"Vocabulary Enrichment Using Anagram Game for Supporting Students' Writing Skill of Descriptive Text"

A THESIS

Submitted in Partial Fulfillment of the Requirement for Gainingthe Degree of Bachelor of Education

in English Language Education

By

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EDUCATION AND TEACHER TRAINING FACULTY

WALISONGO STATE ISLAMIC UNIVERSITY

SEMARANG

2020

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To

The Dean of Education and Teacher Training Faculty

State Islamic University of Walisongo

Assalamualaikum Wr. Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

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ABSTRACT

Title : **Vocabulary Enrichment using Anagram Game for Supporting Students'Writing Skill of Descriptive Text**

Writer : Nur Khasanah

Student Number : 1503046044

Study Program : English Education Education

Keywords:Anagram Game, Descriptive Text,Vocabulary Enrichhment, Writing Skill

This study discusses the use of *Anagram Game* to support student's writing skill, an experimental study of the seventh grade of SMP IT Miftahul Ulum Ungaran in the academic year of 2019/2020. This study aimed to explain the effectiveness of using Anagram Game for vocabulary enrichment to support students' writing skill. This research is a quantitative research. The research was the experimental design with the treatments held in 2 meetings for each experimental and control class.

The population of this research consisted of 58 students'. The writer took two classes randomly, consisting of the experimental and the control class. VII A which consisted of 29 students as the experimental class, and VII B which consisted of 29 students as the control class. In collecting the data, the writer used pretest and post-test. After being tried out, the instrument was used for the pre-test.After giving the post-test, then the researcher analyzed the data. From the data analysis, it was found that the result of the average of *Experimental Class* was 74.8 and for *Control Class* was 62.8. It can be concluded that observed of *experimental Class*is more higher than observed of*Control Class*. So, the use of Anagram Game is an effective to enrich vocabulary for support students' writing skill.

MOTTO

Be grateful and sincere is an invaluable wealth

-Nur Khasanah-

DEDICATION

In the name of Allah the beneficent and the merciful. This thesis is
dedicated to:

My beloved father, beloved stepfather and mother

(Mr.Arwan Ardiyanto, Amat Romdhoni and Mrs.Suniyati)

My beloved Sisters

(Umi Shoghiroh)

All of my family members.

**All of my teachers who has educated and taught me with
greatsincerity**.

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Alhamdulillahirobbil 'alamin, First and foremost I wish totake the opportunity to express my greatest gratitude to the AlmightyGod is Allah SWT, for giving the strength, health, kindness andblessing us until this thesis can be finished. Second, Shalawat andSalam are given to our beloved prophet Rasulullah Muhammad SAW.As an ordinary human, I realize that I cannot complete thisfinal project without help, support, cooperation, and encouragementfrom a lot of people. Therefore, the researcher would like to expressthe deepest gratitude to:

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2. Sayyidatul Fadhilah S.Pd I, M.Pd. as the Head of the English Department of Education and Teacher Training Faculty UIN Walisongo Semarang.

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beloved sisters (Umi Shoghiroh). Thank you so much for the great patience, motivation, love, and affection of your prayer is my successfulness.

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7. All of my classmates in PBI B 2015 that I can't mention the name one by one and All of the seventh grade students of SMP IT Miftahul Ulum Ungaran, thank you very much for your support, motivation and give me contribution in finishing my thesis.

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9. Last but not least, those who cannot be mentioned one by one have supported, gave motivation and pray to the researcher to finish this thesis.

Finally, The researcher realizes that this thesis is still far fromcompleteness, so the researcher expects this thesis be useful,especially for the researcher and generally for the readers.

Semarang,   April 2020

The researcher

Nur Khasanah

NIM. 1503046044

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CHAPTER I
INTRODUCTION

This chapter highlights the introduction of the thesis. To reach this goal, the chapter explores some matters including the background of the research, research question, objective of the research, and significance of the research for certain agents like students, teachers, and researchers. This chapter describes the important subject which is the scope of the research.

A. Background of the Research

Allah creates human in the world with various nations, ethnics, and customs. Even so the language, one country and another country have different language.The presence of language is one of the signs of Allah as the creator. As Allah stated in verse Ar-Rum 22:[1]

وَمِنْ أَيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِيذَلِكَ لَآيَاتٍ لِلْعَالِمِينَ

"And among His Signs is the creation of the heavens and the earth, and the variations in your languages and your colors: verily in that are Signs for those who know."

"the variations in languages and colors may be viewed from the geographical aspect or from the aspect of periods of

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[1]Ali Yusuf, *The Holy Qur'an: Text, Translation, and Commentary*, (USA: Amana Corp., 1983), p. 1056.

time. All mankind were created of a single pair of parents; yet they have spread to different countries and climates and developed different languages and different shades complexions. And yet their basic unity remains unaltered. They feel in the same way, and are equally under God's care. Then there are the variations in time. Old languages die out and new ones are evolved. New conditions of life and thought are constantly evolving new words and expressions,new syntactical structures, and new modes of pronunciation. Even old races die, and new races are born".[2]

In surah above, Allah shows us the signs of His authority through differences of tongue. Tongue means a language. There are no people who have the same language in the world. It is influenced by the location. People who live in difference location have difference language. They have to cooperate with one another to complete the necessities in their life.

Language is one of the most important things in communication, and it is used as a tool for communication among people in all over the world. Language is defined as a system of arbitrary vocal symbols used for human to communicate each other.[3] It means language as a tool of communication in the society. It is used to express ideas, opinions and feelings.

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[2] Ali, Abdullah Yusuf, *The Holy Qur'an* (Text, Translation and Commentary), (New Delhi: Goodword Books, 2003), P.1056.

[3] Ronald Wardhaugh, *Introduction to Linguistic,* (University of Michigan: Mc Graw Hill book company, 1972), p. 3

There are many components in English that must be mastered by the learners, such as vocabulary, spelling, pronunciation, grammar, etc in which the students are expected to master all of them. The main element to master English skill is vocabulary, and the key of mastering English skill is vocabulary. Vocabulary is the knowledge of words and word meanings. Vocabulary is one of the language aspects that very important for English communication. Communication is often defined as the ability to speak, but wider than the communication of language and speech. Therefore, it is necessary explained in the definition of communication. It not only implies a definition but also implies how that fits into the world. In addition, vocabulary is list of words with their meaning especially in a book for learning a foreign language (Oxford, 2008). It refers to the stock of words used by group of people or by a particular person. Humans need an organized medium of communication in any given social setup. This medium is generally referred to as language.[4]

Vocabulary is one of basic knowledge in English learning. It is important aspect to learn when someone learns a language. Hiebert & Kamil argue that generally vocabulary is the knowledge of meaning of words. Vocabulary is used to express ideas, feeling or think or information to people clearly. In other word vocabulary is important in doing communication both of spoken

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[4] Annury Nafi.2017. Promoting Multilingualism in the Classroom: A Case Study of ELT Program.*Vision Journal*. VOL.6, NO.1, 80-88

and written. Vocabulary is basic element of learning English. This is an important factor in reading, listening, writing, and speaking. It represents complex and often multiple meanings. Furthermore, these complexes, multiple meaning of words need to be understood in the context of other words.

In this case, I modify learning vocabulary with a game, namely anagram game. Using anagram, students can learn and can understand vocabulary easily. Anagram is a type of word play. The reason of use game is to make them interested in mastering vocabulary in interesting way. According to maimunah from barus, Anagram is a good technique in teaching vocabulary. Anagram is the first type of word game popular in Europe during the middle ages. Anagram art created by the Greek poet Lycophron. Before the era of computerization, anagram built using pen and paper from a combination of letters and experiment with variations.

Based on the observation, this research for young learners conducted in SMP IT Miftahul Ulum Ungaran at the seventhgrade student, the researcher finds many problems faced by the students which were related to vocabulary. Most of them were unable to fulfill the requirement. This condition appeared in several indicators. One of them was caused by the teachers since they never use certain method or media to make the students interested in vocabulary. In addition, there was no variation in the teaching of vocabulary. Most teachers still use conventional method

(lecturing, explaining, drilling, etc) in teaching vocabulary. Undoubtedly, this method doesn't engage students actively. Even they feel bored and do not understand the learning process.

Based on the Revised 2013 National Curriculum for Junior High School, especially for seventh grade, it discusses one of genre texts namely descriptive text. Descriptive text is a text to describe something such as animal, person, things, place, and many others. In thismaterials, students sometimes feel difficult to describe something. They feel difficult to express their ideas in the vocabulary. The problems might come from their lack of vocabulary and low understanding grammatical structure. They also do not know about generic structure and language features of descriptive text.

In this case, the researcher modified learning vocabulary in descriptive text through a game, namely anagram game. Using anagram, students can learn and can understand vocabulary easily. Anagram is a type of word play.An anagram is a word or phrase formed by rearranging the letters of a different word or phrase, typically using all the original letters exactly once. For example, the word anagram can be rearranged into anagram, or the word binary into brainy.The original word or phrase is known as the subject of the anagram. Any word or phrase that exactly reproduces the letters in another order is an anagram. Someone who creates anagrams may be called an "anagrammatist", and the goal of a serious or skilled anagrammatist is to produce anagrams

that reflect or comment on their subject.[5]Anagram is a type of word play. Anagram is a good technique in teaching vocabulary.[6] The researcher chooses modifying to write descriptive text using anagram game because anagram can motivate students of **SMP IT Miftahul Ulum Ungaran** and make them interested in learning vocabulary in descriptive text for junior high school.

B. Research Question

Based on the background of the study above, the problems of the study are as follows:

How is the effectiveness of Using Anagram Game for Vocabulary Enrichment to Support Student's Writing Skill of Descriptive Text at the Seventh grade of SMP IT Miftahul Ulum Ungaran in the Academic Year of 2019/2020?

C. Objective of the Study

Based on the research question above, this particular study is aimed:

To explain the effectiveness of Using Anagram Game for Vocabulary Enrichment to Support Student's Writing Skill of

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[5]https://en.wikipedia.org/wiki/Anagram#cite_note-1.accesson28january2019

[6]RosadiAhdian. (2017). The Effectiveness of Anagram Technique in Teaching Vocabulary. *Voices of English Language Education Society*; Vol. 1, No. 1. E-ISSN 2579-7484. P. 44

Descriptive Text at the seventh grade of SMP IT MiftahulUlumUngaran in the Academic Year of 2019/2020.

D. Scope of the Research

The scopes of the study are limited to the subject and object investigated.

1. Subject

The subject of this study at the seventh grade of **SMP IT Miftahul Ulum Ungaran** in the academic year of 2019/2020.

2. Object

The object of this study is the effect of using *Anagram Game* towards student vocabulary.

E. Significance of the Study

The significances of the study is expected that the result of the study will give some beneficial inputs for the following :

1) For the Teacher

The result of this study is expected to be able to widen the skill of teachers in using *Anagram Game* in order to improve students' vocabulary skill. Through this research, the researcher will help the teacher solve the problem in vocabulary class. The research is expected to encourage the teachers to develop their creativity to improve teaching learning process. The teaching learning process works effectively if the students are interested and they get involved

actively in it. They can use the Anagram as a media in teaching learning process.

2) For the Students

This research will enrich the students' vocabulary. They will know to vocabulary well. By using Anagram, the students will be enthusiastic and active in learning vocabulary. They also feel comfortable because they can develop their creativity. The students also can improve their skill in organizing the ideas.

3) For other Researchers

The result of this research is expected to be useful for other researchers as a reference to conduct further research with different or same research design. It provides understanding toward enrich vocabulary using anagram game for support students' writing skill. They can use this research to develop in skill, such as writing, speaking, reading, and listening.

F.   **Schedule of the Study**

The schedule of the research had been conducted since 10 February-19 February 2020.

- **10 February 2020**: Meeting with the students of experimental class (PRE-TEST)
  -First time: Pre-Test of Experimental Class
  -Second time: Treatment
- **12 February 2020:** Meeting with the students of control class (PRE-TEST)
  -First time: Pre-Test of Control Class
  -Second time: Treatment
- **17 February 2020:** Meeting with the students of experimental class (POST-TEST)
  -First time: Doing Exercise of Experimental Class
  -Second time: Post-Test of Experimental Class
- **19 February 2020:** Meeting with the students of control class (POST-TEST)
  -First time: Doing Exercise of Control Class
  -Second time: Post-Test of Control Class

CHAPTER II
REVIEW OFRELATED LITERATURE

In this chapter, the researcher discusses some theories related to the research. They are previous research, literature review, and hypotheses.

A. Review of Previous Research

Before doing this study, the researcher considers five previous pieces of research to give an overview and guideline in arranging this study,

The First previous related study that was conducted by Rosadi Ahdian. The journal entitled *"The Effectiveness of Using Anagram Technique in Teaching Vocabulary Voice of English Education Society"* Vol. 1, No 1. E-ISSN 2579-7484. This previous study was aimed at finding out the effectiveness of anagram technique in teaching vocabulary. This study pre-experimental design. The advantages of using Anagram are: 1) Increasing students English Vocabulary, 2) Helping students to strengthen their memory, 3) Training students to be patient in learning Anagram, 4) Training students control their emotion.[7] From the explanation about that international journal above, the researcher found similarity and difference with this present study.

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[7] Rosadi Ahdian. 2017. The Effectiveness of Anagram Technique in Teaching Vocabulary. *Voices of English Language Education Society*; Vol. 1, No. 1. E-ISSN 2579-7484

The similarity and difference are with my current study. The previous study used pre-experimental while my present study using experimental. Beside, both my preset study and previous study has similarity. The similarity focuses on teaching vocabulary using Anagram game. Evaluation of this study is that this study should more improve in time and this study should be continued again, because by using anagram game can improved their vocabulary class for students.

The Second previous related study that was conducted by Muhamad Arrofi Rahman. The journal entitled "*The Effectiveness of Anagram on Students' Vocabulary Size*".[8]This research was aimed at measuring the effect of anagram on the students' vocabulary size at the eighth grade of MTS Islamiyah Palangka Raya. The research included in quantitative approach with Quasy Experimental Design. The population of study was the eight grade at MTS Islamiyah Palangka Raya which consisted of four classes. The writer took the sample of two classes are VIII-B as control group and VIII-A as experimental group. From the explanation about that international journal above, the researcher found similarity and difference with this present study.

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[8] Muhamad Arrofi Rahman, "The Effectiveness of Anagram on Students' Vocabulary Size", *Proceeding of International Conference: Role International Languages Toward Global Education System*, June 2016, pp. 129-139

The similarity is on the implementation of anagram game during teaching learning process. However, differences between this journal and this present study. That journal focused on implementation of anagram game on students' vocabulary size. On the other hand, the present study focuses on implementation of anagram game to enrich vocabulary for supporting students' writing skill.

The Third previous related study that was conducted by SitiNurjanah (1113014000041) Department Of English Education Faculty Of Educational Sciences SyarifHidayatullah State Islamic University Jakarta 2018, *(The Effect Of Anagram Technique On Students' Vocabulary (A Quasi- Experimental Research Of The Eighth Grade Students At Mtsn 13 Jakarta On The Academic Year 2017/2018).[9]* The aims of the study are to get the empirical evidence of the effectiveness of Anagram technique on students' vocabulary. The advantages of using anagram game are1) Increasing students English Vocabulary. 2) Helping students to strengthen their memory. 3) Training students to be patient in learning Anagram. 4) Training students to control their emotion.And the disadvantages of using Anagram game are: 1) Discipline issues, learners may get excessively noisy. 2) Straying

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[9]Siti Nurjanah. 2018. *The Effect Of Anagram Technique On Students' Vocabulary (A Quasi- Experimental Research Of The Eighth Grade Students At Mtsn 13 Jakarta On The Academic Year 2017/2018.*Jakarta.SyarifHidayatullah State Islamic University Jakarta.p.1

away from the basic purpose of the game-play activity, perhaps, due to inadequate rules instruction, resulting in playing too much and the lack of learning. 3) If games are already familiar or boring, students might not get equally involved. 4) Some learners, especially teenagers, may find games unnecessary and childish. The researcher used was a quantitative method. The design of this research was quasi-experimental.. The difference is the previous focus on student vocabulary while my current study focuses on teaching writing. The similarity is regarding on the use of game program and improve students' writing skills.

The Fourth previous study was the journal of Melia Sesrica, Jismulatif and Afrianto. The journal entitled "*The Effect Of Using Pictures In Teaching Writing Descriptive Text For The Second Year Students Of SMPN 1 Siak Hulu in the Academic Year 2016/2017*".[10]This previous study was aimed at find out whether there is a significant effect of using pictures in teaching writing descriptive text of the second year students of SMPN 1 Siak Hulu in the Academic Year 2016/2017 in writing descriptive text.The Advantages of using Pictures there are *:* 1) Picture can motivate the student in teaching and learning process . 2)Picture are very simple and do not take a lot of time to find it. 3) Picture speaks a thousand words. 4) Picture are inspiring students in their

[10]MeliaSesrica, Jismulatif, Afrianto.2016.*The Effect Of Using Pictures In Teaching Writing Descriptive Text For The Second Year Students Of Smpn 1 SiakHulu.*Riau.

learning.The Disadvantages of using Pictures there are : 1) Students pay attention on the picture more than on learning process. 2) Pictures also need to be visible especially if they are being shown to the whole class they need to be big enough for everyone to see.The researcher used pre-experimental research conducted by using a pre-test – treatment – post-test design. This research used one group pretest-posttest design. The instrument used in this research was tests (pretest and posttest).This previous study actually has similarities and differences with my current study. The previous study focused on using pictures while my current study focuses on using anagram game. Beside, both my current study and previous study has similarity. The similarity is regarding on the Teaching Writing Descriptive Text.

The Fifth previous related study that was conducted by Ersih Lesnussa, Hanapi, RikiBugis and Nanik Handayani UniversitasIqra Buru. The journal entitled "*The Use of Pictures in Teaching Descriptive Text to Improve Students' Writing Skill".[11]* This previous study was aimed to measure the use of picture in teaching descriptive text in improving the students' writing skill at seventh grade of SMP Negeri Karang Jaya, and students' motivation in learning descriptive text through the pictures. Many advantages can be taken from this study. It can motivate students

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[11]ErsihLesnussa, HanapiHanapi, RikiBugis and NanikHandayani.2018.*The Use of Pictures in Teaching Descriptive Text to Improve Students' Writing Skill.*Universitas Iqra Buru.p.1

in teaching and learning process and not time-consuming. Besides, picture inspires students in their learning since it speaks thousand words. However, using pictures in teaching writing also results many disadvantages. Somehow, students more pay attention on the picture than on learning process. In addition, using pictures is rather risky since it needs to be visible especially if they are being shown to the whole class. From the explanation about that journal above, the researcher found similarity and difference with this present study.

This previous study actually has similarities and differences with my present study. The previous study focused on using pictures while my present study focuses on using anagram game. Beside, both my present study and previous study has similarity. In the view of researcher, this study should improve the quantity of time so that not only focused on picture but also on learning process.

B. Literature Review

1. Vocabulary

a. The Definition of Vocabulary

Vocabulary is the knowledge of words and word meanings.[12] Vocabulary is one of the language aspects

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[12]Ubaidah Ida Hidayati, The Use of Think, Share Learning Method To Improve Vocabulary Mastery Of The Second Class Student of SMK Muhammadiyah Salatiga in academic year 2011/2012, *Vision Journal,*Volume 6 number 2, 2017

that very important for English communication. It doesn't only imply a definition but also implies how are it fits into the word. In addition, vocabulary does list of words with their meaning especially in a book for learning a foreign language (Oxford, 2008). It refers to the stock of words used by group of people or by a particular person.[13] Vocabulary is one of basic knowledge in English learning. It is important aspect to learn when someone learns a language. Hiebert & Kamil (2005:3) state that generally vocabulary is the knowledge of meaning of words. Vocabulary used to express ideas, feeling or think or information to people clearly. In other words vocabulary is important in doing communication both of spoken and written. Vocabulary is basic element of learning English. This is an important factor in reading, listening, writing, and speaking.[14] It represents complex and, often, multiple meaning. Furthermore, these complexes, multiple

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[13]Rosadi Ahdian. (2017). The Effectiveness of Anagram Technique in Teaching Vocabulary. *Voices of English Language Education Society*; Vol. 1, No. 1. E-ISSN 2579-7484. Page 41-50

[14] Sondang Manik, May Christiani. (2016). Teaching Vocabulary Using Matching Word On Computerassisted, Language Learning.*International Journal of English Language Teaching* Vol. 4, No.7, pp.1-26

meaning of words need to be understood in the context of other words.[15]

b. **How important vocabulary is in for writing**

After we discuss the definition of vocabulary, now we discuss about how important vocabulary is in writing. There are several important vocabularies in writing, namely:How important is the vocabulary for writing, namely:1) Can choose more descriptive words to help the reader, and can imagine what is described in the descriptive text.[16] 2) Can adjust the writing for the audience (for example, simpler words for children and more complex words for students). And 3) Can create more variations of paragraphs and sentences with vocabulary words that make the reader interested.So, it can be concluded that how important vocabulary is in writing there are 3, can choose more descriptive words to help the reader, can adjust the writing for the reader, and can further create paragraph variations.

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[15]Insan BaraRosada.(2016). Improving Vocabulary Mastery By Using Anagram Game At The First Grade. *Undergraduate Thesis*in English Education Department Islamic Education And Teacher Training Faculty State Islamic InstituteOf Surakarta.Page 27

[16]https://www.time4writing.com/articles-about-writing/vocabulary/on 27 January 2020

2. **Descriptive Text**

   a. **Definition of Descriptive Text**

   Descriptive text is a text to describe someone, something, place, or animal. It highlights special one, thing or an animal. It also gives some information about someone, something, the place clearly and carefully and sometimes it can be visualized. Descriptive text usually has the structure:[17]

   1) Identification: introducing subjects or things which will be described.

   2) Description: informing characteristics of the subjects, for example, psychological, behavioral, physical features, and quality.

   Descriptive texts always use precise language :Specific nouns, for example, father, school, my dog, etc. 2) Simple present tense. 3) Detailed noun phrase, for example, an intelligent, tall student, a big large beautiful wooden house. 4) Descriptive adjectives, numbering, classifying, for example, three tall buildings, sharp white fang. 5) Rational process means using verbs which describe the situation of the participant and signal the ownership. For examples, my car has four

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   [17]FadhilahMa'rifatul.(2017). The Effectiveness of Written 'Peer Review' Towards English 3 Students' Writing Skill. *Vision Journal* Vol 6No,1 47-66

doors, and my father is handsome. 6) Figurative language means using figurative language. Simile and metaphor are functioned as ways of giving a comparative illustration. For examples, my throat is as dry as a dessert, and her skin is white as cloud and smooth as water.

b. **Generic Structure of Descriptive Text**

Descriptive text has a generic structure, there are:

1) Identification: The identification identifies the phenomenon to be described.

2) Description: The description describes parts, qualities, and characteristics of the person, place or thing to be describe. Therefore descriptive text has identification and description as generic structure. The writer can describe picture, place, human, or thing the other.

c. **Language Features of Descriptive Text**

Language features of descriptive text according to Sudarti &Grace are as follow: 1) Using simple present: Simple present tense is the activity happen in daily life, and the habitual activity. 2) Using linking verb 3) Using adjective and compound adjectives 4) Using degree of comparison

3. **Writing**

   a. **The Definition of Writing**

   Writing is one of language skill in English. There are some definitions of writing offered by many experts. Nation says that "writing is an activity that can usefully be prepared for by work in the other skills of listening speaking and reading". According to Oshima and Hogue "writing is a kind of writing that we use in high school and collages class". While Nordquist says *"Writing is really a process of communication".* It means that a written language should be understandable the reader because it cannot directly as for many more information or delivering the message. Vocabulary and grammar are some aspects that writer should be considered be writing to make the reader understand about the information. In the fact, the students find difficulties when they are writing because poor vocabulary, used the good structure. In addition, Hasibuan say *"writing is both process and product"* it means the writer should use good grammar and vocabulary in making a good writing.[18]

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[18]HelviraYenita,FatimahTanjung, Adzanil Prima Septy.2016.Teaching Writing Descriptive text by Using Collaborative Technique**.**StafPengajarJurusan Pendidikan Bahasa Inggris FKIP Universitas Bung Hatta *Undergraduate Thesis* in English DepartmentThe Faculty of Teacher Training and Education Bung Hatta University.p 2

b. **The Process of Writing**

According Harmer there are four process of writing, namely:

First, planningis experiences writers plan what they are going to write. In this step, the writer can choose one topic and then gather the ideas to explain the topic.[19] Second, drafting is a process that the writer a rough draft using outlines as a guide.The writers just write down on a paper what the ideas that she or he gets from her or his mind without attending to grammar, spelling, or punctuation. Third, Editing is the writers have produce the draft then, usually, read trough what they have written to see it works and where it doesn't. The last, final draft is the writers revise their work and write on the paper.

c. **The Purpose of Writing**

In addition to definitions and processes, writing also has several objectives. Writing has some purposes, Nunan (2015:78) argues that the purpose of writing there are: first, to provide a more-or-less permanent record of some events. Secondly, to communicate with someone

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[19]HelviraYenita,FatimahTanjung, Adzanil Prima Septy.2016.Teaching Writing Descriptive Text By Using Collaborative Technique.StafPengajarJurusan Pendidikan Bahasa Inggris FKIP Universitas Bung Hatta *Undergraduate Thesis* in English DepartmentThe Faculty of Teacher Training and Education Bung Hatta University.p 3

else who is distant in time and space by means of letters, postcards, or emails. Thirdly, to entertain or instruct through creative literature such as stories, novels, and poems. Fourth, to present complex arguments that would be beyond the spoken word in the form of essays, journal articles, and so on. And the last is to remind ourselves of things we need to do: shopping lists, notes in a weekly planner.[20]

So, the purpose of writing is to provide a more or less permanent record of some events, to communicate with someone else who is distant in time, to entertain or instruct through creative literature such as stories, novel, and poems, to present complex argument that would be beyond the spoken word in the form of essays, journal article, and so on, and then to remind ourselves of thing we need to do, like shopping list and notes in a weekly planner.

d. **Game**

1. **Definition of Game**

Games are regarded as very useful and important strategy to stimulate language acquisition. They are defined as a form of play concerning competition, rules and fun. So, teachers should use

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[20]Nunan David.2015. *Teaching English to Speakers of Other Languages at: An Introduction.* Newyork and London: Routledge.

games in teaching to attract students' attention, decrease students' stress and give them the opportunity to communicate effectively.[21]

2. **Advantage and Disadvantage of Game**

The advantages of using game are as follow: 1) it makes the teaching and learning activity become enjoyable and fun activities with a set of creative rule or term. 2) Games can increase student motivations, and student creativities. 3) Games can increase the student interest in learning process. Finally, we can conclude that games are appropriate and suitable to be used by the teacher and the students in teaching and learning process.[22]

While, the disadvantages of using game are: 1) Discipline issues, learners may get more noisy. 2) Straying away from the basic purpose of the game-play activity, perhaps, due to inadequate rules instruction, resulting in playing too much and the lack of learning. 3) If games are already familiar or boring, students might not get equally involved. 4) Some

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[21]HusamRushdi Ishtawi.2011. *The Effects of Game Strategy on the Learning of English Grammar for the Twelfth Grade Students.* The Islamic University of Gaza Deanery of Graduate Studies Faculty of Education Curriculum & English Teaching Methods Department. P.42

[22]Boyle, *Teaching Toolkit: an Introduction to Games Based Leaning*, UcdTeachingand Learning Resource, Available At Http//Www.Ucd.Ie/Teaching/ Accessed On 9th August 2018,at 10.30

learners, especially teenagers, may find games unnecessary and childish.[23]

Based on these statements, games also have some solutions that can apply when we are using the games. Here are some solutions to solve the problems above: 1) The teacher should manage the game rules and less noisy. 2) The teacher should use the game that appropriate in the learning process. 3) The teacher should use the game that unfamiliar for the students. 4) The teacher should use the game that fun and enjoy for all of the students.

4. Anagram

1. Definition of Anagram

An anagram is a word or phrase formed by rearranging the letters of a different word or phrase, typically using all the original letters exactly once. For example, the word anagram can be rearranged into anagram, or the word binary into brainy. The original word or phrase is known as the subject of the anagram. Any word or phrase that exactly reproduces the letters in

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[23]Miljana K. Stojkoviĥ, Danica M. Jerotijeviĥ, 2011, Reasons for Using or Avoiding Gamesin an EFL Classroom,*1st International Conference Foreign Language Teaching and AppliedLinguistics*, May 5-7 2011, Sarajev, Available atHttp://Eprints.Ibu.Edu.Ba/559/1/FLTAL%202011%20Proceed%C4%B1ngs%20Book_1_P940-P947.Pdf,accessed on 09th August 2018, at 10.30 am.

another order is an anagram. Someone who creates anagrams may be called an "anagrammatist", and the goal of a serious or skilled anagrammatist is to produce anagrams that reflect or comment on their subject.[24]Anagram is a type of word play. Anagram is a good technique in teaching vocabulary.[25] There are many ways in applying anagram to the students, such as:

a. The students form other word from the key word given. For example:

1) Grandmother = mother, other, her, ear, etc
2) Learning = earn, lean, liar, etc
3) Reader = dear, read, ear, red, etc
4) Handsome = dome, hand, some, name, etc
5) Weather = her, tea, hat, eat, etc

b. The students rearrange the letters in bracket after that fill in each blank with the appropriate anagram to complete the sentence. For example:

1) Please speak loudly, so I can hear your voice
2) You are very beautiful wearing that gown
3) My English teacher is very friendly

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[24]https://en.wikipedia.org/wiki/Anagram#cite_note-1.accesson28january2019

[25]RosadiAhdian. (2017). The Effectiveness of Anagram Technique in Teaching Vocabulary. *Voices of English Language Education Society*; Vol. 1, No. 1. E-ISSN 2579-7484. Page 44

4) The teachers will punish us if we don't do our homework

5) My school is in front of my house

c. The students match the scramble word on the left to its arrangement on the right

Anagram games can awaken the children creativity. Anagram is the first type of word game popular in Europe during the middle ages. Anagram art created by the Greek poet Lycophron. Before the era of computerization, Anagram built using was pen and paper from a combination of letters and experiment with variations.

2. **The Advantages of using Anagram for Enrichment Vocabulary**

The effectiveness of using anagram game there are:

a. The students are aware of the differences between words

In English, there are some words that are close enough. It means that some words have the same spelling, same pronunciation or even same stressed syllable but they share different meaning. Some English learners are facing the same difficulty to differ words in the same spelling, the same pronunciation or the same stressed syllable with different meaning. By using anagrams game as

teaching vocabulary, the students have the opportunity to understand each word carefully.

b. The students understand deeply about the words and their meaning in order to master vocabulary. They should understand deeply the words. It means that the students are able to classify the words based on the context and the meaning. In order to be able to understand the words in the context, the students should be able to at least generalize the concept of words by using anagram game as the teaching media to teach vocabulary.

C. Conceptual Framework

Before doing this research, I consider that vocabulary bank of students in junior high school is still low. Therefore, the researcher conducted this research in order to enrich students' vocabulary. One of the reasons is because most teachers still use conventional method (lecturing, explaining, drilling, etc), so the researcher try to used game namely anagram game. The effectiveness by using anagram is the students are enrich their vocabulary, aware of the differences between words, and the students deeply understand about the words and their meaning in order to master vocabulary. The other effectiveness of using anagram game is that students can improve their writing skill.

After all, the method in using anagram game in teaching vocabulary can enrich their vocabulary and improve their writing skill.

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┌─────────────────────────────────────┐
│ Vocabulary bank of students in       │
│ junior high school is still low      │
└─────────────────────────────────────┘
                │
                ▼
      ┌───────────────────────────┐
      │ Enrich students' vocabulary │
      └───────────────────────────┘
          ╱                ╲
         ▼                  ▼
┌──────────────────────┐  ┌──────────────────────────┐
│ Using    conventional │  │ Using game namely anagram │
│ method     (lecturing, │  │ game                      │
│ explaining, drilling, etc) │ │                       │
└──────────────────────┘  └──────────────────────────┘
         │                          │
         ▼                          ▼
┌──────────────────────┐  ┌──────────────────────────┐
│ The other effectiveness of │ │ The effectiveness by using │
│ using anagram game is that │ │ anagram is students can    │
│ students can improve their │ │ enrich their vocabulary, the │
│ writing skill.           │  │ students are aware of the   │
│                          │  │ differences between words,  │
│                          │  │ and the students deeply     │
│                          │  │ understand about the words  │
│                          │  │ and their meaning in order  │
│                          │  │ to master vocabulary.       │
└──────────────────────┘  └──────────────────────────┘
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Enrich their student's vocabulary and improve their writing of descriptive text.

D. Research Hypothesis

According to Creswell (2003), hypotheses are a prediction. The writer makes about the expected relationships among variables. They are numeric estimates of population values based on data collected from the sample.

Based on the definition above, the hypotheses are:

Ha: Anagram game is significantly effective to vocabulary enrichment to supporting student's writing skill of descriptive at the seventh grade SMP IT Miftahul Ulum Ungaran in the academic year of 2019/2020. Because of statistical computation the alternative hypothesis needs to be changed into null hypothesis (Ho) as follow:

Ho: Anagram game is not significantly effective to vocabulary enrichment to supporting student's writing skill of descriptive at the seventh grade SMP IT Miftahul Ulum Ungaran in the academic year of 2019/2020.

CHAPTER III
RESEARCH METHOD

This chapter discusses the source of data, research approach, research setting, population and sample technique of research, variable and indicator of research, data collection technique, research instrument, research procedures, scoring scale for evaluating students' speaking ability, validity, and reliability of the test and data analysis technique.

A. Research Design

This research is quantitative field research. Quantitative research is a process of research to find the knowledge that used the data in the form of numbers as a tool to find information about what do you want to know. This research used experimental design. This research used a statistical technique of regression analysis used to predict changes the value of the dependent variable, the value of the independent variable manipulated.[26]The result of the analysis is then interpreted to find out the effect of *Anagram Game* to teach vocabulary skill in Descriptive text at the seventh grade of **SMP IT Miftahul Ulum Ungaran** in the academic year of 2019/2020. For this research, the design used is ***Pretest-Posttest Control Group Design***. In the ***Pretest-Posttest Control Group Design*** is a design that

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[26]Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2010), p. 260

compares the initial test and the final test. According to Sugiyono the design form for this model is as follows:[27]

Pretest-posttest control group design

Group	*Pre test*	*Treatment*	*Post test*
Experimental	A1	X1	A2
Control	B1	X2	B2

Notice:

A1: Pre-test carried out in the experimental group

A2: Post-test is carried out in the experimental group

X1: Treatments give in the experimental group using Anagram Game

X2: The treatments give were in the experimental group using Pictures

B1: Pre-test carried out in the control group

B2: Post-test is carried out in the control group

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[27]http://repository.upi.edu/1800/6/S_PJKR_0802956_chapter3.pdf.acseesonMonday27Januari2020.20.00

B. Population and Subject

The population of this research is the seventh grade of **SMP IT Miftahul Ulum Ungaran** in the academic year of 2019/2020 which consists of two classes and the number of students is.As for the sample, the researcher use saturated sampling.According to Suharsimi Arikunto there are two ways in deciding a sample. If population is less than 100, all population can be a sample and if the population is more than 100, can take 10%-15% or 20%-25% from all population as a sample.[28] In this research, the researcher took thesample from the the seventh grade of **SMP IT MiftahulUlumUngaran** in the academic year of 2019/2020 as many as 58 students.

Total research Subject

No	Class	Total
1	VII A	29
2	VII B	29
Total		**58**

[28]SuharsimiArikunto,*Prosedur Penelitian suatu Praktik*, (Jakarta:RinekaCipta, 2006), p. 20

C. Variable of Research

Based on the description above, there are three types of variables there are two independent variables and one dependent variable in this research there are as follow:

a. Independent Variable (X)

Independent variable (Predictor) is the variable that influences because of the change or emergence of the dependent variable"[29].The first independent variable this research is the use ofAnagram Game and descriptive text.

b. Dependent Variable (Y)

Dependent variable (Responds) is variable affected or becoming the result because of the existence of the independent variable.[30] Dependent variable in this research is students' vocabulary (Y).

Based on variables above, the researcher can make indicators that support the variables. The schema of indicators variables is started as follow:

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[29]Sugiyono,*StatistikauntukPenelitian,*(Bandung: CVAlfabeta,2005), p.3

[30]Riduwan, *SkalaPengukuran Variable-Variable Penelitian*, (Bandung: Alfabeta, 2009), p.25.

Variable	Indicators
1.(Independent Variables) The use of Anagram Game and descriptive text	-Teacher asks the students to figure out the correct word from the jumbled ones in order to be able to understand the descriptive text completely -Teacher provides some sentences derived from short descriptive text -Students rearrange some scrambled in order to figure out some new vocabularies and to complete with the sentence provided
2.(Dependent Variables) Students' vocabulary and descriptive text	- Students rearrange some scrambled words to complete a descriptive text given by teacher - Students make some sentences using some words discussed in anagram game session

D. Method of Collecting Data

The writer selects two classes consisting of experimental and control class. The experimental class was given treatment by using *Anagram Game*. While, the control class treate by picture. In this research, the students obtain the pre-test to find out their writing skill before treatment and post-test to find out their writing

skill after the treatment using *Anagram Game*. The pre-test and post-test conducted for control and experimental classes. In this research the researcher used the data which come from pre-test and post-test. The pre-test and post-test are given to both in control group and experimental group to find outtheir understanding in learning descriptive text, it is a comparative test between experimental and control group.

1. Pre-test is given before the introduction of a treatment to know the students' vocabulary ability. After pre-test, the researcher give the treatment, by using Anagram game for experimental group and pictures for control group in teaching vocabulary.

2. Post-test is given to each class and ask them to do the test individually. The researcher asked students to make some sentences to know the richness of students' vocabulary and descriptive text. The post-test is used to know the differences of students' learning result after giving the treatment.

E. Method of Analyzing Data

The writer used quantitative analysis. The researcher analyzed the data through giving test to the students it needs some steps in analyzing of the data. The following are the steps had been taken by the writer.

1. Test of Try-out Instrument
   a. Validity of Test

   The validity is an important quality of any test. It is a condition in which a test can measure what is supposed to be measured. According to Arikunto, "a test is valid if it measures what it purpose to be measured".[31]The validity of an item can be known by doing item analysis. It is counted using product – moment correlation formula:

   formula:

   $$r_{xy} = \frac{N\sum XY - \sum(X)\sum(Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} - \{N\sum Y^2 - (\sum Y)^2\}}}$$

   Notice:

   r_{xy}:The correlation coefficient between X variable and Y variable

   N: The number of students

   $\sum X$: The sum of score of X item

   $\sum Y$: The sum of score of Y item

   b. Reliability

   A reliable test score would be consistent of different characteristics of the testing situation. It means

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   [31]SuharsimiArikunto,(2010),*Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: RinekaCipta, p. 65.

that it could be believed. Besides having high validity, a good test should have high reliability too. Alpha formula was used to know reability of test is K─R. 20.[32]

$$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{s^{2s} - \sum PQ}{s^2}\right)$$

Notice:

r_{11} :The reliability coefficient of items

K: The number of item in the test

P: The proportion of students who give the right answer

Q: The proportion of students who give the right answer

S^2: The deviation standard of the test

c. Degree of test difficulty

A good question is a question that not really difficult and not really easy. Index difficulty formula:[33]

$$P = \frac{B}{JS}$$

Notice:

P: Difficulty's index

B: Number of students who have right answer

JS: Number of students

[32]SuharsimiArikunto,(2010),*Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: RinekaCipta. p. 187.
[33]SuharsimiArikunto, (2010), *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: RinekaCipta, p. 208.

The criteria were:

Bigness of DD	Interpretation
Less of 0,25	Difficult question
0,25 – 0,75	Medium question
More than 0,75	Easy question

d. Discriminating power

The discriminating power was a measure of the effectiveness of a whole test. It was used to know how accurate the question differ higher subject and lower subject. The formula for discriminating power was:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Notice:

D: Discriminating index

JA: members of students in upper group

JB: member of students in low group

BA: members of students in upper group who answer the item correctly

BB: members of students in low group who answer the item correctly

The criteria were:

Bigness of DP	interpretation
Less of 0,20	Poor
0,21 – 0, 40	Satisfactory
0,41 – 0,70	Good
0,71 – 100	Excellent
Negative sign	Thrown item

2. Pre-requisite Test

Pre-requisite test is the test to know the legality of the population. It uses the normality and homogeneity test. Before the writer determined the sample, the researcher conducted the homogeneity test by choosing 2 classes from seventh grade of SMP IT Miftahul Ulum Ungaran. The data analysis carried out to find out homogeneity of the population. The formula as follows:

a. Normality Test

Normality test is used to know the normality of the data which are going to be analyzed whether both groups have normal distribution or not. Chi square was used to find out the distribution of data.[34]

The hypothesis that used to test the normality:

H0 = normal distribution data

Ha = abnormal distribution data Calculate the chi-square (X^2), with the formula:

$$X^2 = \sum_{t=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Notice:

X^2: Chi square

O_i: Frequency from sample

E_i: Frequency that was obtained from data sample

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[34]Sudjana,(2005), *MetodeStatistika*, Bandung: Tarsito, p.273

K: Number of class interval

If $X^2_{count} > X^2_{table}$ so the data is not normal distribution and the other way if the $X^2_{count} < X^2_{table}$ so the data is normal distribution

b. Homogeneity Test

Homogeneity test is used to know whether experimental class and control class, that are taken from population have same variant or not. To know the Homogeneity. There are some steps to find out. They are: Calculate variants both classes (experimental and control class), with the formula:

$S^2_1 = \frac{\sum(x - \bar{x})^2}{n_1}$ and

$$S^2_1 = \frac{\sum(x - \bar{x})^2}{n_1 - 1}$$

Determine $F = \frac{Vb}{Vk}$

Notice:

Vb: Bigger Variant

Vk: Smaller Variant

Determine $dk = (n_1 - 1) : (n_2 - 1)$ Determine F $_{table}$ with α = 5%

Determining the distribution homogeneity with test criteria: If $F_{count} > F_{table}$, the data is not homogeneous and

the other way, if the $F_{count} < F_{table}$, the data is homogeneous.[35]

c. HypothesisTest

1) Pre-Test

a) Normality Test

Normality test is used to know whether groups that have normal distribution or not. To find out distribution data is used normality test with Chi-Square. To calculate Chi- Square is used here:[36]

$$X^2 = \sum_{t=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Notice:

X^2: Chi square

O_i: Frequency from sample

E_i: Frequency that was obtained from data sample

K: Number of class interval

If $X^2_{count} > X^2_{table}$ so the data is not normal distribution and the other way if the

$X^2_{count} < X^2_{table}$ so the data is normal distribution

[35]Sudjana,(2005), *MetodeStatistika*, Bandung: Tarsito, p. 250.

[36]Sudjana,(2005), *MetodeStatistika*, Bandung: Tarsito., p. 273.

b) Homogeneity

Homogeneity test is used to know whether experimental group and control group, which are taken from population have relatively same variant or not. The formula is:[37]

$$F_{count} = \frac{Vb}{Vk}$$

Notice:

Vb: Biggest Variant

Vk: Smallest Variant

The calculation of result of $F_{count} < F_{table}$ with $\alpha = 5\%$ degree of significances, so H_0 is accepted, it means the data is homogeneous and have same variance.

2) Post-Test

a) Normality Test

Normality test same as the normality test on the initial data.

b) Homogeneity Test

Homogeneity test was the same as the homogeneity test on the initial data.

c) Hypothetical Test

First, the test was done in both groups, experimental and control group. Second, the

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[37]Sudjana,(2005), *MetodeStatistika*, Bandung: Tarsito, p. 250

result of the test was scored by using analytic scale. Third, the means score of the two groups were determined. Finally, the two means were compared by applying t-test formula. T-test was used to differentiate if the students' result of enrich students' vocabulary by using anagram game and without using anagram game were significant or not.

If $\propto_1^2 = \propto_2^2$ (has same variant), the formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with}$$

$$S = \sqrt{\frac{(n_1-1)s_1^2 + (n_1-1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

$\bar{x}_1$: The mean score of the experimental group

$\bar{x}_2$: The mean score of the control group

n_1: The number of experimental group

n_2: The number of control group

s_1^2: The standard deviation of experimental group

s_2^2: The standard deviation of both groups

If : $\propto_1^2 \neq \propto_2^2$ (has no same variant) the formula is:

$$t^1 = \frac{\bar{x} - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

The hypothesis are:

$H_0 = \mu_1 = \mu_2$

$H_a = \mu_1 \neq \mu_2$

μ_1=Average data of experimental class

μ_2 = Average data of control class

If t_{count}> t_{table} so Ho is rejected and there is no difference of average value from both of groups. Moreover, the other way if t_{count}< t_{table} so H_o is accepted and there is significant difference of average value from groups.[38]

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[38]Sudjana,(2005), *MetodeStatistika*, Bandung: Tarsito, p. 239

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the data that was collected during the experimental research from experimental and control class. It deals with the descriptions of the research result, the data analysis, hypothesis test, discussion of research finding, and limitation of the research.

A. Description of Research

In this chapter, the researcher described the result of the research based on the data collected and analysis. The researcher proved the effectiveness between the students who were taught using Anagram game and the students who were not taught using Anagram game. In addition, this study aims to prove the effectiveness of using Anagram game in Vocabulary Enrichment for Supporting Student's Writing Skill of Descriptive Text. The research had been conducted since 10 February-19 February 2020 in SMP IT Miftahul Ulum Ungaran. The researcher conducted an analysis of quantitative data. The data was obtained by giving test to the experimental class and control class after giving a different treatment of learning process in both classes. The subjects of this research were divided into two classes. They were experimental class (VII A) and control class (VII B).

The results of this study contain data on pretest and posttest scores on the use of anagram game in enrich vocabulary. Before the activities were conducted to the subjects of the research, the researcher gave try out test to analyze validity, reliability, difficulty level, and discriminating power of each item. The researcher prepared 12 items as the instruments of try out test. After the data were collected, the researcher analyzed it. The analysis was to get a good instrument for investigation. Then, the researcher did the pre test to both classes experimental and control group. It was used to check wheter the groups were normal and had same variant.

After giving pre-test, the researcher prepared the materials and lesson plan before teaching learning process was conducted. The experimental class was taught by using Anagram Game, while the control class was taught by using picture. After that, the researcher gave post-test for both of classes. The test was used to prove the truth of hypothesis that has been planned.

B. **Data Analysis**

1. Analysis of Test of Try-out Instrument

   Test of Try-out Instrument consisted of validity, reliability, degree of difficulty, and discriminating power.

   a. Validity

      There are eight items number in try out. To find out the validity of instrument, the result of this research was consulted to critical score for r-product moment or r

table. If the obtained coefficient of correlation was higher than the critical score for r- product moment (r count > r table), it meant that a test was valid at 5% alpha level significant. On other hand, if r count < r table the item test was invalid. For example, the item analysis of relevance was obtained r(xy) 0,56 for α = 5 % with N = 29. It would be obtained 0.38. Since the result of the instruments validity was higher than the critical score, it was considered that the instruments were valid. From the try out test that was conducted, it showed that 12 items, 8 numbers were valid and 4 numbers were invalid.

Table 4.1

Analysis of Item Test Validity

No. Ques	Uji Validitas		
	r_{xy}	r_{tabel}	Creteria
1	0,63	0,38	valid
2	0,72	0,38	valid
3	0,58	0,38	valid
4	0,57	0,38	valid
5	0,57	0,38	valid
6	0,57	0,38	valid
7	0,37	0,38	tidakvalid
8	0,42	0,38	valid
9	0,36	0,38	tidakvalid
10	0,28	0,38	tidakvalid
11	0,28	0,38	tidakvalid
12	0,57	0,38	valid

Based on the results of calculation analysis of the validity of the items obtained data as follows:

Table 4.2

Result of Validity Items

Criteria	Number of Question	Total
Valid	1, 2, 3, 4, 5, 6, 8,12	8
Invalid	7,9,10,11	4

See more calculations in appendix 9.

b. Reliability

The reliability of instrument is to find out whether a test had higher critical score and gave the stability or consistency of the test scores or not. To calculate instrument of reliability used the Kuder Richardson 20 formula (K-R 20). The complete analysis and the computation as follow:

Formula :

$$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{s^{2s} - \sum PQ}{s^2}\right)$$

Notice:

r_{11}: The reliability coefficient of items

K: The number of item in the test

P: The proportion of students who give the right answer

Q: The proportion of students who give the wrong answer

S^2: The deviation standard of the test

The results of r_{11} obtained from the calculation are compared with the value of the product moment table. The value of r _table_ is obtained with a significance level of 5%. If $r_{11} >$ r _table_, it can be said that the item is reliable. The result of reliability testing for items with N = 29, was the reliability value of the item r 11 = 5,994974

while the price of r table = 0,05 . Because r 11> r _table_, then the item reliability coefficient has a high testing criteria (reliable).

Question with Correct Answers	Interpretation
Less of 0,30	Difficult question
0,30 – 0,70	Medium question
More than 0,70	Easy question

c. Degree of difficulty

Difficulty level test is used to determine the level of difficulty of the question whether it is difficult, medium, or easy. The Index of difficulty level can be classified as follows:

Calculation:

Below is the example of the computation of difficulty level on item number 1.

B = 8

JS = 29

$P = \frac{B}{JS} = \frac{8}{27} = 0.59$

Based on the criteria above, the result is between $0.30 \le P < 0.70$, so the item of number 1 can be said as the medium category. Based on calculations about the point about the difficulty level is obtained that the question of the criteria:

Table 4.3

Degree of Difficulty of Each Item

Criteria	Number of Question	Total
Easy	7,8,9,11,12	5
Medium	1,3,4,5,6,10	6
Difficult	1	1

d. Discriminating power

The discriminating power is the ability of distinguishing between high-ability students and low-ability students. The question is said to be good, if the question can be answered correctly by high ability

students. The classification of different power indices is as follows:

Formula : $D = \frac{BA}{JA} - \frac{BB}{JB}$

The criteria were:

Question with Correct Answers	Interpretation
Less of 0,20	Poor
0,21 – 0, 40	Satisfactory
0,41 – 0,70	Good
0,71 – 100	Excellent

Based on the results of the calculation of the different power items in the appendix, the following results are obtained:

Table 4.4

Discriminating Power of Each Items

Criteria	Number of questions	Total
Satisfactory	12	1
Good	3,4,5,6,8	5
Excellent	1,2	2
Poor	7,9,10,11	4

2. The Data Analysis of Pre-requisite Test
    a. Normality Test

        Normality test is used to know whether the data is normally distributed or not. To find the distribution data is used normality test.

        The criteria:

        Ho accepted if $X^2_{count} < X^2_{table}$

        Ha rejected if $X^2_{count} > X^2_{table}$

        With a = 5% and Df = K-1

Table 4.5

The normality result of Pre- requisite Test

Class	χ^2_{count}	χ^2_{table}	Criteria
VII A	7.0434	11.07	NORMAL
VII B	8.2831	11.07	NORMAL

        Based on analysis above, it can be seen that X2 count of both classes is lower than X2 table (X2 count < X2 table), so Ho accepted. The conclusion is distribution data both of classes are normal.

b. Homogeneity Test

Homogeneity test is used to know whether the class that is taken from population is homogeneous or not.

Ho = $\sigma_1 = \sigma_2$

Ha = $\sigma_1 \neq \sigma_2$

Table 4.6

Class	Variance (s^2)	N	Df	F count	F table	Criteria
VII A	440,7	29	28	1.02	1,88	Homogeneous
VII B	450,7	29	28			

According to the formula above, it is obtained that:

$$F = \frac{Vb}{Vk} = \frac{440,7}{450,7} = 1,02$$

Based on computation above it is obtained that F count is lower than F table. So Ho accepted. It can be concluded that data from VII A class and VII B have the same variance or homogeneous.

3. Hypothesis Test

   a. Analysis of Pre-test

The researcher was conducted to know the normality, homogeneity, and average test of initial data in experimental class and control class.

1. Normality Test of Pre-Test

The normality text in used to know whether the data of control and experimental class was normally distributed or not. To find out the distribution data was used normality test with Chi-square.

Ho: the data of normal distribution

Ha: the data of un-normal distribution

With criteria Ho accepted if $X^2_{count} < X^2_{table}$

Class	Test	X^2_{count}	X^2_{table}	Criteria
Experimental	pre-test	7.0434	11.07	Normal
Control	pre-test	8.2831	11.07	Normal

Table 4.7

The normality result pre test of experimental class and control classes

Based on the analysis above it can be seen that X^2_{count} both of class were lower than X^2_{table}. So Ho is accepted. It can be concluded that the distribution data of experimental and control class are normal.

2. Homogeneity Test of Pre Test

The homogeneity test is used to know whether the group sample that was taken from population is homogeneity or not.

Ho = $\sigma_1 = \sigma_2$

$$Ha = \sigma_1 \neq \sigma_2$$

Daerah Penerimaan Ho

1.88   1.02
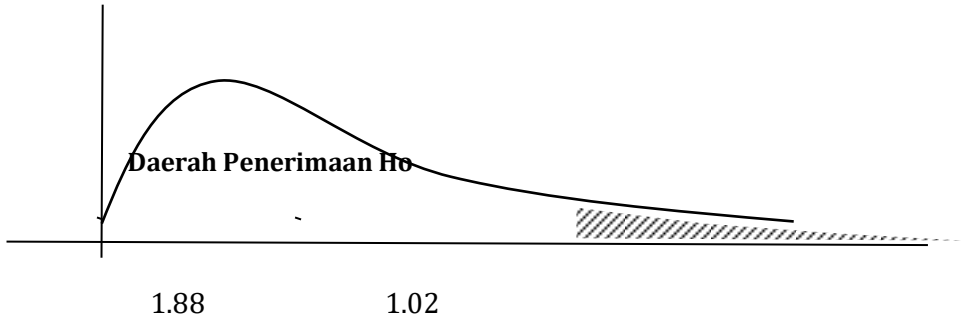
Table 4.8

The homogeneity result of pre test of experimental and

control classes

Class	Variance (s^2)	N	F^2_{count}	F^2_{table}	Criteria
Experimental	440,7	29	1,02	1,88	Normal
Control	450,7	29			

According to the formula above, it is obtained that:

$$F_{count} = \frac{Vb}{Vk}$$

$$F_{count} = \frac{450,7}{440,7} = 1.02$$

$F_{(0.05)(28,28)} = 1.88$

F were in area acceptance Ho, then it can be concluded that the both of classes homogeneity.

Based on the computation above it is obtained that F_{count} is lower than F_{table} so Ho accepted. It can be concluded that data of pre-test from experimental and control class have the same variance.

3. The Average Similarity Test

The mean similarity test is used to find out whether the experimental class and the control class have an average that is not different. Atthis initial stage, the average of the two classes is said to be no different if $t_{count} < t_{table}$. With a significant level of α = 5%, Df = 29 + 29 - 2 = 56. Obtained t table = 2,0032 from the calculation obtained t count = -0,397, because $t_{count} < t_{table}$ then Ho is accepted so that it can be concluded there is no difference in average score learning achievement pretest experimental and control class.

Table 4.9
The average test of pre-test of experimental and
control test

Source of Variance	Experimental	Control	Criteria
Sum	1100	1163	
N	29	29	
Average	37,9	40,1	
Variance	440,7	451	Ho accepted
Standard Deviation (S)	20,9918	21,2288	
t_{count}	-0,397		
t_{table}	2,0032		

b. Analysis of Post-test

It was conducted to answer hypothesis of this research. The data used were the result of post-test of both classes. The experimental class was taught by used Anagram game and the control class was taught by used picture. The analysis contains the normality, and homogeneity.

1. Normality Test of Post-Test

Ho: the data of normal distribution

Ha: the data of un-normal distribution

With criteria Ho accepted if $X^2_{count}<X^2_{table}$

Class	Test	X^2_{count}	X^2_{table}	Criteria
Experimental	post-test	10.3687	11.07	Normal
Control	post-test	7.3556	11.07	Normal

Table 4.10
The normality result of experimental class and control class

Based on the analysis above it can be seen that X^2_{count} both of class were lower than X^2_{table}. So Ho is accepted. It can be concluded that the distribution data of experimental and control class are normal.

2. Homogeneity Test of Post Test

The homogeneity test is used to know whether the group sample that was taken from population is homogeneity or not.

Ho = σ₁ = σ₂

Ha = σ₁ ≠ σ₂

Table 4.11

The homogeneity result of post test in experimental and control

classes

Class	Variance (s^2)	N	F^2_{count}	F^2_{table}	Criteria
Experimental	211,2	29	1,71	1,88	Normal
Control	123,4	29			

According to the formula above, it is obtained that:

$$\text{F}_{count} = \frac{Vb}{Vk}$$

$$\text{F}_{count} = \frac{211,2}{123,4} = 1,71$$

Daerah Penerimaan Ho

1.88   1.71
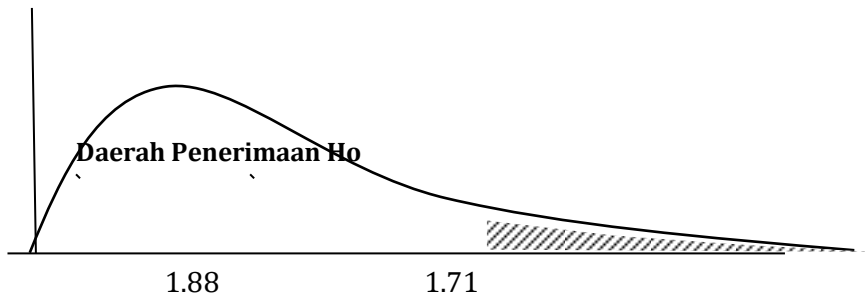
$\text{F}_{(0.05)(28,28)} = 1.88$

Because F were in area acceptance Ho, then it can be concluded that the both of classes homogeneity. Based on the computation above it is obtained that F $_{count}$ is lower than F $_{table}$ so Ho accepted. It can be concluded that data of post test from experimental and control class have the same variance.

3. Hypothesis Test

This test was used to know whether there was a different average on post-test of experimental and control class. The data which were used to test the hypothesis was the post-test score both of classes. To test the difference of average used t-test.

H_0: $\mu_1 \leq \mu_2$: It means there is no significant difference between the students' who were taught vocabulary by used anagram game and who were taught vocabulary by used picture.

Ha: $\mu_1 > \mu_2$: It means there is significant difference between the students' who were taught vocabulary by used anagram game and who were taught by used picture.

Table 4.12

The average test of post test of experimental and control test

Source of Variance	Experimental	Control	Criteria
Sum	2170	1820	
N	29	29	
Average	74,80	62,80	
Variance	211,2	123,4	
Standard Deviation (S)	14,5	11,1	Ha accepted
t count	3,533		
t table	2,003		

Based on the computation above, it obtained that the average of post test of the experimental class who were taught by using anagram game was 74,8 and standard deviation (s) was 14,5. While the average of post test of control class who were taught by using picture was 62,8 and standard deviation (s) 11,1. With df= 29+29-2=56 by α=5% so obtained t table and t count, t count> t table. It

means that Ho was rejected and Ha was accepted. So that it can be concluded there is significant difference between the students' who were taught vocabulary by used anagram game and who were taught vocabulary by used picture.

C. **Discussion of Research Finding**

Based on the data collected, using anagram game to enrich vocabulary to support student's writing skill of descriptive text showed that the students enjoyed and were interested. It was supported by the percentage of the result of the students' score of pre-test and posttest. The students' score who was taught vocabulary by using anagram game was better than before the treatment given. Games are regarded as very useful and important strategy to stimulate language acquisition.

Based on the finding result, the seventh graders of SMP IT Miftahul Ulum Ungaran students' score percentage before used anagram game were very low. It was showed in pre-test both experimental and control class, the average score for the experimental class was 37.9 and for the control class was 40.1. After giving treatments, the students score percentage in post-test rose both experimental and control class. The result of this result was obtained the average score of experimental class was 74.8 which were higher than the result of control class was 62.8. It can be said that the use of anagram game to enrich vocabulary can make class condition alive during the process of giving the

treatment. The students showed great attention and interested in learning. It can be seen on average score of experimental class which better than control class. The average score of control class was 40,1 for the pre-test and 62,8 for the post test, so the control group increased by 7.5. The students still had difficult were taught vocabulary by used picture.

Based on the result of calculation of t-testis obtained t_{count} = 3.533 and t_{table} = 2.003. It showed that $t_{count} > t_{table}$ (3.533> 2.003). So H_0 is rejected and Ha is accepted. It means there was a significant different between the students' who were taught vocabulary by used anagram game and the students' who were taught vocabulary by used picture. It means that the used of anagram game to enrich their vocabulary for supporting student's writing skill is effective.

D. Limitation of The Research

There are several limitations that are quite influential on this research of thesis. These limitations include the subject and time of the study. These limitations can be explained as follows.

1. This research was limited at VII SMP IT Miftahul UlumUngaran, with one experimental class and one control class. The researcher focused on vocabulary by used anagram game. When the same researchers conducted in other schools, it is still possible to obtain the difference result.

2. The research process was carried out by researcher was also limited by time. This research was carried out during thesis

making. This short time was one of the factors that could not be done maximally. Although the time was used quite short but was still able to fulfill the requirements for a research.

3. The researcher was still lack of knowledge and experience for during this research and also limited by time, so the implementation process of this research was less smooth. But the researcher tried to present the research as good as possible to do this research.

CHAPTER V
CONCLUSION AND SUGGESTION

This final chapter presented the conclusion and suggestion was derived from analyses of the study.

A. Conclusion

After conducting the research and analyzing the data, the result of this research at the seventh grade of SMP IT Miftahul Ulum Ungaran in the academic year 2019/2020, it could be concluded that the use of anagram game to enrich vocabulary for supporting student's writing skill is effective. It was proved by the result of t-test. The result of the calculation using t-test showed that $t_{count} = 3.533$ and $t_{table} = 2.003$ with $\alpha = 5\%$ if t count > t table with df $= n_1 + n_2 - 2$. It showed that $t_{count} > t_{table}$ (3.533 > 2.003). so H_0 is rejected and Ha is accepted. It means there is significant difference between the students who were taught vocabulary by using anagram game in class VII A and who were taught vocabulary by using picture in class VII B.

The average post test score of experimental class was 74.8 and the average post test score of control class was 62.8. It means that the experimental class (VII A) was better than control class (VII B). Anagram game can be used effectively to enrich vocabulary for supporting student's writing skill, student can improve their ability and also they were interested in teaching learning process.

B. Suggestion

Based on the conclusions above, in order to gain the effectiveness of teaching learning process, the researcher gives suggestions as follows:

1. For the teachers

The teacher should be more active and creative in learning process. In order to be able to carry out a supportive and interesting environment in class to help students understanding of material easier, by using Anagram game to enrich vocabulary. Anagram game can help the students to be more active and interest in class.

2. For the students

The students have to stay focus on the teachers' explanation. Students must increase learning motivation to practice both in class and out of the class. Students must be confident to do the exercise in front of the class. The students must be respect to each other.

3. For the other researchers

This research focuses to enrich vocabulary using anagram game for support students' writing skill. The researcher hopes that her finding in this research will be useful for the other reseacher in the future research. This research still has weaknesses, for the future reseacher, he/she are expected to give the best research finding.

Appendix I

LESSON PLAN for Experimental Class 1

Educational Unit:SMP IT MiftahulUlumUngaran

Class/Semester:VII/2

Subject:English

Materia: Descriptive text

CORE COMPETENCE

C-1 **:** Appreciating and practicing religious teachings that the students believe.

C-2 **:** Demonstrating honest, disciplined, responsible, caring (pleasant, cooperative, tolerant, peaceful) behaviors, being polite, responsive, and pro-active and demonstrating attitudes as part of the solution to problems in interacting effectively with the social and natural environment and placing themselves as a reflection of the nation in the association of the world.

C-3 **:** Understanding, applying, analyzing factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality,

state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of specific study to their talents and interests to solve problems.

C-4 : Observing, exploring, and associating in the realm of concrete and abstract realms related to the development of the self-study in school independently, and being capable of using methods according to scientific rules.

A. BASIC COMPETENCE AND INDICATOR

BASIC COMPETENCE	INDICATOR
4.7 Descriptive text 4.7.1 Capturing contextual meaning relatedto social functions, text structure, and linguistic elements of descriptive oral and written texts, very short and simple, related to people, animals, and objects 4.7.2 Compiling descriptive	4.7.1.1 Students are able to identify the words to complete some sentences in descriptive text about animal. 4.7.1.2 Students are able to find out some linguistic elements to fulfill the descriptive text about animal. 4.7.1.3Students are able to write simple descriptive text about animal by taking into account

oral and written texts, very short and simple, related to people, animals and objects, taking into account social functions, text structures, and linguistic elements, correctly and in context.	the linguistic elements discussed in the previous texts.

B. LEARNING AIMS

By the end of the class, students will have been able to:

1. Complete the descriptive text by previously rearranging the words in anagram correctly.
2. Mention the vocabularies discussed before in group correctly

C. LEARNING MATERIAL

1. Material Regular Learning

a. First Meeting

Exercise 1

Instruction!

Work in group and correct the jumbled letters in the box and put them in the blank space below!

My Goldfish

I have some goldfish at home. They are small-sized goldfish. They have different color, three of them have yellowish-red scale with some black marks and the rest have grey scales with reddish-black marks. They all have white tail fin.

I put them in a small pond at my backyard. I also put some lotus there to let them play around. They are so healthy and active fish, swimming over there and here. I feed them by pouring their food right into the fishpond. They like to eat fish food and worm. When I give them their food, they swim and came to me. It makes me happy when they are all swimming around me

https://www.contohtext.com/2017/04/5-contoh-descriptive-text-tentang-hewan-terjemahan.html.accessontuesday

D. LEARNING METHOD

- ▪ Scientific approach *(Observing, Questioning, Experimenting, Associating, Communicating)*.

E.LEARNING SOURCES AND MEDIA

Source   :**Students' handbook**(English for Junior High School Year VII)

Internet source

Media   : Anagram Game

F.LEARNING ACTIVITIES

NO.	Name of Activity	Description of activity	
		Teacher's Activity	Students' Activity
1.	Opening (3 minutes)	**The teacher starts the class by saying salam and greeting** • Assalamu'alaikumwr.wb • Good morning, students? • How are you today? **The teacher checks students' attendance** • Who is absent today? • Ok, good. **The Teacher asks students to pray together** • Please, the leader of the class, lead your friends to pray"	**Students answer teacher's salam** • Wa'alaikumsalamwr. Wb • Good morning, mom • Pretty well, mom. And you? • No one, mom. **Student (leader of the class) leads all students to pray** • To start our meeting

			today, let's pray together. Praying begins!
		The teacher tells the learning aim of today's lesson	
		• So, what we are going to learn today is about descriptive text by using anagram game	
2.	Main Activity **Observing** (15 minutes)	**Teacher gives the text to the students**	
		Teacher marks some sentences from the text and take some words to be identified	
		Teacher asks students to rearrange some marked words into the correct one	
		Teacher gives students a chance to guess what are	

		they discussing about	
	Questioning (5 minute)	**Teacher gives a chance to students to ask questions** • Do you have question about the topic we discused before?	**Students asks question about descriptive text**
	Exploring (45 minutes)	**Teacher gives explanation about today's topic namely anagram game** **Teacher distributes the descriptive text** **Teacher asks the students to identify certain words in descriptive text** **Teacher discusses about certain words in**	**Students get the descriptive text** **Students identify certain words**

		descriptive text	
		Teacher gives excercises about descriptive text to do in a group!	**Students work in group to rearrange jumbled letters in box, and put them in the blank space.**
		Work in group and correct the jumbled letters in the box and put them in the blank space. Let me divide you first. This line is the first group……,…., and so forth.	• alright miss!
		Teacher asks the student to mention the answer I will choose some of you to mention the answer and I will write on the white board.	**Students mention the answer**

			Students pay attention
		Teacher with the students conclude the title from some descriptive text	
	Associating (5 minutes)	Teacher asks students to stay in a group and ask them to reacall the vocab from anagram game before	
		Teacher asks students to pay attention to their friends who recall the vocab	
		Teacher asks students to correct one another if they mispronounce the word and mistaken in mentioning the meaning while recalling the vocab	

	Communicating	**Teacher asks one group by one group to mention the vocabs discussed**	
		Teacher gives feedback when they mispronounce the words and mistaken in mentioning the meaning	
3.	Closing (3 minutes)	**Teacher reviews the material and close the class** - The time is up - What have you learn today students? - Okey good, lets close lesson today and say hamdallah together	**Students response and answer the teacher's question** Anagram game

G. ASSESSMENT

a. Attitude Assessment

- o Aspect : Student confidence in the class
- o Scoring Rubric

	Criteria	Score

	Always confidence to practice (answer) without asking their friends	5
Confidence	Confidence to practice (answer) without asking their friend	4
	Several times showing an attitude of confidence	3
	Often show a lack of confidence	2
	Very often show a lack of confidence	1

Note : 5= Very good 4=good ,3=enough, 2=less, 1=bad/ver less

b. Knowledge Assessment

1. Lattice of Instrument

Material	Indicators	Form Assessment
Descriptive text	Vocabulary	Product Assessment
	Using anagram game	

	Jumbled letters	

2. Instrument : Exercise 1

Instruction!

Work in group and correct the jumbled letters in the box and put them in the blank space below!

My Goldfish

I have some goldfish at home. They are small-sized goldfish. They have different color, three of them have yellowish-red scale with some black marks and the rest have grey scales with reddish-black marks. They all have white tail fin.

I put them in a small pond at my backyard. I also put some lotus there to let them play around. They are so healthy and active fish, swimming over there and here. I feed them by pouring their food right into the fishpond. They like to eat fish food and worm. When I give them their food, they swim and came to me. It makes me happy when they are all swimming around me.

https://www.contohtext.com/2017/04/5-contoh-descriptive-text-tentang-hewan-terjemahan.html.accessontuesday

3. Scoring Rubric

Aspect	Score	Description
Short Sentence	5	The contain and grammar are correct
	4	The contain is correct, but the grammar is poor
	3	The contain and grammar are poor
	2	Students write less than 2 from the vocabulary and content words.
	1	Not answering

4. Score

Final score = Total score x 20

H. Remedial Learning and Enrichment.

a. Remedial Learning Program, carried out with 2 alternatives:

1. Remedial learning programs are carried out classically by the teacher if more than 50% of students do not reach the KKM score

2. Remedial learning is carried out individually with the use of peer tutors by classmates who have more learning speed,

paying attention to academic achievement achieved. Through peer tutoring, it is expected that students who take learning will be more open and familiar.

b. Enrichment Learning Program

The enrichment learning program is carried out for students who have achieved KKM by independent learning to further explore and develop material.

c. Rating Result

1. The remedial value is obtained processed into the final value.The final value after remedial for the knowledge aspect is calculated by replacing the incomplete indicator value with the remedial outcome indicator value, which is then processed based on the mean value of all KD.

2. The final value after remedial for the skill aspect is taken from the KD optimal value.

3. Assessment of learning outcomes enrichment activities are not the same as ordinary learning activities, but sufficient in the form of portfolios, and must be valued as added value (more) than normal students.

Semarang, 3 Februari 2020

Mengetahui,

Peneliti   Guru Mata Pelajaran

Nur Khasanah   Rosi Diana Sari, S.S
NIM 1503046044   NIP.

Appendix 2

LESSON PLAN for Experimental Class 2

Educational Unit:SMP IT Miftahul Ulum Ungaran

Class/Semester:VII/2

Subject:English

Materia:Descriptive text

CORE COMPETENCE

C-1 **:** Appreciating and practicing religious teachings that the students believe.

C-2 **:** Demonstrating honest, disciplined, responsible, caring (pleasant, cooperative, tolerant, peaceful) behaviors, being polite, responsive, and pro-active and demonstrating attitudes as part of the solution to problems in interacting effectively with the social and natural environment and placing themselves as a reflection of the nation in the association of the world.

C-3 **:** Understanding, applying, analyzing factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality,

state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of specific study to their talents and interests to solve problems.

C-4 **:** Observing, exploring, and associating in the realm of concrete and abstract realms related to the development of the self-study in school independently, and being capable of using methods according to scientific rules.

E. BASIC COMPETENCE AND INDICATOR

BASIC COMPETENCE	INDICATOR
4.8 Descriptive text	4.7.1.1 Students are able to identify the words to complete some sentences in descriptive text about animal.
4.8.1 Capturing contextual meaning relatedto social functions, text structure, and linguistic elements of descriptive oral and written texts, very short and simple, related to people, animals, and objects	4.7.1.2 Students are able to find out some linguistic elements to fulfill the descriptive text about animal.
4.8.2 Compiling descriptive	4.7.1.3Students are able to write simple descriptive text about animal by taking into account

oral and written texts, very short and simple, related to people, animals and objects, taking into account social functions, text structures, and linguistic elements, correctly and in context.	the linguistic elements discussed in the previous texts.

F. LEARNING AIMS

By the end of the class, students will have been able to:

1. Rearrange the jumbled words in anagram form into the ones in order to complete the puzzle words correctly.

2. Figure out the same structure letter of the words provided by guessing the riddle questions correctly.

3. Complete some senteces with the words in anagram from correctly.

4. Arrange a short sentence based on their prior knowledge individually.

G. LEARNING MATERIAL

2. Material Regular Learning

a. Exercise 2

Instruction!

In pairs, complete the puzzle below with the keywords provided!

¹S	H	o	r	t

(crossword puzzle grid)
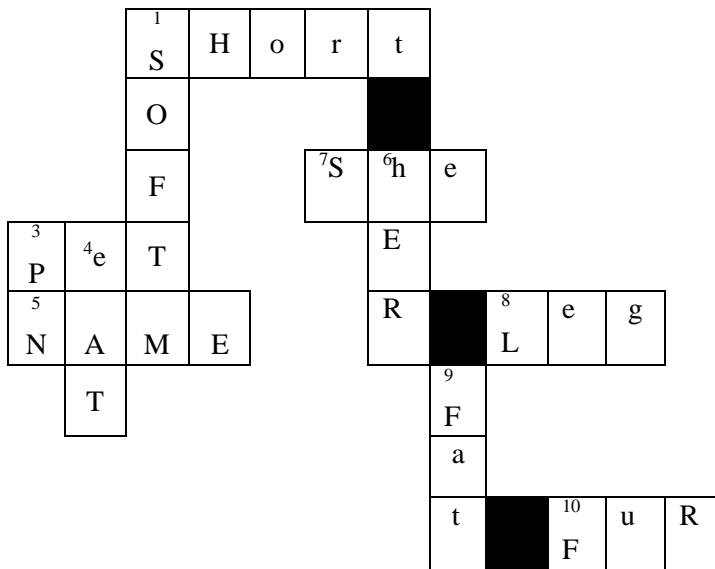
Straight :
2. Sthro
3. Pte
5. Mane
7. Hes
8. Egl
10. Ruf

Down:
1. Ofst
4. Tea
6. Erh
9. Taf

3. Material Remedial Learning

Instruction!

Correct the jumbled letters in the right box and match them with the sentences beside!

My Rabbit

1. I…..a pet rabbit.	a. Mane
2. My rabbit's…..is Bonbon.	b. Ital
3. She is…..old**.**	c. Veha
4. She is short mammal with a small…..but long ears.	d. Ufor
5. She has…..legs. Like other rabbits, she hops using her legs.	e. 3 arsye
6. Her hind legs are very…. to hop.	f. Ablesveget
7. My rabbit has soft…fur. I love cuddling her.	g. Gerstron
8. Everyday she eats carrot and enjoys fresh….too.	h. Rfupowel

9. She grows fatter and….now.	i. Plgayin
10. My sister and I love….with her	j. Owbrn

4. Material Enrichment Learning

Instruction!

In pairs, guess the riddle below and make sure it has the same structure letter as the answer beside!

1.	**Antonym of gender female**	**Can't walk**
	Male	Lame
2.	**Identity**	**The meaning of "arti"**
	Name	Mean
3.	**Kind of staple food**	**Group of people**
	Meat	Team
4.	**The meaning of "mentah"**	**Synonym of fight**
	Raw	War
5.	**Part of body**	**Period**

	Ear	Era
6.	**Maintain**	**See through telescope**
	Keep	Peek
7.	**When you feel hungry**	**Kind of drink**
	Eat	Tea
8.	**City**	**Habit**
	Town	Wont
9.	**The number after two**	**Show the position**
	Three	There
10.	**One plus one equal to=**	**Row**
	Two	Tow

H. LEARNING METHOD

- Scientific approach *(Observing, Questioning, Experimenting, Associating, Communicating)*.

I. LEARNING SOURCES AND MEDIA

Source   :**Students' handbook**(English for Junior High School Year VII)

Media   : Anagram Game

J. LEARNING ACTIVITIES

Meeting 2

NO.	Name of Activity	Description of activity	
		Teacher's Activity	Students' Activity
4.	Opening (3 minutes)	**The teacher starts the class by saying salam and greeting** • Assalamu'alaikumwr.wb • Good morning, students? • How are you today? **The teacher checks students' attendance** • Who is absent today? • Ok, good. **The Teacher asks students to pray together** • Please, the leader of the	**Students answer teacher's salam** • Wa'alaikumsalamwr. Wb • Good morning, mom • Pretty well, mom. And you? • No one, mom. **Student (leader of the**

		class, lead your friends to pray"	**class) leads all students to pray**
			• To start our meeting today, let's pray together. Praying begins!
		The teacher tells the learning aim of today's lesson	
		• So, what we are going to learn today is about descriptive text by using anagram game	
5.	Main Activity **Observing** (15 minutes)	**Teacher recalls the last material related to the vocabularies in descriptive text**	
	Questioning (5 minute)	**Teacher gives a chance to students to ask questions** • Do you have question about the topic we discused before?	**Students asks question about descriptive text**
	Exploring (45 minutes)	**Teacher givessecondexcercisesabout**	**Students work in pairs to**

		anagram game in pairs	
		Work in pairs	• alright miss!
		Teacher asks the student to mention the answer	**Students mention the answer**
		I will choose some of you to mention the answer and I will write on the white board.	
		Teacher with the students conclude the answer of anagram riddle	**Students pay attention**
	Associating (5 minutes)	**Teacher asks students to stay in a group and ask them to reacall the vocab from anagram game before**	
		Teacher asks students to pay attention to their	

		friends who recall the vocab	
		Teacher asks students to correct one another if they mispronounce the word and mistaken in mentioning the meaning while recalling the vocab	
	Communicating	Teacher asks one group by one group to mention the vocabs discussed Teacher gives feedback when they mispronounce the words and mistaken in mentioning the meaning	
6.	Closing (3 minutes)	Teacher reviews the material and close the class • The time is up • What have you learn today students?	Students response and answer the teacher's question • Anagram game

		• Okey good, lets close lesson today and say hamdallah together	

K. ASSESSMENT

c. Attitude Assessment

- o Aspect : Student confidence in the class
- o Scoring Rubric

	Criteria	Score
Confidence	Always confidence to practice (answer) without asking their friends	5
	Confidence to practice (answer) without asking their friend	4
	Several times showing an attitude of confidence	3

	Often show a lack of confidence	2
	Very often show a lack of confidence	1

Note : 5= Very good 4=good ,3=enough, 2=less, 1=bad/ver less

d. Knowledge Assessment

5. Lattice of Instrument

Material	**Indicators**	**Form Assessment**
Descriptive text	Using anagram game	Product Assessment
	Anagram Puzzle	

6. Instrument : Exercise 2

Instruction!

Instruction!

In pairs, complete the puzzle below with the keywords provided!

The crossword grid:

Row 1: ¹S H o R t
Row: O
Row: F ... ⁷S ⁶h e
Row: ³P ⁴e T ... E
Row: ⁵N A M E ... R ⁸e G / L
Row: T ... ⁹F
Row: a
Row: t ¹⁰U R / F
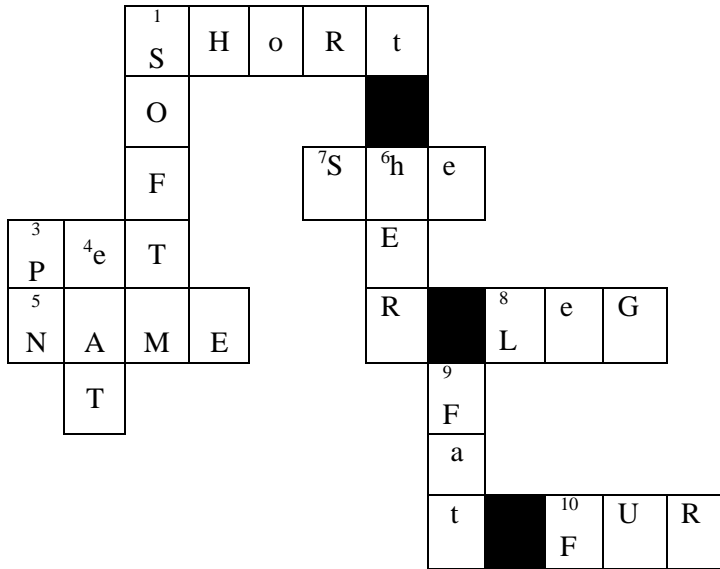
Straight :
2. Sthro
3. Pte
5. Mane
7. Hes
8. Egl
10. Ruf

Down:
1. Ofst
4. Tea
6. Erh
9. Taf

7. Scoring Rubric

Aspect	Score	Description
	5	The contain and grammar are correct
	4	The contain is correct, but the

Anagram Puzzle		grammar is poor
	3	The contain and grammar are poor
	2	Students write less than 2 from the vocabulary and content words.
	1	Not answering

8. Score

   Final score = Total score x 20

L. Remedial Learning and Enrichment.

  d. Remedial Learning Program, carried out with 2 alternatives:

    3. Remedial learning programs are carried out classically by the teacher if more than 50% of students do not reach the KKM score

    4. Remedial learning is carried out individually with the use of peer tutors by classmates who have more learning speed, paying attention to academic achievement achieved. Through peer tutoring, it is expected that students who take learning will be more open and familiar.

  e. Enrichment Learning Program

The enrichment learning program is carried out for students who have achieved KKM by independent learning to further explore and develop material.

f. Rating Result

4. The remedial value is obtained processed into the final value.The final value after remedial for the knowledge aspect is calculated by replacing the incomplete indicator value with the remedial outcome indicator value, which is then processed based on the mean value of all KD.

5. The final value after remedial for the skill aspect is taken from the KD optimal value.

6. Assessment of learning outcomes enrichment activities are not the same as ordinary learning activities, but sufficient in the form of portfolios, and must be valued as added value (more) than normal students.

Semarang, 3 Februari 2020

Mengetahui,

Peneliti   Guru Mata Pelajaran

Nur Khasanah   Rosi Diana Sari, S.S
NIM 1503046044   NIP.

Appendix 1

1. Remedial learning activities

Instruction!

Correct the jumbled letters in the right box and match them with the sentences beside!

My Rabbit

1. I…..a pet rabbit.	a. Mane
2. My rabbit's…..is Bonbon.	b. Ital
3. She is…..old**.**	c. Veha
4. She is short mammal with a small…..but long ears.	d. Ufor
5. She has…..legs. Like other rabbits, she hops using her legs.	e. 3 arsye
6. Her hind legs are very…. to hop.	f. Ablesveget
7. My rabbit has soft…fur. I love	g. Gerstron

cuddling her.	
8. Everyday she eats carrot and enjoys fresh….too.	h. Rfupowel
9. She grows fatter and….now.	i. Plgayin
10. My sister and I love….with her	j. Owbrn

2. Form of Remedial Activities

School : SMP IT Miftahul Ulum Ungran

Subject : English

Grade/Semester : VII/2

Remedial Material : Jumbled Letters

Learning Achievment :

No	Student's Name	Regular Score	Unachivment basic competence	Remedial Learning	Remedial score	Notes
1.						
2.						
3.						

3. Material Enrichment Learning

Instruction!

In pairs, guess the riddle below and make sure it has the same structure letter as the answer beside!

1.	**Antonym of gender female**	**Can't walk**
	Male	Lame
2.	**Identity**	**The meaning of "arti"**
	Name	Mean
3.	**Kind of staple food**	**Group of people**
	Meat	Team
4.	**The meaning of "mentah"**	**Synonym of fight**
	Raw	War
5.	**Part of body**	**Period**
	Ear	Era

6.	**Maintain**	**See through telescope**
	Keep	Peek
7.	**When you feel hungry**	**Kind of drink**
	Eat	Tea
8.	**City**	**Habit**
	Town	Wont
9.	**The number after two**	**Show the position**
	Three	There
10.	**One plus one equal to=**	**Row**
	Two	Tow

4. Form of Enrichment Activities

School   : SMP IT Miftahul Ulum Ungran

Subject   : English

Grade/Semester   : VII/2

Remedial Material   : Anagram Riddle

Learning Achievment   :

No	Student's	Reguler	Enrichment	Enrichment

	Name	Score	form	Score
1.				
2.				
3.				

Appendix 3

LESSON PLAN for Control Class 1

Educational Unit   : SMP IT Miftahul Ulum Ungaran

Class/Semester   :VII/2

Subject   :English

Materia   :Descriptive text

CORE COMPETENCE

    C-1   **:**   Appreciating and practicing religious teachings that the students believe.

    C-2   **:**   Demonstrating honest, disciplined, responsible, caring (pleasant, cooperative, tolerant, peaceful) behaviors, being polite, responsive, and pro-active and demonstrating attitudes as part of the solution to problems in interacting effectively with the social and natural environment and placing themselves as a reflection of the nation in the association of the world.

    C-3   **:**   Understanding, applying, analyzing factual, conceptual, procedural knowledge based on their

curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of specific study to their talents and interests to solve problems.

C-4 : Observing, exploring, and associating in the realm of concrete and abstract realms related to the development of the self-study in school independently, and being capable of using methods according to scientific rules.

M. BASIC COMPETENCE AND INDICATOR

BASIC COMPETENCE	INDICATOR
4.9 Descriptive text 4.9.1 Capturing contextual meaning relatedto social functions, text structure, and linguistic elements of descriptive oral and written texts, very short and simple, related to people, animals, and	4.7.1.1 Students are able to identify the words to complete some sentences in descriptive text about animal. 4.7.1.2 Students are able to find out some linguistic elements to fulfill the descriptive text about animal. 4.7.1.3 Students are able to write

objects 4.9.2 Compiling descriptive oral and written texts, very short and simple, related to people, animals and objects, taking into account social functions, text structures, and linguistic elements, correctly and in context.	simple descriptive text about animal by taking into account the linguistic elements discussed in the previous texts.

N. LEARNING AIMS

By the end of the class, students will have been able to:

1. Complete the descriptive text by correct the jumbled letters in the box and put them in the blank space.
2. Complete some senteces with the words correctly.
3. Arrange a short sentence based on their prior knowledge individually.

O. LEARNING MATERIAL

1. **Material Regular Learning**

a. **First Meeting**

Exercise 1

Instruction!

Work in group and correct the jumbled letters in the box and put them in the blank space below!

My Cat

I have a cat in my house, the cat is male. I like call him "Papay". He is an adorable cat, my cat is cute. His body is fat. He has black and white fur.

I really love to cuddle him because his fur feels soft. Every morning my mother gives a fish, sometime he usually scratches out my arm when I play with him. He is an active animal. He likes to run around the house. He likes to chase

everyone in my house. When he feels tired or sleepy, he usually sleeps on the sofa in the living room or sometime under the table.

"Papay" often goes out to find for food at night. And sometime he brings a mouse on his mouth. Then he eats the mouse in the back of my house for himself.

https://brainly.co.id/tugas/6624482.accessontuesday

P. LEARNING METHOD

- Scientific approach *(Observing, Questioning, Experimenting, Associating, Communicating)*.

Q. LEARNING SOURCES AND MEDIA

Source   :**Students' handbook**(English for Junior High School Year VII)

       Internet source

Media   : Picture

R. LEARNING ACTIVITIES

N O.	Name of Activity	Description of activity	
		Teacher's Activity	Students' Activity
7.	Opening (3 minutes)	**The teacher starts the class by saying salam and greeting** • Assalamu'alaiku mwr.wb • Good morning, students? • How are you today? **The teacher checks students' attendance** • Who is absent today? • Ok, good. **The Teacher asks**	**Students answer teacher's salam** • Wa'alaikumsal amwr. Wb • Good morning, mom • Pretty well, mom. And you? • No one, mom. **Student (leader of the class) leads all**

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		students to pray together	students to pray
		• Please, the leader of the class, lead your friends to pray"	• To start our meeting today, let's pray together. Praying begins!
		The teacher tells the learning aim of today's lesson	
		• So, what we are going to learn today is about descriptive text by using anagram game	
8.	Main Activity **Observing** (15 minutes)	**Teacher distributes the descriptive text**	**Students get the descriptive text**
		Teacher asks the students to identify certain words in descriptive text	**Students identify certain words**

		Teacher discusses about certain words in descriptive text	
	Questionin g (5 minute)	**Teacher gives a chance to students to ask questions** • Do you have question about the topic we discused before?	**Students asks question about descriptive text**
	Exploring (45 minutes)	**Teacher gives excercises about descriptive textto do in a group!** Work in group and correct the jumbled letters in the box and	**Students work in group to rearrange jumbled letters in box, and put them in the blank space.** • alright miss!

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		put them in the blank space. Let me divide you first. This line is the first group…..,…., and so forth.	
			Students mention the answer
		Teacher asks the student to mention the answer I wil choose some of you to mention the answer and I will write on the white board.	
			Students pay attention
		Teacher with the students conclude the title from some descriptive text	

	Associating (5 minutes)	**Teacher gives the second exercise to the students and they have to do it in pair** • I have provided some exercises for you. Please, open the exercise 2. Read the instruction carefully, and do it in pair! **Teacher gives a limitation time for doing the exercise.** I give you 5 minutes to do it. Have you	**Students do the exercise in pairs**

		done, students?	
	Communic ating	**Teacher has students to exchange their work to another pair** **Teacher has students to read their friend's work** **Teacher discusses the answer of the exercises**	
9.	Closing (3 minutes)	**Teacher reviews the material and close the class** • The time is up • What have you learn today students?	**Students response and answer the teacher's question**

		• Okey good, lets close lesson today and say hamdallah together	

S. ASSESSMENT

e. Attitude Assessment

- o Aspect : Student confidence in the class
- o Scoring Rubric

	Criteria	Score
Confidence	Always confidence to practice (answer) without asking their friends	5
	Confidence to practice (answer) without asking their friend	4
	Several times showing an attitude of confidence	3
	Often show a lack of confidence	2

| | Very often show a lack of confidence | 1 |

Note : 5= Very good 4=good ,3=enough, 2=less, 1=bad/ver less

f.Knowledge Assessment

9. Lattice of Instrument

Material	Indicators	Form Assessment
Descriptive text	Write a short descriptive text	Product Assessment
	Using picture	
	Jumbled letters	

10. Instrument : Exercise 1

    Instruction!

    Work in group and correct the jumbled letters in the box and put them in the blank space below!

My Cat

I have a cat in my house, the cat is male. I like call him "Papay". He is an adorable cat, my cat is cute. His body is fat. He has black and white fur.

I really love to cuddle him because his fur feels soft. Every morning my mother gives a fish, sometime he usually scratches out my arm when I play with him. He is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, he usually sleeps on the sofa in the living room or sometime under the table.

"Papay" often goes out to find for food at night. And sometime he brings a mouse on his mouth. Then he eats the mouse in the back of my house for himself.

https://brainly.co.id/tugas/6624482.accessontuesday

11. Scoring Rubric

Aspect	Score	Description
Short Descriptive Text	5	The contain and grammar are correct
	4	The contain is correct, but the grammar is poor
	3	The contain and grammar are poor
	2	Students write less than 2 from the vocabulary and content words.
	1	Not answering

12. Score

Final score = Total score x 20

T. Remedial Learning and Enrichment.

g. Remedial Learning Program, carried out with 2 alternatives:

5. Remedial learning programs are carried out classically by the teacher if more than 50% of students do not reach the KKM score

6. Remedial learning is carried out individually with the use of peer tutors by classmates who have more learning speed, paying attention to academic achievement achieved.

Through peer tutoring, it is expected that students who take learning will be more open and familiar.

h. Enrichment Learning Program

The enrichment learning program is carried out for students who have achieved KKM by independent learning to further explore and develop material.

i. Rating Result

7. The remedial value is obtained processed into the final value.The final value after remedial for the knowledge aspect is calculated by replacing the incomplete indicator value with the remedial outcome indicator value, which is then processed based on the mean value of all KD.

8. The final value after remedial for the skill aspect is taken from the KD optimal value.

9. Assessment of learning outcomes enrichment activities are not the same as ordinary learning activities, but sufficient in the form of portfolios, and must be valued as added value (more) than normal students.

Semarang, 3 Februari 2020

Mengetahui,

Peneliti   Guru Mata Pelajaran

<u>Nur Khasana</u>   <u>Rosi Diana Sari , S.S</u>
NIM 1503046044   NIP.

Appendix 4

LESSON PLAN for Control Class 2

Educational Unit   :SMP IT Miftahul Ulum Ungaran

Class/Semester   :VII/2

Subject   :English

Material   :Descriptive text

CORE COMPETENCE

C-1 : Appreciating and practicing religious teachings that the students believe.

C-2 : Demonstrating honest, disciplined, responsible, caring (pleasant, cooperative, tolerant, peaceful) behaviors, being polite, responsive, and pro-active and demonstrating attitudes as part of the solution to problems in interacting effectively with the social and natural environment and placing themselves as a reflection of the nation in the association of the world.

C-3 : Understanding, applying, analyzing factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality,

state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of specific study to their talents and interests to solve problems.

C-4 : Observing, exploring, and associating in the realm of concrete and abstract realms related to the development of the self-study in school independently, and being capable of using methods according to scientific rules.

U. BASIC COMPETENCE AND INDICATOR

BASIC COMPETENCE	INDICATOR
4.10 Descriptive text 4.10.1 Capturing contextual meaning relatedto social functions, text structure, and linguistic elements of descriptive oral and written texts, very short and simple, related to people, animals, and objects 4.10.2 Compiling descriptive oral and written texts,	4.7.1.1 Students are able to identify the words to complete some sentences in descriptive text about animal. 4.7.1.2 Students are able to find out some linguistic elements to fulfill the descriptive text about animal. 4.7.1.3 Students are able to write simple descriptive text about animal by taking into account the linguistic elements discussed

very short and simple, related to people, animals and objects, taking into account social functions, text structures, and linguistic elements, correctly and in context.	in the previous texts.

V. LEARNING AIMS

By the end of the class, students will have been able to:

4. Complete the descriptive text by previously rearranging the words correctly.
5. Match the vocabulary.
6. Arrange a short sentence based on their prior knowledge individually.

   2.   Material Regular Learning

   b.   Second Meeting

   Instruction!

   Work in pairs. Correct the jumbled letters in the right box and match them with the sentences beside!

My Goldfish

I have some goldfish at home. They are small-sized goldfish. They have different color, three of them have yellowish-red scale with some black marks and the rest have grey scales with reddish-black marks. They all have white tail fin.

I put them in a small pond at my backyard. I also put some lotus there to let them play around. They are so healthy and active fish, swimming over there and here. I feed them by pouring their food right

into the fishpond. They like to eat fish food and worm. When I give them their food, they swim and came to me. It makes me happy when they are all swimming around me.

https://www.contohtext.com/2017/04/5-contoh-descriptive-text-tentang-hewan-terjemahan.html.accessontuesday

X. LEARNING METHOD

- Scientific approach *(Observing, Questioning, Experimenting, Associating, Communicating)*.

Y. LEARNING SOURCES AND MEDIA

Source :**Students' handbook** (English for Junior High School Year VII)

Internet source

Media : Picture

Z. LEARNING ACTIVITIES

N O.	Name of Activity	Description of activity	
		Teacher's Activity	Students' Activity
10	Opening (3 minutes)	**The teacher starts the class by saying salam and greeting**	**Students answer teacher's salam**

		• Assalamu'alaiku mwr.wb • Good morning, students? • How are you today? **The teacher checks students' attendance** • Who is absent today? • Ok, good. **The Teacher asks students to pray together** • Please, the leader of the class, lead your friends to pray" **The teacher tells the**	• Wa'alaikumsal amwr. Wb • Good morning, mom • Pretty well, mom. And you? • No one, mom. **Student (leader of the class) leads all students to pray** • To start our meeting today, let's pray together. Praying begins!

		learning aim of today's lesson • So, what we are going to learn today is about descriptive text by using anagram game	
11	Main Activity **Observing** (15 minutes)	**Teacher distributes the descriptive text** **Teacher asks the students to identify certain words in descriptive text** **Teacher discusses about certain words in descriptive text**	**Students get the descriptive text** **Students identify certain words**
	Questionin g (5 minute)	**Teacher gives a chance to students to ask questions**	**Students asks question about descriptive text**

		• Do you have question about the topic we discused before?	
	Exploring (45 minutes)	**Teacher gives excercises about descriptive textto do in a group!** Work in group and correct the jumbled letters in the box and put them in the blank space. Let me divide you first. This line is the first group……,…., and so forth.	**Students work in group to rearrange jumbled letters in box, and put them in the blank space.** • alright miss! **Students mention the answer**

		Teacher asks the student to mention the answer I wil choose some of you to mention the answer and I will write on the white board.	**Students pay attention**
		Teacher with the students conclude the title from some descriptive text	
	Associating (5 minutes)	**Teacher gives the second exercise to the students and they have to do it in pair**	**Students do the exercise in pairs**

		• I have provided some exercises for you. Please, open the exercise 2. Read the instruction carefully, and do it in pair! **Teacher gives a limitation time for doing the exercise.** I give you 5 minutes to do it. Have you done, students?	
	Communicating	**Teacher has students to exchange their work to another pair**	

		Teacher has students to read their friend's work Teacher discusses the answer of the exercises	
12	Closing (3 minutes)	Teacher reviews the material and close the class • The time is up • What have you learn today students? • Okey good, lets close lesson today and say hamdallah together	Students response and answer the teacher's question

AA. ASSESSMENT

g. Attitude Assessment

- o Aspect : Student confidence in the class
- o Scoring Rubric

	Criteria	Score
Confidence	Always confidence to practice (answer) without asking their friends	5
	Confidence to practice (answer) without asking their friend	4
	Several times showing an attitude of confidence	3
	Often show a lack of confidence	2
	Very often show a lack of confidence	1

Note : 5= Very good 4=good ,3=enough, 2=less, 1=bad/ver less

h. Knowledge Assessment

13. Lattice of Instrument

Material	Indicators	Form Assessment
Descriptive text	Write a short descriptive text	Product Assessment
	Using picture	
	Jumbled letters	

14. Instrument : Exercise 2

Instruction!

Work in pairs. Correct the jumbled letters in the right box and match them with the sentences beside!

My Goldfish

I have some goldfish at home. They are small-sized goldfish. They have different color, three of them have yellowish-red scale with some black marks and the rest have grey scales with reddish-black marks. They all have white tail fin.

I put them in a small pond at my backyard. I also put some lotus there to let them play around. They are so healthy and active fish, swimming over there and here. I feed them by pouring their food right into the fishpond. They like to eat fish food and worm. When I give them their food, they swim and came to me. It makes me happy when they are all swimming around me.

https://www.contohtext.com/2017/04/5-contoh-descriptive-text-tentang-hewan-terjemahan.html.accessontuesday

15. Scoring Rubric

Aspect	Score	Description
Short Descriptive Text	5	The contain and grammar are correct
	4	The contain is correct, but the grammar is poor
	3	The contain and grammar are poor
	2	Students write less than 2 from the vocabulary and content words.
	1	Not answering

16. Score

   Final score = Total score x 20

BB. Remedial Learning and Enrichment.

   j. Remedial Learning Program, carried out with 2 alternatives:

   7. Remedial learning programs are carried out classically by the teacher if more than 50% of students do not reach the KKM score

   8. Remedial learning is carried out individually with the use of peer tutors by classmates who have more learning speed, paying attention to academic achievement achieved. Through peer tutoring, it is expected that students who take learning will be more open and familiar.

   k. Enrichment Learning Program

   The enrichment learning program is carried out for students who have achieved KKM by independent learning to further explore and develop material.

   l. Rating Result

   10. The remedial value is obtained processed into the final value. The final value after remedial for the knowledge aspect is calculated by replacing the incomplete indicator value with the remedial outcome indicator value, which is then processed based on the mean value of all KD.

   11. The final value after remedial for the skill aspect is taken from the KD optimal value.

12. Assessment of learning outcomes enrichment activities are not the same as ordinary learning activities, but sufficient in the form of portfolios, and must be valued as added value (more) than normal students.

Semarang, 3 Februari 2020

Mengetahui,

Peneliti   Guru Mata Pelajaran

Nur Khasana   Rosi Diana Sari , S.S
NIM 1503046044   NIP

Appendix 5

STUDENTS' NAME LIST OF TRY-OUT TEST

NO	GENDER	NAME	CODE
1	P	AFNI MUSYARIFATUL IRFANI	T-1
2	L	AQIB SYARIFUDDIN	T-2
3	L	BINTANG ALGHAZALI A	T-3
4	L	DAFFA ZAHRAN PRADITA	T-4
5	P	DINA EKA HARDIYANTI	T-5
6	P	ERNI WIDYA JUNIYANTI	T-6
7	P	GALIH PUTRI RAMADHANI	T-7
8	L	IHTIYAR CHAERA NURSALFAN	T-8
9	L	KHAFIZH AHMAD A	T-9
10	L	MAULANA HANI ADITYA	T-10
11	P	MIZALUNA NOVIANI	T-11
12	L	MOCH AZYA IBNU FADZILAH	T-12
13	L	MUHAMMAD AHNAF AZAQI	T-13
14	L	MUHAMMAD LUTHFI HASAN	T-14
15	L	MUHAMMAD TIRTA AGUNG	T-15
16	L	MUHAMMAD WISNU WIBOWO	T-16
17	L	MUHAMMAD ZOUFNAN	T-17
18	P	NADIN PUTRI AMELIA	T-18
19	P	NAILA ANNIDA	T-19
20	L	NOVA ARIYANTO	T-20
21	P	PUTRI SEPTIA HANDAYANI	T-21
22	P	RACHMA IMANDIRA	T-22
23	L	RENO FADLI TAVIANO	T-23
24	L	RIZQI KHOIRUL HUDA	T-24
25	L	RULY DWI ADRIAN	T-25
26	P	SASKIA ADIRA SANI	T-26
27	L	SYAFIQ ILHAM MAULANA	T-27
28	P	THALITA NADA ANINDYA	T-28
29	P	WINDI PUSPITA SARI	T-29

Appendix 6

STUDENTS' NAME LIST OF EXPERIMENTAL CLASS

NO	GENDER	NAME	CODE
1	L	ACHMAD ROFIQ FIRMAN	E1
2	L	ADRIAN PUTRA PANGESTU	E2
3	P	ANNISA NURUL AENI	E3
4	L	ARYA RIZKY RIWANTO	E4
5	P	CANTIKA AURA AUDIA	E5
6	P	DIAN RAMA DHANI	E6
7	P	EKA ISTIWATI	E7
8	P	ELISYA PUTRI SABILA	E8
9	P	FATIKHATUSSA'ADAH	E9
10	P	FIANTIKA NAZURA	E10
11	L	GALANG DZAKY ABDUL.L	E11
12	P	HANIFAH YULIARTI	E12
13	P	KIKI SETYWATI	E13
14	L	LUCKY DWI NUGRHOHO	E14
15	L	MUHAMAD BAYU AZRUL	E15
16	L	MUHAMMAD ANAS SALWA	E16
17	L	MUHAMMAD DAFA AURA	E17
18	L	MUHAMMAD NAZRIL A	E18
19	L	MUHAMMAD SHOLIHUDIN	E19
20	L	NATHAN ADITYA	E20
21	P	NAYSHILLA KARINA PUTRI	E21
22	P	NOVITA FATMAWATI	E22
23	L	OKTA NUR ROMADHON	E23
24	L	PUTRA BAKTI WICAKSANA	E24
25	L	R. AGUNG GAMA M	E25
26	P	SINDI ATTARANINGRUM	E26
27	L	SURYA SAPUTRA	E27
28	L	SYAHRUN NAZA RAHMANA	E28
29	L	YOGA JALU BIROWO	E29

Appendix 7

STUDENTS' NAME LIST OF CONTROL CLASS

NO	GENDER	NAME	CODE
1	P	AFNI MUSYARIFATUL IRFANI	C1
2	L	AQIB SYARIFUDDIN	C2
3	L	BINTANG ALGHAZALI A	C3
4	L	DAFFA ZAHRAN PRADITA	C4
5	P	DINA EKA HARDIYANTI	C5
6	P	ERNI WIDYA JUNIYANTI	C6
7	P	GALIH PUTRI RAMADHANI	C7
8	L	IHTIYAR CHAERA NURSALFAN	C8
9	L	KHAFIZH AHMAD A	C9
10	L	MAULANA HANI ADITYA	C10
11	P	MIZALUNA NOVIANI	C11
12	L	MOCH AZYA IBNU FADZILAH	C12
13	L	MUHAMMAD AHNAF AZAQI	C13
14	L	MUHAMMAD LUTHFI HASAN	C14
15	L	MUHAMMAD TIRTA AGUNG	C15
16	L	MUHAMMAD WISNU WIBOWO	C16
17	L	MUHAMMAD ZOUFNAN	C17
18	P	NADIN PUTRI AMELIA	C18
19	P	NAILA ANNIDA	C19
20	L	NOVA ARIYANTO	C20
21	P	PUTRI SEPTIA HANDAYANI	C21
22	P	RACHMA IMANDIRA	C22
23	L	RENO FADLI TAVIANO	C23
24	L	RIZQI KHOIRUL HUDA	C24
25	L	RULY DWI ADRIAN	C25
26	P	SASKIA ADIRA SANI	C26
27	L	SYAFIQ ILHAM MAULANA	C27
28	P	THALITA NADA ANINDYA	C28
29	P	WINDI PUSPITA SARI	C29

Appendix 8

WORKSHEET

TRYOUT TEST

Instrument of T-Test

Instructions!

Rearrange the letters into the correct word and put them in the blank space below!

My Cat

I have a[(a)]……as my pet. He is really playful, He loved to play with me and the new things he found. He has[(b)]…. And[(c)]….fur, his fur is so soft and I like to rubs it for him. He has a long[(d)]…. He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when I hold him like that he will fall asleep.

- e. Lati
- f. Atc
- g. Rangeo
- h. Tewhi   https://brainly.co.id/tugas/21832616

Answer Key

- a. Cat
- b. White
- c. Orange
- d. Tail

165

e. Tail

f. Cat

g. Orange

h. White

Appendix 9

The computation of the Validity, Reliability, Difficulty Level andDiscriminating Power of the Try-out test Instrument

No	Code	1	2	3	4	5	6	7	8	9	10	11	12	Y	Y²
1	T-1	1	1	1	1	1	0	1	1	1	0	1	1	10	100
2	T-2	0	0	0	0	0	0	0	1	0	0	1	0	2	4
3	T-3	1	0	1	0	0	0	1	0	1	1	0	0	5	25
4	T-4	0	0	0	0	0	0	0	1	1	1	1	1	5	25
5	T-5	0	0	0	0	0	0	0	1	1	1	1	0	4	16
6	T-6	1	0	0	0	0	1	1	1	1	1	1	1	8	64
7	T-7	1	0	0	0	0	1	1	1	0	1	0	0	5	25
8	T-8	1	1	1	1	0	0	1	1	1	1	1	0	9	81
9	T-9	0	1	1	0	1	1	1	1	1	1	1	1	10	100
10	T-10	1	1	1	0	1	1	1	1	1	1	1	1	11	121
11	T-11	0	0	0	0	0	0	1	1	1	1	1	1	6	36
12	T-12	0	0	1	0	0	0	1	1	0	0	0	1	4	16
13	T-13	1	0	1	1	1	1	0	1	1	0	1	1	9	81
14	T-14	1	0	0	0	1	1	1	1	1	1	1	1	9	81
15	T-15	1	1	1	1	1	0	1	1	0	1	1	1	10	100
16	T-16	1	1	0	1	0	1	1	1	1	0	0	1	8	64
17	T-17	1	1	1	1	0	1	0	0	1	1	1	1	9	81
18	T-18	1	0	1	1	0	0	1	1	1	1	1	1	9	81
19	T-19	0	0	0	0	0	0	1	1	0	1	1	1	5	25
20	T-20	1	1	1	1	1	1	1	1	1	0	0	1	10	100
21	T-21	1	0	1	0	0	0	0	1	1	0	1	1	6	36
22	T-22	1	0	0	1	1	0	0	1	0	1	0	0	5	25
23	T-23	0	0	0	0	0	0	0	1	1	1	1	1	5	25
24	T-24	0	0	1	0	1	0	1	0	1	0	0	1	5	25
25	T-25	1	0	0	0	0	0	0	1	1	1	0	1	5	25
26	T-26	0	0	0	0	0	0	1	0	0	0	1	0	2	4
27	T-27	0	0	0	0	0	0	0	0	1	0	0	0	1	1
28	T-28	0	0	1	0	1	0	0	0	1	1	1		5	25
29	T-29	0	0	0	0	0	0	1	0	1	0	1	1	4	16
	∑x	16	8	14	9	9	9	18	20	21	16	19	19	186	34596
	r_{xy}	0,63	0,72	0,58	0,57	0,57	0,57	0,37	0,42	0,36	0,28	0,28	0,57		
validity	r_{tabel}	0,38	0,38	0,38	0,38	0,38	0,38	0,38	0,38	0,38	0,38	0,38	0,38		
	criteria	valid	valid	valid	valid	valid	valid	tidak valid	valid	tidak valid	tidak valid	tidak valid	valid		
	B	16	8	14	9	9	9	18	21	16	16	19	186		
	JS	29	29	29	29	29	29	29	29	29	29	29	29		
Kesukaran	P	0,59	0,30	0,52	0,33	0,33	0,33	0,67	0,74	0,74	0,59	0,74	0,74		
	criteria	Medium	Difficult	Medium	Medium	Medium	Medium	Medium	Easy	Easy	Medium	Easy	Easy		
	p	0,59	0,30	0,52	0,33	0,33	0,33	0,67	0,78	0,59	0,59	0,70	6,89		
	q	0,41	0,70	0,48	0,67	0,67	0,67	0,33	0,22	0,41	0,41	0,30	-5,89		
	pq	0,24	0,21	0,25	0,22	0,22	0,22	0,22	0,17	0,24	0,24	0,21	-40,57		
reliability	∑pq	-38,12													
	k	30					keterangan reability								
	k-1	29					if r_{11} > r_{tabel} = reliabel								
	s²	7,94872													
	r_{11} (KR-20	5,99497					if r_{11} < r_{tabel} = tidak reiabel								
	keputusan	Reliabel													

No	Code	No Soal												Y
		1	2	3	4	5	6	7	8	9	10	11	12	Y
10	T-10	1	1	1	0	1	1	1	1	1	1	1	1	11
1	T-1	1	1	1	1	1	0	1	1	1	0	1	1	10
9	T-9	0	1	1	0	1	1	1	1	1	1	1	1	10
15	T-15	1	1	1	1	1	0	1	1	0	1	1	1	10
20	T-20	1	1	1	1	1	1	1	1	1	0	0	1	10
8	T-8	1	1	1	1	0	0	0	1	1	1	1	1	9
13	T-13	1	0	1	1	1	1	1	1	1	0	1	0	9
14	T-14	1	0	0	0	1	1	1	1	1	1	1	1	9
17	T-17	1	1	1	1	0	1	1	1	1	0	0	1	9
18	T-18	1	0	1	1	0	0	1	1	1	1	1	1	9
6	T-6	1	0	0	0	0	1	1	1	1	1	1	1	8
16	T-16	1	1	0	1	0	1	1	1	1	0	0	1	8
11	T-11	0	0	0	0	0	0	1	1	1	1	1	1	6
21	T-21	1	0	1	0	0	0	1	1	1	0	1	0	6
3	T-3	1	0	1	0	0	0	0	0	1	1	0	1	5
4	T-4	0	0	0	0	0	0	1	1	1	1	1	0	5
7	T-7	1	0	0	0	0	1	0	0	1	0	1	1	5
19	T-19	0	0	0	0	0	0	1	1	0	1	1	1	5
22	T-22	1	0	0	1	1	0	0	1	0	1	0	0	5
23	T-23	0	0	0	0	0	0	1	0	1	1	1	1	5
24	T-24	0	0	1	0	1	0	1	0	1	0	0	1	5
25	T-25	1	0	0	0	0	0	1	1	1	1	0	0	5
28	T-28	0	0	1	0	1	0	1	0	0	1	1	0	5
5	T-5	0	0	0	0	0	0	0	1	1	1	1	0	4
12	T-12	0	0	1	0	0	0	1	1	0	0	0	1	4
29	T-29	0	0	0	0	0	0	1	0	1	0	1	1	4
2	T-2	0	0	0	0	0	0	0	1	0	0	1	0	2
26	T-26	0	0	0	0	0	0	0	0	0	0	1	1	2
27	T-27	0	0	0	0	0	0	0	0	1	0	0	0	1
Discriminating power	JA	8	8	8	8	8	8	8	8	8	8	8	8	
	BA	7	6	7	5	7	5	7	8	7	5	7	7	
	JB	8	8	8	8	8	8	8	8	8	8	8	8	
	BB	1	0	3	0	2	0	6	4	6	4	6	5	
	D	0,75	0,75	0,50	0,63	0,63	0,63	0,13	0,50	0,13	0,13	0,13	0,25	
	criteria	Excellent	Excellent	Good	Good	Good	Good	Poor	Good	Poor	Poor	Poor	Satisfactory	

Appendix 10

WORKSHEET OF PRE-TEST

Instructions!

Rearrange the letters into the correct word and put them in the blank space below!

My Cat

I have a [a]......as my pet. He is really playful, He loved to play with me and the new things he found. He has [b].... And [c]....fur, his fur is so soft and I like to rubs it for him. He has a long[d].... He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when I hold him like that he will fall asleep.

    i.   Lati

    j.   Atc

    k.   Rangeo

    l.   Tewhi

Answer Key

    i.   Cat

    j.   White

    k.   Orange

    l.   Tail

    m.   Tail

    n.   Cat

o. Orange

p. White

Appendix 11

WORKSHEET OF POST-TEST

Instructions!

Use the words below to make short sentences text!

Name	Small
Tail	Short
Have	Legs
Four	Male
3 years	Fur
Vegetables	Around eyes
Stronger	Black
Powerful	Small
Playing	Happy
Brown	Friendly
Soft	

Appendix 12

LIST SCORE PRE TEST OF VII A AND VII B

SCORE PRE TEST BETWEEN EXPERIMENTAL CLASS AND CONTROL CLASS					
CONTROL			EXPERIMENTAL		
NO	CODE	SCORE	NO	CODE	SCORE
1	C-1	62,5	1	E-1	50
2	C2	50	2	E-2	62,5
3	C-3	62,5	3	E-3	50
4	C-4	50	4	E-4	50
5	C-5	37,5	5	E-5	62,5
6	C-6	62,5	6	E-6	37,5
7	C-7	50	7	E-7	50
8	C-8	25	8	E-8	37,5
9	C-9	37,5	9	E-9	25
10	C-10	62,5	10	E-10	0
11	C-11	37,5	11	E-11	37,5
12	C-12	25	12	E-12	62,5
13	C-13	62,5	13	E-13	25
14	C-14	25	14	E-14	12,5
15	C-15	50	15	E-15	50
16	C-16	50	16	E-16	0
17	C-17	12,5	17	E-17	12,5
18	C-18	50	18	E-18	62,5
19	C-19	12,5	19	E-19	50
20	C-20	0	20	E-20	0
21	C-21	62,5	21	E-21	37,5
22	C-22	62,5	22	E-22	62,5
23	C-23	50	23	E-23	12,5
24	C-24	0	24	E-24	25
25	C-25	37,5	25	E-25	50
26	C-26	62,5	26	E-26	50
27	C-27	50	27	E-27	12,5
28	C-28	0	28	E-28	62,5
29	C-29	12,5	29	E-29	50
Jumlah		1162,5			1100
N		29			29
X rata2		58,6			60,7
Varians (s2)		450,7			440,7
(s)		21,2288			20,9918

Appendix 13

LIST SCORE POST TEST OF VII A AND VII B

NO	CODE	SCORE	NO	CODE	SCORE	
SCORE POST TEST BETWEEN EXPERIMENTAL CLASS AND CONTROL CLASS						
CONTROL VII B			EXPERIMENTAL VII A			
NO	CODE	SCORE	NO	CODE	SCORE	
1	C-1	70	1	E-1	70	
2	C2	60	2	E-2	70	
3	C-3	60	3	E-3	50	
4	C-4	50	4	E-4	70	
5	C-5	80	5	E-5	70	
6	C-6	50	6	E-6	70	
7	C-7	70	7	E-7	100	
8	C-8	50	8	E-8	60	
9	C-9	60	9	E-9	40	
10	C-10	60	10	E-10	90	
11	C-11	90	11	E-11	80	
12	C-12	60	12	E-12	80	
13	C-13	50	13	E-13	80	
14	C-14	60	14	E-14	80	
15	C-15	60	15	E-15	50	
16	C-16	50	16	E-16	80	
17	C-17	60	17	E-17	90	
18	C-18	70	18	E-18	90	
19	C-19	80	19	E-19	80	
20	C-20	60	20	E-20	70	
21	C-21	50	21	E-21	90	
22	C-22	70	22	E-22	90	
23	C-23	60	23	E-23	90	
24	C-24	80	24	E-24	90	
25	C-25	70	25	E-25	50	
26	C-26	80	26	E-26	80	
27	C-27	60	27	E-27	80	
28	C-28	50	28	E-28	70	
29	C-29	50	29	E-29	60	
Jumlah		1820			2170	
N		29			29	
X rata2		62.8			74.8	
Varians (s2)		123.4			211.2	
(s)		11.1			14.5	

Appendix 14

NORMALITY TEST OF PRE-TEST OF THE EXPERIMENTAL CLASS

Uji Normalitas _Pre-test_ Kelas Eksperimen

kelas VII A

Hipotesis

Ho : Data berdistribusi normal

Ha : Data tidak berdistribusi normal

Pengujian Hipotesis

$$x^2 = \sum_{j=1}^{k} \frac{(O_j - E_j)^2}{E_j}$$

Kriteria yang digunakan

diterima jika   Ho $\boxed{X^2_{hitung} < X^2_{tabel}}$

Pengujian Hipotesis

Nilai maksimal	=	63				
Nilai minimal	=	0				
Rentang nilai (R)	=	(62.5 – 0) + 1	=	64		
Banyaknya kelas (K)	=	1 + 3,3 log 29	=	5.776	=	6
Panjang kelas (P)	=	R/K = 61/6	=	10.583	=	11

Tabel Mencari Rata-Rata dan Standar Deviasi

NO	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	50	50.0	2500.0
2	62.5	62.5	3906.3
3	50	50.0	2500.0
4	50	50.0	2500.0
5	62.5	62.5	3906.3
6	37.5	37.5	1406.3
7	50	50.0	2500.0
8	37.5	37.5	1406.3
9	25	25.0	625.0
10	0	0.0	0.0
11	37.5	37.5	1406.3
12	62.5	62.5	3906.3
13	25	25.0	625.0
14	12.5	12.5	156.3
15	50	50.0	2500.0
16	0	0.0	0.0
17	12.5	12.5	156.3
18	62.5	62.5	3906.3
19	50	50.0	2500.0
20	0	0.0	0.0
21	37.5	37.5	1406.3
22	62.5	62.5	3906.3
23	12.5	12.5	156.3
24	25	25.0	625.0
25	50	50.0	2500.0
26	50	50.0	2500.0
27	12.5	12.5	156.3
28	62.5	62.5	3906.3
29	50	50.0	2500.0
Σ	1100	1100.0	54062.5

			Rata - rata (x̄) =	$\dfrac{\sum X}{N}$	=	$\dfrac{1100}{29}$	=	37,9			
			Standar deviasi (S):								
			S^2	=		$\dfrac{\sum (X_i - \overline{X})^2}{n-1}$					
				=	12338,36						
					28						
			S^2	=	440,7						
			S	=	21,0						

Daftar Nilai Frekuensi *Pretest* VII A

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\dfrac{(O_i - E_i)^2}{E_i}$
				-1,83	0,4664				
			-0,5			0,0588			
0	–	10		-1,33	0,4077		3	1,6451	1,1159
			10,1			0,1131			
11	–	20		-0,82	0,2946		4	3,1666	0,2193
			20,7			0,1697			
21	–	31		-0,32	0,1249		3	4,7523	0,6461
			31,3			0,1986			
32	–	41		0,19	-0,0737		4	5,5607	0,4380
			41,8			0,1812			
42	–	41		0,05	-0,2549		9	5,0732	3,0395
			52,4			0,1289			
42	–	41		1,19	-0,3838		6	3,6087	1,5846
			63,0						
Jumlah							29	X^2 =	**7,0434**

Keterangan:			
Bk	=	Batas kelas bawah -0,5 atau batas kelas bawah +0,5	
Zi	=	$\dfrac{Bk_i - \overline{X}}{S}$	
P(Zi)		Nilai Zi pada tabel di bawah lengkung kurva normal standar dari O s/d Z	
Luas Daerah		$= P(Z_1) - P(Z_2)$	
Ei		$= luas\ daerah \times N$	
Oi		$= f_i$	
		X^2 tabel =	11,07
Untuk a = 5%, dengan dk =K-1 = 6-1 = 5 diperoleh			
karena $X^2 < X^2$ tabel, maka data tersebut berdistribusi normal			

Appendix 15

NORMALITY TEST OF PRE-TEST OF THE CONTROL CLASS

	Uji Normalitas Pre-test Kelas Kontrol								
			kelas VII B						
	Hipotesis								
	Ho : Data berdistribusi normal								
	Ha : Data tidak berdistribusi normal								
	Pengujian Hipotesis								
	Kriteria yang digunakan								
	diterima jika		Ho						
	Pengujian Hipotesis								
	Nilai maksimal		=	62,5					
	Nilai minimal		=	0					
	Rentang nilai (R)		=	62.5-0 + 1		=	63,5		
	Banyaknya kelas (K)		=	1 + 3,3 log 29		=	5,826	=	6 Kelas
	Panjang kelas (P)		=	R /K = 31/6		=	10,583	=	11
	Tabel Mencari Rata-Rata dan Standar Deviasi								
	NO	X	$X - \overline{X}$	$(X - \overline{X})^2$					
	1	62,5	22,41	502,4					
	2	50	9,91	98,3					
	3	62,5	22,41	502,4					
	4	50	9,91	98,3					
	5	37,5	-2,59	6,7					
	6	62,5	22,41	502,4					
	7	50	9,91	98,3					
	8	25	-15,09	227,6					
	9	37,5	-2,59	6,7					
	10	62,5	22,41	502,4					
	11	37,5	-2,59	6,7					
	12	25	-15,09	227,6					
	13	62,5	22,41	502,4					
	14	25	-15,09	227,6					
	15	50	9,91	98,3					
	16	50	9,91	98,3					
	17	12,5	-27,59	761					
	18	50	9,91	98,3					
	19	12,5	-27,59	761					
	20	0	-40,09	1606,9					
	21	62,5	22,41	502,4					
	22	62,5	22,41	502,4					
	23	50	9,91	98,3					
	24	0	-40,09	1606,9					
	25	37,5	-2,59	6,7					
	26	62,5	22,41	502,4					
	27	50	9,91	98,3					
	28	0	-40,09	1606,9					
	29	12,5	-27,59	761					
	∑	1162,5		12618,5					

Rata -rata ($\overline{x}$) =	$\frac{\sum X}{N}$		= $\frac{1163}{29}$	=	40,1			
Standar deviasi (S):								
	S^2	=	$\frac{\sum (X_i - \overline{X})^2}{n-1}$					
		=	$\frac{12618,53}{28}$					
	S^2	=	450,7					
	S	=	21,2					

Daftar Nilai Frekuensi *Pretest* VII B

Kelas			Bk	Z_i	P(Z_i)	Luas Daerah	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
			-0,5	-1,91	0,4721				
0	–	10				0,0509	3	1,4234	1,7464
			10,1	-1,41	0,4212				
11	–	20				0,1014	3	2,8384	0,0092
			20,7	-0,91	0,3198				
21	–	31				0,1585	3	4,4370	0,4654
			31,3	-0,42	0,1614				
32	–	41				0,1942	4	5,4370	0,3798
			41,8	0,08	-0,0328				
42	–	52				0,1865	8	5,2228	1,4768
			52,4	0,58	-0,2193				
53	–	63				0,1405	8	3,9330	4,2056
			63,0	1,08	-0,3598				
Jumlah							29	X^2 =	8,2831

Keterangan:			
Bk	=	Batas kelas bawah -0,5 atau batas kelas bawah +0,5	
Zi	=	$= \frac{Bk_i - \overline{X}}{S}$	
P(Zi)		Nilai Zi pada tabel di bawah lengkung	
		kurva normal standar	
Luas Daerah		$= P(Z_1) - P(Z_2)$	
Ei		$= luas\ daerah\ x\ N$	
Oi		$= f_i$	
Untuk a = 5%, dengan dk =K-1 = 6-1 = 5 diperole X² tabel =			11,07
Karena X² < X² tabel, maka data tersebut berdistribusi normal			

Appendix 16

HOMOGENEITY TEST OF PRE-TEST OF THE
EXPERIMENTAL AND CONTROL CLASS
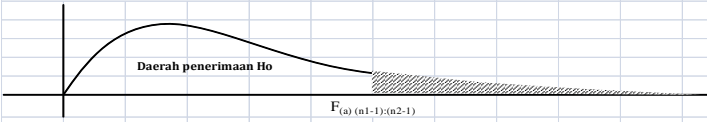
Uji Homogenitas Data Nilai *Pretest* Kelas Eksperimen dan Kelas Kontrol
(KELAS VII A DAN VII B)

Hipotesis

Ho   : $\sigma_1 = \sigma_2$

Ha   : $\sigma_1 \neq \sigma_2$

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

$$F = \frac{Varian\ terbesar}{Varian\ terkecil}$$

Ho diterima apabila $F \leq F_{(a)\ (n1-1):(n2-1)}$

Daerah penerimaan Ho

$F_{(a)\ (n1-1):(n2-1)}$

Dari data diperoleh:
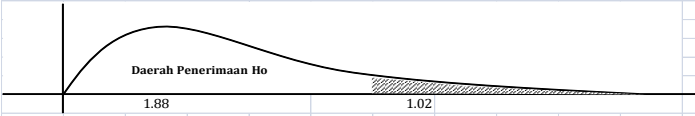
Sumber variasi	Eksperimen	Kontrol
Jumlah	1100	1163
N	29	29
$\overline{X}$	37.90	40.10
Varians (s^2)	440.7	450.7
Standart deviasi (s)	20.9918	21.2288

Berdasarkan rumus di atas diperoleh:

F_{count} = $\dfrac{450.7}{440.7}$ = 1.02

Pada a = 5% dengan:

dk pembilang = nb - 1			=	29	-	1	=	28
dk penyebut = nk -1			=	29	-	1	=	28

F_{tabel} $F_{(0.05)(28,28)}$ =   1.88

Daerah Penerimaan Ho

1.88   1.02

Karena F hitung < F tabel, maka data Ho diterima, maka disimpulkan bahwa kedua kelas homogen

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Appendix 17

THE AVERAGE SIMILARITY OF PRE-TEST OF THE EXPERIMENTAL AND CONTROL CLASS

Uji Persamaan Dua Rata-Rata Nilai Pree Test Antara Kelas Eksperimen dan Kelas Kontrol

Uji Hipotesis:

Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

dimana:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_1 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Ho diterima jika t count < t table

Ho ditolak jika t count > t table

Dari data diperoleh:

Sumber variasi	Eksperimen	Kontrol
Jumlah	1100	1163
N	29	29
X̄	37.9	40.1
Varians (s^2)	440.7	451
Standat deviasi (s)	20.9918	21.2288

Berdasarkan rumus di atas diperoleh:

$$s = \sqrt{\frac{(29-1)\,440.7 + (29-1)\,451}{(29+29)-2}}$$

$$s = \sqrt{\frac{12338 + 12628}{56}} = \sqrt{445.8278941}$$

$$s = 21.1$$

$$t_{count} = \frac{37.9 - 40.1}{21.1\sqrt{\frac{1}{29} + \frac{1}{29}}} = \frac{-2.200}{21.1\sqrt{0.26261}}$$

$$t_{count} = \frac{-2.200}{21.1 \times 0.263} = -0.397$$

Pada a = 5% dengan dk = 29 + 29 - 2 = 56 diperoleh t_{tabel} = $t_{(0.95)(54)}$ = 2.00324

daerah penerimaan Ho

-0.397   2.003   =

Karena t hitung kurang dari t tabel, maka dapat disimpulkan bahwa Ho diterima dan Ha ditolak

karena t berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa TIDAK ada persamaan rata - rata dari kedua kelas

Appendix 18

NORMALITY TEST OF POST-TEST OF THE EXSPERIMENTAL CLASS

		Uji Normalitas Post-test Kelas Eksperimen						
				kelas VII A				
		Hipotesis						
		Ho : Data berdistribusi normal						
		Ha : Data tidak berdistribusi normal						
		Pengujian Hipotesis						
		Kriteria yang digunakan						
		diterima jika		Ho				
		Pengujian Hipotesis						
		Nilai maksimal		=	100			
		Nilai minimal		=	40			
		Rentang nilai (R)		=	100 - 40 + 1	=	61	
		Banyaknya kelas (K)		=	1 + 3,3 log 28	=	5,776 =	6
		Panjang kelas (P)		=	R /K = 61/6	=	10,562 =	11
		Tabel Mencari Rata-Rata dan Standar Deviasi						
		NO	X					
		1	70	-4,8	23,3			
		2	70	-4,8	23,3			
		3	50	-24,8	616,4			
		4	70	-4,8	23,3			
		5	70	-4,8	23,3			
		6	70	-4,8	23,3			
		7	100	25,2	633,7			
		8	60	-14,8	219,9			
		9	40	-34,8	1213			
		10	90	15,2	230,2			
		11	80	5,2	26,8			
		12	80	5,2	26,8			
		13	80	5,2	26,8			
		14	80	5,2	26,8			
		15	50	-24,8	616,4			
		16	80	5,2	26,8			
		17	90	15,2	230,2			
		18	90	15,2	230,2			
		19	80	5,2	26,8			
		20	70	-4,8	23,2			
		21	90	15,2	230,2			
		22	90	15,2	230,2			
		23	90	15,2	230,2			
		24	90	15,2	230,2			
		25	50	-24,8	616,4			
		26	80	5,2	26,8			
		27	80	5,2	26,8			
		28	70	-4,8	23,3			
		29	60	-14,8	219,9			
		∑	2170		6124,1			

		Rata - rata ($\bar{x}$) =	$\dfrac{\sum X}{N}$		$\dfrac{2170}{29}$	=	74,8			
		Standar deviasi (*S*):								
		S^2	=		$\dfrac{\sum (X_i - \bar{X})^2}{n-1}$					
				=	$\dfrac{6124,1}{29}$					
		S^2	=	211,2						
		S	=	14,5						

Daftar Nilai Frekuensi *Post-test* VII A

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\dfrac{(O_i - E_i)^2}{E_i}$
			39,5	-2,43	0,4925				
						0,0366	4	1,0259	8,6217
40	–	50	50,1	-1,70	0,4558				
						0,1200	2	3,3601	0,5505
51	–	60	60,6	-0,98	0,3358				
						0,2369	7	6,6332	0,0204
61	–	71	71,2	-0,25	0,0990				
						0,2820	8	7,8952	0,0014
72	–	81	81,7	0,48	-0,1830				
						0,2025	7	5,6697	0,3121
82	–	92	92,3	1,20	-0,3855				
						0,0877	1	2,4551	0,8625
93	–	102	102,9	1,93	-0,4732				
Jumlah							29	X^2 =	**10,3687**

Bk		=	Batas kelas bawah -0,5 atau batas kelas bawah +0,5			
Zi		=	$= \dfrac{Bk_i - \bar{X}}{S}$			
P(Zi)			Nilai Zi pada tabel di bawah lengkung kurva normal standar dari O s/d Z			
Luas Daerah			$= P(Z_1) - P(Z_2)$			
Ei			$= luas\ daerah\ x\ N$			
Oi			$= f_i$			
				X^2 tabel =		11,07

Untuk a = 5%, dengan dk =K-1 = 6-1 = 5 diperoleh

Karena $X^2 < X^2$ tabel, maka data tersebut berdistribusi normal

Appendix 19

NORMALITY TEST OF POST-TEST OFTHE CONTROL CLASS

Uji Normalitas Post-test Kelas Kontrol									
			kelas VII B						
	Hipotesis								
	Ho : Data berdistribusi normal								
	Ha : Data tidak berdistribusi normal								
	Pengujian Hipotesis								
	Kriteria yang digunakan								
	diterima jika		Ho						
	Pengujian Hipotesis								
	Nilai maksimal		=	90					
	Nilai minimal		=	50					
	Rentang nilai (R)		=	90-50+1		=	41		
	Banyaknya kelas (K)		=	1 + 3,3 log 29		=	5,826 =	6	KELAS
	Panjang kelas (P)		=	R /K = 31/6		=	6,833 =	7	
	Tabel Mencari Rata-Rata dan Standar Deviasi								
	NO	X	$X-\overline{X}$	$(X-\overline{X})^2$					
	1	70	7,24	52,4					
	2	60	-2,76	7,6					
	3	60	-2,76	7,6					
	4	50	-12,76	162,8					
	5	80	17,24	297,3					
	6	50	-12,76	162,8					
	7	70	7,24	52,4					
	8	50	-12,76	162,8					
	9	60	-2,76	7,6					
	10	60	-2,76	7,6					
	11	90	27,24	742,1					
	12	60	-2,76	7,6					
	13	50	-12,76	162,8					
	14	60	-2,76	7,6					
	15	60	-2,76	7,6					
	16	50	-12,76	162,8					
	17	60	-2,76	7,6					
	18	70	7,24	52,4					
	19	80	17,24	297,3					
	20	60	-2,76	7,6					
	21	50	-12,76	162,8					
	22	70	7,24	52,4					
	23	60	-2,76	7,6					
	24	80	17,24	297,3					
	25	70	7,24	52,4					
	26	80	17,24	297,3					
	27	60	-2,76	7,6					
	28	50	-12,76	162,8					
	29	50	-12,76	162,8					
	∑	1820		3579,3					

| | Rata -rata ($\bar{x}$) = | $\frac{\sum x}{N}$ | | = $\frac{1820}{29}$ | = | 62,8 | | | |

Standar deviasi (S):

$$S^2 = \frac{\sum (X_i - \overline{X})^2}{n-1}$$

$$= \frac{3579,3}{29}$$

| | S^2 | = | 123,4 |
| | S | = | 11,1 |

Daftar Nilai Frekuensi *Post-test* VII B

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
			49,5	-1,19	0,3836				
50	–	56				0,1652	8	4,7897	2,1516
			56,3	-0,58	0,2185				
57	–	63				0,2331	11	6,7609	2,6579
			63,2	0,04	-0,0146				
64	–	70				0,2281	5	6,6146	0,3941
			70,0	0,65	-0,2427				
71	–	76				0,1547	0	0,3093	0,3093
			76,8	1,27	-0,3947				
77	–	83				0,0727	4	2,1076	1,6991
			83,7	1,88	-0,4701				
84	–	90				0,0237	1	0,6861	0,1436
			90,5	2,50	-0,4937				
Jumlah							29	X^2 =	**7,3556**

Keterangan:

Bk	=	Batas kelas bawah -0,5 atau batas kelas bawah +0,5
Zi	=	$\frac{Bk_i - \overline{X}}{S}$
P(Zi)		Nilai Zi pada tabel di bawah lengkung kurva normal standar
Luas Daerah		$= P(Z_1) - P(Z_2)$
Ei		$= luas\ daerah\ x\ N$
Oi		$= f_i$

Untuk a = 5%, dengan dk =K-1 = 6-1 = 5 diperole X^2 tabel = 11,07

Karena X^2 < X^2 tabel, maka data tersebut berdistribusi normal

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Appendix 20

HOMOGENEITY TEST OF POST-TEST OF THE

EXPERIMENTAL AND CONTROL CLASS

Uji Homogenitas Data Nilai *Post-test* Kelas Eksperimen dan Kelas Kontrol
(KELAS VII A DAN VII B)

Hipotesis

Ho   : $\mu_1 = \mu_2$

Ha   : $\mu_1 \neq \mu_2$

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

$$F = \frac{Varian\ terbesar}{Varian\ terkecil}$$

Ho diterima apabila $F \leq F_{(a)\ (n1-1):(n2-1)}$

Daerah penerimaan Ho

$F_{(a)\ (n1-1):(n2-1)}$

Dari data diperoleh:

Sumber variasi	Eksperimen	Kontrol
Jumlah	2170	1820
N	29	29
$\overline{X}$	74.80	62.80
Varians (s^2)	211.2	123.4
Standart deviasi (s)	14.5	11.1

Berdasarkan rumus di atas diperoleh:

$$F_{count} = \frac{211.2}{123.4} = 1.71$$

Pada a = 5% dengan:

dk pembilang = nb - 1   =   29   -   1   =

dk penyebut = nk -1   =   29   -   1   =

F_{tabel} $F_{(0.05)(28,28)}$ =   1.88

Daerah Penerimaan Ho

1.88   1.71

Karena F hitung < F tabel, maka data Ho diterima, maka disimpulkan bahwa kedua kelas homogen

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Appendix 21

THE AVERAGE SIMILARITY OF POST TEST OF
THE EXPERIMENTAL AND CONTROL CLASS

Uji Persamaan Dua Rata-Rata Nilai Post Test Antara Kelas Eksperimen dan Kelas Kontrol

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_1}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_1}}}$$

dimana:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_1 - 1)s_2^2}{n_1 + n_1 - 2}}$$

Ho diterima jika t count < t table

Ho ditolak jika t count > t table

Dari data diperoleh:

Sumber variasi	Eksperimen	Kontrol
Jumlah	2170	1820
N	29	29
X̄	74.80	62.80
Varians (s²)	211.2	123.4
Standart deviasi (s)	14.5	11.1

Berdasarkan rumus di atas diperoleh:

$$s = \sqrt{\frac{(29-1)\,211.2 + (29-1)\,123.4}{(29+29) - 2}}$$

$$s = \sqrt{\frac{5913.0 + 3455.89}{56}} = \sqrt{167.3008323}$$

$$s = 12.9$$

$$t_{count} = \frac{74.8 - 62.8}{12.9\sqrt{\frac{1}{29} + \frac{1}{29}}} = \frac{12.000}{12.9\;\;0.06897}$$

$$t_{count} = \frac{12.000}{12.9 \quad x \quad 0.263} = 3.533$$

Pada a = 5% dengan dk = 29 + 29 - 2 = 56 diperoleh t$_{tabel}$ = t$_{(0.05)(56)}$ = 2.00324

daerah penerimaan Ho

2.003   3.533   =

Karena t hitung lebih dari t tabel, maka dapat disimpulkan bahwa Ho ditolak dan Ha diterima

Sehingga diketahui bahwa : Rata-rata motivasi belajar siswa pada pembelajaran vocabulary menggunakan Anagram game lebih tinggi dibandingkan dengan rata-rata motivasi belajar siswa menggunakan gambar.

Appendix 22

Result of student's worksheet

PRE-TEST

Name : Eliysa Putri Sabila

Class : Experimental (VII A)

Number : 08

Rearrange the letters into the correct word and put them in the blank space below!

My Cat

I have a (a) ....cat....as my pet. He is really playful, He loved to play with me and the new things he found. He has (b) ..theu.. And (c) ..rearrange..fur, his fur is so soft and I like to rubs it for him. He has a long (d)..tail.. He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when i hold him like that he will fall asleep.

e. Lati = like
f. Atc = cat
g. Rangeo = rearrange
h. Tewhi = theaw

37.5

PRE-TEST

Name : IHtiyap Chaera Nursapan

Class : Control (VII B)

Number : 8

Rearrange the letters into the correct word and put them in the blank space below!

My Cat

I have a (a) .like. .....as my pet. He is really playful, He loved to play with me and the new things he found. He has (b) .Orange. .... And (c) .Cat. ...fur, his fur is so soft and I like to rubs it for him. He has a long(d) .with. ..... He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when i hold him like that he will fall asleep.

   e. Lati   =   like
   f. Atc   :.   cat
   g. Rangeo = orange
   h. Tewhi   =   with

25

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POST-TEST

Name : Mjagluca Noviani

Number : 11

Class : VII B (Control Class)

Instructions!

Use the words below to make short sentences text!

Name	Small
nama	Pendek
Tail	Short
ekor	
Have	Legs
mempunyai	kaki
Four 4	Male
	jantan
3 years	Fur
3thn	bulu
Vegetables	Around eyes
sayuran	mata bulat
Stronger	Black
	hitam
Powerful	Small
	Pendek
Playing	Happy
	bahagia
Brown	Friendly
	teman
Soft	
lembut	

I have a Pet, the name is Choki, my Pet his tail short and small, my pet colour Fur is Brown and Black.

I have cat male Four and Fuzzy Soft and my cat like playing small ball. My cat is Vegetables and his old 3 years old, my cat is friendly and like sleepin my legs and I have one cat, Cats, Female, my Female cat is strong and Dayag tful, kuu Hzipy bape bee.

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Appendix 23

DOCUMENTATION

- The researcher opens learning process

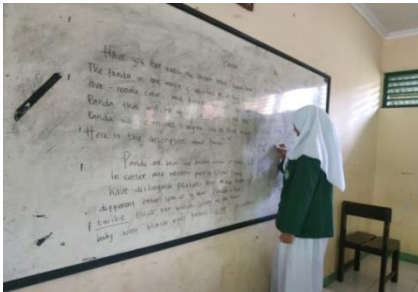- The researcher writes treatment on the whiteboard

- The students are doing pairs exercise

- The students are doing pairs exercise

- One of students comes forward to answer of the question

- One of students comes forward to answer of the question

Appendix 24

School Certificate

LEMBAGA PENDIDIKAN MA'ARIF NU (NAHDLATUL ULAMA)
KABUPATEN SEMARANG
SMP I T MIFTAHUL ULUM UNGARAN
Terakreditasi B
Jl. Kolonel Sugiyono No. 1 Susukan Ungaran Timur Telp. (024) 76921058
Kode Pos 50516, email : smpitmuu@yahoo.co.id

SURAT KETERANGAN
NO : 025/SMP IT MU/E.24/II/2020

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan dibawah ini kepala SMP IT Miftahul Ulum Ungaran Kab. Semarang, menerangkan bahwa :

Nama	:	NUR KHASANAH
NIM	:	1503046035
Fakultas	:	Ilmu Tarbiyah dan Keguruan
Judul Skripsi	:	*"VOCABULARY ENRICHMENT USING ANAGRAM GAME FOR SUPPORTING STUDENT'S WRITING SKILL OF DESCRIPTIVE TEXT"*

Benar yang tersebut namanya di atas telah melaksanakan Penelitian di SMP Islam Terpadu Miftahul Ulum Ungaran Kecamatan Ungaran Timur Kabupaten Semarang, dengan judul :

"Vocabulary Enrichment using Anagram Game for Supporting Student's Writing Skill of Descriptive Text"

Demikian Surat Keterangan ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Ungaran, 08 Februari 2020
Kepala Sekolah

Joko Nurwoto, S.Pd.

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