**ENHANCING STUDENTS' WRITING ACHIEVEMENT AND ENGAGEMENT
USING SCATTERGORIES GAME
FOR 7G STUDENTS IN SMPN 7 JEMBER**

UNDERGRADUATE THESIS

By:
Lisa Amalia Sianti
202101060002

**FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
OCTOBER 2024**

ENHANCING STUDENTS' WRITING ACHIEVEMENT AND ENGAGEMENT USING SCATTERGORIES GAME FOR 7G STUDENTS IN SMPN 7 JEMBER

UNDERGRADUATE THESIS

Presented to State Islamic University
of Kiai Haji Achmad Siddiq Jember
to fulfill one of requirements for Bachelor Degree (S.Pd)
Faculty of Education and Teacher Training
Department of Islamic Studies and Language Education
Program of English Education

By:

Lisa Amalia Sianti
NIM: 202101060002

**FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
OCTOBER 2024**

i

ENHANCING STUDENTS' WRITING ACHIEVEMENT AND ENGAGEMENT USING SCATTERGORIES GAME FOR 7G STUDENTS IN SMPN 7 JEMBER

UNDERGRADUATE THESIS

Presented to State Islamic University
of Kiai Haji Achmad Siddiq Jember
to fulfill one of requirements for Bachelor Degree (S.Pd)
Faculty of Education and Teacher Training
Department of Islamic Studies and Language Education
Program of English Education

By:

Lisa Amalia Sianti
NIM: 202101060002

Approved by Advisor

Praptika Septi Femilia, M.Pd.
NIP. 198809032023212029

ENHANCING STUDENTS' WRITING ACHIEVEMENT AND ENGAGEMENT USING SCATTERGORIES GAME FOR 7G STUDENTS IN SMPN 7 JEMBER

UNDERGRADUATE THESIS

Has been examined and approved by the board for examiners
in partial to fulfillments of Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
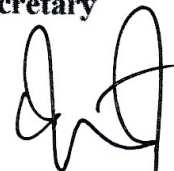Program of English Education

Day: Wednesday
Date : October, 16th 2024

The Board of Examiners

Chairman   **Secretary**
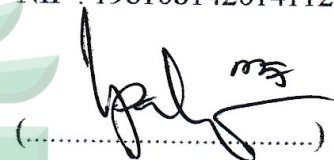
Dewi Nurul Qomariyah, S.S, M.Pd   Nina Hayuningtyas, M.Pd.
NIP : 197901272007102003   NIP : 198108142014112003

Members:

1. H. Moch. Imam Machfudi, Ph.D   (.............................)

2. Praptika Septi Femilia, M.Pd.   (.............................)

Approved by,
Dean of Faculty of Tarbiyah and Teacher Training
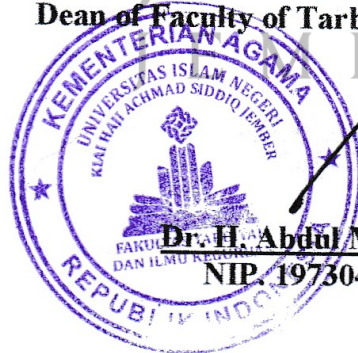
Dr. H. Abdul Mu'is, S.Ag., M.Si.
NIP. 197304242000031005

iii

MOTTO

قَيِّدُوْا الْعِلْمَ بِالْكِتَابَةِ

"Bind knowledge with writing" (HR. At-Thabrani and Hakim from Abdullah bin Amr) *

---

* TafsirAlquran.id, *"Esensi Qalam dan Anjuran Menulis Dalam Al-Qur'an."* 2023 https://tafsiralquran.id/esensi-qalam-dan-anjuran-menulis-dalam-al-quran/

DEDICATION

From the deepest of my heart, I dedicate this thesis to:

1. My beloved parents, Bapak Wafa and Ibu Sapta Yatimah, who have given me true love, prayers, support, motivation, encouragement and everything for my life.

2. My two beloved sisters, Eka Suci Lestari and Lailatul Mukarromah, who have given me prayers and support during the process of finishing my thesis.
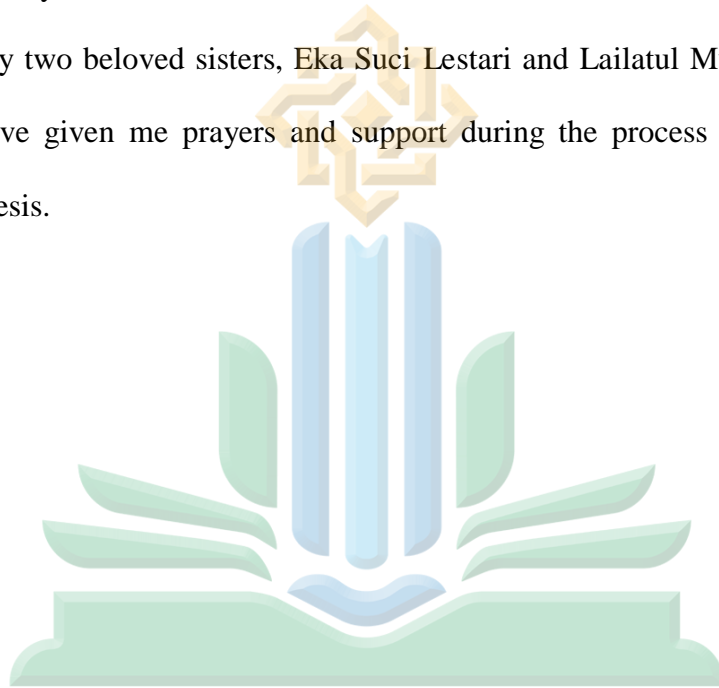
ACKNOWLEDGEMENTS

بِسْمِ اللّهِ الرَّحْمَنِ الرَّحِيْ

Thanks and all praise to Allah SWT, the almighty, the merciful, and the owner of the universe who has blessed me with so many beautiful things in my life. This blessing has empowered me to finish my thesis. In the process of finishing this thesis, the researcher has received many support and help from many people. Therefore, in this opportunity the researcher would like to thanks:

1. Prof. Dr. Hepni, S.Ag., M.M. CPEM as the Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember who had given me chance to study at UIN KH. Achmad Siddiq Jember.

2. Dr. H. Abdul Mu'is, S.Ag., M.Si as the Dean of the faculty of education and teaching training in State Islamic University of Jember who had given the best service and guidance to the students.

3. Nuruddin, M.Pd.I as head of the Islamic and Education Language Department of Faculty of Tarbiyah and Teacher Training who has supported and facilitated me in every matters.

4. Dewi Nurul Qomariyah, S.S., M.Pd., as the head of the English Education Program who has provided motivation and supported each student.

5. Praptika Septi Femilia, M.Pd., as the supervisor of this thesis who has helped, guided, motivated, supported, and given me the precious to complete this thesis.

6. All lectures of State Islamic University of Kiai Haji Achmad Siddiq Jember, especially the lectures of the English Education Department who have transferred their knowledge to researcher.

7. Mrs. Kartika Sari Dewi, M. TESOL the English teacher of class 7G SMPN 7 Jember for facilitating the researcher in collecting the data and helping the researcher in doing the research.

8. All the students of 7G who participated well in the research.

The researcher realized that this research is far from being perfect. Therefore, the researcher would like to accept any constructive suggestion and

comments to make this research better. The researcher hopes this research is useful for the readers and other researchers who need it.

Jember, 16th October 2024
The Researcher

Lisa Amalia Sianti
202101060002

ABSTRACT

Lisa Amalia Sianti, 2024: *Enhancing Students' Writing Achievement and Engagement Using Scattergories Game for 7G Students in SMPN 7 Jember.*
Key Words: Scattergories Game, Students Achievement, Students Engagement, Writing Skill.

Writing is a productive skill as it allows students to convey their thoughts and ideas in writing. However, there are still many students who have difficulty expressing their ideas in writing. This also happens in SMPN 7 Jember, according to the results of observations and interviews in the preliminary study, students experienced difficulties due to the lack of vocabulary they master, so they find it difficult to put their ideas into writing. In addition, students are also less motivated, they seem unenthusiastic, not actively participate, and less interested in teaching learning process. Therefore, the researcher and the English teacher used Scattergories game as a learning strategy to overcome the problem. Scattergories game is a category game to enrich vocabulary, encourage to think fast, increase learning motivation, and make students more active in teaching learning process.

The research questions of the study are: "How does the implementation of Scattergories Game enhance the students' writing skill achievement at the 7G Grade of SMPN 7 Jember?" and "How does the implementation of Scattergories Game enhance the students' engagement in learning writing skills at the 7G Grade of SMPN 7 Jember?". Therefore, the research objectives are to describe how the implementation of Scattergories Game can enhance the students' achievement and engagement in writing skill at the 7G Grade of SMPN 7 Jember.

The research applied Classroom Action Research (CAR). The design of classroom action research used in this research is collaborative action research, in which the researcher works collaboratively with the English teacher in the class. Researchers conducted this research in the 7G grade of SMPN 7 Jember which consist of 36 students. The research was conducted in one cycle with several steps, namely plan, action, observe and reflect. The main data for the research was obtained by using writing test and observation. However for the preliminary study the researcher applied interview and document review to collect the data. There are 2 crateria of success in this study, the first for students' achievement is if the students score reached the Minimum Mastery Craterion (KKM) 70 equal or higher than 70% of the total students. The second for students' engagement is if the total students in the class reached the crateria of the observation checklist equal to or higher than 75%.

Based on the research findings, two things can be concluded: 1) For students' achievement, the students' writing test results showed that 72,2% of students achieved the Minimum Mastery Craterion (KKM). The use of the Scattergories game can make it easier for students to put their ideas into writing and students are easier in composing paragraphs. The most enhanced aspect is vocabulary, students are easier to master vocabulary after using this game. 2) The observation results for students' engagement, showed that 77,7% of students reached the crateria of success. The Scattergories game can enhance students' interest in learning. The most enhanced aspect is behavior engagement.
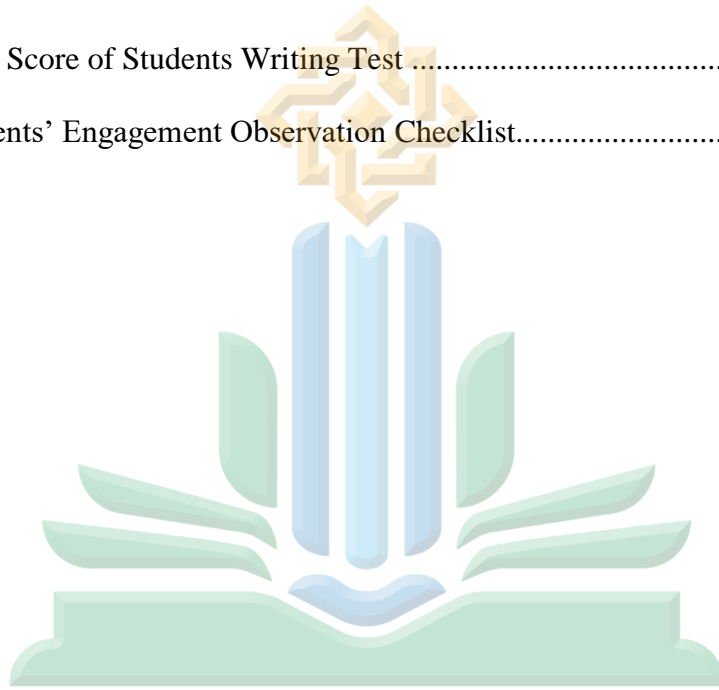
TABLE OF CONTENT

LIST OF TABLES

LIST OF PICTURES

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

This chapter is an introduction that discussess several things related to the research topic, namely the research background, research question, research objective, significance of the research, and definition of key terms.

A. Research Background

English is an international language used to communicate between people all over the world. Learning English as a foreign language is becoming increasingly important. In the Indonesian government, English is considered as the first foreign language and a compulsory subject taught in schools, starting from elementary schools, junior high schools, senior high schools, to college. One of the purposes of learning English is to communicate. Communication also has many forms, can be oral or written. Here the researcher is mainly focused on writing skill.

Writing skills are one of the 4 English language skills, namely reading, listening, and speaking. Writing skills have an important role in English language skills. Because by writing, students can express their feelings, ideas, experiences, and desires in written form. By writing students can express various ideas in their writing, and this can help students to think critically. Writing encourages students to focus on accurate language use and can trigger language development as they think while writing.[2] They can put what they know into writing.

---

[2] Harmer, J. 2004. *How to Teach Writing* : Pearson Longman

1

In writing, students must master 4 components, namely content, organization, grammar, and vocabulary.[3] These components can help us to produce good and understandable writing. With these components, the writing will be easily understood by the reader. Students should master these components first before they write what they want to express in their writing.

Writing skills are a challenge for Indonesian students. For most students, writing is complex and difficult to learn. It is supported by Richards and Renandya states that writing is the most difficult skill to be mastered by foreign language learners.[4] In another study, Tita's study also stated that writing is the most difficult skill to learn. The reason is that students have no ideas to write about. Second, students are still confused in organizing writing. Third, they often make mistakes due to lack of vocabulary knowledge.[5] In reality, it is considered difficult because when it comes to writing, most students still look confused about what they should write. As a result, students have no motivation to write. Writing becomes a boring and uninteresting activity for them.

From the students' difficulties in writing skill, it has an impact on students' achievement. In addition to the impact on achievement, this also has an impact on student engagement. Students' engagement in the teaching and learning process is important as it relates to controlling students behavior.

---

[3] Harni Basonggo, Mawardin M. Said, & Anjar Kusuma Dewi, *Developing Writing Skill of Grade VIII Students Through Personal Letter*, e-Journal of English Language Teaching Society (ELTS) Vol. 4 No. 1 2016 – ISSN 2331-1841

[4] Richards & Renandya, *Methodology In Language Teaching*, Cambridge University, 2002

[5] Tita Nurul Fajriyani, "*Improving Students' Writing Ability Through Clustering Technique*" (Skripsi, State Islamic University Jakarta, 2011), 3.

Interested students will show positive emotions to engage sustainably in the learning process.

Students' engagement in learning can be defined as the level of attention, curiosity, interest, optimism and enthusiasm shown by students when they are taught, which can develop into a level of motivation that they should learn and progress independently in their education.[6] Students' engagement requires being active as well as feeling and reasoning. There are three specific roles in this students' engagement in the learning process, including emotional, behavioral, and cognitive engagement.[7]

Based on these problems, the researcher made interviews and observations at SMPN 7 Jember. The researcher chose this school in class 7G because in an interview with English teacher Mrs Kartika Sari Dewi M.TESOL, this class is one of the classes that has weaknesses in students' achievement and students' engagement in writing class. The teacher sees the lack of student interest in English learning.[8]

In the observation with an English teacher in SMPN 7 Jember, the scores obtained by students are often below the teachers' expectations. The observation results showed that the mean score of students in class 7G was 16,6% or 6 from 36 students who passed the Minimum Crateria of Mastery Learning, and the rest got scores below the KKM score. The KKM score is 70. While the mean of students' engagement is 41,6% or 15 from 36 students

---

[6] Noelle J. Nelson, *Student Engagement and Project-Based learning in the Social Studies Classroom*, (Hamline University, 2016), 15.

[7] Jennifer A. Fredricks, Phyllis C. Blumenfeld, & Allison H. Paris, *School Engagement: Potential of The Concept, State of The Evidence*, (Review of Educational Research, 2004), 59-109.

[8] Kartika Sari Dewi M. TESOL, interviewed by the author, Jember, 1 April 2024.

active and responsive in writing class. The results of the observation showed that English scores in the class were low, especially in students' writing skill. Seeing the class situation during English learning is also not conducive, there are still many students who speak with their friends and do not pay attention to the teacher's explanation.[9]

Therefore, to achieve the learning objectives, teachers must have special strategies and techniques in the teaching and learning process. According Thornbury, stresses the significance of creating a fun and relaxed learning environment in the classroom in order to alleviate students' fears of inaccuracy, which frequently impede learning. One possibility for generating meaningful learning is a game.[10] Through games, students are more active and creative, this will be able to support student scores to be better. On this occasion, the researcher and the teacher were interested in choosing Scattergories Game to be applied in the teaching and learning in writing class.

Scattergories game is one of the game strategies that can enhance students' achievement and engagement in writing skills. Through this game students can organize words based on categories. This game can also increase students' interest in learning, solve or enrich vocabulary in writing, and can encourage students to think fast and get ideas in writing.[11] In addition, the scattergories game is also able to make students interested in learning English,

---

[9] Observation in SMPN 7 Jember, 29 February 2024.

[10] Gloria south, Mister G. W. and Rinny R., *The Use of Pictionary Games in Improving Students' Vocabulary Mastery in SMP Negeri 8 Satap Tonando*, (Manado: International Journal of Research in Social Cultural Issues, 2021), 431.

[11] Julita Ennis, "*Developing E-Scattergories Game in Writing Descriptive Text for the Tenth Grade in Vocational School*", (Skripsi, State University of Medan, 2021).

especially writing, which was originally considered boring. The game usually involves a friendly settlement and keeps students enjoyed.

Scattergories is a game played by naming an object or card in a set of categories, given an initial letter, within a certain time limit. Through this game, teachers can find out how much students can acquire vocabulary in a short time, and students can describe what they have written in English. This game can make the learning process more interesting.

The implementation of using scattergories card game could improve of students' vocabulary mastery by Nurmala Cahya Putri, at the eighth grade of Mts Maftahul Huda Kertonegoro.[12] The research was conducted using Classroom Action Research (CAR). The result of this research is that the researcher concluded that the implementation of using scattergories card games could improve students' vocabulary mastery.

Students' vocabulary scores in English learning can improve by using Scattergories game as a learning strategy by Fadhilah Mutiah Ahmad, Munir, Muhammad Tahir, at the VII class students at SMP Pesantren Modern Tarbiyah.[13] Their research was conducted using Quantitative research. The result of this study is that the average score from pre-test to post-test increased by 50%.

---

[12] Nurmala Cahya Putri, "*The Use of Scattergories Card Game to Improve Students' Vocabulary in Learning English at the Eighth Grade of MTS Maftahul Huda Kertonegoro*", (Skripsi, UIN KH. Achmad Siddiq Jember, 2023).

[13] Fadhilah Mutiah Ahmad, Munir, and Muhammad Tahir, "*Teaching Vocabulary by Using Scattergories Game to Junior High School Students*", Journal of Education 1, no. 2 (2021), 138. DOI: https://ojs.unm.ac.id/PJE/article/download/25907/13089.

Based on the explanation above and the observation of the English teacher at SMPN 7 Jember. Therefore, the researcher would like to apply Scattergories Game, to help students not only how to write but also help in terms of student engagement. Therefore, the researcher intends to conduct a study entitled **Enhancing Students' Writing Achievement and Engagement Using Scattergories Game for 7G Students in SMPN 7 Jember.**

B. **Research Question**

1. How does the implementation of Scattergories Game enhance the students' writing skill achievement at the 7G Grade of SMPN 7 Jember?

2. How does the implementation of Scattergories Game enhance the students' engagement in learning writing skills at the 7G Grade of SMPN 7 Jember?

C. **Research Objective**

1. To describe how the implementation of Scattergories Game can enhance the students' writing skill achievement at the 7G Grade of SMPN 7 Jember.

2. To describe how the implementation of Scattergories Game can enhance the students' engagement in learning writing skills at the 7G Grade of SMPN 7 Jember.

D. **Significance of the Research**

This research is expected to be useful for readers and can contribute to enhancing students' achievement and engagement in writing skills.

1. **Theoretical Significance**

   This research is expected to strengthen the body's knowledge about the use of vocabulary games in writing class which is especially the game used in this study is scattergories game.

2. **Practical Significance**

   a) For English Teachers

   The results of this study are expected for the teacher to adopt the procedure of scattergories game strategy in writing skill in their writing class.

   b) For Other Researchers

   For other researchers, this research is expected to provide information and become a reference in conducting research with similar focus about vocabulary games that are scattergories games, but with a different research design.

   c) For the Researcher

   This research is expected to be useful for the researcher to have experience in conducting Classroom Action Research on the topic taken.

E. **Definition of Key Terms**

   1. Scattergories Game

   The Scattergories game is a vocabulary search game based on the initial letter and within a certain time limit. Students can acquire vocabulary in a short time, and try to describe what they have written in

English. This game uses cards that are given to each group of students. They can fill in the cards according to the keywords and the roll of the dice.

2. Students' Achievement in Writing Skill

Students' achievement in writing skill is the score obtained by students when writing paragraphs obtained from tests given by the teacher to students after they take lessons by using scattergories games. The value can be taken from several aspects of writing namely, content, organization, vocabulary, and grammatical range.

3. Students' Engagement in Writing Skill

Students' engagement in writing skill is the actions taken by students during writing class activities by using scattergories games as a strategy. The aspect in students engagement including, behavioral engagement, emotional engagement, and cognitive engagement.

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of related literature. This literature review consists of previous research and theoretical framework.

A. Previous Research

There are several previous studies that can be used as references in this research. Researchers have selected several recent studies.

The first research is "Developing E-Scattergories Game in Writing Descriptive Text for the Tenth Grade in Vocational School". This research was conducted by Julita Ennis, 2021. This research aims to develop E-Scattergories game as a media to teach writing descriptive text for the tenth grade students in SMK Namira Tech Nusantara Medan. This research used the research and development (R&D) method. The subject of the study was tenth grade, that is TKJ 1 (Teknik Komputer Jaringan) consisting of 18 students and the English teacher in SMK Namira Tech Nusantara Medan. The developed writing materials were validated by two experts with an average scores of 92,66 of 100. The results show that the E-Scattergories game is valid and suitable to use for tenth grade students in SMK Namira Tech Nusantara Medan. The final product can be used from E-Scattergories developer.egoarchitect.com.[14]

The second research is "Teaching Vocabulary by Using Scattergories Game to Junior High School Students". This research was from Fadhilah

---

[14] Julita Ennis, "*Developing E-Scattergories Game in Writing Descriptive Text for the Tenth Grade in Vocational School*", (Skripsi, State University of Medan, 2021), 10.

Mutiah Ahmad, Munir, Muhammad Tahir, 2021. The aim of this research is to test students' vocabulary mastery through the scattergories game. This research uses quantitative methods. The sample and population for this research was class VII students at SMP Pesantren Modern Tarbiyah. Researchers collected data through vocabulary tests using pre-test and post-test. And the average results show that the students' post-test scores are higher than the pre-test scores. The result is that the average post-test score is (65.5417), while the pre-test is (35.8750).[15]

The third research is "The Use of Scattergories Card Game to Improve Students' Vocabulary in Learning English at the Eighth Grade of MTS Maftahul Huda Kertonegoro". This research came from Nurmala Cahya Putri, 2023. Classroom action research (CAR) was used in this research. The research aims to improve students' vocabulary through scattergories card games in the eighth grade of Mts Maftahul Huda Kertonegoro. The participants of this research were the students of 8B in Mts Maftahul Huda Kertonegoro, which consists of 22 students. The research was carried out in two cycles. Collecting data in this research used vocabulary tests, observation sheets, and interviews. The indicator of success in this research averaged that 70% of students got minimally 75 as scores. The result of this study was that cycle one had not reached the minimum score. There were only 13 students could get the minimum score. Therefore, the researcher conducted cycle two. The result of the students' vocabulary score was 80,27 including 18 students

---

or 81% of students passed the indicator of success. Based on the result of this research, the researcher concluded that the implementation of using scattergories card games could improve students' vocabulary mastery.[16]

The fourth research is "Improving Students Vocabulary Mastery in Sentence Writing by Using Faster Thinking Game at 8B Class of SMP Al-Falah Silo in Academic Year 2020/2021". This research was from Nabila Hasanah, 2020. This research uses Classroom Action Research (CAR) as a method. This research aims to know how to improve the vocabulary through Faster Thinking Game of SMP Al-Falah Silo. The subjects of this research were 18 students of class 8B SMP Al-Falah Silo. The results of this study showed, the percentage of students vocabulary is 27,7%, and increase to high percentage which is 78%. The results stated that this study successfully improved students' vocabulary with one cycle.[17]

The fifth research is "Games in Writing Skill of EFL Learnes: Do they Give any Impact?". This research was from Zaitun, Muhamad Sofian Hadi, Dian Rosydiyanti, 2021. This research uses quantitative methods. This research aims to find out whether games can influence the ability to write descriptive text in EFL learning. The sample for this research was 39 grade 7 students at SMP An-Nurmaniyah, Tanggerang. This research uses quantitative methods with a pre-experimental research design and uses pre-test and post-

---

[16] Nurmala Cahya Putri, "*The Use of Scattergories Card Game to Improve Students' Vocabulary in Learning English at the Eighth Grade of MTS Maftahul Huda Kertonegoro*", (Skripsi, UIN KH. Achmad Siddiq Jember, 2023).

[17] Nabila Hasanah, *"Improving Students Vocabulary Mastery in Sentence Writing by Using Faster Thinking Game at 8B Class of SMP Al-Falah Silo in Academic Year 2020/2021"*, (Skripsi, UIN KH. Achmad Siddiq Jember, 2020).

test instruments as data collection instruments. The results of this study showed, the mean of student pre-test score was 54.8, while mean score of student post-test was 82.5.[18]

The sixth research is "Enhancing Students' Engagement and Motivation in English Creative Writing Skills". This research was from Banish Ikhlaq, Prof. Dr.Abdul Ghafoor Awan. The aim of this research is to analyze the increase in student engagement and motivation in English creative writing skills. Mixed method approach was adopted in this research. Data collection used two questionnaires, one for teachers and one for students. This research used a sample of 130 students and 10 teachers in Government Schools in Multan City. Five points Likert scale was used to measure the attitude of the students. The response of teachers was recorded and compared with one another. SPSS software was used to calculate the results. The results of this study show that Testing and assessment has a positive impact on student's learning and motivation..[19]

The last research with the title "Improving Students' Engagement Through Modified Team-Game-Tournament (TGT) Technique". This research was from Febrina Rizky Agustina, 2020. This research is collaborative Classroom Action Research (CAR) conducted in two cycles with three meetings in each cycle. The subjects of this study were 28 students of PMI

---

[18] Zaitun, Muhamad Sofian Hadi, and Dian Rosydiyanti, "*Games in Writing Skill of EFL Learnes: Do they Give any Impact?*", Jurnal Pendidikan Bahasa Inggris 10, no. 2 (2021), 242-249. DOI: https://journal.unismuh.ac.id/index.php/exposure/article/download/5945/pdf.

[19] Banish Ikhlaq, Prof. Dr.Abdul Ghafoor Awan, "*Enhancing Students' Engagement and Motivation in English Creative Writing Skills*", Global Journal of Management, Social Sciences and Humanities 5, no. 2 (2019), 380-401. DOI: https://orcid.org/0000-0001-5767-6229.

class in Faculty of Da'wah UIN Kiai Haji Achmad Siddiq Jember. The aim of this research was to improve students' engagement through modified team-game-tournament (TGT). The research findings discuss the implementation of TGT technique which had succeeded to promote students' motivation in speaking after the second cycle of the study was conducted.[20]

Table 2.1
Similarities and Differences
Between the Previous Research and Current Research

NO	Author and Title	Similarities	Differences
1.	Julita Ennis, 2021, "Developing E-Scattergories Game in Writing Descriptive Text for the Tenth Grade in Vocational School".	• Both apply the same strategy which is Scattergories Game strategy. • Both of the research focused on writing skill.	• Julita Ennis's research was conducted at SMK Namira Tech Nusantara Medan, while this current research will be conducted at SMPN 7 Jember. • The focus of Julian Ennis' research is creating an online Scattergories Game on writing descriptive text, while this research explores students' writing skills using the Scattergories Game offline. • The method of Julita Ennis research applied research and development (R&D) method, while this research applied Classroom Action Research (CAR).

---

[20] Febrina Risky Agustina, "*Improving Students' Engagement Through Modified Team-Game-Tournament (TGT) Tehcnique*", (Paper, UIN KH. Achmad Siddiq Jember, 2020).

NO	Author and Title	Similarities	Differences
2.	Fadhilah Mutiah Ahmad, Munir, Muhammad Tahir, 2021, "Teaching Vocabulary by Using Scattergories Game to Junior High School Students".	• Both apply the same strategy which is Scattergories Game strategy	• Fadhilah's research was conducted at SMP Pesantren Modern Tarbiyah, while this research will be conducted at SMPN 7 Jember. • Fadhilah's research focuses on teaching vocabulary, while this research focuses on teaching writing skill. • The method of Fadhilah's research applied quantitative research, while this research applied Classroom Action Research (CAR).
3.	Nurmala Cahya Putri, 2023, "The Use of Scattergories Card Game to Improve Students' Vocabulary in Learning English at the Eighth Grade of MTS Maftahul Huda Kertonegoro"	• Both apply the same strategy which is Scattergories Game strategy • Both apply the same method which is Classroom Action Research (CAR)	• Nurmala's research was conducted at MTS Maftahul Huda Kertonegoro, while this research will be conducted at SMPN 7 Jember. • Nurmala's research focus on student's vocabulary, while this research focus on teaching writing skill.
4.	Nabila Hasanah, 2020, "Improving Students Vocabulary Mastery in Sentence Writing by Using Faster Thinking Game at 8B Class of SMP Al-Falah Silo in Academic Year 2020/2021"	• Both of research use vocabulary games to improve students' vocabulary in writing skills. • Both apply the same method which is Classroom	• Nabila's research was conducted at SMP Al-Falah Silo, while this research will be conducted at SMPN 7 Jember. • Nabila's research use Faster Thinking Game as a strategy, while this research use Scattergories Game as a strategy

NO	Author and Title	Similarities	Differences
		Action Research (CAR)	
5.	Zaitun, Muhamad Sofian Hadi, Dian Rosydiyanti, 2021, "Games in Writing Skill of EFL Learnes: Do they Give any Impact?".	• Both of the research focused on the topic game in writing skill.	• Zaitun's research was conducted at SMP An-Nurmaniyah Tangerang, while this research will be conducted at SMPN 7 Jember. • Zaitun's research focuses on the impact of games in writing skill, while this research focuses on games to enhance teaching writing skill. • The method of Zaitun's research applied quantitative research, while this research applied Classroom Action Research (CAR).
6.	Banish Ikhlaq, Prof. Dr.Abdul Ghafoor Awan, 2019, "Enhancing Students' Engagement and Motivation in English Creative Writing Skills"	• Both of the research focused on the topic enhancing students' engagement in writing skill.	• Banish's research conducted at Government schoolls in Multan city, while this research is conducted at SMPN 7 Jember. • Banish's research enhances students' engagement and motivation in writing skill, while this research enhances students' achievement and engagement in writing skill. • The method of Banish's research applied quantitative research, while this

NO	Author and Title	Similarities	Differences
			research applied Classroom Action Research (CAR).
7.	Febrina Risky Agustina, 2020, "Improving Students' Engagement Through Modified Team-Game-Tournament (TGT) Tehcnique"	• Both of research focused on the topic to improve students' engagement with game • Both apply the same method which is Classroom Action Research (CAR)	• Febrina's research was conducted at Faculty of Da'wah UIN Kiai Haji Achmad Siddiq Jember, while this research will be conducted at SMPN 7 Jember. • Febrina's research using Team-Game-Tournament (TGT) for improving students' engagement, while this research using Scattergories Game to improve students' engagement.

By reading those previous research, the researcher concluded that there were similarities and differences between the wrater's research and previous research. The similarity between previous research and the wrater's research is using a scattergories game strategy. Meanwhile, the difference between previous research and this research is that previous research used scattergories games to improve students' vocabulary skills, while this research uses scattergories games to improve students' writing skills. Another difference lies in the research method, in 3 previous research using a quantitative approach with quasi-experimental and pre-experimental designs and 1 previous research using research and development (R&D), while this research uses Classroom Action Research (CAR). Another difference lies in the strategy, in fourth

previous research using Faster Thinking Game as a strategy, while this research using Scattergories Game as a strategy. Lastly difference lies in the research focus, in previous research using Team-Game-Tournament (TGT) for improving students' engagement, while this research using Scattergories Game to improve students' engagement.

B. Theoretical Framework

1. Writing Skill

a. Definition of Writing

Writing is one way to communicate indirectly in the form of writing. Writing is a medium of human communication that represents language and emotions with signs and symbols. Writing is one of the language skills used to express and produce ideas in written form. This process emphasizes the work of the mind and one's language skills in expressing thoughts or ideas and feelings into written form.[21] Writing is not a natural activity. Writing cannot be mastered suddenly, but requires practice. The practice can be in the form of imitating or copying words or sentences from the idea giver or the wrater can also express free ideas based on knowledge.[22]

In writing, it is also important to have a writing process that will procedure a lot of writing that people are interested. The essential writing requires a long process from planning, drafting, writing, to

[21] Harmer, "*The Practice of English LanguageTeaching*", Essex : Pearson Education Limited, 2001
[22] Hamdi, R.N, Mada, S. A, Kusuma, R. W,*" Increasing Students' achievement in Writing Recount Text by Using Active Knowledge Sharing Strategy"*, (Jurnal Edukasi Nonformal, 2021)

revision.[23] Through this process, it will produce writing that can convey the thoughts of a wrater.

Writing will help students produce writing that can convey messages to others. Writing as an action that occurs in a context, which achieves certain goals, and which is shaped appropriately for the intended reader.[24] Writing is not just to produce text, but also to interact with others in a social action.

b. Component of Writing

1) Content

The content of the writing is the core of the writing. The content must be clear and understandable to the reader. Content is the main part of a paragraph of writing along with all the supporting details that enrich and develop the topic of writing.[25] There are several things that make writing easy to understand and there must be relevance, clarity, originality, and logic.[26]

2) Organization

Organization is the internal structure of a written text. Organization plays an important role in writing, because

---

[23] John Langan, *English Skill:Eight Edition*. (New York: McGraw Hill Higher Education, 2006), 20

[24] S. C. Weigle. *Assessing Writing*. (Cambridge: Cambridge University Press, 2002), 19

[25] Muhibbudin. *The Application of Picture Series to Improve Writing Skills*. English Education Journal, 2016, 3 No. 03, 3

[26] Ann Raimes, *Technique in Teaching Writing*. (New York: Oxford University Press, 1983), 7

organization is the key to good writing.[27] The organization also has several crateria, such as paragraph, cohesion, and unity.[28]

3) Vocabulary

Using good words is important in writing. Using the wrong words will affect the intent of a piece of writing. The use of effective words will result in good writing. Vocabulary is the collection of words that an individual knows, and also says that the focus in the vocabulary class is how to encourage the students to develop strategies for inferring the meaning of new words from context in which they occur and teach them to use a range of clues.[29]

4) Grammar

Grammar is a collection of tenses used to develop sentences in paragraphs in a piece of writing. Grammar is defined as the ways in which words can change form and can be combined into sentences in the language.[30] Therefore, the function of grammar is to construct the correct meaning of sentences based on the context.

---

[27] Karen Blanchard & C Root. *Ready to Writes* (2nd ed). (New York: Longman, 1994), 1

[28] Ann Raimes, *Technique in Teaching Writing*. (New York: Oxford University Press, 1983), 7

[29] Nunan (1991, cited in Apsari, 2017), *"The use of Picture Series in Teaching Writing Recount Text"*, ELTIN Jouenal, Journal of English Language Teaching in Indonesia, 5(2), 51-56

[30] Greenbaum, S., & Nelson, G. 2002, *An Introduction to English Grammar*, Great Britain: Pearson Education Limited

c. **Writing Skill Process**

According to Nunan there are three stages of writing, they are pre-writing, writing, and post-writing.[31]

1) Pre-writing

Pre-writing involves sharing the free writing topic, brainstorming, making lists, or simply reflecting on an experience. Generating the topic is usually the hardest part of this stage.

2) While Writing

At this stage, the wrater has to discuss the ideas with the details he has discovered in the pre-writing stage. This stage also includes the drafting process where he has to develop the outline into a good paragraph and make it coherent.

3) Post-writing

At this stage the wrater can add some ideas that he thinks necessary for his writing, revise, and edit his composition. The most important thing he should do in this stage is to make connections, such as grammar, mechanics, spelling, punctuation. This connection can ensure his writing is thoroughly understood in both content and organization.

2. **Students' Achievement in Writing Skill**

Student achievement is a measure of the extent to which a student achieves the learning objectives that have been set. Student achievement in

---

[31] Nunan (1991, cited in Apsari, 2017), *"The use of Picture Series in Teaching Writing Recount Text"*, ELTIN Jouenal, Journal of English Language Teaching in Indonesia, 5(2), 51-56

writing skills is a measure of student learning outcomes assessed from several aspects, including content, organization, vocabulary, and grammatical range.[32]

3. Students' Engagement in Writing Skill

Student engagement is defined as students' feelings, thoughts, or behaviors towards objects, such as schools, lessons, learning processes, classroom conditions, the environment, and so on. Student engagement is categorized into three, namely behavioral engagement, emotional engagement, and cognitive engagement.[33]

a. Definition of Students Engagement

Students engagement reflects the process of students' interest, curiosity, and level of attention shown during the learning process. Student engagement also includes student interest in learning materials. Student engagement is the time and effort that students spend on activities that are related to the school's desired outcomes and the activities that the institution does to encourage students to participate in an activity.[34] Student engagement is also very important in the learning process because it can affect student learning outcomes. Students who are not involved in learning activities tend to be left

---

[32] Harni Basonggo, Mawardin M. Said, & Anjar Kusuma Dewi, *Developing Writing Skill of Grade VIII Students Through Personal Letter*, e-Journal of English Language Teaching Society (ELTS) Vol. 4 No. 1 2016 – ISSN 2331-1841

[33] Moreira, P., Cunha, D., & Inman, R. , *An integration of multiple student engagement dimensions into a single measure and validity-based studies*. Journal of Psychoeducational Assessment, 38(5), 564–580, (2020)

[34] George D. Kuh, *What Student Affairs Professionals Need to Know About Student Engagement*, (Journal of College Student Development, 2009)

behind compared to students who are often involved. This will affect student learning outcomes.

b. **Aspect of Students Engagement**

1) Behavioral Engagement

According to Fredricks, Blumenfeld, and Paris, behavioral engagement is defined as positive attitudes, such as obeying school rules, following classroom norms, and not having disruptive behavior and engaging in misconduct at school or in class. In addition, there are students who attend the learning process, participate with enthusiasm, are active in discussion, and respond well to the teacher's instruction.

Behavioral engagement is most often defined in three ways. The first definition entails positive behaviors, such as obeying rules and complying with classroom norms, as well as the absence of disruptive behaviors such as skipping school and getting into trouble. The second definition relates to student engagement in the learning process and academic tasks undertaken. The last involves student engagement in school activities such as sports (athletics or school organization activities (OSIS).[35]

2) Emotional Engagement

According to De Milliano, affective or emotional engagement refers to motivational factors, such as students'

---

[35] Fredericks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). *School Engagement: Potential of The Concept*, State of The Evidence. Review of Educational Research.

feelings and emotional reactions to school activities or tasks.[36]
Emotional engagement means that students become excited or
connected to their learning. Emotionally engaged students will
experience affective reactions such as interest, enjoyment or a
sense of belonging. Students who have negative emotional
engagement usually show boredom, anger, blame, anxiety, and
denial.

3) Cognitive Engagement

Cognitive engagement is defined as "the level of student
investment in learning; this includes being thoughtful and
purposeful in approach to school tasks and willing to exert the
effort required to understand complex ideas or master difficult
skills.[37] Students who engage in cognitive engagement will try to
go beyond the requirements and are more likely to like challenges.
Students who engage in cognitive engagement tend to be more
compliant and purposeful, they do the assignment on time,
individually, and as instructed.

4. **Scattergories Game**

a. **Definition of Scattergories Game**

Scattergories game is a game published by Parker Brother in
1988. Scattergories is a board game usually played by two to six

---

[36] De Milliano, *Literacy development of low-achieving adolescents* :The role of engagement in academic reading and writing. University ofAmsterdam, (2013)

[37] Fredericks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). *School Engagement: Potential of The Concept*, State of The Evidence. Review of Educational Research. (Sage Publications, Inc. 2004), 60.

players where players search for as many vocabulary words that begin with certain letters included in a list of categories.[38] Scattergories is a category-based game, which is a game of finding vocabulary words based on the initial letter and within a certain time limit. According to Janet M. Lacey, the scattergories game can make students enthusiastic about the game. Co-created with students, the game is an educational tool that is expected to combine competition and knowledge.[39] With this scattergories game, students will think fast to find various vocabulary words, which can improve other language skills, including writing skills.

The Scattergories game requires students to move actively and compete with other students. The Scattergories game also has simple rules so that students can easily follow the instructions given by the teacher. In addition, the Scattergories game also makes the learning experience fun and less stressful than regular learning.[40]

In its implementation, games in the teaching and learning process have a slight disadvantage, namely that the teacher only has a little time to explain the material. So there is no more time for the teacher to explain more and help them memorize a lot of new

---

[38] Norma Yuliansyah, And Fauzia Rozani S. *Using Scattergories Game in Teaching Vocabulary to Elementary School Students* (Journal of English Language Teaching, 2018) 597.

[39] Janet M. Lacey, *The Nutritional SCATTERGORIES Game: Adding Zest to a Nutrition Course*, (Journal of Nutrition Education and Behavior, 2003) 333-334

[40] Norma Yuliansyah, And Fauzia Rozani S. *Using Scattergories Game in Teaching Vocabulary to Elementary School Students* (Journal of English Language Teaching, 2018) 601.

vocabulary. Besides, the use of Scattergories games can also make the classroom noisy and out of control.[41]

b. Teaching Writing Skill Using Scattergories Game

In teaching writing skills, teachers need special methods so that students can easily understand, so that students are excited and not bored during the learning process, and can achieve learning objectives. Then, the researcher chose to use the scattergories game to help students achieve good learning goals in writing skills. In this study, there are several things that must be prepared when playing the Scattergories game, this steps adopted by Roman :

1) Divide the students into teams and have them pick team names.

2) Make a category list on the board or hand out cards about the material *Word Order (Present Simple Tense)*.

3) Once the categories are chosen, students have to pick a letter based on the teachers' instruction. Whatever letter is chosen, teams have to write the categories starting with that letter.

4) Each group must work together to select vocabulary that is appropriate to the material.

5) Teacher notes the points then continues with other letters.

6) Once the time is up, students are directed to collect the category card

---

[41] Nova Pravita Rus Diana, "*The Advantages and Disadvantages of Using Games in Teaching Vocabulary to the Third Graders of top School Elementary School*", (Sebelah Maret University), 2010.

7) After that, students can compose a paragraph about routine activities using *Present Simple Tense* (adverb of frequency).

CHAPTER III

RESEARCH METHODS

This chapter presents research methods. It consists of explanations of research design, research setting, research subject, data collection, data analysis, validity of data, and achievement indicators (crateria of success).

A. Research Design

Classroom Action Research (CAR) was used for the study, which aims to enhance student achievement and engagement in writing skills through Scattergories Game. According to Bogdan & Biklen, classroom action research is the methodical collection of data with the aim of making social change.[42] There are three words contained in CAR, class, action and research. Research is an action carried out with the aim of obtaining data or information, proving, or improving the quality of something by investigating an object using certain methods. Action is an activity carried out by researchers to achieve a certain goal. And the last is class, which is not just a room, but a group or collection of students who carry out teaching actions at a certain time with certain materials.

The Classroom Action Research was conducted in a collaborative action research between the researcher and the English teacher of SMPN 7 Jember as an observer and collaborator. It aims to find out how it can improve students' writing skill after applying the strategy in the learning process.

---

[42] Robert C. Bogdan. Biklen, Applieding Educational Research A Practical Guide, (London: Allyn and Bacon, 1992), 223.

27

The researcher used several steps in this study. The stages carried out are plan, action, observe, and reflect. In this study, the research design used the Kemmis and Mc Taggart model.[43]
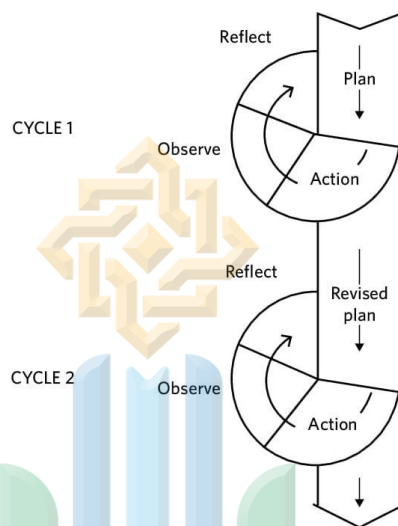
1. Plan

   In plan, it was done after identifying and diagnosing students' writing problems that occured in the classroom as evidenced by observing and interviewing the English teacher.

   a. The researcher interviewed the English teacher to find out the problems that occur in students.

   b. The researcher and the English teacher oberved in the classroom to see the situation and problems that occurred with the students.

---

[43] Kemmis, S., and Mc Taggart,R. (1998), The Action Research Planner (Geelong: Deakin University), 3.

c. The researcher and the English teacher discussed the Scattergories game to enhance students' achievement and engagement in students' writing skill.

d. The researcher and the English teacher discussed the materials used during the action.

e. The researcher and the English teacher decide on the topic, the topic is "Word Order (Simple Present Tense)".

f. The researcher, with the help of the English teacher's opinion, created a module plan and the procedure for implementing the strategy in the teaching and learning process in the classroom.

g. The researcher created questions for the students' writing test.

2. Action

    Action is the application of previously planned actions, such as methods used, the material taught to students, the strategies used by teachers to solve problems, and others. This study used 3 meetings in each cycle. In this action stage, the researcher does what has been designed in the module. In this activity there are 3 activities; introduction, core activity, and closing activity.

    Some actions are taken in the implementation of Scattergories Game to enhance students' achievement and engagement in writing skill.

a. The researcher explained the material that the students would study

b. Students play the Scattergories game according to the game steps below:

1) Students are divided into several groups and gather with their groups.

2) The researcher randomizes the dice in front of the class.

3) Students find vocabulary based on the letter dice on the selected dice according to the predetermined categories (*Routine Activity*).

4) Each group is given time to find the right vocabulary.

5) Students make paragraphs based on the vocabulary obtained.

3. Observe

At this stage, researchers took data for students' achievement during the writing test after the Scattergories game was applied. The researcher gave a writing test to measure students' achievement. The researcher collaborated with the English teacher to observe students' achievement in the implementation of the Scattergories game strategy.

Meanwhile, to observe students' engagement, the researcher also collaborated with the English teacher to observe students' activities during the implementation of Scattergories game as a learning strategy from the first meeting to the last meeting.

4. Reflect

Reflection is an action to explain what happened during the teaching and learning process in the classroom. At this stage, researchers reflect on what happened in the classroom as a result of the action. The research is completed if all crateria have been met, and the research continues to the next cycle if the success crateria have not been met.

On students' achievement, the researcher reflected on the results of the writing test that had been completed by the students. The results of the writing test were assessed by 2 raters, the English teacher as rater 1 and the researcher as rater 2, then the two results were averaged and produced a final score. The final score is the result of the students' writing test in this study.

For student engagement at this stage, researchers conducted observations made by collaborators during the learning process. Collaborator observe students based on observation checklist, collaborator give a check mark to students who match the crateria. The results of the checklist become the final score for student engagement.

B. Research Setting

The research was conducted at SMPN 7 Jember. The reason why researchers choose this school is because the Scattergories Game has never been applied in lessons by English teachers at SMPN 7 Jember and the researcher has been given permission from the headmaster of SMPN 7 Jember to conduct this research.

C. Research Subject

Researchers involved students of SMPN 7 Jember, specifically of class VII G students, consisted of 36 students, 16 girls and 20 boys. Researcher choose this class because the class has some problems in students' achievement and students' engagement in writing skills. The students have low abilities in vocabulary and writing skill, the students are not enthusiastic in

learning English subjects, and students often have no motivation to learn English.

D. Data Collection

In this study, researcher collected data using several data collection techniques, such as:

1. Writing Test

Writing test to find students' writing achievement. The test used was an essay test for this research. Material for the test is about "Word Order (Simple Present Tense)". In the test, students individually can write a paragraph from each vocabulary that has been obtained from the category card with time for 25 minutes. This test was conducted at the last meeting, more precisely at the fourth meeting, when the researcher had finished applying the Scattergories game as a strategy. In this test, the aspects of writing that were evaluated were content, organization, vocabulary, and grammar.

The writing test was scored by both the English teacher as a rater 1 and the researcher as a rater 2, with a maximum score range of 5. If the score range is more than 5 then the score is invalid, and should be rechecked. The writing assessment crateria were adapted from the writing assessment rubric. The types of assessment components are illustrated as below:

Table 3.1
Writing Skill Assessment Crateria

No	Crateria	Score	Description
1	Content	19-25	Main ideas stated clearly and accurately, there is a adverbs of frequency, relevant to assigned the topic and easy to understand
		12-18	Main ideas stated fairly clearly and accurately, there is a adverbs of frequency, mostly relevant to topic but still lacks detail
		6-11	Main ideas somewhat unclear and inaccurate, nothing adverbs of frequency inadequate development of topic
		1-5	Main ideas not clear or accurate, nothing adverbs of frequency, not relevant to the topic
2	Organization	19-25	Ideas clearly stated, sentences are organized and logical sequence cohesion.
		12-18	Loosely organized but main ideas stand out, limited support
		6-11	Ideas confused or disconnected
		1-5	Does not communicate, no organization, or not enough to evaluate
3	Vocabulary	19-25	Very effective word/idiom form choice and usage, word form mastery, vocabulary relevant to the topic (routine activities)
		12-18	Sometimes uses inappropriate word/idiom but still easy to understand, vocabulary relevant to the topic (routine activities)
		6-11	Often uses inappropriate word/idiom, meaning confused or obscured, vocabulary not relevant to the topic (routine activities)
		1-5	Many errors using the word/idiom, vocabulary not

No	Crateria	Score	Description
			relevant to the topic (routine activities)
4	Grammatical Range	19-25	Correct of agreement, number, word order/function, pronouns, prepositions, use present simple tense
		12-18	Several errors of agreement number word order/function, pronouns, prepositions, but meaning seldom obscured, use present simple tense
		6-11	Major problems in frequent errors of agreement, number word order/function, pronouns, prepositions, and/or fragments, deletions, meaning confused or obscured, not using present simple tense
		1-5	Dominated by errors, does not communicate, or not enough to easy understand, not using present simple tense.

2. Observation

Observation was used to find out students' engagement during the use of Scattergories game in writing class. Observation in this study was carried out before the researcher conducted the research and while conducting the research. Observation in this study has 2 objectives, the first is to find the problem before the study (preliminary study). During observation, the researcher brings an instrument in the form of an observation guide. Before doing the research, researchers conducted observations with an English teacher at SMPN 7 Jember to find out the problems experienced by students in the writing class.

The second, observation to find students' engagement when implementing the strategy, the Scattergories game. At this stage the researcher uses the same instrument, the observation guide. In observation when implementing the strategy, the researcher is a participant observer, which means that the researcher participates in learning activities in the classroom and observes these activities.

Table 3.2
Observation Checklist

Aspect	Description
Behavior Engagement	1. Students responded well the teacher instruction
	2. Students active in discussion
	3. Participate with enthusiasm
	4. Students attend the learning process
Emotional Engagement	1. Students are enthusiastic during the learning process
	2. Students ask question according to learning content
	3. Students speak according to learning content
	4. Students interested and inquisitive about learning content
Cognitive Engagement	1. Students do the assignment as instructed
	2. Students do the assignment individually
	3. Students do the assignment on time
	4. Students meets or exceeds assignment requirements Students do the assignment as instructed

3. **Interview**

Interviews used to get the data about students' achievement and student engagement in the writing classroom. In practice, the researcher conducted an interview with the English teacher before conducting the research (Preliminary Study) to find out the problems that occurred with

the students. The researcher conducted an interview with the English teacher when the researcher had not yet conducted this research. The researcher conducted the interview by meeting the English teacher at SMPN 7 Jember, precisely in the school lobby. The researcher conducted the interview during the teacher's break time, more precisely before the teacher entered the class to conduct learning activities. The researcher asked the English teacher at SMPN 7 Jember about students' writing problems, students behavioral problems, emotional problems, and cognitive problems.

4. **Document Review**

The researcher used document review to collect data such as students' scores about writing skill achievement and engagement. The data was provided by the English teacher at SMPN 7 Jember when the researcher conducted observation and interview before conducting this research. The scores were given by the English teacher to the researcher according to the students' writing task. The data from the English teacher is in appendix 7 and 8.[44] The data states that student achievement and student engagement in writing ability are still low.

E. **Data Analysis Technique**

In analyzing the data, the researcher tried to get the average of students' writing test scores. This is used to find out how well students score in writing skills.

---

[44] See Appendix 7 and 8

1. Formula to Students Achievement

The researcher tried to get the class percentage which was pass the minimal mastery craterion (KKM), the score is 70 adapted from the school agreement at SMPN 7 Jember, it used the formula:[45]

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

Notes:

P = The Class Percentage

F = Score Achieved

N = Number of Student

2. Formula to Students Engagement

The researcher used certain formula to identify the percentage of students' engagement in each crateria:

$$\frac{\text{The number of students in each crateria}}{\text{The number of students in class}} \times 100\%$$

F. **Validity of Data**

Data validity is a measure of the accuracy and reliability of information in a dataset or database. Validity is the main requirement in evaluation instruments. It involves verifying that the data conforms to predefined

---

[45] Sudjana, Metode Statistika, (Bandung:PT. Tarsito, 2002), 67

standards, rules, constraints, ensuring the information is trustworthy and fit for its intended purpose.

For this study the researcher used content validity. According to Brown, a test actually samples the subject matter to be inferred, and if the test requires the test taker to perform the behavior being measured, it can claim related content evidence of validity, often popularly referred to as content validity.[46]

There were several points that the researcher applied to make the test valid. For the first, the test was created using the research objectives and curriculum. Second, the researcher must give the test to students in accordance with the material. Thirdly, students need to write according to proper content, organization, vocabulary, and grammar. To determine whether the test is valid or not, researcher choose lectures who are in accordance with their fields to correct. Researcher choose Nina Hayuningtyas, M.Pd. as a validator.

G. **Crateria of Success**

Classroom action research (CAR) is said to be successful if it exceeds predetermined crateria. The researcher and English teacher held collaboration for determining the crateria that be used in the success of the learning process. In this study, there were two crateria of success.

1) This research be successful if equal to or higher than 70% of the total students in the class achieve a mastery level craterion (KKM) score of 70 (seventy). The crateria of success in this research was determined when the

---

[46] H. Douglas Brown, *Language Assesment Principle and Classroom Practice*, (New York: Prentice Hall, 2001), 22-23

assessment indicators were achieved. The crateria of success in this research are based on the students' abilities and also the agreement of the English teacher (collaborator).

2) This research be successful if equal to or higher than 75% of the total students in the class meet the crateria of the observation checklist that has been made by the researcher. The researcher and English teacher set the success crateria based on the observation result during the action, by looking at the condition and behavior of the students after the action.
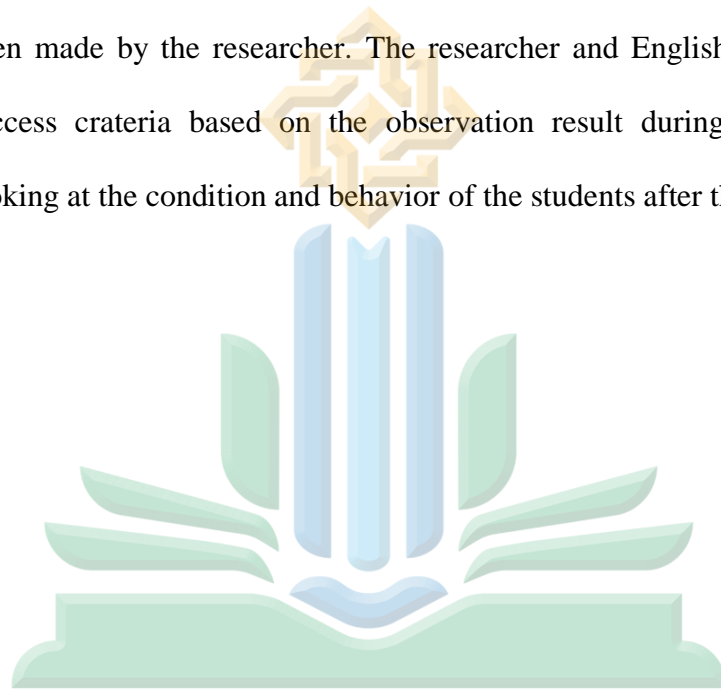
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents research findings and research discussion. The detail of the research process were presented below:

A. Overview and Research Object

The location that became the object of this research was SMPN 7 Jember. It was located in Jl. Cendrawasih 22 Puring, Slawu, Patrang, Jember Regency, East Java. SMPN 7 Jember received an A accreditation status from the BAN-S/M (National Accreditation Board). SMPN 7 Jember is currently led by a principal named Murtini, M.Pd. On November 28th 1984, SMPN 7 Jember was established under the name SMPN Patrang, and after 1986 SMPN Patrang changed its name to SMPN 7 Jember. SMPN 7 Jember is famous for its achievements in sports. Many achievements are obtained by its students in the field of sports. Therefore, many are interested in this school because of this. This has an impact on new student admissions which are opened through two registration channels, sports achievement and academic or regular achievements. For those who have a talent in sports, this is an opportunity. SMPN 7 Jember has a vision that is good morals, high achievement, innovative, healthy environment.

B. Research Findings

This Classroom Action Research used the model from Kemmis and McTaggart. The implementation of the cycle consisted of four stages; plan, action, observe, and reflect. The research was carried out in one cycle process,

in this cycle there are 3 meetings. The first meeting on Monday, 20th of May 2024. The second meeting on Monday, 27th of May 2024. Third meeting on Wednesday, 29th of May 2024. This research was conducted on the 7G grade of SMPN 7 Jember. This class consists of 36 students.

1. **Plan**

   In this research, one of the steps for preparing before the action was planning. The researcher interviewed the English teacher on Monday, 1th April 2024 in the teacher's lobby of SMPN 7 Jember. In the interview, the researcher met the English teacher to discuss the students problems and learning strategies applied to students. The English teacher also provided the researcher with the student's score in writing skills. During planning, researcher prepared everything related to all stages of conducting research action. Such as determining learning materials, developing learning strategies, and developing module plans.

Figure 4.1
The researcher interviewed the English Teacher

Researchers also made observations on the same day, Monday, 1th April 2024 in the class 7G of SMPN 7 Jember. The researcher observed with the English teacher by bringing the observation checklist that had been made before. The researcher with the English teacher see the condition of the class during the learning process. Researcher with the English teacher saw students activities, students enthusiasm, students interest in learning, and also some students response to teacher.

Figure 4.2
The researcher conducted observations in class 7G

First, the preparation of learning materials according to the students schedule. The English teacher provided information about the appropriate learning material and will be used by researcher during the action. The learning material is *Word Order (Present Simple Tense)*. The second, the researcher used games as a strategy to implement the action, namely Scattergories Game. According to the English teacher's statement during the interview, she said never used this game for learning strategies in this class. She also said that strategies in the form of games will be accepted by

students and can make students more interested in the English learning process.

Lastly, researcher develop module plan according to the material. The module plan was created by the researcher with approval and involvement of the English teacher.[47] After that, the module plan was validated by an English lecturer, Mrs Nina Hayuningtyas, M.Pd. through several revision processes and suggestions from her. The revision from the validator was to add time allocation on the writing test instruction and to ignore one unimportant aspect on the instrument validity.[48]

2. **Action**

In the implementation of the action, the researcher taught writing in one cycle. This cycle consisted of four meetings. Three meetings for teaching and one meeting for a writing test. The steps of teaching writing were based on the module plan. In each teaching session the researcher is always accompanied by a collaborator (English teacher). The collaborator observed the students during the learning process in each teaching. The finding of each meeting was below:

a. **The First Meeting**

The first meeting was conducted on Monday, 20th May 2024 at 08.00-09.20 am. Before starting the class, the researcher made a plan for action based on the students' problems about writing skill. In this case, the researcher determines the learning materials, strategies and

---

[47] See Appendix 2
[48] See Appendix 4

media used in the learning process according to the students' problems. The appropriate material is *Word Order (Present Simple Tense)*. Since the introduction had been done in the previous meeting, the researcher started the lesson with greeting, praying, checking the attendance list and asking about students' condition. At the time there were five students who were absent with reason being sickness of three students and two students without reason.

Before starting the core activities, the researcher gave an apperception by asking several questions including "How was your holiday last week? what activities did you do during the holiday?". Then the students answered "my holiday was very nice", but they did not answer what activities they did on holiday. Then the researcher asked the unanswered question again but using Indonesian language. "Apa saja kegiatan yang kalian lakukan selama liburan?" students also answered various things such as, playing phone, playing soccer, drawing, helping parents, and so on. After the students began to get excited, the researcher told the students about the material to be learned.

The next activity is that the researcher invites students to watch the video that has been prepared, the video contains conversations about *Routine Activity* using *Present Simple Tense*. The video is shown in front of the class so that all students can see it clearly. After the students watched the video, the researcher invited the students to

mention some vocabulary about *Routine Activity* in the video. Some students answered in English and others in Indonesian language.

When explaining the materials, the researcher wrote on the whiteboard about the *Present Simple Tense*, how to use it and some example sentences. In addition, the students also wrote the formula of *Present Simple Tense* and example sentences. The students tried to understand them. Students were also taught how to construct sentences easily and correctly.

Next, the researcher divided the students into groups by counting. The number of groups became 6 groups with 6 students in each group. After all students found groups, students gathered with their respective groups. Then, the researcher explained how to play the Scattergories Game to students and ensured that all students understand the rules and how to play.

Figure 4.3
The students gather with their groups

Before starting the game, the researcher distributed category cards to each group with category *Routine Activity*. After each group received a category card, the researcher began to randomize the dice. The researcher shuffled the dice in front of the class so that each group could see the selected dice. The researcher also appealed to each group to pay attention to the researcher when shuffling the dice.

Figure 4.4
The researcher shakes the dice in front of the class

After finding the letter from shuffling the dice, each group must find a word with that letter prefix and fit the category of *Routine Activity*. The researcher randomized the dice 5 times during the game and each group had to find 5 words in each letter on the dice. Students were eager to find vocabulary that fit the category. It didn't take long for them to find the vocabulary. However, some groups found it dificult to find vocabulary that fit the category. They found it difficult to find vocabulary in Englih.
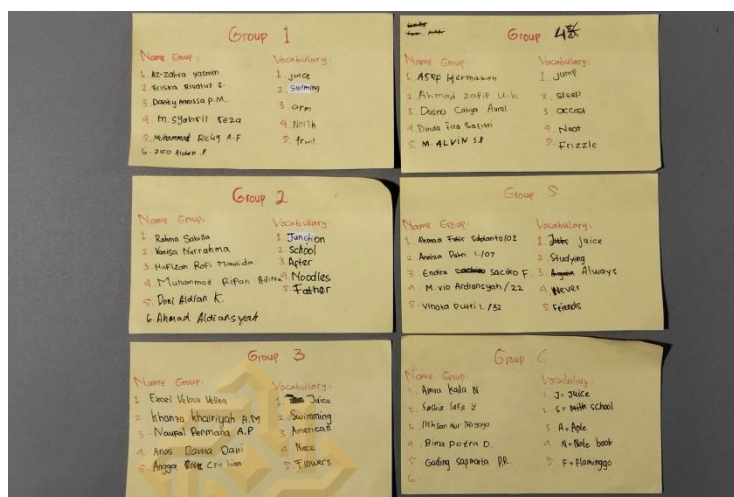
Figure 4.5
Card category that have been done by
each groups at the first meeting

Next, after each group finds 5 words that match the category
and initial letter on the dice, each group can compose sentences based
on the vocabulary they fill in the card category. The sentences must
use the rules of the *Present Simple Tense*. The researcher teaches
cooperation to each group so that no students are silent when their
group mates are working to find words. The students found it difficult
to organize the vocabulary into sentences, and the researcher advised
them to look back at the formula of the *Present Simple Tense* so that
students would find it easier to organize sentences. Each group
collected the result to the researcher on time. There was only one
group that was late in submitting the results to the researcher.

Figure 4.6
The students discuss with their groups

After all groups had collected their card category, the researcher gave them an assignment in the form of LKPD. In the task, students can arrange random words into sentences according to the *Present Simple Tense*. All students collected their assignments, but some of them were late. Most students answered the assignment well, but some did not take the assignment seriously by not answering all the questions or leaving some questions blank.

When all students' assignments were collected, the researcher closed the lesson by asking students to conclude and reflect on the material that had been learned. Then the researcher explained the agenda for the next meeting and closed the lesson with a prayer together and greeting.

b. **The Second Meeting**

The second meeting was conducted on Monday, 27th May 2024 at 08.00-09.20 am. The second meeting was not much different from

the first meeting. The researcher taught students according to the module plan that had previously been made.[49] However, there was a slight difference in this second meeting because the researcher no longer gave videos to students, but directly explained the material. Just like the first meeting, before starting class the researcher prepared the material to be given to students, as well as prepared the media that would be used during class.

The researcher started the lesson with greeting, praying, checking the attendance and asking about the students' condition. The second meeting was better than the first meeting, because there were only two students who were absent with the reason being sick. The researcher also ensures that students start the lesson ready in an orderly manner.

After the students were ready to follow the lesson, the researcher started the lesson by asking the students about the material in the previous meeting. "Do you still remember the material from last week?" and the students did not know the meaning of what the researcher asked, then the researcher translated "Apakah kalian masih ingat dengan materi minggu lalu?" Most students answered "Ingat miss" and the rest were silent. Then the researcher asked again "Kita belajar tentang apa minggu lalu?" After that, students answered various answers "Present Simple Tense", and other answers "Kegiatan

---

[49] See Appendix 2

rutin", there also those who answered with "Bermain kategori game". Students were enthusiastic to recall last week's material but they could not answer questions using English.

The next activity is that researcher write material about *Adverbs of Frequency with Present Simple Tense*. Then researcher explained to the students about the mandatory vocabulary in *Adverbs of Frequency* (Always, usually, often, sometimes, hardly ever, rarely, and never) as well as explaining when to use and how to use *Adverbs of Frequency*. Some students were interested in creating example sentences using *Adverbs of Frequency*. The researcher also directed other students to make example sentences that use *Adverbs of Frequency*.

Figure 4.7
The students write example sentences using
Adverbs of Frequency

Next, the researcher directed students to regroup with their groups like the first meeting. The researcher presents the category for the second meeting, which is vocabulary about activity related to *Adverbs of Frequency*. After that, the researcher distributed new

category cards to each group and ensured that each group member took part in the every process.

The researcher started the game by randomizing the dice. Just like in the first meeting, each group could find 5 vocabulary according to the dice shuffle and category.

Figure 4.8
The researcher shakes the dice in front of the class

In this second meeting, students found vocabulary faster than in the first meeting. Students have a better understanding of how to play and the rules of the Scattergories game. This time every member of the group participated in finding the vocabulary according to the dice. Students enjoy the game until the end.

Figure 4.9
The students discuss with their groups to
find vocabulary according to the category

Once all groups have completed their work, they should submit

their work to the researcher. All groups submitted them on time.

However, there was one group that relied on three students to work on

finding words, while the others were just silent and some were lazy. As

a result, the group was late when collecting the card category for the

researcher.
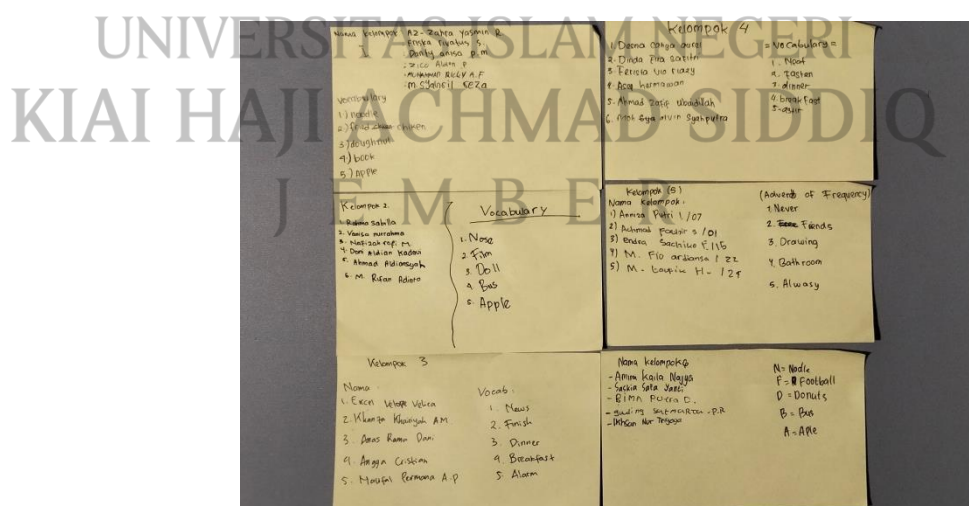
Figure 4.10
Card category that have been done by
each groups at the second meeting

Furthermore, after the students collected their work, the researcher gave an assignment in the form of LKPD, which contained random words and required students to arrange them into correct sentences in accordance with *Present Simple Tense Adverbs of Frequency*. The task contains 5 questions that students must do individually. Most students worked on it seriously and independently, but there were some students who cheated on their friends' work. Then there are also some students who do it lazily so that they are late in completing their assignments.

After all students have collected their assignment, the researcher closed the lesson by asking students to conclude and reflect on the material that had been learned. After concluding the material and asking the question for them, the researcher explained the agenda for the next meeting and closed the lesson with a prayer together and greeting.

c. **The Third Meeting**

The third meeting was conducted on Wednesday, 29th May 2024 at 07.15-07.55 am. The third meeting was a little different from the previous meeting because in the third meeting the researcher did not give any more games to students, because the time available was only one lesson hour (40 minutes). Therefore, the researcher only remembered the material that had been delivered at the previous meeting, and gave practice questions for the writing test later.

As in the previous meeting, the researcher started the lesson according to the module plan that had been made before.[50] The researcher opened the lesson with greetings, checking the attendance and also asked about the students' condition. The students still looked very excited when answering some questions from the researcher about their condition, and they answered that they were fine and happy. In this third, there was only one student who did not attend the lesson due to illness.

The next activity is that the researcher reminds the students about the material that has been learned at the first meeting and the second meeting. The material is about *Word Order Present Simple Tense* and *Adverbs of Frequency*. The researcher asked some questions, such as "Apa rumus Present Simple Tense?" Then there were students who answered "Subject+Verb 1+object" because the answer was correct, the researcher rewarded them by giving a round of applause. Then the researcher asked another question "Apa saja kata wajib yang harus ada pada kalimat *Adverbs of Frequency?*" and some students answered in turn "Always, usually, often, sometimes, hardly ever, rarely, and never" and the researcher gave another round of applause to all the students who could answer the questions. The researcher considered that most students had understood the material because they could answer some questions well and correctly.

---

[50] See Appendix 2

Next, the researcher gave each student a task in the form of LKPD. The task contains random sentences about the material that has been explained previously, and students must arrange the sentences properly in the correct order. Some students complain when the researcher is given an assignment because they feel tired and lazy, but they still do the assignments.

The researcher gave the students 25 minutes to do the task properly. Most students felt that the time given by the researcher was sufficient, but there were some students who felt that the time given by the researcher was insufficient. However, the researcher still gave time according to the module plan and encouraged students that the time given would be enough for them to complete the task.

Figure 4.11
The students do the task(LKPD) given by the teacher

After the time given by the researcher runs out, students must submit their work to the researcher. Most students collected their

assignments on time, but there were some students who collected their assignments late.

When all students had collected their assignment, the researcher conveyed the next agenda, that is the researcher would give a writing test to students. Students felt surprised and unprepared, but the researcher encouraged and convinced students that they could. The researcher also provided information that students had to learn the *Present Simple Tense* formula and memorize some vocabulary related to *Routine Activity* and learn about vocabulary of *Adverbs of Frequency*. After that, the researcher closed the lesson with greetings and prayed together.

3. **Observe**

At the observation stage, researcher collected data on the implementation of the Scattergories Game by giving tests to students and observation during the learning process. To find out the writing ability of students, researcher gave individual writing tests. To find out the score of students' engagement, the collaborator (English teacher) observed students during the learning process. The collaborator (English teacher) was always in the classroom from the beginning to the end of the lesson. The findings of this observation stage were below.

a. **Students' Achievement**

The researcher gave a writing test to measure students' achievement in writing skill. In this writing test, the material is about

Word Order (Present Simple Tense). The test is in the form of an order to make a paragraph about *Routine Activity* that students do everyday, not forgetting that students also have to use *Present Simple Tense (Adverbs of Frequency)* in their paragraph. The researcher gave 25 minutes to complete the test. From this test, researcher and English teacher can find out students' writing skills in several aspects, namely content, organization, vocabulary, and grammatical range. The researcher checks the content to find out the students' understanding of material *Present Simple Tense.* When they have understood it, they can write and organize paragraphs using *Present Simple Tense* rules as well as possible. It means the content is correct. The researcher checks the organization to find out that the main idea in the paragraph is well organized and the students' sentences are easily understood by the readers. The researcher checked the vocabulary to find out how the students used the word according to the topic and their knowledge of the word. The researcher checks the grammar because the material is presented in a continuous manner and the pattern must be correct.

In this test, the English teacher assesses as rater 1 and the researcher assesses as rater 2, then the results of both will be compared and averaged so as to find the appropriate students score. The limit of the difference in scores between rater 1 and rater 2 is 5, if more than 5 the score is declared invalid and must be recorrected. The final score was obtained from the division between the score from the researcher

and English teacher. The table of assessment from rater 1, rater 2 and the final scores is in the appendix 9.[51]

In this test, there were 36 students who presented in this class, so all of the students followed the test. Students prepare for this test by understanding the formula and rules of *Present Simple Tense (Adverb of Frequency)*. Students also need to master and memorize some vocabulary related to *Routine Activity*.

The researcher started the test by distributing question sheets one by one to students with the assistance of the English teacher. After that, the researcher explained some of the rules for filling out the questions. Some students were rowdy in the classroom so that it made the atmosphere not conducive, then the English teacher helped the researcher to make the class conducive again. After the class was conducive, the researcher told the students to do the test independently and correctly.

Figure 4.12
The students do the writing test

---

[51] See Appendix 9

After giving the writing test to the students, the researcher collected the students' answer sheets and corrected them in turn with the English teacher (as rater 1). After the researcher and the English teacher corrected all the students' writing test results, the researcher compared the scores to get the final score.

b. **Students' Engagement**

The researcher and collaborator (English teacher) observed the situation in the classroom during the learning process to find out students' Engagement during the learning process. At this stage, the English teacher was always in the classroom during the learning process from the first meeting to the last meeting. The English teacher sat in the back seat to be able to see the students more freely during the learning process.

At this stage, the researcher and English teacher assessed students from several aspects, namely behavior engagement, emotional engagement, and cognitive engagement. The researcher checked the behavior engagement aspect to find out students' attendance and participation in the learning process. The researcher checked the emotional engagement aspect to find out students' interest in the learning topic and students' interest in asking questions about the learning topic. Then the last is cognitive engagement to find out the level of seriousness of students in doing the task and test given by the researcher, that is timeliness, independence and suitability.

The assessment in the observation uses an observation checklist which contains 3 aspects, namely behavior engagement, emotional engagement, and cognitive engagement. The English teacher give a check mark to the student's name if the student completes several crateria in the predetermined aspects. Conversely, the teacher does not give a check mark to students who do not complete the predetermined aspects. The English teacher fills in the classroom observation checklist during the writing test. The observation checklist is explained at the table in appendix 10.[52] The result of the obervation stated that 28 students met the criteria of success and 12 students did not met the criteria.

In the implementation of the Scattergories game from the first meeting to the last meeting, students really followed the learning well and enthusiastically. The researcher and the English teacher always tried to keep the class conditions conducive. Although, at every meeting there are always students who make noise. Then, the researcher and the English teacher tried to organize the class conditions to make it conducive again. From the first meeting to the last meeting the class condition remained stable and the rowdy students were also the same.

---

[52] See Appendix 10

Figure 4.13
The class situation before starting the Scattergories game

Students' attendance at each meeting varied. For the first meeting there were 5 students absent, in the second meeting there were 2 students absent and the third meeting there was only 1 student absent. All students participated but there were a small number of students who were less eager to take part in learning with the excuse of being sleepy. However, all students continued to work on the assignments given by the researcher at each meeting until completion. Students also responded well to the researcher although some students did not respond at all, but they still understood the explanation from the researcher.

Emotionally, students are interested in the topic because it involves their daily activities. They were also interested in playing Scattergories game because they had never played this game before. At the first meeting there were still some students who did not understand the rules of playing Scattergories game, but at the second meeting all

students were more aware of the rules of playing Scattergories game. With this game, students find it easier to understand the topic. Some students also dared to ask questions when they did not understand the material or test questions given by the researcher.

Regarding the students assignment (LKPD) given by the researcher, all students worked and collected the assignments. Although there were some who were late in collecting for several reasons. In the first meeting, there were still many students who collected the assignment late, there were 18 students who collected the assignment late. Then in the second meeting there were 12 students who collected late assignments. Then in the third meeting, there were only 8 students who collected late assignments. Students worked on the practice questions in accordance with the questions prompts. Students did the assignments earnestly, although at the first meeting there were students who did the assignments lazily.

Lastly about the students' test results, all students did and collected the assignment because all students were present and took the writing test. However, there were some students who collected the writing test result late. The writing test given by the researcher was done individually, not in group or in collaboration with the other friends, but there were still some students who did the writing test by working together or cheating on their friends' work, but most of the students in the class did the writing test independently. The suitability

of the question and answer instructions is also very important at this stage, but there are also some students who do the writing test not in accordance with the question instruction, but in this case it is not too fatal.

According to the observation checklist. Many students enjoyed the game and were excited when playing it even though at first they were confused about how to play. The researcher had explained repeatedly about how to play Scattergories Game to the students, because the English teacher had never used this game in the learning process.

The observation results also stated that students were enthusiastic about the learning process, they were also active in asking questions about materials or instructions that they did not understand. Students also did the tasks given by the researcher well and correctly, although there were some students who cheated on other students' work. Students also collected the assignments on time according to the time given by the researcher, although there were still some students who collected the assignment late but it was only a small portion.

The students enjoyed the game, especially with groups of students discussing more freely to find the desired vocabulary. Their cooperation is also visible here, although there are some students who do not take part in group discussions but that is only a small portion.

4. **Reflect**

In this case, the researcher evaluated the students' mastery of writing skills during the teaching process while using the Scattergories game. The researcher evaluates it by looking at the data that has been collected during this study. Based on the results of the first meeting, students were interested and enjoyed the learning process by using Scattergories game to collect vocabulary about *Routine Activity*. Students can understand the material well so that they can compose sentences according to the rules of *Present Simple Tense*. However, in the first meeting some students still experienced obstacles such as the lack of vocabulary that they understood.

In the second meeting, students enjoyed learning using the Scattergories game. Students were faster in finding vocabulary compared to the first meeting. The vocabulary results were also better compared to the first meeting.

Furthermore, in the third meeting students also enjoyed the learning process more. Students understand the material well so that students can compose paragraphs well and according to orders.

a. **Students' Achievement**

From the test, researcher and English teachers can find out students' writing skills in several aspects, namely content, organization, vocabulary, and grammatical range. After conducting the writing test and checking the students' test results, the researcher

analyzed the results of the students' writing test scores. To find out the results of students' scores in the writing test, the researcher checked the scores from the English teacher and the researcher. After obtaining data on students' writing test scores from English teacher and researcher, researcher get the final score. The final score was obtained from the division of the scores of the English teacher and the researcher because it used inter-rater. Then the researcher calculated the percentage of students' final score and connected it with the success crateria.

Before applying the Scattergories Game to enhance students' achievement in writing skills, the researcher determined the success crateria. This researcher can be said to be successful if the number of students who achieve the Minimum Mastery Craterion (70) is equal to or higher than 70% of the total number of students in the class. And finally, the results of students' writing test scores after applying the Scattergories Game showed that the mean score was 73,3. There were 26 students or 72,2% of the total of students who scored above the Minimum Mastery Craterion (KKM). While the other 10 students were below the crateria. The table of assessment from rater 1 and rater 2 is in the appendix 9.[53] The final score and the result of the test as follows:

---

[53] See Appendix 9

Table 4.1
Final Score of Students Writing Test

No.	Name of Students	Score Wrater 1	Score Wrater 2	Final Score
1	AFS	56	60	58
2	AA	58	60	59
3	AZUK	52	48	50
4	AKN	83	81	82
5	AR	64	64	64
6	AKA	54	56	55
7	API	86	84	85
8	AH	53	53	53
9	AZYR	82	84	83
10	BPD	72	74	73
11	DAPM	90	88	89
12	DCA	70	72	71
13	DFS	76	78	77
14	DAK	89	85	87
15	ESF	76	76	76
16	EVV	80	80	80
17	FVR	89	93	91
18	FRS	89	87	88
19	GSP	61	63	62
20	INT	75	77	76
21	KKAM	89	87	88
22	MVA	60	58	59
23	MAS	70	70	70
24	MTH	71	73	72
25	MRFK	76	74	75
26	MRAF	37	35	36
27	NPA	80	82	81
28	RS	94	90	92
29	RAJ	81	79	80
30	SSY	80	78	79
31	VN	86	84	85
32	VPI	80	80	80
33	ZAP	49	47	48
34	MRA	86	86	86
35	MSR	75	77	76
36	NRM	73	75	74
KKM				70
Total Score				2640
Mean				73,3

Mean Score:

$$X = \frac{\Sigma x}{n}$$

$$X = \frac{2640}{36}$$

$$= 73,3$$

Percentage Score:

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

$$P = \frac{26}{36} \times 100\%$$

$$= 72,2\%$$

Explanation:

X = Mean

$\Sigma\chi$ = Total score of students

n = Total of students

Explanation:

P = The class percentage

F = Total of students who complete

N = Total of students

According to these data it can be seen that the Scattergories Game can enhance students' achievement. The Scattergories Game helps students acquire vocabulary easily. The game also makes it easier for students to memorize vocabulary that is often used and needed in constructing sentences and paragraphs.

b. **Students' Engagement**

Students Engagement assessment is used to determine the level of students engagement during the Scattergories Game implementation process. There are 3 aspects assessed here, namely behavior engagement, emotional engagement, and the last is cognitive engagement. This assessment was carried out by the English teacher during the implementation of the Scattergories game on the observation checklist by giving a check mark on the aspects that match

the students. The observation checklist and the result of the

observation as follows:

Table 4.2
Students' Engagement Observation Checklist

No.	Name of Students	Behavior Engagement				Emotional Engagement				Cognitive Engagement				
		1	2	3	4	1	2	3	4	1	2	3	4	
1	AFS	√		√	√	√	√	√	√	√	√	√		
2	AA	√	√	√		√		√	√	√		√		
3	AZUK	√	√	√	√	√	√	√	√	√	√	√		
4	AKN	√	√	√	√	√		√	√	√	√	√	√	
5	AR	√			√		√	√		√				
6	AKA	√		√	√			√	√	√	√	√		
7	API	√		√	√	√	√	√		√	√	√	√	
8	AH			√	√	√				√				
9	AZYR	√	√	√	√	√		√	√	√	√	√	√	
10	BPD	√	√	√	√	√		√	√	√	√			
11	DAPM	√		√	√	√		√	√	√		√	√	
12	DCA	√	√	√	√	√	√	√	√	√	√	√		
13	DFS	√		√	√	√	√	√	√	√	√	√	√	
14	DAK			√	√		√	√		√	√		√	
15	ESF	√			√		√	√		√		√	√	
16	EVV	√	√	√	√	√	√	√	√	√	√	√		
17	FVR	√	√	√	√	√		√	√	√	√	√	√	
18	FRS	√	√	√	√	√		√	√	√	√	√	√	
19	GSP	√			√					√				
20	INT	√	√	√	√	√	√	√	√	√	√		√	
21	KKAM	√	√	√	√	√		√	√	√	√	√	√	
22	MVA													
23	MAS		√	√	√	√	√	√	√	√	√	√	√	
24	MTH	√		√	√	√	√	√		√		√	√	
25	MRFK	√			√					√	√	√	√	
26	MRAF	√	√	√	√	√		√		√		√		
27	NPA	√	√	√	√	√		√	√	√	√	√	√	
28	RS	√	√	√	√	√	√	√	√	√	√	√	√	
29	RAJ	√	√	√	√	√			√	√		√	√	
30	SSY	√	√	√	√	√	√	√	√	√	√	√	√	
31	VN	√	√	√	√	√				√				
32	VPI	√	√	√	√	√		√		√		√	√	
33	ZAP	√			√					√	√			
34	MRA	√	√	√	√	√		√	√	√	√	√	√	
35	MSR		√	√	√	√		√	√	√	√		√	

36	NRM	√	√	√	√	√	√	√	√	√	√	√	√	
	Total of Score	31	23	28	36	27	16	32	27	36	26	28	26	336

Indicators:

Behavior Engagement : 1. Students responded well the teacher instruction
2. Students active in discussion
3. Participate with enthusiasm
4. Students attend the learning process

Emotional Engagement : 1. Students are enthusiastic during the learning process
2. Students ask question according to learning content
3. Students speak according to learning content
4. Students interested and inquisitive about learning content

Cognitive Engagement : 1. Students do the assignment as instructed
2. Students do the assignment individually
3. Students do the assignment on time
4. Students meets or exceeds assignment requirements Students do the assignment as instructed

Students Engagement score:

$$p = \frac{c}{i}$$

$$p = \frac{336}{12} = 28$$

Explanation:

p = The number of students in each crateria

c = The number of students on the indicator

i = The number of indicator

Percentage Score:

$$x = \frac{p}{N} \times 100\%$$

$$x = \frac{28}{36} \times 100\%$$

$$x = 77,7\%$$

Explanation:

x = The percentage of students Engagement

p = The number of students in each crateria

N = The number of students

According to the data, it can be seen that students' engagement enhanced after the implementation of Scattergories Game as a learning strategy. The data states that 28 or 77,7% of students who complete

the success crateria and there are 8 students who do not complete the crateria. The success crateria in this research are 75% of students.

C. Discussions

This section presented the discussions of research findings related to the theory. This research was carried out in one cycle, there were three meetings and one writing test in each cycle. This research was successful because the results of students' writing test scores and observation checklist that have been carried out have enhanced and have reached the crateria of success. Thus, the implementation of Scattergories game in the learning process in the writing class received a good response from students. During the teaching and learning process, students were more active and responsive.

The results of this study show that the use of Scattergories Game can enhance students' achievement in writing skills. According to the results of the writing test that has been conducted, it is stated there were 26 students or 72,2% of the total of students who scored above the Minimum Mastery Craterion (KKM). This Scattergories game can make students free to express themselves in writing. Students can put their thoughts and ideas freely into writing. That way students find it easier to compose paragraphs properly and corrrectly. This agrees with Harmer's theory, which says the writing process emphasizes the work of the mind and one's language skills in expressing thoughts ideas and feelings in writing.[54] In addition, this game can also help students in vocabulary acquisition. With this game, it is easier for students to

---

[54] Harmer, *The Practice of English LanguageTeaching*, 2001

memorize some vocabulary that is around them, and then they can express it in writing. Therefore, vocabulary was the most enhanced aspect of this test.

The results of the observation show that the use of Scattergories Game can enhance students' engagement. According to the observation checklist there are 28 students or 77,7% of students experienced an enhance in students engagement. Students seemed to enjoy and excited to follow the learning process using Scattergories game. Students' enthusiasm greatly affects the effectiveness of the class. An effective classroom provides students with a variety of opportunities to learn and interact. An effective classroom also has a positive influence on the classroom atmosphere. This statement is supported by Nurmala's thesis, she said that the use of Scattergories games enhance students' engagement and make lessons more effective.[55] In addition, the game can also enhance students' interest in learning, make students more active, and be creative. Related to a statement by Janet M. Lacey, she said that the Scattergories game can make the students enthusiastic.[56] In this observation, behavior engagement was the aspect that increased the most.

Teaching writing by using Scattergories game in the classroom has advantages for both the researcher and the students. The advantage of using this game is that the researcher can easily make students feel happy in class, students are enthusiastic about participating in this game because it is played in groups and creates very interesting competition between groups. In

---

[55] Nurmala Cahya Putri, *The Use of Scattergories Card Game to Improve Students' Vocabulary*, 2023.

[56] Janet M. Lacey, *The Nutritional SCATTERGORIES Game,* 333-334

addition, this game is easy to understand because this game has simple rules so that students can easily follow the instructions given by the researcher. This game is easy for the teacher because it does not require a lot of time to explaine the procedure. Related to that statement, Yuliansyah and Syafei stated the Scattergories game requires students to move actively and compete with other students. The Scattergories game also has simple rules so that students can easily follow the instructions given by the teacher.[57]

Besides, the Scattergories also has disadvantages for researcher and students. When the researcher used the Scattergories game in the writing class, students often made noise when starting the lesson. However, the researcher and the English teacher can overcome it by giving them a warning and direction. In addition, the researcher has limited time, the Scattergories game made the researcher lack time to explain the material. Related to this problem, Nova in his research said the use of games has disadvantages for teachers due to limited time in explaining the material, besides that it also makes the classroom noisy and out of control.[58]

---

[57] Norma Yuliansyah, and Fauzia Rozani S. *Using Scattergories Game in Teaching Vocabulary,* 601.

[58] Nova Pravita Rus Diana, *The Advantages and Disadvantages of Using Games in Teaching Vocabulary*, 36.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents two main points which are conclusion and suggestion. The conclusion contains the research findings reported in the previous chapter. Then suggestions are given related to the further use of the Scattergories game for further research.

A. Conclusion

Through data analysis, the researcher found that using the Scattergories game can help students to enhance students' achievement and students' engagement in writing skills. Based on the results of the research on students' writing test, there are 26 students or 72,2% of students get scores above the Minimum Mastery Craterion (KKM). While the observation result showed that 28 students or 77,7% of students experienced an increase in students engagement.

The use of the Scattergories game in the writing class showed that students' achievement enhanced. Students find it easier to put their thoughts and ideas into writing. Students also find it easier to organize paragraphs properly and correctly. In addition, the most enhanced aspect is vocabulary. Students can master more vocabulary after using Scattergories game as a learning strategy.

Students' engagement also enhanced, proven by their enthusiasm in the learning process. Scattergories game can make students enjoy and excited to follow the learning process. The game can also enhance students' interest in

learning, make students more active, and be creative. Behavior engagement was the most enhanced aspect of this obervation.

B. Suggestion

After conducting this research, there are several important things that can be suggested in this research and are expected to be useful for readers, especially:

1. For the English Teacher

The English teacher can apply Scattergories game as a strategy in teaching because this game can enhance students' achievement and engagement. Scattergories game can help students in expressing their thoughts and idea in writing. Scattergories game can also help students master vocabulary so that it makes it easier for students to write.

In addition, the Scattergories can also enhance students' engagement. The use of Scattergories game can enhance students interest, enthusiasm and make students more active and creative.

2. For the Future Researcher

Future researchers who have similar problems when teaching English writing in the classroom can conduct classroom action research by applying the Scattergories game strategy to enhance students' achievement or students' engagement in writing skill. The researcher hopes that this research can be used as a reference to create better English teaching and learning strategies. Hopefully, this thesis is useful for the next researcher.

REFERENCE

Ahmad, Fadhilah Mutiah, Munir, and Muhammad Tahir, "*Teaching Vocabulary by Using Scattergories Game to Junior High School Students.*" Journal of Education 1, no. 2 (2021): 138. https://ojs.unm.ac.id/PJE/article/download/25907/13089.

Basonggo, Harni, Mawardin M. Said, & Dewi, Anjar K. "*Developing Writing Skill of Grade VIII Students Through Personal Letter.*" e-Journal of English Language Teaching Society (ELTS) Vol. 4 No. 1 2016 – 2331-1841

Blanchard, Karen. & C Root. *Ready to Writes* (2nd ed). New York: Longman, 2017.

Brown, H. Douglas, *Language Assesment Principle and Classroom Practice*, New York: Prentice Hall, 2001.

Diana, Nova Pravita Rus. *"The Advantages and Disadvantages of Using Games in Teaching Vocabulary to the Third Graders of top School Elementary School",* Undergraduate Thesis, Sebelas Maret University, 2010.

Donal Ary et. Al, *Introduction to Research in Education*, USA: Wadsworth Cengage Learning, 2010.

Ennis, Julita. *"Developing E-Scattergories Game in Writing Descriptive Text for the Tenth Grade in Vocational School."* Undergraduate Thesis, State University of Medan, 2021.

Fajriyani, Tita Nurul. "*Improving Students' Writing Ability Through Clustering Technique.*" Undergraduate Thesis, State Islamic University Jakarta, 2011.

Fredericks, J. A., Blumenfeld, P. C., & Paris, A. H. "*School Engagement: Potential of The Concept, State of The Evidence.*" Review of Educational Research, 74(1) (2004), 59-109. https://doi.org/10.3102/00326543074001059

Greenbaum, S., & Nelson, G. 2002, *An Introduction to English Grammar*. Great Britain: Pearson Education Limited, 2002.

Hamdi, R.N, Mada, S. A, Kusuma, R. W. *"Increasing Students' achievement in Writing Recount Text by Using Active Knowledge Sharing Strategy.*" Jurnal Edukasi Nonformal, 2, no 2 2021.

Hasanah, Nabila. "*Improving Students Vocabulary Mastery in Sentence Writing by Using Faster Thinking Game at 8B Class of SMP Al-Falah Silo in*
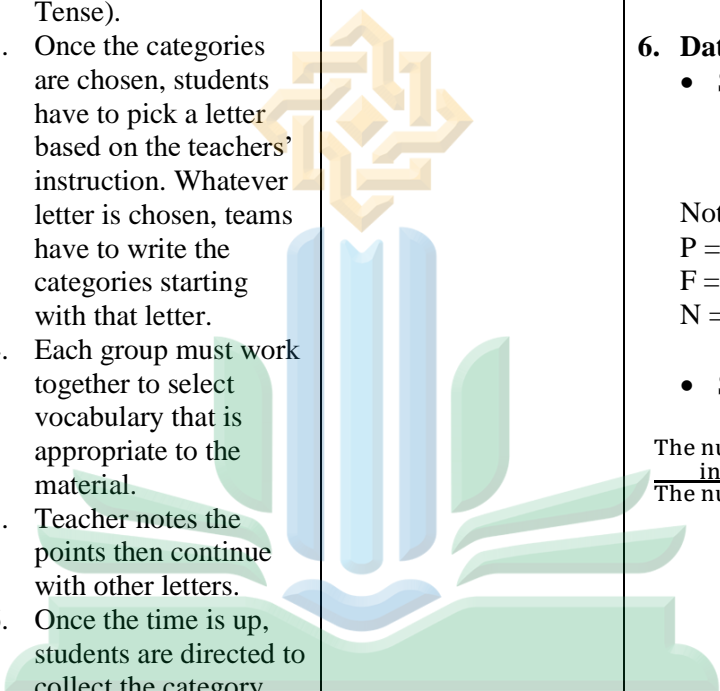
Academic Year 2020/2021." Undergraduate Thesis, UIN KH. Achmad Siddiq Jember, 2020.

Harmer, Jeremy. *The Practice of English Language Teaching*, Essex : Pearson Education Limited, 2001.

Harmer, Jeremy. *How to Teach Writing*. Harlow: Pearson Education Limited, 2004.

Ikhlaq, Banish, Prof. Dr.Abdul Ghafoor Awan*, "Enhancing Students' Engagement and Motivation in English Creative Writing Skills*." Global Journal of Management, Social Sciences and Humanities 5, no. 2 (2019), 380-401. https://orcid.org/0000-0001-5767-6229

Kuh, George D. "*What Student Affairs Professionals Need to Know About Student Engagement*." Journal of College Student Development, no. 9 (2009).

Langan, John. *English Skill:Eight Edition*. New York: McGraw Hill Higher Education, 2006.

Lacey, Janet M. "*The Nutritional SCATTERGORIES Game: Adding Zest to a Nutrition Course*." Journal of Nutrition Education and Behavior, (2003), 333-334

Milliano, De. *Literacy development of low-achieving adolescents* : The role of engagement in academic reading and writing. University of Amsterdam, 2013.

Moreira, P., Cunha, D., & Inman, R. , "*An integration of multiple student engagement dimensions into a single measure and validity-based studies*." Journal of Psychoeducational Assessment, 38(5), (2020) 564–580.

Muhibbudin. "*The Application of Picture Series to Improve Writing Skills*." English Education Journal, 3 No. 03 (2016) 3.

Nelson, N. J. *Student Engagement and Project-Based learning in the Social Studies Classroom*, Hamline University, 2016.

Nunan (1991, cited in Apsari, 2017), *"The use of Picture Series in Teaching Writing Recount Text"*, ELTIN Jouenal, Journal of English Language Teaching in Indonesia, 5(2), 51-56

Putri, Nurmala Cahya. *"The Use of Scattergories Card Game to Improve Students' Vocabulary in Learning English at the Eighth Grade of MTS Maftahul Huda Kertonegoro"*, Undergraduate Thesis, UIN KH. Achmad Siddiq Jember, 2023.

Raimes, Ann. *Technique in Teaching Writing*. New York: Oxford University Press, 1983.

Richards & Renandya, *Methodologyin Language Teaching*. Cambridge University, 2002.

Risky Agustina, Febrina. *"Improving Students' Engagement Through Modified Team-Game-Tournament (TGT) Tehcnique."* UIN KH. Achmad Siddiq Jember, 2020.

Robert C. Bogdan. Biklen, *Applieding Educational Research A Practical Guide*. London: Allyn and Bacon, 1992.

Roman, T. *Fill That Gap! Quick Games for All Levels*. CATESOL Northern Regional Conference 2010 (p. 1). Monterey Institute of International Studies.

Stephen, Kemmis, & McTaggard, R. *The Action Research Planner*. Victoria: Deakin University,1998.

Suoth, Gloria, Mister G. W., and Rinny R. "*The Use of Pictionary Games in Improving Students' Vocabulary Mastery in SMP Negeri 8 Satap Tonando*." Manado: International Journal of Research in Social Cultural Issues, No. 6 2021.

Sudjana, *Metode Statistika*. Bandung:PT. Tarsito, 2002.

TafsirAlquran.id, *"Esensi Qalam dan Anjuran Menulis Dalam Al-Qur'an."* 2023 https://tafsiralquran.id/esensi-qalam-dan-anjuran-menulis-dalam-al-quran/

Weigle, S. C. *Assessing Writing*. Cambridge: Cambridge University Press, 2002.

Yuliansyah, Norma, And Fauzia Rozani S. *"Using Scattergories Game in Teaching Vocabulary."* Journal of English Language Teaching 7, no. 4 (2018) 597.

Zaitun, Muhamad Sofian Hadi, and Dian Rosydiyanti, *"Games in Writing Skill of EFL Learnes: Do they Give any Impact?"*, Jurnal Pendidikan Bahasa Inggris 10, no. 2 (2021), 242-249. https://journal.unismuh.ac.id/index.php/exposure/article/download/5945/p

MATRIX OF THE RESEARCH

Title	Variabel	Indicator	Data Source	Research Methods	Research Focus
Enhancing Students' Writing Achievement and Engagement Using Scattergories Game for 7G Students in SMPN 7 Jember	1. Students' Writing Achievement 2. Students' Writing Engagement 3. Scattergories Game in Writing Skills	1. **Students' Writing Achievement:** • Content • Organization • Vocabulary • Grammatical Range 2. **Students' Writing Engagement:** • Behavioral Engagement • Emotional Engagement • Cognitive Engagement. 3. **Scattergories Game in Writing skills:** Roman (2010) 1. Divide the students into teams and have them pick team names. 2. Make a category list on the board or hand out cards about the material Word Order (Present Simple	• **Primary Data** 1) Students Score of Writing Test. 2) Students Interaction in Teaching using scattergories game.	1. **Approach of research:** Classroom Action Research (CAR). 2. **Data Collection technique:** • Writing Test • Observation • Interview • Document Review 3. **Validity of Data:** • Content Validity 4. **Population** • 36 students, 16 girls and 20 boys of 7G Grade at the SMPN 7 Jember 5. **Crateria of Success** • 70% of students for success achieved by students in writing skill than 70 as the Minimum Mastery Craterion (KKM). • 75% of the total students in the class meet the crateria of the	1. How does the implementation of Scattergories Game enhance the students writing skill achievement at the 7G Grade of SMPN 7 Jember? 2. How does the implementation of Scattergories Game enhance the students engagement in learning writing skills at the 7G Grade of SMPN 7 Jember?

		Tense). 3. Once the categories are chosen, students have to pick a letter based on the teachers' instruction. Whatever letter is chosen, teams have to write the categories starting with that letter. 4. Each group must work together to select vocabulary that is appropriate to the material. 5. Teacher notes the points then continue with other letters. 6. Once the time is up, students are directed to collect the category card 7. After that, students compose paragraphs according to the vocabulary based on the category and material independently.		observation checklist. **6. Data Analysis** • Students' Achievement: $$P = \frac{F}{N} \times 100\%$$ Notes: P = the Class Percentage F = Score Achieved N = Number of Student • Students' Engagement $$\frac{\text{The number of students in each crateria}}{\text{The number of students in class}} \times 100\%$$

MODUL AJAR FASE D

Nama Penyusun	: Lisa Amalia Sianti
Nama Sekolah	: SMPN 7 Jember
Mata Pelajaran	: Bahasa Inggris
Fase CP	: D
Konten/Materi	: Word Order (Present Simple Tense)
Kelas/Semester	: VII / Semester 2
Tahun Pelajaran	: 2023/2024
Alokasi Waktu	: 5 JP (5 x 40 Menit)

Capaian Pembelajaran Fase D

Elemen Menulis (Writing)	Pada akhir Fase D, Peserta didik mampu menulis gagasan, pikiran, pandangan, arahan atau pesan tertulis untuk berbagai tujuan secara logis, kritis, dan kreatif. Peserta didik juga menuliskan hasil penelitian menggunakan metodologi sederhana dengan mengutip sumber rujukan secara etis. Menyampaikan ungkapan rasa simpati, empati, peduli, dan pendapat pro/kontra secara etis dalam memberikan penghargaan secara tertulis dalam teks multimodal. Peserta didik mampu menggunakan dan mengembangkan kosakata baru yang memiliki makna denotatif, konotatif, dan kiasan untuk menulis. Peserta didik menyampaikan tulisan berdasarkan fakta, pengalaman, dan imajinasi secara indah dan menarik dalam bentuk prosa dan puisi dengan penggunaan kosa kata secara kreatif.

Tujuan Pembelajaran

1. Menganalisis dan menjelaskan materi tentang *Word Order (Present Simple Tense)* beserta contohnya pada sebuah video.
2. Menuliskan kosakata tentang *Kegiatan-kegiatan rutin* bersama kelompok pada kartu kategori yang telah disediakan oleh guru.

3. Menyusun kata acak menjadi kalimat dan menyusun kalimat menjadi paragraf yang baik dan benar.
4. Membuat paragraf *Present Simple Tense* menggunakan *Adverbs of Frequency* secara individu.

Indikator Keberhasilan Tujuan Pembelajaran

1. Peserta didik mampu memahami dan menganalisis dengan baik dan benar materi tentang *Word Order (Present Simple Tense)* beserta contohnya pada sebuah video.
2. Peserta didik mampu menuliskan kosakata tentang *Kegiatan-kegiatan rutin* bersama kelompok pada kartu kategori dengan baik dan benar.
3. Peserta didik mampu menyusun kata acak menjadi kalimat dan menyusun kalimat menjadi paragraf dengan baik dan benar
4. Peserta didik mampu membuat paragraf *Present Simple Tense* menggunakan *Adverbs of Frequency* secara individu dengan baik dan benar.

Tujuan Akhir Kegiatan Pembelajaran

1. Peserta didik mampu memahami dan menganalisis dengan baik dan benar materi tentang *Word Order (Present Simple Tense)* beserta contohnya pada sebuah video untuk membentuk peserta didik yang berpikir kritis dan kreatif.
2. Peserta didik mampu menuliskan kosakata tentang *Kegiatan-kegiatan rutin* bersama kelompok pada kartu kategori dengan baik dan benar untuk membentuk peserta didik yang berpikir kritis dan bergotong royong.
3. Peserta didik mampu menyusun kata acak menjadi kalimat dan menyusun kalimat menjadi paragraf dengan baik dan benar untuk membentuk peserta didik yang berpikir kritis dan kreatif
4. Peserta didik mampu membuat paragraf *Present Simple Tense* menggunakan *Adverbs of Frequency* secara individu dengan baik dan benar untuk membentuk peserta didik yang berpikir kritis, kreatif dan mandiri.

Dimensi Profil Pelajar Pancasila

1. **Berpikir kritis**: peserta didik mampu memahami dan menganalisis materi *Word Order (Present Simple Tense)* pada video dengan baik dan benar.
2. **Berpikir kreatif**: peserta didik mampu menyusun kata acak menjadi kalimat, menyusun kalimat menjadi paragraf dan membuat paragraf *Simple Present Tense* menggunakan *Adverbs of Frequency* tentang *Kegiatan-kegiatan rutin* pada materi *Word Order (Present Simple Tense).*

3. **Bergotong royong**: peserta didik mampu bekerja sama dengan baik bersama kelompoknya menuliskan kosakata pada kartu kategori tentang *Kegiatan-kegiatan rutin* pada materi *Word Order (Present Simple Tense).*
4. **Mandiri :** peserta didik mampu menyusun kata acak menjadi kalimat, menyusun kalimat menjadi paragraf dan membuat paragraf *Simple Present Tense* menggunakan *Adverbs of Frequency* tentang *Kegiatan-kegiatan rutin* pada materi *Word Order (Present Simple Tense)* secara mandiri.

Kompetensi Awal (Pengetahuan/Keterampilan Prasyarat)

Peserta didik mampu memahami dan menuliskan kosakata pada kartu kategori yang telah disediakan oleh guru secara berkelompok serta menyusun kata acak menjadi kalimat, menyusun kalimat menjadi paragraf dan membuat paragraf sesuai dengan *Present Simple Tense* menggunakan *Adverbs of Frequency* secara mandiri tentang *Kegiatan-kegiatan rutin* pada materi *Word Order (Present Simple Tense).*

Pemahaman Bermakna

Dalam mempelajari materi ini, peserta didik akan mendapatkan pengalaman dalam memahami, menganalisis, menyusun serta membuat paragraf sesuai dengan *Present Simple Tense* tentang *Kegiatan-kegiatan rutin* pada materi *Word Order (Present Simple Tense)* dengan baik dan benar.

Pertanyaan Pematik

Sebelum memulai pembelajaran, pada kegiatan inti, peserta didik diberikan kesempatan untuk menjawab pertanyaan berikut:

1. Can you mention about routine activities?
2. Can you tell me the activities that you do every day?

Model dan Metode Pembelajaran

Model Pembelajaran : Discovery Learning, Cooperative Learning

Metode Pembelajaran : Game based learning (Scattergories Game)

Media   : Card Categories, Whiteboard

Media, Sarana & Prasarana

1. LCD/Projector
2. Laptop/Komputer
3. Buku dan bolpen
4. Papan Tulis, Spidol, dan Penghapus
5. Kartu Kategori
6. Dadu

Sumber Belajar

1. Video
2. Bahan Ajar

Asesmen (Penilaian)

Bentuk penilaian   : Mandiri

Jenis Asesmen	Deskripsi
Assessment as Learning/Penilaian Proses	1. Observasi: Guru melakukan pendampingan dan penilaian saat peserta didik melakukan kegiatan mengerjakan LKPD tentang materi *Word Order (Present Simple Tense)*.
Assessment for Learning	**Tes performa writing text:** Peserta didik diminta mengisi LKPD berupa menyusun kata acak menjadi kalimat serta menyusun kalimat menjadi paragraf tentang materi *Word Order (Present Simple Tense)*.

Rencana Kegiatan Pembelajaran

Pertemuan Pertama (2×40 menit)		Alokasi Waktu
Kegiatan Pendahuluan		
• Guru memberi salam (greeting) kepada peserta didik. • Guru memeriksa kondisi dan kebersihan di dalam kelas. • Guru menanyakan kabar peserta didik. *How are you today students?* • Guru memberikan ice breaking kepada siswa sebelum pelajaran dimulai (kondisional). *Oke students, before we start our class today let's do an exercise orally.* • Guru memeriksa kehadiran peserta didik. • Guru menjelaskan tujuan pembelajaran pada hari ini.		**5 Menit**
Kegiatan Inti		
Sintak 1: Pertanyaan Mendasar	• Guru memberikan pertanyaan tentang materi *Word Order (Present Simple Tense)*. • Peserta didik memberikan jawaban yang sesuai dengan apa yang ditanyakan oleh guru.	**2 Menit**
Sintak 2: Mendesain Perencanaan Materi *Word Order*	• Guru meminta peserta didik menyimak video yang ditampilkan didepan layar. https://youtu.be/HwLkbtVJ7Tw?si=qHtB9FxglaVmbEJ • Peserta didik mengidentifikasi kegiatan-kegiatan rutin	**30 Menit**

(Present Simple Tense)	yang ada dalam video. • Peserta didik dapat menyebutkan beberapa kosakata mengenai *kegiatan rutin* dalam bahasa Inggris yang ada dalam video. • Guru menuliskan serta menjelaskan materi tentang *Present Simple Tense* • Peserta didik dapat menulis dan memahami penjelasan guru • Guru membagi peserta didik menjadi beberapa kelompok dengan cara berhitung secara bergiliran. • Guru menjelaskan aturan bermain *Scattergories Game* kepada masing-masing kelompok • Peserta didik diarahkan untuk berkumpul bersama kelompoknya • Guru membagikan kartu kategori yang sudah berisi kategori tetang *kegiatan rutin* kepada setiap kelompok • Guru mengocok dadu untuk menentukan huruf awal dari kosakata yang akan peserta didik tulis di kartu kategori • Peserta didik dapat mencari kosakata sesuai dengan huruf yang keluar di dadu dengan berdasarkan kategori	
Sintak 3: Menyusun Jadwal	• Peserta didik diberi waktu untuk berdiskusi, menemukan dan menuliskan kosakata tentang *kegiatan rutin* pada kartu kategori • Peserta didik diberikan kata acak tentang *kegiatan rutin* • Peserta didik dapat menyusun kata acak tersebut untuk menjadi kalimat sesuai dengan rumus *Present Simple Tense*	**30 Menit**
Sintak 4: Menguji Hasil	• Guru meminta peserta didik untuk mengumpulkan hasil kosakata yang dituliskan oleh setiap kelompok pada kartu kategori.	**3 Menit**
Kegiatan Penutup		
• Guru meminta peserta didik menyimpulkan dan melakukan refleksi dari apa yang telah dipelajari hari ini. • Guru menyampaikan agenda pada pertemuan berikutnya. • Guru dan peserta didik mengakhiri pembelajaran dengan salam.		**10 Menit**

Pertemuan Kedua (2×40 menit)	**Alokasi Waktu**
Kegiatan Pendahuluan	
• Guru memberi salam (greeting) kepada peserta didik. • Guru memeriksa kondisi dan kebersihan di dalam kelas. • Guru menanyakan kabar peserta didik.	**5 Menit**

	How are you today students?	
	• Guru memberikan ice breaking kepada siswa sebelum pelajaran dimulai (kondisional). *Oke students, before we start our class today let's do an exercise orally.* • Guru memeriksa kehadiran peserta didik. • Guru menjelaskan tujuan pembelajaran pada hari ini.	
Kegiatan Inti		
Sintak 1: Pertanyaan Mendasar	• Guru memberikan pertanyaan tentang *Kegiatan-kegiatan rutin* pada materi sebelumnya *Word Order (Present Simple Tense)* • Peserta didik memberikan jawaban yang sesuai dengan apa yang ditanyakan oleh guru.	**2 Menit**
Sintak 2: Mendesain Perencanaan Materi *Word Order (Present Simple Tense)*	• Peserta didik mereview hasil pembelajaran sebelumnya • Guru menuliskan serta menjelaskan tentang *Adverbs of Frequency-word order* • Peserta didik dapat menulis dan memahami penjelasan guru • Guru mengarahkan peserta didik untuk berkumpul bersama kelompoknya sesuai pada pertemuan sebelumnya. • Guru mengingatkan ulang aturan bermain *Scattergories Game* kepada masing-masing kelompok seperti pertemuan sebelumnya • Peserta didik dapat berdiskusi, menemukan dan menuliskan kosakata pada kartu kategori berdasarkan kategori yang ada	**30 Menit**
Sintak 3: Menyusun Jadwal	• Peserta didik diberikan kata acak tentang *Adverbs of Frequency* • Peserta didik dapat menyusun kata acak tersebut untuk menjadi kalimat sesuai dengan *Adverbs of Frequency-word order*.	**35 Menit**
Sintak 4: Menguji Hasil	• Guru meminta peserta didik untuk mengumpulkan kartu kategori tentang hasil kosakata yang dituliskan oleh setiap kelompok.	**3 Menit**
Kegiatan Penutup		
• Guru meminta peserta didik menyimpulkan dan melakukan refleksi dari apa yang telah dipelajari hari ini. • Guru menyampaikan agenda pada pertemuan berikutnya. • Guru dan peserta didik mengakhiri pembelajaran dengan salam.		**5 Menit**

Pertemuan Ketiga (1×40 menit)		Alokasi Waktu
Kegiatan Pendahuluan		
• Guru memberi salam (greeting) kepada peserta didik. • Guru memeriksa kondisi dan kebersihan di dalam kelas. • Guru menanyakan kabar peserta didik. *How are you today students?* • Guru memberikan ice breaking kepada siswa sebelum pelajaran dimulai (kondisional). *Oke students, before we start our class today let's do an exercise orally.* • Guru memeriksa kehadiran peserta didik. • Guru menjelaskan tujuan pembelajaran pada hari ini.		**3 Menit**
Kegiatan Inti		
Sintak 1: Pertanyaan Mendasar	• Guru memberikan pertanyaan tentang materi *Word Order (Present Simple Tense)* • Peserta didik memberikan jawaban yang sesuai dengan apa yang ditanyakan oleh guru.	**2 Menit**
Sintak 2: Mendesain Perencanaan Materi *Word Order (Present Simple Tense)*	• Guru mengingatkan sekilas mengenai materi *Word Order- Adverbs of Frequency (Present Simple Tense)* • Peserta didik bersama guru berdiskusi tentang materi *Word Order- Adverbs of Frequency (Simple Present Tense)* dan mengingatkan kembali mengenai beberapa kosakata mengenai *kegiatan rutin* dalam bahasa Inggris	**5 Menit**
Sintak 3: Menyusun Jadwal	• Guru memberikan beberapa kalimat pada siswa berupa soal LKPD untuk disusun menjadi paragraf tentang *Adverbs of Frequency-word order*. • Peserta didik diberi waktu 25 Menit untuk mengerjakan soal terkait materi yang sudah dijelaskan	**25 Menit**
Sintak 4: Menguji Hasil	• Guru meminta peserta didik untuk mengumpulkan hasil kerja yang telah dikerjakan secara mandiri.	**3 Menit**
Kegiatan Penutup		
• Guru meminta peserta didik menyimpulkan dan melakukan refleksi dari apa yang telah dipelajari hari ini. • Guru dan peserta didik mengakhiri pembelajaran dengan salam.		**2 Menit**

Jember, 25 April 2024

Disahkan Oleh

Guru Mata Pelajaran   Peneliti

Kartika Sari Dewi M. TESOL   **Lisa Amalia Sianti**

NIP. 19870426 201101 2 017   NIM. 202101060002

Pertanyaan kunci dalam melakukan refleksi pembelajaran:

1. What have you learned from our meeting today?
2. Do you feel any difficulties in compiled word order into a sentences? (pertemuan 1&2)
3. Do you feel any difficulties in compiled a paragraph? (pertemuan 2 & 3)

Daftar Pustaka

-

Lampiran 1: Materi Word Order (Present Simple Tense)

Word Order (Present Simple Tense)

- **Tujuan:** Menjelaskan dan mendeskripsikan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin dan merupakan kebenaran umum.
- **Present Simple Tense** adalah tenses Bahasa Inggris yang digunakan untuk mengekspresikan aktifitas/kegiatan yang menjadi rutinitas berulang-ulang.

SIMPLE PRESENT TENSE

Jenis Subjek	Rumus Dasar	Contoh Kalimat
Subjek tunggal (I, you, he/she/it)	Kata kerja dalam bentuk dasar (tanpa tambahan -s/es pada kata kerja)	- I play football. (Saya bermain sepak bola.) - She eats breakfast. (Dia makan sarapan.)
Subjek jamak (we, you, they)	Kata kerja dalam bentuk dasar	- We watch movies. (Kami menonton film.) - They study English. (Mereka belajar bahasa Inggris.)
Subjek tunggal (he/she/it)	Kata kerja + -s/es pada kata kerja	- He works in an office. (Dia bekerja di kantor.) - She reads books. (Dia membaca buku.)

"I" is a **subject**. In general, a **person**.
"Wake" is a **verb**. In general, an **action**.
You can change the subject. For example:
  ➢ **You** drink milk.
  ➢ **We** drink milk.
  ➢ **They** drink milk.
But, sometimes the verb changes. We say:
  ➢ I drink …

- You drink …
- We drink …
- They drink …

But, for **He / She / It** we use **DRINKS** with an **S** at the end.

The **S** is necessary at the end of a verb when the subject is **HE, SHE**, or **IT**.

- He **drinks** …
- She **drinks** …
- It **drinks** …

Look at these examples:
- I **drink** milk.
- You **drink** coffee.

Sometimes the verb changes a little for **HE, SHE** and **IT** (third person).
Look at this verb: **HAVE**
We say:
- I have …
- You have …
- We have …
- They have …

BUT, for **He / She / It** we use **HAS**. We do NOT say Haves… because the verb is irregular.

- I **have** a good idea.
- You **have** black hair.
- She **has** a dictionary.
- John **has** blue eyes.

- **Adverb of Frequency**

Always, usually, often, sometimes, hardly ever, rarely, and never.
Semua diatas adalah adverbs yang menggambarkan seberapa sering kita melakukan aktifitas, disebut sebagai **Adverbs of Frequency** (**Tidak terbatas**)

ADVERBS OF FREQUENCY
test-english.com

100%	ALWAYS	You are always late.
90%	USUALLY	We usually go to the cinema on Sunday.
70%	OFTEN	He often cooks pasta.
50%	SOMETIMES	We sometimes order pizza for dinner.
10%	HARDLY EVER RARELY	She hardly ever smiles.
0%	NEVER	They are never at home when we call.

WORD ORDER

POSITIVE	SUBJECT	FREQUENCY ADVERB	VERB	He often cooks pasta.
	SUBJECT	BE	FREQUENCY ADVERB	You are always late.
QUESTION	AUXILIARY	SUBJECT	FREQUENCY ADVERB	Are you always late? Does he often cook?

⚠ Use NEVER and HARDLY EVER with positive verbs

❌ He isn't never late.   ❌ They don't hardly ever go to the library.
✅ He is never late.   ✅ They hardly ever go to the library.

t e s t - e n g l i s h . c o m

Note: Persentase yang muncul disebelah kiri hanyalah angka perkiraan untuk memberi gambaran umum tentang frekuensi yang terkait dengan setiap keterangan.

- **Adverbs of Frequency – Word Order**

Adverb of frequency diletakkan sebelum main verb (kata kerja utama).

The order is: **Subject + Adverb + Main Verb**

Example…

➢ I read in bed at night.

Main verb nya adalah **READ**, jadi kita letakkan adverb sebelum verb **READ**

➢ I **often** read in bed at night.

Another example:

- Daniel **always** eats his breakfast in the morning.

  Main verb nya adalah EATS maka dari itu kita letakkan adverb sebelum itu

- They never **go** to gym every Sunday.

  Main verb nya adalah GO maka dari itu kita letakkan adverb sebelum itu

Kunci Jawaban LKPD 1

1. by bus / She / to the school / goes / everyday
   Answer: She goes to the school by bus every day
2. everyday / I / this novel / read
   Answer: I read this novel every day
3. Cika / on Sunday / tennis / plays
   Answer: Cika plays tennis on Sunday
4. drinks / My dad / every / coffe / morning
   Answer: My dad drinks coffe every morning
5. after 8.00 / watches / She / TV
   Answer: She watches TV after 8.00

Kunci Jawaban LKPD 2

1. never / They / to the park / go
   Answer: They never go to the park
2. in the afternoon / usually / He / the guitar / plays
   Answer: He usually plays the guitar in the afternoon
3. usually / to school / walk / I
   Answer: I usually walk to school
4. goes / Mum / on Friday / shopping / often
   Answer: Mum often goes shopping on Friday
5. sometimes / Kiky / cleans / the kitchen
   Answer: Kiky sometimes cleans the kitchen

Kunci Jawaban LKPD 3

- Please make a paragraph based on the sentences below!
  Noted : Jawaban sesuai dengan paragraf yang ditulis oleh siswa

Kunci Jawaban LKPD Writing Test

- Please write a paragraph about your daily morning routine. Remember to include information such as what time you get up, what you have for breakfast, and what time you leave for school. Please use adverbs of frequency in your paragraph!

  Noted : Jawaban sesuai dengan paragraf yang ditulis oleh siswa

Lembar Kerja Peserta Didik 1 (pertemuan 1)

1. by bus / She / to the school / goes / everyday
   Answer:_____
2. everyday / I / this novel / read
   Answer:_____
3. Cika / on Sunday / tennis / plays
   Answer:_____
4. drinks / My dad / every / coffe / morning
   Answer:_____
5. after 8.00 / watches / She / TV
   Answer:_____

Lembar Kerja Peserta Didik 2 (pertemuan 2)

1. never / They / to the park / go
   Answer:_____
2. in the afternoon / usually / He / the guitar / plays
   Answer:_____
3. usually / to school / walk / I
   Answer:_____
4. goes / Mum / on Friday / shopping / often
   Answer:_____
5. sometimes / Kiky / cleans / the kitchen
   Answer:_____

Lembar Kerja Peserta Didik 3 (pertemuan 3)

- Please arrange the random sentences below and make a paragraph based on the sentences!
- Susunlah kalimat acak dibawah ini dan buatlah paragraf yang benar sesuai kalimat tersebut!
    1. She always eats breakfast with her mother's cooking
    2. Rika always wakes up at 5 o'clock every morning
    3. She never walks to school
    4. Rika sometimes takes a bath before she breakfast
    5. She often drinks water after wake up
    6. She always goes to school by car everyday

Lembar Kerja Peserta Didik Writing Test

Mata Pelajaran : Bahasa Inggris

Materi : Word Order (Simple Present Tense)

Waktu : 25 menit

Kelas :

Nama :

- Please write a paragraph about daily routine like a pictures. Remember to include information such as what time you get up, what you have for breakfast, and what time you leave for school. Please use adverbs of frequency in your paragraph!

- Tulislah paragraf tentang rutinitas harian seperti pada gambar. Ingatlah untuk menyertakan informasi seperti jam berapa anda bangun tidur, sarapan apa yang anda makan, dan jam berapa kamu berangkat ke sekolah. Jangan lupa menggunakan **adverb of frequency** dalam paragraf kalian!

_____
_____
_____
_____
_____
_____
_____
_____
_____

RUBRIK PENILAIAN LKPD (Rater 1)

Hari/Tanggal :

Kelas :

Materi :

No.	Nama	Aspek yang Dinilai				Jumlah Nilai
		1	**2**	**3**	**4**	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						

33						
34						
35						
36						

RUBRIK PENILAIAN LKPD (Rater 2)

Hari/Tanggal :

Kelas :

Materi :

No.	Nama	Aspek yang Dinilai				Jumlah Nilai
		1	2	3	4	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						

29					
30					
31					
32					
33					
34					
35					
36					

RUBRIK PENILAIAN LKPD AKHIR

Hari/Tanggal   :

Kelas   :

Materi   :

No.	Nama	Jumlah Nilai Rater 1	Jumlah Nilai Rater 2	Jumlah Nilai Akhir
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

25				
26				
27				
28				
29				
30				
31				
32				
33				
34				
35				
36				

PENILAIAN SIKAP

Petunjuk pengisian:
1. Centang salah satu indikator yang sesuai berdasarkan perilaku siswa pada saat pembelajaran di kelas
2. Berikan keterangan pada kolom "catatan" berdasarkan perilaku siswa pada saat pembelajaran di kelas

Hari/Tanggal:

No.	Nama Peserta Didik	Behavior Engagement				Emotional Engagement				Cognitive Engagement				Catatan
		1	2	3	4	1	2	3	4	1	2	3	4	
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														
19														
20														
21														
22														
23														
24														
25														
26														
27														
28														
29														
30														
31														
32														
33														
34														
35														
36														
	Jumlah Siswa													

Indikator Penilaian:

Behavior Engagement   : 1. Siswa merespon guru dengan baik

2. Siswa aktif dalam berdiskusi

3. Berpartisipasi dengan antusias

4. Siswa hadir pada proses pembelajaran

Emotional Engagement   : 1. Berantusias selama proses pembelajaran

2. Mengajukan pertanyaan sesuai dengan topik pembelajaran

3. Berbicara sesuai topik pembelajaran

4. Siswa tertarik dan ingin tahu tentang topik pembelajaran

Cognitive Engagement   : 1. Siswa mengerjakan tugas sesuai perintah soal

2. Siswa mengerjakan tugas secara mandiri

3. Siswa mengerjakan tugas tepat waktu

4. Siswa memenuhi atau melampaui persyaratan tugas

RUBRIK PENILAIAN WRITING

Aspek	Skor	Krateria
Content	19-25	Gagasan utama jelas, relevan dengan topik dan sesuai dengan adverbs of frequency, mudah dipahami
	12-18	Gagasan utama cukup jelas, sebagian besar relevan dengan topik dan adverbs of frequency, namun kurang detail atau kurang mudah dipahami
	6-11	Gagasan utama ada yang tidak jelas, tidak relevan dengan topik dan adverbs of frequency, serta kurang mudah dipamahi
	1-5	Gagasan pokok tidak jelas, tidak bisa dipahami
Organization	19-25	Gagasan utama baik, ringkas, terorganisir dengan baik
	12-18	Tidak terorganisir dengan baik tapi gagasan utama menonjol
	6-11	Membingungkan atau tidak berhubungan
	1-5	Sulit dipahami tidak berhubungan atau tidak terorganisasi
Vocabulary	19-25	Pemilihan bentuk kata/idiom sesuai dengan topik, penguasaan bentuk kata
	12-18	Kadang menggunakan kosakata yang tidak tepat namun masih nyambung
	6-11	Sering menggunakan kosakata yang tidak tepat, makna membingungkan
	1-5	Banyak kesalahan menggunakan kosakata
Grammar	19-25	Tidak ada atau sedikit mengalami kesalahan pada agreement, tense, number, world order/function, prounouns, prepositions, menggunakan present simple tense dengan baik
	12-18	Bebeberapa kesalahan pada agreement, tense, number, word order/function, prounouns, prepositions, menggunakan present simple tense
	6-11	Banyak mengalami kesalahan yang mempengaruhi makna pada agreement, tense, number, world order/function, prounouns, prepositions, tidak sesuai dengan present simple tense
	1-5	Didominasi oleh kesalahan tidak cukup mudah untuk dipahami, tidak menggunakan present simple tense dengan baik

RUBRIK PENILAIAN SIKAP

Aspek	Deskripsi
Behavior Engagement	1. Siswa merespon guru dengan baik
	2. Siswa aktif dalam berdiskusi
	3. Berpartisipasi dengan antusias
	4. Siswa hadir pada proses pembelajaran
Emotional Engagement	1. Berantusias selama proses pembelajaran
	2. Mengajukan pertanyaan sesuai dengan topik pembelajaran
	3. Berbicara sesuai topik pembelajaran
	4. Siswa tertarik dan ingin tahu tentang topik pembelajaran
Cognitive Engagement	1. Siswa mengerjakan tugas sesuai perintah soal
	2. Siswa mengerjakan tugas secara mandiri
	3. Siswa mengerjakan tugas tepat waktu
	4. Siswa memenuhi atau melampaui persyaratan tugas

Appendix 3 : Students Present list

Present List of VII G

No.	Nama	L/P
1.	Achmad Fathir Subiyanto	L
2.	Ahmad Aldiansyah	L
3.	Ahmad Zafif Ubaidillah Khaidar	L
4.	Amira Kaila Najya	P
5.	Anas Ramadani	L
6.	Angga Kristian Alanmulah	L
7.	Anniza Putri Ilyasin	P
8.	Asep Hermawan	L
9.	Az Zahra Yasmin Rhamadani	P
10.	Bima Putra Dewantara	L
11.	Danty Annisa Putri Maharani	P
12.	Desna Cahya Auriel	P
13.	Dinda Fira Safitri	P
14.	Doni Aldian Kadavi	L
15.	Endra Sachiko Fernando	L
16.	Excel Velove Veliea	P
17.	Ferista Vio Riazy	P
18.	Friska Rivatus Soleha	P
19.	Gading Satmmarta PR	L
20.	Ikhsan Nur Triyoga	L
21.	Khanza Khairiyah Al Mughni	P
22.	M. Vio Ardiansyah	L
23.	Moch. Alvin Syahputra	L
24.	Moh. Taufik Hidayatullah	L
25.	Muhammad Rafa Fauzan Kamil	L
26.	Muhammad Ricky Aditya Firmansyah	L
27.	Naufal Permana Aryaputra	L
28.	Rahma Sabilla	P
29.	Rizka Ananda Juliarti	P
30.	Saskia Safa Yanti	P
31.	Vanisa Nurrahma	P
32.	Vinata Putri Irawan	P
33.	Zico Alden Prayata	L
34.	Muhammad Rifan Adinta	L
35.	Muhammad Syahril Reza	L
36.	Nafizah Rofi Maulida	P

Appendix 4 : Instrument validity

VALIDITY INSTRUMENT

INSTRUCTION

1. Put a check mark (√) in the column according to your opinion.
2. If there is a need to be revised, please write in the column "catatan"

No.	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
A.	**Isi**					
	1. Isi materi sesuai dengan capaian pembelajaran				√	
	2. Indikator soal sesuai dengan materi				√	
	3. Petunjuk cara mengerjakan soal sesuai dengan soal yang sudah disediakan			√		
	4. Pedoman penskoran sesuai dengan rubrik skor yang telah ditetapkan			√		
	5. Kesesuaian alokasi waktu dengan soal yang telah disediakan			√		Add in your Instruction.
B.	**Konstruk**					
	1. Soal disusun menggunakan tes tulis untuk mengetahui kemampuan "writing" siswa.				√	
	2. Soal disusun sesuai materi *Word Order (present simple tense)*				←	skip.
	3. Soal writing test disusun sesuai dengan teori writing yang mana mengharuskan siswa "Menulis"				√	
C.	**Bahasa**					
	1. Petunjuk soal menggunakan kaidah bahasa inggris yang benar sesuai dengan grammatical			√		
	2. Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian			√		

| | 3. Rumusan soal tidak mengandung kata-kata menyinggung peserta didik | | | ✓ | |

Note:

4 = Sangat baik

3 = Baik

2 = Kurang

1 = Sangat Kurang

Jember, 2 Mei 2024

Validator

(Nina Hayuningtyas, M.pd)

Appendix 5 : The result of Interview

The Result of Interview

Time and Place of Interview

1. Day/Date   : Monday, April 1ˢᵗ 2024
2. Place   : School Lobby
3. Time   : 10.00 - finish

Note

R = Researcher

ET = English Teacher

The Script of Interview with the English Teacher

R : Bu, bagaimana kondisi pembelajaran bahasa Inggris di kelas?

ET : Kondisi pembelajaran bahasa Inggris di SMPN 7 Jember lumayan bagus mbak, anak anak dapat mengikuti pembelajaran dengan baik. Namun untuk kelas 7 minat belajar mereka kurang dan sering kali mereka mendapatkan nilai dibawah KKM.

R : Kelas berapa ya itu bu?

ET : Kelas 7G mbak

R : Berapa standar nilai KKM yang ibu berikan?

ET : Sekolah kita menerapkan standar nilai 70 untuk kelas 7 mbak

R : Kemampuan siswa apa yang paling rendah ya bu?

ET : Kemampuan yang paling rendah saat ini menulis mbak, ini dapat juga disebabkan karena kurangnya vocabulary yang mereka kuasai.

R : Apa yang menjadi penyebab kurangnya vocabulary siswa bu?

ET : Kurangnya minat belajar siswa mbak, padahal saya sering memberikan vocabulary kepada siswa, mereka saya suruh mencatat dan menghafalkan namun ya tetap saja, hanya beberapa siswa yang dapat menghafalkan vocabulary tersebut.

R : Lalu apa ada masalah lain selain kemampuan menulis siswa yang rendah bu?

ET : Ya ada mbak, yaitu keterlibatan siswa. Seperti respon siswa terhadap guru, keaktifan siswa di dalam kelas, ketertarikan mereka dalam pembelajaran, hingga keterlambatan mengumpulkan tugas.

R : Kira kira apa faktor yang menyebabkan hal itu terjadi ya bu?

ET : Penyebabnya ya itu tadi mbak, minat belajar siswa yang kurang.

R : Apakah ibu pernah memberikan strategi pembelajaran berupa permainan?

ET : Belum pernah mbak, saya pikir memakai permainan akan menyita banyak waktu mbak dan saya kurang pandai merancang permainan yang cocok untuk siswa. Saya memberikan metode konvensional seperti ceramah dalam mengajar. Anak anak dikelas ini lumayan susah mbak, apalagi yang laki-laki mereka sering membuat gaduh dan sering ngobrol sendiri ketika pelajaran.

R : Jika boleh saya akan melakukan penelitian di kelas tersebut dengan menerapkan permainan Scattergories Game untuk meningkatkan prestasi siswa dan juga keterlibatan siswa dalam kelas menulis bu?

ET : Boleh saja mbak, asalkan tertib mainnya dan tidak membuat gaduh siswa. Dan saya belum pernah memakai permainan tersebut dikelas saya. Silahkan saja asal hasilnya bagus dapat membantu siswa dan mungkin bisa menjadi strategi baru untuk saya.

R : Terima kasih banyak ibu, saya akan melakukan penelitian menggunakan Scattergories Game di kelas 7G. Kira kira untuk jadwalnya bagaimana ya bu?

ET : Untuk jadwalnya seminggu 2 kali dengan 3 JP dalam 1 minggu.

R : Baik bu, terimakasih atas waktunya dan kesediaan ibu untuk saya interview hari ini.

ET : Ya, sama sama mbak.

Appendix 6 : Field Notes

Field Notes 1

Day / Date : Monday, 20th May 2024
Time   : 08.00 - 09.20
Place   : 7 G class
Meeting 1

Pada pukul 07.50 Peneliti memasuki kelas karena bel masuk sudah berbunyi. Peneliti langsung memulai pelajaran dengan salam, berdoa, dan mengecek kehadiran. Pada Pertemuan ini ada 5 siswa yang tidak hadir dengan alasan 3 siswa sakit, sedangkan 2 siswa lainnya tanpa alasan. Tidak lupa peneliti juga menanyakan keadaan siswa dengan pertanyaan "How are you Students" dan siswa menjawab "I am fine miss".

Peneliti memulai pembelajaran dengan memberikan pertanyaan mengenai "Daily Routine", lalu dilanjutkan dengan Peneliti menayangkan video percakapan tentang "Routine Activity using Present Simple tense". Setelah menonton video siswa diarahkan untuk menyebutkan Vocabulary mengenai Routine Activity yg ada di video.

Selanjutnya peneliti membagi siswa ke dalam beberapa kelompok. Peneliti membagi menjadi 6 kelompok, dengan berisikan 6 siswa pada setiap kelompoknya. Peneliti menjelaskan aturan bermain Scattergories dan memberi

kartu kategori pada setiap kelompok. Peneliti mengacak dadu dan setelah iti setiap kelompok mencari 5 vocabulary sesuai dengan ketegori. Siswa mengikuti permainan dengan antusias, meskipun ada beberapa siswa yang tidak antusias dan membuat Gaduh.

Setelah bermain Scattergories game peneliti memberikan tugas kepada siswa berupa LKPD. Tugas berupa menyusun kata acak menjadi kalimat sesuai dengan Present Simple Tense. Semua siswa menyelesaikan tugasnya meskipun ada beberapa siswa telat mengumpulkannya.

Peneliti menutup kelas sesuai jam pelajaran berakhir. Peneliti menutup dengan bacaan hamdalah.

Field Notes 2

Day /Date : Monday, 27th May 2024
Time : 08.00 - 09.20
Place : 7 G Class
Meeting II

Tepat pukul 07.50 peneliti memasuki kelas. Peneliti memulai pelajaran dengan salam, doa, mengecek kehadiran siswa dan sapaan. Pada pertemuan ini ada 2 siswa tidak hadir dikarenakan sakit. Peneliti juga tidak lupa untuk menanyakan kabar siswa.

Peneliti memulai pembelajaran dengan menanyakan tentang materi pada pertemuan pertama. peneliti mengingatkan kembali kepada siswa tentang materi pertemuan pertama. Setelah itu peneliti menuliskan tentang materi baru "Adverbs of frequency Present Simple Tense". Peneliti juga menjelaskan serta memberi contoh tentang materi tersebut.

Siswa diarahkan untuk berkumpul bersama kelompok yg sama seperti pertemuan pertama. Peneliti mengajak siswa untuk bermain Scattergories Game seperti pertemuan pertama namun dengan materi yang berbeda. Siswa lebih antusias dan semangat dibandingkan dengan pertemuan pertama. Siswa yang gaduh juga tidak sebanyak pada pertemuan pertama.

Setelah bermain Scattergories Game peneliti memberikan soal kepada siswa berupa LKPD. Soal berupa kata acak yang harus disusun menjadi kalimat sesuai dengan aturan "Present Simple Tense Adverbs of Frequency". Siswa mengerjakan tugas tersebut dengan baik dan sedikit yang telat mengumpulkan tugas. Setelah itu peneliti menutup kelas dengan bacaan hamdalah karena waktu telah berakhir.

Field Notes 3

Day / Date : Wednesday, 29th May 2024
Time : 07.15 - 07.55
Place : 7 G Class
Meeting III

Peneliti memasuki kelas tepat pukul 07.00 sesuai dengan jadwal. Peneliti memulai dengan mengajak siswa berdoa, memberi salam, mengecek kehadiran dan juga menyapa siswa. Pada pertemuan ini hanya ada 1 siswa yang tidak hadir karena sakit.

Peneliti mengingatkan kembali kepada siswa tentang materi pada pertemuan pertama dan kedua. Siswa bertanya tentang hal-hal yang belum mereka pahami. Siswa terlihat antusias dan mengikuti pembelajaran dengan baik.

Peneliti memberikan soal latihan kepada siswa seperti Writing test pada pertemuan selanjutnya, agar siswa lebih mudah untuk mengerjakan writing test nantinya. Para siswa menyelesaikan tugasnya dengan baik dan tepat waktu. Meskipun masih tetap ada siswa yang telat saat mengumpulkan tugas. Peneliti menutup kelas dengan memberikan informasi mengenai writing test yang akan datang dan juga menutup dengan bacaan hamdalah.

Field Notes 9

Day / Date : Thursday , 30th May 2024
Time   : 07.15 - 07.55
Place   : 7 G Class
    Writing Test

   Sebelum memulai tes, peneliti memberi salam, mengecek
kehadiran, dan menayakan kabar siswa. Tidak ada siswa
ijin. Peneliti mengkondisikan kelas agar tetap kondusif lalu
Peneliti membagikan lembar writing test kepada siswa.
Sebelum siswa mengisi lembar test tersebut, peneliti menjelaskan
kepada siswa tentang cara pengisian, waktu, dll. Semua
siswa mengisi lembar writing test secara Individu.
   Semua siswa mengikuti test dan hadir di dalam kelas.
Writing test berjalan dengan lancar dan tertib, meskipun
pada awal test ada siswa yang membuat gaduh namun
peneliti dan guru bahasa Inggris berhasil memulihkan
suasana. Test berakhir sesuai waktu yang telah ditentukan.
Siswa mengumpulkan hasil tes tepat waktu, meskipun
ada yang terlambat itu sangat sedikit sekali.

Appendix 7: Students score from English teacher in preliminary

Students Achievement Score in Preliminary

No.	Name of Students	Score
1.	AFS	46
2.	AA	54
3.	AZUK	62
4.	AKN	32
5.	AR	30
6.	AKA	36
7.	API	46
8.	AH	26
9.	AZYR	40
10.	BPD	56
11.	DAPM	54
12.	DCA	62
13.	DFS	68
14.	DAK	78
15.	ESF	40
16.	EVV	40
17.	FVR	68
18.	FRS	76
19.	GSPR	32
20.	INT	44
21.	KLAM	54
22.	MVA	26
23.	MAS	40
24.	MTH	40
25.	MRFK	92
26.	MRAF	34
27.	NPA	52
28.	RS	44
29.	RAJ	38
30.	SSY	80
31.	VN	74
32.	VPI	36
33.	ZAP	42
34.	MRA	62
35.	MSR	48
36.	NRM	82
	Total	1834

Appendix 8: Students score from English teacher in observation preliminary

Students' Engagement Observation in Preliminary

No.	Name of Students	Behavior Engagement				Emotional Engagement				Cognitive Engagement				
		1	2	3	4	1	2	3	4	1	2	3	4	
1	AFS	√			√	√	√	√				√		
2	AA	√	√	√	√	√			√	√	√	√		
3	AZUK	√	√	√	√				√			√		
4	AKN	S	S	S	S	S	S	S	S	S	S	S	S	
5	AR				√			√						
6	AKA	√		√	√	√			√					
7	API	√			√			√		√				
8	AH				√			√			√			
9	AZYR	S	S	S	S	S	S	S	S	S	S	S	S	
10	BPD	S	S	S	S	S	S	S	S	S	S	S	S	
11	DAPM	√	√		√	√				√	√			
12	DCA	√		√	√				√					
13	DFS	√		√	√	√			√			√		
14	DAK					√	√	√		√	√	√	√	
15	ESF	√								√				
16	EVV	√								√	√			
17	FVR			√				√						
18	FRS			√	√	√	√	√	√	√	√	√	√	
19	GSP	A	A	A	A	A	A	A	A	A	A	A	A	
20	INT			√	√			√						
21	KKAM	√			√	√		√		√	√	√	√	
22	MVA	√		√	√	√		√		√		√		
23	MAS			√										
24	MTH			√	√									
25	MRFK					√	√	√	√		√	√	√	
26	MRAF	√		√	√						√			
27	NPA			√	√			√						
28	RS	√	√	√	√	√	√	√	√	√				
29	RAJ	√	√	√	√			√		√				
30	SSY	√			√	√	√	√		√	√	√	√	
31	VN	√			√	√		√		√	√	√	√	
32	VPI	√		√	√			√						
33	ZAP	√			√			√				√		
34	MRA	√			√	√		√				√		
35	MSR			√				√						
36	NRM	√		√	√	√	√	√	√	√	√	√	√	
	Total of Sudents	22	5	15	32	14	7	18	11	15	12	14	15	180

Appendix 9 : Students achievement score

English Teacher's Assessment of Students Writing Test
(Rater 1)

No.	Name of Students	Aspect				Score
		C	O	V	G	
1	AFS	14	16	17	9	56
2	AA	15	15	18	10	58
3	AZUK	16	12	15	9	52
4	AKN	22	20	24	17	83
5	AR	15	15	17	15	64
6	AKA	14	15	15	10	54
7	API	23	22	22	19	86
8	AH	16	15	12	10	53
9	AZYR	20	20	22	20	82
10	BPD	19	19	18	16	72
11	DAPM	23	22	22	23	90
12	DCA	19	17	19	15	70
13	DFS	19	19	20	18	76
14	DAK	24	22	24	19	89
15	ESF	20	19	19	18	76
16	EVV	19	21	22	18	80
17	FVR	22	21	24	22	89
18	FRS	22	21	24	22	89
19	GSP	15	15	16	15	61
20	INT	20	19	19	17	75
21	KKAM	22	22	24	21	89
22	MVA	18	17	15	10	60
23	MAS	17	19	19	15	70
24	MTH	19	19	17	16	71
25	MRFK	20	18	19	19	76
26	MRAF	10	10	9	8	37
27	NPA	20	22	20	18	80
28	RS	24	22	24	24	94
29	RAJ	20	21	23	17	81
30	SSY	21	20	20	19	80
31	VN	22	22	23	19	86
32	VPI	20	20	22	18	80
33	ZAP	12	12	15	10	49
34	MRA	22	22	23	19	86
35	MSR	20	19	19	17	75
36	NRM	19	19	20	15	73

The Researcher Assessment of Students Writing Test
(Rater 2)

No.	Name of Students	Aspect				Score
		C	O	V	G	
1	AFS	16	16	18	10	60
2	AA	15	15	18	12	60
3	AZUK	15	12	12	9	48
4	AKN	20	21	24	16	81
5	AR	15	15	17	15	64
6	AKA	15	15	14	12	56
7	API	22	22	23	17	84
8	AH	16	16	12	9	53
9	AZYR	22	20	22	22	84
10	BPD	20	20	19	15	74
11	DAPM	22	22	21	23	88
12	DCA	20	16	18	18	72
13	DFS	18	20	22	17	78
14	DAK	22	22	22	19	85
15	ESF	21	20	18	17	76
16	EVV	20	20	23	17	80
17	FVR	23	24	24	22	93
18	FRS	20	23	24	20	87
19	GSP	15	15	18	15	63
20	INT	19	21	22	15	77
21	KKAM	22	22	22	21	87
22	MVA	15	15	18	10	58
23	MAS	17	19	19	15	70
24	MTH	16	20	20	17	73
25	MRFK	20	18	19	17	74
26	MRAF	8	9	10	8	35
27	NPA	20	22	20	20	82
28	RS	23	23	24	20	90
29	RAJ	21	21	20	17	79
30	SSY	21	19	20	18	78
31	VN	20	22	23	19	84
32	VPI	20	20	22	18	80
33	ZAP	15	13	10	9	47
34	MRA	22	22	22	20	86
35	MSR	19	20	21	17	77
36	NRM	18	20	21	16	75

Note :
C = Content
O = Organization

V = Vocabulary
G = Grammar

Final Score of Students Writing Test

No.	Name of Students	Score Rater 1	Score Rater 2	Final Score
1	AFS	56	60	58
2	AA	58	60	59
3	AZUK	52	48	50
4	AKN	83	81	82
5	AR	64	64	64
6	AKA	54	56	55
7	API	86	84	85
8	AH	53	53	53
9	AZYR	82	84	83
10	BPD	72	74	73
11	DAPM	90	88	89
12	DCA	70	72	71
13	DFS	76	78	77
14	DAK	89	85	87
15	ESF	76	76	76
16	EVV	80	80	80
17	FVR	89	93	91
18	FRS	89	87	88
19	GSP	61	63	62
20	INT	75	77	76
21	KKAM	89	87	88
22	MVA	60	58	59
23	MAS	70	70	70
24	MTH	71	73	72
25	MRFK	76	74	75
26	MRAF	37	35	36
27	NPA	80	82	81
28	RS	94	90	92
29	RAJ	81	79	80
30	SSY	80	78	79
31	VN	86	84	85
32	VPI	80	80	80
33	ZAP	49	47	48
34	MRA	86	86	86
35	MSR	75	77	76
36	NRM	73	75	74
KKM				70
Total Score				2640
Avarage				73,3

Mean Score:

$$X = \frac{\Sigma x}{n}$$

$$X = \frac{2640}{36}$$

$$= 73,3$$

Explanation:

X = Mean

$\Sigma \chi$ = Total score of students

n = Total of students

Percentage Score:

$$P = \frac{F}{N} \times 100\%$$
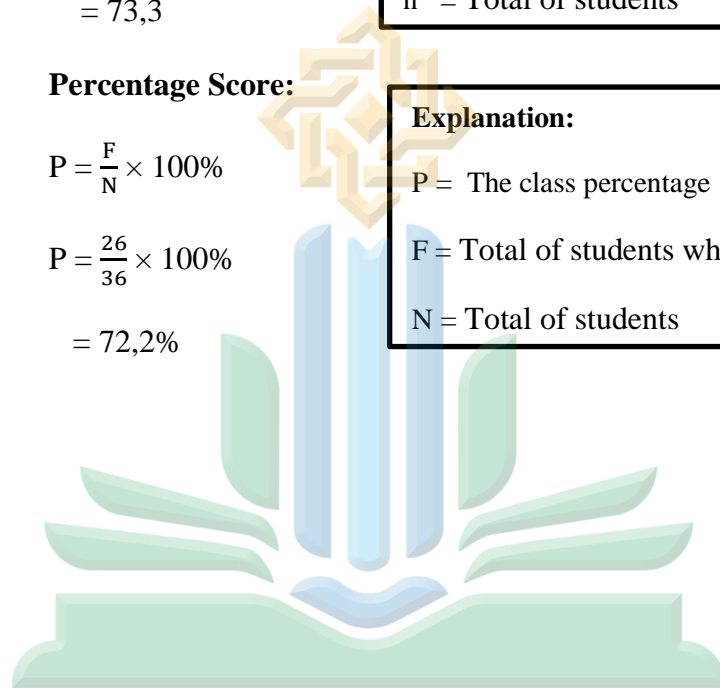
$$P = \frac{26}{36} \times 100\%$$

$$= 72,2\%$$

Explanation:

P = The class percentage

F = Total of students who complete

N = Total of students

Appendix 10 : Students engagement score

Students' Engagement Observation Checklist

No.	Name of Students	Behavior Engagement				Emotional Engagement				Cognitive Engagement				
		1	2	3	4	1	2	3	4	1	2	3	4	
1	AFS	√		√	√	√	√	√	√	√	√	√		
2	AA	√	√	√	√	√		√	√	√		√		
3	AZUK	√	√	√	√	√	√	√	√	√	√	√		
4	AKN	√	√	√	√	√		√	√	√	√	√	√	
5	AR	√			√		√	√		√				
6	AKA	√		√	√	√		√	√	√	√	√		
7	API	√		√	√	√	√	√		√	√	√	√	
8	AH				√		√			√				
9	AZYR	√	√	√	√	√		√	√	√	√	√	√	
10	BPD	√	√	√	√	√		√	√	√	√		√	
11	DAPM	√		√	√			√	√	√	√	√	√	
12	DCA	√	√	√	√	√	√	√	√	√	√	√	√	
13	DFS	√	√	√	√	√	√	√	√	√	√	√	√	
14	DAK				√		√	√		√	√		√	
15	ESF	√					√	√				√	√	
16	EVV	√	√	√	√	√	√	√	√	√	√	√	√	
17	FVR	√	√	√	√	√		√	√	√	√	√	√	
18	FRS	√	√	√	√			√	√	√	√	√	√	
19	GSP	√			√					√				
20	INT	√	√	√	√	√		√	√	√	√	√	√	
21	KKAM	√	√	√	√	√		√	√	√	√	√	√	
22	MVA				√		√			√				
23	MAS	√	√	√	√	√	√	√	√	√		√	√	
24	MTH	√	√	√	√	√	√	√	√			√	√	
25	MRFK	√	√	√	√		√	√	√	√	√	√	√	
26	MRAF	√	√	√	√	√			√	√			√	
27	NPA	√	√	√	√	√	√	√	√	√	√	√	√	
28	RS	√	√	√	√	√	√	√	√	√	√	√	√	
29	RAJ	√	√	√	√	√			√	√		√	√	
30	SSY	√	√	√	√	√	√	√	√	√	√	√	√	
31	VN	√	√	√	√	√		√	√	√		√	√	
32	VPI	√	√	√	√	√		√	√	√		√	√	
33	ZAP	√			√					√	√			
34	MRA	√	√	√	√	√		√	√	√	√	√	√	
35	MSR		√	√	√	√		√	√	√	√		√	
36	NRM	√	√	√	√	√	√	√	√	√	√	√	√	
	Total of Score	31	23	28	36	27	16	32	27	36	26	28	26	336

Indicators:

Behavior Engagement : 1. Students responded well the teacher instruction

                                    2. Students active in discussion

                                    3. Participate with enthusiasm

                                    4. Students attend the learning process

Emotional Engagement : 1. Students are enthusiastic during the learning process

                                    2. Students ask question according to learning content

                                    3. Students speak according to learning content

                                    4. Students interested and inquisitive about learning content

Cognitive Engagement : 1. Students do the assignment as instructed

                                    2. Students do the assignment individually

                                    3. Students do the assignment on time

                                    4. Students meets or exceeds assignment requirements Students do the assignment as instructed

Students Engagement score:

$$p = \frac{c}{i}$$

$$p = \frac{336}{12} = 28$$

Explanation:

p = The number of students in each crateria

c = The number of students on the indicator

i = The number of indicator

Percentage Score:

$$x = \frac{p}{N} \times 100\%$$

$$x = \frac{28}{36} \times 100\%$$

$$x = 77{,}7\%$$

Explanation:

x = The percentage of students Engagement

p = The number of students in each crateria

N = The number of students

Appendix 11 : Students Writing Test

Mata Pelajaran : Bahasa Inggris

Materi : Word Order (Simple Present Tense)

Waktu : 25 menit

Kelas : VII G

Nama : Rahma Sabilla

- Please write a paragraph about daily routine like a pictures. Remember to include information such as what time you get up, what you have for breakfast, and what time you leave for school. Please use adverbs of frequency in your paragraph!
- Tulislah paragraf tentang rutinitas harian seperti pada gambar. Ingatlah untuk menyertakan informasi seperti jam berapa anda bangun tidur, sarapan apa yang anda makan, dan jam berapa kamu berangkat ke sekolah. Jangan lupa menggunakan **adverb of frequency** dalam paragraf kalian!

My name is Sabilla. Every morning I wake up at 5 o'clock. I'am often drink water after wake up. After that I'am sometimes take bath before breakfast. I'am always breakfast with bread. I'am always go to school at 6 o'clock every morning. I'am never walk to school. I'am always go to school by car every day.

Lembar Kerja Peserta Didik

Mata Pelajaran	: Bahasa Inggris
Materi	: Word Order (Simple Present Tense)
Waktu	: 25 menit
Kelas	: 7G
Nama	: khanza khairiyah Al Mughni

- Please write a paragraph about daily routine like a pictures. Remember to include information such as what time you get up, what you have for breakfast, and what time you leave for school. Please use adverbs of frequency in your paragraph!

- Tulislah paragraf tentang rutinitas harian seperti pada gambar. Ingatlah untuk menyertakan informasi seperti jam berapa anda bangun tidur, sarapan apa yang anda makan, dan jam berapa kamu berangkat ke sekolah. Jangan lupa menggunakan **adverb of frequency** dalam paragraf kalian!

I'm always wake up at 5 o'clock every morning. im often drink water after wake up. I'm sometimes take a bath before i'm breaks breakfast. I'm always eat breakfast with her mother cooking. Never walk to school. I'm always goes to school by motorcyle motorcycle everyday

Appendix 12 : Research journal activities

Research Journal Activities

Name : Lisa Amalia Sianti

NIM : 202101060002

Title : Using Scattergories Game in Enhancing Students' Achievement and Engagement in Writing Skills at the 7G Grade of SMPN 7 Jember

Location : SMPN 7 Jember

No.	Day/Date	Activity	Note/Informant	Initials
1.	Monday, 1th of April 2024	The researcher interview the English teacher and observe classroom activity at seventh G grade of SMPN 7 Jember	Kartika Sari Dewi, M. TESOL	
2.	Thrusday, 25th of April 2024	The researcher consult with the English teacher about the material and schedule students at seventh G grade of SMPN 7 Jember	Kartika Sari Dewi, M. TESOL	
3.	Tuesday, 7th of May 2024	The researcher gives a research permit to the school	Murtini, M.Pd.	
4.	Tuesday, 7th of May 2024	The researcher consult about module plan with the English teacher	Kartika Sari Dewi, M. TESOL	
5.	Monday, 20th of May 2024	The researcher implemented the action (First Meeting)	Kartika Sari Dewi, M. TESOL	
6.	Monday, 27th of May 2024	The researcher implemented the action (Second Meeting)	Kartika Sari Dewi, M. TESOL	
7.	Wednesday, 29th of May 2024	The researcher implemented the action (Third Meeting)	Kartika Sari Dewi, M. TESOL	
8.	Thrusday, 30th of May 2024	The researcher gives a writing test to the students	Kartika Sari Dewi, M. TESOL	

No.	Day/Date	Activity	Note/Informant	Initials
9.	Monday, 3th of June 2024	The researcher asking for a letter of research finishing	Murtini, M.Pd.	

Mengetahui
Kepala SMPN 7 Jember

Murtini, M.Pd.
NIP. 19650504 198703 2011

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

Appendix 13 : Research License Letter

Nomor : B-6686/In.20/3.a/PP.009/05/2024
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 7 Jember
Jl. Cendrawasih No.22, Puring, Slawu, Kec. Patrang, Kabupaten Jember, Jawa Timur 68118

 Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	202101060002
Nama	:	LISA AMALIA SIANTI
Semester	:	Semester delapan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "USING SCATTERGORIES GAME IN ENHANCING STUDENTS` ACHIEVEMENT AND ENGAGEMENT IN WRITING SKILLS AT THE 7G GRADE OF SMPN 7 JEMBER " selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Murtini, M.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 06 Mei 2024
a.n. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

Appendix 14 : Research Finished Letter

PEMERINTAH KABUPATEN JEMBER
UPTD SATUAN PENDIDIKAN
SMP NEGERI 7 JEMBER
KECAMATAN PATRANG
Alamat : Jalan Cendrawasih No. 22 Telp. 486475 Jember

S U R A T   K E T E R A N G A N
No : 422/6/310.01/205.23892/2024

Yang bertanda tangan di bawah ini :

N a m a	: **MURTINI, M.Pd**
N I P	: 19650504 198703 2 011
Pangkat/Golongan	: Pembina Utama Muda - IVc
Jabatan	: Kepala SMP Negeri 7 Jember

Menerangkan dengan sebenarnya bahwa :

N a m a	: LISA AMALIA SIANTI
NIM	: 202101060002
Prodi	: TADRIS BAHASA INGGRIS
Fakultas	: FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Institusi	: UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

Judul :

"Using Scattergories Game In Enchancing Students' Achievement And Engagement in Writing Skills At The 7G Grade Of SMPN 7 Jember"

Yang bersangkutan benar-benar telah melaksanakan penelitian di SMP Negeri 7 Jember yang dilaksanakan mulai 30 hari.

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Jember, 31 Mei 2024
Kepala Sekolah

MURTINI, MPd.
NIP. 19650504 198703 2 011

Appendix 15 : Declaration of Authenticity

DECLARATION OF AUTHENTICITY

I, the undersigned below :

Name : Lisa Amalia Sianti

NIM : 202101060002

Major : English Education Department

University : State Islamic University of Kiai Achmad Siddiq Jember

Declarate that this undergraduate thesis entitled "Enhancing Students' Writing Achievement and Engagement Using Scattergories Game for 7G Students in SMPN 7 Jember" is my original work, gathered and utilized especially to fulfill the purpose and objectives of this study, and has not been previously submitted to any other university for higher degree. I also declare that the publications cited in this thesis have been personally consulted.

Jember, 12th October 2024
I declared,

Lisa Amalia Sianti
202101060002

Appendix 16 : Researcher's Biodata

Researcher's Biodata

Personal Information:

- Full Name   : Lisa Amalia Sianti
- NIM   : 202101060002
- Gender   : Female
- Place, Date of Birth   : Jember, February 20th 2002
- Address   : Baratan, Patrang, Jember
- Religion   : Islam
- Department/Major Course   : Language Education/English Department
- Email Address   : lisaamalias200@gmail.com

Education Background:

2008-2014   : SDN Tegalwangi 03

2014-2017   : MTSN 7 Jember

2017-2020   : SMAN Umbulsari