activity is great for relaxation?
 - a. Running
 - b. Yoga
 - c. Weightlifting
 - d. Soccer
- 8. What is spelling alphabet “Gym”?
 - a. ji-yu-em
 - b. ji.ou-em
 - c. ji-pi-em
 - d. ji-wai-em
- 9. Ainun drinks water when wake up. The meaning of the underline words is?
 - a. Tidur
 - b. Begadang
 - c. Bangun tidur
 - d. Tidur siang
- 10. I eat health foods. The meaning of the underline words is?
 - a. Bagus
 - b. Sehat
 - c. Baik
 - d. Basi
- 11. A game played with a bat and ball?
 - a. Soccer
 - b. Basketball
 - c. Baseball
 - d. Tennis
- 12. Nisa works every day. The meaning of the underline words is?
 - a. Menonton
 - b. Bekerja
 - c. Belanja
 - d. Berbicara
- 13. What is spelling alphabet “lunch”?
 - a. el-yu-ei-ci-eit
 - b. el-ei-en-ci-eit
 - c. el-yu-en-ci-eit
 - d. el-yu-en-ar-eit
- 14. What is a good source of protein?
 - a. Bread
 - b. Chicken
 - c. Rice
 - d. Pasta
- 15. I wear sunscreen when go outside. The meaning of the underline words is?
 - a. Memakai

- b. Melakukan
 - c. Membuat
 - d. Menjual
16. Yuni music in park.
- a. Reads
 - b. Wears
 - c. Listens
 - d. Jumps
17. which includes junk food below, except.....
- a. Burger
 - b. Pizza
 - c. Ice Cream
 - d. Fruit
18. They ____a movie.
- a. Cook
 - b. Watch
 - c. Stay
 - d. Run
19. "To stop doing something because it is too difficult". What the sentence means?
- a. Continue
 - b. Start
 - c. Give up
 - d. Try
20. Wanti watch every day. The meaning of the underline words is?
- a. Menonton
 - b. Bekerja
 - c. Belanja
 - d. Berbicara
21. Drinking plenty of ____is essential for good health.
- a. Water
 - b. Coffee
 - c. Juice
 - d. Sauge
22. She is Brushing teeth. The meaning of the underline words is?
- a. Menyapu
 - b. Mengepel
 - c. Menyikat
 - d. Menanam
23. Laila sleeps in the pool. The meaning of the underline words is?
- a. Taman
 - b. Kolam
 - c. Kebun

d. Sungai

24. I gain a lot of weight lately. The meaning of the underline words is?

a. Berat

b. Ringan

c. Sedang

d. Turun

25. What is spelling alphabet “Banana”?

a. bi-ei-en-ei-en-ei

b. bi-i-ou-en-ei-zei

c. bi-ei-en-ei-en-ai

d. bi-ai-en-ei-en-ei

APPENDIX 4

Validation Instrument

[illegible]

APPENDIX 5

Question Validity Test Results

Question	t-count	t-table	Explanation
Q1	0,66782	0,632	Valid
Q2	0,67007	0,632	Valid
Q3	0,80391	0,632	Valid
Q4	0,72932	0,632	Valid
Q5	0,68683	0,632	Valid
Q6	0,80391	0,632	Valid
Q7	0,69723	0,632	Valid
Q8	0,64112	0,632	Valid
Q9	0,70015	0,632	Valid
Q10	0,71459	0,632	Valid
Q11	0,63661	0,632	Valid
Q12	0,63661	0,632	Valid
Q13	0,63661	0,632	Valid
Q14	0,78767	0,632	Valid
Q15	0,67098	0,632	Valid
Q16	0,80391	0,632	Valid
Q17	0,63661	0,632	Valid
Q18	0,64112	0,632	Valid
Q19	-0,4959	0,632	Tidak Valid
Q20	0,63661	0,632	Valid
Q21	0,64196	0,632	Valid
Q22	0,69594	0,632	Valid
Q23	0,49594	0,632	Tidak Valid
Q24	0,49594	0,632	Tidak Valid
Q25	0,26797	0,632	Tidak Valid

APPENDIX 6

Statistical Table

TABEL-TABEL STATISTIK

Product Momen (r)								
n	Taraf Signifikan		n	Taraf Signifikan		n	Taraf Signifikan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	10	0,195	0,256
13	0,553	0,684	37	0,325	0,418	12	0,176	0,230
14	0,532	0,661	38	0,320	0,413	15	0,159	0,210
15	0,514	0,641	39	0,316	0,408	17	0,148	0,194
16	0,497	0,623	40	0,312	0,403	20	0,138	0,181
17	0,482	0,606	41	0,308	0,398	30	0,113	0,148
18	0,468	0,590	42	0,304	0,393	40	0,098	0,128
19	0,456	0,575	43	0,301	0,389	50	0,088	0,115
20	0,444	0,561	44	0,297	0,384	60	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

APPENDIX 7

Instrument of Pre-Test (Experimental class & Control class)

Name :

Class :

Directions.

- a. Write your identity on the answer sheet.
 - b. Check and read the questions before answering.
 - c. Answer all questions.
 - d. Choose the correct answer by crossing a, b, c or d on your answer sheet.
-
1. What is a good source of protein?
 - a. Bread
 - b. Chicken
 - c. Rice
 - d. Pasta
 2. What is spelling alphabet “Banana”?
 - a. bi-ei-en-ei-en-ei
 - b. bi-i-ou-en-ei-zei
 - c. bi-ei-en-ei-en-ai
 - d. bi-ai-en-ei-en-ei
 3. Yuni music in park.
 - a. Reads
 - b. Wears
 - c. Listens
 - d. Jumps
 4. What is spelling alphabet “lunch”?
 - a. el-yu-ei-ci-eit
 - b. el-ei-en-ci-eit
 - c. el-yu-en-ci-eit
 - d. el-yu-en-ar-eit
 5. Where can you swim?
 - a. Gym
 - b. Pool
 - c. Field
 - d. Court
 6. I eat health foods. The meaning of the underline words is?
 - a. Bagus
 - b. Sehat

- c. Baik
 - d. Basi
7. which includes junk food below, except.....
- a. Burger
 - b. Pizza
 - c. Ice Cream
 - d. Fruit
8. What is spelling alphabet "Gym"?
- a. ji-yu-em
 - b. ji.ou-em
 - c. ji-pi-em
 - d. ji-wai-em
9. I wear sunscreen when go outside. The meaning of the underline words is?
- a. Memakai
 - b. Melakukan
 - c. Membuat
 - d. Menjual
10. Laila sleeps in the pool. The meaning of the underline words is?
- a. Taman
 - b. Kolam
 - c. Kebun
 - d. Sungai
11. Which activity is great for relaxation?
- a. Running
 - b. Yoga
 - c. Weightlifting
 - d. Soccer
12. Ainun drinks water when wake up. The meaning of the underline words is?
- a. Tidur
 - b. Begadang
 - c. Bangun tidur
 - d. Tidur siang
13. What is spelling alphabet "Breakfast"?
- a. bi-ar-i-ei-kei-ef-ei-es-ti
 - b. bi-ar-ai-ei-key-ef-ei-es-ti
 - c. bi-ar-i-ei-kei-ef-ei-ti
 - d. bi-ar-i-yu-kei-ef-ei-es-ti
14. How long of sleep should we get?
- a. 5 hours
 - b. 2 hours
 - c. 8 hours
 - d. 24 hours
15. Dina is weighing her body. he meaning of the underline words is?

- a. Menimbang
- b. Mengukur
- c. Menggosok
- d. Mengurangi

16. "To run slowly" What the sentence means?

- a. Sprint
- b. Jog
- c. Walk
- d. Jump

17. A game played with a bat and ball?

- a. Soccer
- b. Basketball
- c. Baseball
- d. Tennis

18. "To stop doing something because it is too difficult". What the sentence means?

- a. Continue
- b. Start
- c. Give up
- d. Try

19. They ____ a movie.

- a. Cook
- b. Watch
- c. Stay
- d. Run

20. Nisa works every day. The meaning of the underline words is?

- a. Menonton
- b. Bekerja
- c. Belanja
- d. Berbicara

APPENDIX 8

Instrument of Post-Test (Experimental class & Control class)

Name :

Class :

Directions.

- a. Write your identity on the answer sheet.
- b. Check and read the questions before answering.
- c. Answer all questions.
- d. Choose the correct answer by crossing a, b, c or d on your answer sheet.

1. Where can you swim?
 - a. Gym
 - b. Pool
 - c. Field
 - d. Court
2. What is spelling alphabet "Breakfast"?
 - a. bi-ar-i-ei-kei-ef-ei-es-ti
 - b. bi-ar-ai-ei-key-ef-ei-es-ti
 - c. bi-ar-i-ei-kei-ef-ei-ti
 - d. bi-ar-i-yu-kei-ef-ei-es-ti
3. "To run slowly" What the sentence means?
 - a. Sprint
 - b. Jog
 - c. Walk
 - d. Jump
4. What is spelling alphabet of "Sport"?
 - a. es-pi-ou-yu-ti
 - b. es-uo-pi-ar-ti
 - c. es-pi-ou-ar-ti
 - d. es-pi-ti-ar-ti
5. How long of sleep should we get?
 - a. 5 hours
 - b. 2 hours
 - c. 8 hours
 - d. 24 hours
6. Dina is weighing her body. he meaning of the underline words is?
 - a. Menimbang
 - b. Mengukur
 - c. Menggosok

- d. Mengurangi
- 7. Which activity is great for relaxation?
 - a. Running
 - b. Yoga
 - c. Weightlifting
 - d. Soccer
- 8. What is spelling alphabet “Gym”?
 - a. ji-yu-em
 - b. ji.ou-em
 - c. ji-pi-em
 - d. ji-wai-em
- 9. Ainun drinks water when wake up. The meaning of the underline words is?
 - a. Tidur
 - b. Begadang
 - c. Bangun tidur
 - d. Tidur siang
- 10. I eat health foods. The meaning of the underline words is?
 - a. Bagus
 - b. Sehat
 - c. Baik
 - d. Basi
- 11. A game played with a bat and ball?
 - a. Soccer
 - b. Basketball
 - c. Baseball
 - d. Tennis
- 12. Nisa works every day. The meaning of the underline words is?
 - a. Menonton
 - b. Bekerja
 - c. Belanja
 - d. Berbicara
- 13. What is spelling alphabet “lunch”?
 - a. el-yu-ei-ci-eit
 - b. el-ei-en-ci-eit
 - c. el-yu-en-ci-eit
 - d. el-yu-en-ar-eit
- 14. What is a good source of protein?
 - a. Bread
 - b. Chicken
 - c. Rice
 - d. Pasta
- 15. I wear sunscreen when go outside. The meaning of the underline words is?
 - a. Memakai

- b. Melakukan
 - c. Membuat
 - d. Menjual
16. Yuni music in park.
- a. Reads
 - b. Wears
 - c. Listens
 - d. Jumps
17. which includes junk food below, except.....
- a. Burger
 - b. Pizza
 - c. Ice Cream
 - d. Fruit
18. They ____ a movie.
- a. Cook
 - b. Watch
 - c. Stay
 - d. Run
19. "To stop doing something because it is too difficult". What the sentence means?
- a. Continue
 - b. Start
 - c. Give up
 - d. Try
20. Wanti watch every day. The meaning of the underline words is?
- a. Menonton
 - b. Bekerja
 - c. Belanja
 - d. Berbicara

APPENDIX 9

Key Answers

No	PRE-TEST	POST-TEST
1.	B	B
2	A	A
3	C	B
4	C	C
5	B	C
6	B	A
7	B	B
8	D	D
9	A	C
10	B	B
11	B	C
12	C	B
13	A	C
14	C	B
15	A	A
16	B	C
17	C	D
18	C	B
19	B	C
20	B	A

APPENDIX 10

Score of experimental class in pre-test

No.	Name	Total	Score
1.	AL	12	60
2.	AS	14	70
3.	AP	13	65
4.	AS	13	65
5.	AH	12	60
6.	AG	11	55
7.	BH	10	50
8.	DK	12	60
9.	FK	14	70
10.	FI	15	75
11.	FD	12	60
12.	GJ	13	65
13.	HS	11	55
14.	IL	15	75
15.	JU	15	75
16.	KS	13	65
17.	ML	12	60
18.	MG	14	70
19.	MG	14	70
20.	NT	12	60
21.	PA	13	65
22.	PR	11	55
23.	PN	13	65
24.	PA	11	55
25.	RM	14	70
26.	RN	13	65
27.	RU	16	80
28.	SA	15	75
29.	VM	17	85

APPENDIX 111

Score of experimental class in post-test

No.	Name	Total	Score
1.	AL	18	90
2.	AS	16	80
3.	AP	15	75
4.	AS	19	95
5.	AH	17	85
6.	AG	17	85
7.	BH	16	80
8.	DK	18	90
9.	FK	18	90
10.	FI	19	95
11.	FD	16	80
12.	GJ	16	80
13.	HS	17	85
14.	IL	20	100
15.	JU	16	80
16.	KS	17	85
17.	ML	18	90
18.	MG	19	95
19.	MG	17	85
20.	NT	15	75
21.	PA	17	85
22.	PR	19	95
23.	PN	15	75
24.	PA	15	75
25.	RM	18	90
26.	RN	17	85
27.	RU	16	80
28.	SA	15	75
29.	VM	20	100

APPENDIX 12

Score of control class in pre-test

No.	Name	Total	Score
1.	AS	13	65
2.	AK	14	70
3.	AL	13	65
4.	AF	15	75
5.	AS	11	55
6.	DY	14	70
7.	ED	11	55
8.	EM	12	60
9.	EK	14	70
10.	FA	13	65
11.	FRA	12	60
12.	FS	16	80
13.	FA	15	75
14.	HM	15	75
15.	LS	14	70
16.	LEC	13	65
17.	NA	15	75
18.	NS	16	80
19.	NR	16	80
20.	NM	13	65
21.	PS	15	75
22.	RW	16	80
23.	RR	16	80
24.	SPM	13	65
25.	SL	15	75
26.	SG	12	60
27.	TH	12	60
28.	KRI	14	70
29.	KS	13	65

APPENDIX 13

Score of control class in post-test

No.	Name	Total	Score
1.	AS	14	70
2.	AK	13	65
3.	AL	12	60
4.	AF	15	75
5.	AS	14	70
6.	DY	17	85
7.	ED	14	70
8.	EM	12	60
9.	EK	14	70
10.	FA	15	75
11.	FRA	12	60
12.	FS	14	70
13.	FA	15	75
14.	HM	16	80
15.	LS	15	75
16.	LEC	12	60
17.	NA	16	80
18.	NS	15	75
19.	NR	17	85
20.	NM	14	70
21.	PS	13	65
22.	RW	16	80
23.	RR	15	75
24.	SPM	16	80
25.	SL	14	70
26.	SG	14	70
27.	TH	16	80
28.	KRI	13	65
29.	KS	13	65

APPENDIX 14

Result of Normality Test

Case Processing Summary

		Valid		Cases Missing		Total	
		N	Percent	N	Percent	N	Percent
Kelas		N	Percent	N	Percent	N	Percent
Hasil Belajar Siswa	Pretest Experiment	29	100.0%	0	0.0%	29	100.0%
	Posttest Experiment	29	100.0%	0	0.0%	29	100.0%
	Pretest Control	29	100.0%	0	0.0%	29	100.0%
	Posttest Control	29	100.0%	0	0.0%	29	100.0%

Descriptives

	Kelas		Statistic	Std. Error
Hasil Belajar Siswa	Pretest	Mean	65.52	1.537
	Experiment	95% Confidence Interval for Mean	Lower Bound	62.37
			Upper Bound	68.66
		5% Trimmed Mean		65.30
		Median		65.00
		Variance		68.473
		Std. Deviation		8.275
		Minimum		50
		Maximum		85
		Range		35
		Interquartile Range		10
		Skewness	.331	.434
		Kurtosis	-.189	.845
	Posttest	Mean	85.52	1.411
		95% Confidence Interval for Mean	Lower Bound	82.63
			Upper Bound	88.41
		5% Trimmed Mean		85.30
		Median		85.00
		Variance		57.759
		Std. Deviation		7.600
		Minimum		75
		Maximum		100
		Range		25
		Interquartile Range		10
		Skewness	.272	.434
		Kurtosis	-.842	.845
	Pretest Control	Mean	68.28	1.365
		95% Confidence Interval for Mean	Lower Bound	65.48
			Upper Bound	71.07
		5% Trimmed Mean		68.36
		Median		70.00

		Variance		54.064	
		Std. Deviation		7.353	
		Minimum		55	
		Maximum		80	
		Range		25	
		Interquartile Range		13	
		Skewness		-.002	.434
		Kurtosis		-.775	.845
	Posttest	Mean		70.69	1.398
	Control	95% Confidence Interval for Mean	Lower Bound	67.83	
			Upper Bound	73.55	
		5% Trimmed Mean		70.49	
		Median		70.00	
		Variance		56.650	
		Std. Deviation		7.527	
		Minimum		60	
		Maximum		85	
		Range		25	
		Interquartile Range		10	
		Skewness		.221	.434
		Kurtosis		-.783	.845

APPENDIX 15

Result Normality Test of Post-Test

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pretest Experiment	.146	29	.119	.963	29	.382
	Posttest Experiment	.148	29	.106	.928	29	.050
	Pretest Control	.144	29	.126	.937	29	.086
	Posttest Control	.157	29	.065	.931	29	.057

a. Lilliefors Significance Correction

APPENDIX 16

Result of Homogeneity Pre-Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
result pretest experimental and control class	Based on Mean	.152	1	56	.698
	Based on Median	.161	1	56	.690
	Based on Median and with adjusted df	.161	1	55.391	.690
	Based on trimmed mean	.122	1	56	.728

ANOVA

result pretest experimental and control class

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	110.345	1	110.345	1.801	.185
Within Groups	3431.034	56	61.268		
Total	3541.379	57			

APPENDIX 17

Result of Homogeneity Post-Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Homogeneity posttest	Based on Mean	.013	1	56	.909
	Based on Median	.021	1	56	.886
	Based on Median and with adjusted df	.021	1	55.952	.886
	Based on trimmed mean	.012	1	56	.914

ANOVA

Homogeneity posttest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3187.931	1	3187.931	55.729	.000
Within Groups	3203.448	56	57.204		
Total	6391.379	57			

APPENDIX 18

HYPOTESIS TEST

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differen- ce	Std. Error Differen- ce	95% Confidence Interval of the Difference	
Result	Equal variances assumed	.013	.909	7.465	56	.000	14.828	1.986	10.849	18.806
	Equal variances not assumed			7.465	55.995	.000	14.828	1.986	10.849	18.807

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	experime	29	85.52	7.600	1.411
	control	29	70.69	7.527	1.398

APPENDIX 19

Documentation of Research

A. Experimental Class

Pre-test



Treatment



Post-test



B. Control Class

Pre-test



Teacher Method



Post-test





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022

Nomor : B3747Un.28/E.1/PP.00.9/06/2024
Lamp : -
Perihal : **Pengesahan Judul dan Penunjukan Pembimbing Skripsi**

14 Juni 2024

Yth:

1. Fitri Rayani Siregar, M.hum. (Pembimbing I)
2. Sri Rahmadhani Siregar, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa di bawah ini sebagai berikut:

Nama : Tapi Rumondang Bulan Harahap
NIM : 2120300057
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect of Boggle Game on Students' Vocabulary Mastery at Grade X SMAN 1 Sayurmatinggi

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut di atas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik
dan Kelembagaan



Dr. Lis Yulianti Syafrida Siregar, S.Psi., M.A
NIP. 19801224 200604 2 001

Ketua Program Studi
Tadris Bahasa Inggris

Fitri Rayani Siregar, M.Hum.
NIP 19820731 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : 545 /Un.28/E.1/TL.00.9/02/2025

14 Februari 2025

Lampiran : -

Hal : Riset

Penyelesaian Skripsi

Yth. Kepala SMAN 1 Sayurmatangi

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Tapi Rumondang Bulan Harahap

NIM : 2120300057

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat : Padangsidimpuan Selatan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Boggle Game on Students' Vocabulary Mastery at Grade X SMAN 1 Sayurmatangi"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian mulai tanggal 13 Februari 2025 s.d. tanggal 13 Maret 2025 dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.



an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan

Dr. Yulianti Syafrida Siregar, S.Psi, M.A

NIP 19801224 200604 2 001



SURAT KETERANGAN SELESAI MELAKSANAKAN RISET

Nomor : 071 / 051 / SMAN.1 / 2025

Yang bertandatangan dibawah ini

Nama : **IL. AWAL SAKTI IIRP, S.Pd., M.Si.**
NIP : 19720202 200604 1 014
Pangkat / Gol : Pembina / IV.a
Jabatan : Kepala SMA Negeri 1 Sayurminggi
Unit Kerja : SMA Negeri 1 Sayurminggi

Dengan ini menerangkan bahwa :

Nama : Tapi Rumondang Bulan Harahap
NIM : 2120300057
Semester : VIII (Delapan)
Program Studi : Tadris Bahasa Inggris

Benar sebagai mahasiswi Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan, dan telah selesai Melaksanakan Riset di SMA Negeri 1 Sayurminggi Kecamatan Sayurminggi Kabupaten Tapanuli Selatan Provinsi Sumatera Utara, Mulai dari tanggal 13 s/d 25 Februari 2025.

Demikian surat keterangan Riset ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.

Sayurminggi, 25 Februari 2025
Kepala SMA Sayurminggi,



H. Awal Sakti Harahap, S.Pd., M.Si
NIP. 19720202 200604 1 014