

**THE IMPLEMENTATION OF SCRAMBLE MODEL ON
STUDENTS' VOCABULARIES ENRICHMENT AT THE
FIRST GRADE OF SMP NEGERI 1 SUMBERBARU, JEMBER**

THESIS



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

By:

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NIM: 202101060029

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**ENGLISH EDUCATION PROGRAM
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Submitted to Stated Islamic University of Kiai Haji Achmad Siddiq
Jember in Partial Fulfilment of the requirements
for Bachelor's Degree (S.Pd)
Tarbiyah and Teacher Training Faculty
English Education Program



By:

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Approval by advisor

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THE IMPLEMENTATION OF SCRAMBLE MODEL ON STUDENTS' VOCABULARIES ENRICHMENT AT THE FIRST GRADE OF SMP NEGERI 1 SUMBERBARU, JEMBER

THESIS

This thesis has been examined and approved in Partial Fulfillment of the requirement of the degree of Sarjana Pendidikan (S.Pd) English Education Program Islamic Studies and Language Education Department Tarbiyah and Teacher Training Faculty

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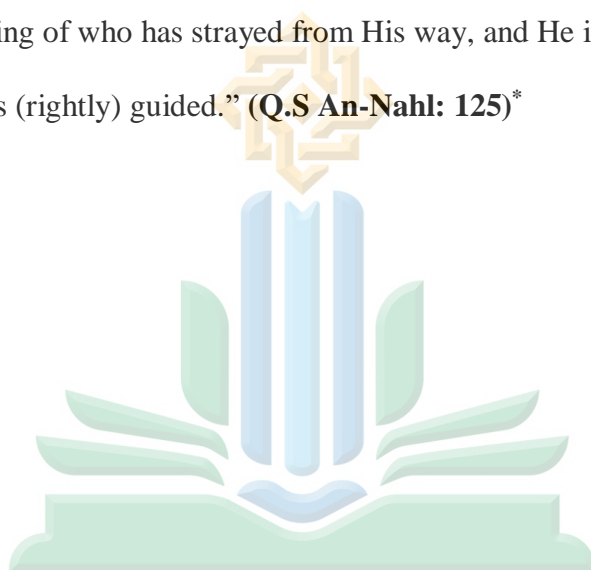
Abdul Mu'is, S.Ag., M.Si.

197304242000031005

MOTTO

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ
بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Meaning: “invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed you Lord is most knowing of who has strayed from His way, and He is most knowing of who is (rightly) guided.” (Q.S An-Nahl: 125)*



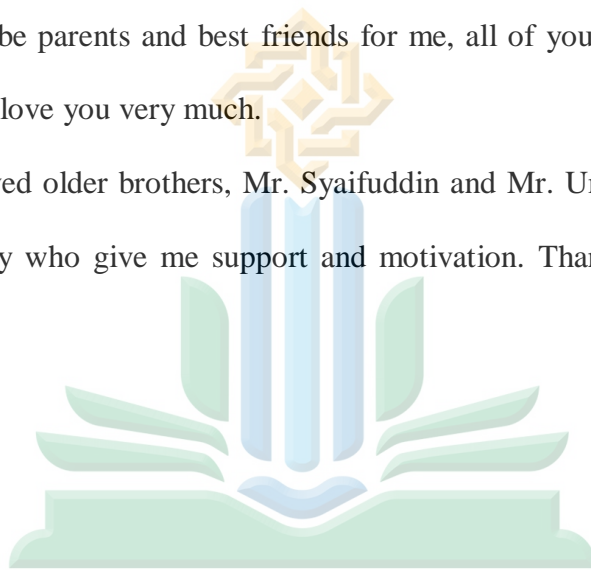
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*Muhammad Taqi‘ud Din AL-Hilali and Muhammad Muhsin Khan, Translation of the meaning of the Noble Qur’an in the English Language, (King Fahd Complex for the Printing of the Holy Quran: Madinah, K.S.A), 281

DEDICATION

This undergraduate thesis is honorably dedicated to:

1. My beloved parents, Mr. Sudi and Ms. Nida who always pray for me, support and give spirit to me in gaining success. I express my gratitude for everything, who always work hard for me, who always pay attention to me, who always support and motivate me to be able to finish my thesis, who can be parents and best friends for me, all of you mean a lot in my life and I love you very much.
2. My beloved older brothers, Mr. Syaifuddin and Mr. Umar Faruq, and all my family who give me support and motivation. Thanks a lot and love you all.



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, all praises be to Allah, Lord of the world, The Most Graceful, and The Most Merciful, who blesses the writer, gives guidance until finishing this thesis with the entitled “The Implementation of Scramble Model on Students’ Vocabularies Enrichment at The First Grade of SMP Negeri 1 Sumberbaru, Jember”. Peace may always be granted Prophet Muhammad SAW, his families and companion who become the best figure of human life.

The writer is aware that this thesis has never finished without any helps and supports from others during the process. Therefore in, this opportunity, the author would like to thankful to:

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6. All the lecturers in the English study program who have shared their knowledge and experience during my studies.

The writer wish Allah SWT gives blessing to all of you and hopes that this thesis will be useful for the readers. However, the writer realizes that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Jember, December 4th, 2024

The writer

Sufinatus Sa'diyah
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ABSTRACT

Sufinatus Sa'diyah, 2024: *The Implementation of Scramble Model on Students' Vocabularies Enrichment at The First Grade of SMP Negeri 1 Sumberbaru, Jember.*

Keywords: *scramble model, vocabularies enrichment, spelling skill*

This research is about the implementation of Scramble Model on students' vocabularies enrichment. It is recognized that vocabulary is the foundation for students in learning English. Thus, teaching vocabulary by using appropriate method is needed. Scramble model has been implemented to teach vocabularies enrichment in SMP Negeri 1 Sumberbaru, Jember and it proved success. This study aimed to describe how Scramble Model could be integrated as a tool in the teaching and learning process.

The focus of this study are; 1) How did the teacher implement the scramble model? 2) How was the evaluation of scramble model on students' vocabularies enrichment at the first grade of SMPN 1 Sumberbaru? And the research objectives of this study are; 1) To describe the implementation of scramble model in teaching vocabulary at the first grade of SMP Negeri 1 Sumberbaru. 2) To describe the evaluation of scramble model on students' vocabularies enrichment at the first grade of SMP Negeri 1 Sumberbaru.

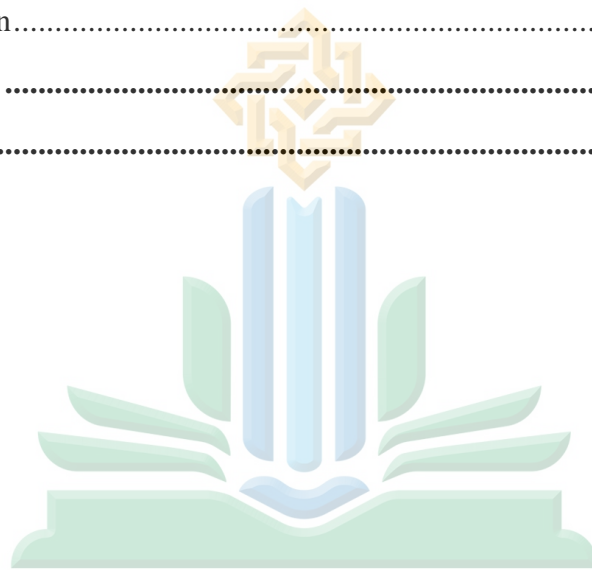
This research employed qualitative approach particularly a descriptive as the research design. This research was conducted at SMP Negeri 1 Sumberbaru. The researcher selected the purposing technique with the subject were the English teacher and two students of the 7A class. The data collection consisted of: observation, interview, and document review. Besides, this research used data analysis technique from Miles Huberman and Saldana that includes; data condensation, data display, and drawing and verifying conclusion. To validate the data, the researcher used source and technique triangulation.

The result of this research showed that; 1) the implementation of scramble model on students' vocabularies enrichment were; a) the goals of implementing the scramble model were improve students' spelling skill, strengthen students' vocabularies memorization, builds students' enthusiasm, and create a pleasant learning atmosphere. b) the material taught using the scramble model was about introducing myself. c) the procedure of scramble model was easy to be applied by the teacher and students. The procedures of scramble model consisted of three steps namely, pre-activity, main activity, and post-activity. 2) The evaluation of the scramble learning model used authentic assessment. This assessment was carried out in two forms, namely (a) assessing students' ability to answer teacher questions, and (b) assessing student activities in implementing the scramble learning model with activity assessment instrument.

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CHAPTER I

INTRODUCTION

A. RESEARCH BACKGROUND

One of fundamental human need is education. Education encompasses all of person's senses-hearing, feeling, and doing. When education covers a wide range of topics and aspects, it is crucial to the quality of a progress nation. Since English has been designated as an international language, learning it is one of the things that need to be done to improve the quality of a nation's progress. Because mastering this international language can make it easier for a country to carry out transactions or cooperative relations with other countries. In Indonesia, English is a subject that must be studied since junior high school. According to Muhammad Shofiyuddin, he states that the government of Indonesia stipulates in Law No. 20 on the National Education System Article 37 Paragraph 1 of 2003 that English is the only foreign language that students from junior high school (SMP) to collage must learn. This requirement goes hand in hand with the need for English proficiency.¹

Since English is not Indonesian's mother tongue, learning it will undoubtedly be challenging, especially in rural areas. Harlina explains that there are many obstacles encountered in learning English in rural schools, consisting of a lack of support for English language learning, such as

¹ Muhammad Shofiyuddin and Santi Andriyani, "Model Pembelajaran Tenses Menggunakan Rumus *Mathematic English* (MatEng)", *Al-Lisan: Jurnal Bahasa (e-journal)*, Vol.05, No.02, (August, 2019): 213.

support from parents and the surrounding environment, less attractive learning media, and the quality of English teachers which is considered to be still low.² As a result, it is critical to carry out the teaching and learning process in an environment that is creative, stimulating, enjoyable, challenging, inspiring, and conducive for students. Using interesting media for teaching and learning process has become essential to raising students' English proficiency. However, a teacher's role in the teaching and learning process also greatly influences their own professional growth. There are various components in teaching and learning process, such as media, tactics, learning materials, and so forth. These components aid to make it easier in teaching and learning process, so that the students can achieve their learning objectives and advance their listening, speaking, reading, and writing abilities.

In learning English, there are several skills that must be mastered by students, including listening, speaking, reading and writing skills. The first step that needs to be taken to master these skills is to master the vocabulary first. Vocabulary is a main point of language component because it makes the speakers convey their idea both in oral or written form efficiently. David B. Wilkins, a linguist, provides a description of vocabulary, namely 'without grammar, very little can be conveyed.

² Hariya Harlina and Fazri Nur Yusuf, "Challenges of Learning English in Rural School", *Jurnal Penelitian Pendidikan*, Vol.20, No.3, (December, 2020): 330.

Without vocabulary, nothing can be conveyed'.³ This shows how important the role of vocabulary is in a language.

Vocabulary is a collection of words and it is a part of particular language that is used to compose sentences. To mastery the foreign language well, the students must have sufficient number of words and understand how to use them correctly. Vocabulary can be defined as words we must know to communicate effectively, words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). Hornby defines vocabulary as the total number of words in a language; vocabulary is a list of words with their meanings.⁴ Vocabulary also support the students to convey their thought to the listener, write their opinion to the reader, and help the students to understand the teacher's guidance that relate to the topic are being studied.

However, in practice found in the field, there were still many students who had difficulty using English vocabulary when teachers tested their English skills, such as by asking students to introduce themselves. The result of short interview conducted by the researcher in SMPN 1 Sumber Baru with Ms. Khusnul, as the teacher, found that when she asked students to do it in front of the class, they are quite confused in explaining their personal biodata. This can be caused by several factors such as low self-confidence, not being used to speaking English, lack of English

³ Scott Thornbury, *How to Teach Vocabulary*, (England: Person Education Limited, 2002), 13.

⁴ Mofareh Alqahtani, "the importance of vocabulary in language learning and how to be taught", *International Journal of Teaching and Education*, Vol.III, No.3, (March, 2015): 25

vocabulary, etc. After the teacher conducted several interviews with students, it was found that most of them found it difficult to introduce themselves because of the lack of English vocabulary they knew.⁵

To increase students' English vocabulary, several teachers at SMPN 1 Sumber Baru require their students to memorize some of the vocabulary that has been given. The vocabulary provided has been adjusted to the student's level of difficulty and class, so as to reduce the level of difficulty in memorizing it. However, every student has the capacity and ability to memorize various vocabularies. This causes some students to be able to memorize vocabulary easily and precisely and for others, the opposite is true. This problem has an impact on students' written exams which are usually carried out after a learning material has been taught in its entirety.

When the teacher tests the vocabulary they have memorized by giving gap-fill test, the result of this test showed that 12 out of 31 students at 7A class got scored below the minimum scored (KKM) which is 75.⁶ It can be caused by some reason. First, the students are difficult to spell and write the words. This problem is most often experienced by English language students at the beginner level. Thornburry stated that learners usually make mistakes with words. It can be categorized into 2 types of errors; form related and meaning related. Form related errors include mis-selections, misinformation, and spelling and pronunciation errors.⁷ This

⁵ Khusnul khotimah, S.Pd interviewed by Sufinatus sa'diyah, March 20th, 2024

⁶ Khusnul khotimah, S.Pd interviewed by Sufinatus sa'diyah, March 20th, 2024

⁷ Scoot Thornburry, *How to Teach Vocabulary*, (England: Person Education Limited, 2002), 29.

problem requires an appropriate solution because vocabulary spelling is an indicator of vocabulary mastery. According to Thornbury, he states that several indicators of vocabulary mastery are pronunciation, spelling, and meaning.⁸ Second, there is unfamiliar grammatical form. Third is the complexity of word choices. The last is the lack of word sources. Therefore, the English teacher should get the idea and consider with this case. The teacher should find a good strategy and appropriate media in supporting the students' learning activities. This is important in order to make the students do not feel bored in teaching learning activities.

Game is one of a good strategy in supporting the students' learning activities. Games are interesting teaching method for students. With games, students become more comfortable, motivated, and improve their ability to remember the material they have studied easily.⁹ Therefore, games can be used as one of educational strategies in English teaching learning process. Kolf pointed out through games vocabulary can be practiced and emphasized. In other word, students can get reinforcement as well as attention to vocabulary.¹⁰ In short, games can break the tension and help the students to avoid boredom in learning English.

Scramble model is a kind of game that had been chosen to solve this case. Scramble is a game that helps students to improve their concentration

⁸ Scoot Thornbury, *How to Teach Vocabulary*, (England: Person Education Limited, 2002), 19.

⁹ Ruli Hafidah, "Penggunaan *Games* untuk Meningkatkan Penguasaan *Vocabulary* Sebagai Penunjang Matakuliah Bahasa Inggris Mahasiswa Kelas Paser Prodi PG-PAUD FKIP UNS", *Widya Sari*, Vol.15, No.1, (January, 2013): 42.

¹⁰ June Cerza Kolf, *How Can I Help?: Reaching Out to Someone Who Is Grieving*, (USA: Baker Books, 1989), 61.

and speed of thought. It requires them to combine their right and left brains.¹¹ The scramble model asks students to arrange random words, letters, or sentences into a logically sentence. It makes them creative in arranging random words. Scramble model is the best solution to improve students' vocabulary mastery. It can improve students' spelling skill which is an indicator of vocabulary mastery in English.¹²

Furthermore, Miftahul Huda explains that in teaching vocabulary, there are several advantages and disadvantages to employing this scramble learning model. The advantages of scramble learning model includes: (1) Train students to think quickly and precisely; (2) Encourage students to learn to do questions with random answers; (3) Train students discipline. However, this method also has disadvantages side, such as; (1) Students can copy their friends' answer; (2) Students are not trained to think creatively; (3) Students receive raw material that only need to be properly processed.¹³

The researcher also found some previous studies related with this study, such as a study conducted by Ika Wahyuningsih, a research conducted by Lollo Rosa Lubis, a thesis written by Amar Fadilah Sidiq, a journal conducted by Sulaiman, and a thesis written by Hanim Alfu Laila.

There are several differences between previous research and this research,

¹¹ Miftahul Huda, Model-Model Pengajaran dan Pembelajaran, (Yogyakarta: Pustaka Belajar, 2017), 303.

¹² Lollo Rosa Lubis, Kamisah, and Rizki Amelia Rambe, "The Effect of Scramble Model on Students' Vocabulary Mastery", Jurnal Liner, Institute Pendidikan Tapanuli Selatan, Vol.4, No.3, (October, 2021): 207.

¹³ Miftahul Huda, Model-Model Pengajaran dan Pembelajaran, (Yogyakarta: Pustaka Belajar, 2017), 306.

namely in terms of the research methods carried out, research location, and research objectives. However, there is also the most prominent difference, namely in the application of this scramble learning model in class. In previous research, researchers gave question sheets and worksheets to each student or group. Meanwhile, in this study, the teacher only gave worksheets to students and the question sheet was held by the teacher. So when the game starts, students must focus on paying attention and listening to the questions that will be read directly by the teacher.

The use of this learning model is considered effective enough to be used in solving several problems regarding vocabulary in accordance with several previous studies mentioned above and the results of the researcher's short interview with the teacher at SMPN 1 Sumber Baru who implemented this learning model. Therefore, researcher is interested in describing the use of this learning model more specifically, transparently and in depth. Based on the explanation and several previous studies above, the researcher conducts a research with the title "Implementation of the Scramble Model on Students' Vocabularies Enrichment at The First Grade of SMPN 1 Sumber Baru, Jember".

B. RESEARCH QUESTION

1. How did the teacher implement the scramble model in teaching vocabulary?
2. How was the evaluation of scramble model on students' vocabularies enrichment at the first grade of SMPN 1 Sumber Baru?

C. RESEARCH OBJECTIVES

1. To describe the implementation of scramble model in teaching vocabulary at the first grade of SMPN 1 Sumber Baru
2. To describe the evaluation of scramble model on students' vocabularies enrichment at the first grade of SMPN 1 Sumber Baru

D. RESEARCH SIGNIFICANCE

The significance of this research divided as theoretical and practical knowledge, those are planned as follows:

1. Theoretical Significance

The benefit of this research hopefully can improve much knowledge about the method in learning English. Especially to make students' vocabulary mastery improved. Furthermore, this research hopefully can be reference for the other researcher.

2. Practical Significance

a. For English teachers

This research would assist them in creating new better methods that can be used to improve students' vocabulary mastery in an easy and fun way for students.

b. For English students

This research would help them to mastery the English vocabulary, especially in spelling form which are the most common problems faced by junior high school students in a way that is considered the easiest method by researchers to solve this problem.

c. For further researcher

Every researcher needs references in conducting their research.

This research can be a reference in conducting further research to assist them in conducting good research.

E. DEFINITION of KEY TERMS

In order to clarify the key terms used in this study, some definitions are put forward:

1. Scramble model

According to Komalasari, scramble is a learning model that invites students searching for an answer to a questions or a pair of concepts creatively by arranging letters randomly to form an answer or a pair of concept in question.¹⁴

The scramble model is a learning model using language games that invites students to find or search for answers that have been provided randomly. In this research, the scramble model was applied in the 7A class by the English teacher. The teacher applied this learning model with the aim of increasing the students' vocabularies enrichment and creating a pleasant learning atmosphere.

2. Vocabularies enrichment

¹⁴ Kokom Komalasari, Pembelajaran Kontekstual Konsep dan Aplikasi, (Bandung: PT. Refika Aditama, 2013), 84

According to Nagy, vocabulary enrichment is the process of expanding and deepening the understanding of words, including their meaning, connotation and context of use.¹⁵

Vocabulary enrichment is the process of expanding and enriching the vocabulary of words in a language, both passively and actively. In this research, the vocabulary enrichment of class 7A students at SMP Negeri 1 Sumberbaru was carried out by the English teacher through the scramble learning model. This enrichment was carried out on material about introducing myself contained in the English for the Nusantara book, Kurikulum Merdeka.

F. SYSTEMATIC DISCUSSION

A description of the thesis discussion's flow from the opening chapter to the ending chapter may be found in the systematic discussion.¹⁶

Systematic writing follows a narrative format rather than a table of contents. Detailed discussion of the following in this study:

The first chapter consists of the research background, research questions, research objective, research significance, and definition of key terms.

The second chapter consists of the previous research and theoretical framework.

¹⁵ William E. Nagy, Jr, Vocabulary Instruction." Handbook of Research on Teaching the English Language Arts, (Urbana: University of Illionis, 1997)

¹⁶ Tim Penyusun, Pedoman Penulisan Karya Ilmiah, (Jember: UIN Kiai Haji Achmad Shiddiq Jember, 2021), 90.

The third chapter consists of the research approach, research location, research subject, data collection method, data analysis, data validity, and research procedures.

The fourth chapter consists of the research object description, findings and discussions.

The fifth chapter consists of conclusions and suggestions.



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CHAPTER II

LITERATURE OF RELATED REVIEW

The hypotheses that underpin the study are covered in this chapter.

A. Previous Studies

To prove the authenticity of the research and also avoid the suspicion that the researcher committed plagiarism, this session will show several similarities and differences between this research and research that has been conducted by other researchers. There are five previous studies that are relevant to this research. Those are the researches that have been done by Amar Fadilah Sidiq, Sulaiman, Hanim Alfu Laila, Ika Wahyuningsih, and Lollo Rosa Lubis. Those previous studies function as a source of creativity that helps the researcher conduct this research and makes it easier to determine systematic steps in its preparation, both in terms of theory and concept.

- 1. A thesis written by Amar Fadilah Sidiq (2022) with entitled “The Effectiveness of Scramble Game Online in Teaching Vocabulary Mastery at The Second Semester at The Eighth Grade of SMPN 1 Sekampung Udik”.**

The purpose of this study is to determine whether or not the Scramble Game Technique has a substantial impact in teaching vocabulary. The result of this study found out that there was an effect of using scramble game in teaching vocabulary mastery at the second

semester at the eighth grade of SMPN 1 Sekampung Udik in the academic year 2021/2022.

This study used a quasi-experimental research design and was quantitative approach. The students of SMPN 1 Sekampung Udik used as the research population. The researcher used two classes as a sample: class VIII B, which consisted of 25 pupils as control class, and class VIII A, which was an experimental class. Cluster random sampling was utilized by the researcher. The researcher used a pretest and posttest as the data collection instrument. The result of this research has proven that scramble game can be used in teaching vocabulary mastery because there was a significant effect after implemented it.

This previous research has some differences with this research namely, this previous research used the scramble game online, while this research used direct scramble model and this previous research focused on the examination whether scramble game had an impact or not, while this research describes the implementation of the scramble model.

- 2. A journal conducted by Sulaiman (2019) under the title “The Impact of Teaching Vocabulary for Junior High School Students Using Scrabble Game”.**

This study is about teaching English vocabulary through scrabble game on SMP Negeri 1 Sungai Raya Kepulauan. This research aimed to investigate the use of teaching vocabulary using scrabble game on the students' achievement. It used the quantitative research method and pre-

experimental research design conducted in one class. The population of this research was the first grade of SMP Negeri 1 Sungai Raya Kepulauan that consists of 20 students, 12 female and 8 male. The data collected with pre-test and post-test as the instrument of this research. The result of this research found out that there was significant influence after implement this technique. Scrabble game is basically suggested and considered good and appropriate as technique at teaching vocabulary.

The aim of this previous research is different from this research. The previous research aimed to investigate the use of teaching vocabulary using scrabble game on students' achievement, while this research aims to describe the scramble model activity in the class.

3. A thesis written by hanim alfu laila (2023) with entitled “Improving Students’ Vocabulary Mastery through Snakes and Ladders Board Game at the Eight Grade of SMPN 1 Jenggawah”.

The existence of this research was due to the importance of vocabulary in mastery the language skill. But students often faced many difficulties in learning it, such as how to pronounce it, write the vocabulary without look at the book, translate it into Indonesia, etc. Thus, the teacher should find a fun and good strategy to solve this problem. This research aimed to improve students' vocabulary mastery using snakes and ladders board game at the VIII I students of SMPN 1 Jenggawah in academic year of 2022/2023.

This research was conducted using classroom action research (CAR) with one cycle research carried out. The population of this research was the eighth grade of SMPN1 Jenggawah. The result of this research showed there was improvement on students' vocabulary score from the pre-test up to the first cycle at the VIII I students of SMPN 1 Jenggawah in academic year of 2022/2023.

This previous research has some differences with this research namely, this previous research used snakes and ladders board game, while his research used scramble model and the previous research used classroom action research, meanwhile this research used the qualitative research.

4. **A thesis written by ika wahyuningsih (2019) with entitled “The Effectiveness of Using Scramble Method to Increase Vocabulary Mastery in Descriptive Text at the 7th Grade of SMP Negeri 2 Baturraden Purwokerto”.**

The aim of this study was to gather empirical data regarding the impact of scramble method on students' vocabulary mastery in descriptive text. The result of this study found out that there was significant influence after implement the scramble method at the 7th grade of SMP Negeri 2 Baturraden Purwokerto.

This study used a quasi-experimental research design and was quantitative approach. Students in grades 7G and 7H at SMP Negeri 2 Baturraden Purwokerto made up the research's population. The sample

was 70 students. Total sample was the kind of sample used by the researcher. 7H served as the control group and 7G as the experimental group. Pre- and post-tests were used as the study instrument to collect data. The result of this study showed that scramble method was effective to increase vocabulary mastery in descriptive text at the 7th grade in SMP Negeri 2 Baturraden Purwokerto with medium effectiveness category.

This previous research has some differences with this research namely, this previous research focused on vocabulary mastery in descriptive text, while this research focused on the implementation of scramble model on students' vocabulary mastery, especially in spelling skill and this previous research used the quantitative method meanwhile this research used the qualitative method.

5. **A journal conducted by lollo rosa lubis, kamisal, rizki Amelia rambe (2021) under the title “The Effect of Scramble Model on Students’ Vocabulary Mastery”.**

This study is about teaching English vocabulary through scramble model on MA Swasta Al-Abrar Siondop Julu Angkola Selatan. The purpose of the study is to determine whether or not the scramble model helps students' vocabulary grow. The method used in this research was quantitative method and pre-experimental research design conducted in one class. The population of this research was the eleventh grade of MA Swasta Al-Abrar Siondop Julu Angkola Selatan that consists of 22 students. They were taken by using purposive sampling technique. In

collecting the data, the researcher used questionnaire and test. The result showed that there was any significant effect of scramble model on students' vocabulary mastery in medium category.

This previous research has some differences with this research namely, this previous research used the quantitative method, while this research used the qualitative method and subject of the previous research was the second grade of junior high school students, while subject of this research was the first grade of junior high school students.

This study's distinctiveness from the five other studies stemmed from the nature of the investigation itself. The majority of the previously mentioned studies employed quasi-experimental design, classroom action research (CAR), and the quantitative method. Meanwhile, in this research, the researcher was more interested to use qualitative descriptive as the kind of research to report about the application of scramble model on students' vocabulary mastery at the first grade of SMPN 1 Sumber Baru.

B. Theoretical Framework

1. Teaching Vocabulary

a. Teaching

a) Goals

The goal of teaching English is to help students improve their language abilities and their ability to communicate both orally and in writing about the advancement of science and technology in the age of

globalization.¹⁷ In order to accomplish the purpose of teaching English, the teacher needs select and implement a few instructional strategies and media.

In teaching vocabulary, several goals are also needed so that the learning process can run well and achieve language mastery targets. With the usage of the Scramble Model, it is hoped that this learning model can help students to master vocabulary, make students become more active and enthusiastic on learning vocabulary, and giving students more opportunities to practice using vocabulary in both grammatical form and in context.

b) Materials

In the majority of language programs, teaching materials are an essential part. The foundation for a large portion of the language input students receive and the language practice that takes place in the classroom is usually provided by the instructional materials, regardless of whether the teacher employs textbooks, materials created by the institution, or their own resources. Some examples of instructional materials are as follows:

- (1) Printed materials; books, workbooks, worksheets, or readers
- (2) Non-printed materials; cassette or audio materials, videos, or computer-based materials
- (3) Materials that comprise both printed and non-printed; self-access materials and materials on internet

¹⁷ Muhamad Erfan Nugroho, "Teaching English Vocabulary To Seventh Grade Students Of Smp Muhammadiyah 5, Surakarta" (Thesis, English Departement Muhammadiyah University, Surakarta, 2015), 32.

- (4) Materials not designed for instructional use; magazine, newspaper, and TV materials.¹⁸

Furthermore, according to Bahri Djamarah, the content that will be presented during the teaching and learning process is known as the learning material.¹⁹ This indicates that learning resources can help students acquire more English, or the target language, during the educational process.

c) Procedures

There are three basic steps in teaching approach, which are planning, implementation, and evaluation.

(1) Planning

The lesson plan that the instructor creates before do the teaching process is one of the things that can contribute to learning achievement. According to the Oxford Dictionary, planning is the deliberate, premeditated arrangement for carrying out a task.²⁰ While, George R. Terry stated that planning entails deciding what has to be done by the group in order to accomplish the goal. Because planning entails the option of decision alternatives, it is a decision-making process.²¹

¹⁸ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), 65-66.

¹⁹ Syaiful Bahri, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2006), 43

²⁰ Victoria Bull, *Oxford Learner's Pocket Dictionary: Fourth Edition*, (New York: Oxford University Press, 2011), 334.

²¹ George R. Terry, *Prinsip-prinsip Manajemen*, (Jakarta: PT Bumi Aksara, 2014), 17.

Lesson plans are used to plan the learning process. It is the teacher's most practical strategy before implementing instruction.²² It can be said that the lesson plan outlined the steps and management needed to achieve one or more of the syllabus's fundamental skills.

(2) Implementation

Implementing is the second step in the teaching process. The three steps that make up the implementing step are pre activity, primary activity, and post activity.²³

(a) Pre activity

In this phase, the teacher engages students, directs their attention, and assesses their understanding of the content that still needs to be learned. Pre-activity can be carried out in a few ways, including:

- Open the class by praying together
- Checking the students' attendance list
- Provide an overview of the material to be covered
- Evaluate students' fundamental skills and knowledge
- Establish the foundation for learning by working to pique students' interest and readiness for learning through the teacher's direction.

(b) Primary activity

²² Sugeng Listyo Prabowo and Faridah Nurmaliyah, *Perencanaan Pembelajaran*, (Malang: UIN Maliki Press, 2010), 133.

²³ Abdul Majid, *Perencanaan Pembelajaran* (Bandung; PT Remaja Rosdakarya), 104.

There are four essential components in primary activity which are delivering learning objectives, delivering information, providing guidance for students' comprehension, and administering the test.

(c) Post activity

In the post activity, the teacher offers validation or insights and evaluates the students' comprehension of the content covered in the primary activity.

d) Evaluations

As per the National Education System Year 2003, educators are responsible for evaluating student learning outcomes in order to track their developmental trajectory and progress.²⁴ Umar stated that evaluation is an activity's degree of achievement, how it varies from achievement with a particular standard to determine whether there is a difference between the two, and how the benefits of what has been done are compared to the expectations to be obtained.²⁵ In general, evaluation can be defined as an appraisal of pupils' development and advancement toward the legal objectives.²⁶

Furthermore, Mansyur notes that there are two types of evaluation that take place during the learning process. There are two types of evaluations: summative and formative evaluation. The following are the explanations:

²⁴ Sekretariat Negara RI, Undang-Undang no 20 tahun 2003 tentang Sistem Pendidikan Nasional

²⁵ Husain Umar, Riset Pemasaran dan Perilaku Konsumen, (Jakarta: Gramedia Pustaka Tama, 2005).

²⁶ Harjanto, perencanaan pengajaran, (Jakarta: PT Rineka Cipta, 2003), 277.

(1) Formative Evaluation

At the conclusion of each discussion of a subject or topic, formative evaluation is a procedure used to assess how well the learning process has gone according to plan. Examinations are used in the learning process to provide feedback to students on how to improve their language skills, such as comments, suggestions, or pointing out errors.²⁷

(2) Summative Evaluation

Summative evaluation is completed at the conclusion of each unit of study, encompassing multiple subjects, with the aim of ascertaining the degree to which students have made progress from one unit to the subsequent unit.²⁸

b. Vocabulary

When studying a foreign language, vocabulary serves as the connecting thread between the four language skills of speaking, listening, reading, and writing.²⁹ It can be said that language is made up of words that work together to form sentences, vocabulary is a fundamental ability that is crucial to acquire because it is a component of language. Furthermore, according to Cahyono, a language's lexicon serves as its building blocks. It could not properly and efficiently communicate without

²⁷ H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, (San Francisco: Longman, 2003), 6.

²⁸ Mansyur et al, *Asesmen Pembelajaran di Sekolah*, (Yogyakarta: Pustaka Belajar, 2015), 14-15.

²⁹ Dewi Nur Asyiah, "The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery," *Jurnal Bahasa Lingua Scientia*, Vol. 09, No. 02, (November, 2017): 294

a large enough vocabulary.³⁰ It demonstrates that in order for students to use the language for doing and creating meaningful sentences in interpersonal communication, they must become proficient in the vocabulary.

Furthermore, Hornby provides three definitions of vocabulary:

- 1) The entire amount of words in a language
- 2) Every phrase that a person is familiar with or that is utilized in a specific book, topic, etc.
- 3) A list of words along with a language and the total amount of words they mean.³¹

According to the definitions given above, vocabulary is the total quantity of words in the English language, which is one of the four fundamental abilities that students should learn. This is because having a strong vocabulary can help students communicate effectively by enabling them to express themselves and construct meaningful sentences.

c. Vocabulary mastery

- 1) Definition of vocabulary mastery

Mastery is defined by the Oxford Advanced Learner's Dictionary as having extensive knowledge and abilities in a particular subject area or

³⁰ Dzir Rohmah, "The Effectiveness Of Using Crossword Puzzle To Improve Student's Vocabulary At First Grade Of Students In SMPN 2 Sumbergempol" (Thesis, English Education Department Faculty Of Tarbiyah And Teacher Training State Islamic Institute, Tulungagung 2016), 10.

³¹ Hornby, Oxford Advanced Learner's Dictionary, (Oxford: Oxford University Press, 1995), 1331.

accomplishment.³² According to Henry and Pongrantz, students are considered to have mastered vocabulary if they meet all requirements, including comprehending the meaning, applying the phonological system in speech, and comprehending the phonological system in writing.³³ Additionally, Cameron in Gushendra states that mastery of vocabulary encompasses meaning, grammar, spelling, and pronunciation.³⁴

According to viewpoint mentioned above, the researcher states that mastery of vocabulary entails having a thorough comprehension of each of the four vocabulary components; which are meaning (meaning that correspondent to the sentence used), grammar (arrange words into sentence according to grammar), spelling (the letters that form a word when written), and pronunciation (how the word sounds and is pronounced).

2) Components of vocabulary mastery

Vocabulary mastery is the high level of proficiency in processing words in a language, according to Robert.³⁵ Since it is a personal achievement and property, the primary responsibility for expanding knowledge rests with each individual. Their desire to learn new words and their interest in the language itself are essential for extending their

³² Albert Sydney Hornby and Jonathan Crowther, *Oxford Advanced Learner's Dictionary: Retrieved from Oxford Learner Dictionaries*, (Inggris: Oxford University Press, 2000).

³³ Henry & Pongrantz, 'Some Effects of the Nature and Frequency of Vocabulary Instruction on the Knowledge and Use of Words', (Reading Research Quarterly 522– 535), 2006.

³⁴ Rizky Gushendra, 'An Experimental Study: Improving Students' Vocabulary Mastery By Using English Songs', *Indonesian Journal of Integrated English Language Teaching*, 3.1 (2017).

³⁵ Robert Sykes and Michael Gruneberg, "Individual Differences and Attitudes to the Keyword Method of Foreign Language Learning", *The Language Learning Journal*, Vol.4, No.1, (September, 1991): 60-62.

vocabulary. Additionally, according to Cameron in Gushendra, students are considered to have a command of vocabulary if they are able to identify the meaning, pronunciation, grammar, and spelling of a term. This implies that mastery is more than just verbal comprehension.

a) Meaning

According to Suhardi, "There are two very important terms when discussing meaning".³⁶ Both terms have meaning (having a meaning) and are meaningful (being meaningful). Of course, there are differences in the context of these two terms. A translation of meaningful, for instance, might be something that imparts meaning. While, having a meaning can be translated as something contains meaning.

Wijana and Rosmadi in Suhardi states that meanings fall into various categories. "There are eight types of meaning, namely (a) lexical meaning and grammatical; (b) denotative and connotative meaning; (c) literal meaning and significance figurative; and (d) primary meaning and secondary meaning."³⁷

Ur argues that a phrase might have several meanings at times, although it is usually only a metaphorical extension of its original meaning (e.g., the word "foot" on a mountain comes from the fact that the foot is a part of the body). But occasionally a word, like "bear," has more than one

³⁶ Suhardi, *Dasar-Dasar Ilmu Semantik*, (Yogyakarta: AR-RUZZ MEDIA, 2015), 19.

³⁷ Suhardi, *Dasar-Dasar Ilmu Semantik*, (Yogyakarta: AR-RUZZ MEDIA, 2015), 55.

meaning because it came from two different meanings that occurred to have the same form (bear meaning "to tolerate" and animal bear).³⁸

b) Pronunciation

Lado defined pronunciation as the process of using a sound system when speaking or listening.³⁹ In this instance, Lado does not address the process of sound production; instead, pronunciation is just discussed as events that take place during speaking and listening. According to this definition, pronunciation refers to the way a word or phrase is said that is widely seen as acceptable or understandable (intelligible).

According to Encyclopedia Britannica, pronunciation is the arrangement of the segmental phonemes, or speech sounds, in patterns of pitch, loudness, and length. It is the form in which the basic symbols of language occur. Dictionary.com contends, however, that pronunciation is the process or outcome of creating speech sounds, including articulation, stress, and intonation, frequently in accordance with some accepted or accurate norm.

Three primary aspects make up the scope of teaching pronunciation are: (1) sounds; (2) rhythm and emphasis; and (3) intonation.

c) Grammar

Grammar is a system of structural guidelines pertaining to English grammatical principles. In other words, grammar serves as a guide or rule

³⁸ Penny Ur, *A Course in English Language Teaching*, (Inggris: Cambridge University Press, 2012)

³⁹ Robert Lado, *Language Teaching: A Scientific Approach*, (Michigan: MC Graw-Hill, 1964)

for learning a language. Grammar is a difficult subject to study because there are a lot of terms and formulas to remember. According to Isyam, Grammar is a system of rules or guidelines for placing words and other sentence components in a proper order so that only people who use the language-whether speaking, listening, writing, reading, or simply thinking-can understand the meaning.⁴⁰

According to Francis, grammar is an explanation of how, sometimes referred to as a rule or law, that makes use of patterns in the placement of words in sentences.⁴¹ Ostler defined grammar as the study of language norms that elucidates the relationship between words; this relationship is based on proper word arrangement, which gives meaning or significance to anybody who uses that language. According to a different viewpoint, grammar is the appropriate basic arrangement of words in accordance with rules for speaking and writing about interior thoughts.⁴²

Grammar is not relevant when used alone; it is crucial when organizing and articulating ideas. Long argues that grammar plays a significant part in other abilities like speaking, writing, listening, and reading.⁴³ Whereas, Larsen-Freeman states that grammatical skills should be the first skill because as EFL learners, there is nothing you can do

⁴⁰ Amri Isyam and Yetty Zainil, "Meningkatkan Kemampuan 'Grammar' Mahasiswa Jurusan Bahasa Inggris FBS UNP Secara Lisan dan Tulisan", *Lingua Didaktika*, Vol.4, No.1, (December, 2010): 3.

⁴¹ Francis N W, *The English Language*, (London: The English University Press Ltd, 1967), 8.

⁴² Patricia K Werner, *Mosaic I: A Content-Based Grammar*, (New York: Random House Inc, 1985).

⁴³ Michael H Long, *Maturational Constrains on Language Learning: Studies In Second Language Acquisition*, (Inggris: Cambridge University Press, 2008), 63-82.

without them, because of that grammar skills should be the fifth skill that must be learned.⁴⁴

d) Spelling

The act of accurately constructing words out of each letter and the aptitude for spelling are known as spelling. Another definition of spelling is the capacity to spell words correctly, including making an effort to spell a word accurately.⁴⁵ Correct spelling is crucial for three reasons: Communication: a key element of communication is spelling. Reading comprehension and spelling are closely related and contribute to the development of general literacy. Employment: There is a direct correlation between spelling proficiency and job prospects.⁴⁶

Wehmeler stated that students also need to be familiar with the letters and syllables that comprise the word spelling. Spelling is the process of accurately assembling words from individual letters or word spellings.⁴⁷ Based on Ur,⁴⁸ students need to know how to spell words correctly and how to pronounce them. Many people think that form should come second to meaning, but it's important to remember that meaning is useless if it is not understood in conjunction with its supporting form.

⁴⁴ Larsen-Freeman D, *Teaching Language: From Grammar to Grammaring*, (Canada: Thomson Heinle, 2003)

⁴⁵ Albert Sydney Hornby and Jonathan Crowther, *Oxford Advanced Learner's Dictionary: Retrieved from Oxford Learner Dictionaries*, (Inggris: Oxford University Press, 2000).

⁴⁶ *3P Learning*

⁴⁷ Melva Hutagalung, "The Use of Bbc's Video in Instagram to Improve Students' Vocabulary Mastery at VII Grade in SMP Negeri 3 Satu Atap Andam Dewi", 2020

⁴⁸ Penny Ur, *A Course in English Language Teaching*, (Inggris: Cambridge University Press, 2012)

In this case, the form takes precedence since it frequently occurs that students will learn the form before they comprehend the content, not the other way around. You can prioritize pronunciation or spelling while teaching a particular thing, depending on where it is found; however, in the end, students must be able to perform both. Most English words are consistently pronounced and spelled.

In this research, the researcher chose the spelling aspect as material that needs to be studied in mastering vocabulary at the first grade of junior high school students. This material was chosen based on research results which showed that the majority of them had complaints and difficulties in learning this aspect.

d. Teaching vocabulary

According to Brown, teaching is a means of imparting new knowledge through guidance in the form of instructions, study plans, and the delivery of new knowledge or understanding of a subject.⁴⁹ Teachers must act as mentors and facilitators to help students develop positive behavior patterns and increase their understanding. However, vocabulary is the entire quantity of words in the English language that make up the four fundamental abilities that children should learn since it can enable them to communicate effectively and express themselves in meaningful sentences.

⁴⁹ H. Douglas Brown , Principles of Language Learning and Teaching (San Francisco State University: Addison Wesley Longman, 2000), 7.

Additionally, Jeanne Mc Carten mentioned that acquiring vocabulary is mostly about remembering; in most cases, pupils must see, pronounce, and write newly learnt words several times before they can be considered to have mastered them.⁵⁰ It demonstrates the requirement for teachers to have a set of strategies for helping students acquire or master vocabulary by providing the right context for learning it.

The researcher can conclude from the preceding definition that vocabulary teaching is a process or a collection of methods used by teachers to help their students acquire and master vocabulary.

Teaching English vocabulary to students encouraged them to actively acquire new terms and commit them to memory. These words can get more significance if they are applied to convey meaningful and personal ideas.⁵¹ Moreover, Cahyono and Widiati assert that the objective of teaching vocabulary is to empower students to comprehend the meanings of new words, acquire a larger vocabulary, and effectively employ words in communication.⁵² It could argue that for vocabulary instruction to be successful, pupils must appropriately employ words in both written and spoken forms. The vocabulary that needs to be taught to pupils in order for them to learn vocabulary should be known by the teacher.

⁵⁰ Jeanne Mc Carten, *Teaching Vocabulary, Lesson from the Corpus, Lesson for the Classroom*, (New York: Cambridge University Press, 2007), 21.

⁵¹ Scott Thorbury, *How To Teach Vocabulary*, (England: Pearson Education Limited, 2002), 14.

⁵² Dewi nur asyiah, “*The Vocabulary Teaching and Vocabulary Learning: Perceptions, Strategies, and Influence on Students’ Vocabulary Mastery*”, *Lingua Scientia Jurnal Bahasa*, Vol.9, No.2, (September, 2017): 296.

Penny Ur stated that there are six aspects that need to be taught by the teacher which are; form: pronunciation and spelling, grammar, collocation, aspects of meaning, meaning relationship, and word formation.⁵³

2. Scramble Model

a. Definition of Scramble Model

According to Aris Shoimin, scramble is a learning method that invites students to look for answers and solve the existing problems by distributing question sheets and answer sheets accompanied by available alternative answers. In this method students are required to actively solve questions by looking for answers that are already available.⁵⁴ The scramble model was put forward by Komalasari that scramble is a learning model that invites students searching for an answer to a question or a pair of concepts creatively by arranging letters randomly to form an answer/pair of the concept in question.⁵⁵

Meanwhile, Huda explained that in this method students are not only asked to answer the questions but also quickly guess the answers to questions that are already available but are still in random conditions.

⁵³ Penny Ur, *A Course in Language Teaching practice and theory*, (Cambridge: Cambridge University Press, 1991), 60-62.

⁵⁴ Aris Shoimin, *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*, (Yogyakarta: AR-RUZZ MEDIA, 2014), 166.

⁵⁵ Kokom Komalasari, *Pembelajaran Kontekstual Konsep dan Aplikasi*, (Bandung: PT. Refika Aditama, 2013), 84.

Meanwhile, in the teaching and learning process students will compete with each other to find answers that have been previously scrambled.⁵⁶

From the definitions that have been stated above, the researcher conclude that the scramble model is a language-learning approach that uses games to encourage students to look for answers that are given at random. Students' creativity in assembling the offered letters or words can be enhanced by this learning style. Because the teacher sets a time restriction for the students to respond to the questions during application, it can also help the students focus and think more quickly. Students will experience a joyful and enthusiastic learning process.

b. The kinds of scramble model

Scramble is a type of children's game that is used as an exercise to develop and increase vocabulary insight. According to Soeparno, et al,⁵⁷ various forms of scramble learning methods are:

1) Word scramble

Word scramble is a game of arranging words and latters that have been scrambled into a certain meaningful word.

For example: o-o-b-k = book

d-s-u-n-t-e-t = student

2) Sentence scramble

⁵⁶ Miftahul Huda, Model-Model Pengajaran dan Pembelajaran, (Yogyakarta: Pustaka Belajar, 2017), 303.

⁵⁷ Soeparno, dkk, Eksperimen Metode PQRST dan Metode Membaca Stusy terhadap Mahasiswa Jurusan Bahasa dan Sastra Indonesia, (Yogyakarta: PG Gramedia Pustaka Utama, 1988)

Sentence scramble is a game of composing sentences from scrambled words. Sentence forms should be logical, meaningful, precise and correct.

For example:

Go/to/every morning/i/school (I go to school every morning)

Teacher/my father/a/is (My father is a teacher)

3) Paragraph scramble

Paragraph scramble is a game of rearranging a paragraph whose sentences have been scrambled first. The aim of this game is to practice composing paragraph for composition skill.

For example: (1) His name is Blacky, (2) Blacky is a Russian dog, (3) I have a very cute pet, (4) He was white and spotted black fur.

The right compose is 3-1-2-4

I have a very cut pet. His name is Blacky. Blacky is a Russian dog. He was white and spotted black fur.

4) Discourse scramble

Discourse scramble is a game of compiling logical discourse based on random sentences or paragraphs. The resulting discourse structure should be logical and meaningful. The aim of this game is to practice arranging paragraphs into a discourse.

In this study, the researcher chooses the word scramble and sentence scramble as the independent variable. These variables were

chosen because it adapts to the material in the research subject, which is the first grade of junior high school students.

c. The procedures of scramble model

Shoimin explained that in implementing the scramble model, there are 3 procedures that have to be done. Those are planning, main activity, and evaluation.⁵⁸

1) Planning

The teacher set up all of the media and resources needed for the teaching-learning process in this step. The media was the scramble word game from the worksheets. Everything that facilitates the teaching-learning process was set up by the teacher.

2) Main activity

The teacher separated the class into many groups in this step. Each group then had to discuss in order to come up with the appropriate response and wording. Finally, the teacher requested that the students explain why they had selected the words in a logical manner.

3) Evaluation

The evaluation depends on the students' learning outcomes. The teacher can apply a variety of evaluation techniques, some of which are as follows:

- a) Correct any incorrect text arrangement
- b) Use the dictionary to look for new vocabulary terms

⁵⁸ Aris Shoimin, 68 Model Pembelajaran Inovatif Dalam Kurikulum 2013, (Yogyakarta: AR-RUZZ MEDIA, 2014), 167.

Hidayati also mentioned scramble learning steps or syntax that can be applied by following the following stages:⁵⁹

- 1) The teacher presents the material according to the topic
- 2) After explaining the material, the teacher distributes the worksheets
- 3) The teacher give a certain amount of time to work on the questions
- 4) Students work on questions based on the time determined by the teacher
- 5) The teacher checks the time duration while checking the students works
- 6) When the work time is up, students are required to submit answer sheets to the teacher. In this case, students whom have completed or not must collect these answers
- 7) Teachers carry out assessments, both in class and at home. Assessment is carried out based on how quickly the student works on the questions and how many questions he does correctly
- 8) The teacher gives appreciation and recognition to students who are successful and encourages students who are not successful enough to answer quickly and correctly

In implementing this learning model, the teacher is required to be able to create the learning media. Huda mentioned several steps that teacher can take in creating media for this learning model.⁶⁰

- 1) Create questions that are appropriate to the competencies that want to achieve

⁵⁹ Nur Baeti Hidayati, Metode Pembelajaran *Scramble* untuk Meningkatkan Aktivitas dan Hasil Belajar Menulis Kalimat Bahasa Inggris, (Pekalongan: PT. Nasya Expanding Management (NEM), 2021), 18.

⁶⁰ Miftahul Huda, Model-Model Pengajaran dan Pembelajaran, (Yogyakarta: Pustaka Belajar, 2017), 305.

- 2) Make an answer where the letters have been scrambled
- 3) The learning steps are as follows:
 - a) The teacher delivers material according to the competencies to be achieve
 - b) The teacher distributes worksheets according to the example
 - c) Arrange the latters in column B so that the answer is the key word for the question in column A
- d. The advantages and disadvantages of scramble model

Hidayati⁶¹ explained that in applying this learning model, there are several advantages and disadvantages in it. These advantages incude; (1) In the scramble learning method, students become more active, independent and responsible because all students are required to participate in groups to complete the tasks given. (2) The scramble learning method makes students more creative in learning and thinking, studying material more relaxed and without pressure because the scramble learning method allows students to learn while playing. (3) The scramble learning method can foster a sense of solidarity among group members. (4) The material provided is impressive and always remembered by students. (5) The scramble learning method also encourages students to be more competitive and enthusiastic about progressing.

While, this learning model also has several disadvantages, such as;

- (1) This learning method is difficult to plan because it is not yet familiar

⁶¹ Nur Baeti Hidayati, Metode Pembelajaran Scramble untuk Meningkatkan Aktivitas dan Hasil Belajar Menulis Kalimat Bahasa Inggris, (Pekalongan: PT. Nasya Expanding Management (NEM), 2021), 19.

with students' learning habits. (2) It requires a long time to implement, so it is difficult for teachers to adjust the time that has been set. (3) This learning method is difficult to implement if the criteria for learning success are still determined by the student's abilities. (4) Because it uses games, this learning method often causes noise that can disrupt the class.



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CHAPTER III

RESEARCH METHOD

A few of the technical techniques employed in this study are presented in this chapter.

A. Research Approach

In this research, the researcher used the qualitative as the research method. According to Moleong, qualitative research is research that aims to comprehend the phenomenon of what research subject's experience, such as behavior, perception, motivation, action, etc., holistically and through verbal and linguistic description in a context that is specifically natural and by employing various natural methods.⁶² Kind of research used in this research is qualitative descriptive. According to Sukmadinata, the goal of qualitative descriptive analysis is to characterize and depict occurrences. Existing phenomena—both natural and man-made—pay attention to the attributes, qualities, and connections between various activities.⁶³ Qualitative research is a method that can be used to research a problem or phenomenon that occurs in a subject. In obtaining information about a phenomenon in qualitative research, researchers can use several methods such as conducting interviews, observation and documentation. In this research, researchers used those three methods to obtain information and understand the phenomena that occurred in the subject of this research

⁶² Lexy J Moleong, *Metode Penelitian Kualitatif*, (Jakarta: Remaja Rosdakarya, 2016), 6.

⁶³ Nana Syaodih Sukmadinata, *Landasan Psikologi Proses Pendidikan*, (Bandung: Remaja Rosdakarya, 2011), 73

Descriptive qualitative research method was used in this study in order to clarify the issues that occur and provide a written description of the data based on the facts discovered throughout the investigation. It describes the goals, material, procedures, and evaluation of the implementation of scramble model on students' vocabularies enrichment at the first grade of SMPN 1 Sumber Baru.

B. Research Location

This research was conducted at SMPN 1 Sumber Baru which located at Ki Haji Dewantara Street, No.2, Yosorati, Sumber Baru, Jember, East Java. This location was chosen based some considerations. First, this research location is accredited A, which shows that this research location has very good legality and quality assurance. Second, when teaching vocabulary, one of the English teachers used the scramble model. Thirdly, approval to carry out the research in the school might be obtained.

C. Research Subject

Information relating to the study focus that is used as a data source is called a research subject. The description explains what information you are looking for, who is willing to participate as an informant or research subject, and how the information will be found and collected to ensure its authenticity.⁶⁴ The purposing technique was employed in this study. Using this method, study subjects were selected with thought and a specific goal in mind. The selected research subject was shown below:

⁶⁴ Tim Penyusun, Pedoman Penulisan Karya Ilmiah, (Jember: UIN Kiai Haji Achmad Shiddiq Jember, 2021), 31.

1. The head master of SMPN 1 Sumber Baru

The researcher used the head master as an informant to obtain historical data when SMPN 1 Sumber Baru was first established.

2. The English teacher

The English teacher became an informant who provided information related to teaching objectives, materials, methods and teaching evaluation.

3. The first grade of SMPN 1 Sumber Baru

Researcher used students as informants to obtain data on student learning success using the scramble model as a learning strategy. Class VII A was chosen to be observed by the researcher, because at the first observation meeting, the researcher was surprised to find out that students' vocabulary mastery was quite good in class VII A so the researcher was interested in finding out about the learning model that was applied and how it was implemented.

Apparently the English teacher had implemented the scramble model in this class which was used to improve students' spelling skills, which is one aspect of vocabulary mastery. The researcher chose two students as research subjects, namely a low ranking student and the smartest student in the class. Both of them are selected based on data from the grades of various assignments given by the teacher.

D. Data Collection Technique

The following methods of data collecting can be used in qualitative research: documents, case studies, observations, interviews, and firsthand experiences.⁶⁵ While in this research, the researcher used observation, interview, and documentation to gather data.

1. Observation

The process of obtaining unstructured, first-hand knowledge through people and place observations at a study site is called observation.

There are two ways to do the observation:⁶⁶

a. Participant Observer

Participant observer is a research method in which the researcher immerses himself in a particular environment or social group, observing the behavior, interactions and practices of the participants. Researcher is called participant-observer, which means they participate in group activities while observing group behavior and interactions. There is flexibility in the level of participation, ranging from non-participative (the weakest) to full participation (the strongest but most intensive). The goal is to gain a deep understanding of the group's culture, beliefs, and practices from an insider's perspective.

b. Non Participant Observer

⁶⁵ Larra. Poras, “*Stakeholder Opposition in A Foreign Direct Investment: Case Bosnia’s Pulp Mill in Uruguay*”, Master’s Thesis, (December, 2016), 31.

⁶⁶ John W. Creswell, *Educational Research Fourth Edition*, (Boston: Pearson Education, 2012) 212-223

An observer who visits a location and takes notes without participating in the participants' activities is known as a nonparticipant observer. Non-participant observation was employed in this study to watch the first grade students at SMPN 1 Sumber Baru. The researcher did not teach or being student there; instead, they observed what the teacher and students did. Through observation, the researcher was able to see how the teacher taught English and what the students were doing in the classroom. The precise data that this approach produced was:

- 1) The implementation of scramble model in teaching vocabulary at the first grade of SMPN 1 Sumber Baru
- 2) The evaluation of scramble model on students' vocabularies enrichment at the first grade of SMPN 1 Sumber Baru

2. Interview

One technique for gathering data is the interview, in which the researcher assumes the role of the interviewer and directly communicates with the subjects of the interviews to elicit information.⁶⁷ The researcher might investigate significant issues that are overlooked in the research strategy by conducting interviews. There are three different types of interviews:

a. Structured interview

If the researcher or data collectors are certain about the information they will gather, they will employ structured interviews as a data collection

⁶⁷ Sugiyono, *Metode Penelitian Kualitatif*, (Yogyakarta: AR-RUZZ Media, 2006), 137.

approach. As a result, the data collector has prepared written interview questions with prepared alternative answers before performing the interviews.

b. Semi-structured interview

Compared to structured interview, this kind of interview includes the category of in-depth interviews, where the implementation is more flexible. This kind of interview, in which participants are asked about their thoughts and opinions, aims to identify issues more candidly. When conducting interviews, it is imperative for researchers to pay close attention and record the informant's statements.

c. Unstructured interview

Unstructured interviews are unplanned conversations in which the researcher does not follow prearranged interview questions that have been methodically and thoroughly planned for the purpose of gathering data. The interview guide is just utilized to outline the questions to be asked.

Semi-structured interviews were employed in this study to create a relaxed and flexible environment that encouraged the informants to feel comfortable sharing the information they possessed. Two students and the English teacher were questioned by the researcher. The students are the student who was very active and the smartest in the class.

The following information was gathered by the researcher through interview technique:

a. The goals of teaching vocabulary through scramble model

- b. The material of teaching vocabulary through scramble model
 - c. The implementation of scramble model
 - d. The evaluation of teaching vocabulary through scramble model
3. Documentation

Documentation is an attempt to gather information by looking into the written material.⁶⁸ Documentations can be done using a variety of sources, including transcripts, images, books, cassettes, records, and inscriptions.⁶⁹ Data regarding the location, profile, lesson plan, documentation, or pictures of teaching vocabulary and the English language learning process were gathered using this technique. The research-related documents listed below:

a. Primary documents:

- 1) Teaching module
- 2) Students' worksheets

b. Secondary documents:

- 1) History of SMPN 1 Sumber Baru
- 2) Profile of SMPN 1 Sumber Baru
- 3) Vision and mission of SMPN 1 Sumber Baru
- 4) The teachers' data of SMPN 1 Sumber Baru
- 5) Students' data of SMPN 1 Sumber Baru

⁶⁸ Mundir, *Metode Penelitian Kualitatif dan Kuantitatif*, (Jember: STAIN Jember Press, 2013), 86.

⁶⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2013), 201.

E. Data Analysis

The data analysis method employed in this study was created by Miles, Huberman, and Saldana, who established three steps in the process of doing data analysis for qualitative research.⁷⁰ Following is an explanation of those stages:

1. Data collection

The initial step in data analysis is data collection. The researcher first spoke with the principal to get details about the number of students, lesson plans, school profiles, and learning resources. In order to perform observations, documentation, and interviews, the researcher met with the teacher and two students. Next, in compliance with the research criteria and the research topic, the researcher observed the process and documented the sources' statements. In addition, the researcher searched for a few more references that would support the information gathered in the field.

2. Data condensation

Miles defines data condensation as the process of choosing, emphasizing, streamlining, abstracting, and changing the material in transcripts or written field notes. At this point, researchers must distinguish information obtained from several sources such as school principal, teacher and students into the accurate and the inaccurate. The researcher

⁷⁰ Miles and Huberman, *Qualitative Data Analysis*, (London: SAGE, 2014), 10-11.

concentrated on the data that would be examined through data condensation. The researcher might find it simpler to keep gathering data.

3. Data display

After data condensation, data display is a crucial stage that must be completed. It would be simpler for the researcher to comprehend what was happening at this point and to do additional analysis based on that understanding. It was also widely recognized as the method of presenting data solely through narrative and language in order to draw the proper conclusion in the end. Thus, the researcher's method of data visualization in this study involved the use of charts and essays-both of which were widely employed in qualitative research.

4. Conclusion drawing and verification

The stage of forming conclusions based on results and confirming facts is the final step. As previously said they were merely provisional and might be altered in the event that strong evidence was discovered to back up the need for more data collecting. Data verification was the process of gathering proof. The purpose of the observation, according to the researcher, was to determine how the scramble model was applied to the vocabularies enrichment of first-grade students at SMPN 1 Sumber Baru.

F. Data Validity

To validate the data gained, the researcher used the triangulation technique. Triangulation was employed in this study to verify the correctness of the data. Moleong stated that triangulation is a data validity

verification technique that uses something other than the data for comparison or checking purposes.⁷¹ Two forms of triangulation were distinguished:

1. Source triangulation

Source triangulation is the process of verifying data that has been received from several sources or from different sources in order to obtain the same data in order to assess the reliability of the data. In order to obtain valid data, the researcher double-checked the data utilizing various sources. Source triangulation could also be defined as verifying data collected from several sources in order to assess the credibility of the information. For instance, the researcher's findings were reinforced by the results of student interviews after gathering solid data from the English teacher's interviews.

2. Technique triangulation

The use of several data disclosure strategies to the data source is known as technical triangulation. The technique triangulation could be used to gather the same data using many methods or techniques, such as study document, interview, and observation.

To validate the data, for instance, the researcher in this study would employ technique and data source triangulation. Thus, the researcher could compare the data from observation, particularly during the English

⁷¹ Lexy J Moleong, *Metode Penelitian Kualitatif*, (Jakarta: Remaja Rosdakarya, 2016).

teaching and learning process, with the findings from interviews with various participants (teacher and students).

G. Research Procedures

This section described the steps involved in conducting research, starting with the background information, design analysis, conducting the actual research, and drafting the reports.⁷² The following were the steps used in this research:

1. Pre-field research stage

The pre-field phase involved identifying the necessary steps to be taken prior to a researcher entering the study object field.

a. Developing research design

The following details were determined by the researcher when creating the plan: title of the study, research background, research objectives, research focus, the purpose of the study, its benefits, research object, and research method.

b. Choosing research fields

The researcher had to select a research field before beginning any kind of research. The SMPN 1 Sumber Baru was the selected research field.

c. Permit processing

The researcher handled campus licensing in advance of beginning the research. Thus, after obtaining authorization to conduct research at the

⁷² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2018), 274.

location, the researcher might start working on the stages of the study right away.

d. Assessing the state of the field

Once permission was granted, the researcher started to explore and evaluate the area to learn more about the history of the research object. This action was taken to facilitate data retrieval for researchers.

e. Prepare research equipment

Once everything was finished, the researcher set up the tools required for the study before heading out into the field, beginning with notebooks, papers, and other supplies.

2. Field research stage

Field research is the following stage after everything had been deemed ready. During this phase, the researcher employed multiple techniques to gather the necessary data, such as document review, interviews, and observations.

3. Data analyzing stage

Following the collection of all the data, the data was thoroughly examined, reported, and discussed with the supervisor. The researcher persisted in this work until the supervisor declared that the study's findings were prepared for testing.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter contains the report of the research findings and discussions. Observation, interviews, and documentation were the methods used by the researcher to get the data. Findings were defined as data acquired from the field, whereas discussion was the process of coming to a decision or a conclusion regarding the topic which is being researched. Based on those methods, the researcher collected information about the implementation of the scramble model on students' vocabulary mastery at the first grade of SMP Negeri 1 Sumberbaru.

A. Findings

The researcher presented an overview of the object and the data presentation during this step. It is based on the observation and interview with the research subjects. Document review also contributed to the collection of data. The following data pertain to the research focus:

1. The implementation of scramble model on students' vocabularies enrichment at the first grade of SMP Negeri 1 Sumberbaru

The researcher conducted observation, interview, and documentation to provide a comprehensive and trustworthy data presentation. Furthermore, the researcher elucidated, clarified, and provided through every present research focus. In the implementation of scramble model, the researcher found several points, which were the goals, material, and the procedures of scramble model.

- a. The first interview is the goals of scramble model implementation. Ms. Khusnul as the English teacher of the first grade of SMP Negeri 1 Sumberbaru students said that:

“The main goal of implementing this learning model is to improve students' spelling ability. As I said before, many class 7A students have difficulty writing down the English vocabulary they have memorized. This can be seen from the student worksheets that use the gap-fill test. Most students misplace the order of letters or omit letters in a vocabulary. Therefore, by applying this learning model, it is hoped that students can improve their spelling skills both in composing words or sentences. The scramble model is also a game-based learning model which can increase students' enthusiasm and activeness in class. It can help me in creating a pleasant teaching and learning atmosphere.”⁷³

According to interviews conducted, the main goal of implementing the scramble model is to improve students' spelling skill because most students have difficulties in writing the vocabulary they have memorized. It is also aimed to create the pleasant teaching and learning process and increase students' enthusiasm and activeness.

It was also supported by the student of 7A class, Ibrahim. He stated that:

“This learning model is not only fun, but can also improve my spelling skills. This made me dig back into my memorizing vocabulary. In this

⁷³ Khusnul khotimah, S.Pd interviewed by Sufinatus sa''diyah, September 18th, 2024

game, we are also required to be able to think quickly and precisely in order to get as many points as possible. This is very fun and thrilling.”⁷⁴

That statement also supported by the student of 7A class, Elbi. She said that:

“I really like this learning model because it allows us to learn while playing. In this game we have to compete with other groups to get the most points. This makes us very enthusiastic and plays an active role in playing it.”⁷⁵

From the interview above, the researcher concluded that students felt very enthusiastic when this learning model was implemented. Students can learn while playing. Students also feel challenged because in this game, students are required to be able to answer questions that are read quickly and accurately to get as many points as possible. By applying this learning model, students can also strengthen their memorization because this game requires students to recall vocabulary that they have previously memorized.

From the observation, the researcher found that class 7A students are very enthusiastic about this learning model. When the teacher entered the class, the students were not enthusiastic and the class atmosphere was very boring. But after the teacher explained that at the meeting this time, the learning process would be carried out with games, the students began to feel interested. This can be seen from the students who begin to correct

⁷⁴ Ahmad Maulana Ibrahim interviewed by Sufinatus Sa'diyah, September 25th, 2024

⁷⁵ Ruinza Jillova Elyora interviewed by Sufinatus Sa'diyah, September 25th, 2024

their sitting position to become upright and listen to the teacher's explanation about the procedures for this game. After the teacher explained the procedures for this game, the students became noisy because they were very enthusiastic. Especially after they found out that they would form groups and compete for every point on the question as much as possible to become the winner.

The atmosphere in the class became very fun when this game started. Students who take their turn to answer questions listen carefully to the questions being read and the others are silent. After the questions are read, students will compete with each other on speed and accuracy in answering the questions and others will encourage their group members who are answering the questions. After the teacher chooses the fastest student who will answer the question, the students begin to calm down and listen to the answer given. When a student gives the wrong answer, the other students become noisy and compete with each other in raising their hands to answer the question correctly and get the points.

This learning model can also improve students' spelling abilities because in its application, students are required to arrange the letters provided randomly into a correct word or sentence. After the teacher reads the question, students begin to arrange the random letters to form the answer. When answering questions, students are not allowed to look at books or dictionaries. Therefore, students can only use the results of their memorization in answering these questions. After composing answers,

students present their answers and spell them out. When spelling the answer, students must also be able to pronounce the letters that make up the word according to the spelling in English. Because it uses a game-based learning model that explores students' vocabulary memorization, this learning model can also strengthen students' memorization results.⁷⁶

From the interview and observation above, it can be concluded that the goals of scramble model on students' vocabulary mastery at the first grade of SMP Negeri 1 Sumberbaru are as follow; First, it builds students enthusiasm in the teaching and learning process in class, Second, presents a pleasant learning atmosphere because this learning model allows students to learn while playing, Third, improves students ability in spelling and composing skill, both in word and sentence, And fourth, strengthen students' vocabularies memorization.

b. The next interview is about the material taught using the scramble model.

Ms. Khusnul explained that the material taught using this learning model was:

“This learning model is used in chapter I: About Me, which contains material about introducing myself and other people and descriptive text, which include describing people and daily activities in the unit 1. In the material about introducing myself, the vocabulary that usually used is about family trees, names of days, months and numbers. I have ordered the students to memorize those kinds of vocabulary in the previous chapter,

⁷⁶ Observation, September 25th, 2024

which is chapter 0. This chapter 0 is done because most of students in class 7A have lack of English vocabulary.”

She added:

“Actually, in chapter 1: About Me, there are several vocabulary words that students need to learn, including verbs, adjectives, nouns and adverbs. But I chose to divide the vocabulary according to the unit of material to be studied. For example, in this introducing myself material, I require students to memorize several groups of vocabulary as I mentioned previously. I arranged it in such a way because these vocabularies will often appear in this material. As time goes by, I will add vocabulary memorization for students according to the material to be studied. As in the next material, namely describing people, in this material, I will ask students to add adjectives to their memorization. And it will continue until the end of the material.”

She also added:

“The implementation of the scramble model in this material aims to improve students' spelling ability because most students who have memorized the vocabulary that has been instructed, have difficulty writing it on the worksheet. Therefore, in this material I focus on spelling vocabulary that students have memorized.”⁷⁷

According to the interview above, the researcher concluded that the material taught in this learning model is about introducing myself. In this

⁷⁷ Khusnul Khotimat S.Pd interviewed by Sufinatus Sa'diyah, September 18th, 2024

material, the teacher focuses on spelling vocabulary that students have memorized. The vocabulary that students memorize includes family trees, names of days, months and numbers. The teacher focuses on students' spelling abilities because many students have difficulty writing the vocabulary they have memorized on the assignment sheet given.

Based on the documentation review, the researcher found that the material of vocabulary that include in the book 'English for Nusantara' in chapter 1 were introduce myself and other people and descriptive text, both describing people and describing daily activities. The scramble learning model is very suitable for use in this material because this learning model can explore students' vocabulary memorization and strengthen it. This learning model can also improve students' spelling abilities because students are required to be able to arrange the random letters that have been provided into correct words.⁷⁸

Based on the observation, the researcher found that this scramble learning model is used in material about introducing myself. In this material, the types of vocabulary used are family tree, names of days, months and numbers. The teacher focuses on students' spelling abilities on the vocabulary they have memorized previously. In this learning process, the teacher reads the questions that have been provided in Indonesian and students are required to listen carefully to the questions that are read and answer them by arranging the random letters that have been provided.

⁷⁸ Document review, "English for Nusantara", September 18th, 2024

Then the student who raises their hand the fastest is required to answer the question orally by spelling it according to how the alphabet is pronounced. It can be seen when students want to answer questions read by the teacher such as "*ayahnya ayahku adalahku*". They responded by starting to arrange the random letters that had been provided as quickly as possible, which increased the students' enthusiasm so they could get more points than the other groups.

The teacher designed this learning model not only to improve students' spelling abilities, but also to improve their ability to pronounce the word and the alphabet that makes up that word with the correct pronunciation. This can be seen in the part after the teacher read the question in Indonesian and students are required to answer the question quickly and accurately. The student who raises his hand the fastest is invited to answer according to how the word is pronounced and spelled. If the student makes a mistake in pronunciation, the teacher will provide direct justification, so that the student can remember the correct pronunciation of the word. This can be seen when one of the students says the word *uncle* with the way the word is written. After hearing the wrong pronunciation, the teacher immediately gave a correction that the pronunciation of the word was *angkel*, not *uncle*.⁷⁹

Based on the interview, observation, and documentation, the researcher concluded that the material taught by using the scramble

⁷⁹ Observation, September 25th, 2024

learning model at the first grade of SMP Negeri 1 Sumberbaru is introducing myself. The teacher uses self-designed questions referring to the book 'English for Nusantara' as questions in this game. This material is very suitable to be taught using the scramble learning model because it is not only strengthen students' memorization, but can also improve students' spelling and pronunciation skills. This learning model can also create a pleasant learning atmosphere, because it can increase student enthusiasm and activeness.

- c. The implementation of this learning model is explained by Ms. Khusnul as the English teacher of 7A class in an interview conducted with the researcher. She stated:

“Before implementing this learning model, I carried out preliminary activities as stated in the teaching module, such as opening the lesson with greetings, praying, and continuing with checking the student attendance list. After that, I conveyed the objectives to be achieved in the learning process this time. For this introducing myself amterial, I applied 2 types of scramble which are word scramble and sentence scramble. I do this to assess students' abilities in groups and individually. I chose this learning model because its implementation does not require electronic equipment and requires every student to participate in it. This can make the class atmosphere more active. I also think this learning model can solve vocabulary problems that students often face, especially in the spelling aspect.”

She added:

“For the word scramble, I adapt Hidayati’s procedures. But in this step, I add some steps according to the class need. First, I divided the students into 6 groups which consist of 5 students. After that, I teach the continuing material in this About Me chapter. Before distributing the worksheet to students, I explained the rules of this scramble game. The rules of this game are that the questions that must be answered will be read by me clearly and 1 student in each group must listen to the questions that I read carefully. Students who listen to the questions must answer quickly and are allowed to ask one of their group friends for help in compiling the answer. The time provided to answer each question is 10 seconds. The student who completes the answer the fastest is invited to submit an answer according to the pronunciation of the word and spelling it correctly. Each question answered quickly and correctly gives 10 points to the group that answered it. After explaining the rules of the game, I distributed the worksheets containing random letters and a column for answers. Meanwhile, the question sheets are held by me. So that the questions I read can be heard clearly, I forbid students to make a sound when the questions are read. Once everything is ready, I read the questions clearly and the students listen carefully. After reading the questions, I count down the time duration while checking how the students work. This aims to ensure students carry out this game correctly and do not cheat. After getting 1

student who answered the fastest, I asked him to convey his answer clearly and spell it according to the correct spelling of the alphabet.”

She also added:

“The procedure used in sentence scramble is simpler than word scramble. For this procedure, I adapt Shoimin’s procedures. In sentence scramble, I only need to distribute student worksheets containing sentence scramble questions and ask students to arrange the random words into a meaningful sentence. In this sentence scramble, students work on it individually. When students work on these questions, I go around for making sure students do it correctly and do not cheat. This also makes it easier for students to ask me questions they do not understand when I pass them by. When students have finished working on the questions, they can collect them at the teacher's desk.”⁸⁰

To sum up what has been said by the teacher, the researcher concluded that the material taught at this meeting was a continuation of the introducing myself material. In this material, the teacher applies 2 scramble models, namely word scramble and sentence scramble. The way to work on questions for both is different, in word scramble it is done in groups and sentence scramble is done individually. This is done to assess students' abilities in group and individual activities. The scramble model was chosen because the teacher felt this learning model was very suitable

⁸⁰ Khusnul khotimah, S.Pd interviewed by Sufinatus sa'diyah, September 18th, 2024

to be applied in class 7A and was a solution to problems that students often encountered, especially in the spelling section.

The first step taken in this word scramble is to divide students into 6 groups. After that the teacher explains further material in the introducing myself material. Then, the teacher explains the rules of this game. When the teacher feels that the students understand the rules of the game and are ready, the teacher distributes a worksheet containing scrambled letters and a column for answers. The question sheet is held by the teacher herself. The teacher begins to read the questions clearly and the students listen carefully. After the questions have been read, the teacher starts counting backwards from 10 and students have to arrange the random letters quickly and correctly. The student who is the quickest to arrange the letters is invited to convey the answer clearly and spell it according to how the alphabet is pronounced.

The procedure carried out in sentence scramble is easier than word scramble. In this section, students work on questions individually. The first thing that needs to be done is to distribute worksheets and monitor student work by going around avoiding students from cheating. By this way, students can also easily ask questions they do not understand while the teacher is moving around them. The final step is for students who have completed the questions to collect them at the teacher's desk.

Through the observation, the researcher found that before starting the game, the teacher divided students into 6 groups which are consisted of

5 students. This grouping is done by each student counting from 1 to 5. Every student who says the same number will be in one group. In this way, students are expected to be able to work together in groups fairly and actively, and not show favoritism towards friends in group activities. This method is also very efficient because it can save the time needed in selecting group members and teaches students that all students in the class are friends, without any comparisons. The total number of students in class 7A is 31 students. Meanwhile, on that day, there was 1 student who was absent due to illness. So there are 30 students participating in this game.

After dividing students into 6 groups, the teacher teaches continuous material in this chapter. After explaining the advanced material, the teacher starts this game by telling the students to put all the books into bags which will be placed at the back of the class so that there are no books on the students' desks. For word scramble, the teacher distributes a worksheet containing 2 columns. The first column contains random letters that must be arranged into the correct answer and the second column is a column provided for students to write the answer. The question sheet on word scramble is held by the teacher because the questions will be read directly so students have to focus on the teacher.

In this game, each group member will get a turn to answer the questions provided. The student who has the turn to answer, listen to the teacher carefully and focus. When the student has difficulty answering a question, he is allowed to ask for help from his group of friends on his

right. While others are not allowed to provide assistance, just provide encouragement.

Once everything is ready, the teacher begins to read the questions clearly and the students listen carefully. After the question is read, students are required to arrange the question correctly within 10 seconds. When the teacher has not counted to 10, a student raises his hand, then, he is invited to answer the question. And if he answers the question incorrectly, then the other group who quickly raises their hand is invited to submit the answer, while the student who answered incorrectly is not allowed to correct the answer. When invited to submit their answer, students must answer and spell the arrangement of letters that make up the word according to the correct pronunciation of the alphabet. When a student answers correctly but makes a mistake in pronunciation, he still gets the points in the question and the teacher provides direct justification.

After answering all the questions, the teacher begins to accumulate the points obtained by each group and determines the winning group of this game. The winning group gets praise and additional scores from the teacher. The winning group is also allowed to impose punishment on the losing group, provided that the punishment given is still within reasonable limits. While for the group that lost, the teacher provided the encouragement and feedback they needed. The losing group must also accept the punishment given by the winning group.

The procedure applied in sentence scramble is simpler than word scramble. In sentence scramble, it is played individually. So the teacher distributes worksheets containing random words and requires students to arrange the words into correct sentences. After distributing it, the teacher goes around the class to make sure that students are doing it correctly and not cheating. In this game, students are calmer because each student focuses on their own worksheet. Students who have completed the questions are invited to collect their worksheets at the teacher's desk and go back to their seat. The teacher corrects and gives the scores at the next meeting because class time is almost over.⁸¹

Then, the next interview is about the problem face while implementing this scramble learning model. Ms. Khusnul said that: “In fact, in implementing this learning model there are no significant difficulties because this learning model is very easy to implement in class, it is just that because this learning model is game-based, students often make noise which can disturb other classes. Apart from that, students who are still in their first grade certainly need a very easy explanation to understand of the rules of the game. As you can see in class, even though I have explained the rules of the game clearly and coherently, some students still have difficulty understanding them. This causes a lot of wasted time.

⁸¹ Observation, September 25th, 2024

But I think there are only two obstacles that make it difficult to implement this learning model.”⁸²

According to the results of the interview above, there are only 2 obstacles faced in implementing this learning model which are students who often create chaos which can disturb other classes and some students who need more explanation about the rules of this learning model. Apart from that, there are no significant obstacles faced by teachers or students.

On the other hand, the results of classroom observations carried out by researchers showed several quite satisfactory results about the implementation of this learning model. This can be seen from the students' very enthusiastic response when the teacher said that the meeting at that time would involve playing games as a learning media. Because of the students' enthusiasm, the learning atmosphere in the class became very active and enjoyable. Another finding was that many of the 7A class students were able to understand the rules of the scramble model and were able to answer the questions in it. Even though not all students were able to answer the questions in the scramble model, only 4 of the 30 students faced this obstacle.⁸³ So this learning model is considered effective enough to be implemented in class 7A.

The above statement is supported by the results of interviews conducted face to face by the researcher with one of the students in class 7A, namely Ibrahim. He stated that:

⁸² Khusnul khotimah, S.Pd interviewed by Sufinatus sa'diyah, September 25th, 2024

⁸³ Observation, September 25th, 2024

“I think I am a person who is quick at memorizing English vocabulary. I memorize the vocabulary taught by the teacher as the words are pronounced, so that I can pronounce them correctly too. It is just that, because I memorize the vocabulary by how the word is pronounced, I encountered some difficulties in writing it. This learning model helps me to dig back into my memorization so that I can arrange the random letters into the correct words. This learning model is also carried out in group, so it makes me feel challenged to get more points than other groups.”⁸⁴

The results of the interview above are combined with the results of an interview conducted with another student, namely Elbi, one of the students from class 7A. She stated that:

“I really like English lesson, therefore I can memorize the vocabulary given by the teacher quickly. When implementing this learning model I felt very enthusiastic because the class atmosphere became very active. Honestly, the boring class atmosphere sometimes makes me sleepy and unfocused. This activity carried out in groups can also make me feel more enjoyable and enthusiastic.”⁸⁵

In summary, the researcher concluded that the teacher employed the scramble model for vocabulary mastery in introducing myself material. It is based on the information provided in the interview, observation, and document review. The teacher used two kinds of scramble model, which are word scramble and sentence scramble. While implementing this

⁸⁴ Ahmad maulana Ibrahim interviewed by Sufinatus sa'diyah, September 25th, 2024

⁸⁵ Ruinza jillova eldyora interviewed by Sufinatus sa'diyah, September 25th, 2024

learning model, there are two problems faced by the teacher, which are students often create chaos which can disturb other classes and some students who need more explanation about the rules of this learning model. This learning model is very interesting for students because this learning model encourage student to be more active and more competitive.

2. The evaluation of scramble model on students' vocabularies enrichment at the first grade of SMP Negeri 1 Sumberbaru

The last interview is about the evaluation carried out by the teacher at class 7A of SMP Negeri 1 Sumberbaru. In this interview, Ms. Khusnul explained that:

“Before ending teaching and learning activities, I gave a final assessment to student. This assessment is carried out to assess their ability in acquiring the material by asking them to practice and reflect their understanding. In the evaluation section, I give times for students that require my response, comment, or correction. In this evaluation section, I usually evaluate students during the formative teaching and learning process. In formative assessment, I carry out assessments at the end of the learning process by asking students to say several words with the correct pronunciation and ask them to read a paragraph containing their personal data. In this section, I choose them randomly.”⁸⁶

Based on the results of the interview above, the researcher concluded that in the evaluation process carried out by the teacher in this

⁸⁶ Khusnul khotimah, S.Pd interviewed by Sufinatus sa'diyah, September 25th, 2024

learning model, the teacher implemented formative evaluation. This evaluation is used to measure students' understanding of the About Me chapter. This evaluation is carried out at the end of the lesson by selecting students randomly. The evaluation carried out include by asking students to pronounce English vocabulary with correct pronunciation and convey information about themselves.

In this evaluation part, the researcher also conducted interview with students in class 7A consisting of 1 male and 1 female student. In the interview conducted with a male student, namely Ibrahim, he said that:

“At the end of the lesson, Ms. Khusnul choses students at random to say the vocabulary words that she asked for correctly. In my opinion, this is quite useful to know the correct pronunciation of the word because when the student chosen answers the word in front of the class incorrectly, Ms. Khusnul will correct him directly. By doing this, it can also find out which students listened to her explanation well and which did not.”⁸⁷

The results of the interview above were combined with an interview conducted by the researcher with a female student, namely Elbi. She stated that:

“Before ending the lesson, Ms. Khusnul will review students' understanding. This is very exciting because in this activity Mrs. Khusnul will randomly select students to carry out what she orders in front of the class. This command can be in the form of an order to state a word with

⁸⁷ Ahmad maulana Ibrahim interviewed by Sufinatus sa'diyah, September 25th, 2024

the correct pronunciation or explain the student's biodata. In my opinion, this activity was quite thrilling for me because to be honest, I would feel nervous when I was in front of the class. As you saw earlier, when I was chosen to come forward, I looked very nervous, right? It makes me unable to think properly. But fortunately, Mrs. Khusnul patiently guided me to carry out what she told me well.”⁸⁸

In accordance with the results of interviews conducted by researchers with the teacher and 2 students above regarding the evaluation of implementing the scramble learning model for first level students from SMP Negeri 1 Sumberbaru, the researcher concluded that the teacher carried out a formative evaluation on implementing the learning model. This evaluation is carried out at the end of the lesson after the teacher invites students who want to ask questions or need feedback from him. This evaluation is carried out by selecting students randomly and giving several commands that students need to carry out in front of the class. This evaluation is carried out to measure students' understanding gained during learning.

The results of the interview above are also strengthened by the results of classroom observations carried out by the researcher when the teacher explained the vocabulary material in the introducing myself material. In this evaluation part, the teacher does it at the end of the lesson. It is done about 15 minutes before the teaching and learning activities end.

⁸⁸ Ruinza jillova eldyora interviewed by Sufinatus sa'diyah, September 25th, 2024

Before giving several orders to assess students' understanding during learning activities, the teacher invites students to ask questions or asks the teacher to provide comments, corrections, and suggestions to them. After that, the teacher carries out a formative evaluation by randomly selecting students to carry out her orders. The command can be in the form of saying a word with the correct pronunciation or explaining the student's personal data in front of the class. This activity can also assess the understanding that students gain during learning because there are some students that researchers see as less active and participating during this game-based learning activity.⁸⁹

The results of the formative evaluation carried out at the end of this lesson are also in accordance with the learning objectives stated in the teaching module, which are Students are able to introduce themselves and others and students are able to talk about hobbies. The teaching module also lists student achievements that can be achieved through this formative evaluation, which are Ability to understand the information heard, appreciate the person you are talking to, and respond in a relevant and contextual manner and listening ability influences students' oral communication in conveying ideas, thoughts and feelings orally in social interactions. It also has an impact on learning outcomes in the writing aspect, namely the ability to communicate ideas, express creativity, and

⁸⁹ Observation, September 25th, 2024

create in various types of texts (genres), in a way that is effective, understandable, and in demand by readers/viewers.⁹⁰

While the evaluation of the scramble learning model uses authentic assessment. This assessment carried out in two forms, namely (a) assessing students' ability to answer teacher questions, and (b) assessing student activities in implementing the scramble learning model with activity assessment instrument. This statement is in accordance with the result of interview conducted by the researcher with Ms. Khusnul. She stated that:

“When the learning activity is finished, I evaluate what has been done in learning activities teach. The evaluation I made was in the form of assessing student worksheets and assessment when implementing the scramble learning model. From the results of the worksheet students can be assessed to what extent their abilities are students' understanding of the material. I also use instruments assessment of student activities, I use this instrument to assess students' enthusiasm includes: asking, arguing, answering teacher questions, doing assignments, and unity within group”⁹¹

From observation, the researcher found that evaluation activities were carried out on implementation the scramble learning model uses student activity assessment instruments. This assessment is used to assess student abilities independently and collaboratively, including: asking questions, answering teacher questions, work on worksheets, and work together with groups. After the learning process was complete the students

⁹⁰ Document review, “Teaching Module: Komponen Inti”, September, 16th, 2024

⁹¹ Khusnul khotimah, S.Pd interviewed by Sufinatus sa'diyah, September 25th, 2024

asked to collect existing worksheets done both word scramble and sentence scramble at the teacher's desk. Through this evaluation, researchers can find out that the application of this learning model is quite effective in improving students' spelling abilities and creating an active and enjoyable teaching and learning atmosphere. This can be seen from several students who were able to answer well the questions given by the teacher at the end of the lesson and the class conditions which felt fun and active during the implementation of this learning model.⁹²

Based on the results of observations, interviews and document reviews, the researcher concluded that when implementing the scramble learning model on students' vocabulary mastery, the teacher used formative evaluation. This evaluation aims to measure students' abilities in terms of understanding, pronunciation and students' self-confidence in front of the class. By implementing this evaluation, the teacher can find out the problems faced by students and determine solutions so it can be applied at the next meeting. While, the scramble model was evaluated by authentic assessments that were assessing students' ability to answer teacher questions and assessing student activities by assessment instruments.

B. Discussion

Within this section, the researcher discusses the findings of the previous section which has been obtained from the field through

⁹² Observation, September 25th, 2024

observation, interview, and documentation. Then, the result of research will be presented by the researcher to be compared and analyzed with the hypothesis covered in the previous section.

1. The implementation of scramble on students' vocabularies enrichment at the first grade of SMP Negeri 1 Sumberbaru
 - a. The goals of implementing scramble model on students' vocabularies enrichment at the first grade of SMP Negeri 1 Sumberbaru as follow; First, it increases students' interest in the teaching and learning process in the classroom. Secondly, because this learning model lets students study while playing, it creates a pleasant learning environment. Third, it helps students become more proficient in spelling and pronunciation both words and sentences. Fourth, strengthen students' memorization of vocabulary. This is relevant to the statement expressed by Mira. She stated that this learning model has several goals such as stimulating learning activities, increasing student understanding, and increasing class participation in a pleasant learning atmosphere.⁹³

Another theory was stated by Laughlin and Andrew. They stated that scramble learning model can help students in improving reading and reading comprehension skills, and writing because it strengthens their visual memory on vocabulary.⁹⁴ It was supported by Saridewi's statement.

⁹³ Nyi Ketut Mira Adnyanyi, dkk, "Motivasi Dan Hasil Belajar IPA Dalam Pembelajaran Scramble Berbantuan Kartu Pertanyaan", *Jurnal Ilmiah Sekolah dasar*, 4 No. 2 (2020), 272.

⁹⁴ Eneng Ros Siti Saroh, Vismaia S. Damaianti, "Pengaruh Teknik Scramble terhadap Kemampuan Menentukan Ide Pokok dan Memparafrase dalam Pembelajaran Membaca Pemahaman", *Edu*

She stated that scramble learning model can be used as an alternative for creating varied conditions in teaching and learning activity, can help teachers in solving problems learning, such as low student interest in learning, student learning process activities, or low student learning outcomes.⁹⁵

In conclusion, the goals of implementing scramble model on students' vocabulary mastery at the first grade of SMP Negeri 1 sumberbaru, Jember were related with the theories above, which are builds students' enthusiasm in English teaching and learning process in the classroom, creates the pleasant learning environment, improving students' skill in pronunciation and spelling both words and sentences, and make students easier to understand more and remember the vocabulary in material that has been learned.

- b. The material finding in teaching vocabulary by using scramble model at the first grade of SMP Negeri 1 Sumberbaru, Jember was introducing myself. The teacher uses self-designed questions taken from the book 'English for Nusantara'. The types of vocabulary used in this learning model are family trees, names of days, months and numbers. These types of vocabulary were chosen because they will often appear in introducing myself material. In this material, the teacher focuses on the ability to spell

Humaniora Jurnal Pendidikan Dasar, 8 No. 2 (2016), 146.

⁹⁵ N.M. Putri Saridewi dan N Nym. Kusmariyatni, "Penerapan Model Pembelajaran Scramble untuk Meningkatkan Hasil Belajar IPA Siswa", Journal of Education Action Research, 1 No. 3 (2017), 232

vocabulary that students have memorized. This happened because the results of the tests carried out by the teacher on students in the previous material showed that many students had difficulty writing the vocabulary they had memorized.

This learning model is very suitable for increasing students' vocabulary mastery. This is in accordance with Voinov's statement. He said that the Scramble method is suitable for use in material that contains the terms and requires students' ability to remember and understand terms. This statement was also reinforced by Shoimin who stated that the scramble method is an exercise in developing and increasing insight into vocabulary thinking.⁹⁶

In this material, the teacher creates her own questions that will be used as questions in the scramble learning model. The teacher uses the English for Nusantara book as a reference to suit this material. Sani revealed that the implementation of the Scramble learning model requires media with questions and the answers written on a question paper must be made adapted to the teaching materials presented and the answers that have been prepared random.

It can be concluded that, the material taught by using the scramble model on students' vocabulary mastery at the first grade of SMP Negeri 1 Sumberbaru is about introducing myself. Kinds of vocabulary used in this material are family tree, names of day, month, and number. The teacher

⁹⁶ Aris Shoimin, 68 Model Pembelajaran Inovatif Dalam Kurikulum 2013, (Yogyakarta: AR-RUZZ MEDIA, 2017), 166.

uses self-designed question in this material. The teacher uses English for Nusantara book as the reference of the question.

- c. In this research, the learning model used was scramble model on students' vocabularies enrichment at the first grade of SMP Negeri 1 Sumberbaru. Teacher must be able to determine the right learning model to make it easier for students to understand the learning material being taught. It needs to be considered so that the learning objectives that have been previously set can be achieved efficiently. The learning model applied also needs to pay attention to the availability of media in the classroom or owned by the teacher. Therefore, the teacher choses to apply this learning model in class 7A. This learning model is very easy to implement because it does not require electronic media, which is not available in class 7A. Scramble model is used as learning model and also a media which is considered effective enough to be implemented for the material taught.

There are several procedures that are used by the teacher in implementing this learning model. The procedure used is adjusted to the situation, condition, and need in the classroom. According to Shoimin, there are 3 procedures in scramble model which are planning, main activity, and evaluation.⁹⁷ Additionally, Hidayati stated that in implementing the scramble model there several steps that can be applied. Those are present the material, distribute worksheets, give a certain amount to answer the questions, checks the time duration, students submit

⁹⁷ Aris Shoimin, 68 Model Pembelajaran Inovatif Dalam Kurikulum 2013, (Yogyakarta: AR-RUZZ MEDIA, 2014), 167

the work sheets, carry out assessment, and teacher gives appreciation and recognition.⁹⁸

In this research, the teacher also carried out several procedures of scramble model. This procedure is adapted from the procedures mentioned above by providing several changes in its application. For the word scramble, there are 3 procedures in its application. In preliminary activity, the teacher greets the students, the teacher checking student attendance, and after checking student attendance the teacher conveys the learning objectives to be achieved. In main activity, the teacher asks students about the scramble model, the teacher explains the rules of the scramble model, the teacher distributes worksheets, students listen carefully while the teacher reads the questions clearly, and the teacher chooses the fastest students who answer the questions have been read by spelling them with the correct pronunciation of the alphabet. In the post activity, the teacher adds up the points collected by each group, the teacher gives appreciation to the group that got the most points, and gives encouragement to the other groups.

The procedure used in sentence scramble is easier than the word scramble. In sentence scramble, the teacher distributes worksheets to students, students work on it individually, the teacher goes around the class to ensure students do it correctly and without cheating, and students who have done are invited to collect it at the teacher's desk. At the end of

⁹⁸ Nur Baeti Hidayati, *Metode Pembelajaran Scramble* untuk Meningkatkan Aktivitas dan Hasil Belajar Menulis Kalimat Bahasa Inggris, (Pekalongan: PT. Nasya Expanding Management (NEM), 2021), 18.

the activity, the teacher assesses students' work based on the number of questions answered correctly.

This learning model aims to make it easier for students to understand the material being studied effectively and with pleasure. According to Hamzah B.Uno, indicators that can be used to determine effectiveness in the learning process are: 1) Good organization of material. 2) Effective communication. 3) Mastery and enthusiasm for the subject matter.⁹⁹ This statement is in accordance with the results of observations, interviews and document reviews carried out by researchers. Students feel satisfied and interested in this learning model. The final results found in this research show that students can do all the questions correctly and precisely. The students also worked enthusiastically and looked happy.

2. The evaluation of scramble model on students' vocabulary mastery at the first grade of SMP Negeri 1 Sumberbaru

After the researcher carried out all the planning on various aspects of the assessment, both competency assessment aspects and skills assessment aspects that has been carried out, then the researcher measures the achievement of the results and evaluations obtained in various ways. The evaluation process is carried out by researchers through observations and interviews with teachers and students.

The evaluation of scramble model on students' vocabulary mastery at the first grade of SMP Negeri 1 Sumberbaru was used formative

⁹⁹ Hamzah B Uno, *Teori Motivasi dan Pengukurannya*, (Jakarta: Bumi Aksara, 2008)

evaluation. The researcher conclude that this learning model used formative because in this section, the teacher invites students who need her feedback, giving corrections, and order students to answer or do what she asked in front of the class. It aims to assess students' abilities after the learning model is implemented. It is accordance with Brown's statement that formative assessment could be in the form of giving students comment or a suggestion or call attention to an error, that feedback was offered to improve the learner's language ability.¹⁰⁰ While, the scramble model was evaluated by authentic assessments that were assessing students' ability to answer teacher questions and assessing student activities by assessment instruments. Authentic assessment is an assessment activity whose results can be obtained used to improve the current teaching and learning process which has been implemented.¹⁰¹



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¹⁰⁰ H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, (San Francisco: Longman, 2003), 6.

¹⁰¹ Ega Rima Wati, *Kupas Tuntas Evaluasi Pembelajaran*, (Yogyakarta: Kata Pena, 2016), 10.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions according to the result of this research that has been analyzed and discussed in the previous chapter.

A. Conclusion

From the research finding presented and discussed in the previous chapter, the researcher concludes that:

Before implementing a learning model in the classroom, the teacher must observe the class and determine the appropriate learning model according to the material to be taught. In this introducing myself material, the teacher applies the scramble learning model. The goals of this learning model is to improve students' ability to spell and compose words or sentences, strengthen students' memory of memorized vocabularies, increase student enthusiasm in class, and create a pleasant teaching learning environment.

The material taught using the scramble learning model is about introducing myself. In this material, the types of vocabulary studied are family tree, names of days, months and numbers. These types of vocabulary were chosen because in this material, these types of vocabulary will be used frequently. In implementing this learning model, teachers create their own questions that will be used. These questions are based on

the English for Nusantara book, which is a mandatory handbook for the 7th grade students.

The learning process carried out in class 7A of SMP Negeri 1 Sumberbaru shows that the application of this game-based learning model can improve students' spelling abilities and students' enthusiasm for learning activities in class. It is all because in this learning model students are required to quickly arrange the letters that have been previously scrambled into a correct word and spell it according to the pronunciation of the alphabet in front of the class. There are 2 types of scramble applied to this material, namely word scramble and sentence scramble. When using this learning model, there are 3 core procedures that need to be applied. The first is preliminary activity. In this section, the teacher opens the lesson by praying, checking the student attendance list, conveying the learning objectives, dividing students into several groups, and explaining the material. The second is main activity. In this section the teacher asks about the scramble model, explains the rules of the game, and carries out the scramble model. The third is post activity. In this section the teacher adds up the number of points collected by each group, gives appreciation to the group that collected the most points, and gives encouragement to the other groups.

The evaluation carried out on the implementation of scramble model on students' vocabulary mastery at the first grade of SMP Negeri 1 Sumberbaru was a formative evaluation. It can be seen from the activities

carried out in class before class time is over, namely the teacher providing comments, justifications and feedback to students. The teacher also asks students who have been randomly selected to come to the front of the class and do what the teacher asks. The command can be in the form of students explaining themselves and pronouncing a word correctly and spelling it according to how the alphabet is pronounced. It aims to assess student understanding while this learning model is applied. While the evaluation of the scramble learning model uses authentic assessment. This assessment carried out in two forms, namely (a) assessing students' ability to answer teacher questions, and (b) assessing student activities in implementing the scramble learning model with activity assessment instrument.

B. Suggestion

According to the research results and conclusions above, the researcher put forward some suggestions as follow:

1. For the teacher and school

The teacher must be innovative and creative in making teaching and learning activity more interesting. Maybe they can provide games, songs, movies, etc. From the results of the research above, students can more easily accept learning through interesting media, especially in game-based learning models. So that learning in class is not monotonous and boring, school principals and staff should facilitate students' needs by providing tools, media or other facilities that can help students to improve their abilities, especially electronic media.

2. For the future researcher

For future researchers, the researcher suggests to conduct more comprehensive research. And the researchers also made more thorough preparations to find several things that had not been found in this research. And of course, it is useful for English language teaching, especially in students' vocabulary mastery by using the scramble model, game-based learning.



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Appendix 1

DECLARATION OF AUTHENTICITY

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Stated that the thesis untitled “The Implementation of Scramble Model on Students’ Vocabularies Enrichment at The First Grade of SMP Negeri 1 Sumberbaru, Jember” is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact; I am only person who is responsible for the thesis if there is any objection or claim from other.

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Appendix 2

Matrix

TITLE	VARIABLE	SUB VARIABLE	INDICATOR	DATA RESOURCES	RESEARCH METHOD	RESEARCH FOCUS
The implementation of Scramble Model on Students' Vocabularies Enrichment at The First Grade of SMPN 1 Sumber Baru, Jember	1. Scramble Model	1. Scramble word 2. Scramble sentence	Compose words or sentences well and correctly	Triangulasi sumber atau Informants: 1. Waka kurikulum 2. The first grade of SMPN 1 Sumber Baru's English teacher 3. The first grade students of SMPN 1 Sumber Baru Triangulasi teknik: 1. Observation 2. Interview 3. Study document	1. Research design Qualitative 2. Setting of the study SMPN 1 Sumber Baru 3. Research subject <ul style="list-style-type: none"> • The 1st grade students of SMPN 1 Sumber Baru • The English teacher 4. Data collection technic <ul style="list-style-type: none"> • Observation • Interview • Study document 5. Data analysis Descriptive analysis and content analysis	1. How did the teacher implement the scramble model? 2. How was the evaluation of scramble model on students' vocabularies enrichment at the first grade of SMPN 1 Sumber Baru?
	2. Students' Vocabularies Enricment	1. The form 2. The meaning 3. The use	Know the spelling and order of words in sentences			

Appendix 3

Teaching Module

A. INFORMASI UMUM MODUL

Nama Penyusun	: Khusnul Khotimah
Instansi/Sekolah	: SMP Negeri 1 Sumberbaru
Jenjang / Kelas	: SMP / 7
Alokasi Waktu	: 3 X 6 Pertemuan (18 x 40 menit)
Tahun Pelajaran	: 2024/ 2025

B. KOMPONEN INTI

Fase : D

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan, dan visual dalam berbagai jenis teks untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam serta dalam situasi formal dan informal. Peserta didik memahami tujuan dan target pembaca/pemirsa ketika memproduksi teks lisan, tulisan, dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam untuk berdiskusi dan menyampaikan keinginan/perasaan/pendapat. Pada fase ini, pemahaman peserta didik terhadap teks lisan, tulisan, dan visual semakin berkembang dan keterampilan melakukan inferensi mulai tampak ketika memahami informasi tersirat.

Elemen	Capaian Pembelajaran
Menyimak-Berbicara (<i>Listening-Speaking</i>)	Kemampuan memahami informasi yang didengar, mengapresiasi lawan bicara, dan menanggapi secara relevan dan kontekstual. Kemampuan menyimak memengaruhi komunikasi lisan peserta didik dalam menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.
Membaca-Memirsa (<i>Reading-Viewing</i>)	Kemampuan memahami, menggunakan dan merefleksi berbagai jenis teks (<i>genre</i>) sesuai tujuan/fungsi sosialnya sehingga peserta didik dapat berpartisipasi dalam masyarakat melalui pengetahuan dan kemampuan membaca/memirsanya.
Menulis-Mempresentasikan (<i>Writing-Presenting</i>)	Kemampuan mengomunikasikan gagasan, mengekspresikan kreativitas, dan mencipta dalam berbagai jenis teks (<i>genre</i>), dengan cara yang efektif

dan dapat dipahami, serta diminati oleh pembaca/pemirsa.

Tujuan Pembelajaran

- Peserta didik mampu Memperkenalkan diri dan orang lain
- Peserta didik mampu Berbicara tentang hobi
- Peserta didik mampu Menggambarkan ciri-ciri fisik dankepribadian orang, dan
- Peserta didik mampu Menggambarkan kegiatan sehari-harimereka.

Konsep Utama

Pertanyaan Pemantik

Aku dan Kegiatan ku

- Siapa nama kamu ?
- Kamu tinggal di mana ?
- Berapa usia kamu ?
- Apa hobi kamu ?

Profil Pancasila

- Beriman, Bertaqwa kepada Tuhan Yang Maha Esa, danBerakhlak Mulia
- Berkebhinekaan global
- Gotong Royong
- Mandiri
- Bernalar Kritis
- Kreatif

Kata kunci

Fishing, hobbies, daily activities

Target Peserta Didik :

Peserta didik Reguler

Jumlah Siswa :

30 Peserta didik (dimodifikasi dalam pembagian jumlah anggota kelompok ketika jumlah siswa sedikit atau lebih banyak)

Assesmen :

Guru menilai ketercapaian tujuan pembelajaran

- Asesmen individu
- Asesmen kelompok

Jenis Assesmen :

- Presentasi
- Produk
- Tertulis
- Unjuk Kerja
- Tertulis

Model Pembelajaran

- Tatap muka
- PJJ Daring
- PJJ Luring

Ketersediaan Materi :

- Pengayaan untuk peserta didik berprestasi tinggi:
YA/TIDAK
- Alternatif penjelasan, metode, atau aktivitas untuk peserta didik yang sulit memahami konsep:
YA/TIDAK

Kegiatan Pembelajaran Utama / Pengaturan peserta didik :

- Individu
- Berkelompok (Lebih dari dua orang)

Metode :

- Diskusi
- presentasi
- ceramah
- Kunjungan lapangan
- Pengamatan lingkungan

Materi Pembelajaran

Chapter 1 About Me

Unit 1 Galang from Kalimantan

1. Introducing myself
2. Greetings and Saying Goodbye

Unit 2 I Love Fishing

1. Introducing others
2. Describing hobbies

Unit 3 Galang and Friends

1. Describing people
2. Describing daily activities

Media, Alat dan Bahan :

1. Sumber Utama
 - a. Kemendikbud. 2021. Ba, Buku Siswa Kelas VII, Jakarta; Pusat Kurikulum dan Perbukuan.
 - b. Laptop, LCD, PC,
2. Sumber Alternatif

Guru juga dapat menggunakan alternatif sumber belajar yang terdapat di lingkungan sekitar dan disesuaikan dengan tema yang sedang dibahas.

Persiapan Pembelajaran :

- Menyiapkan bahan ajar/materi
- Menyiapkan alat dan bahan
- Menyiapkan rubric penilaian
- Menyiapkan alat penilaian

Langkah-langkah pembelajaran :

Pertemuan kedua

□ Kegiatan awal

- Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, posisi, dan tempat duduk peserta didik.
- Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan
- Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran.
- Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran
- Guru mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran.
- Guru mengajukan pertanyaan lebih dalam untuk mengarahkan ke topik yang akan dipelajari.

Kegiatan inti

- Guru menampilkan transkrip percakapan Audio 1.2 dan memperdengarkan rekaman Audio 1.2.



Comic strip 1.2 Part 2 Galang and Andre are introducing themselves to each other.



- Comic strip 1.2 Part 1 Galang and Andre are introducing themselves to each other.
- Rekaman percakapan dapat diputar beberapa kali. Bisa dilakukan bertahap: Part1 lalu Part 2.
- Guru memandu peserta didik membicarakan isi percakapan.
- Guru menampilkan Worksheet 1.7, kemudian meminta peserta didik melengkapi Worksheet 1.7.

b. Complete a mind map about Andre.



Worksheet 1.7

- Guru menampilkan tabel pertanyaan dan jawaban ketika berkenalan. Guru mengajak peserta didik melafalkan pertanyaan dan jawaban ketika berkenalan.

	Questions	Responses
Name	What's your name?	My name's ... I'm ...
Origin	Where are you from? Where do you come from?	I'm from ... I come from ...
Address	Where do you live?	I live on Jalan ...
Age	How old are you?	I'm ... years-old.
Hobby	What's your hobby? What do you like doing in your free time?	My hobby is ... I like ...
Siblings	How many siblings do you have? How many brothers and sisters do you have?	I have ... siblings. I have ... brothers. I have ... sisters. I'm an only child.

- Guru berkeliling memastikan peserta didik berlatih dengan teman sebangkunya.
- Guru mengingatkan bahwa setelah berlatih, mereka akan melakukan survei.
- Guru meminta peserta didik melakukan latihan tanya jawab dengan teman sebangku menggunakan identitas masing-masing. Guru berkeliling mengecek latihan peserta didik dan memberi bantuan ketika diperlukan. Bila tidak memungkinkan dengan teman sebangku, peserta didik dapat melakukannya dengan salah satu temannya di dalam kelas.
- Guru meminta peserta didik berkeliling untuk saling memperkenalkan diri dengan menggunakan ungkapan dalam pertanyaan dan jawaban tentang pengenalan.
- Guru meminta peserta didik menyimpan hasil survei dengan baik karena akan digunakan pada kegiatan selanjutnya.
- Guru menampilkan dan memperdengarkan rekaman Audio 1.4. (Guru dapat memutarkan rekaman beberapa kali).



Comic strip 1.4 Three students are introducing themselves

- Guru menampilkan ungkapan menyapa orang yang sudah dikenal dan memperkenalkan orang lain.
- Guru menjelaskan ungkapan memberi salam.
- Guru menjelaskan ungkapan dalam mengenalkan orang lain.
- Guru memandu peserta didik berlatih melafalkan ungkapan-ungkapan pada Table 1.2

Table 1.2

Greetings	Introducing Someone	Partings
Hi. Hello. Good morning. Good afternoon. Good evening. How are you? Fine, thanks. I'm OK.	This is ... She's from ... He's from ... She likes ... He loves ... Nice to meet you. Nice to meet you, too.	Bye. Good bye. See you later.

- Guru menginformasikan bahwa ungkapan ini akan digunakan untuk kegiatan memperkenalkan teman di kelas.
- Guru meminta peserta didik menyapa dan mengenalkan teman sekelas ke temanlainnya.
- Guru meminta peserta didik untuk mengerjakan soal word scramble dan sentence scramble yang berkaitan dengan pembahasan di pertemuan pertama
- Guru mengevaluasi secara langsung hasil kerja siswa dan memberikan penjelasan pada tiap soal

Pelaksanaan Asesmen

Sikap

- Melakukan observasi selama kegiatan berlangsung dan menuliskannya pada jurnal, baik sikap positif dan negatif.
- Melakukan penilaian antarteman.
- Mengamati refleksi peserta didik.

Pengetahuan

- Memberikan tugas tertulis, lisan, dan tes tertulis

Keterampilan

- Presentasi
- Proyek
- Portofolio

Pengayaan dan Remedial

Pengayaan	Remedial
<ul style="list-style-type: none"> • pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai kompetensi dasar • pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik • berdasarkan hasil analisis penilaian, peserta didik yang sudah mencapai ketuntasan belajar diberi kegiatan pembelajaran pengayaan untuk 	<ul style="list-style-type: none"> • remedial dapat diberikan kepada peserta didik yang capaian kompetensi dasarnya (KD) belum tuntas • guru memberi semangat kepada peserta didik yang belum tuntas • guru akan memberikan tugas kepada peserta didik yang belum tuntas dalam bentuk pembelajaran ulang, bimbingan perorangan, belajar kelompok, pemanfaatan tutor sebaya bagi peserta didik yang belum mencapai ketuntasan belajar sesuai dengan hasil analisis penilaian

perluasan atau pendalaman materi	
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Kriteria Penilaian :

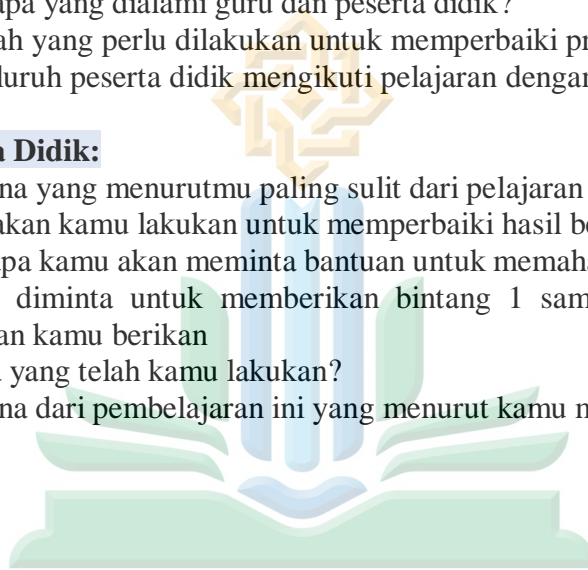
- Penilaian proses: berupa catatan/deskripsi kerja saat diskusi kelompok.
- Penilaian Akhir: Skor nilai 10-100

Refleksi Guru:

- Apakah kegiatan belajar berhasil?
- Berapa persen peserta didik mencapai tujuan?
- Apa yang menurut Anda berhasil?
- Kesulitan apa yang dialami guru dan peserta didik?
- Apa langkah yang perlu dilakukan untuk memperbaiki proses belajar?
- Apakah seluruh peserta didik mengikuti pelajaran dengan baik?

Refleksi Peserta Didik:

- Bagian mana yang menurutmu paling sulit dari pelajaran ini?
- Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu?
- Kepada siapa kamu akan meminta bantuan untuk memahami pelajaran ini?
- Jika kamu diminta untuk memberikan bintang 1 sampai 5, berapa bintang akan kamu berikan pada usaha yang telah kamu lakukan?
- Bagian mana dari pembelajaran ini yang menurut kamu menyenangkan?



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Mengetahui

Sumberbaru, 15 Juli 2024

Kepala Sekolah

Guru Mata Pelajaran

KIAI HAJI ACHMAD SIDDIQ
J E M B E R

SAPTO HARYONO, S.Pd

KHUSNUL KHOTIMAH, S.Pd

NIP. 19661231 198901 1 019

NIP. 19830610 202421 2 012

Appendix 4

Research Instrument

1. Observation Instrument

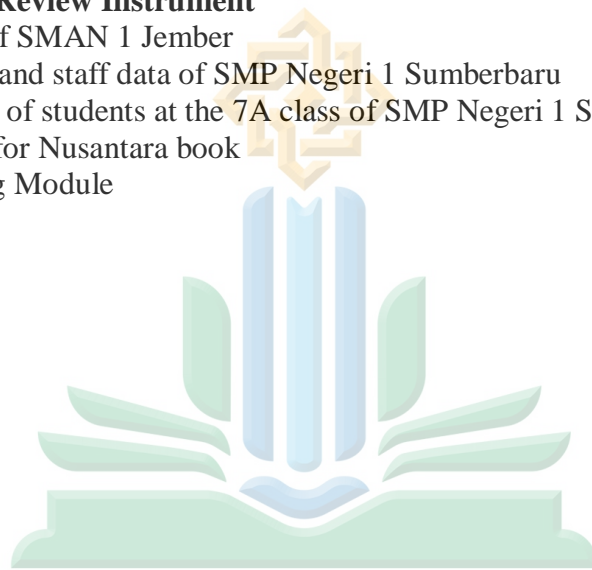
- a. The condition of SMAN 1 Jember.
- b. The use of Scramble Model on Students' Vocabulary Mastery at The First Grade of SMP Negeri 1 Sumberbaru

2. Interview Instrument

- a. How did the teacher implement the scramble model?
- b. How is the evaluation of the Scramble Model on Students' Vocabulary Mastery at The First Grade of SMP Negeri 1 Sumberbaru?

3. Document Review Instrument

- a. Profile of SMAN 1 Jember
- b. Teacher and staff data of SMP Negeri 1 Sumberbaru
- c. The data of students at the 7A class of SMP Negeri 1 Sumberbaru
- d. English for Nusantara book
- e. Teaching Module



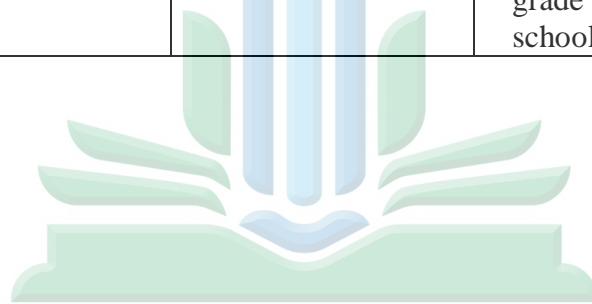
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Appendix 5

Similarities and Differences

Previous studies (tittle, year, researcher)	Similarities	Differences
1. The Effectiveness of Scramble Game Online in Teaching Vocabulary Mastery at The Second Semester at The Eighth Grade of SMPN 1 Sekampung Udik. 2022. Shidiq A, F	<ul style="list-style-type: none"> • Both researchers had the same model that was scramble game • Use the same subject which was junior high school students 	<ul style="list-style-type: none"> • The previous research used scramble game online, while this research used direct scramble model • The previous research focused on the examination whether scramble game had an impact or not, while this research describes the implementation of scramble model
2. The Impact of Teaching Vocabulary for Junior High School Students Using Scrabble Game. 2019. Sulaiman	<ul style="list-style-type: none"> • Both researchers had the same model that was scramble game • Use the same subject which was the first grade of junior high school students 	<ul style="list-style-type: none"> • The previous research aimed to investigate the use of teaching vocabulary using scrabble game on students' achievement, while this research describes the scramble model activity in the class
3. Improving Students' Vocabulary Mastery Through Snakes and Ladders Board Game at The Eighth Grade of SMPN 1 Jenggawah. 2023. Laila, Hanim Alfu	<ul style="list-style-type: none"> • Both researchers had the same dependent variable that was students' vocabulary mastery • Use the same subject which was junior high school students 	<ul style="list-style-type: none"> • The previous research used snakes and ladders board game, while this research used scramble model • The previous research used class action research method meanwhile this research used qualitative method
4. The Effectiveness of Using Scramble Method to Increase Vocabulary Mastery in Descriptive Text at The 7 th Grade of SMP Negeri Baturraden Purwokerto. 2019. Wahyuningsih, Ika	<ul style="list-style-type: none"> • Both researchers used the scramble model • Had the same subject which was the first grade of junior high school 	<ul style="list-style-type: none"> • The previous research focused on vocabulary mastery in descriptive text, while this research focused on the implementation of scramble model on

<p>5. The Effect of Scramble Model on Students' Vocabulary Mastery. 2021. Lubis, Lollo Rosa</p>	<ul style="list-style-type: none"> • Used the same strategy which was scramble model • Had the same dependent variable that was students' vocabulary mastery 	<p>students' vocabulary mastery</p> <ul style="list-style-type: none"> • The previous research used quantitative method meanwhile this research used the qualitative method • The previous research used the quantitative method, while this research used the qualitative method • Subject of the previous research was the second grade of senior high school students, while the subject of this research was the first grade of junior high school students
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








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Appendix 6

RESEARCH JOURNAL

Name : Sufinatus Sa'diyah
NIM : 202101060029
Title : The Implementation of Scramble Model on Students' Vocabulary Mastery at The First Grade of SMP Negeri 1 Sumberbaru
Location : SMP Negeri 1 Sumberbaru

No.	Day/Date	Activity	Signature
1	10 September 2024	The researcher confirmed the research permission	
2	11 September 2024	The researcher observed an analysis of merdeka curriculum in teaching English through the first grade	
3	16 September 2024	The researcher observed an analysis of merdeka curriculum in teaching English through the first grade	
4	18 September 2024	The researcher interviewed the English teacher of the first grade students at SMP Negeri 1 Sumberbaru	
5	23 September 2024	The researcher interviewed the first grade of SMP Negeri 1 Sumberbaru students	
6	25 September 2024	The researcher completed the research data of document review	
7	9 Oktober 2024	The researcher got the letter of research finishing	

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JEMBER

Jember, 9 Oktober 2024

Kepala SMP Negeri 1 Sumberbaru


SAPTO HARYONO, S.Pd

NIP. 19661231 198901 1 019

Appendix 7

Research Permission Letter

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://fik.uinkhas-jember.ac.id](http://fik.uinkhas-jember.ac.id) Email: tariyah.iainjember@gmail.com

Nomor : B-8355/In.20/3.a/PP.009/09/2024
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Negeri 1 Sumberbaru
Jl. Ki hajar Dewantara No. 02, Yosorati, Sumberbaru, Jember, Jawa Timur

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

NIM : 202101060029
Nama : SUFINATUS SA'DIYAH
Semester : Semester sembilan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of Scramble Model on Students' Vocabulary Mastery at The First Grade of SMP Negeri 1 Sumberbaru" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Supto Haryono

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.


Jember, 10 September 2024
Dekan,
Bapak Dekan Bidang Akademik,



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JEMBER
KHOTIBUL UMAM

Appendix 8

Research Finishing Letter

 **PEMERINTAH KABUPATEN JEMBER**
SMPN 1 SUMBERBARU
Jl. Kihajar dewantara No. 02 Kode Pos : 68156 JEMBER
Email : smpnegeri1sumberbaru@gmail.com

SURAT KETERANGAN
Nomor : 400.3/ 084 / 310.31.20523909 / 2024

Yang bertanda tangan di bawah ini :

Nama	: SAPTO HARYONO,S.Pd
NIP	: 19661231 198901 1 019
Pangkat/Gol	: Pembina Tk.J. IV/B
Jabatan	: Kepala SMPN 1 SUMBERBARU

MENERANGKAN

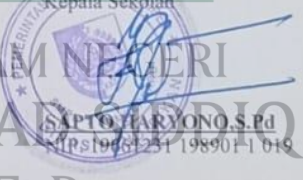
Nama	: SUFINATUS SA'DIYAH
NIM	: 202101060029
Universitas	: UNIVERSITAS ISLAM NEGERI KH. ACHMAD SIDDIQ JEMBER
Fakultas	: FTIK (Fakultas Tarbiyah dan Ilmu Keguruan)
Jurusan	: Tadris Bahasa Inggris

Telah melaksanakan penelitian di SMPN 1 SUMBERBARU mulai 10 September 2024 sampai dengan 9 Oktober 2024 untuk Penelitian/Riset mengenai "The Implementation Of Scramble Model On Students' Vocabulary Mastery At The First Grade of SMP Negeri 1 Sumberbaru".

Demikian Surat Keterangan ini apabila dikemudian hari terdapat kekeliruan akan kami perbaiki sebagaimana mestinya.

Sumberbaru, 9 Oktober 2024
Kepala Sekolah

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J E M B E R


SAPTO HARYONO,S.Pd
NIP.19661231 198901 1 019

Appendix 9

Turn it in Check Letter

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK DRILLBIT

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Sufinatus Sa'diyah
NIM : 202101060029
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : The Implementation of Scramble Model on Students' Vocabulary
Mastery at The First Grade of SMP Negeri 1 Sumberbaru, Jember
telah lulus cek similarity dengan menggunakan aplikasi Drillbit UIN KHAS Jember dengan skor akhir sebesar (18.8%)

1. BAB I : 24%
2. BAB II : 23%
3. BAB III : 21%
4. BAB IV : 17%
5. BAB V : 9%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 29 November 2024
Penanggung Jawab Turnitin
PTIK UIN KHAS Jember

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

(Ulfa Dina Novienda, S.Sos.I.,M.Pd.I.)



NB: 1. Melampirkan Hasil Cek Drillbit per Bab.
2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

Appendix 10

Documentation



The researcher interviewed the students of 7A class



The researcher interviewed the English teacher of 7A class, Ms. Khusnul



The teacher explained the procedure of scramble model



The teacher gave more explanation to the group that still did not understand yet



Every group prepared to play the game

English for Nusantara book



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Chapter 1. About Me					
Unit 1. Galang from Kalimantan					
Greet people and say goodbye	Verbs: <i>be</i> -affirmative, negative, interrogative, short answers	Listen to monologues and conversations for introducing one's self and others	Practice and demonstrate a monologue and a conversation for introducing one's self and others	Read a text for specific information about personal identity	Write specific information about personal identity
Introduce one's self and other people	Vocabulary: name, age, school, address, hobby, and sibling		Do a survey to ask for and give personal information		
Unit 2. I Love Fishing					
Introduce others	Verbs: <i>be</i> -affirmative, negative, interrogative, short answers. use pronoun: singular and plural	Listen to monologues and dialogues about describing hobbies	Practice and demonstrate the expressions learned in context	Read descriptions in context	Write specific information based on the spoken and written texts

Describe hobbies	Vocabulary: name, hobby, frequency, tools			
Unit 3. My Friends and I				
Describe people	Verbs: <i>be</i> -affirmative, negative, interrogative, short answers. Use pronouns: singular and plural. Introduce the structures of descriptive text	Identify characters	Read texts for specific information	Match pictures and words
Describe daily activities	Vocabulary: name, age, characters, hobby, frequency, physical features, personality traits, job, place			Complete specific information

The questions of the word scramble

Listen carefully to the questions read by the teacher!!!

The teacher will read the questions clearly and the students are required to arrange answers according to the random letters provided to form the correct word.

1. Ibuku memiliki 2 anak laki-laki. Mereka adalah ku
2. Hari setelah hari Selasa adalah
3. Angka setelah 11 adalah
4. Nama bulan yang terletak diantara bulan September dan November adalah
5. Saudara laki-laki ayahku adalah ku
6. Ayahnya ayahku adalah ku
7. Nama hari diantara hari jum'at dan minggu adalah
8. Angka setelah 29 adalah
9. Hari setelah Rabu adalah
10. Angka diantara 7 dan 9 adalah
11. Nama bulan setelah Juli adalah
12. Saudara perempuan ibuku adalah ku
13. Saudara laki-laki adalah
14. Nama hari diantara hari Senin dan Rabu adalah
15. 1000 adalah

Group members: Ahmad Faezi
 Ahmad Maulana Ibrahim
 Rizka Jilova Erlayora
 Silvia R. Chmawati
 Ikke Anestiya Putri

Arrange the random letters into the correct words!

Random letters	Correct answers
B-I-I-N-S-G-S-L	SIBLINGS
D-W-D-E-E-N-Y-S-A	WEDNESDAY
V-L-E-E-W-T	TWELVE
B-R-E-O-T-O-C	OCTOBER
C-U-E-N-L	UNCLE
T-R-A-F-E-H-D-A-G-R-N	GRANDFATHER
T-Y-A-S-A-R-U-D	SATURDAY
H-T-T-Y-I-R	THIRTY
T-D-H-Y-A-S-R-U	SATURDAY
T-G-I-E-H	EIGHT
G-U-A-U-T-S	AUGUST
N-A-T-U	NOM
R-T-E-H-B-O-R	BROTHER
S-Y-A-D-E-U-T	TUESDAY
A-D-T-N-H-A-O-S-U	THOUSAND

Sentence scramble

Name : Ahmad Maulana Ibrahim
 Class : 7A/711A

Random words
Hayam wuruk - on - I - live - jalan
Hobby - what - ? - your - is
Reading - my - novel - A - hobby
Thirteen - old - I - years - am
You - come - to - do - where - from
Am - Yogyakarta - from - I
Have - brothers - I - 2
Bintang - name - my - is
Every day - to - I - SMP Merdeka - go
Are - old - how - ? - you

Correct sentences
I live on jalan Hayam Wuruk
What is your hobby?
My hobby is reading novel
I am thirteen years old
Where do you come from?
I am from Yogyakarta
I have 2 brothers
My name is Bintang
Everyday I go to SMP Merdeka
How old are you?

UNIVERSITAS ISLAM NEGERI
 HAJI ACHMAD SIDDIQ
 JEMBER

Name : Ruinza Silova Elayora

Class : VII A

Random words

Hayam wuruk - on - I - live - jalan
Hobby - what - ? - your - is
Reading - my - novel - is - hobby
Thirteen - old - I - years - am
You - come - ? - do - where - from
Am - Yogyakarta - from - I
Have - brothers - I - 2
Bintang - name - my - is
Every day - to - I - SMP Merdeka - go
Are - old - how - ? - you

Correct sentences

I live on Jalan Hayam wuruk
What is your hobby?
my hobby is Reading novel
I am thirteen years old
where do you come from?
I am from Yogyakarta
I Have 2 brothers
my name is Bintang
Every day I go to SMP Merdeka
How old are you?

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

Appendix 11

Researcher's Bibliography



1. Personal Information

- Full Name : Sufinatus Sa'diyah
- NIM : 202101060029
- Place, Date of birth : Jember, July 8th, 2002
- Gender : Female
- Address : Yosorati – Sumberbaru – Jember
- Religion : Islam
- Department Majors Courses : Language Education English department
- University : State Islamic University of Kiai Haji Achmad Shiddiq Jember
- Email : uzumakifina@gmail.com

2. Education Background

- a. Kindergarten : TK Al-Hafidziah
- b. Elementary school : SD Negeri Yosorati 1
- c. Junior high school : MTs. Fatihul Ulum Al-Mahfudz
- d. Senior high school : MA. Fatihul Ulum Al-Mahfudz