

**THE USE OF ANAGRAM GAME
TO IMPROVE STUDENT'S VOCABULARY MASTERY
AT THE SECOND GRADE OF MTs SA MIFTAHUL ULUM**

THESIS

Presented to the State Islamic University of Kiai Haji Achmad Siddiq of Jember
In Practical Fulfillment of Requirements
A Bachelor's Degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Studies and Language Education Department
English Education Program



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R
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THESIS

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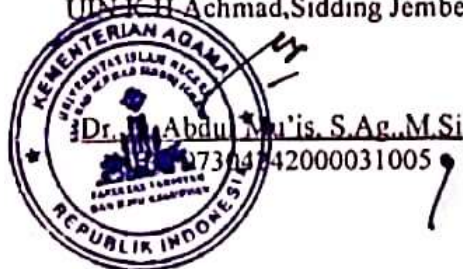
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MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ
إِنْ كُنْتُمْ صَادِقِينَ ۝

" And he taught Adam all the names (of everything), then he showed them to the
angels and said, ‘Tell me the names of these if you are truthful!’"

(QS Al Baqarah: 31)¹



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¹ Muhammad Taqi-Ud Din Al-Hilali and Muhammad Muhsin Khan, *The Noble Qiran English Translation of the Meanings and Commentary, terj* (Medina: Dar-us Salam Publications, 1996), 8.

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May Allah repay all those who have supported in this process with kindness.

Finally, the author acknowledges that this thesis is far from perfect but the writer hopes that this thesis would be beneficial to the readers and future researches.

Jember, December 2023

The Writer

ABSTRACT

Saifatur Rohmah, 2023: The Use of Anagram Game to Improve Student's Vocabulary Mastery at the Second Grade of MTs SA Miftahul Ulum.

Keywords: Anagram Game, Vocabulary mastery.

English is one of the tools of communication in the world, The main element to mastering the English skill is Vocabulary. Learning Vocabulary is especially for challenging novice learners; the difficult things for students in mastering Vocabulary are difference in spelling and pronunciation. However, students need to authorize Vocabulary in the learning process. Learning vocabulary cannot be learned only from what students hear and write but from what they see. On observation and interview with the teacher of MTs SA Miftahul Ulum, the researcher found many problems in learning English, especially Vocabulary. One of the problems is that the acquired student needs to be more active in memorizing and remembering the Vocabulary. after discussing with the English teacher, we decided to use anagram game to teach vocabulary and solve the vocabulary problem in the class.

The research problem in students of second-grade MTs SA Miftahul Ulum focused on: "How can anagram game improve students' vocabulary mastery in the second grade of MTs SA Miftahul Ulum?". The research objective is "To investigate how the use of anagram game can improve students' Vocabulary in the second grade of MTs SA Miftahul Ulum."

This study used classroom action research (CAR) as the method, with the model by Kemmis Mc. Taggart consisted of planning, implementing, observing and reflecting. The object of this research is students from 8th B class. Of MTs SA Miftahul Ulum curahkalong Bangsalsari Jember consists of 15 students' female. The test used two tests, that are oral and written test. Oral test is a form of Test that requires responses from students in the form of spoken language. Students would answer in their own words according to the questions or orders given. Meanwhile, the written Test is an assessment tool the students must answer, including a test in the description. The research was carried out with two cycles, in which the minimum mastery criteria (KKM) in English subject is 75, in addition, the researcher took 70% of the total students in this research who achieved equal or above the minimum Score. From this research the students' scores on Cycle II were 86%, which means there were 13 students whose Scores passed the minimum mastery criteria (75) Or more. There were two students under the target of minimum mastery criteria. Automatically, the classroom action research and Cycle II were successful.

Based on the explanation above using an anagram game in teaching vocabulary could improve the students' vocabulary mastery. From this, by using anagram games in teaching Vocabulary in 8th B of MTs, SA Miftahul Ulum was improved.

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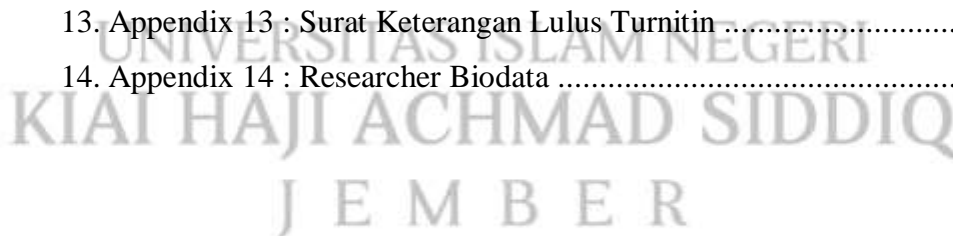
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CHAPTER I

INTRODUCTION

This chapter presented an introduction to the research. This chapter contains the research background, the research question, the research objective, the significance of the research, and the definition of key terms.

A. Background of The Study

English is an international language. In other words, English is one of the languages for communication between one country and another. English is very important, not only in the aspects of education but in the aspects of technology, business, politics, and culture.² Indonesia provides English learning starting from kindergarten to the university level.

The importance of language learning has been regulated in Indonesian law in 29 paragraph 2 of law 24 of 2009 concerning flags, language, state symbols, and national anthems. Those laws stated that a foreign language could be used as a medium of instruction in education to help students learn a foreign language.³

Learning foreign languages has been a daily activity for decades. The ability to speak two languages has become a way of life. Everyone is influenced in some way to cross the boundaries of their native language into a new language, a new culture, and a new way of thinking, feeling, and acting. Sending and

²Jeremy Harmer, *The Practice of English Language Teaching* (England: Person Education Limited, 2001), 13

³Sekretariat Negara Republik Indonesia. Undang-undang 24 tahun 2009 tentang Peraturan Pemerintah, Pasal 29.

receiving messages in another language requires full commitment and interest in learning. Therefore, students can easily understand learning correctly and have good Vocabulary, which can also increase their learning interest.

English is one of the tools of communication in the world. In English learning, there are four skills, such as reading, writing, speaking, and listening, which the students are expected to master. The main element to mastering the English skill is Vocabulary. The students will learn English easily if they know English Vocabulary first.

Vocabulary is a set of familiar words within a person's language. A vocabulary usually develops with age and is a valuable and fundamental tool for communicating and acquiring knowledge. In addition, Vocabulary is the basic competence that needs to be taught. Knowing many words is important because the more words we know, the better the chance to understand. For this reason, the primary aim of teaching the English program is to help students gain a large vocabulary of sound words. This statement is proven by Al-Baqarah verse 31⁴:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ.

“And he taught Adam all the names (of everything), then he showed them to the angels and said ‘Tell me the names of these if you are truthful.’”

⁴ Muhammad Taqi-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Nobel Qiran English Translation of The Meaning and Commentary, terj* (Medina: Dar-us Salam Publication, 1996), 8.

In the surah above, Allah shows us that we must learn Vocabulary. So we can create our language skills. We can choose the right words in spoken or written language. A good vocabulary is an important part of effective language communication.

Vocabulary is the most significant component of learning a language because Vocabulary has an important role in the beginning and foundation of learning and teaching. Developing and enriching Vocabulary is the foremost thing to do in learning English. Learning Vocabulary is especially for challenging novice learners; the most difficult thing for students in mastering Vocabulary is the differences in meaning and pronunciation. However, students need to authorize Vocabulary in the learning process. Learning vocabulary cannot be learned only from what students hear and write but from what they see.⁵

Based on observation and interview with the tutor of MTs SA Miftahul Ulum, the researcher found many problems in learning English, especially Vocabulary. One of the problems is that the acquired student needs to be more active in memorizing and remembering the Vocabulary. So, when the teacher explains, the student does not understand the material.

However, appropriate teaching technique is necessary to make the teaching and learning process effective. There are several techniques for teaching Vocabulary, such as using pictures, songs, games, etc. The reason for using an anagram game is to simulate the development of students' thinking power and sensitivity and create an interesting, creative, and innovative playing environment.

⁵ Mariatul fitra "Improving the vocabulary mastery of the seventh grader of SMP Negeri 2 lumajang by using pictures in the descriptive text" Journal of Teaching and Learning. Vol.3 No.18, (2014), 1738.

From the students' point of view, an interesting learning environment provides comfort and flexibility in participating in their learning as well as increasing the logic and understanding of students, using anagram games as interactive two-way educational media where the interaction makes it easy for students to convey their aspirations and views in learning. Class dynamics like this make the class atmosphere lively.

Some previous studies show that students' difficulties in learning Vocabulary can be solved by applying games in teaching and learning activities. Syahrul Y., in his thesis, stated to enrich students' Vocabulary using an anagram game. This is because students can easily understand the meaning of the words in the reading test or the other items.⁶

The anagram word game is one technique to increase Vocabulary that is possible to use where it can be easy for students to understand the meaning of the words in an oral and written test or the other. In an anagram word game, the students find new words. The activity will ask students to think and remember Vocabulary. In this method, the researcher uses oral and written tests to determine students' progress in remembering and memorizing Vocabulary.

Using an anagram game to improve students' Vocabulary, there is a two-step test.: An oral test is an assessment tool whose implementation is carried out by holding direct questions and answers to find out student's abilities in the process of thinking in solving a problem, and the types of questions can be in the form of memorization, understanding, Analysis, evaluating and other. The written Test is

⁶ Syahrul, Y. *"Implementation of Anagram Word Games to Enrich student Vocabulary at the Eight Grade of SMP Negeri 2 Batulappa"* (Thesis, State of Islamic institute, 2020)

an assessment tool that must be answered by the student, including a test in the form of a description or a test that requires students to choose among the possible correct answers that have been provided or fill in the answers in the dotted column.

In their article, Anna C-S Chang and Brandt DY Chan said that the oral review asked students to read target words and formulaic sequences ten times in unison in the class for 10 minutes. In contrast, the written review asked students to work in groups for 10 minutes on a written recall task.⁷

Based on the explanation above, the researcher is interested in improving Vocabulary using an anagram game. In addition, the researcher would conduct the research to improve vocabulary mastery under the title "The Use of Anagram Game to Improve Student's Vocabulary Mastery at the Second Grade of MTs SA Miftahul Ulum."

B. Research Question

Based on the background of research, the research problem in students of second grade MTs SA Miftahul Ulum focused on:

How can anagram game improve students' vocabulary mastery in the second grade of MTs SA Miftahul Ulum?

C. Research Objective

Based on the background of the research above, the problems that can be identified are:

⁷ Anna C-S Chang and Brandt DY Chan "Comparing the Multidimensional Effects of Oral Versus Written Exercises on the Retention of L2 Vocabulary" Journal of The Reading Matrix: An international Online journal, Vol 22, No 22, (2022)

To investigate how the use of anagram game can improve students' Vocabulary in the second grade of MTs SA Miftahul Ulum

D. The Significance of The Research

The results of this study are anticipated to be helpful for teachers as they work to improve students' vocabulary proficiency; they will also be an important contribution to:

1. Theoretical

After conducting the research, the researcher hopes that the theory about improving students' vocabulary mastery using an anagram game in the second grade of MTs SA Miftahul Ulum.

2. Practical

The result of this research is expected to help the teacher overcome the students' difficulties in the teaching-learning process of vocabulary mastery using an anagram game at MTs SA Miftahul Ulum.

The research can also help the students learn the vocabulary process and may guide them to memorize and overcome their difficulties in understanding the Vocabulary. Furthermore, this research is expected to give new knowledge to future researchers to do better research on the same teaching and learning cases; it can be one of the references to conduct a study about the same topic.

E. Definition of Key Terms

1. Vocabulary

Vocabulary is one of the aspects of language that needs to be learned. Learning it is very important because to speak, one can use oral tests, and to write and listen; one can use written tests to help students learn Vocabulary. In this research, the researcher used adjectives and verbs as the vocabulary to improve students' ability

2. Anagram Game

Anagram is a game played by changing the arrangement of the alphabet in a word so that it becomes another meaningful word that has a different meaning from the original word. The meaning must also be general and understood by most people. For the example:

- EAT = Tea, Ate.

- DUSTY = Study.

- CAT = Act.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the previous study and theoretical framework.

A. Previous Study

Considering the topic discussed in this research, some research has been conducted related to this topic. They are:

The first research was conducted by Abd. Razaq Wahyudin Y. S in 2021 entitled “The Effectiveness of Anagram Game in Improving Students’ Vocabulary Mastery at the Ninth Grade of MTs Halimatussa’diyah Palopo.” In the academic year 2021. In this research, Abd. Razaq Wahyudin Y.S. used the Pre-Experimental method with pre-test and post-test design. The data was collected by using a vocabulary test. The researcher used purposive sampling, which took ten students as the sample used by the researcher. The result of this research found that the anagram game was effectively used in improving students' Vocabulary in the ninth grade of MTs Halimatussa’diyah Palopo.

This research between Abd. Razaq Wahyudin Y.S. has several differences, including location and research method. This research used CAR (Classroom Action Research), Abd. Razaq Wahyudin's research used Pre-Experimental. And the similarity between this research and Abd.

Razaq Wahyudin Y.S.'s research is both of them are focused on teaching Vocabulary.⁸

The second research was conducted by Muhammad Ridwan in 2021, entitled "The Implementation of Anagram Game to Improve Students' Vocabulary Mastery at MTsN 12 Agam". In this research, Muhammad Ridwan used Classroom Action Research collaboration between teacher and researcher; the subject consisted of 31 students. This study showed an increase in students' Vocabulary; in the application of anagram games, there is a significant improvement in students' vocabulary mastery.

This research between Muhammad Ridwan has several differences, including location. The similarity between this research and Muhammad Ridwan's research is that both focus on teaching Vocabulary.⁹

The third research was conducted by Endang Sulistianingsih in 2020, entitled "The Effect of Anagram Games on Secondary Level Students' Reading Achievement." Endang Sulistianingsih used a quantitative approach with a two-group design in this research. The sample used two classes, the first class as the experimental group and the second class as the control group. The result of the study revealed the use

⁸ Abd. Razaq Wahyudin Y.S., "*The Effectiveness of Anagram Game in Improving Students' Vocabulary Mastery at the Ninth Grade of mts Halivatussa'diyah Palopo*", (Thesis, State Islamic Institute of Palopo, Palopo, 2021).

⁹ Muhammad Ridwan, "*The Implementation of Anagram Game to Improve Students' Vocabulary Mastery at MTsN 12 Agam*", (Thesis, State Islamic University of Sultan Syarif Kasim Riau, Pekanbaru, 2021).

of anagram games was effective in teaching and learning reading, so this study recommended that students and teachers implement this method.

This research between Endang Sulistianingsih research has several differences, including research focus and method. This research used an Anagram Game to teach Vocabulary, while Endang Sulistianingsih's research used an Anagram Game to teach reading achievement. This research used CAR (Classroom Action Research), while Endang Sulistianingsih uses a quantitative method. The similarity between this research and Endang Sulistianingsih research is that both use an anagram game as the strategy.¹⁰

The fourth research was conducted by Yugi Diraga Prawiyata in 2020, entitled "The Use of Anagram to Increase Students' English Vocabulary". In this research, Yugi Diraga Prawiyata used Classroom Action Research as the method technique of collecting the data using a written test on a specific topic and applied an anagram technique where the researcher made indicator as the Test, the subject of this research was the second year's students of MTs al Washliyah 32 Sei Banban. The result of the research showed that the student's Score in the second Cycle was higher than in the first Cycle. In other words, it indicated that using anagrams increases students' vocabulary mastery.

¹⁰ Endang Sulistianingsih, Rizki Dwi Juliani and Toto Pradjarto "The Effect of Anagram Games on Secondary Level Students' Reading Achievement" Journal of Applied Linguistics and Literature, Vol 5, No 1, (2020)

This research between Yugi Diraga Prawiyata research has several differences, including location. The similarity between this research and Yugi Diraga Prawiyata's research is that both focused on teaching Vocabulary.¹¹

The fifth research was conducted by Tika Resti Fadila in 2020, entitled "The Implementation of Anagram Technique in Increasing Students' Reading Ability at the Eleventh Graders of SMAN 1 Sekampung East Lampung ". In this research, Tika Resti Fadila presents that reading ability and learning activity can be increased by implementing the anagram technique—used CAR (Classroom Action Research), which involved 35 students and was conducted in 2 cycles. Cycle 1 consisted of 2 meetings, and cycle 2 consisted of 2 meetings. The researcher used the observation technique to get data about students' reading ability skills and the documentation method to support and obtain general information about learning English. The result of the learning activity in Cycle Two was already achieved the indicator of success. This means that the anagram technique can increase the student's learning activity.

This and Tika Resti Fadila's research have several differences, including location and focus. This research focused on Vocabulary, while Tika Resti Fadila's research focused on reading ability. The similarity

¹¹ Yugi Diraga Prawiyata, "The Use of Anagram to Increase Students' English Vocabulary," Journal of Jurnal Penelitian Bahasa dan Sastra, Vol 5, No 1, April (2020)

between this research and Tika Resti Fadila's research is that both use an anagram as the technique.¹²

Table 2.1
The Similarities and Differences
Between The Previous Research and This Research

No	Name and Title Thesis	Similarities	Differences
1	The thesis was written by Abd. Razaq Wahyudin Y. S in 2021 entitled "The Effectiveness of Anagram Game in Improving Students' Vocabulary Mastery at the Ninth Grade of MTs Halimatussa'diyah Palopo."	<ul style="list-style-type: none"> Both used the Anagram Game to teach Vocabulary. 	<ul style="list-style-type: none"> This research used CAR (Classroom Action Research), Abd. Razaq Wahyudin's research used Pre-Experimental.
2	The thesis by Muhammad Ridwan in 2021 entitled "The Implementation of Anagram Game to Improve Students' Vocabulary Mastery at MTsN 12 Agam".	<ul style="list-style-type: none"> Both used the Anagram Game to teach Vocabulary Both used CAR (Classroom Action Research) as the research method. 	<ul style="list-style-type: none"> This research was conducted at MTs SA Miftahul Ulum, Muhammad Ridwan research was conducted at MTsN 12 Agam".
3	Journal written by Endang Sulistianingsih in 2020 entitled "The Effect of Anagram Games on Secondary Level Students' Reading Achievement."	<ul style="list-style-type: none"> Both used the Anagram Game as the learning media. 	<ul style="list-style-type: none"> This research used an Anagram Game to teach Vocabulary, while Endang Sulistianingsih's research used an Anagram Game to teach reading achievement. This research used CAR (Classroom Action Research), while Endang Sulistianingsih used a

¹² Tika Resti Fadila, "The Implementation of anagram Technique in Increasing Students' Reading ability at the Eleventh Graders of SMAN 1 Sekampung East Lampung ", (Thesis, State Institute for Islamic Studies of Metro, 2020)

4	Journal written by Yugi Diraga Prawiyata in 2020 entitled "The Use of Anagram to Increase Students' English Vocabulary."	<ul style="list-style-type: none"> • Both used the Anagram Game to teach Vocabulary. • Both used CAR (Classroom Action Research) as the research method. 	<p>quantitative method.</p> <ul style="list-style-type: none"> • This research was conducted at MTs SA Miftahul Ulum, Yugi Diraga Prawiyata at MTs al Washliyah 32 Sei Banban.
5	The thesis was written by Tika Resti Fadila in 2020, entitled "The Implementation of Anagram Technique in Increasing Students' Reading Ability at the Eleventh Graders of SMAN 1 Sekampung East Lampung".	<ul style="list-style-type: none"> • Both of them used anagrams. • Both used CAR (Classroom Action Research) as the research method. 	<ul style="list-style-type: none"> • This research focused on Vocabulary, while Tika Resti Fadila's research focused on reading ability.

Based on the explanation above, this research has similarities and differences with the previous research; the research found a gap. Some previous researchers used anagram games as media and showed that games can be interesting because they stimulate students' willingness to learn English and are seen as an interesting and appropriate learning activity. Therefore, this research focused on improving students' vocabulary mastery using an anagram game.

B. Theoretical Framework

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is a set of familiar words that a person knows. Usually developed with age, Vocabulary is a useful and essential tool that helps children (and adults) to communicate and expand their knowledge.

Pikulski and Templeton define Vocabulary as the sum of words students use and understand. Based on the definition mentioned previously, Vocabulary is a set of words that comes from written and oral forms and is used to communicate in language learning. Vocabulary is also defined as a core component of language proficiency and provides much of a basis for how well learners speak, listen, write, and read.¹³

Vocabulary is a fundamental requirement that influences students' achievement in studying English. Without Vocabulary, there is no communication to convey, so it is important to know what Vocabulary is sufficient. Kristina states that in learning English, Vocabulary is one of the crucial language additives in studying English. In distinctive phrases, the primary goal is to be a master for language learners in mastering language, specifically in English for college students in junior high school. They need to grasp English Vocabulary to communicate with different people.¹⁴

¹³ John. J. Pikulski and S. Templeton, *“Teaching and developing vocabulary: key to long-term reading success, current research in reading/language Arts”* (Boston: Houghton Mifflin Company, 2004)

¹⁴ Kristina Datu, *“Anagram Game in Teaching Vocabulary at First Grade Students of SMPN 8 Makassar”*, (Thesis, Universitas Bosowa, 2020)

According to the definition, Vocabulary refers to the words students use and comprehend. Knowing the Vocabulary is crucial since there can be a smooth conversation with it. Lack of proficiency should prevent students from effectively communicating and using English as a language.

From the definition above, the researcher can conclude that Vocabulary is one of the aspects that must be learned in English to know the meaning of words to help students communicate with others.

b. Aspect of Vocabulary

Based on Brown, Vocabulary contains several aspects, such as meaning, spelling, pronunciation, word classes, and word use.¹⁵ The students should master all of the aspects of Vocabulary so that they can communicate well in English.

1) Meaning

A word may have multiple meanings depending on the context in which it is used. The teacher can use techniques like guided discovery, contextual guesswork, and employing dictionaries to determine the meaning. Guided discovery involves asking a question or offering an example that guides students to guess the meaning correctly. Involving students in discovering the meaning should make it easy for students to remember the word

¹⁵ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (Hoboken, NJ: Pearson Education, 2019), 19.

and its meaning. Contextual guesswork refers to inferring a word's meaning from the context in which it appears or, in some situations, from the word itself.

2) Spelling

Spelling is crucial for vocabulary learning since it facilitates reading. For the same terms within the same variation of regularly used English, spelling may vary in acceptable written forms. They fall under multiple types, as with many British or American English phrases, which is why it happens.

3) Pronunciation

Pronunciation is how words are pronounced. Pronunciation of words is not related to spelling, so it is difficult to learn. Good pronunciation helps the receiver easier to communicate.

4) Word Classes

Word classes are categories of words. There are grammatical patterns that should be practiced fluently by the students, such as nouns (countable and uncountable), verb complementation, phrasal verbs, adjectives, and adverbs. This categorization of words in a language is based on how they are used for communication. Nouns can appear in specific contexts and perform specific tasks in sentences. Word class is a crucial component of lexical features since Verbs also occur in certain

places and have special functions, so word class is an important part of lexical features.

5) Word Use

Word use is a word, phrase, or concept used in a language. Word is used and analyzed to determine regional or social usage patterns and meaning. Additionally, it would help if you used words in a way that is consistent with their intended function for the intended meaning to be correctly understood and communicated. Pupils indirectly learn most word meanings through their daily oral and written language interactions. Other words are learned through designed instruction.

From the explanation above, Vocabulary is one important part of learning Vocabulary.

c. Types of Vocabulary

Based on Evelyn Hatch and Cheryl Brown, Vocabulary is divided into two categories:

1) Active Vocabulary

Active Vocabulary is a word the students understand, can pronounce correctly, and use constructively in speaking and writing. Active Vocabulary refers to language items that learners can use appropriately in speaking and writing. Active Vocabulary is also called productive Vocabulary.

2) Passive Vocabulary

Passive Vocabulary is words recognized and understood in a certain context. It covers language items that can be recognized and understood in the text of reading and listening, also called receptive Vocabulary.¹⁶

d. Difficulties in Teaching Vocabulary

Fitria suggests that there were some problems in teaching Vocabulary, such as laziness, lack of motivation, lack of Vocabulary, pronunciation, students needing to have their dictionary, and students' lack of confidence when learning English.¹⁷

It is difficult for the teacher to determine learning for their students because not all students can absorb the learning provided by the teacher. Therefore, the teacher must know the Vocabulary needed by the students.

2. Vocabulary Mastery

Vocabulary mastery is one of the factors in mastering English as a foreign language. It means the students can understand and use the word and its meaning. Vocabulary mastery refers to the number of words someone knows. The term mastery is not restricted to simply recognizing

¹⁶ Luis Cohen, *Research Method in Education*, (Fifth Edition. London and New York: Routledge Falmer is an imprint of Taylor & Francis Group, 2005).

¹⁷ Fitria Ramadani, *"The Problem of Teaching and Learning English Vocabulary Through Reading"* (Islamic University of Kalimantan, Banjarmasin).

the meaning of certain words. Others are said to have good vocabulary mastery if they can recognize the meaning but also know form, grammar, collocation, meaning, and word formation.

Learning Vocabulary is a very important part of learning a language. The more words you know, the more you should understand what you hear and read, and the better you should be able to say what you want to speak or write.¹⁸

The mastery of English vocabulary itself is closely related to the ability of the learner to acquire the Vocabulary. Henry and Pongrantz point out that “mastering a language means being able to comprehend the vocabulary and its phonological system both in speech and writing.” It means that a learner who learns English as a second language must comprehend the meaning of the words and can apply them in sentences.¹⁹

The following are the ways that Freeman developed vocabulary mastery:²⁰

a. Translation of Literary Passage.

Students translate a reading passage from the largest language into their native language. The reading passage focused on several classes: Vocabulary and grammatical structures in the passage are studied in subsequent lessons.

b. Antonym/Synonym.

¹⁸ Insan Bara Rosada “*Improving Vocabulary mastery by Using Anagram Game at The First Grade Students of MTsN Karanganyar in academic Year 2015-2016*”. (Thesis, State Islamic Institute of Surakarta, 2016)

¹⁹ Henry and Pongrantz 2006. “*Some Effect of The Nature and Frequency of Vocabulary Instruction on The Knowledge and Use of Words.*” *Reading Research Quarterly*, 20, 522-535.

²⁰ Dianne Freeman Larsen. 2000. “*Techniques and Principles in Language Teaching*”. Oxford: Oxford University Press

Students are given one set of words and are asked to find an antonym/synonym in the reading passage.

c. Fill in The Blanks.

Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or items of a particular grammar type, such as prepositions or verbs with different tenses.

d. Memorization.

Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them.

e. Use Words in Sentences.

To show that students understand the meaning and the use of a new vocabulary item, they make up sentences in which they use the new words.

f. Composition.

The teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. Sometimes, students are asked to prepare a precis of the reading passage instead of creating a composition.

3. Anagram Game

a. Definition of Anagram Game

Anagram Game is a type of phrase sport by rearranging the letters of a word or phrase into a new word or phrase, using all of the unique

letters exactly as soon as possible.²¹ Anagram is very interesting to be carried out as a language getting-to-know approach because anagram is a game. Anagram games can stimulate students' creativity. Students look for creative work on letters to locate and outline new words.²²

Anagram is the first-word type popular in Europe during the Middle Ages. Before the era of computerization, anagram was built using pen and paper from a combination of the latter and experiment with variations. According to The World Book Dictionary, anagram is a word or phrase formed from another by transposing or rearranging the letters.²³

Based on the explanation above, the game is a fun activity that involves themselves or others in certain situations to interact with others and to train students to take the initiative and imagination to achieve specific goals. The existence of strong interactions between students in games should generate strong emotional bonds so that they can exchange knowledge and experience.

b. Teaching Vocabulary Using Anagram Game

Harmer states that young children learn differently from older children, adolescents, and adults. In learning, young children are more

²¹Collins, "English Dictionary & Thesaurus: Advance English Reference Suite" Franklin, Electronic Publisher. 2006

²² Ade Imas Nurwulandari, "The Effect of Using Anagram Game of Students' English Vocabulary Mastery". (Journal of Indonesian Journal of ELT and Applied Linguistic, Vol I Issue.2 July 2022).

²³ The World Dictionary. 2006. Chicago: World Book, Inc Thornbury, Scott. 2002. "How to Teach Vocabulary." UK, Cambridge University

difficult to study because their mood changes every minute. On the other hand, they have more motivation to learn than adults, So the teacher should be more creative in selecting activities in the learning process. Furthermore, the teacher should provide various interesting activities and exercises.²⁴ Using anagrams in teaching Vocabulary is more effective for helping students learn; it would be easier to recognize new words and make a lesson more interesting.

c. Steps of Teaching Vocabulary Using an Anagram Game

The steps of using Anagram Game in teaching Vocabulary based on Insan Bara Rosada are as follows.²⁵:

1) The researcher divided the students into four or five groups to make it easier for them to answer the questions given by the researcher.

2) The researcher gave each group some words.

3) After that, each group must arrange the letters in the original word into a new word.

4) Students use all the letters to form 1 or 2 three new words.

Example:

- EAT = Tea, Ate.
- DUSTY = Study.

²⁴ Jeremi Harmer, 2002. *"The Practice of English Language Teaching."* (New York: Longman).

²⁵ Insan Bara Rosada *"Improving Vocabulary mastery by Using Anagram Game at The First Grade Students of MTsN Karanganyar in academic Year 2015-2016"*. (Thesis, State Islamic Institute of Surakarta, 2016)

- CAT = Act.
- HEART = Earth, Ear, Tea.
- NOTE = Tone, One, not

5) The groups with the most recent words are the winners.

d. Advantages and Disadvantages of Anagram Game

In learning using the Anagram game as a media, it has the following advantages and disadvantages:

1) Advantages

Anagram Game can motivate students who are interested in learning English vocabulary. Students can also find new words using anagram and find new words by themselves from the words that must be arranged. Anagram games also help students to work in teams. The group that gets the most Vocabulary is the winner. Collaborative learning should help students to improve their social intelligence. In addition, applying this game means helping students improve their Vocabulary and making students able to develop their Vocabulary.

Using an anagram game is considered effective and interesting because it can provide a fun challenge for students in learning Vocabulary and encourage them to pay attention to words carefully. Students can practice forming other words

from the instruction, match words by definition, provide spelling exercises, and show students how the letters of many words can form other words.²⁶

2) Disadvantages

There are disadvantages of anagram games. First, noise in the classroom is unavoidable because students should be involved in collaborative learning. Second, they must work in teams with other friends. Students with little Vocabulary need a dictionary because they can only find other forms of words with a dictionary. Last, before applying anagram, the teacher needs to adjust to what topics should be given before starting the game.²⁷



²⁶ Muhammad Khoerul Hadist, Mila Rosdiana. *“The Implementation of Anagram Game to Improve Students’ Vocabulary Mastery at Junior High School”* (Journal of English Education. Vol 4, No 1, 2021)

²⁷ Muhammad Khoerul Hadist, Mila Rosdiana. *“The Implementation of Anagram Game to Improve Students’ Vocabulary Mastery at Junior High School”* (Journal of English Education. Vol 4, No 1, 2021)

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology. It consists of research design, research setting, data collection technique, data analysis, and success criteria.

A. Research Design

The researcher used Classroom Action Research (CAR) as a research design in this research. In this case, the researcher wants to improve students' vocabulary mastery using an anagram game as a strategy. This would start from the students' problems, which are encountered by the students in learning English in the classroom generally. As defined by Wallace, action research is the systematic collection and Analysis of data relating to improving some aspect of professional practice.²⁸ Meanwhile, Wiriaatmaja stated that CAR is how a group of teachers organize their learning practice condition and learn from their experience. They can try their improvement ideas inside their instruction processes and see the real effects of the effort.²⁹

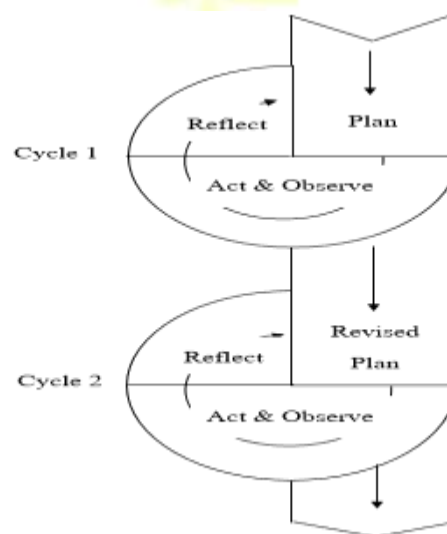
The researcher used the Classroom Action Research (CAR) model Kemmis Mc Taggart proposed in this research. Action research is trying out an idea in practice to improve or change something, trying to have a natural effect on the situation. It occurs through a dynamic and complementary process that consists of four fundamental steps in a spiral process. There are

²⁸ Michael J. Wallace, 1998. *"Action Research for Language Teachers"*. United Kingdom: Cambridge University

²⁹ Wiriatmaja R, 2005. *"Metode Penelitian Tindakan Kelas"* Bandung: PT. Zainurie.

two cycles to implement the action. The first Cycle consisted of planning, action, observation, and reflection. The second Cycle consisted of the improvement of the first Cycle.³⁰

CAR Spiral Model by Kemmis Mc. Taggart



1. Plan

Planning was the first phase to conduct the treatment and preparation before implementing the research. The researcher prepared materials used in the research. The materials include the lesson plan, the theme, the observation sheet, and the Test.³¹

³⁰ Kemmis Mc. Taggart, 1988. *“The Action Research Planner”*. Victoria: Deakin University Press.

³¹ Naila widad nurjihan *“Improving Students’ Vocabulary Mastery using Web-Based Vocab Game on Gamestolarnenglish.com at Seventh Grade SMPN 2 Senduro”* (Thesis, State Islamic University Kiai Haji Ahmad Siddiq Jember, 2022)

The planning for this classroom action research was completed after recognizing and diagnosing the students' difficulty in learning Vocabulary. It happened in class, and it was demonstrated through observation and interviewing. The researcher should create a lesson plan for the students to enhance their vocabulary mastery throughout this period. The purpose of creating a lesson plan is to give the instructor a roadmap for how to teach. Based on the result, the researcher tried to improve students' vocabulary mastery using an anagram game.

In this Cycle, planning was an arrangement for carrying out anything after careful consideration. Because the planning depended on the situation and the school's curriculum, it had to be adaptable. After discovering the students' issue, the researcher in the role of teacher and the English teacher collaborated to prepare every step necessary to address the issue. To prepare for their teaching and learning process, the researcher prepared everything.

- 1) Making a lesson plan
- 2) Preparing teaching material
- 3) Preparing observation and field note
- 4) Making the Test.

2. Act and Observe

Act in-classroom action research is an action by the teachers as a researcher consciously planned and by the lesson plan.³²

³² Rustiyarso, Dll. *"Penelitian Tindakan Kelas"*. (Yogyakarta: Noktah, 2020), 43.

The strategy of teaching used by the teacher is student-centered. The researcher attempted to measure the improvement of students in vocabulary mastery. The researcher also taught students how to improve their vocabulary mastery by giving tasks, evaluating mistakes, and summarizing the material.

The Act of carrying out a task or a plan is known as implementation. The researcher was adaptable and prepared for the schools' shifting conditions. As a result, the activity was dynamic, required a quick judgment on what needed to be done, and finished the students' straightforward evaluation.

- 1) The researcher explained the material.
- 2) The researcher gives an example of the material.
- 3) The researcher asked the students to give examples in front of the class.

The observe phase was the time to gather data and document the effect impact of the actions.³³ In the observing phase, the researcher observed the entire activities throughout the research. The student's response, attitude, and change of situation were the points that the researcher observed. Every behavior they showed when being explained, working on the assignment, and doing discussion was essential information to discover their difficulties, and the observation was done to check:

³³ Rustiyarso, Dll. *"Penelitian Tindakan Kelas"*. (Yogyakarta: Noktah, 2020), 45.

- 1) The student's activity in the classroom.
- 2) The student's response during the teaching and learning process in the class.
- 3) The student's vocabulary mastery improvement, pronunciation, and spelling.

3. Reflect

Reflect is aimed to reflect or evaluate from the phase before.³⁴

Reflection is the phase that determines whether the treatment is successful or not. In this case, the researcher analyzes the teaching and learning process, the learning result, and the result of distributed instruments, concluding. The researcher must prepare alternative steps to reach the research goal if it is unsuccessful.

This step involved reviewing the entire course of action. The teacher and researcher reviewed and produced an evaluation based on the data that had been collected to decide on the following Cycle.

B. Research Setting

1. Research Location

The research location was MTs SA Miftahul Ulum Curahkalong – Bangsalsari - Jember, especially in the eighth class. The reason the researcher chose this school because the anagram game had never been applied by the English teacher of MTs SA Miftahul Ulum, and this class

³⁴ Rustiyarso, Dll. *“Penelitian Tindakan Kelas”*. (Yogyakarta: Noktah, 2020), 46.

has some problems in mastering Vocabulary, so they need the right treatment to improve their vocabulary mastery and the researcher knew more about students' improvement in vocabulary mastery using anagram game.

2. Research Subject

The subject of this research was the students of eight class MTs SA Miftahul Ulum consisting of 15 students (female). That class had problems in learning Vocabulary, and the data showed that only a few students passed the target; many problems such that some students needed to be stronger in memorizing, needed more motivation, were not serious, and had difficulty in the different pronunciations of Vocabulary.

C. Data Collection Technique

The technique used by the researcher in collecting data is that the data are taken by using a vocabulary test and observation.

1. Vocabulary Test

The Test is a set of stimuli presented to an individual to chief responses based on which a numeral score can be assigned.³⁵ Some types include quizzes, writing tests, and oral tests. In this research, the researcher used written test and oral tests. To get the result of the research, in the last Cycle, the teacher and the researcher gave written and oral tests.

The Test was about Vocabulary, and the research was done individually.

³⁵ Donal Ary, "Introduction to Research in Education (Eighth Edition)", (USA: Wadsworth, 2010), 201.

The teacher gave some vocabulary to the students, and the students had to arrange the letters in one word into a new word, which can be two or three new words.

a. Oral Test

An oral test is a form of Test that requires responses from students in the form of spoken language. Students would answer in their own words according to the questions or orders given. This Test is carried out to measure students' ability to master and use the material and the process of thinking in solving a problem. The types of questions can be memorization, understanding, Analysis, evaluation, and others.

b. Written Test

The written Test is an assessment tool the students must answer, including a test in the description. This Test finds out the students' initial ability in writing, such as making a simple outline and writing it into a simple paragraph with the main idea and topic determined by the researcher or the Test that requires students to choose among the possible correct answers that have been provided or fill in the answers in the dotted column has been provided.

2. Observation

Observation is done to know the situation of the teaching and learning process, the condition of the classroom generally, the teacher's performance, and the student's response, and the researcher records the important occurrences during the teaching and learning process.

D. Data Analysis

In this research, the researcher used a quantitative data analysis method. Every part of the research operation used the analysis technique. The researcher used quantitative data to determine the average level of student vocabulary proficiency and the percentage of the class using descriptive statistical Analysis. The researcher attempted to determine the percentage of students who passed the minimal mastery level criterion (KKM), which was taken from MTs SA Miftahul Ulum. It used the formula.³⁶:

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

P: The class percentage

F: Total percentage score

N: Number of students

Table 3.1
Grade Score of Vocabulary Mastery

1. Oral Test³⁷

No	Vocabulary	
	Score	Criteria
1	0 – 10	Vocabulary limited to basic personal area and very familiar topics
2	11 – 20	Words choice sometimes inaccurate, limitation of vocabulary
3	21 – 30	Vocabulary appropriate to discuss special interest and any nontechnical subject
4	31 – 40	Vocabulary broad, accurate and sufficient to cover with complex practical problems and varied topics with general interest
5	41 – 50	Vocabulary apparently as accurate and extensive as than of education native speakers

³⁶ Anas Sudjono, “*Pengantar Statistik Pendidikan*” (Jakarta: PT. Raja Grafindo Persada, 2008)

³⁷ Jack C Richards, and Willy A Renandya. “*Methodology in Language Teaching: An Antonology of Current Practice.*” Cambridge: Cambridge University Press. 2002

2. Written Test³⁸

No	Vocabulary	
	Score	Criteria
1	0 – 12	Essentially translation, little knowledge of English vocabulary, idioms, word form, not enough to evaluate
2	13 – 25	Limited range, frequent errors of word/idiom form, choice, usage meaning confused or obscured
3	26 – 37	Adequate range, occasional errors of word/idioms form, choice, usage but meaning not obscured
4	38 – 50	Sophisticated range, effective words/idioms, choice and usage, word form mastery, appropriate register.

Table 3.2
Criteria for Percentage of Vocabulary Mastery

Final Score (%)	Criteria
85% - 100%	Very Good
70% - 84%	Good
55% - 69%	Enough
≤54%	Poor

Table 3.3
The List of Vocabulary

No	Adjective	Verb
1	Absent	Complicated
2	There	Radiated
3	Alert	Sabotage
4	Aster	Organized
5	Heart	Dynamite
6	Tale	Display
7	Note	Eat
8		Fluctuate
9		Celebrate
10		Horsewhip

³⁸ Jack C Richards, and Willy A Renandya. *Methodology in Language Teaching; An Antonology of Current Practice.* Cambridge: Cambridge University Press. 2002

E. The Result of The TryOut

The tryout was done before implementing the CAR. It was on Wednesday, October 18th, 2023. It started at 10.00 – 11.30; the try out used to find out whether the questions or the exam given by the researcher were good or not. There are 20 students from class 8th A (male) as the subject of this tryout, and the students have 30 minutes to do the written Test, that is, write the Vocabulary they have in the paper. Then, they need to do the oral Test, such as memorizing the Vocabulary they have written individually to the researcher.

Based on the pre-test result, the data showed that by the mean of the pre-test, three students, or 15% of the total students, passed the KKM score (75). Meanwhile, 85% of 17 students still need to pass the KKM score. The result of the pre-test is below:

Table 3.4
The Result of The Try Out.

No	Name	Score		Total Score
		Written Test	Oral Test	
1	AZA	32	33	65
2	ACA	33	30	63
3	ADA	20	35	55
4	AZY	38	38	76
5	AA	32	35	67
6	AFS	30	30	60
7	AFK	40	35	75
8	ARR	30	35	65
9	DA	30	30	60
10	HI	38	38	76
11	IA	35	35	70
12	KR	40	30	70
13	MRM	35	35	70

14	MD	40	32	72
15	ML	35	35	70
16	MR	38	30	68
17	QF	30	30	60
18	RD	30	25	55
19	RBS	25	25	50
20	TQ	40	35	75
tryout	Total			1.322

- **Percentage of completeness of vocabulary mastery at the tryout**

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{4}{20} \times 100\% \\
 &= 20\%
 \end{aligned}$$

- **The description of the formula:**

P: The class percentage
 F: Total percentage score
 N: Number of students

F. Criteria of Success

The indicator of the success of this study was declared successful if the students got a score of 75. It is because the grade of minimum mastery criteria (KKM) of English subject is 75. In addition, the researcher took 70% of the total students in this research who achieved equal or above the minimum Score.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This research presents the profile of the school, research findings, and discussion; the details of the research processes are presented below:

A. Observation of Research Objects

1. Profile of MTs SA Miftahul ulum

MTs SA Miftahul Ulum Curahkalong - bangsal Sari - Jember was located in Jalan Perkebunan Tugusari Surahan Toko Curahkelong Bangsalsari Jember 68154. This school was founded in the year 2009. MTs SA Miftahul Ulum is one of the Islamic schools in Jember. MTs SA Miftahul Ulum is held to develop the ability to live as a person and citizen who is faithful, productive, creative, innovative, and effective, as well as contributing to the life of the community and nation.

2. Vision and Mission of MTs SA Miftahul Ulum

a. The vision of MTs SA Miftahul Ulum

“It is the end of Madrasah, who believes in your knowledge and knows the kingdom.”

b. The Mission of MTs SA Miftahul Ulum

- 1) To realize students with broad knowledge in science based on faith and Fear.
- 2) Growing up develops a religious environment and behavior so that students can practice and live religion in real life.

- 3) Implementing education effectively so that students develop to the maximum.
- 4) Implement guidance and training effectively, consistently, and continuously so that students can obtain optimal learning outcomes by their potential.
- 5) Growing a sense of respect for the teachings of religion, culture, and wisdom that is the source of wisdom in action.
- 6) Growing up develops real silver behavior so students can be examples for friends and society (Uswatun Hasanah).
- 7) Growing up, I developed a deep concern for the environment.
- 8) Create a comfortable and conducive madrasah environment for learning.

3. Facilities and Infrastructures

Table 4.1
Facilities and Infrastructures

NO	FACILITIES	ABOUT	CONDITION
1	Headmaster's Office	1	Good
2	Teacher's Room	1	Good
3	Library	1	Good
4	Classroom	6	Good
5	Musholla	1	Good
6	Teacher's Toilet	1	Good
7	Student's Toilet	1	Good
8	Canteen	1	Good
9	Hall	1	Good
10	Lab Computer	1	Good

B. Research Findings

The classroom action research (CAR) outcomes were included in this section. The Kemmis and McTaggart models were employed in this study. The study findings were obtained from the start of the teaching and learning process to the very end. In the academic year of 2023-2024, the research was conducted at MTs SA Miftahul Ulum Curahkalong Bangsal Sari Jember. This study was completed in two cycles. The Cycle was implemented in four basic stages: planning, implementing, observing, and reflecting. The study was carried out throughout two cycles of four meetings each; Cycle I was held in two meetings, in one week on Monday and Friday, the first meeting on October 27th, 2023, and the second meeting on October 30, 2023, the Cycle II was held in two meetings, in one week on Friday and Monday, the first meeting on November 3rd, 2023, and the second meeting on November 6th, 2023 in class 8th B MTs SA Miftahul Ulum Curahkalong Bangsal sari Jember in the academic year of 2023/2024, this research consisted of 15 students (female).

1. Research Findings in Cycle 1

This Cycle has four main stages: planning, implementing, observing, and reflecting. The details of the activity were as follows:

a. The Result of The Pre-Test

The pre-test was done before implementing the CAR. It was on Thursday, October 19th, 2023. It started at 07.30 – 09.00, the pre-test used to measure the student's ability in Vocabulary. There are 15

students from class 8th B (female) as the subject of this pre-test, and the students have 30 minutes to do the written Test, that is, write the Vocabulary they have in the paper. Then, they need to do the oral Test, such as memorizing the Vocabulary they have written individually to the researcher.

Based on the pre-test result, the data showed that by the mean of the pre-test, three students, or 15% of the total students, passed the KKM score (75). Meanwhile, 85% of 17 students still need to pass the KKM score. The result of the pre-test is below:

Table 4.2
The Result of the Pre-Test

No	Name	Score		Total Score
		Written Test	Oral Test	
1	AWS	34	35	69
2	AP	33	35	68
3	AT	35	40	75
4	ABP	38	39	77
5	DW	32	37	69
6	ER	30	29	59
7	FPK	40	39	79
8	FN	31	35	66
9	HS	30	30	60
10	IR	39	38	77
11	NK	36	35	71
12	NF	40	33	73
13	SR	34	32	66
14	SA	40	32	72
15	VA	35	35	70
Total				1.051

- **Percentage of completeness of vocabulary mastery at the pre-test**

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

$$= \frac{4}{15} \times 100\%$$

$$= 26\%$$

- **The description of the formula:**

P: The class percentage

F: Total percentage score

N: Number of students

b. Plan

First, the researcher met with an English teacher to explore the students' vocabulary issues during the teaching and learning process. The researcher interviewed the English teacher in the teacher's room of MTs SA Miftahul Ulum on October 23rd 2023. The English teacher's interview revealed that the students' vocabulary competence needed to be improved. The researcher was explained by the English teacher about the pupils who received low scores in the English course. The teacher identified class 8th B as having the lowest Score, and the English teacher also discussed the challenges the pupils in the class had during the teaching and learning process. Some difficulties faced by the students in vocabulary mastery such as Fear of making mistakes, Fear of being laughed at by their friends, Fear of pronouncing the word, and Fear of spelling the word.

The English teacher said he used various teaching methods to improve students' vocabulary mastery. Sometimes, the teacher used the explaining method during the learning process, but the students were

not active in the class. But, the result of using the method was that the students were still shy and nervous to practice it.

After interviewing the English teacher, the researcher interviewed the students of 8th B to know the students' problems. The results of interviewing the students of 8B showed that they disliked English because it was difficult. They said that in English lessons, they don't have any vocabulary, the pronunciation is different from the spelling, and some of them need a dictionary.

To ensure the answer from the teacher and the students, the researcher observed the class situation to know more about the students' vocabulary problems during the teaching and learning process. During the teaching and learning process, the teacher used conventional teaching methods, and sometimes, the teacher asked the students to repeat the teacher and gave the students assignments and student worksheets. The result of the observation showed that the statement from the teacher and students was the same in the interview.

After interviewing and observing the class situation, the researcher assumed that the students needed a new strategy or media to improve their vocabulary mastery in the learning process to make them enjoy and be active in the class, be a spirit in the learning process, and improve their vocabulary mastery and could solve the student's vocabulary problem during the teaching and learning process. The researcher asked the English teacher's opinion about the anagram

game in this research as a strategy in the teaching and learning process to improve student's vocabulary mastery, and the English teacher agreed if the researcher thought Vocabulary by using an anagram game as a strategy because the teacher never used anagram game as a strategy in teaching Vocabulary.

c. Act and Observe

1) The first meeting

The first meeting was conducted on Friday, October 27th, 2023, from 10.00 until 11.30, which was allocated (2 x 45 minutes), followed by 15 students. After preparing all of the materials, the researcher started the class by praying, greeting, and checking the attendance list of the students, asking them about their feelings and condition; the researcher also explained to them what they would have in the meeting.

The condition of the 8th B was enjoyed and happy in this meeting; the students were present in the class only 14 students because 1 of the students got a permit. After that, the researcher gave them the paper the researcher had prepared for them before. The researcher began to explain the definition of Vocabulary, aspects of Vocabulary (meaning, spelling, pronunciation, word class, and word use), and the kind of Vocabulary such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunction, and interjection.



Figure 4.1
The Researcher Giving Material

Before the researcher continued the explanation, the researcher asked the students about the material they didn't understand; after that, the researcher continued to explain the anagram word game, giving them an example using the word to arrange on the whiteboard. Then, the researcher gave the three words on the whiteboard and asked them to choose one word and arrange that into new words. The researcher read the word arranged on the whiteboard, and the students repeated it. Lastly, the researcher asked them to memorize all the words on the whiteboard before and deposit the memorandum to the researcher in the next meeting.

The students could have been more active and enjoyed the learning process; they focused on the explanation given by the researcher in the class, but some of them still had a problem with pronunciation and spelling; the students did not understand well if that was not the same with the spelling.

2) The second meeting.

The second meeting was conducted on Monday, October 23rd, 2023, from 07.30 until 09.00, which was allocated (2 x 45 minutes), followed by 15 students. After preparing all of the materials, the researcher started the class by praying, greeting, and checking the attendance list of the students, asking them about their feelings and condition; the researcher also explained to them what they would have in the meeting.

Initially, the researcher asked them about the material we learned on Friday to remember what we learned before we moved to the next activity. After that, the researcher guides the students to make four groups from the attendance list. Then, the researcher asked one student from the whole group to take the paper the researcher prepared for them, and the researcher explained the provisions of the assessment; the time was 25 minutes, and the group who could make a lot of the correct word from the word they got as the winner. Lastly, after the students completed the assessment, the researcher asked one student from the whole group to write on the whiteboard, and we corrected, read it together and memorized it one by one to the researcher.



Figure 4.2
The Student memorized The Vocabulary to The researcher

In observing the student's activities, while the treatment was being executed, the observer also observed the student's activities during the learning process. The students who were active in the discussion would get the point by clicking on the observation sheet for meeting one and meeting 2. The result of the student's learning activities could be seen as follow

Table 4.3
The Frequency of Students' Learning Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation	8	50%
2	Asking or answering questions of the teacher	6	40%
3	Being active in the class	7	45%
4	Being able to do the task	10	60%
5	Being active in the group activity	9	55%
Total Students		15 Students	
The Average Percentage		50%	

Note:

No	Criteria	Percentage (%)
1	Very Poor	0% - 20%
2	Poor	20% - 40%
3	Fair	40% - 60%
4	Good	60% - 80%
5	Very Good	80% - 100%

The table showed that only some of the students were active in learning. There were eight students (50%) who gave attention to the teacher's explanation, six students (40%) who asked and answered the question of the teacher, seven students (45%) who were active in the class, ten students (60%) who can do the task, and nine students (55%) who are active in the group activity.

d. Reflect

The teaching process in vocabulary cycle one was conducted effectively using an anagram game. The students were active in learning, activity. However, the students needed help understanding the content of the text because they needed more vocabulary mastery. From the result observation in the learning activity, the students still need to achieve the research's minimum mastery criteria (75). At the end of this Cycle, the researcher calculated all the processes of the students' activity from the post-test Cycle one and the results on Monday, October 30th, 2023; four students, or 46% of the total students, passed the KKM score (75). Meanwhile, 54% of 8 students

still need to pass the KKM score. The result of the post-test is below.³⁹:

Table 4.4
The Result of Students' Score Post-Test Cycle I

No	Name	Score		Total Score
		Written Test	Oral Test	
1	AWS	40	35	75
2	AP	33	35	68
3	AT	35	40	75
4	ABP	38	39	77
5	DW	32	37	69
6	ER	30	29	59
7	FPK	40	39	79
8	FN	31	35	66
9	HS	30	30	60
10	IR	39	38	77
11	NK	36	35	71
12	NF	40	35	75
13	SR	34	32	66
14	SA	40	35	75
15	VA	35	35	70
Total				1.065

- **Percentage of completeness of vocabulary mastery after treatment**

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

$$= \frac{7}{15} \times 100\%$$

$$= 46\%$$

- **The description of the formula:**

P: The class percentage

F: Total percentage score

N: Number of students

³⁹ Anas Sudjono, "Pengantar Statistik Pendidikan", (Jakarta: PT. Raja Grafindo Persada, 2008),

The percentage of students who reached above the minimum Score was 46%, which means many students still need to catch up to the minimum Score. Cycle I could have been more successful.

2. Research Findings in Cycle II

The action in Cycle I is not enough; the Cycle must be continued in Cycle II; the steps of Cycle II are as follows:

a. Plan

Based on the activities in Cycle I, the process of Cycle II was focused on the problem in Cycle I; the researcher revised the lesson plan, the student's activities, the material, and the evaluation for students.

The researcher modified the lesson plan in Cycle II; that was, the researcher needed to give more time to students to use an anagram game, which will improve their vocabulary mastery. The researcher gave more explanations and examples about the anagram game and asked them to pay attention carefully, hoping they could understand the material explained by the researcher.

b. Act and Observe

1) The first meeting

The first meeting was conducted on Friday, November 3rd, 2023, at 10.00 – 11.30, followed by 15 students of 8th B. The researcher began the meeting by praying, greeting, asking about

the feelings and students' conditions, and checking the attendance list.

The researcher introduced the anagram game to the students, who were given an explanation and example about anagram, asked them to pay attention carefully, and asked what they did not understand. After that, the researcher asked them, one by one, to give examples on the whiteboard, with a minimum of 4 new words from the original word they had written. Afterward, the researcher gives them words to memorize at home to improve their Vocabulary.



Figure 4.3
The Researcher Giving Material

2) The second meeting

The second meeting was conducted on Friday, November 6th, 2023, from 07.30 – 09.00, followed by 15 students of 8th B. The researcher began the meeting by praying, greeting, asking about

the feelings and students' conditions, and checking the attendance list.

In this meeting, the researcher will give the post-test from oral and written tests. In the oral Test, the researcher asked them to memorize the words from the researcher on the last meeting; in the written Test, the researcher divided students of 8th B into four groups to arrange the words; the researcher prepared the paper on the whiteboard, and one of the groups must take the paper using a blindfold, on the paper there is a word that must they arrange into new words, with the correct and the most word are the winners.



Figure 4.4
The Researcher looked at the student's written test

In this step, the researcher presented the material using an anagram game in the learning process; the result of the observation sheet in Cycle II in the learning activities was successful.

Table 4.5
The Frequency of Students' Learning Activities in Cycle II

No	Students Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation	12	70%

2	Asking or answering questions of the teacher	9	55%
3	Being active in the class	11	65%
4	Being able to do the task	12	70%
5	Being active in the group activity	13	75%
Total Students		15 Students	
The Average Percentage		67%	

Note:

No	Criteria	Percentage (%)
1	Very Poor	0% - 20%
2	Poor	20% - 40%
3	Fair	40% - 60%
4	Good	60% - 80%
5	Very Good	80% - 100%

Based on the table above, the researcher concluded that the student's learning activity using an anagram game could improve students' vocabulary mastery and achieve the research's success criteria. So, this research was a success. Therefore, the Cycle might finish and not continue to the next Cycle.

c. Reflect

From the result of the learning process in Cycle II, the researcher analyzed that generally implementing anagrams to improve students' vocabulary mastery would increase. At the end of cycle II, the researcher analyzed and calculated all the processes like students' post-test II on Monday, October 6th, 2023, at 07.30 – 09.00; the researcher gave post-test II conducted in Cycle II with a similar task on

post-test before, the result of the student's Test in post-test II was better than post-test I.

Table 4.6
The result of Post-Test Cycle II

No	Name	Score		Total Score
		Written Test	Oral Test	
1	AWS	40	40	80
2	AP	39	39	78
3	AT	40	41	81
4	ABP	40	40	80
5	DW	37	38	75
6	ER	34	36	70
7	FPK	43	41	84
8	FN	40	37	77
9	HS	35	37	72
10	IR	43	38	81
11	NK	40	37	78
12	NF	40	36	76
13	SR	39	38	77
14	SA	39	40	79
15	VA	40	39	79
Total				1.167

- **Percentage of completeness of vocabulary mastery after treatment**

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

$$= \frac{13}{15} \times 100\%$$

$$= 86\%$$

- **The description of the formula:**

P: The class percentage

F: Total percentage score

N: Number of students

The percentage of students who reached above the minimum Score was 86%, which means the anagram game was appropriate to improve

students' vocabulary mastery and was a success. Therefore, the researcher decided to stop the classroom action research. The researcher did not need to revise the plan or move to the next Cycle.

C. Discussion of The Research.

Game is appropriate to be used in teaching Vocabulary. According to Lewis in Bakhsh, the game was popular among children because they like to play. Students can interact, discover, and experiment with their surroundings through games. Games would enhance students' motivation and provide an incentive and stimulus for language use. This is also supported by Harmer in Hidayat, who stated that games could make learners more enthusiastic about Vocabulary.

The implementation of the data result among Cycle Test I and Cycle II in class 8th B was as follows: the percentage that passed the minimum mastery criteria in Test I was 26%. It showed that 4 Students passed the minimum mastery criteria, and 11 students scored under the target. However, it still needed more improvement because it could not achieve the success target in classroom action research, so the researcher continued to the second Cycle.

The result of the class percentage that passed the minimum mastery criteria was 86%, which means there were 13 students whose Scores passed the minimum mastery criteria (75) Or more. There were two students under the target of minimum mastery criteria. Automatically, the classroom action research and Cycle II were successful.

Implementing an anagram game in teaching vocabulary mastery got a good response from the students. During the teaching and learning process, by using an anagram game, the students focused when the researcher explained the material by it; the students could know how to pronounce the word correctly and what the spelling and the meaning of the word are. However, the students still needed help with the Vocabulary. They were shy, did not pronounce the words, and others. It made the students understand well about the material. Many students focused when the researcher explained the Vocabulary, but some focused on arranging the words to become new words using an anagram game.

The researcher was concerned that the student's vocabulary mastery was better in this research. The students could improve their knowledge of Vocabulary, pronunciation, and spelling, and memorize it. It happened because, in the anagram game, the researcher gave an example of how to arrange correctly, make a new word from the original word, try to pronounce it, find the meaning together, and lastly, memorize the words they made before. According to Bogaards and Dvorkin, they stated that Vocabulary is one of the important elements in teaching and learning to speak.⁴⁰

The improvement of students' vocabulary achievement could be seen from the students' achievement in improving the Vocabulary based on the anagram game given by the researcher. The students' improved vocabulary mastery could be seen by changing the students' scores.

⁴⁰ Bogaards, Paul and Bata Laufer-Dvorkin, *"Vocabulary in a Second Language: Selection, Acquisition, and Testing"* (Amsterdam: John Benjamins Publishing, 2004), 40.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents two points: an inclusion and a suggestion. The conclusion is based on the research findings presented in the previous chapter. Then, suggestions are given for further implementing an anagram game to improve vocabulary mastery for further studies.

A. Conclusion

Based on the data analysis above, the researcher concluded that using anagram can improve students' vocabulary mastery. From the Analysis of Cycle I to Cycle II, the result from the students' scores on Cycle I showed four students, or 26% of the total students, who passed the KKM score (75). Meanwhile, 74% of 11 students still need to pass the KKM score. The result from the students' scores on Cycle II was 86%, which means there were 13 students whose Scores passed the minimum mastery criteria (75) Or more. There were two students under the target of minimum mastery criteria. Automatically, the classroom action research and Cycle II were successful. From this, by using anagram games in teaching Vocabulary in 8th B of MTs SA Miftahul Ulum was improved.

B. Suggestion

After conducting this research, the researcher made the following recommendations, which the English instructor and future researchers should consider implementing:

1. For the English Teacher

The teacher could use an anagram game strategy to improve students' Vocabulary in the class because this method could improve the students' Vocabulary. This method could make the students active during the teaching and learning process.

2. For the Future Researcher

As this researcher is not perfect yet, the researcher hopes this research could be a reference for the next researcher to conduct further research on similar research, especially in using an anagram game, of course, with a variety of more mature preparations to find out something more that has not been found in this research yet.



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MATRIX OF RESEARCH

Title	Variable	Indicator	Instrument	Research Method	General Question
<p>THE USE OF ANAGRAM GAME TO IMPROVE STUDENT'S VOCABULARY MASTERY AT THE SECOND GRADE OF MTs SA MIFTAHUL ULUM</p>	<p>1. The implementation of anagram game</p> <p>2. Student's vocabulary</p> <p>a. Adjective</p> <p>b. Verb</p>	<p>1. Anagram game</p> <p>a. Start with an idea</p> <p>b. Research/ Explore/ Learn</p> <p>c. Get and create a word</p> <p>d. Arrange to be new word</p> <p>e. Reflection and feedback.</p> <p>2. Vocabulary:</p> <p>a. Meaning</p> <p>b. Spelling</p> <p>c. Pronunciation</p> <p>d. Words classes</p> <p>e. Words use</p>	<p>1. Test</p> <p>a. Oral test</p> <p>b. Written test</p> <p>2. Observation</p>	<p>1. Research design: CAR</p> <p>The stage of car:</p> <p>a. Planning</p> <p>b. Implementing</p> <p>c. Observing</p> <p>d. Reflecting</p> <p>2. Data collection method:</p> <p>a. Vocabulary test (Oral Test and Written Test)</p> <p>b. Observing</p> <p>3. Data analysis:</p> <p>Pass score:</p> $P = \frac{F}{N} \times 100\%$ <p>Note:</p> <p>P: The class percentage</p> <p>F: Total percentage score</p> <p>N: Number of students</p> <p>4. Criteria of Success this research was</p>	<p>How can an anagram game able to improve student's vocabulary mastery at the second grade of MTs SA Miftahul Ulum?</p>

				<p>successful if the students got a score of 75. It is because the grade of minimum mastery criteria (KKM) of English subject is 75. In addition, the researcher took 70% of the total students in this research who achieved equal or above the minimum Score.</p>	
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UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R

Appendix 2

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini:

Nama : Saifatur Rohmah
NIM : T20196137
Program Studi : Tadris Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Institusi : UIN kiai Haji Achmad Siddiq Jember

Menyatakan dengan sebenarnya bahwa dalam hasil penelitian ini tidak terdapat unsur-unsur penjiplakan karya penelitian atau karya ilmiah yang pernah dilakukan atau dibuat orang lain, kecuali yang secara tertulis dikutip dalam naskah ini dan disebutkan dalam sumber kutipan dan daftar pustaka.

Apabila di kemudian hari ternyata hasil penelitian ini terbukti terdapat unsur-unsur penjiplakan dan ada klaim dari pihak lain, maka saya bersedia untuk diproses sesuai peraturan perundang-undangan yang berlaku.

Demikian surat pernyataan ini saya buat dengan sebenarnya dan tanpa paksaan dari siapapun.

Jember, 24 November 2023

Saya yang menyatakan



SAIFATUR ROHMAH
NIM: T20196137

Appendix 4

SURAT KETERANGAN SELESAI PENELITIAN



KEMENTERIAN AGAMA KABUPATEN JEMBER
" MTs SA MIFTAHUL ULUM "
NSM. 121235090156 NPSN. 20571082
e-mail : satuatapmts@yahoo.co.id
Jl. Perkebunan Tugusari Curahkalong ☎ (0331) 601175 Bangsalsari Jember
kode pos 68154

SURAT KETERANGAN

Nomor: 243 / MTs SAMU / Suk 25 / XI / 2023

Yang bertanda tangan di bawah ini:

Nama : AHMAD ANWAR, S.Pd.I
Jabatan : Kepala MTs SA Miftahul Ulum
Alamat : Jl. Perkebunan Tugusari Curahkalong

Menerangkan bahwa mahasiswa berikut ini:

Nama : SAIFATUR ROHMAH
NIM : T20196137
Semester : 9
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Prodi : Tadris Bahasa Inggris

Telah melaksanakan penelitian dalam bentuk observasi dengan judul "The Use of Anagram Game to Improve Student's Vocabulary Mastery at the Second Grade of MTs SA Miftahul Ulum". Yang dilaksanakan pada tanggal 19 Oktober 2023 sampai dengan 16 November 2023 di MTs SA Miftahul Ulum Curahkalong – Bangsalsari – Jember.

Demikian surat keterangan ini kami terbitkan untuk dipergunakan sebagaimana mestinya.

Jember, 16 November 2023

Kepala Sekolah

Ahmad Anwar, S.Pd.I

Appendix 5

SYLABUS

Status Pendidikan : MTs
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/Ganjil
Tahun Pelajaran : 2023-2024

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

Kompetensi dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan	Teks lisan dan tulis	Mengamati	• Tingkat	8 JP	• Buku

<p>struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya.</p> <p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan</p>	<p>untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> <p><i>Fungsi sosial</i> Menjaga hubungan interpersonal dengan guru dan teman</p> <p><i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>Excuse me.</i> <i>Attention, please.</i></p>	<ul style="list-style-type: none"> • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. <p>Menanya</p>	<p>ketercapaian fungsi sosial menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p> <ul style="list-style-type: none"> • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, 	<p>Teks wajib</p> <ul style="list-style-type: none"> • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset
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<p>sesuai konteks.</p>	<p><i>Yes, please. Alright., dan semacamnya</i></p> <p>b. <i>She's kind, isn't she? Yes, she is. Understood? Is it clear? Yes, Sir., dan semacamnya.</i></p> <p>c. <i>That's great. It's beautiful. Excellent! Thanks you., dan semacamnya.</i></p> <p>d. <i>What do you think? Rudi did it well, didn't he? Is that how you say it? Yes, I think so. I don't think so. No., dan semacamnya.</i></p> <p>Unsur kebahasaan</p> <p>(1) Kosakata: kata sifat sederhana</p> <p>(2) Tata bahasa: kata</p>	<p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dari film, kaset, buku teks, 	<p>tulisan tangan.</p> <ul style="list-style-type: none"> Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang</p>	<ul style="list-style-type: none"> Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/resource_files - http://learnenglish.britishcouncil.org/en/
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	<p>rujukan <i>it, they, these, those, that, this</i>.</p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan</p>	<p>dsb.</p> <ul style="list-style-type: none"> • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan 	<p>tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, ketika muncul kesempatan, di dalam dan di luar 		
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	<p>keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dipelajari tersebut di atas dengan 	<p>kelas.</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang</p>		
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		<p>yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsinya. Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan 	<p>pengalaman belajar menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung</p>		
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		<p>menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>ung saat ini.</p>		
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UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 6

LESSON PLAN (RPP I)

JUNIOR HIGH SCHOOL (MTs SA MIFTAHUL ULUM)

Theme/Material	Vocabulary
Academic Year	2023-2024
Class/Semester	IX B / Ganjil
Time Allocation	2 JP (1 x meeting)

Kompetensi Inti

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

Kompetensi Dasar	Kegiatan Pembelajaran
3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.
4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang	<ul style="list-style-type: none"> Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang

dilakukan/ berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.
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A. Tujuan Pembelajaran

1. Mengidentifikasi benda-benda yang ada didalam ruangan kelas.
2. Mengidentifikasi ruangan atau Gedung yang ada di sekolah.
3. Mengidentifikasi benda-benda yang ada didalam tas.
4. Mengidentifikasi bagian-bagian rumah.
5. Mengidentifikasi benda-benda yang ada di dalam bagian-bagian rumah.
6. Mengidentifikasi binatang dan tumbuhan yang ada di rumah dan di sekolah.

B. Materi Pembelajaran

1. Vocabulary
2. Aspect of Vocabulary
3. Kind of Vocabulary
4. Anagram Game

C. Metode Pembelajaran

1. Daftar kata
2. Diskusi

D. Media Pembelajaran

1. Media: kertas berisi teks dan data
2. Alat: spidol, papan tulis.

E. Langkah- Langkah Pembelajaran

Kegiatan Pembelajaran	Waktu
Pembukaan 1. Guru menyapa dan memimpin doa sebelum pembelajaran dimulai. 2. Guru mengecek daftar kehadiran siswa. 3. Guru memotivasi siswa and menanyakan tentang kondisi.	15 Menit

<ol style="list-style-type: none"> 4. Siswa menyiapkan diri untuk belajar dan mengecek kelengkapan alat pembelajaran seperti (buku dan alat tulis) dan disiplin selama kegiatan 5. pembelajaran (antusias). 6. Guru menyampaikan garis besar dari cakupan materi yang akan 7. dipelajari. 	
<p>Pertemuan I</p> <ol style="list-style-type: none"> 1. Guru menjelaskan dan Peserta didik menyimak penjelasan tentang vocabulary, aspect vocabulary dan kind of vocabulary 2. Peserta didik didorong untuk bertanya jawab tentang vocabulary, aspect of vocabulary dan kind of vocabulary 3. Guru menjelaskan materi tentang anagram game 4. Peserta didik menyimak penjelasan terkait anagram game 5. Peserta didik di dorong untuk bertanya terkait anagram game 6. Guru memberikan contoh tentang anagram game 	60 Menit
<p>Penutup</p> <ol style="list-style-type: none"> 1. Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something? 2. Menyimpulkan apa yang dipelajari hari ini 3. Pemberian tugas berupa hafalan kosa kata yang sudah di tulis. 	15 Menit

F. Evaluasi

1. Sikap: menerima, menjalankan, menghargai, menghayati, hingga mengamalkan.
2. Pengetahuan: mengetahui, memahami, menerapkan, menganalisis, mengevaluasi, hingga mencipta.
3. Keterampilan: mengamati, menanya, mencoba, menalar, menyaji, dan mencipta.

G. Scoring Rubrik

Grade Score of Vocabulary Mastery

1. Oral Test

No	Oral Test		
	Criteria	Score	Description
1	Very Poor	0 – 10	Do not do it or stop in the middle of the road and repeat at another opportunity.
2	Poor	10 – 20	Memorize a small amount of vocabulary given with less fluent and less precise pronunciation.
3	Fair	20 – 30	Memorize half of the vocabulary given with less fluent and inaccurate pronunciation.
4	Good	30 – 40	Memorize almost all the vocabulary given, correctly, fluently and incorrect pronunciation.
5	Very Good	40 – 50	Memorize all vocabulary fluently, correctly and with correct pronunciation.

2. Written Test

No	Written Test		
	Criteria	Score	Description
1	Very Poor	0 – 10	Not writing at all or repeating it on another occasion.
2	Poor	10 – 20	Write a little vocabulary with incorrect spelling or meaning.
3	Fair	20 – 30	Write a little vocabulary with correct spelling and meaning.
4	Good	30 – 40	Write a lot of vocabulary with some spellings or meanings that are inaccurate.
5	Very Good	40 – 50	Write lots of vocabulary with correct spelling and meaning.

Mengetahui,

Jember, 27 October 2023

Guru Bahasa Inggris

Peneliti



Ahmadi Safar



Saifatur Rohmah

NIM. T20196137

LESSON PLAN (RPP II)

JUNIOR HIGH SCHOOL (MTs SA MIFTAHUL ULUM)

Theme/Material	Vocabulary
Academic Year	2023-2024
Class/Semester	IX B / Ganjil
Time Allocation	2 JP (1 x meeting)

Kompetensi Inti

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

Kompetensi Dasar	Kegiatan Pembelajaran
3.3 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none">Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.
4.8 Menyusun teks lisan dan tulis untuk menyatakan dan	<ul style="list-style-type: none">Siswa dituntut untuk mencontoh kebiasaan tersebut dengan

menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.
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A. Tujuan Pembelajaran

1. Mengidentifikasi benda-benda yang ada didalam ruangan kelas.
2. Mengidentifikasi ruangan atau Gedung yang ada di sekolah.
3. Mengidentifikasi benda-benda yang ada didalam tas.
4. Mengidentifikasi bagian-bagian rumah.
5. Mengidentifikasi benda-benda yang ada di dalam bagian-bagian rumah.
6. Mengidentifikasi binatang dan tumbuhan yang ada di rumah dan di sekolah.

B. Materi Pembelajaran

1. Anagram Game

C. Metode Pembelajaran

1. Daftar kata
2. Diskusi

D. Media Pembelajaran

1. Media: kertas berisi teks dan data
2. Alat: spidol, papan tulis.

E. Langkah- Langkah Pembelajaran

Kegiatan Pembelajaran	Waktu
Pembukaan 1. Guru menyapa dan memimpin doa sebelum pembelajaran dimulai. 2. Guru mengecek daftar kehadiran siswa. 3. Guru memotivasi siswa and menanyakan tentang kondisi. 4. Siswa menyiapkan diri untuk belajar dan mengecek kelengkapan alat pembelajaran seperti (buku dan alat	15 Menit

<p>tulis) dan disiplin selama kegiatan</p> <ol style="list-style-type: none"> 5. pembelajaran (antusias). 6. Guru menyampaikan garis besar dari cakupan materi yang akan 7. dipelajari. 	
<p>Pertemuan II</p> <ol style="list-style-type: none"> 1. Guru menjelaskan kembali dan Peserta didik menyimak penjelasan tentang anagram game 2. Peserta didik didorong untuk bertanya jawab tentang anagram game 3. Guru meminta peserta didik untuk melakukan hafalannya satu per satu ke depan 4. Guru memberikan arahan terkait tugas yang akan diberikan 5. Peserta didik menyimak penjelasan guru terkait tugas tersebut 6. Peserta didik mengerjakan tugas yang sudah di siapkan pendidik. 7. peserta didik mempresentasikan dan mengumpulkan hasil tugasnya 	60 Menit
<p>Penutup</p> <ol style="list-style-type: none"> 1. Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something? 2. Menyimpulkan apa yang dipelajari hari ini 	15 Menit

F. Evaluasi

1. Sikap: menerima, menjalankan, menghargai, menghayati, hingga mengamalkan.
2. Pengetahuan: mengetahui, memahami, menerapkan, menganalisis, mengevaluasi, hingga mencipta.
3. Keterampilan: mengamati, menanya, mencoba, menalar, menyaji, dan mencipta.

G. Scoring Rubrik

Grade Score of Vocabulary Mastery

1. Oral Test

No	Oral Test		
	Criteria	Score	Description
1	Very Poor	0 – 10	Do not do it or stop in the middle of the road and repeat at another opportunity.
2	Poor	10 – 20	Memorize a small amount of vocabulary given with less fluent and less precise pronunciation.
3	Fair	20 – 30	Memorize half of the vocabulary given with less fluent and inaccurate pronunciation.
4	Good	30 – 40	Memorize almost all the vocabulary given, correctly, fluently and incorrect pronunciation.
5	Very Good	40 – 50	Memorize all vocabulary fluently, correctly and with correct pronunciation.

2. Written Test

No	Written Test		
	Criteria	Score	Description
1	Very Poor	0 – 10	Not writing at all or repeating it on another occasion.
2	Poor	10 – 20	Write a little vocabulary with incorrect spelling or meaning.
3	Fair	20 – 30	Write a little vocabulary with correct spelling and meaning.
4	Good	30 – 40	Write a lot of vocabulary with some spellings or meanings that are inaccurate.
5	Very Good	40 – 50	Write lots of vocabulary with correct spelling and meaning.

Mengetahui,

Guru Bahasa Inggris



Jember, 30 October 2023

Peneliti



Ahmadi Safar

Saifatur Rohmah

NIM. T20196137

LESSON PLAN (RPP III)

JUNIOR HIGH SCHOOL (MTs SA MIFTAHUL ULUM)

Theme/Material	Vocabulary
Academic Year	2023-2024
Class/Semester	IX B / Ganjil
Time Allocation	2 JP (1 x meeting)

Kompetensi Inti

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

Kompetensi Dasar	Kegiatan Pembelajaran
3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none">Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.
4.8 Menyusun teks lisan dan tulis	<ul style="list-style-type: none">Siswa dituntut untuk mencontoh

<p>untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p>
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A. Tujuan Pembelajaran

1. Mengidentifikasi benda-benda yang ada didalam ruangan kelas.
2. Mengidentifikasi ruangan atau Gedung yang ada di sekolah.
3. Mengidentifikasi benda-benda yang ada didalam tas.
4. Mengidentifikasi bagian-bagian rumah.
5. Mengidentifikasi benda-benda yang ada di dalam bagian-bagian rumah.
6. Mengidentifikasi binatang dan tumbuhan yang ada di rumah dan di sekolah.

B. Materi Pembelajaran

1. Vocabulary
2. Aspect of Vocabulary
3. Kind of Vocabulary
4. Anagram Game

C. Metode Pembelajaran

1. Daftar kata
2. Diskusi

D. Media Pembelajaran

1. Media: kertas berisi teks dan data
2. Alat: spidol, papan tulis.

E. Langkah- Langkah Pembelajaran

Kegiatan Pembelajaran	Waktu
Pembukaan	15 Menit
1. Guru menyapa dan memimpin doa sebelum pembelajaran dimulai.	

<ol style="list-style-type: none"> 2. Guru mengecek daftar kehadiran siswa. 3. Guru memotivasi siswa and menanyakan tentang kondisi. 4. Siswa menyiapkan diri untuk belajar dan mengecek kelengkapan alat pembelajaran seperti (buku dan alat tulis) dan disiplin selama kegiatan 5. pembelajaran (antusias). 6. Guru menyampaikan garis besar dari cakupan materi yang akan 7. dipelajari. 	
<p>Pertemuan III</p> <ol style="list-style-type: none"> 1. Guru menjelaskan dan Peserta didik menyimak penjelasan tentang vocabulary, aspect vocabulary dan kind of vocabulary 2. Peserta didik didorong untuk bertanya jawab tentang vocabulary, aspect of vocabulary dan kind of vocabulary 3. Guru menjelaskan materi tentang anagram game 4. Peserta didik menyimak penjelasan terkait anagram game 5. Peserta didik di dorong untuk bertanya terkait anagram game 6. Guru memberikan contoh terkait anagram game dan meminta peserta didik mencoba nya satu per satu ke depan 	60 Menit
<p>Penutup</p> <ol style="list-style-type: none"> 4. Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something? 5. Menyimpulkan apa yang dipelajari hari ini 6. Pemberian tugas berupa hafalan kosa kata yang sudah di tulis. 	15 Menit

F. Evaluasi

1. Sikap: menerima, menjalankan, menghargai, menghayati, hingga mengamalkan.
2. Pengetahuan: mengetahui, memahami, menerapkan, menganalisis, mengevaluasi, hingga mencipta.
3. Keterampilan: mengamati, menanya, mencoba, menalar, menyaji, dan mencipta.

G. Scoring Rubrik

Grade Score of Vocabulary Mastery

1. Oral Test

No	Oral Test		
	Criteria	Score	Description
1	Very Poor	0 – 10	Do not do it or stop in the middle of the road and repeat at another opportunity.
2	Poor	10 – 20	Memorize a small amount of vocabulary given with less fluent and less precise pronunciation.
3	Fair	20 – 30	Memorize half of the vocabulary given with less fluent and inaccurate pronunciation.
4	Good	30 – 40	Memorize almost all the vocabulary given, correctly, fluently and incorrect pronunciation.
5	Very Good	40 – 50	Memorize all vocabulary fluently, correctly and with correct pronunciation.

2. Written Test

No	Written Test		
	Criteria	Score	Description
1	Very Poor	0 – 10	Not writing at all or repeating it on another occasion.
2	Poor	10 – 20	Write a little vocabulary with incorrect spelling or meaning.
3	Fair	20 – 30	Write a little vocabulary with correct spelling and meaning.
4	Good	30 – 40	Write a lot of vocabulary with some spellings or meanings that are inaccurate.
5	Very Good	40 – 50	Write lots of vocabulary with correct spelling and meaning.

Mengetahui,

Jember, 3 November 2023

Guru Bahasa Inggris

Peneliti




Ahmadi Safar

Saifatur Rohmah

NIM. T20196137

LESSON PLAN (RPP IV)

JUNIOR HIGH SCHOOL (MTs SA MIFTAHUL ULUM)

Theme/Material	Vocabulary
Academic Year	2023-2024
Class/Semester	IX B / Ganjil
Time Allocation	2 JP (1 x meeting)

Kompetensi Inti

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

Kompetensi Dasar	Kegiatan Pembelajaran
3.5 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none">Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.
4.8 Menyusun teks lisan dan tulis	<ul style="list-style-type: none">Siswa dituntut untuk mencontoh

<p>untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p>
--	--

A. Tujuan Pembelajaran

1. Mengidentifikasi benda-benda yang ada didalam ruangan kelas.
2. Mengidentifikasi ruangan atau Gedung yang ada di sekolah.
3. Mengidentifikasi benda-benda yang ada didalam tas.
4. Mengidentifikasi bagian-bagian rumah.
5. Mengidentifikasi benda-benda yang ada di dalam bagian-bagian rumah.
6. Mengidentifikasi binatang dan tumbuhan yang ada di rumah dan di sekolah.

B. Materi Pembelajaran

1. Anagram Game

C. Metode Pembelajaran

1. Daftar kata
2. Diskusi

D. Media Pembelajaran

1. Media: kertas berisi teks dan data
2. Alat: spidol, papan tulis.

E. Langkah- Langkah Pembelajaran

Kegiatan Pembelajaran	Waktu
<p>Pembukaan</p> <ol style="list-style-type: none"> 1. Guru menyapa dan memimpin doa sebelum pembelajaran dimulai. 2. Guru mengecek daftar kehadiran siswa. 3. Guru memotivasi siswa and menanyakan tentang kondisi. 4. Siswa menyiapkan diri untuk belajar dan mengecek 	15 Menit

<p>kelengkapan alat pembelajaran seperti (buku dan alat tulis) dan disiplin selama kegiatan</p> <ol style="list-style-type: none"> 5. pembelajaran (antusias). 6. Guru menyampaikan garis besar dari cakupan materi yang akan 7. dipelajari. 	
<p>Pertemuan IV</p> <ol style="list-style-type: none"> 1. Guru menjelaskan kembali dan Peserta didik menyimak penjelasan tentang anagram game 2. Peserta didik didorong untuk bertanya jawab tentang anagram game 3. Guru meminta peserta didik untuk melakukan hafalannya satu per satu ke depan 4. Guru memberikan arahan terkait tugas yang akan diberikan 5. Peserta didik menyimak penjelasan guru terkait tugas tersebut 6. Peserta didik mengerjakan tugas yang sudah di siapkan pendidik. 7. peserta didik mempresentasikan dan mengumpulkan hasil tugasnya 	60 Menit
<p>Penutup</p> <ol style="list-style-type: none"> 1. Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something? 2. Menyimpulkan apa yang dipelajari hari ini 	15 Menit

F. Evaluasi

1. Sikap: menerima, menjalankan, menghargai, menghayati, hingga mengamalkan.
2. Pengetahuan: mengetahui, memahami, menerapkan, menganalisis, mengevaluasi, hingga mencipta.
3. Keterampilan: mengamati, menanya, mencoba, menalar, menyaji, dan mencipta.

G. Scoring Rubrik

Grade Score of Vocabulary Mastery

1. Oral Test

No	Oral Test		
	Criteria	Score	Description
1	Very Poor	0 – 10	Do not do it or stop in the middle of the road and repeat at another opportunity.
2	Poor	10 – 20	Memorize a small amount of vocabulary given with less fluent and less precise pronunciation.
3	Fair	20 – 30	Memorize half of the vocabulary given with less fluent and inaccurate pronunciation.
4	Good	30 – 40	Memorize almost all the vocabulary given, correctly, fluently and incorrect pronunciation.
5	Very Good	40 – 50	Memorize all vocabulary fluently, correctly and with correct pronunciation.

2. Written Test

No	Written Test		
	Criteria	Score	Description
1	Very Poor	0 – 10	Not writing at all or repeating it on another occasion.
2	Poor	10 – 20	Write a little vocabulary with incorrect spelling or meaning.
3	Fair	20 – 30	Write a little vocabulary with correct spelling and meaning.
4	Good	30 – 40	Write a lot of vocabulary with some spellings or meanings that are inaccurate.
5	Very Good	40 – 50	Write lots of vocabulary with correct spelling and meaning.

Mengetahui,

Guru Bahasa Inggris



Jember, 6 November 2023

Peneliti



Appendix 7

Grade Score of Vocabulary Mastery

1. Oral Test

No	Vocabulary	
	Score	Criteria
1	0 – 10	Vocabulary limited to basic personal area and very familiar topics
2	11 – 20	Words choice sometimes inaccurate, limitation of vocabulary
3	21 – 30	Vocabulary appropriate to discuss special interest and any nontechnical subject
4	31 – 40	Vocabulary broad, accurate and sufficient to cover with complex practical problems and varied topics with general interest
5	41 – 50	Vocabulary apparently as accurate and extensive as than of education native speakers

2. Written Test

No	Vocabulary	
	Score	Criteria
1	0 – 12	Essentially translation, little knowledge of English vocabulary, idioms, word form, not enough to evaluate
2	13 – 25	Limited range, frequent errors of word/idiom form, choice, usage meaning confused or obscured
3	26 – 37	Adequate range, occasional errors of word/idioms form, choice, usage but meaning not obscured
4	38 – 50	Sophisticated range, effective words/idioms, choice and usage, word form mastery, appropriate register.

Appendix 8

The Students' Attendance List

Subject : English

Class : 8th B

No	Name of Students	F/M	Cycle I		Cycle II	
			Meeting 1	Meeting 2	Meeting 1	Meeting 2
1	AMELIA WARDATUS SOLEHAH	F	✓	✓	✓	✓
2	ANDINA PUTRI	F	✓	✓	✓	✓
3	ANGGUN TRININGSIH	F	✓	✓	✓	✓
4	ANISA BELA PUTRI	F	✓	✓	✓	✓
5	DEWI	F	✓	✓	✓	✓
6	EKA RAHMAWATI	F	x	✓	✓	✓
7	FEBIYA PITRA KUMALA	F	✓	✓	✓	✓
8	FITRIA NINGSIH	F	✓	✓	✓	✓
9	HALIMATUS SAKDIYAH	F	✓	✓	✓	✓
10	IDA ROYANI	F	✓	✓	✓	✓
11	NAYLATUL KARIMAH	F	✓	✓	✓	✓
12	NING FITRIANI	F	✓	✓	✓	✓
13	SILVIATUR ROHMAH	F	✓	✓	✓	✓
14	SRI ASTUTIK	F	✓	✓	✓	✓
15	VIVI ANDIKA	F	✓	✓	✓	✓

Appendix 9

STUDENTS' SCORE

Cycle I

No	Name	Score		Total Score
		Written Test	Oral Test	
1	AWS	40	35	75
2	AP	33	35	68
3	AT	35	40	75
4	ABP	38	39	77
5	DW	32	37	69
6	ER	30	29	59
7	FPK	40	39	79
8	FN	31	35	66
9	HS	30	30	60
10	IR	39	38	77
11	NK	36	35	71
12	NF	40	35	75
13	SR	34	32	66
14	SA	40	35	75
15	VA	35	35	70
Total				1.065

• **Percentage of completeness of vocabulary mastery after treatment**

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

$$= \frac{7}{15} \times 100\%$$

$$= 46\%$$

Appendix 10

Cycle II

No	Name	Score		Total Score
		Written Test	Oral Test	
1	AWS	40	40	80
2	AP	39	39	78
3	AT	40	41	81
4	ABP	40	40	80
5	DW	37	38	75
6	ER	34	36	70
7	FPK	43	41	84
8	FN	40	37	77
9	HS	35	37	72
10	IR	43	38	81
11	NK	40	37	78
12	NF	40	36	76
13	SR	39	38	77
14	SA	39	40	79
15	VA	40	39	79
Total				1.167

- **Percentage of completeness of vocabulary mastery after treatment**

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

$$= \frac{13}{15} \times 100\%$$

$$= 86\%$$

- **The description of the formula:**

P: The class percentage

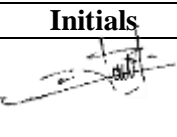

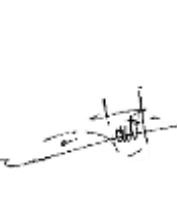
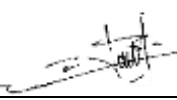



F: Total percentage score

N: Number of students

Appendix 11

RESEARCH JOURNAL'S ACTIVITIES

Name : Saifatur Rohmah
 NIM : T20196137
 Tittle : The Use of Anagram Game to Improve Student's Vocabulary Mastery at the Second Grade of MTs SA Miftahul Ulum.
 Location : MTs SA Miftahul Ulum Curahkalong – Bangsalsari – Jember.

No	Day/Date	Activity	Initials
1	Wednesday, 18 th October 2023	The researcher gives a research permit to the school and give try out to class 8 th A	
2	Thursday, 19 th October 2023	The researcher give pre-test in another class (8 th B) MTs SA Miftahul Ulum Curahkalong – Bangsalsari – Jember.	
3	Monday, 23 rd October 2023	The researcher observed the class activity and interviews the English teacher and a few students at 8 th B grade of MTs SA Miftahul Ulum Curahkalong – Bangsalsari – Jember.	
4	Friday, 27 th October 2023	The researcher applies the action to give material about anagram game (first meeting in cycle I)	
5	Monday, 30 th October 2023	The researcher applies the action to give the students post-test (second meeting in cycle II)	
6	Friday, 3 rd November 2023	The researcher applies the action to give the students modified planning in giving material (first meeting in cycle II)	
7	Monday, 6 th November 2023	The researcher applies the action to give the students post-test (second meeting in cycle II)	
8	Thursday, 16 th November 2023	The researcher asking for a letter of research finishing.	

Jember, 16 November 2023

Kepala Sekolah

 Ahmad Anwar, S.Pd.I

Appendix 12



The researcher giving material in cycle I



The student memorized the vocabulary in cycle I



The researcher giving material in cycle II



The researcher looking the students' test on the cycle 2



Picture of the researcher, English teacher and the students of 8th B class



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 13

SURAT KETERANGAN LULUS CEK TURNITIN



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Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Saifatur Rohmah

NIM : T20196137

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : The Use of Anagram Game to Improve Student's Vocabulary at The
Eight Grade of MTS SA Miftahul Ulum

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Jember, 29 November 2023

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Saifatur Rohmah

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8 Pages

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3187 Words	17290 Characters
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13 Pages	35.3KB
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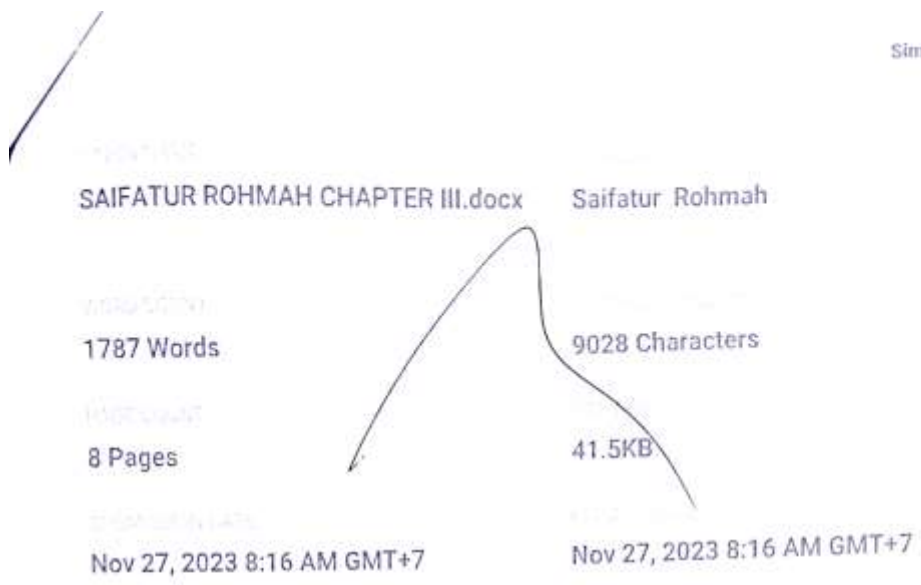
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Saifatur Rohmah

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Appendix 14

RESEARCHER'S BIODATA



Personal Information

- Full Name : Saifatur Rohmah
- NIM : T20196137
- Gender : Female
- Place, Date of Birth : Jember, August 1st 2002
- Address : Curahkalong - Bangsal sari – Jember
- Religion : Islam
- Department/Majors Courses : Language Education/ English Department
- Email Address : sifaturohmah89@gmail.com

Educational Background

- 2006 – 2007 : RA Miftahul Ulum Curahkalong
- 2007 – 2013 : MI Miftahul Ulum 05 Curahkalong
- 2013 – 2016 : MTs SA Miftahul Ulum Bangsal sari
- 2016 – 2019 : MA Miftahul Ulum Banyuputih Kidul