THE EFFECT OF USING SCATTERGORIES GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT GRADE XI MAN LABUSEL

A THESIS

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

Written By:

SITI HAMIJAH SIREGAR
Reg. No. 18 203 00009

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023

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2023

LETTER AGREEMENT

Term : Munaqosyah

Item : 7 (seven) exemplars

Padangsidimpuan, April 2023

a.n. **Siti Hamijah Siregar**

To: **Dean**

Tarbiyah and Teacher Training Faculty
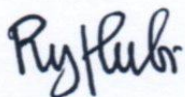
In-

Padangsidimpuan

Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Siti Hamijah Siregar** entitled **"The Effect of Using Scattergories Game Towards Students' Vocabulary Mastery At Grade XI MAN LABUSEL".** We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

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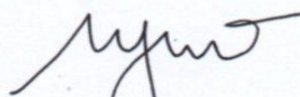
Wassalamu 'alaikumwarohmatullah wabarakatuh

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DECLARATION OF SELF THESIS COMPLETION

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The tittle of Thesis   : The Effect of Using Scattergories Game Towards

                              Students' Vocabulary Mastery At Grade XI MAN

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       Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students'ethic code of UIN Syekh Ali Hasan Ahmad Addary.

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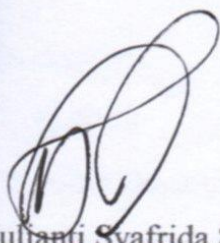
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EXAMINERS
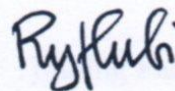## SCHOLAR MUNAQOSYAH EXAMINATION

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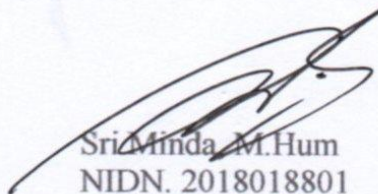
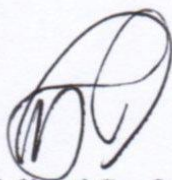Dr. Lis Yulianti Syafrida Siregar, S.Psi., M.A.
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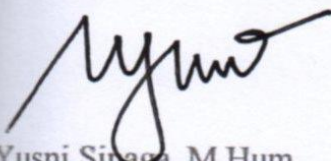Rayendriani Fahmei Lubis, M.Ag
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The thesis has been accepted as a partial fulfillment of the requirement for graduate degree of Education (S.Pd) in English.

Padangsidimpuan, 06 Februari 2023.
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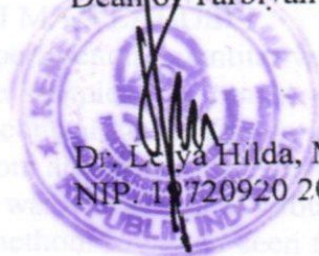**NIM**   :18 203 00009

Program Studi   : English Education Department

Title   : The Effect of Using Scattergories Game Towards Students' Vocabulary Mastery At Grade XI MAN LABUSEL

ABSTRACT

This Research is focussed on the effect of using scattergories game towards students' vocabulary mastery at grade XI MAN LABUSEL. Vocabulary is the most important thing that must be mastered by students. The problems of students were: 1) The students' can't pronounce the vocabulary correctly that they have learned. 2).The students are easy to get bored of learning vocabulary. It caused the method that used by teacher has not been able to develop the students' vocabulary. 3).The students feel the vocabulary is difficult. All of them lazy to study vocabulary.

The purposes of this research were: 1) To examine the students' vocabulary mastery before using of Scattergories game at grade XI MAN LABUSEL, 2) To examine the students' vocabulary mastery after using of Scattergories game at grade XI MAN LABUSEL, 3) To examine whethere there is or not the significant effect of using scattergories game for students' vocabulary mastery at grade XI MAN LABUSEL.

The research used experimental quantitative method with pre-test-post-test-control-group design. The sample that consist of 44 students that is 22 in experimental class and 22 in control class. The data were collected through pre-test and post-test in oral test from and analyzed by using t-test formula.

Based on these data, it was found that vocabulary mastery was better after using the scattergories game method. It can be seen from the average score of the experiment before carrying out the treatment which is 58.4 with the sufficient category, after carrying out the treatment which is 76.9 With the good category. Then there is a significant effect of the scattergories game method on students' vocabulary mastery. Based on the calculation of the t-test, the researcher found that the t-count was and t-table was. Means t-count t-table (3.09>1.681). So researchers can conclude that the hypothesis is accepted that there is a significant effect of the scattergories game method on students' vocabulary mastery in class XI MAN LABUSEL.

Keywords:Scattergories Game, Vocabulary Mastery

Nama	: Siti Hamijah Siregar
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Program Studi	: Tadris Bahasa Inggris
Judul	: Pengaruh Penggunaan Permainan Scattergories Terhadap Penguasaan Kosakata Siswa di Kelas Sebelas MAN LABUSEL

ABSTRAK

Penelitian ini difokuskan pada pengaruh penggunaan permainan scattergories terhadap penguasaan kosa kata siswa kelas XI MAN LABUSEL. Vocabulary merupakan hal terpenting yang harus dikuasai oleh siswa. Masalah siswa adalah: 1) Siswa tidak dapat melafalkan kosa kata yang telah mereka pelajari dengan benar. 2) Siswa mudah bosan mempelajari kosakat. Hal ini disebabkan metode yang digunakan guru belum mampu mengembangkan kosa kata siswa. 3). Para siswa merasa kosakata itu sulit. Semuanya malas belajar kosa kata,

Tujuan dari penelitian ini adalah: 1) untuk menguji penguasaan kosakta siswa sebelum menggunakan permainan scattergories di kelas XI MAN LABUSEL, 2) Untuk mengui penguasaan kosakata siswa setelah menggunakan permainan Scattergories di kelas XI MAN LABUSEL, 3) Untuk mengetahui menguji ada tidaknya pengaruh yang signifikan penggunaan permainan scattergories terhadap penguasaan kosakata siswa kelas XI MAN LABUSEL.

Peneliti ini menggunakan metode kuantitatif eksperimen dengan ramcangan pre-test-post-test-control-group design. Sample yang terdisi dari 44 siswa yaitu 22 dikelas eksperimen dan 22 di kelas kontrol. Data dikumpulkan melalui pre-test dan post-test dalam bentuk tes lisan dan dianalisis dengan menggunakan rumus t-test.

Berdasarkan data tersebut, ditemukan bahwa penguasaan kosa kata lebih bauk setelah menggunakan metode permainan scattergories. Hal ini dapat dilihat dari skor rata-rata eksperimen sebelum melakukan treatment yaitu 58.4 dengan kategori cukup, setelah melakukan treatment yaitu 76.9 dengan kategori baik. Kemudian terdapat pengaruh yang signfikan metode permainan scattergories terhadap penguasaan kosa kata siswa. Berdasarkan perhitungan uji-t, peneliti menemukan bahwa t-hitung dan t-table adalah. Berarti t-hitung>t-table (3.09>1.681). sehingga peneliti dapat menyimpulkan bahwa hipotesis diterima yaitu terdapat pengaruh yang signifikan metode permainan scattergories terhadap penguasaan kosakata siswa kelas XI MAN LABUSEL.

Kata Kunci : Permainan Scattergories, Penguasaan Kosa Kata

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْم

Praised to Allah SWT, the almighty creator and merciful who has given the researcher health, knowledge, strenght, time, opportunity and through his guidance and blessing, the researcher has completed this thesis entitled **"The Effect of Using Scattergories Game Towards Students' Vocabulary Mastery At Grade XI MAN LABUSEL"**. Then, Sholawat and Salam always be presented to the last messenger of Allah, Prophet Muhammad SAW who has brought us from the darkness era into the lightness era.

In finishing this thesis, the researcher get various difficulties. The researcher is pleased to thank the following people who have contributed in various ways for their help and contributions, because of their endless attention, motivation, help, care, love, and supports so that the researcher has completed this thesis. In this opportunity, the researcher would like to express the great thanks and gratitude to those who given the researcher a lot of things that researcher that is able to finalize and publish this research:

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore it is such a pleasure for me to get critiques and suggestion from the readers to make this thesis better.

Padangsidimpuan,   Mei 2023
Researcher

SITI HAMIJAH SIREGAR
Reg. Num. 18 203 00009

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CHAPTER 1

INTRODUCTION

A. Background of the Problems

English is one of the compulsory subjects taught in Indonesia at all school levels begin from elementary school to university. In Indonesia English is learned at schools and people do not speak the language in the sociesty. English is really a foreign language for language learners in Indonesia. [1]Learning English consist of four related language skills. That means listening, speaking, reading, and writing. Therefore, to master all four language skills, students must master a lot of vocabulary.

In learning English, many aspects should be developed and mastered by the leaners. One of them is vocabulary. Vocabulary is one of the important things when we want to communicate with other people. Actually, vocabulary very need in listening, reading, speaking and writing and if we want to be good, then must have plenty of supportive vocabulary to convey our own ideas. The people cannot effectively communicate or convey our ideas if the vocabulary is still lacking.

Voabulary is the most important to learn any language. All languages involve of words and vocabulary is part of learning English in school always be learned throughout one's life. Vocabulary as one of the most important aspects of communication especially in foreign using words in a language with rules for combining them to make up a language. Students must master a lot of vocabulary.

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[1] Ag. Bambang Setiyadi. *Teaching English As a Roreign Language,* Yogyakarta. 2020. P. 17.

Panjaitan said that Vocabulary is more than merely a list of words. It is words, which is express meaning, but meaning is a slippery concept. Some words may appear to be simple to refer to one thing and therefore, easy to teach, but some words may also be difficult to teach because their meaning may change depends on the words they are attached with.[2]

From the statements above, it concludes that vocabulary as one of the most important aspects. Vocabulary is a basic language component that can be used to explore thoughts an ideas for the students to study English. Mastering vocabulary can make the students better to raise their English. Ability in learning process and in the vocabulary learning curriculum in high school a minimal of master 1000 vocabularies and class XI high school students have studied English for five years. So the students should have been fluent in learning vocabulary but in reality the students in MAN LABUSEL just have 600 vocabulary, that's why researchers are very interested in doing research at school MAN LABUSEL.

Several problems in learning English for students at MAN LABUSEL student "I" said that the English teacher at their school still uses the usual strategies used to teach English and strategies that are usually used are reading texts in books and doing exercises. Then, the second student "N" also answered with the text in the book and doing the exercises. First, the teacher ask the students to open the English book and then read the material one by one. After reading the material, the teacher ask students to do the exercises in the book

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[2] Esra Elisabeth Panjaitan, Exsanti Jumina Sibarani, and Erikson Saragih, "*Vocabulary eaching Strategies by EFL Teachers of Junior High School*" 1, no. 02 (2021): 57–63. https://ejournal.iainpalopo.ac.id

without being explained first. This is a strategy or way of teaching a teacher in English that never changes.[3]

Regarding those problems, it is suggested that teachers have ways in teaching English vocabulary so make learning English more interesting and making students' easier to learn vocabulary. In developing students' vocabulary mastery, the teacher should give learning that making the students' look at pictures or actions, like using games and some materials.[4] Therefore, a teacher should use an appropriate strategy in learning vocabulary such as: Scrabble, Pictionary and Scattergories game.

Many strategies that can be used for teaching language. One type of strategy is Scattergories game. Scattergories game is a game that played by uniquely naming objects within a set of categories, given an initial letter, with in a time limit. Through this game, teacher wants to find out how many students can get vocabulary in a short time, and try to describe what they have written in English. According to Norma and Fauzia, there are several reasons why the Scattergories game should be used in teaching vocabulary. The first is Scattergories game makes students move actively and compete with their friends. The second is this game makes the teaching and learning process more attractive and less streeful, it means that Scattergories games have a positive impact on learning English.[5]

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[3] Private Interview with " N" one of students of MAN LABUSEL on, 02 june 2022.

[4] Esra Akdogan, "*Developing Vocabulary in Game Activities and Game Materials*" 07, no. 01 (2017): 31–65. http://repository.iainpare.ac.id

[5] Norma Yuliansyah, An Fauzia, and Rosyani Syafei, "*Journal of English Language Teaching Using Scattergories Game in Teaching Vocabulary to Elementery School Students*" 7, no. 4 (2018). https://ejourna.unp.ac.id

Based on the explanation above, the researcher wants to know whether there is an effect on students' vocabulary mastery by using Scattergories game. Finally, the researcher formulates the title of the study with The Effect of Using Scattergories Game Towards Students' Vocabulary At Grade XI MAN LABUSEL In Academic Year 2022/2023.

B. Identification of the problems

Based on the background of the problem above, there are some problem as follows:

1. The students cannot pronounce the vocabulary correctly that they have learned.

2. The students are easy to get bored of learning vocabulary. It caused the strategy that used by teacher has not been able to develop the students' vocabulary.

3. The students feel the vocabulary is difficult. It makes them lazy to study vocabulary.

C. Limitation of the Problems

Based on the identification of the study, it is required for the researcher to limit the problem. The limitation of the problem to the uses of strategy in teach vocabulary. It is by using scattergories game as follows: The Effectiveness of Using Scattergories Game.

D. **Formulation of the Problems**

In the research, the author applies the formulation of the problem as follows:

1. How is the students' vocabulary mastery before learning using scattergories game at grade XI MAN LABUSEL ?

2. How is the students' vocabulary mastery after learning using scattergories game at grade XI MAN LABUSEL?

3. Is there any significant effectc of using scattergories game towards students vocabulary mastery at grade XI MAN LABUSEL?

E. **Purpose of the Research**

The purpose of the research are:

1. To examine the students' before using of Scattergories game at grade XI MAN LABUSEL.

2. To examine the students'after using of scattergories game at grade XI MAN LABUSEL.

3. To examine whethere there is or no the significant effect of using scattergories game for students' vocabulary mastery at grade XI MAN LABUSEL.

F. **Significances of Research**

The result of this research is expected to give some benefits for the teachers, the students and the other researchers. The significant are :

1. For the Headmaster, to give direction to the English teacher about the English teaching method which one is more suitable to the students' situation and

materials of the learning, so that the method can improve the students interest in learning English Especially in vocabulary.

2. For the teacher: it gives them the information about the effect of using scattergories game and also the English teachers can get some positive points by using this game, because with this game the teacher can help students to improve vocabulary in English.

3. For the students : for students by learning to use the scattergories game, it is hoped that there be no more difficulties in learning vocabulary, and hopefully it be used as motivation in learning because using games in learning is very interesting, and by using this scattergories game can overcome the difficulties experienced by students in learning enflish, especially its learning vocabulary.

4. For the researchers : researchers are expected to use other methods to teach developing this scattergories game in learning and to find out whether using this scattergories game can bring a good influence, and is good for use to students'.

G. Defenition of Operational Variables

1. Scattergories game

   Scattergories game is a game played by up to 2 or 6 people who collect points based on the value of words formed from the initials of letters.

2. Vocabulary students' mastery

   Vocabulary is a component of language that contains all about meaning and using words in a language.

H. Outline of the Thesis

The outline of this thesis include into five chapters. They were: the first chapter 1 is introduction consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of the research, significant of the research, defenition of operational variables and outline of the thesis.

Chapter II, it consist of literature review involve theoritical theoritical description: the first is description vocabulary, defenition of vocabulary. Types of vocabulary, the important of vocabulary, the second is scattergories game : defenition of game. Defenition of scattergories game, history of scattergories game, advantages and disadvantages of using scattergories game, the application of using scattergories game, teaching vocabulary by using scattergories game. Theaching vocabulary by using in MAN LABUSEL. Review of related findings, conceptual framework, hypothesis.

Chapter III, is research methodology consist of place and time of research, research design, population and sample, instrument of the research, validity and reability instrument, the procedure the research and techniques of analyzng data.

Chapter IV consist of the data analysis. Description of data, Technique of adata analysis, discussion. Than threats of the research.

Chapter V is consist of conclusion and sugestion. The conclusion include the result of the research.

CHAPTER II

LITERATURE REVIEW

A. **Theoritical Description**

1. **Description of Vocabulary Mastery**

   a. **Defenition of Vocabulary Mastery**

   Vocabulary Mastery is one of the elements in English studying a language no exception, because the language related to the words, without having enough vocabulary student can not communicate. So, students should have enough vocabulary to convey an idea in developing skill of language. There are some experts who given defenition of vocabulary. According to Cameron, vocabulary is one of language aspect which should be learning. A person has said to know a word if they can recognize its meaning when they look at it.[1]

   According to Webster, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, 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 for language learning oppurtunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television.[2].

   According to Kathy stated that vocabulary is defined or as a list of words and often pharases, usually arranged alphabetically and defined or translated;

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[1] Lynne Cameron, and Theodore S Rodgers, " *Teaching Languages to Young Learners* "USA:Cambridge University Press 2010.

[2] Jack C. Richard and Willy A. Renandaya, " *Vocabulary in Language Teaching",* Cambridge University Press, 1, 2002, 255.

a lexicon or glossary. Vocabulary as the center of language skills which is very nfluential on how students proficienc speak, read and write.[3]

It means that learning vocabulary must be know the meaning of it and also understand and can use it in the sentence context. Vocabulary is a list of words and their combination in particular language. Vocabulary learning is important because it is needed by learners to acquire a lot of words so they can use the vocabulary in any needs especially academic needs.

Based on defenition above, the researcher concluded that vocabulary is the first way to communicate each other and express their opinion, statement and expression. So, vocabulary items can and will constlay be addened to the overall knowledge of the learner. It can be argued that vocabulary not only contains list of words but also contains all of information about using word. So, without vocabulary an idea cannot be given in communication.

The researcher not only explain the defenition of vocabulary, to make it more details here the researcher also explain types of vocabulary it can be seen below:

b. **Types of Vocabulary**

According to Judy K. Montogomery there are four types of vocabulary, namely listening vocabulary, speaking vocabulary, reading vocabulary, writing vocabulary[4]

---

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

[4] Judy K Montgomery, "*The Bridge of Vocabulary* : Evidence-Based Activities for Academic Success Addressing Your Need for Evidence-Based Vocab" 2007.

1. Listening Vocabulary

   The words that are hear and understand. Starting in the womb, fetuses can detect sound as early as 16 weeks. Furthermore, babies are listening during someone waking hours-and continue to learn new words this way all of for live. By the time someone reach adulthood, most of us will recognize and understand close to 50,000 words.

2. Speaking Vocabulary

   The words use when want to speak. Someone speaking vocabulary is relatively limited: most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than listening vocabulary most likely due to ease for use.

3. Reading Vocabulary

   The words that are understood when to read text. So, can read and understand many words that do not use in speaking vocabulary. This is the 2 nd largest vocabulary if someone are a reader. If someoe are not a reader, can now"grow' of vocabulary.

4. Writing Vocabulary

   The words we can retrieve when we write to express of people. Sometimes generally find it easer to explain of people, using facial expression and intonation to help get ideas across, then to find hust the

right word to communicate the sama ideas in writing. Writing of vocabulary is strongly influenced by the words someone can spell.[5]

From the statement above, it can be concluded that there are many kinds of vocabulary that we must know. Therefore, the more vocabulary students know, the easier it is for students to understand vocabulary elements. To further increase students' interest in learning English vocabulary by using methods such as games so that students do not feel bored in learning English vocabulary and so that that atmosphere in the classroom is more active.

The researcher not only explained the definition of vocabulary or the types of vocabulary but also the researcher explained the importance of vocabulary as can be been below:

c. **The Important of Vocabulary**

Learning vocabulary is important because in a country that use English as a second or foreign language, vocabulary is a vital role in all language skills. Learners that have a limited vocabulary will prevent their communication skills and students who have good vocabulary will easily master their second language and they can easily convey their idea, express their feelings, and communicate with others. As stated by McCarthy in Ruixue, "No matter how well student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to

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[5]Judy K Montgomery, "*The Bridge of Vocabulary*: Evidence-Based Activities for Academic Success Addressing Your Need for Evidence-Based Vocab"1-2.

express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way."[6] So, vocabulary is important because English is the second language in countries that speak English.

Indeed, people need to use words in order to express themselves in any language. If students learn English from grammar only, without learning a lot of vocabulary, they will understand grammar but they will have difficulty communicating well. It means that learning vocabulary is the main key before students learn grammar and any language skills. Students who have mastered enough vocabulary will be easier to understand language structures and language skills.

In addition, according to Blachowicz, knowing many vocabularies can enable to actively participate in the society. It means that without an extensive vocabulary, the students will be easier in developing their communication skills to the society. In production, when students have ideas that they wish to express, they need to have considerable words that they can select to express their ideas. Maximo stated that many reasons for expressing attention to vocabulary.[7] "First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books. So, regularly report that the lack of vocabulary is a major problem.

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[6] Ruixue M Dalian, E F L Learners, "*Vocabulary Proficiency Instruction for Chinese*" 2, no. 6 (2012): 1199–1205, https://www.academypublication.com.

[7] Mark Sadoski, "*Effects of Rote Context / Keyword Methods on Retention of Vocabulary in EFL Classrooms*," Texas: Health Science Center College of Medicine (2016).

From the explanation above, it shows that vocabulary is very important in teaching and learning process. Students cannot understand others or express their own ideas if they only have a limited vocabulary. Moreover, by having and learning a lot of vocabulary, it helps to improve students' other skills.

2. **Scattergories Game**

a. **General Defenition Game**

In teaching and learning process, teachers to make interesting learning methods that can make students interested in the lesson learned. One method that can help the learning process is to use games. There are some defenitions of games according to some experts. According to Bakhs, one of the method that could be used to avoid boredom in the classrom in by using games for teaching and learning.[8] Games become one of important part in teaching and learning material that can be used in any stage of class because beside it can provide a challenging and interesting activity. As cited by Wright, game is an activity in which the learners play and usually interact with others that is very entertaining, entrancing and also challenging.[9]

Students will feel interested and excited when they play games. They will feel challenged to defeat their opponents. In playing games, competition is very important because it can stimulate and encourage

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[8] Sahar Ameer Bakhsh, "*Using Games as a Tool in Teaching Vocabulary to Young Learners*" 9, no. 7 (2016): 120–128. http://repositori.unsil.ac.id

[9] Esra Akdogan, "*Developing Vocabulary in Game Activities and Game Materials*", Journal of Teaching and Education, 07(01):31-66,2017, p.32

students to participate in the activity since naturally they want to beat the other teams. When learning is connected with a game, it will be easier for students to understand the lesson because they learn in a fun way. However, to use games in classrooms, it is equally important that before playing the rules of the games are clearly explained and well understood by the students. There should only be a few laws that are well-explained rules.

Martinson in Akdogan stated that "game are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk or failure. Playing games teaches us how to strategize, to consider alternatives and to think flexibility.[10] So. Games can make students more enthusiastic and more active in learning in the class

Games is an action that have some rules and goals but it fun at the same time. Moreover, game is one of the highest motivating techniques that can automatically stimulate students' interest. Games are always become fun activity to the learners. By using games, they can attract their interest. Besides, learners can learn and having fun with games. As stated by Gozcu, "games provide encouragement to interact and communicate successfully for learners and it will make easier for students to create a

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[10] Akbar Bahari, "*Game-Based Collaborative Vocabulary Learning in Blended and Distance L2 Learning*," August (2020).https://journals.Sagepub.com

context to use language meaningfully, decreases anxiety, and allow learners to study in relaxed and enjoyable atmosphere.[11]

From some definitions and some purposes about games above, it can be concluded that game is one of teaching and learning material that have rules, goal and an element of fun in which very usefulness for teaching and learning a language.

b. **Defenition of Scattergories Game**

Scattergories game is a game published by Parker Brother. Scattergories game is the variations of the category game and can build general word learning. Scatter game are critical thinking games, where one has to think with limited time. Scattergories are ususally played 2-6 people. People playing scattergories game must write the words ot the initials listed and the answers from each player must be different from other players. Meddaugh and Kudrowits in Husain stated that it is a game that give a time limit and a random letter of the alphabet and must come up with unique examples of items beginning with that letter that fit into a set of given categories.[12] Furthermore, this game is given time limit, it stimulates the player or students to think fast and correctly and this game offers the player to sitimulated ability to categorized word by word quickly.

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[11] Susi M Tamba, "The Effectiveness of Using Scattergories Games Towards Students' Vocabulary at MTs Baharuddin Tapanuli Selatan" http://repository.uinsu.ac.id

[12] Muhammad Afif Husain, "*The use of Scattergories Game to Improve the Vocabulary Mastery(A Quasi-Experimental Research in the Eight Grade Students of SMP N 2 Demak in the Academic Year Faculty of Languages and Arts*" 2017 http://repository.iainpalopo.ac.id.

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

Based on the example above, the Scattergories game is appropriateato be taught in languageaclassroom especially in vocabulary. Its helps the students to stimulated them to think fast in categorizing word. According to Yuliansyah and Syafei by using this game teachers can see the improvement of students' vocabulary mastery and teach the vocabularies based on each letter categories that they have got. Therefore, students will memorize the vocabulary that they have got while they playing the game with their classmates in which students will feel more enjoy in learning English.

From the statment above, Scattergories game is the variations of the category game and can build general word learning. Scatter game are critical thinking games, and Scattergories Game is a positive game and benefical for students in learning English.

After knowing the meaning of the Scattergories game. Here the author also writes about history of Scattergories, so that readers know more about the history of the scattergories game and understand more about the scattergories game.

In the learning process using the scattergories game strategy there will be advantages and disadvantages, and here the researcher will explain what are the advantages and disadvantages of learning by using the scattergories game, can be seen below:

c. **The advantages and Disandvantages Scattergories Game**

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

Andrew wright stated that the advantages of games are.[13]

1. Games also help the teacher to create context in which the language useful and meaningful.

2. Games help and encourage many learners to sustain their interest and work.

3. Many games cause as much debsity of practice as more conventional.

Games can be found to give practice in all the skill (reading, writing, listening and speaking). However, the use of games in teaching English vocabulary not only gave benefit both to the teacher and the students but also gave difficuly to them.

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[13] Andrew Wright, David Betterdige and Michael Bucbry, " *Games for Language Learning" new edition,* (Cambridge: Cambridge University Press 1984) p. 1-2

Disadvantages are follow:

1. Generally, games are difficult to apply in a big class.

2. Games usually make a noisy.

3. Many teachers still feel that games should be used only for a short time.

4. There are some materials of study couldn't be communicated by games.

Based on explanation from many experts above, it can be concluded that games have so many advantages such as games is very relaxation and fun and it involve friendly competition for students. However, there must be disadnvantages from using games, such as it make classroom circuistances noisy and unconttrolled.[14]

B. The Application of Teaching Vocabulary by using games

Vocabulary can be reinfored by using a variety of game formats. In this research focus maybe placed upon introduction new word, the meaning of the word, and word inferred from sentence context. The full communicative potential of the games can be realizedthrough good spirited team competition, beacuse whether working in paris or insmall groups, students tries to be the first to corectly complete a task.

The first thing that teacher must do is pereparing the materials before the class begin. The games that will be use in the class should be

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[14] Esra Akdogan., p. 41

suitable with the materials, the condition of the class, and etc. The games can be used at the end of a lesson or before introducin new material.

Teachers should allow sufficient time forclass discussion after the game has been complete.

From the statement above, the games that will be use in the class should be suitable with the materials, the condiyion of the class, and etc.

Teaching vocabulary by using scattergories games will attract the attention of students in the classroom and make students more enthusiastic about learning, can be seen below:

C. Teaching vocabulary by Using Scattergories Game

In teaching vocabulary, the teacher must be able to use interesting methods that can make students become excited and have fun with the learning being learned. Then, the reseaecher used Scattergories game to learn vocabulary. In this study, the implementation of Scattergories game is associated with descriptive text. There are several things that must be prepared while playing Scattergories game:

a. The teacher divides students into five groups.

b. The teacher distributes list paper to play Scattergories Game

c. The teacher introduces student to the understanding of Scattergories games and the benefits of using this game in learning English. Then the teacher explains how to play the game Scattergories.

d. Each group gives a group name

e. The teacher will draw the letters by using dice for Scattergories application.

f. When students know the word they are asked to look for adjectives that begin with the letters that come out.

g. The teacher gives 5 minutes to look up words related to the letters mentioned.

h. Each group writes words and make a sentence which consist of the words example (Beautiful) on Scattergories paper.

i. The group that has found the adjective immediately writes down the word along with an example on the paper provided by the teacher.

j. The group that gets the same word will get 0 score and the group that has different words will get 1 score.

From the statement above, the teacher introduces student to the understanding of scattergories games and benefits of using this game in learning English. Then the teacher explains how to play the scattergories game.

D. Teaching Vocabulary by Teacher In MAN LABUSEL

In teaching vocabulary, the teacher must be able to use interesting methods that can make students become excited and have fun with the learning being learned. Then the teacher teaching class as like:

1. The teacher explains the meaning of adjectives.

2. The teacher gives examples of adjective describing people.

3. The teacher teaches how to pronounce each adjective given.

4. The teacher and students interpret the adjective vocabulary given together.

5. The teacher explains the meaning and gives examples to students about the Scattergories game.

6. The teacher divides the students into several groups.

7. The teacher distributes questions about adjectives

8. The teacher displays the media dice for Scattergories game to determine the words that will come out.

9. After knowing the letters to look for, other group members look for adjectives about describing people in the dictionary according to the letters that come out.

10. The teacher gives 5 minutes to look up adjectives about describing people in the dictionary.

11. The group that has found the direct adjective writes the word along with examples on the paper provided by the teacher.

12. After the game is over, the teacher asks each group to write the adjectives along with examples on the blackboard.

13. The teacher gives a score for each word written.

E. Review of Related Findings

There are several studies related to this research about using games to help students in learning English in the classroom that have been conducted by other researchers before. The First, the objective of this study was to find out wheter Scattergories game is effective towards students' vocabulary. The instrument used is vocabulary test which consisted of pre-test and post- test. Morever, the findings of this study revealed that the average score of post-test in the experimental class was higher than the average csore of post-test in the controlled class (69.4> 60.8). furthemore, the statistical analysis proved that p- value of post-test score was 0.017 with the level significance 5% (0.05). in other words, it can be concluded that p- value (0.017)< sig a= (0.05, 5%). Then, the effect size gained was 0.6. Thus, it proved that Scattergories game was effective at a moderate level students' vocabulary.[15]

The second, this study aims to test the effectiveness of the Scategories game on students' vocabulary mastery. The method used in this research is quasi-experimental with a quantitative approach. Data collected through pre-test and post-test and they were analyzed using Paired Sample T-test with SPPS version 23.

The T-test result show that the significant value was 0.000 and it was smaller than 0.05. It mean that there was significant difference score between experimental and control group.. The effectiveness of the Scattergories game

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[15] Nurlaili Fauziah, *The Effectiveness of Using Scattergories Game Towards Students' Vocabulary Knowledge Faculty of Educational Sciences*, 2019. https://repository.uinjkt.ac.id

was also supported by difference improvement of mean score from pre-test to post-test between experimental and control group. The mean score of pre-test experimental group was 90.20 and the mean score of post-test was 95.93. So the improvement was 5.73. Meanwhile, the mean score of pre-test control group was 93.87 and the mean score of post-test was 94.13. So the improvement was 0.26. The data above indicate that the improvement mean score of pre-test to post-test experimental group was bigger than that control group.[16]

The third, the purpose of this research is to know the effectiveness of games towards students' vocabulary mastery. She found many problems in learning vocabulary, such as the method that teacher used in teaching vocabulary and students lack vocabulary mastery. The researcher used pre-test and post-test in the teaching and learning process. The researcher used t-test formula in the significance degree of 5% to do the best. The result of this research is to observe and the t-table. It can be inferred that it is effective to teach vocabulary by using games.[17]

The fourth this research is aimed to find out the effect of using Scattergories Game on the tenth grade students' vocabulary mastery at SMK Baitul Hikmah Tempurejo. Vocabulary is an important language element that is needed to be mastered. A teaching technique is needed to teach vocabulary. Chang & Codswell stated that scattregories game can be adapted as

[16] Carina Yulianingsih "The Effectiveness of Using Scattergories Game" (2021) http://repository.iainbengkulu.ac.id.

[17]Yona Erviani. *The Effectiveness of Using Games Towards Students' Vocabulary Mastery*. Thesis of English Education Department, Faculty of Tarbiya and Teachers' Training. Syarif Hidayatullah Islamic State University. 2014 https://repository.uinjkt.ac.id

communicative activities which can affect students' vocabulary mastery. This research is classified as a quasi-experimental research with Nonrandomized Control Group, Pretest-Posttest Design. The subjects of this research is the tenth grade students of SMK Baitul Hikmah Tempurejo where 30 students of X D and 30 students of X E. Class X D as experimental group was taught by using scattergories game as the treatment while X E class as control group was not taught by using scattergories game. The instrument of data is test in form of multiple choices. In the beginning of the research, both groups were given a pre-test to measure their vocabulary mastery before treatment. It continued by giving post-test to both groups. The result of the post-tests were analyzed by using Independent Sample t-test. The significance result of Independent Sample t-test is 0,000 which is lower than 0,05 (alpha). It means that the use of scattergories game has significant effect on the students' vocabulary mastery.[18]

The fifth, this study aims to determine the effect of the scattergories games toward students' vocabulary observed and conducted at MTs Baharuddin Tapanuli Selatan. This research was conducted using quasi experimental research design.. In this study, the researcher use pretest, treatment and posttest. Researcher uses SPSS v. 26 to calculate the data. In the posttest of experimental class and controlled class the researcher finds that the sig. (2 tailed) on the t-test $0.00 < 0.05$, so there is significant different between controlled class and experimental class. Ha accepted and Ho rejected. It can be

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[18] Irma Apriliawati. *The Effect Of Using Scattergories Game On The Tenth Grade Students' Vocabulary Mastery'*. Thesis English Education Department, Faculty of Tarbiya and Teachers' Training. Muhammadiyah University of Jember. 2022. https://repository.uinjkt.ac.id

conclude that there is an effect towards students' vocabulary by using scattergories game.[19]

F. Conceptual Framework

Vocabulary is a collection of several words thar are combined, so that they have the meaning. Vocabulary cannot be separated from the four skills in the language, reading, writing, listening, and speaking.

Scattergories is a game played by up to 2 or 6 people who collect points based on the value of words formed from the initials of letters. Enrich vocabulary help students in communication whether as the listener, speaker, reader, ad writer. In English learning who have rich vocabulary will have less difficulty in catching new word or phrase. To enrich vocabulary, student are to require having many vocabulary.

Based on explanation above, it can be assume that there is the effect of the Scattergories Game to student vocabulary enrichment.

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[19] Susi M Tamba, "*The Effectiveness of Using Scattergories Games Towards Students' Vocabulary at MTs Baharuddin Tapanuli Selatan*"2021 http://repository.uinsu.ac.id

The researcher observed the students learning process (the students' vocabulary is still low)

The researcher make the research planning through lesson plan

The researcher igive pretest to know the student s' competence toward vocabulary

The researcher taught in the control class by using Conventional Technique

The researcher taught in the experimental class by using Scattergories game

Assessing the students' vocabulary after pre-testiand post-test by collect from twenty multiple-choice question, then, it is analyzed by using cluster random sampling

Figure : 1 Conceptual Framework

G. Statistical Hypothesis

1. Ha : there is an effect of using Scattergories game towards students'

   vocabulary mastery at grade XI MAN LABUSEL.

2. Ho : there is no effect of using Scattergories game towards students'

   vocabulary mastery at grade XI MAN LABUSEL.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of The Researh

The research will do the research at MAN LABUSEL. It is located Jl. Lintas Sumatera, Desa Hutagodang. Kec. Sungai Kanan, Kab, Labuhan Batu Selatan, of North Sumatera. The subject of this research is the eleven students of MAN LABUSEL. This research is started from June 2022 up February 2023. The subject of this research was XI grade of the students.

B. Research Design

This research is categorized quantitative research with the experimental method. The design of this research is pre-test post-test control group design. In this research the researcher wants to know the effect of using scattergoriesg game towards students' vocabulary mastery. According to L.R research that can tst hypothesis to established cause and effect relationship.[1]

In this research, the researcher used two class, as an experimental class and control class. The experimental class is the class that teach by using scattergories game and the control class is the class that taught without using scattergories game or researcher teach the material by using student's book.

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[1]Gay L.R et. al., *Educational Research Competense for Analysis Aplications*, (Ney Jersey: Prentice Hall, 2000), p. 367. <https://elearning.com/pluginfile.php/4831/mod_resource/content/1/Gay-E Book>

Table 1
Table of Design Instrument

Class	Pre-test	Treatment	Post-test
Experimental Class	✓	Teaching vocabulary by uisng scattergories game	✓
Control Class	✓	×	✓

C. Population and Sample of Research

1. Population

Population is a set all the units which process variable characteristic under study and for which findings of research can be generalized. From the statement above, the writer concludes that population is all units or subject of the research. So the population of this research is the all of the grade XI IPA of MAN LABUSEL The number of the grade XI IPS Students were 65 students . Based on the explanation above, the population of this research can be seen on the following table below.

Table 2

The population of the grade XI MAN LABUSEL

No	Class	Total students
1	XI- IPA	22
2	XI- IPS	22
3	XI-AGAMA	21
	Total	65

2. Sample

This research using random sampling technique for taking sample of the research. Cluster random sampling is choosing two classes randomly where the class is homogen. It means the sample take class XI IPA =22 AND XI IPS = 22 students. So, the total of this research are 44 students. it can be seen in the table below:

Table 3
Sample of of the grade XI MAN LABUSEL

No	Class	Total of Students
1	Experimental Class (XI IPA)	22
2	Control Class (XI IPS)	22
	Total	44

D. Instrument of Research

In this research, vocabulary test with multiple choice tets is an instrument. Multiple choice is. The test for pre-test are 20 multiple choice test. For pe-test the students asks the students to answer the multiple choicee test based own mind before doing treatment. Then, for post-test also ask the students to write a adjective by using scattergories game.

In addition, as a secondary data to support this research, the researcher used an interview. The interview was done at the end of the treatment. It is

aimed to measure students' affections and feeling in vocabulary learning after using Scattergories game the treatment.

Table 4
The Indicators of Vocabulary Test

Aspect	Items	Criteria	Criteria	Skor/item
Adjective	5	Find the antonym of the adjective in question	1,9,10,16,17	5 x 5= 25
	5	Find the synonym of the adjective in question	3,5,8,24,25	5 x 5= 25
	5	Find the number of adjectives in the sentence mentioned	10,11,13,15,21	5 x 5= 25
	5	Complete the blanks in the text with the appropriate adjective	2,4,6,7,11	5 x 5= 25
Total				100 point

E. Validity and Reability of instrument

a. Validity

In this research, the researcher uses content validity to establish the validity of the instrument. The researcher take the content validity as the instrument because content validity refers to the extent to which instrument resresents the content of enrich. In this case the researcher used vocabulary test as the starting point of making the test.

Then the researcher makes a test such as multiple choice. First, the researcher went to the MAN LABUSEL school to show the test that will

be used during the research later and given to the English teacher in MAN LABUSEL. There are 25 multiple choice test that give by the researcher. So there are 20 multiple choice test were valid.

b. Reability

After having tested the validity of the instrument, the next step is examinating the reability. A test is considered reliable if the same test is given to the same subjects or matched subjects in two different occasions. It means that if the instrument has a consistent result in the second chances or more, the instrument is reliable.

Besides, before the evaluator score the actual research data, the researcher conducted pre-test and post-test to sample students and asked the to evaluator score the result of the per-test and pos-test to find their consistency in their scoring.

F. **Procedures of the Research**

In collecting the data, the technique that used in this research is measurement technique. The data of this study collected by using vocabulary test. The vocabulary test included pretest, treatment and postest. The technique used to look the students vocabulary enrichment on the class XI (Experimental and Control classes) at MAN LABUSEL. Kab, Labuhan Batu Selatan.

a. Pre-Test

The Pre –test is given with the intention of knowing whether any of the participants already know about the material to be taught. The researcher asks

the students to answer the multiple choice test. The researcher would use some steps in giving pre-test, they were:

1). The researchers prepare for test the Vocabulary skill students.

2). The researchers distributed multiple choice tests to both classes: experiment and control class.

3). The researchers asked the students to answer the multiple choice test.

4). The researchers collects answers from both classes.

5). The researchers checked the answer of students and counts the students' score.

b. Treatment

After giving pre-test to both classes, the students in experimental class received tratment where the students learned vocabulary by using Scattergories game. The researcher had some steps to do, they are:

1). Before starting research, the researcher opens the learning activity with gretting.

2). The researcher will explain what the student should to do by using Scattergories Game. The researcher make group in class and give the paper one of group so the research explain what is scattergories game after that

3). The researcher monitore the students in the class.

c. Post-test

After the treatment, the post-test was given for both clases. The post-test held in order to know if there is any progress before and after teaching and learning activity by using Scattergories game. The researcher would use some steps in giving post-test, they are:

1). The researcher prepared several Scattergories game tests to test students' vocabulary skills.

2). The researcher distributed the test to both classes: experiment and control class classes.

3). The researcher asked the students to answer the scattergories game test with their respective groups.

4). The researcher checked the answer of students and counts the students' score.

G. Technique of Data Analyzing

The research conducted research by using the technique of analyzing. In this research, the researcher is used Chi- Quadrate formula to know thenormality. The formula is as follow:

a. Requirement Test

1) Normality Test

To know the normality, the researcher use *Chi-Quadrate* formula. The formula follow:

$$x^2 \sum (f0 - fh)$$

Where:

x^2 = value of chi- square

fo = observed Frequency

fe = expected frequency[2]

2) Homogeneity

To test the data whether homogeneity or not, the researcher uses Harles test. The test follow:

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

The hypothesis is accepted if $F_{count} < F_{table}$

The hypothesis is rejected if $F_{count} > F_{table}$

Where:

n^1 = Total of the data that bigger variant

n^2 = Total of the data that smaller variant[3]

b. Testing Hypothesis

Hypothesis is the provisional result of the research. So, the researcher needed to analyze the data which have been divided into two groups experimental class and control class. To know the difference between experimental and control class the data will be analyzing by using t-test formula as follows:

$$= \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)\ s\frac{1}{2} + (n_2 - 1)\ s\frac{1}{2}}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

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[2]Ahmad Nizar Rangkuti, *Stattistik Untuk Penelitian Pendidikan* (Medan: Perdana Publisher, 2015), p. 151. <https://scholar.google.com/scholar?>

[3]Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya* (Jakarta: Kencana Prenada Media Group, 2003), p. 276 <https://scholar.google.co.id/citations?>

T_t : the value which the statistical significance

X_1 : the average score of the experimental

X_2 : the average score of the control class

$S_1{}^2$: deviation of the experimental class

$S_2{}^2$: deviation of the control class

N_1 : number of experimental class

N_2 : number of control class[4]

The result of t-table can find after calculating the data by using t-test formula. The hypothesis test was two criteria. First, if $t_{count} > t_{table}$, H0 is accepted anf if $t_{count} < t_{table}$, Ha is rejected.

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[4]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1993).'

CHAPTER IV

DATA ANALYSIS

In this chapter, in order to evaluate the effect of using scattergories game towards students vocabulary mastery at grade XI MAN LABUSEL, the researcher has calculated the data using pre-test and post-test. Applying quantitative analysis, the researcher used the formulation of t-test. Then, researcher described the result based on the data as follow.

A. Description of Data

1. Description of Data Before Using Scattergories Game

a. Score of Pre Test Experimental Class

Researcher took class XI-IPA as the experimental class. Based on students' answer in pre-test, the researcher has calculated the students' score. The total score of experiment class in pre-test was 1480, mean was 64.8, standard deviation was 9.75, variants was 95.1, median was 66.9 range was 40, modus was 63.75, interval was 7. The researcher got the highest score was 85 and the lowest score was 45. It can be seen in the following table:

Table 5
The Score of Experimental Class in Pre-Test

Total	1480
Highest score	85
Lowest score	45
Mean	64.8
Median	66.9
Modus	63.73
Range	40
Interval	7
Standard deviation	9.75
Variants	95.1

Then, the calculation of the frequency distribution of the students' score of experiment class in pre-test could be applied into table frequency distribution as follow:

Table 6
Frequency Distribution of Experimental Class (Pre-Test)

No	Interval	Mid-Point	Frequency	Percentages
1	45 – 51	48	2	0.9%
2	52 – 58	55	1	4.5%
3	59 – 65	62	7	31.81%
4	66 – 72	69	5	22.72%
5	73 – 79	76	5	22.72%
6	80 – 86	83	2	09.09%
	$i = 7$	-	n = 22	100%

From the table above, the students' score in class interval between 45 - 51 was 2 students' (0.9%), class interval between 52 – 58 was 1 students' (4.5%), class interval between 59 – 65 was 7 Students' (31.81%), class interval between 66 – 72 was 5 students' (22.72%), class interval between 73 – 79 was 5 students' (22.72%), class interval between 80 – 86 was 2 students' (09.09).

In order to get the description of the data clearly and completely, the researcher presented them in diagram on the following below:

Figure 2
Description Data Pre-Test of Experimental Class
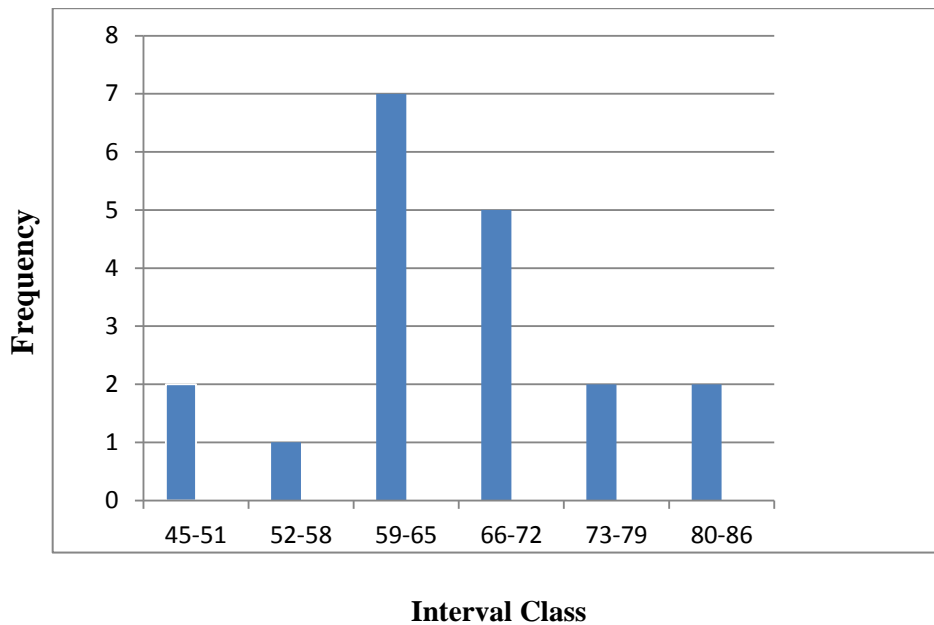
Interval Class

From the description above, score of experimental class in pre-test shown that the lowest interval 45 – 51 was 2 students and highest interval 80 – 86 was 2 students and the highest frequency in interval 59 – 65 was 7 students.

b. Score of Pre Test Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by the students' answering the question (test). The score of pre-test control class can be seen in following table:

Table 7
The Score of Control Class in Pre-test

Total	1220
Highest score	75
Lowest score	40
Mean	56.7
Median	57.5
Modus	43.5
Range	35
Interval	6
Standard deviation	9.12
Variants	83.25

Based on the table, total score of control class in pre-test was 1220, mean was 56.7, median was 57.5, modus was 43.3, range was 35, interval was 6, standar deviation was 9.12, variants was 83.25. The researcher got the highest score was 75 and the lowest score was 40. Than, the calculation of the frequency distribution of the students' score of control class in pre-test could be applied into table frequency distribution as follow:

Table 8
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	40 – 45	42.5	6	27.2%
2	46 – 51	48.5	3	13.6%
3	52 – 57	54.5	2	9.09%
4	58 – 63	60.5	5	27.7%
5	64 – 69	66.5	3	13.6%
6	70 – 75	72.5	3	13.6%
	$i = 6$	-	n = 22	100%

From the table above, the students' score in class interval between 40 - 45 was 6 students' (27.2%), class interval between 46 – 51 was 3

students' (13.6%), class interval between 52 – 57 was 2 Students' (9.09%), class interval between 58 – 63 was 5 students' (27.2%), class interval between 64 – 69 was 3 students' (13.6%), class interval between 70 – 75 was 3 students' (13.6%).

In order to get the description of the data clearly and completely, the researcher presented them in diagram on the following below:

Figure 3
Description Data Pre-Test of Control Class
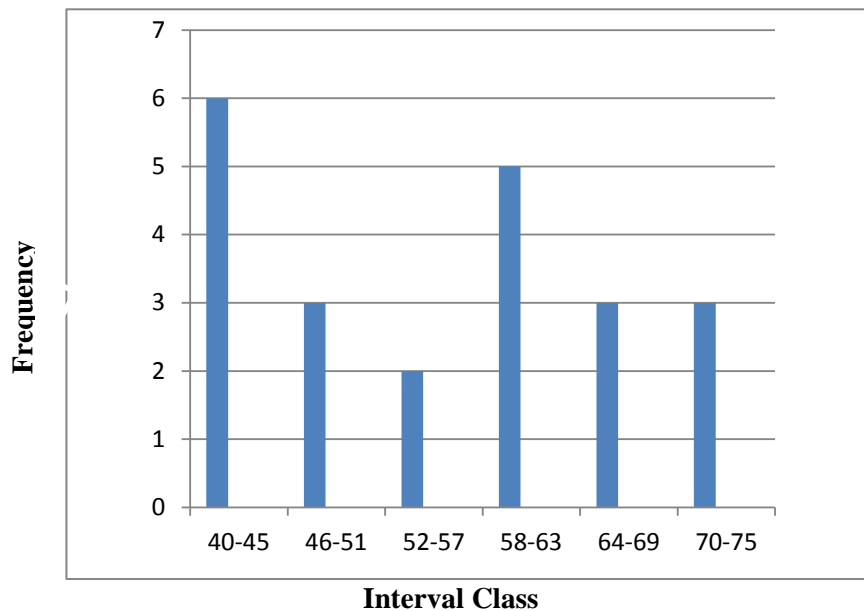
From the description above, score of control class in pre-test shown that the lowest interval 40 – 45 was 6 students and highest interval 70 – 75 was 3 students and the highest frequency in interval 40 – 45 was 6 students.

2. Description of Data After Using Scattergories Game

a. Score Post-Test of Experimental Class

The calculation of the result that had been gotten by the students' answering the question (test) after the researcher did the treatment by using scattergories game, researcher got total score of experiment class in post-test was 1700, mean was 76.9, median was 77.6, modus was 75.8, range was 35, interval was 6, standar deviation was 7.96, variants was 63,44. The researcher got the highest score was 90 and the lowest score was 55, it can be seen in the following table:

Table 9
The Score of Experimental Class in Post-test

Total	1700
Highest score	90
Lowest score	55
Mean	76.9
Median	77.6
Modus	75.8
Range	35
Interval	6
Standard deviation	7.96
Variants	63.8

Then, the calculation of the frequency distribution of the students' sore of experiment class could be applied into table frequency distribution as follow:

Table 10
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	55 – 60	57.5	1	4.5%
2	61 – 66	63.5	1	4.5%
3	67 – 72	69.5	3	13.6%
4	73 – 78	75.5	7	31.8%
5	79 – 84	81.5	5	22.7%
6	85 – 90	87.5	5	22.7%
	$i = 6$	-	n = 22	100%

From the table above, the students' score in class interval between 55 - 60 was 1 students' (4.5%), class interval between 61 – 66 was 1 students' (4.5%), class interval between 67 – 72 was 3 Students' (13.6%), class interval between 73 – 78 was 7 students' (31.8%), class interval between 79 - 84 was 5 students' (22.7%), class interval between 85 – 90 was 5 students' (22.7%).

In order to get the description of the data clearly and completely, the researcher presented them in diagram on the following below:

Figure 4
Description Data Post-Test of Experimental Class
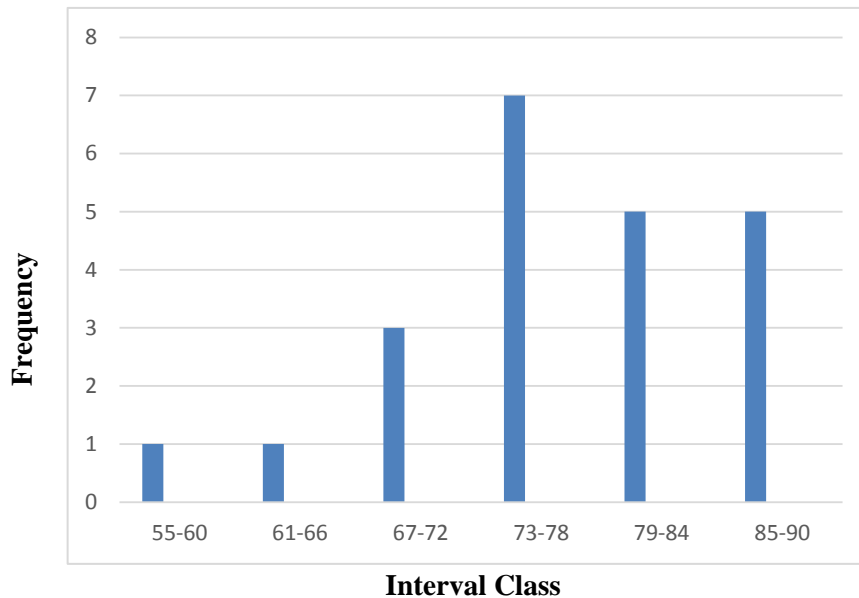
From the description above, score of experimental class in post-test shown that the lowest interval 55 – 60 was 1 students and highest interval 85 – 90 was 5 students and the highest frequency in interval 73 – 78 was 7 students.

b. Score of Control Class in Post Test

The researcher took class XI-IPS as the control class. The result that had been gotten by the studets' in answering the question (test) after the researcher taught the writing descriptive text ability by conventional technique the researcher got the score. The total score of control class in post-test was 1305, mean was 58.4, standart deviation was 10.17, variants was 10.35, median was 60.5, modus was 63.1, range was 40, interval was

7. The researcher got the highest score was 80 and the lowest score was 40. It can be seen in the following table.

Table 11
The Score of Control Class in Post-test

Total	1305
Highest score	80
Lowest score	40
Mean	58.4
Median	60.5
Modus	63.1
Range	40
Interval	7
Standard deviation	10.17
Variants	10.35

Then, the calculation of the frequency distribution of the students' sore of control class could be applied into table frequency distribution as follow:

Table 12
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	40 – 46	43	4	18.1%
2	47 – 53	50	3	13.6%
3	54 – 60	57	4	18.1%
4	61 – 67	64	7	31.8%
5	68 – 74	71	2	9.09%
6	75 – 81	78	2	9.09%
	$i = 7$	-	n = 22	100%

From the table above, the students' score in class interval between 40 - 46 was 4 students' (18.1%), class interval between 47 – 53 was 3 students' (13.6%), class interval between 54 – 60 was 4 Students' (18.1%), class interval between 61 – 67 was 7 students' (31.8%), class interval

between 68 - 74 was 2 students' (9.09%), class interval between 75 – 81 was 2 students' (9.09%).

Figure 5
Description Data Post-Test of Control Class
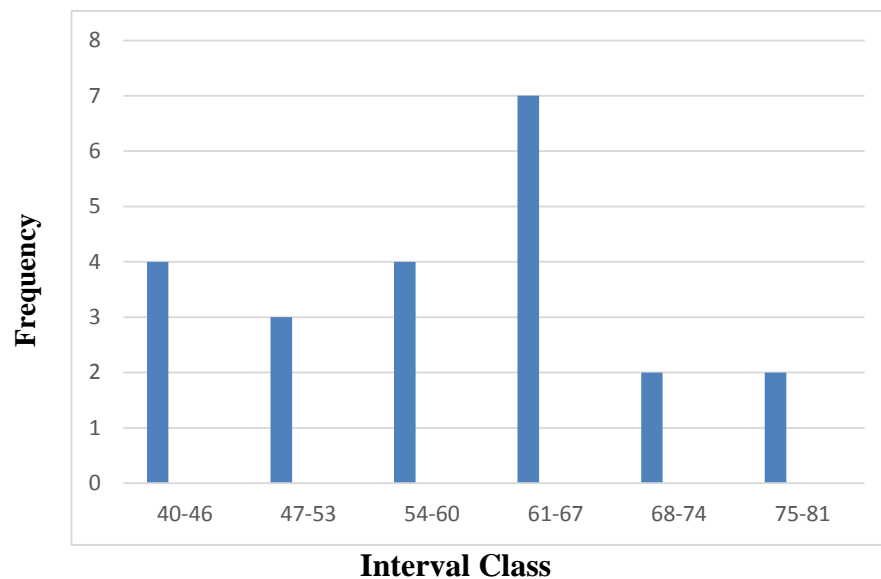
From the description above, score of control class in post-test shown that the lowest interval 40 – 46 was 4 students and highest interval 75 – 81 was 2 students and the highest frequency in interval 61 – 67 was 7 students.

3. **Description of the Comparison Data between Pre-Test and and Post-Test of Experimental and Control Class**

a. **The Comparison Data between Using Scattergories Game in Pre Test**

Before researcher giving post-test to both of class (control class and experimental class) the researcher did not know students' writing descriptive text ability. After researcher giving pre-test, the researcher got the comparison data between pre-test score an experimental and

control class before gave treatment. The comparison data can be seen in the following table:

Table 13
The Comparison Data of Experimental Class
and control class

Description	Experimental Class	Control class
Total	1480	1220
Highest score	85	75
Lowest score	45	40
Mean	64.8	56.7
Median	66.9	57.5
Modus	63.75	43.5
Range	40	35
Interval	7	6
Standard deviation	9.75	9.12
Variants	95.1	83.25

Based on the the table the total of score of experimental class in pre-test was 1480; control class was 1220, mean score of experimental class was 64.8; control class was 56.7, median of experimental class class was 66.9; control class was 57.5, modus of experimental class was 63.75; control class was 43.5, standard deviation of experimental class was 9.75; control class was 9.12 and variants of experimental class was 95.1; control class was 83.25

b. The comparison Data between Pre-Test and Post-Test by Using Scattergories Game

The comparison score between pre-test and post-test of experimental class can be seen in the following table:

Table 14
The Comparison Data of Experimental Class
in Pre-Test and Post-Test

Description	Pre-Test	Post-test
Total	1480	1700
Highest score	85	90
Lowest score	45	55
Mean	64.8	76.9
Median	66.9	77.6
Modus	63.75	75.8
Range	40	35
Interval	7	6
Standard deviation	9.75	7.96
Variants	95.1	63.44

Based on the above table the total score of experimental class in pre-test was 1480; post-test was 1700, pre-test mean score was 64.8; post-test was 76.9, pre-test standard deviation was 9.75; post-test was 7.96, pre-test variants was 95.1; post-test was 63.44, pre-test median was 66.9; post-test was 77.6, pre-test range was 40; post-test was 35, pre-test modus was 63.75; post-test was 75.8, pre-test interval was 7; post-test was 6. The researcher got the highest score of pre-test was 85 and lowest score was 44; highest score of post-test was 90 and lowest score was 55.

B. Hypotesis Test

The researcher used parametric test by using T-test to analyse the hypothesis. After calculating the data of post-test, the researcher has found that post-test result of experimental class and control class is normal and homogeneous. Hypothesis of research was-there is the effect of using

scattergories game towards students vocabulary at grade XI MAN LABUSEL.

The result of t table was found after calculating the data by using t-test formula. The hypothesis test was two criteria. They are if $t_{count} > t_{table}$. Ha is accepted. Based on the researcher calculation in pre-test, the researcher found that $t_{count} < t_{table}$, H0 is accepted and if $t_{count} > t_{table}$, Ha is accepted. Based on the researcher calculation in pre-test,

Table 15
Result of T-test

t_{count}	t_{table}
3.09	1.681

C. Discussion

Based on the result of the data analysis, the researcher discussed the result of this research on the Effect of using Scattergories Game Towards students' vocabulary mastery at grade XI MAN LABUSEL. Where the result of mean scores experimental class was higher than control class. The mean score was 76,9 than mean score of control class was 58.4. The calculation of significant in using Scattergories game was $t_{count} > t_{table}$ (3.09> 1.681) it means Ha is accepted. So there was significant The Effect of Using Scattergories Game Towards Student' Vocabulary At Grade XI MAN LABUSEL.

It has been discussed by Nurlali Fauziah[1], she concluded that there is the effevt of using scattergories game towards students' vocabulart with data analysis in experimental class, the mean score of post-test in the experimental class was higher than the average score of post-test in the controlled class (69.4 > 60.8). Furthermore, the statistical analysis proved that *p-value* of post-test score was 0.017 with the level significance 5% (0.05). In other words, it can be concluded that p-value (0.017) < *sig* ɑ = (0.05, 5%). Then, the effect size gained was 0.6. Thus, it proved that Scattergories game was effective at a moderate level towards students' vocabulary.

Next, Susi Marselina, concluded that the of her research shows that there is an effect to the students' vocabulary using scattergories game. It can be seen from the result of pre-test and post-test, to calculate the data. In the post-test of experimental class and controlled class the researcher finds that the sig. (2 tailed) on the t-test 0.00 < 0.05, so there is significant different between controlled class and experimental class. Ha accepted and Ho rejected. It can be conclude that there is an effect towards students' vocabulary by using scattergories game.[2]

This proofs show that scattergories game in teaching students' vocabulary. So, scattergories game has given the effect to the research that

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[1] Fauziah, *The Effectiveness of Using Scattergories Game Toward Students' Vocabulary KnowledgeFaculty ofEducational Sciences*.
[2] Susi Marselina Tamba. *The Effectiveness of Using Scattergories Game Towards Students' Vocabulary"* at Mts Baharuddin Tapanuli Selatan. Thesis of Department of English Education Faculty of Tarbiyah Science and Teacher Training State Islamic University of North Sumatera Medan 2021.

has been done by the researcher or the other researcher who mentioned in related findings.

A.   The Threats of the Research

There were some aspect that could threat for this research as follow:

1.   The students' were develop the words into same words in the class.

2.   The sudents' needed more time for working pre-test and post-test.

The limited english books (especially about scattergories book)

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the research, the conclusion of this research are as follow:

1. The students' vocabulary mastery at grade XI MAN LABUSEL by using scattergories game in experimental class was in 64.8 it can be categoriezed to low category.

2. The students vocabulary mastery at grade XI MAN LABUSEL by using scattergories game categories into 76.9. it can be concluded that the score getting increased that there was significant effect of grade XI MAN LABUSEL

3. The result in T-test found that t-count was higher that t-table (3.09>1.681). it means that the hypothesis Ha was accepted and H0 rejected, So, there was significant effect of learning by using scattergories game towards students' vocabulary mastery at grade XI MAN LABUSEL.

B. Suggestions

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

1. Headmaster

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

2. Teacher

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

3. Students

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

4. Other Researcher

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

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APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
Experimental Class

Sekolah : MAN LABUSEL

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/1

Alokasi Waktu : 2 X 40

Topik Pembelajaran : Descriptive Text

Pertemuan ke : 1

A. KOMPETENSI INTI

K1: Menghargai dan menghayati ajaran agama yang dianutnya.

K2: Menghargai perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun,percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

K3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

K4: Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam	

semangat belajar.	
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait deskripsi orang, binatang, atau benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 Siswa dapat menentukan *adjective* yang tepat untuk mengungkapkan terkait *descriptive text.* 3.7.2 Siswa dapat mengindektifikasi *adjective* yang sesuai yang digunakan untuk menyatakan *descriptive text* sesuai dengan konteks penggunaannya.
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana terkait orang, binatang, atau benda.	4.7.1 Siswa dapat menangkap makna secara kontekstual terkait tujuan atau fungsi sosial, struktur teks, dan unsur kebahasaan *descriptive text* yang singkat dan sederhana. 4.7.2 Siswa dapat menyusun *descriptive text* singkat dan sederhana dengan memeperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa diharapkan dapat:

1. Siswa dapat menentukan *Adjective* dalam *describing people.*

2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan *descriptive text* yang singkat dan sederhana terkait *describing people*.

3. Menyusun *descriptive text* singkat dan sederhana terkait *describing people.*

D. MATERI PEMBELAJARAN

1**.** Definition of Scattergories game
    Scattergories is a creative-thinking category-based party game originally published by Parker Brothers in 1988. The objective of the 2-to-6-player game is to score points by uniquely naming objects within a set of categories, given an initial letter, within a time limit.
2**.** Definition of *Descriptive Text*

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

3. *Generic Structure of Descriptive Text*

- Identification: Contains about the introduction of a person, place, animal or object will be described.

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

4. *Language Feature of Descriptive Text*

a. Specific participant: has a certain object, for example: My Mother, My Cat, My House, My Best friend, etc.

b. The use of adjective: To clarify noun, for example: A beautiful house, A handsome man, etc.

6. *Scattergories Sheet*

No	Letter	Word	Example
1	B	Beautiful	She is beautiful

7. METODE, MEDIA, ALAT, BAHAN, DAN SUMBER PEMBELAJARAN

A. Metode Pembelajaran
   1. Pendekatan   : Communicative Approach
   2. Model Pembelajaran : Group Work
   3. Metode Pembelajaran : Discussion

B. Media Pembelajaran   : Papan tulis
                        :Proyektor
                        : Laptop
C. Sumber belajar   : Google dan buku paket Bahasa Inggris class XI.
                        https://www.ef.co.id/englishfirst/englishstudy/descriptive-text-dalam-bahasa-inggris.aspx

E. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Guru melakukan salam, mengajak para murid untuk merapikan tempat duduk dan penampian mereka dan berdoa bersama.	10 Menit

	2. Guru memperkenalkan diri dan berkenalan dengan siswa. 3. Guru mengecek kehadiran siswa. 4. Guru menyampaikan tujuan pembelajaran.	
Inti	*Observing and Experiment* 1. Guru membagi siswa menjadi lima grup. 2. Guru membagikan kertas list untuk bermain Scattergories game. 3. Guru menjelaskan tata cara bermain Scattergories game. 4. Tiap grup memberi nama kelompok. 5. Guru menampilkan media *dice for Scattergories game* untuk menentukan kata yang akan keluar. 6. Setelah mengetahui huruf yang harus di cari, anggota kelompok lainnya mencari *adjective* mengenai *describing people* di kamus sesuai dengan huruf yang keluar. 7. Guru memberikan waktu 5 menit untuk mencari kata *adjective example (Beautiful)* mengenai *describing people* . 8. Kelompok yang sudah menemukan *adjective* langung menuliskan kata tersebut beserta contohnya di kertas yang sudah disediakan guru. 9. Guru memberikan *score* disetiap kata yang ditulis	60 Menit
Penutup	10. Guru mengevaluasi dan mengulang kembali materi yang diajarkan secara keseluruhan. 11. Siswa dapat bertanya mengenai hal-hal yang terkait dengan materi pembelajaran.	10 Menit

	12. Guru menutup kelas dengan berdoa.	

1. Teknik Penilaian:

a.Sikap dan Pengetahuan   : Pengamatan, Tes Tertulis dan Lisan.

b.Sikap Keterampilan   : Kinerja

2. Instrument Penelitian

Pengetahuan, Sikap dan Keterampilan   : kinerja saat jam pelajaran berlangsung.

Hutagodang, 12 September 2022

Mengetahui,
Guru Kelas Bahasa Inggris   Guru Penelitian

Apriana Hasibuan, S,Pd.   Siti Hamijah Siregar

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
Controlled Class

Sekolah   : MAN LABUSEL

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/1

Alokasi Waktu   : 2 X 40

Topik Pembelajaran   : Descriptive Text

Pertemuan ke   : 1

A. KOMPETENSI INTI

K1: Menghargai dan menghayati ajaran agama yang dianutnya.

K2: Menghargai perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun,percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

K3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

K4: Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait deskripsi orang, binatang, atau benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 Siswa dapat menentukan *adjective* yang tepat untuk mengungkapkan terkait *descriptive text*. 3.7.2 Siswa dapat mengindektifikasi *adjective* yang sesuai yang digunakan untuk menyatakan *descriptive text* sesuai dengan konteks penggunaannya.
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana terkait orang, binatang, atau benda.	4.7.1 Siswa dapat menangkap makna secara kontekstual terkait tujuan atau fungsi sosial, struktur teks, dan unsur kebahasaan *descriptive text* yang singkat dan sederhana. 4.7.2 Siswa dapat menyusun *descriptive text* singkat dan sederhana dengan memeperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa diharapkan dapat:

1. Siswa dapat menentukan *Adjective* dalam *describing people.*

2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan *descriptive text* yang singkat dan sederhana terkait *describing people*.

3. Menyusun *descriptive text* singkat dan sederhana terkait *describing people.*

D. MATERI PEMBELAJARAN

1. Definition of Scattergories game

Scattergories is a creative-thinking category-based party game originally published by Parker Brothers in 1988. The objective of the 2-to-6-player game is to score points by uniquely naming objects within a set of categories, given an initial letter, within a time limit.

2. Definition of *Descriptive Text*

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

3. *Generic Structure of Descriptive Text*

- Identification: Contains about the introduction of a person, place, animal or object will be described.

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

4. *Language Feature of Descriptive Text*

a. Specific participant: has a certain object, for example: My Mother, My Cat, My House, My Best friend, etc.

b. The use of adjective: To clarify noun, for example: A beautiful house, A handsome man, etc.

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E. METODE, MEDIA, ALAT, BAHAN, DAN SUMBER PEMBELAJAR

A. Metode Pembelajaran
  1. Pendekatan   : *Scientific Approach*

  2. Model Pembelajaran   : *Text Based Learning*
B.   Media Pembelajaran   : Papan tulis,
                                : Proyektor,
                                : Laptop

C.   Sumber belajar   : Google dan buku paket Bahasa Inggris class XI
  https://www.ef.co.id/englishfirst/englishstudy/descriptive-text-dalam-bahasa-inggris.aspx

F. Langkah- Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Guru melakukan salam, mengajak para murid untuk merapikan tempat duduk dan penampian mereka dan berdoa bersama. 2. Guru memperkenalkan diri dan berkenalan dengan siswa. 3. Guru mengecek kehadiran siswa. 4. Guru menyampaikan tujuan pembelajaran.	10 Menit
Inti	Observing and Experiment 5. Guru menjelaskan pengertian dan memberikan contoh kepada siswa mengenai Adjective. 6. Guru meminta siswa maju	60 Menit

	kedepan untuk membuat contoh singkat dari Adjective. 7. Guru menjelaskan secara singkat pengertian dan contoh dari adjective. 8. Guru membagi siswa menjadi lima grup. 9. Guru membagikan kertas list untuk bermain Scattergories game. 10. Guru menjelaskan tata cara bermain Scattergories game. 11. Tiap grup memberi nama kelompok. 12. Guru menampilkan media dice for Scattergories game untuk menentukan kata yang akan keluar. 13. Setelah mengetahui huruf yang harus di cari, anggota kelompok lainnya mencari adjective mengenai describing people di kamus sesuai dengan huruf yang keluar. 14. Guru memberikan waktu 5 menit untuk mencari adjective mengenai describing people . 15. Kelompok yang sudah menemukan adjective langung menuliskan kata tersebut beserta contohnya di kertas yang sudah disediakan guru. 16. Setelah permainan selesai, guru meminta tiap kelompok untuk menuliskan adjective beserta contohnya di papan tulis. 17. Guru memberikan score disetiap kata yang ditulis	
Penutup	18. Guru mengevaluasi dan mengulang kembali materi yang diajarkan secara keseluruhan. 19. Siswa dapat bertanya mengenai hal-hal yang terkait dengan materi	10 Menit

	pembelajaran. 20. Guru menutup kelas dengan berdoa.	

G. Penilaian

1. Teknik Penilaian:

    a.Sikap dan Pengetahuan   : Pengamatan, Tes Tertulis dan Lisan.

    b.Sikap Keterampilan   : Kinerja

2. Instrument Penelitian

- Pengetahuan, Sikap dan Keterampilan: kinerja saat jam pelajaran berlangsung.

Hutagodang, 12 September 2022

Mengetahui,
Guru Kelas Bahasa Inggris Guru Penelitian   Guru Penelitian

Apriana Hasibuan, S.Pd.   **Siti Hamijah**
Siregar

TEXT 1

Peter is the youngest in our family. He is

fourteen years old and four years

younger than me. He has short straight

hair, bright eyes and a friendly smile.

Sometimes he is rather naughty at home,

but he usually does what he is asked to do.

Peter is interested in sports very much.

At school he plays football and tennis.

He is the best badminton player in our family.

1. "He has long, straight hair, bright eyes and a friendly smile.

   " (Paragraph 1) Thesynonym of underline word is...

   a. Loyal

   a. Angry

   b. Bad

   c. Handsome

2. "Peter is the youngest in our family.
   " (Paragraph 1)
   The antonym of the underline word is....

   a. Tallest
   b. Bigger
   c. Oldest
   d. Happiest

3. He is the best badminton player in our family." (Paragraph 2)
   The synonym of the underlined word is....
   a. Good

b. Worse
c. Usual
d. Bad

4. "He has round eyes and the color is brown."

   The synonym of the underlined word is....

   a. Big
   b. Slanted
   c. Small
   d. Circle

5. He is very discipline when it comes to training and keeping the body healthy." The antonym of the underline word is ....
   a. Lazy
   b. Diligent
   c. Kind
   d. Clever
   e.
6. "Maudy Ayunda is my favorite artist. She is very beautiful and smart." How many adjectives are there in the sentence?
   a. 1
   b. 2
   c. 3
   d. 4

7. Didi likes to make people laugh. He is ….
   a. Serious
   b. Funny
   c. Loyal
   d. Stingy

8. Zayn is a … student, so he gets first rank in the school
   a. Boring
   b. Smart
   c. Big
   d. Cold
9. Daniel has a height above the average of his classmate. He is a …. boy
   a. Tall
   b. Short
   c. Slim
   d. Stocky

10. Prophet Muhammad is very handsome. He has beautiful eyes. His hair is black. Everyone loves to see him." How many adjectives are there in the sentences?
    a. 1   b. 2   c. 3   d.4

11. Cristiano Ronaldo is a famous footballer. He is from Portugal, a country in Europe. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United." How many adjectives are there in the sentences?
    a. 1   b.2   c.3   d.4

12. Jennie is a …. Singer, so she becomes famous around the world
    a. Worse
    b. Talented
    c. Bad
    d. Horrible

13. Harris Z is my favorite singer
   He is very handsome and smart." How many adjectives are there in the sentence?
    a. 1
    b. 2
    c. 3
    d. 4

14. Teddy always comes to school on time. He is a …. student.
    a. Lazy
    b. Smart
    c. Diligent
    d. Clever
15. Liza is very a beautiful girl."how many adjectives in the sentence?
    a. 1   b.2   c.3   d.4

16. He is bald."
   The antonym of the underlined word is....
    a. Bare
    b. Long
    c. Short
    d. Straight

17. She is unhappy because she got a bad mark
   The synonym of the underlined word is.....
    a. Sad
    b. Pleased
    c. Glad
    d. Good

18. My brother is a smart student at his school.
   The synonym of the underlined word is.....
    a. Dumb
    b. Lazy
    c. Clever
    d. Stupid
19. A handsome boy sat beside me.
   The antonym of he underlined word is....

a. Ugly
b. Cute
c. Smart
d. Pretty

20. He is <u>happy</u> to have such a friend."
    The synonym of underlined word is.....
    a. Cheerful
    b. Sad
    c. Very sad
    d. Angry
21. My brother is a kind person
    a. Ugly
    b. Nice
    c. Angry
    d. Bad
22. My sister is a smart in our family
    a. Lazy
    b. Clever
    c. Stupid
    d. Serious
23. A beautiful girl eat beside me
    a. Wonderful
    b. Ugly
    c. Pretty
    d. Handsome
24. Aulia has a skinny body
    The antonym the underlined word is....
    a. Fat
    b. Thin
    c. Strapping
    d. Well-built
25. He is unhappy because he got a bad mark
    a. Sad
    b. Good
    c. Pleased
    d. Gilad

Appendix 4

Scattergories Game Sheet

APPENDIX 4

SCATTERGORIES GAME SHEET

Group 1

Members : Jesica , Ainun, ismail fadli , mutiara

No	Letter	Word	Example
1	S	smile	you can smile everyday
2	Q	quite	she is quite girl
3	B	Beautiful	you are so beautiful
4	I	inteligent	mira is a inteligent girl

Group 2

Members : filria, Ayu, Alwan, lisa

No	Letter	Word	Example
1	S	smile	your smile so beautiful
2	B	Beautiful	you so beautiful
3	Q	Quite	~~you are~~ she is a quite boy
4	I	important	you are very important to me

Group 3

Members : Airin, Alma , Dea, ismail

No	Letter	Word	Example
1	S	Smart	you very smart in class
2	B	bad	you are so bad
3	Q	quick	you so quick
4	I	intelligent	you so intelugent

Group 4

Members : Salwa, Saidah, Sabila, riski Togu

No	Letter	Word	Example
1	S	stupid	You are very stupid
2	B	bad tempered	he is bad tempered
3	Q	Quite	She is a quite boy
4	I	importor	Dishonest is importor

Group 5

Members : minta, Hismar, Ratna, Adi

No	Letter	Word	Example
1	S	sweet	You so sweet nina
2	B	Big	your Foot so big
3	Q	Quite	she is a quite boy girl
4	I	impatient	she is impatient

Group 6

Members : Egi, Hamdani, futri suryanita, Damri,

No	Letter	Word	Example
1	S	sensitive	He is sensitive
2	B	better	you can do better
3	Q	quite	Ani is a quite girl
4	I	impossible	he knew it was impossible

Appendix 5

Score of Experimental Class and Control Class on Pre Test

1. Score of Experimental Class Pre-Test Before Using Scattergories Game

No.	The Initial of Students (n)	Pre-Test	Post-Test
1	AAH	70	85
2	AIH	85	90
3	AR	50	65
4	AAH	60	80
5	AT	70	70
6	DH	65	75
7	DSP	75	80
8	ERH	65	70
9	FSH	75	80
10	FMT	55	75
11	HH	65	75
12	HH	60	70
13	IF	70	80
14	IB	45	55
15	JZH	60	75
16	LMP	70	85
17	MUH	75	75
18	MA	80	90
19	NAT	75	90
20	RAH	65	75
21	RKD	75	90
22	SS	70	75
	TOTAL	1480	1700

2. Score of Control Class Pre-Test

No.	The Initial of Students (n)	Pre-Test	Post-Test
1	AH	50	65
2	ASS	40	45
3	AT	60	65
4	AH	65	65
5	AD	60	60
6	AT	55	65
7	AS	70	80
8	DH	55	55
9	LH	45	45
10	LA	45	65
11	MIH	75	80
12	MIP	50	55
13	RH	70	70
14	RA	65	65
15	RG	40	50
16	RH	45	40
17	SHB	50	55
18	SZH	40	50
19	SS	45	45
20	UAP	60	65
21	WRH	65	70
22	WI	60	50
	TOTAL	1220	1305

Appendix 7

RESULT OF NORMALITY TEST IN PRE TEST

A. RESULT OF NORMALITY TEST OF EXPERIMENTAL CLASS (XI – IPA)

1. The score of X I IPA class in pre test from low score to hight score:

45	50	55	60	60	60	65	65	65	65
70	70	70	70	70	75	75	75	75	75
80	85								

2. High = 85

Low = 45

Range = Hight – Low

= 85 - 4

= 40

3. Total of Classes
$$= 1 + 3.3 \log (n)$$
$$= 1 + 3.3 \log (22)$$
$$= 1 + 3.3 (1.34)$$
$$= 1 + 4.442$$
$$= 5.42$$
$$= 5.42$$
$$= 6$$

4. Length of Classes $= \frac{range}{total\ of\ class} = \frac{40}{6} = 6.67 = 7$

5. Mean

Interval Class	f_i	x_i	f_{ix_i}	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$(f_{ix_i})^2$
45 – 51	2	48	96	-16.8	282.24	564.48
52 – 58	1	55	55	-9.8	96.04	96.04
59 – 65	7	62	62	-2.8	7.84	54.88
66 – 72	5	69	69	4.2	17.64	88.2
73 – 79	5	76	76	11.2	125.44	627.2
80 - 86	2	83	83	18.2	331.24	662.48

$i = 7$	22	-	1426	-	-	2093.28	

$$\bar{x} = \frac{\sum fixi}{\sum fi}$$

$$= \frac{1426}{22}$$

$$= 64.8 = 65$$

$$S = \sqrt{\frac{\sum fi\ xi - \bar{x}}{n}}$$

$$= \sqrt{\frac{2093.28}{22}}$$

$$= \sqrt{95.1}$$

$$= 9.75$$

Table of Normality Data Test with Chi Square Formula

Interval of Score	Real Upper Limit	$Z -$ Score	Limit of Large of the Area	Large of Z-Table	f_h	f_o	$(\frac{f_o - f_h}{f_h}$
$45 - 51$	44.5	-2.03	0.02169	-0.07341	-1.61	2	-2.24
$52 - 58$	51.5	-1.31	0.09510	-0.377	-8.294	1	0.99
$59 - 65$	58.5	-0.06	0.47210	0.4164	10.38	7	-0.32
$66 - 72$	65.5	0.04	0.0557	-0.3086	-6.78	5	-1.78
$73 - 79$	72.5	1.10	0.3643	-0.0206	-0.45	5	10.11
$80 - 86$	79.5	1.20	0.3849	0.0206	0.02	2	0.2
						X^2	6.97

Based on the table, the researcher found that x^2 count = 6.97, while x^2 = 11.070,

cause = x^2 count < x^2 table (6.97 < 11.070), with degree of fredom (dk) = 6-1 = 5

and significant level α =5% and significant level α = 5%. So, distribution of experimental class in pre-test was normal.

6. Median

No	Interval	F	FK
1	45 – 51	2	2
2	52 – 58	1	3
3	59 -65	7	10
4	66 – 72	5	15
5	73 – 79	5	20
6	80 – 86	2	22

Position of Me in the interval of classes is number 4, that:

$$Tb = 65.5$$
$$fk = 10$$
$$fm = 5$$
$$p = 7$$
$$n = 22$$
$$\tfrac{1}{2}\,n = 11$$

So: Me $= \dfrac{n}{2} = \dfrac{22}{2} = 11$

$$Me = Tb + \frac{\frac{n}{2} - fk}{fm}\, p$$

$$= 65.5 + \frac{\frac{22}{2} - 10}{5}\; 7$$

$$= 65.5\; \frac{11 - 10}{5}\; 7$$

$$= 65.5 + \frac{7}{5}$$

$$= 65.5 + 1.4 = 66.9$$

7. Modus

No	Interval	F
1	45 – 51	2
2	52 – 58	1
3	59 -65	7
4	66 – 72	5
5	73 – 79	5
6	80 – 86	2

$$M_o = Tb \left(\frac{d_1}{d_{1+d_2}}\right)$$

Tb $= 58.5$

$d_1 = 6$

$d_2 = 2$

p $= 7$

So, $M_o = Tb \left(\frac{d_1}{d_{1+d_2}}\right) p$

$$M_o = 58.5 \left(\frac{6}{6+2}\right) 7$$

$$= 58.5 + \left(\frac{42}{8}\right)$$

$$= 58.5 + 5.25$$

$$= 63.75$$

Appendix 8

B. RESULT OF THE NORMALITY TEST OF CONTROL CLASS XI (IPS)

1. The score of XI IPS class in pre test from low score to hight score:

40	40	40	45	45	45	50	50	50	55
55	60	60	60	60	60	65	65	65	70
70	75								

2. High = 75

Low = 40

Range = Hight – Low

= 75 - 40

= 35

3. Total of Classes = $1 + 3.3 \log (n)$

= $1 + 3.3 \log (22)$

= $1 + 3.3 (1.34)$

= $1 + 4.442$

= 5.42

= 5.42

= 6

4. Length of Classes = $\frac{range}{total\ of\ class} = \frac{35}{6} = 5.83 = 6$

5. Mean

Interval Class	f_i	x_i	$f_i x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$(f_i x_i)^2$
40 – 45	6	42	282	-9.7	94.09	564.54
46 – 51	3	48	144	-8.7	75.69	227.07
52 – 57	2	54	108	-2.7	7.29	14.58
58 – 63	5	60	300	3.3	10.89	54.45
64 – 69	3	66	198	9.3	86.49	259.47
70 - 75	3	72	216	15.3	237.15	711.45
$i = 6$	22	-	1248	-	-	1831.56

$$\bar{x} = \frac{\sum fixi}{\sum fi}$$

$$= \frac{1248}{22}$$

$$= 56,7 = 57$$

$$S = \sqrt{\frac{\sum fi\, xi - \bar{x}}{n}}$$

$$= \sqrt{\frac{1831.56}{22}}$$

$$= \sqrt{83.26}$$

$$= 9.12$$

Table of Normality Data Test with Chi Square Formula

Interval of Score	Class Limit	$Z-$ Score	Limit of Large of the Area	Large of Z-table	f_h	f_o	$(\frac{f_o - f_h}{f_h})$
40 – 45	39.5	-1.83	0.03362	-0.08738	-1.92	6	0.68
46 – 51	45.5	-1.17	0.12100	0.11496	2.52	3	0.19
52 – 57	51.5	-2.51	0.00604	-0.04966	-1.09	2	-0.83
58 – 63	57.5	0.14	0.0557	-0.2324	-5.11	5	0.02
64 – 69	63.5	0,80	0.2881	-0.1384	-3.04	3	0.01
70 -75	69.5	1.45	0.4265	-0.4265	-9.38	3	0.68
						X^2	0.75

Based on the table, the researcher found that x^2 count = 0.75, while x^2 = 11.070, cause = x^2 count < x^2 table (0.75 < 11.070), with degree of fredom (dk) = 6-1= 5 and significant level α =5% and significant level α = 5%. So, distribution of control class in pre-test was normal.

6. Median

No	Interval	F	FK
1	40 – 45	6	6
2	46 – 51	3	9
3	52 – 57	2	11
4	58 – 63	5	16
5	64 – 69	3	19
6	70 – 75	3	22

Position of Me in the interval of classes is number 3, that:

$$Tb = 51.5$$
$$fk = 9$$
$$fm = 2$$
$$p = 6$$
$$n = 22$$
$$\tfrac{1}{2}n = 11$$

So: $Me = \dfrac{n}{2} = \dfrac{22}{2} = 11$

$$Me = Tb + \frac{\frac{n}{2} - fk}{fm}\, p$$

$$= 51.5 + \frac{\frac{22}{2} - 9}{2}\, 6$$

$$= 51.5\, \frac{11 - 9}{2}\, 6$$

$$= 51.5 + \frac{12}{2}$$

$$= 51.5 + 6 = 57.5$$

7. Modus

No	Interval	F
1	40 – 45	2
2	46 – 51	1
3	52 – 57	7
4	58 – 63	5
5	64 – 69	5
6	70 – 75	2

$$M_o = \text{Tb} \left(\frac{d_1}{d_1+d_2}\right) p$$

Tb $= 39.5$

$d_1 = 6$

$d_2 = 3$

p $= 6$

So, $M_o = \text{Tb} \left(\frac{d_1}{d_1+d_2}\right) p$

$$M_o = 39.5 \left(\frac{6}{6+3}\right) 6$$

$$= 39.5 + \left(\frac{36}{9}\right)$$

$$= 39.5 + 4$$

$$= 43.5$$

Appendix 9

RESULT OF NORMALITY TEST IN POST TEST

A. RESULT OF NORMALITY TEST OF EXPERIMENTAL CLASS OF (XI IPA)

1. The score of XI IPA class in post-test from low score to high score:

55	65	70	70	70	75	75	75	75	75
75	75	80	80	80	80	85	85	90	90
90	90								

2. High $= 90$

Low $= 55$

Range $=$ Hight $-$ Low

$= 90 - 55$

$= 35$

3. Total of Classes $= 1 + 3.3 \log (n)$

$= 1 + 3.3 \log (22)$

$= 1 + 3.3 (1.34)$

$= 1 + 4.442$

$= 5.42$

$= 5.42$

$= 6$

4. Length of Classes $= \dfrac{range}{total\ of\ class} = \dfrac{35}{6} = 5.8 = 6$

5. Mean

Interval Class	f_i	x_i	f_{iX_i}	$x_i - \overline{x}$	$(x_{i-}\overline{x})^2$	$(f_{iX_i})^2$
$55 - 60$	1	57	57	-19.9	396.01	396.01
$61 - 66$	1	63	63	-13.9	193.21	193.21
$67 - 72$	3	69	207	-7.9	62.41	187.23
$73 - 78$	7	75	525	-1.9	3.61	25.27
$79 - 84$	5	81	405	4.1	16.81	84.05
$85 - 90$	5	87	435	10.1	102.01	510.05
$i = 6$	22	-	1692	-	-	1395.82

$$\bar{x} = \frac{\sum fixi}{\sum fi}$$

$$= \frac{1692}{22}$$

$$= 76.9$$

$$S = \sqrt{\frac{\sum fi\, xi - \bar{x}}{n}}$$

$$= \sqrt{\frac{1395.82}{22}}$$

$$= \sqrt{63.44}$$

$$= 7.96$$

Ta ble of Normality Data Test with Chi Square Formula

Interval of Score	Real Upper Limit	$Z - Score$	Limit of Large of the Area	Large of Z-Table	f_h	f_o	$(\frac{f_o - f_h}{f_h}$
55 – 60	54.5	-2.75	0.00298	-0.02032	-0.02	1	-49
61 – 66	60.5	-1.99	0.02330	-0.08419	-1.84	1	0.84
67 – 72	66.5	-1.24	0.10749	-0.20812	-4.57	3	0.34
73 – 78	72.5	-0.48	0.31561	0.21301	4.68	7	0.49
79 – 84	78.5	0.26	0.1026	-0.2412	-5.30	5	0.05
85 – 90	84.5	1.01	0.3438	-0.3438	-7.56	5	0.33
						X^2	-46.95

Based on the table, the researcher found that x^2 count = -46.95, while x^2 = 11.070,

cause = x^2 count < x^2 table (-46.95 < 11.070), with degree of fredom (dk) = 6-1= 5

and significant level α =5% and significant level α = 5%. So, distribution of experimental class in post-test was normal.

6. Median

No	Interval	F	FK
1	55 – 60	1	1
2	61 – 66	1	2
3	67 – 72	3	5
4	73 – 78	7	12
5	79 – 84	5	17
6	85 – 90	5	22

Position of Me in the interval of classes is number 4, that:

$$Tb = 72.5$$
$$fk = 5$$
$$fm = 7$$
$$p = 6$$
$$n = 22$$
$$\tfrac{1}{2}n = 11$$

So: Me $= \dfrac{n}{2} = \dfrac{22}{2} = 11$

$$Me = Tb + \frac{\frac{n}{2} - fk}{fm} \, p$$

$$= 72.5 + \frac{\frac{22}{2} - 5}{7} \, 6$$

$$= 72.5 \, \frac{11 - 5}{7} \, 6$$

$$= 51.5 + \frac{36}{7}$$

$$= 72.5 + 5.14 = 77.6$$

7. Modus

No	Interval	F
1	55 – 60	1
2	61 – 66	1
3	67 – 72	3
4	73 – 78	7
5	79 – 84	5
6	85 – 96	5

$$M_o = \text{Tb} \left(\frac{d_1}{d_1+d_2}\right) p$$

Tb $= 72.5$

$d_1 = 4$

$d_2 = 2$

p $= 6$

So, $M_o = \text{Tb} \left(\frac{d_1}{d_1+d_2}\right) p$

$$M_o = 72.5 \left(\frac{4}{4+2}\right) 6$$

$$= 72.5 + \left(\frac{20}{6}\right)$$

$$= 72.5 + 3.3$$

$$= 75.8$$

Appendix 10

B. RESULT OF NORMALITY TEST OF XI-IPS IN POST-TEST

1. The score of XI IPS class in post-test from low score to high score:

40	45	45	45	50	50	50	55	55	55
60	65	65	65	65	65	65	65	70	70
80	80								

2. High = 80
Low   = 40
Range = Hight – Low
= 80 - 40
= 40

3. Total of Classes   = 1 + 3.3 log (n)

= 1 + 3.3 log (22)

= 1 + 3.3 (1.34)

= 1 + 4.442

= 5.42

= 5.42

= 6

4. Length of Classes $= \dfrac{range}{total\ of\ class} = \dfrac{40}{6} = 6.67 = 7$

5. Mean

Interval Class	f_i	x_i	f_{ix_i}	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$(f_{ix_i})^2$
40 – 46	4	43	172	-15.4	237.16	948.62
47 – 52	3	50	150	-8.4	70.56	211.68
54 – 60	4	57	228	-1.4	1.96	7.84
61 – 67	7	63	441	4.6	21.16	148.12
67 – 74	2	70	140	11.6	134.56	269.12
75- 81	2	77	154	18.6	345.96	691.92
$i = 6$	22	-	1285	-	-	2277.3

$$\bar{x} = \frac{\sum fixi}{\sum fi}$$

$$= \frac{1285}{22}$$

$$= 58.4$$

$$S = \sqrt{\frac{\sum fi\, xi - \bar{x}}{n}}$$

$$= \sqrt{\frac{2277.3}{22}}$$

$$= \sqrt{103.51}$$

$$= 10.37$$

Table of Normality Data Test with Chi Square Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of Z-Table	f_h	f_o	$(\frac{f_o - f_h}{f_h}$
40 – 46	39.5	-1.81	0.03515	-0.09	-1.98	4	-1.02
47 – 53	46.5	-1.12	0.13136	-0.20	-4.4	3	0.31
54 – 60	53.5	-0.43	0.33360	0.23	5.06	4	-0.20
61 – 67	60.5	0.25	0.0987	-0.22	-4.84	7	-2.68
68 – 74	67.5	0.94	0.3264	-0.12	-2.64	2	0.24
75 – 81	74.5	1.63	0.4484	-0.44	-9.68	2	-7.68
						X^2	-11.03

Based on the table, the researcher found that x^2 count = -11.03, while x^2 = 11.070,

cause = x^2 count < x^2 table (-11.03 < 11.070), with degree of fredom (dk) = 6-1= 5

and significant level α =5% and significant level α = 5%. So, distribution of control class in post-test was normal.

6. Median

No	Interval	F	FK
1	40 – 46	4	4
2	47 – 53	3	7
3	54 – 60	4	11
4	61 – 66	7	18
5	67 – 73	2	20
6	74 – 80	2	22

Position of Me in the interval of classes is number 3, that:

$$Tb = 53.5$$
$$fk = 7$$
$$fm = 4$$
$$p = 7$$
$$n = 22$$
$$\tfrac{1}{2}n = 11$$

So: Me $= \dfrac{n}{2} = \dfrac{22}{2} = 11$

$$Me = Tb + \frac{\frac{n}{2} - fk}{fm} \, p$$

$$= 53.5 + \frac{\frac{22}{2} - 7}{4} \, 7$$

$$= 53.5 \, \frac{11 - 7}{4} \, 7$$

$$= 53.5 + \frac{28}{4}$$

$$= 53.5 + 7 = 60.5$$

7. Modus

No	Interval	F
1	40 – 46	4
2	47 – 53	3
3	54 – 60	4
4	61 – 66	7
5	67 – 73	2
6	74 – 80	2

$$M_o = \text{Tb} \left(\frac{d_1}{d_1+d_2}\right) p$$

Tb $= 60.5$

$d_1 = 3$

$d_2 = 5$

p $= 7$

So, $M_o = \text{Tb} \left(\frac{d_1}{d_1+d_2}\right) p$

$$M_o = 60.5 \left(\frac{3}{3+5}\right) 6$$

$$= 60.5 + \left(\frac{21}{8}\right)$$

$$= 60.5 + 2.6$$

$$= 63.1$$

Appendix 11

HOMOGENETY TEST (PRE-TEST)

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

A. Variant of the XI IPA class is:

No	Xi	Xi²
1	45	2025
2	50	2500
3	55	3025
4	60	3600
5	60	3600
6	60	3600
7	65	4225
8	65	4225
9	65	4225
10	65	4225
11	70	4900
12	70	4900
13	70	4900
14	70	4900
15	70	4900
16	75	5625
17	75	5625
18	75	5625
19	75	5625
20	75	5625
21	80	6400
22	85	7225
Total	1480	101500

n $\quad = 22$

$\sum xi \quad = 1480$

$\sum xi^2 = 101500$

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

$\quad = \dfrac{22(101500) - (1480)^2}{22(22-1)}$

$\quad = \dfrac{2233000 - 2190400}{22(21)}$

$\quad = \dfrac{42600}{462}$

$\quad = 92.20$

B. Variant of the XI-IPS class is:

No	Xi	Xi²
1	40	1600
2	40	1600
3	40	1600
4	45	2025
5	45	2025
6	45	2025
7	50	2500
8	50	2500
9	50	2500
10	55	3025
11	55	3055
12	60	3600
13	60	3600
14	60	3600
15	60	3600
16	60	3600
17	65	4225
18	65	4225
19	65	4225
20	70	4900
21	70	4900
22	75	5625
Total	1220	69100

$$n \quad = 22$$

$$\sum xi \quad = 1220$$

$$\sum xi^{\,2} = 69100$$

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

$$= \frac{22(69100) - (1220)^2}{22(22-1)}$$

$$= \frac{1520200 - 1488400}{22(21)}$$

$$= \frac{31800}{462}$$

$$= 68.83$$

After getting the variants of experimental class and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both class as follows:

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

So: $\quad F = \dfrac{92.20}{68.83}$

$$F = 1.31$$

After doing the calculation, researcher found that $F_{count} = 1.31$. It had been compered to F_{table} with $\alpha = 5\%$ and dk numerator and dominator were (n1 22 dk = 22-1 = 21 and n2 = 36 = 22-1= 21). From the distribution list F, the researcher found that $f_{table} = 4.32$. So, $f_{count} < f_{table}$ (1.31 < 4.32). It could be concluded that there is no difference variant between the experimental class (XI-B) and control class (XI-C). It means that the variant in pre-test is homogeneneous.

Appendix 12

HOMOGENEITY TEST (POST-TEST)

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

A. Variant of the XI-IPA class is:

No	Xi	Xi²
1	55	3025
2	65	4225
3	70	4900
4	70	4900
5	70	4900
6	75	5625
7	75	5625
8	75	5625
9	75	5625
10	75	5625
11	75	5625
12	75	5625
13	80	6400
14	80	6400
15	80	6400
16	80	6400
17	85	7225
18	85	7225
19	90	8100
20	90	8100
21	90	8100
22	90	8100
Total	1700	133775

n = 22

$\sum xi$ = 1700

$\sum xi^2$ = 133775

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

$= \dfrac{22(133775) - (1700)^2}{22(22-1)}$

$= \dfrac{2943050 - 2890000}{22(21)}$

$= \dfrac{53050}{462}$

= 114.05

B. Variant of the XI-IPS class is:

No	Xi	Xi²
1	40	1600
2	45	2025
3	45	2025
4	45	2025
5	50	2500
6	50	2500
7	50	2500
8	55	3025
9	55	3025
10	55	3025
11	60	3600
12	65	4225
13	65	4225
14	65	4225
15	65	4225
16	65	4225
17	65	4225
18	70	4900
19	70	4900
20	70	4900
21	80	6400
22	80	6400
Total	1305	80700

$$n \quad = 22$$

$$\sum xi \quad = 1305$$

$$\sum xi^2 = 80700$$

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

$$= \frac{22(80700) - (1305)^2}{22(22-1)}$$

$$= \frac{1775400 - 1703025}{22(21)}$$

$$= \frac{72375}{462}$$

$$= 156.65$$

After getting the variants of experimental class and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both class as follows:

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

So: $\quad F = \frac{156.65}{114.05}$

$$F = 1.37$$

After doing the calculation, researcher found that F_{count} = 1.37. It had been compered to F_{table} with a = 5% and dk numerator and dominator were (n1 22 dk = 22-1 = 21 and n2 = 36 = 22-1= 21). From the distribution list F, the researcher found that f_{table} = 4.32. So, $f_{count} < f_{table}$ (1.37 < 4.32). It could be concluded that there is no difference variant between the experimental class (XI- B) and control class (XI-C). It means that the variant in post-test is homogeneneous.

Appendix 13

T-test of Both Averages in Pre-Test

The researcher used the both averages to analyse the hypothesis stated that there is no difference between experimental class and control class in pre-test before doing treatment. To answer the hypothesis, the researcher used t-test formula, as follow:

$$T_t = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1-1)\,S_2^{\frac{1}{2}} + (n_2-1)S_2^{\frac{1}{2}}}{n_1+n_2-2}\right)\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

$$= \frac{64.8 - 56.7}{\sqrt{\left(\frac{(22-1)\,63.75 + (22-1)9.12}{22+22-2}\right)\left(\frac{1}{22}+\frac{1}{22}\right)}}$$

$$= \frac{8.1}{\sqrt{\left(\frac{(21)\,63.75 + (21)9.12}{42}\right)\left(\frac{2}{22}\right)}}$$

$$= \frac{8.1}{\sqrt{\left(\frac{(21)\,63.75 + (21)9.12}{42}\right)\left(\frac{2}{22}\right)}}$$

$$= \frac{8.1}{\sqrt{\left(\frac{1.33+191.5}{42}\right)(0.08)}}$$

$$= \frac{8.1}{\sqrt{\left(\frac{192,83}{42}\right)(0.08)}}$$

$$= \frac{8.1}{\sqrt{\left(\frac{1.33+191.5}{42}\right)(0.08)}}$$

$$= \frac{8.1}{\sqrt{\left(\frac{192.83}{42}\right)(0.08)}}$$

$$= \frac{8.1}{\sqrt{\frac{154.26}{42}}}$$

$$= \frac{8.1}{3.67}$$

$$= \frac{8.1}{19.15}$$

$$= 0.42$$

Based on the researcher calculation result of homogeneity test of the both averages, researcher found that $t_{count} = 0.42$ with opportunity (1-a) = 1-5% = 95 % and dk = n1 + n2 -2 = 22 + 22 − 2 = 42, t_{table} =1.681, cause $t_{count} < t_{table}$ (0.42 < 1.681). Caused $t_{count} < t_{table}$. So, H0 is accepted. It means no difference between the average of experimental class (XI IPA) control class (XI IPS) in pre-test.

Appendix 14

T-test of Both Averages in Post-Test

The researcher used the both averages to analyse the hypothesis stated that there is no difference between experimental class and control class in post-test after doing treatment. To answer the hypothesis, the researcher used t-test formula, as follow:

$$T_t = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1-1)\,S_{\frac{1}{2}} + (n_2-1)S_{\frac{1}{2}}}{n_1+n_2-2}\right)\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

$$= \frac{76.9 - 58.4}{\sqrt{\left(\frac{(22-1)\,76.9 + (22-1)\,58.4}{22+22-2}\right)\left(\frac{1}{22}+\frac{1}{22}\right)}}$$

$$= \frac{18.5}{\sqrt{\left(\frac{(21)\,76.9 + (21)\,58.4}{22+22-2}\right)\left(\frac{2}{22}\right)}}$$

$$= \frac{18.5}{\sqrt{\left(\frac{1614.9 + 1226.4}{42}\right)\left(\frac{2}{22}\right)}}$$

$$= \frac{18.5}{\sqrt{\left(\frac{2841.3}{42}\right)(0.09)}}$$

$$= \frac{18.5}{\sqrt{(67.65)(0.09)}}$$

$$= \frac{18.5}{\sqrt{6.09}}$$

$$= \frac{18.5}{6.0}$$

$$= 3.09$$

Based on the researcher calculation result of homogeneity test of the both averages, researcher found that $t_{count} = 3.08$ with opportunity (1- α) = 1-5% = 95

% and dk = n1 + n2 -2 = 22 + 22 − 2 = 42, t_{table} =1.681, cause $t_{count} < t_{table}$ (3.09 < 1.681). Caused $t_{count} < t_{table.}$ So, H0 is accepted. It means no difference between the average of experimental class (XI IPA) control class (XI IPS) in post-test.

Appendix 15

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RESEARCH DOCUMENTATION

</div>

Pre- Test in Experimental Class

Pre-Test In Control Class

Giving Treatment in Experimental Class

Giving Treatment in Experimental Class

Post- Test in Experimental Class

Post- Test in Control Class

APPENDIX 15

Chi-Square Table

Dk	Significant level					
	50%	**30%**	**20%**	**10%**	**5%**	**1%**
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779		13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510

-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Appendix 17

Titik Persentase Distribusi t (df = 1 – 40)

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Titik Persentase Distribusi t (df = 41 – 80)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

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Lamp : -
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Yth.
1. **Rayendriani Fahmei Lubis, M.Ag.**   **(Pembimbing I)**
2. **Yusni Sinaga, M.Hum.**   **(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 dibawah ini sebagai berikut:

Nama   : Siti Hamijah Siregar
NIM   : 18 203 00009
Program Studi : Tadris Bahasa Inggris
Judul Skrips   : The Effect of Using Scattergories Game Towards Students'
                 Vocabulary Mastery At Grade XI MAN LABUSEL

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan 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 diatas 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.
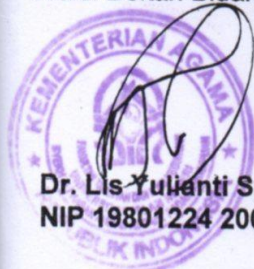
Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik   Ketua Program Studi
                                                    Tadris Bahasa Inggris

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Prihal   : **Izin Riset Skripsi**

12 Desember 2022

Yth. Kepala MAN Labusel
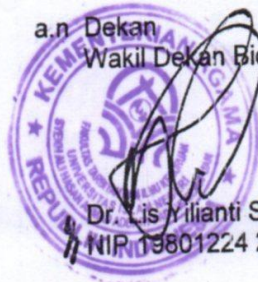
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Alamat	: Hutagodang

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul **"The Effect of Using Scattergories Game Towards Students' Vocabulary At Grade XI MAN Labusel"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

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

a.n Dekan
Wakil Dekan Bidang Akademik

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Nomor: B 005   Ma.02.38/PP.00.6/ 01 /2023

Kepala Sekolah MAN Labuhanbatu Selatan dengan ini menerangkan :

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NISN	: '1820300009
Program Studi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Alamat	: Hutagodang

Benar telah mengadakan penelitian (Riset) di MAN Labuhanbatu Selatan pada tanggal 13 Desember 2022 s/d   05 Januari 2023 dengan judul THE EFFECTIVENESS OF USING SCATTERGORIES GAME TOWARDS STUDENTS VOCABULARY AT GRADE XI MAN LABUHANBATU SELATAN .

Demikian Surat keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Hutagodang, 05 Januari 2023
Kepala

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