**AN UNDERGRADUATED THESIS**

# THE EFFECT OF BOGGLE BOARD GAME ON THE STUDENTS' VOCABULARY MASTERY OF THE EIGHTH GRADE OF SMPN 10 METRO

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1442 H/ 2021 M**

**THE EFFECT OF BOGGLE BOARD GAME**
**ON THE STUDENTS' VOCABULARY MASTERY**
**OF THE EIGHTH GRADE OF SMPN 10 METRO**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Department

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.
*Wassalmu'alaikumWr.Wb*

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Sudah kami setujui dan dapat di munaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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## APPROVAL PAGE

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## RATIFICATION PAGE

**No.** B-1152/In-28-1/D/PP.00.9/04/2021

The Undergraduate Thesis entitled: THE EFFECT OF BOGGLE BOARD GAME ON THE STUDENTS' VOCABULARY MASTERY OF THE EIGHTH GRADE OF SMPN 10 METRO written by: NINING KHOFIFAH HABIBAH, Student Number 1601070036, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, April 12, 2021 at 09.00-10.30 a.m.

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**THE EFFECT OF BOGGLE BOARD GAME ON THE STUDENTS' VOCABULARY MASTERY OF THE EIGHTH GRADE OF SMPN 10 METRO**

## ABSTRACT

**By:**
**Nining Khofifah Habibah**

The aim of this research is to investigate the effect of boggle board game on the students' vocabulary mastery of the eighth grade of SMPN 10 Metro. This research is quasi-experimental research. The method used to collecting the data is observation, documentation and test. The sampling technique used in this research was cluster random sampling. The researcher took one classes as the experimental class and controlled class. The subject of this research was class 8.1 as the control class and experimental class. For the testing hypothesis was analyzed using t-Test formula. The researcher used SPSS v.20. From the data analysis especially one sample t-Test, it is obtained sig. (2-tailed) was 0.000. It is lower than $\alpha = 0.05$. So, there is significant difference in students learning result at the experimental class that used a treatment boggle board game. Moreover, based on the result of data analysis, the mean score of post-test in experiment class was 73.39 and the mean score of pre-test is 65.15. It can be concluded that Boggle Board Game has positive and significant effect on students' vocabulary mastery in eighth class of SMPN 10 Metro.

# EFEK PENGGUNAAN GAME PAPAN BOGGLE TERHADAP PENGUASAAN KOSAKATA MURID KELAS DELAPAN DI SMPN 10 METRO

## ABSTRAK

**Oleh:**
**Nining Khofifah Habibah**

Tujuan dari penelitian ini adalah untuk menemukan efek permainan papan boggle pada penguasaan kosa-kata murid kelas delapan di SMPN 10 Metro. Penelitian ini merupakan penelitian yang bersifat pecobaan. Metode yang digunakan untuk memperoleh data ialah observasi, dokumentasi, dan tes. Tehnik penarikan sampel yang digunakan adalah cluster random sampling. Peneliti menggambil satu kelas sebagai kelas eksperimen dan kelas control. Subjek dalam penelitian ini adalah murid di kelas 8.1 sebagai kelas eksperimental dan sebagai kelas control. Untuk menguji hipotesis yang sudah di analisis menggunakan rumus t-Test. Peneliti menggunakan SPSS v.20. Dari data analisis one sample t-test didapatkan hasil sig. (2-tailed) adalah 0.000. itu lebih rendah dari $\alpha = 0.05$. Jadi, terdapat perbedaan yang signifikan hasil belajar siswa pada kelas eksperimen yang menggunakan game papan boggle. Selain itu,berdasarkan dari hasil analisis, nilai rata-rata pasca-tes di kelas eksperimen memperoleh nilai 73.39 sedangkan nilai rata-rata pada pra-tes memperoleh nilai 65.15. Jadi, dapat di simpulkan bahwa game papan boggle memberikan efek positif dan signifikan terhadap penguasaan kosa-kata murid di kelas delapan SMPN 10 Meto.

## STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, 23 April 2021
The Researcher,

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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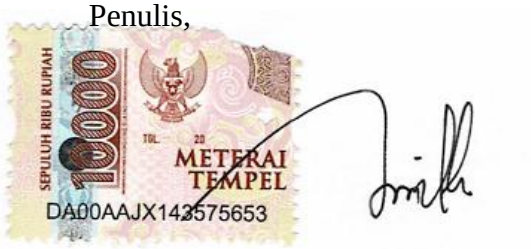



**NINING KHOFIFAH HABIBAH**

**NPM.160107006**

**MOTTO**

... وَهُوَ مَعَكُمْ أَيْنَ مَا كُنتُمْ ...

*"And He is with you wherever you are."*

*(QS. Al Hadid: 4)*

## DEDICATION PAGE

"*I highly dedicated this undergraduate thesis to:*

*Firstly, my beloved parents Mr. Suparyanto Azhuri and Mrs. Istiqomah*

*Secondly, my beloved sister and brother,*

*Istiqfaro Fadilah and M. Ibnu Fadil Habibi*

*Thirdly, my beloved partner, Angga Andriansyah*

*Fourthly, my beloved friends, Arisa, Afifah, Ivana, Angel and Siti*

*Finally, my beloved almamater IAIN Metro"*

## ACKNOWLEDGEMENT

Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. Greeting and salutation be upon the prophet Muhammad saw who has brought human from the darkness era into bright era. Peace be upon him, who becomes an inspiration for all people to live as Moslems.

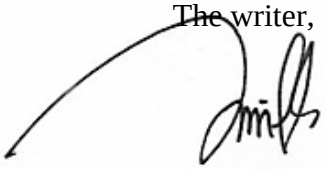
This undergraduate thesis is presented as a partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department entitled : "THE EFFECT OF BOGGLE BOARD GAME ON THE STUDENTS VOCABULARY MASTERY OF THE EIGHTH GRADE OF SMPN 10 METRO".

The writer would like to express her gratitude to the sponsor, Dr. Dedi Irwansyah, M.Hum, and the co-sponsor Andianto, M.Pd, who have sincerely guided the writer to accomplish this undergraduate thesis in time.

Finally, the writer realizes that this thesis is still many mistakes. At last, the researcher hopes that the research have significant contribution in teaching learning English in IAIN METRO.

Metro, April 2021

The writer,



**Nining Khofifah Habibah**

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# CHAPTER I

# INTRODUCTION

## A. Background of Study

According to Delahunty and Garveybook "System that connects personal thoughts and ideas which can be communicated to others is called Language."[1] Language is the key to exchanging information with someone else in this world. English is the second languages in Indonesia. Therefore, many people in Indonesia communicated use English even though a few words (mixed English and Indonesian). For Indonesia's education, students are prepared to face globalization. English as foreign language is to enable the students to use the language in communication in oral, in learning English. English has four skills in teaching and learning there are listening, speaking, reading and writing. The four skills are the basic components to master a language that must be supported by mastering vocabulary. Therefore, the quality of the language skills students depends on the quantity and quality of their vocabulary.

Vocabulary is the collection of words that an individual.[2] Thus, whatever word found it can be called vocabulary. Vocabulary refers to collection of a particular person, group of people, socioeconomic group, profession, and so on, knows and uses. Mastering vocabulary is a thing that

[1]Gerald P. Delahuntyand James J. Garvey, *The English Language from Sound to Sense* (Colorado: Library of Congress Cataloging-in-Publication Data, 2010), 5.

[2]Caroline P. Linse, *Practical English Language Young Learners* (New York: McGraw-Hill, 2005), 121.

could not be refused in learning a language. Mastering vocabulary is important for learners because it is one of the basic components and plays an important role in the four language skills. In fact, the students still low in vocabulary mastery. The writer had conducted pre survey on June 1th 2020 at Junior High School 10 Metro. The data of the students' vocabulary mastery are as follows:

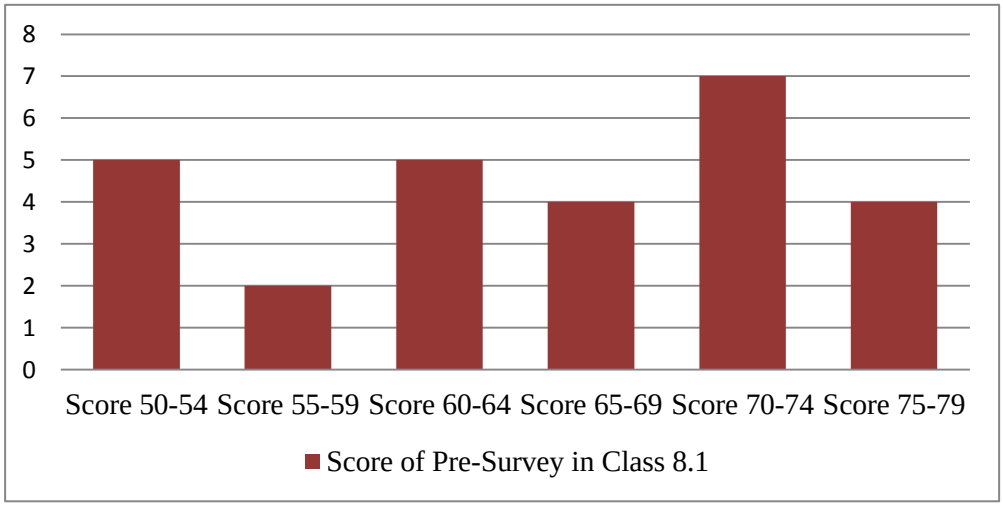


***Figure 1. The Result Data of Students Vocabulary Mastery Based on Pre-Survey among the Eighth Class of SMPN 10 Metro***

Based on the pre survey had done on October 26th 2020 at SMPN 10 Metro, it shown that 5 students got score 50-54, 2 students got score 55-59, 5 students got score 60-64, 4 students got score 65-69 , and 4 students got score 75-79. The mean of the pre-survey was 65.33, standard of deviation was 9, N was 27, median was 75.75, variance was 75, minimum score was 50.00 and maximum score was 79.00. The minimum mastery criteria (MMC) for English was 70.00, and based on data can be conclude that the vocabulary mastery of the eighth class at SMPN 10 Metro is unsatisfactory.

The researcher assumes an alternative way of teaching vocabulary is using game. The researcher realizes that game is an interesting way will encourage students to learn vocabulary more easily and funny activity. In this research, the researcher chose boggle game as a media in teaching vocabulary. Boggle is a game board and put words, it can be played by 2 or 4 people. By playing boggle board game, the students can remember vocabulary will be longer, and as well as effectively help to achieve the learning objectives. Then by boggle, it helped the students to get new vocabulary. Through boggle board game, it can improve socialization between students because the playing model is group.

One of the important things to master the language is vocabulary. Without good vocabulary mastery, the students cannot master a language well. Vocabulary can help the students to have good listening, speaking, reading and writing ability. The students who have enough vocabulary, they do not difficult to understand the meaning of words. In fact the students have low motivation to learn English. So they have to getting difficulties to understand and remember the meaning of vocabularies, and they consider that English is one of the difficult subject. So that, the more vocabulary the students have, the bigger possibility to have a skill to use the language. If the student vocabulary limited, they will found some difficulties in using English for communication in English.

From the problem above, the researcher finds that most of the students of SMP N 10 Metro have difficulties in studying English because limited on vocabulary. So that the research will conduct the research entitled “The Effect

of Boggle Board Games on the Students Vocabulary Mastery of the Eighth Class at SMPN 10 Metro."

## B. Problem Identification

1. The students have limited vocabulary.
2. The students do not understand meaning.
3. The students are bored with the techniques used by the teachers in class.

## C. Problem Limitation

There are many problems relate to vocabulary mastery, but the researcher will only focus on the influence of using boggle board game on the students vocabulary mastery.

## D. Problem Formulation

The problem formulation of this research is follows: "Is there any positive and significant effect of boggle board game especially in the student's vocabulary mastery of the eighth class at SMPN 1 Metro?".

## E. Objective and Benefits of the Study

### 1. Objective of the study

Generally, the objective of this research is to find out whether there is the effect of boggle board games on the students' vocabulary mastery of the eighth class at SMPN 10 Metro.

**2. Benefits of the study**

a. For the students

Boggle board game can make the students enjoy and interested in English learning process and improve the students' vocabulary mastery.

b. For the English Teacher

This research can be used as information, especially about the process of teaching vocabulary through boggle board game.

c. For the Institution

The result of this research can be used as the information material and gives a real contribution of knowledge in learning English especially in vocabulary.

## F. Prior Research

There researcher has found two relevant studies which related to this research. First was carried out at SMP 5 Tapung. This research took two classes as the subject of this study that were experimental class and controlled class to compare the pretest score before treatment was given and after the treatment was given. The result of gained score of pre-test and post-test in the experimental class was 12.83 and for the controlled class was 2.007 It can be concluded that there is a significant effect of using card games on vocabulary learning achievement of the first year students of SMP 5 Tapung.[3]

[3]Mila Federika, Effendy Gultom and Afrianto, *The Effect of Using Card Games on Vocabulary Learning Achievement of the First Year Students of SMPN 5 Tapung* (Pekanbaru: Riau University, 2017), 1.

The second is quantitative research method and experimental design. The research used cluster sampling as sampling technique. This research took two classes as the subject of this study that were experimental class and controlled class to compare the pretest score before treatment was given and after the treatment was given. The result of gained score of post-test in the experimental class was 6.59 and for the controlled class was 1.729. It can be concluded that there is any significant influence of using scrabble game toward students' vocabulary mastery at the eighth grade of SMP PGRI Batanghari East Lampung.[4]

Based on the both study above the researcher can conclude that games has the big effect for the students' vocabulary on the teaching and learning process. The researcher hopes that Boggle Board game can be the effective games for the students' vocabulary mastery.

[4]Liftin Kharisma, *The Influence of Using Scrabble Game on the Students' Vocabulary Mastery at the Eight Grade of SMP PGRI Batanghari East Lampung*, (Metro: Not Published, 2016) , vii.

# CHAPTER II

# THE REVIEW OF RELATED THEORIES

## A. The Concept of Vocabulary

### 1. The Definition of the Vocabulary

Vocabulary is one of the language elements which should be learned if someone wants to master a language. Vocabulary has role, which parallel with phonology and grammar to help the learner mastering four language skills. According to Thornbury, without grammar very little can be conveyed, without vocabulary nothing can be conveyed.[5] Its mean that spending most of the time studying grammar will not improve English very much. The most improvement is learns more about words and expressions. Hence, vocabulary can express almost everything with words.

Vocabulary is the important thing in learning language, without vocabulary we cannot communicate both spoken and written. Vocabulary instruction is used to help students learn new words and to help them acquire a deeper understanding of the words they know.[6] It means that vocabulary refers is important aspects in language. Vocabulary is also needed as basis knowledge to make their activity going on as well as they can. As a writer, the function of vocabulary is to know what the ideas that will be write in the blank page. Then, as a reader the main function of vocabulary is to know what the writer tells about in the written text.

[5]Scott Thornbury. *How to Teach Vocabulary* (England: Longman, 2002), 13.

[6]Andrew P. Johnson. *Teaching Reading and Writing:"A Guide Book for Tutoring and Remediating Students"* (Ianham: A Division of Rowman & Little Field Publishers Inc, 2008), 93.

According to Linse, vocabulary is the collection of words that an individual knows.[7] It means that vocabulary is group of words that has meaning. It would be impossible in English learning process without mastering vocabulary. People will difficult to communicate without understand the vocabulary of the target language. So that, vocabulary mastery can help the students have good speaking, listening, reading and writing ability.

Brewster states that, "the students vocabulary mastery include many indicator, there are form, pronunciation, word meaning and usage."[8] Form focus on spelling, grammatical description, and the grammatical changes that can be made to a good sentences. Pronunciation is focus on the student's mastery of pronounced the vocabulary. Word meaning relates to the meaning of vocabulary as well as its relationship with other vocabulary concept. Usage is focus on the use of vocabulary. Usage is an indicator that exceeds the previous three indicators.

## 2. Types of Vocabulary

The students who will be mastered English subject had to mastering grammatical and vocabulary. Without grammar it would be difficult for others to understand the message of information but without vocabulary it would be impossible to convey information and get

[7]Caroline T. Linse. *Practical English Language Teaching: Young Learners*, 121.

[8]Jean Brewster, Gail Ellis and Denis Girard, *The Primary English Teacher's Guide*, (London: Penguin English, 2004), p.81.

information from others. There are many types of vocabulary by Ellis and Tomlinson in Akar book:

a. Passive/ Receptive Vocabulary

Passive vocabulary is the total item of the vocabulary gained through a student's listening and reading.[9] So that, passive vocabulary is the word get by the students by listening or reading activity. This is one of the teacher's duties to gradually increase the student's passive vocabulary, so that the students can read and understand the topics that other people are talking about. Finding a new word cannot be interpreted as a passive vocabulary, because the passive vocabulary is usually a stage of understanding. Thus, it should be better if the student's restudied the new vocabulary.

b. Actives/ Productive Vocabulary

Actives vocabulary consist of words that can be accurately used in speech and writing, the passive vocabulary will always be larger than the active vocabulary because the students will mark the word that do not need to be used.[10] An active vocabulary was actually coming from passive vocabulary. An active vocabulary is a word that already learned all of its meaning (where one word has many meaning) and then used to communicate as speech or written.

[9]NurgunAkar, *Teaching Vocabulary: Bridging the Gap between Theory and Practice*, (Ankara: Birinci Baska, 2010), 16.

[10]*Ibid*,17.

Based on the explanation above can conclude that vocabulary has two types that connected into four part, there were listening, speaking, reading and writing. This was proved that vocabulary have related to improve four skill in English as the foreign language.

### 3. The Concept of Teaching Vocabulary

Vocabulary is part of language system. There is no language without word. It is clear that vocabulary is the essential part in learning English, because English used to communication whether it is spoken or written is made up of vocabulary. Without vocabulary the learners cannot communicate approximately. Teaching vocabulary is a complex task because it includes the meaning of the words. A good teacher should use appropriate techniques and enough practice for certain words, so that the objectives will be achieved. Concern the appropriate method for each other aspect of language.

In teaching vocabulary the teacher has to identify which vocabulary to teach or which vocabulary the students need to learn before. It is obvious that cannot teach all words and expressions in the target language at the same time and not all the students are certain level. The teacher can use the proper technique and media. By using technique and media, the students will be interested in learning English subject and also mastery the vocabularies.

Murcia and Olshtain states that, "teaching vocabulary can do by using informative texts, using cartoons, using interactive role plays, using problem-solving tasks, use of dictionaries, using cognates and avoiding false cognates, and remarks on acquisition and attrition.[11] Teaching vocabulary is what the most teachers take for granted since it was said that essential area of language is the lexicon or vocabulary of the language vocabulary teaching should regular basis. Lack of vocabulary or limited vocabulary inhibits the development at the works. Sample vocabulary can be used to convey ideas skillfully; however the work can become uninteresting quickly and loses the reader attention.

Hatch and Brown describe there are five essential steps of learning vocabulary which has recited by Cameron:

a. Having source for encountering new words.
b. Getting a clear image for the form of new words.
c. Learning the meaning of new words.
d. Making a strong memory connection between the form and the meaning of words.
e. Using the words.[12]

Based on some steps above, it can conclude that teacher has to use performance to teach vocabulary. Nowadays, to teach the children in teenager level must be used creativity because children learn language with accompanying action/ scaffolding. The teacher can use media in

[11]Marriane Celce Mucia and Elite Olshtain. *Discourse and Context in Language Teaching* (Cambridge: Cambridge University Press, 2000), 88-94.

[12]Lynne Cameron, *Teaching Language to Young Learners* (Cambridge: Cambridge University Press, 2001), 84.

learning process, it can help the students to increase their interested in studying English subject.

According to Nation in recited by Cameron is listed basic technique of explaining the meaning of new words.

By demonstration picture:

a. Using an object.
b. Using a cut-out picture.
c. Using gesture.
d. Performance action.
e. Photographs.
f. Drawing and or diagram on the board.
g. Picture from books, TV, Video, or computer.

By verbal explanation:

a. Analytical definition.
b. Putting in a context.
c. Translating.[13]

Based on some techniques above can be used to teach vocabulary. In fact, good dictionary can tell you a lot more about a word than just its meaning, including (among other things) synonym, antonyms, collocations, pronunciations, word stress, usage, whether a word is used for people and or thing.[14] From this explanation can be assumption that teaching vocabulary is not only introducing new words to the students but also how can vocabulary be received by students in the mastery of vocabulary.

[13]*Ibid*., 85.
[14]Michael McCarty and Felicity O'Dell, *English Vocabulary in Use* (New York: Cambridge University Press, 1994), 10.

## 4. The Importance of Vocabulary Mastery

Vocabulary learning is very important for people who learn both as foreign language and as a second language. Milton states that "studies investigating the relationship between vocabulary and language proficiency almost never offer an insight into the relationship between vocabulary and speaking ability."[15] On the other hand, learning vocabulary in any language is certainly very important. Learning grammar is definitely also important. However, speaking without knowing the vocabulary was impossible. Grammar is a system of rules that links these things in meaningful. In fact, grammatical is very important to write the right sentences but in emergency (being in a foreign country and difficulty communicating) vocabulary is helpful. There is a lot of information that comes from just word and gesture.

Students who learn English without even master the vocabulary will be difficulty in following English class. The students will not be interested in studying English because limited vocabulary, every single word is unfamiliar for the students. Vocabulary must be taught every day at school, since adequate vocabulary is the source of excelling students.[16] Mastering vocabulary gives so many benefits. The students will enjoy the class without worries about the vocabulary, easy to answer the question, and also make the teaching learning easier.

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[15]Mehmet Cilic, "*Vocabulary Knowledge as a Predictor of Performance in Writing and Speaking: A Case of Turkish EFL Learners"* Turkey: Gaziantep University Journal Vol.57/ January-June 2019, 140-141.

[16]Mofareh Alqahtani, *"The Importantce of Vocabulary in Language Learning and How to be Taught*" Guraiger: King Khaled Academy Vol.03/2015, 22.

## 5. Assessing Vocabulary

Vocabulary was a basic language material, the sense units of the sentence, the paragraphs and entire text were formed, so that doing research on the students' vocabulary mastery is necessary. For native speakers, although the most rapid growth occurs in childhood, vocabulary knowledge continues to develop naturally in adulthood in response to experiences, inventions, concepts, social trends and opportunities for learning. On the other hand, mastering vocabulary is usually a more difficult process for students. Actually, students are aware of their limitations on the words of second language. The students lack the sense meaning, which is that the words they read do not understand at all, or concept they cannot express as much as they can in their first language. Thus, from various explanations vocabulary can be viewed as a priority for teaching language, requiring test to monitor the learners' progress in vocabulary mastery and to issues how well the students' vocabulary knowledge is to meet their communication needs.

Vocabulary assessment seems straightforward in the sense that word list are readily available to provide a basis for selecting a set of words to be tested.[17] In addition, there is vocabulary testing by Read:

a. Multiple-choice (choose the correct answer)

   Example:

   The principal was <u>irate</u> when she heard what the students had done.

[17]John Read, *Assessing Vocabulary* (Melbourne: Cambridge University Press, 2000) 2.

a. surprise, b. interest, c. proud, d. angry

b. Completion (write in the missing word)

Example:

At last the climbers reached the s ——— of the mountain.

c. Translation (give the source language equivalent of the underline word)

Example: they worked at the mill.

d. Matching (match each word with its meaning)

1) Accurate ——— a. not friendly

2) Hostile ——— b. careful and exact

These test items are easy to write and to score, and they make efficient use of testing time. Multiple-choice items in particular have been commonly used in standardized tests.[18] In this way, the use of test could shorten the time because the students only write the exact answers. The test also minimize the used of paper. The test illustration above is used by language teacher until now to diagnose the student's weakness on vocabulary mastery.

## B. The Concept of Boggle Board Games

### 1. The Definition of Boggle Board Games

Education games is an activity that is very funy and its an educational means or tool educate.

[18]John Read, *Assessing Vocabulary*, 2.

Boggle is a hidden word game made by Parker Brothers.[19] Boggle board games usually has a square or rectangular shapes consists of the letters of words placed inside the box. Each puzzle contained a 4x4 array of letters, and participants were asked to identify as many English words that could be found by connecting adjacent letters. Boggle game is known as a word search game. Words must be searched based on adjacent letters, may be upward, downward, sideways, and diagonally on the board. The purpose of this puzzle is to find out and mark all the words hidden in the box, the letters could be marked in every direction. Boggle game or words search game is a game that the players link at least three letters with line to makes a word.[20] This activity helps students improve vocabulary primarily to increase student awareness in the spelling of words and also helps to memorizing the word already linked.[21]

**2. The Importance of Boggle Board Game through Teaching Vocabulary**

Games are often used in the teaching process. The teachers take those opportunities to take the children's attention. Especially for children in junior high school that still teenagers and more excited to playing than learning. Therefore, the used of games will be stimulated their appetency.

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[19]Nurul K. Soliha & Abdul Rohim, *"The Effect of Boggle Games on the Vocabulary Mastery of the Seventh Grade Students' at Mts. Nurul Hikmah*". E-ISSN: 2597-9132/Vol. 10, No.1, January 2020, 5.

[20]Dede Jordi, *Board Game Educatif Tentang Perduli Lingkungan untuk Anak Usia 7-12 Tahun* (Padang: UNP, 2017), 7.

[21]Amanda Fauziah, *The Use of Boggle Board Game to Improve Students Vocabulary in Writing Descriptive Text* (Pontianak: Tanjungpura University, 2018), 4.

One useful strategy to encourage learning a foreign language is using language games.[22] When using games in the classroom, it is beneficial for teachers to have a complete understanding of the definitions of games, which usually are defined as a form of play concerning rules, competition, and an element of fun. Teachers should also consider the advantages of games, the ability to capture students' attention, lower students' stress, and give students the chance for real communication. Lastly, teachers need to assess how to use games appropriately in the classroom. It is important to choose an appropriate time and integrate them into the regular syllabus and curriculum.

### 3. The Steps of Boggle Board Game

The rules of a game in teaching learning process, there are several staps to play Boggle game. Participants were run in groups and all experimenters were blind to condition and the specific hypotheses of the study.[23] Each puzzle contained a 4x4 array of letters, and participants were asked to identify as many English words that could be found by connecting adjacent letters. Participants were instructed about the rules of Boggle and given a few examples. The rules state that words can only be formed from adjoining letters. Letters must join in the proper sequence to spell a word, but they may join horizontally, vertically, or diagonally, to

[22]Tri Ramadhaniarti, "*Teaching English Vocabulary through Game: Views from the Students*" University of Bengkulu: Proceedings of the Fourth International Seminar on English Language and Teaching (2018), 383-384.

[23]Nurul K. Soliha & Abdul Rohim, *"The Effect of Boggle Games on the Vocabulary Mastery of the Seventh Grade Students' at Mts. Nurul Hikmah*", 22.

the left, right, or up-and down. However, no letter cube may be used more than once within a single word. Words must be at least three letters long. Participants were given 3 min for each puzzle. In addition, boggle game is one in which the goal is to find Boggle words on a Boggle board.

Moreover, the simple explanation by the researcher are:

1. The letters should be positioned side by side (vertically, horizontally, or diagonally).
2. The word contains at least three letters.
3. The letters that had been found must be marked by a line.

**4. Advantages of Boggle Board Game**

1. It increases students' involvement.
2. It boosts students' language skills.
3. It sharpens the students' focus.

## C. Hypothesis Formulation

To investigate whether there is positive and significant influence of using boggle games toward the student vocabulary of the eighth class students at SMPN 10 Metro. The researcher used t-test to look at the effects of an improvement programs, comparing the achievement of pupils who have been part of the programs to those who have not.[24] The researcher analyzing the data using the independent sample written test with SPSS 20.0 for windows with the following hypothesis;

[24]Daniel Muis, *Doing Quantitative Research in Education* (New Delhi: Thousand Oaks, 2004),127.

$H_o$: there is no positive and significant influence from the use of boggle board game on the students' vocabulary mastery of the eighth class of SMPN 10 Metro.

$H_a$: there is a positive and significant influence from the use of the boggle board game on the students' vocabulary mastery of the eighth class of SMPN 10 Metro.

One Sample t-Test guidelines;

1. If the probability or Sig. $<\alpha$ (0.05), then the null hypothesis (Ho) is rejected.
2. If the probability or Sig. $>\alpha$ (0.05), then the null hypothesis (Ho) is accepted.

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Research Design

Muijs said that there are two main types of quantitative research design experimental design and non-experimental design.[25] Experimental design can be defined as a test performed to show whether a hypothesis is accurate or not. Experimental research design divided into two, they are quasi-experiemtal and true experimental. Quasi-experiment is defined as an experiment which has a treatment, impact measurement, unit experiment but does not use random assignment to create comparisons in order to infer changes caused by the treatment. True-experimental is to investigate possible cause-and-effect relationships with a design in which there is a real treatment group and a control group and to closely compare the results of the treatment with the control.

From the devinition above, the focus of the research is the effect of boggle board game toward the students' vocabulary mastery and it used experimental research design include the quasi-experimental design. The researcher will be compared the average eighth grade student whether the average of the grade that has been selected as a experimental class using the boggle board game. Furthermore, the average assumptions was 70.

[25]Daniel Muijs, *Doing Quantitative Research in Education* (New Delhi: Thousand Oaks, 2004), 13.

This research will be used one class as the object of research. There was only one group that served as the control group (before the introduction of the treatment) and the group experiment (after introducing the treatment). This type of research was selected because the control group was impossible to obtain. Obtained data before treatment, both test results and other data are classified as data from the control group, while the data collected after the treatment is classified as data from the group experiment. After finishing the treatment, then the post-test is given.

## B. Population, sample, and Sampling Technique

### 1. Population

Population is the whole subject in the research. The population of this research was the students at the eighth class of SMPN 10 Metro which consists of 166 students.

**Table 1. Number of Population**

| Class | Total |
|---|---|
| VIII 1 | 27 |
| VIII 2 | 27 |
| VIII 3 | 30 |
| VIII 4 | 27 |
| VIII 5 | 28 |
| VIII 6 | 27 |
| Total | 166 |

**2. Sample**

Sample is the part of populations that will be researched. The samples of the research are the student from the eighth class which the total is 27 students from VIII 1 of SMPN 10 Metro.

**Table 2. Number of Sample**

| Class | Total |
|---|---|
| VIII 1 | 27 |
| Total | 27 |

**3. Sampling Technique**

The sampling technique used in this research is cluster random sampling. The rules as follow:

a. Writing down the name of each class on small piece of paper (VIII 1 – VIII 2 – VIII 3 - VIII 4- VIII 5 – VIII 6).
b. Rolling the paper and putting them into a can.
c. Shaking the can well.
d. Dropping two rolled papers and determining them as sample.
e. Taking one rolled paper from the sample, then determined it as an sample and the other one as a population.
f. The paper that came out was VIII 1.

## C. The Operation Definitions of Variable

Operational definition is the definition which based on characteristic of the things that be defined. Based on the quotation above, the operation defined of variables as following:

**1. Independent Variable**

Independent variable (X) of this research is Boggle Board Games. It is a variation on a cross word games that can be defines as game in which the learner can increase their creative ability to create new words from the letters provided to them. The researcher measured independent variable by used written test. The researcher tested the students by giving them the Boggle Board Game and the students should search as much as possible.

Moreover, the indicator of this variable as follows:

a. The students are able to find the new vocabulary.
b. The students are able to easier to understanding the word.
c. The students are able to more interest in the English learning.

**2. Dependent Variable**

Dependent variable (Y) of this research is translation ability that can be defined as to gain the total number of words mastered that know and understood by students. It is very important to support English learning process in listening, speaking, reading and writing. The vocabulary commonly seen, done and felt by students or more accurately in accordance with the fact than they usually experience. The researcher measured the students' vocabulary mastery by use test. There are 40 multiple choices. Each item consists of four options, A, B, C and D. The score each question is 5, so the lowest score is 0 and the biggest one is 100.

Moreover, the indicator in this variable as follows:

a. The students are able to know and understand the word and also the meaning.
b. The students are able to remember the vocabulary.

## D. Data Collection Method

To collect the data, the researcher used test as a technique to collecting the data. According to Donald a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.[26] Based on the definition above, the researcher used test to collect the data. From the test obtained the average that will be compared with the average of the eighth grade . To know about the students' vocabulary mastery, the researcher used vocabulary test where the students answered the multiple choices questions given.

## E. Research Instrument

Instrument is the tool of research which is use in each method. Instrument includes test, questionnaire, observation schedules and any other tools used to collect data.[27] It means that the valid data can be gained through several techniques of data collection method, one of which is test. Furthermore, the research instrument involves:

[26]Donald Ary. *Introduction to Research in Education Eighth Edition* (Canada: Nelson Education, Ltd, 2010), 301.

[27]Gary Anderson and Nancy Arsenault, *Fundamentals of Education Research* (USA: Falmer Press, 2005), 94.

**1. Observation**

Observationis an important component in any scientific investigation within the context of science, observation means quite just observing the world around us to obtain ideas for research.[28] Observation also refers to the method of creating careful and accurate measurements, which is that the distinguishing feature of well-conducted research project. The instrument which will be used in observation method is observation guidance as follows:

a. Observation is about vocabulary mastery score for pre-test and post-test of SMPN 10 Metro.
b. Observation some methods that use the teacher in teaching-learning process.

**2. Test**

In this research, test will be used as data collection method to measure both variables. The researcher will use test of multiple choice, essay and pronunciation test to measure level of vocabulary mastery. Forthermore, there is include 40 questions given to test the stuents' mastery of form, pronunciation, word meaning and usage. There were used two testsin this research as follows:

1. Pre-test

Pre-test was conducted before treatment. It was done in control class and experimental class to find out the students' quality before

[28]John Wiley and Sons. Inc., *Essential of Research Design and Methodology* (New Jersey: Hokben, 2005), 6.

treatment. The test was in term of written form by giving students multiple choices that consists 4 options. There are (A), (B), (C) and (D). These questions will used to test usage and word meaning, each of them has 10 questions. For checking the students form, the researcher using 5 multiple coice and 5 guessing picture. For checking the pronunciation, the researcher asks the students' to read the word correctly. In addition, the researcher send questions through the Whatsapp application.

2. Post-test

Post-test was conducted after treatment. The researcher used post-test to know the influence of the treatment towards students' vocabulary mastery after being given treatment. The post-test was given to the classes after receiving the treatment. The questions that are given during the post-test have the same indicators as the pre-test. However, in the post-test the researcher using google form (the addres is *https://forms.gle/HbV7zJYBbvoRdCzC7*) and video calls.

**3. Documentation**

Documentation as a method use to collect information or data from written resource, or documents. In this research the instrument used for documentation student score SMPN 10 Metro, and data from internet which appropriate with the eighth grader syllabus of SMPN 10 Metro City. Then, the researcher selected this data to elect an appropriate data base on focus and objective the study.

The instruments which will be used in documentation in this Research are:

a. Documentation about the condition teachers and official staff in SMPN 10 Metro.
b. Documentation about total of students of SMPN 10 Metro.
c. Documentation about the organization structure of SMPN10 Metro.
d. Documentation about vocabulary mastery scores for pre-survey data of SMPN 10 Metro.

## F. Data Analysis Technique

The data obtained from experimental class would be analyzed with SPSS version 20 to answer the question "Is there any positive and significant influence of Boggle Board Game on the Students Vocabulary Mastery of the Eighth Grade of SMPN 10 Metro?". The researcher used one samples t-test to analysis the students score. One-sample t-test is one of the inferential statistical testing procedures used to test whether the mean of the data used is statistically significant different when compared to the mean value that has been known based on assumptions or opinions. In this research, researcher used parametric statistical significance tests.

### 1. Prerequisite Tests

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by writers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and

homogeneity test must be satisfied.[29] Based on definition above, to get the accurate result, the researcher had to do some tests such as normality test before analysis the data. The researcher used SPSS version 20 (Statistical Package for the Social Sciences) to process the data in normality test.

a. Normality test

Test for normality calculate the probability that the sample was drawn from the normal population.

Ho: If the significance value < 0,05, the data was not normal

Ha: If the significance value > 0,05, the data was normal

The criteria of acceptance or rejection of normality test as following:

Ho was accepted if sig < $\alpha = 0.05$

Ha was accepted if sig > $\alpha = 0.05$

**2. Hypothetical Test**

After the researcher knew that the data was normal and homogeneous, the data were analyzed by using sample t-test, to know the significance of the treatment effect. If our significances is less than 0,05 to indicated statistical significances.[30] The researcher used SPSS version 20 (Statistical Package for the Social Sciences) to process the data in t-test.

The Researcher Formulates The Hypotheses as follows:

[29]M. Erceg-Hurn, *Modern Robust Statistical Method., (Crawley: American Psychological Association, 2008*), 591.

[30]Daniel mujis. *Doing Quantitative* , 134.

$H_o$ : Boggle Board Game is not effective in teaching vocabulary mastery on the eighth class of SMPN 10 Metro.

$H_a$ : Boggle Board Game is effective in teaching vocabulary mastery on the eighth class of SMPN 10 Metro.

The criteria of acceptance or rejection of hypothetical test were:

$H_a$ was accepted if Sig. $< \alpha = 0.05$

$H_o$ was accepted if Sig. $> \alpha = 0.05$

# CHAPTER IV

# RESULT AND DISCUSSION

## A. Description of the Data

### 1. Research Setting

a. The History of SMPN 10 Metro

Junior high school (SMPN) 10 Metro is located at Wolter Monginsidi Street East Hadimulyo, Central Metro Lampung. SMPN 10 Metro was established in 2006 and started operation in 2006. SMPN 10 Metro begins from 07:15 am until 13:20 pm. From 2006 up to now.

b. Number of Teachers and Staff of SMPN 10 Metro

SMPN 10 Metro was a junior high school located in Central Metro. This school has total of 31 teachers and staff. It was to supported the learning process activities for the students. Consisting of 14 male teachers and 17 female teachers. The detail can be seen in the appendix.

c. Number of Students in SMPN 10 Metro

The number of students in Junior High School 10 Metro is 448 students. Consisting of 204 female students and 244 female students. As for the detail as following:

***Table 3. Number of the Students of SMPN 10 Metro.***

| No. | Class | Sex | | Total |
|---|---|---|---|---|
| | | Male | Female | |
| 1 | Class VII | 62 | 85 | 147 |
| 2 | Class VIII | 72 | 84 | 166 |
| 3 | Class IX | 70 | 75 | 154 |
| Total | | | | 448 |

d. The Infrastructure Facilities

Junior High School Metro has well infrastructure and facilities to support its teaching-learning process, it can be seen from the list of supporting infrastructure under the learning process below:

Building area : 4.662 $m^2$

Surface area : 9.750 $m^2$

## B. Result of the Research

### 1. Result of the Pre-Test

The pre-test was administered on Monday, 7th December 2020. It was the first meeting, the writer conducted pre-test order to find out the previous students ability in mastering vocabulary. The score of students' tested in pre-test could be seen below:

***Table 4. Score of Pre-Test***

| Class Interval | Fi | Average | Mode | Median | Variance | Standard Deviation |
|---|---|---|---|---|---|---|
| 50-54 | 5 | 65.15 | 72.23 | 65.00 | 81.05 | 9.00 |
| 55-59 | 3 | | | | | |
| 60-64 | 5 | | | | | |
| 65-69 | 3 | | | | | |
| 70-74 | 6 | | | | | |
| 75-79 | 5 | | | | | |

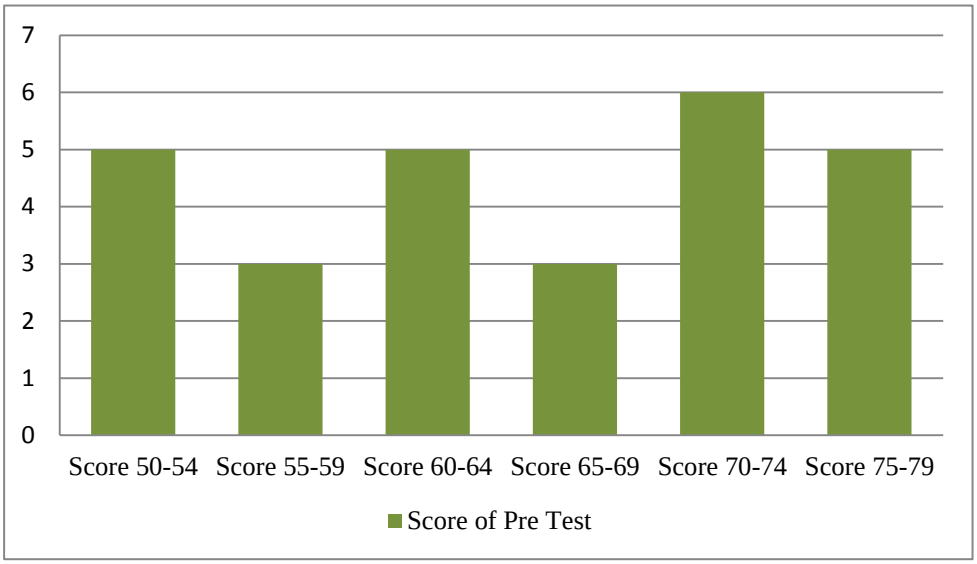


***Figure 1. Result of Pre-Test***

Based on table and figure, it could be seen that 5 students got score 50-54, 3 students got score 55-59, 5 students got score 60-64, 3 students got score 65-69, and 6 students got 70-74 and 5 students got score 75-79. The mean of pre-test in experimental class was 65.15, standard of deviation was 9.00, N was 27, median was 65.00, variance was 81.05, minimum score was 50.00 and maximum score was 79.00. The minimum standard criteria for English is 70, and based on data above only 11 students got score more than minimum mastery criteria (MMC). 16 students got score fail in level for the score < 70. It means that most of students get low score.

**2. Data Analysis of the Treatment**

a. First Treatment

The first treatment was held on Friday, December 11$^{th}$, 2020. Each treatment lasted for 60 minutes. In the first treatment, the

researcher explained how to used vocabulary based on the context, how to pronounce the word, how to wrote each word, and the meaning. After that, the first treatment is opened by discuss about the thing around the school.

The researcher explained about the rules of boggle board game that was used. In here the researcher explained what boggle board game and how to playing this game. After that, the researcher gave the students' time to search vocabulary by group (each group include 3 students). After they finished this game, the researcher asked the students to mention the word and searched the meaning too. The last, students and researcher discussed together about the vocabulary.

b. Second Treatment

The researcher was doing the second treatment on Monday, December 14$^{th}$, 2020. This treatment lasted for 50 minutes. In addition, the second treatment was made the students enjoy the games. The theme in the second treatment was "classroom".

After explaining about the material, the researcher told that they had to looking for the vocabulary on the boggle board game like first treatment. The procedure was same with the previous treatment. After that the researcher and students discussed together, then the researcher gave chance to the students to ask if they had difficulty.

c. Third Treatment

In the third treatment the writer administered on Monday, December 16th, 2020 and finish after 50 minutes, same as the second treatment. The researcher was prefer the time to be more efficient. The students was already enjoyed the game. So, the researcher chooses the questions of pre-test to discus in the last treatment.

The researcher asked for the difficult questions on pre-test, and then they can discuss together. After that, the researcher told the students to search vocabulary using the game like the first and second treatment. The procedure was same with the previous treatment. The students looked interesting in teaching learning process, they enjoyed the process on searching the words.

**3. Result of the Post-Test**

The researcher conducted post-test in order to find out students' increase in vocabulary mastery after they got treatment by using boggle board game. The post-test was administered on Friday, December 18th, 2020. The scores of students' tests in post-test in the experimental class could be seen bellow:

***Table 5. Score of Post-Test***

| Class Interval | Fi | Average | Mode | Median | Variance | Standard deviation |
|---|---|---|---|---|---|---|
| 72-75 | 5 | 73.39 | 77. 50 | 76.44 | 50.47 | 7.10 |
| 76-79 | 9 | | | | | |
| 80-83 | 7 | | | | | |
| 84-87 | 3 | | | | | |
| 88-91 | 1 | | | | | |
| 92-95 | 2 | | | | | |

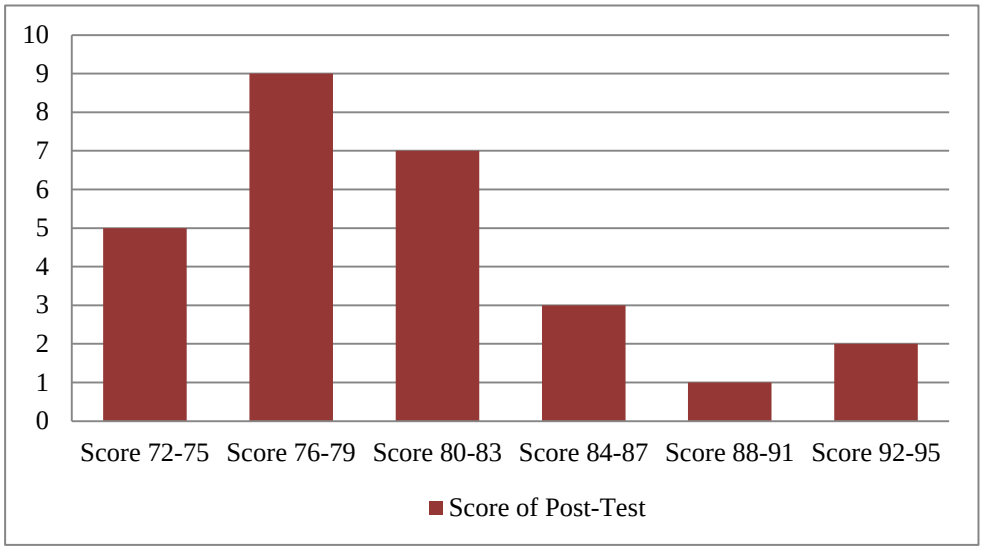


***Figure 2. Result of Post-Test***

Based on the table and figure, it could be seen that 5 students got score 72-75, 9 students got score 76-79, 7 students got score 80-83, 1 student got score 88-91, and 2 students got score 92-95. The mean of the post-test in experimental class was 73.39, standard of deviation was 7.10, N was 27, median was 76.44, variance was 50.47, minimum score was 72.00 and maximum score was 95.00. The minimum mastery criteria (MMC) for English was 70.00, and based on data above all of the students was passed tests.

## 4. Data Analysis

### 1. Result of Normality Test

The researcher tested normality test after got score of the students in vocabulary mastery pre-test and post-test using SPSS version 20. The normality test serves to determine whether the residual value was normally distributed or not.

a. The hypothesis are:

Ha: The data have normal distribution if sig value > 0.05.

Ho: The data do not have normal distribution if sig value > 0.05.

***Table 6. Result of Normality Test***

**Tests of Normality**

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | Df | Sig. | Statistic | df | Sig. |
| The Result of Study of the Students | ,128 | 27 | ,200* | ,919 | 27 | ,037 |

Based on Table, it can be seen that Sig. (p value) in the table of Kolmogorov-Smirnov[a] was 0.200 and standard value is > α = 0.05. It means that Sig. (p value) was bigger than sig value. So, based on the data, it can be concluded that the data was normal distribution.

### 2. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity tests have met the requirements for the t-test. Therefore, the writer used t-test by independent t-test for hypothetical of test.

The hypotheses as follows:

**$H_0$**: The average of students that given the Boggle Board Game was the same as 70.

**$H_a$**: The average of students that given the Boggle Board Game was not the same as 70.

The criteria of acceptance or rejection of the hypothesis for Hypothetical t-test was as following:

$H_a$ is accepted if Sig. value < α 0.05

$H_o$ is accepted if Sig. value > α 0.05

***Table 7. Result of Hypothetical Test***

**One-Sample Test**

| | Test Value = 70 | | | |
|---|---|---|---|---|
| | t | df | Sig. (2-tailed) | Mean Difference |
| The Result of Study of the Students | 8,770 | 26 | ,000 | 10,296 |

Based on the result table obtained in the one sample t-test in the table that value of significant generated Sig. (p value) = 0.000 and standard value is < α = 0.05. So, the Sig. (p value) is 0,000 was smaller than α = 0.05. The conclusion from the data analysis, there was a significant difference in students learning result.

Furthermore, the mean score of pre-test was 65.15 and the mean score of post-test was 73.39. It showed that the students' post-test score was bigger than the students' pre-test. Based on the result of data analysis, the researcher concluded that boggle board game was effective to teach

students' vocabulary mastery in the first semester at the eighth class of SMPN 10 Metro.

## 5. Discussion

This section presents the discussion based on the findings of the research. It is concerned about the effectiveness of using boggle board games on the students' vocabulary mastery. Furthermore, it could be seen by the result of the test. Students of the eighth grade of SMPN 10 Metro, particularly 8.1 had done the test whereby before holding the test, the researcher gave three treatments for experimental class that consisted of boggle board game. In fact, the researcher was observed some method that the teachers used in teaching and learning process. The teachers mention some methods that already used in the class, some of those methods are charades, listening to English songs and memorizing vocabulary. So that, the students bored and low motivation for studying English.

In addition, after the researcher doing the research the mean score or average they got in the test was so different. The students asumptions average is 70 meanwhile, the students in experimental class got 73.39. It shows that the average of the experimental class was higher than 70. In other words, based on data analysis, score of t-Test by one sample t-Test is 0.000 was smaller than $\alpha = 0.05$. So, there was a significant difference in result of learning process between in the experimental class and other class. It means that the used of treatment boggle board game has positive affected in the learning process of vocabulary mastery.

To be exact through boggle board game as an alternative game, the students learnt to mastering vocabulary in learning English. More precisely, there is a positive and significant influence of using boggle board game on the students' vocabulary mastery after treatment. The fact showed that there was a change at amount of the students who got lower scores. At the end, they were able to implement their result of the game especially on vocabulary mastery.

Lastly, boggle board game could be a solution for teaching learning process especially in vocabulary mastery because it made the students more interested and active while learning. The students have fun with the game, because in boggle board game can make a group and they can work together. Furthermore, they were given much more opportunities to explore all their ideas. By using boggle board game, teaching and learning was more interesting, enjoyable, and they might take part better during learning process.

# CHAPTER V

# CONCLUSSION AND SUGGESTION

## A. Conclusion

In teaching learning activities in vocabulary subject is very important to choose the suitable games to improve the students' skill. By using boggle board game, it would help students to develop their awareness in studying English subject especially mastering vocabulary. Based on the data, it can be concluded that the effect of use boggle board game on students' vocabulary mastery and it had proved toward the eighth class of SMPN 10 Metro.

To measure the effect of boggle board game on the students' vocabulary mastery, the researcher gave the test after treatments done in experiment class. The result of one sample t-Test or sig. (2-tailed) was 0.000. It was lower than $\alpha = 0.05$. So, there was a significant difference in students learning result at the experimental class that used a treatment boggle board game.

In fact, the calculation showed the result of the test for experiment class. The mean of pre-test is 65.15 while the mean of post-test was 73.39. It showed that the mean of post-test is higher than pre-test. Based on the data above, the researcher concluded that boggle board game was effective to teach students vocabulary mastery on the eighth class of SMPN 10 Metro.

## B. Suggestion

Based on the conclusion above, the researcher would like to propose some suggestion as follows:

1. Suggestion to the Teacher

   The teachers can use Boggle Board Game to improve students' vocabulary mastery. Using this game in teaching-learning process had so much fun and is really interesting for the students. Moreover, boggle board game is really easy to be applied and it can motivate the students in learning English.

2. For the Students

   The students can apply and practice Boggle Board Game by following the steps because it will help them to solve their problem in vocabulary and improve their vocabulary mastery.

3. For the other Researchers

   The result of the research only confirms the hypotheses, but it does not prove that something is absolutely true at all time. Moreover, the researcher needs improvement of thought for further studies. In addition, the finding of the research hopefully will be employed as starting point of the future research on similar topics.

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# APPENDIX

**Appendix 1**

**Number of Teachers and Staff of SMPN 10 Metro**

| No. | Name | Sex |
|---|---|---|
| 1 | Suyitno, S.pd | Male |
| 2. | Abdul Basit, S.Ag | Male |
| 3. | Siska Oktariani, S.Pd | Female |
| 4. | Dra. Farida Humayati | Female |
| 5. | Sugeng, S,Pd | Male |
| 6. | Dwi Retnowati, S.Pd | Female |
| 7. | F. Dwi Indriyani, S.Pd | Female |
| 8. | Masfiadi, S.Pd | Male |
| 9. | Mahyudin Effendi, S.Pd | Male |
| 10. | Nur Anggraini, S.Pd | Female |
| 11. | Dra. Andiani Eka Prilanti | Female |
| 12. | Drs. Heni Trisnanto | Male |
| 13. | Siti Fatimah, S.Pd | Female |
| 14. | Wayan Putra Yasa, S.Pd | Male |
| 15. | Supriyanto, S.Pd | Male |
| 16. | Annetta Helga, S.Pd | Female |
| 17. | Dra. Royani | Female |
| 18. | Novi Tri Rahayu, S.Pd | Female |
| 19 | Gonno Irianto, S.Pd | Male |
| 20. | Drs. Gatot Siswanto | Male |
| 21. | Mediati Firdausa, S.Pd | Female |
| 22. | Silvia Permata Sari, S.Pd | Female |
| 23. | Y. Singgih Rumantyo, S.Pd | Male |
| 24. | Puput Tisia R, S.pd | Female |
| 25. | M. Amrin Hakim, S.Pd | Male |
| 26. | Galuh Jota Karana, S.Pd | Female |
| 27. | Dicki Saputra, S.Pd | Male |
| 28. | Dichy Irawan, S.Pd | Male |
| 29. | Fransiska Dwi Indriyani, S.Pd | Female |
| 30. | Siti Halimah, S.Pd | Female |
| 31. | Dwi Mariana, S.pd | Female |
| 32. | Endang Sri Widayati, S.Pd | Female |

**Appendix 2**

**Research Schedule**

| No | Date | Agenda |
|---|---|---|
| 1 | December, Monday 7th 2020 | Pre-test |
| 2 | December, Friday 11st 2020 | First Treatment |
| 3 | December, Monday 14th 2020 | Second Treatment |
| | December, Monday 16th 2020 | Last Treatment |
| 4 | December, Friday 18th 2020 | Post-Test |

**Appendix 3**

**Instrument of Pre-Test**
**(Experimental class & Control class)**

Subject : English
Topic : School Life
Level : Eighth Class
Semester : 1th Semester
Time Allocation : 45 Minutes

Directions.

1. Write your identity on the answer sheet.
2. Check and read the questions before answering.
3. Answer all questions.
4. Choose the correct answer by crossing a, b, c or d on your answer sheet.

1. Students must have a member card to . . . books.
   a. borrow c. find
   b. return d. read

2. We have to . . . the equipments after using them in the experiment.
   a. littered c. clean
   b. sweep d. settle

3. Ibrahim . . . science book in the library.
   a. reads c. playing
   b. brings d. cheat

4. Adam tries to . . . the flower into the pot.
   a. plant c. cut
   b. pick d. fertilize

5. When we find difficulties in finding the books, we can ask the . . . for help.
   a. teacher c. librarian
   b. head master d. security

6. Aisyah . . . a uniform.
   a. wears c. spends
   b. keeps d. uses

7. The students must . . . the books on time if they will not be fined.
   a. borrow  c. find
   b. return  d. read
8. The teacher . . . the English lesson clearly.
   a. explains  c. finds
   b. learns  d. shows

9. The flower that symbolizes love is . . . .
   a. cactus  c. jasmine
   b. carnation  d. rose

10. The students are having an experiment in the . . . .
   a. library  c. laboratory
   b. lavatory  d. schoolyard

11. He is finished the exam so <u>fast</u>. The synonym of the underline word is?
   a. quick  c. energetic
   b. slow  d. calm

12. I am <u>terrible</u> on the Mathematics. The synonym of the underline word is?
   a. good  c. awful
   b. great  d. fantastic

13. This flower is very <u>pretty</u>. The synonym of the underline word is?
   a. strange  c. ugly
   b. cute  d. beautiful

14. Do you think I am <u>diligent</u>? The meaning of the underline word is?
   a. *rajin*  c. *sopan*
   b. *pandai*  d. *curang*

15. Dani never <u>comes</u> on time. The meaning of the underline word is?
   a. *pergi*  c. *pulang*
   b. *sampai*  d. *datang*

16. Naila is 170 cm. She is very <u>tall</u>. The antonym of the underline word is?
   a. short  c. huge
   b. big  d. long

17. It is <u>hot</u> outside. The antonym of the underline word is?
   a. warm  c. cold
   b. breezy  d. stormy

18. This seems like a <u>good</u> library. The meaning of the underline words is?
    a. *baik*
    b. *bagus*
    c. *sesuai*
    d. *tepat*

19. That seem <u>expensive</u>. The meaning of the underline words is?
    a. *mahal*
    b. *murah*
    c. *lucu*
    d. *unik*

20. Why you being so <u>arrogant</u>? The antonym of the underline word is?
    a. snooty
    b. careless
    c. humble
    d. cunning

21. Arranged this jumbled words into a good order!
    Play – children – games – the.
    a. Children play the games.
    b. Children the games play.
    c. The games play children.
    d. The games children play.

22. Arranged this jumbled words into a good order!
    Don't – they – the book – to librarian – return.
    a. Don't they return the book to librarian.
    b. They don't return the book to librarian.
    c. They don't return to librarian the book.
    d. Don't they the book to librarian return.

23. Arranged this jumbled words into a good order!
    Mr. Ibnu - flower – plants – in garden.
    a. Mr. Ibnu plants flower in garden.
    b. Plants flowers Mr. Ibnu in garden.
    c. Flower plants Mr. Ibnu in garden.
    d. Flower Mr. Ibnu plants in garden.

24. Arranged this jumbled words into a good order!
    Interesting - is –very – boggle.
    a. Boggle is very interesting.
    b. Boggle is interesting very.
    c. Interesting is very boggle.
    d. Boggle interesting very is.

25. Arranged this jumbled words into a good order!
    We - are – English – studying now.
    a. We are studying English now.
    b. English studying we are now.
    c. Studying English we are now.
    d. We are English studying now.

**Please write an appropriate word for each item below!**

26 ……

27 ……

28 ……

29 ……

30 ……

**Please pronounce these words!**

31. Excellent
32. Announcement
33. Examination
34. Learners
35. Thought
36. Laboratory
37. Secretary
38. Security
39. Ceremonial
40. Floor

**Appendix 4**

**Treatment 1 for Experiment Class**
**Boggle Board Game**

**Name:**

| | | | |
|---|---|---|---|
| **I** | **G** | **R** | **E** |
| **L** | **B** | **T** | **A** |
| **P** | **A** | **N** | **R** |
| **O** | **T** | **Z** | **Y** |

| | | |
|---|---|---|
| 1. ……. | 11. ……. | 21. ……. |
| 2. ……. | 12. ……. | 22. ……. |
| 3. ……. | 13. ……. | 23. ……. |
| 4. ……. | 14. ……. | 24. ……. |
| 5. ……. | 15. ……. | 25. ……. |
| 6. ……. | 16. ……. | 26. ……. |
| 7. ……. | 17. ……. | 27. ……. |
| 8. ……. | 18. ……. | 28. ……. |
| 9. ……. | 19. ……. | 29. ……. |
| 10. ……. | 20. ……. | 30. ……. |

**Appendix 5**

**Treatment 2 for Experiment Class**
**Boggle Board Game**

Name:

| | | | |
|---|---|---|---|
| **I** | **G** | **R** | **E** |
| **L** | **B** | **T** | **A** |
| **P** | **A** | **N** | **R** |
| **O** | **T** | **Z** | **Y** |

| | | |
|---|---|---|
| 1. ……. | 11. ……. | 21. ……. |
| 2. ……. | 12. ……. | 22. ……. |
| 3. ……. | 13. ……. | 23. ……. |
| 4. ……. | 14. ……. | 24. ……. |
| 5. ……. | 15. ……. | 25. ……. |
| 6. ……. | 16. ……. | 26. ……. |
| 7. ……. | 17. ……. | 27. ……. |
| 8. ……. | 18. ……. | 28. ……. |
| 9. ……. | 19. ……. | 29. ……. |
| 10. ……. | 20. ……. | 30. ……. |

**Appendix 6**

**Treatment 3 for Experiment Class**
**Boggle Board Game**

Name:

| | | | |
|---|---|---|---|
| **T** | **A** | **W** | **R** |
| **R** | **B** | **E** | **A** |
| **E** | **S** | **L** | **C** |
| **D** | **E** | **P** | **I** |

| | | |
|---|---|---|
| 1. ……. | 11. ……. | 21. ……. |
| 2. ……. | 12. ……. | 22. ……. |
| 3. ……. | 13. ……. | 23. ……. |
| 4. ……. | 14. ……. | 24. ……. |
| 5. ……. | 15. ……. | 25. ……. |
| 6. ……. | 16. ……. | 26. ……. |
| 7. ……. | 17. ……. | 27. ……. |
| 8. ……. | 18. ……. | 28. ……. |
| 9. ……. | 19. ……. | 29. ……. |
| 10. ……. | 20. ……. | 30. ……. |

**Appendix 7**

**Instrument of Post-Test**
**(Experimental class & Control class)**

Subject : English
Topic : School Life
Level : Eighth Class
Semester : 1th Semester
Time Allocation : 45 Minutes

Directions.

1. Write your identity on the answer sheet.
2. Check and read the questions before answering.
3. Answer all questions.
4. Choose the correct answer by crossing a, b, c or d on your answer sheet.

1. The teachers and students are having a flag ceremony in . . . .
   a. school yard
   b. school garden
   c. library
   d. laboratory

2. Every Monday the students of SMP N 10 Metro must wear blue and white . . . .
   a. cloths
   b. blouse
   c. t-shirt
   d. uniform

3. We are reading . . . in the library.
   a. novel
   b. book
   c. magazine
   d. newspaper

4. Yusuf tries to . . . the flower into the pot.
   a. plant
   b. pick
   c. cut
   d. fertilize

5. Everybody likes Ana because she is so ... .
   a. arrogant
   b. naughty
   c. friendly
   d. proudly

6. The flower that symbolizes love is . . . .
   a. cactus
   b. carnation
   c. jasmine
   d. rose

7. Akbar cannot follow the first lesson because he is . . . .
   a. late
   b. slow
   c. on time
   d. fast

8. He is . . . , so that not passes the exam.
   a. lazy
   b. diligent
   c. cleaver
   d. smart

9. When I want to borrow the book, I go to the . . . .
   a. school yard
   b. school garden
   c. library
   d. laboratory

10. We must be . . . with all materials and equipments that are used in the experiment.
    a. careless
    b. slow
    c. careful
    d. coarse

11. Dani never <u>comes</u> on time. The synonym of the underline word is?
    a. sees
    b. does
    c. goes
    d. arrives

12. This building very<u>high</u>. The synonym of the underline word is?
    a. long
    b. big
    c. short
    d. tall

13. My school became<u>famous</u> after winning Olympics.
    The synonym of the underline word is?
    a. popular
    b. trendy
    c. good
    d. esthetic

14. Abdul is very <u>lazy</u> to cleaning the class. The antonym of the underline word is?
    a. smart
    b. diligent
    c. slow
    d. fast

15. My class is <u>near</u> from laboratory. The antonym of the underline word is?
    a. beside
    b. top
    c. close
    d. far

16. English dictionary is very <u>thick</u>. The antonym of the underline word is?
    a. thin
    b. small
    c. short
    d. big

17. The chair was broken by Andy .
    The meaning of the underline word is?
    a. *sakit*
    b. *rapuh*
    c. *bengkok*
    d. *patah*
18. My shoes are dirty because is raining.
    The meaning of the underline word is?
    a. *sobek*
    b. *rusak*
    c. *kotor*
    d. *basah*

19. Yusuf tries to plants the flower into the pot.
    The meaning of the underline word is?
    a. *meletakkan*
    b. *memotong*
    c. *menyiram*
    d. *menanam*

20. Look how his uniform suits him!
    The meaning of the underline word is?
    a. *bagus*
    b. *cocok*
    c. *rapih*
    d. *kotor*

21. Arranged this jumbled words into a good order!
    Can – on – books – find – students – library.
    a. Students can on library find books.
    b. Students can find books on library.
    c. Books on library students can find.
    d. Books can find on library students.

22. Arranged this jumbled words into a good order!
    I – to School – go – today.
    a. To school today I go.
    b. To school I go today.
    c. Today to school I go.
    d. Today I go to school.

23. Arranged this jumbled words into a good order!
    Doesn't – Annisa – the task – finish.
    a. The task doesn't finish Annisa.
    b. The Annisa task doesn't finish.
    c. Annisa doesn't finish the task.
    d. Annisa doesn't the task finish.

24. Arranged this jumbled words into a good order!
    Pencil –her – sharpener – not – is – that.
    a. Sharpener is her pencil not that.
    b. Sharpener that is pencil her not.
    c. That is not her sharpener pencil.
    d. That sharpener is not her pencil.

25. 1. Ana : ok see you later.
    2. Elsa : I'm going to canteen.
    3. Ana : Hi, good morning!
    4. Elsa : Good Morning!
    5. Ana : Where are you going?

    The best arrangement is . . . .

    a. 5 – 1 – 2 – 3 – 4
    b. 5 – 1 – 3 – 4 – 2
    c. 3 – 4 – 5 – 2 – 1
    d. 3 – 4 – 2 – 5 – 1

**Please write an appropriate word for each item below!**

26. ……

27. ……

28. ……

29. ……

30. ……

**Please pronounce these words!**

31. Examination
32. Uniform
33. Thought
34. Plants
35. Announcement
36. Dirty
37. Sharpener
38. Famous
39. Clever
40. Diligent

**Appendix 8**

**Score of Pre-Test**

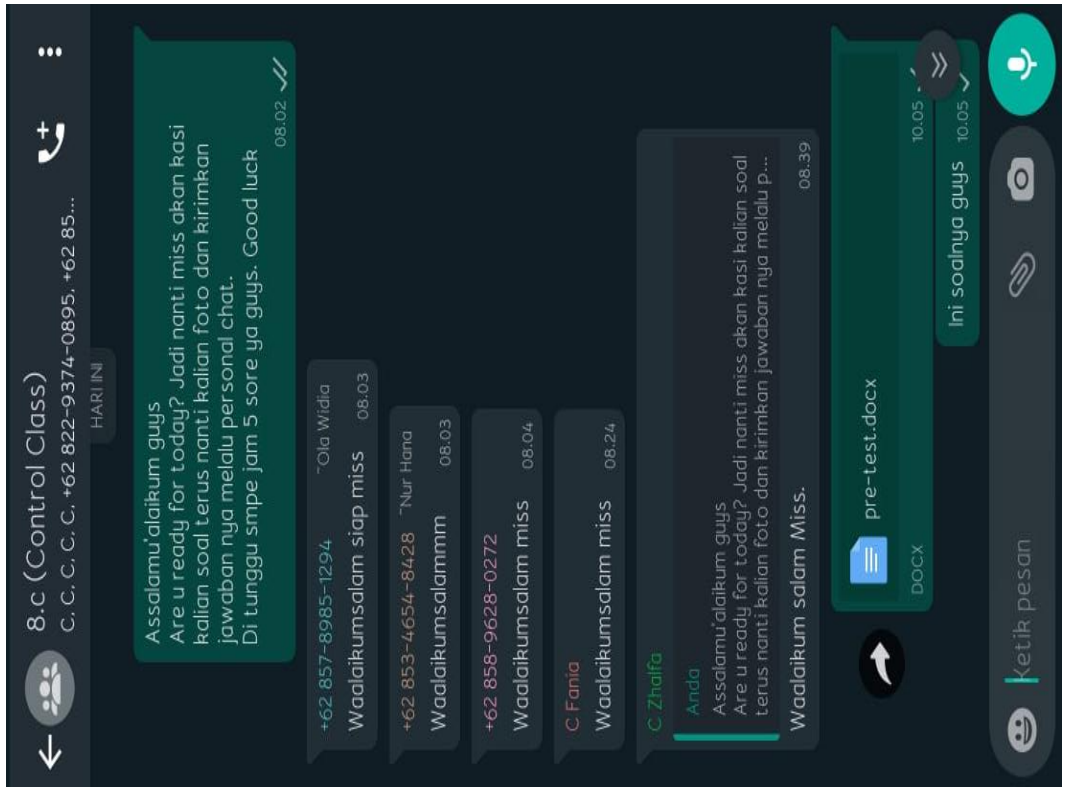
| No. | Name | Score |
|---|---|---|
| 1 | AYF | 72 |
| 2 | AN | 50 |
| 3 | APP | 51 |
| 4 | ASQF | 65 |
| 5 | ASR | 79 |
| 6 | AAS | 70 |
| 7 | AA | 75 |
| 8 | CSP | 56 |
| 9 | FA | 59 |
| 10 | ARP | 76 |
| 11 | HAR | 54 |
| 12 | HF | 76 |
| 13 | HR | 56 |
| 14 | IRD | 53 |
| 15 | IAS | 60 |
| 16 | MNA | 69 |
| 17 | MA | 62 |
| 18 | MNP | 72 |
| 19 | MR | 76 |
| 20 | MYR | 66 |
| 21 | NA | 76 |
| 22 | NR | 60 |
| 23 | RSF | 62 |
| 24 | RDN | 70 |
| 25 | TAK | 52 |
| 26 | W | 62 |
| 27 | WYR | 71 |
| **Mean** | | **65.15** |

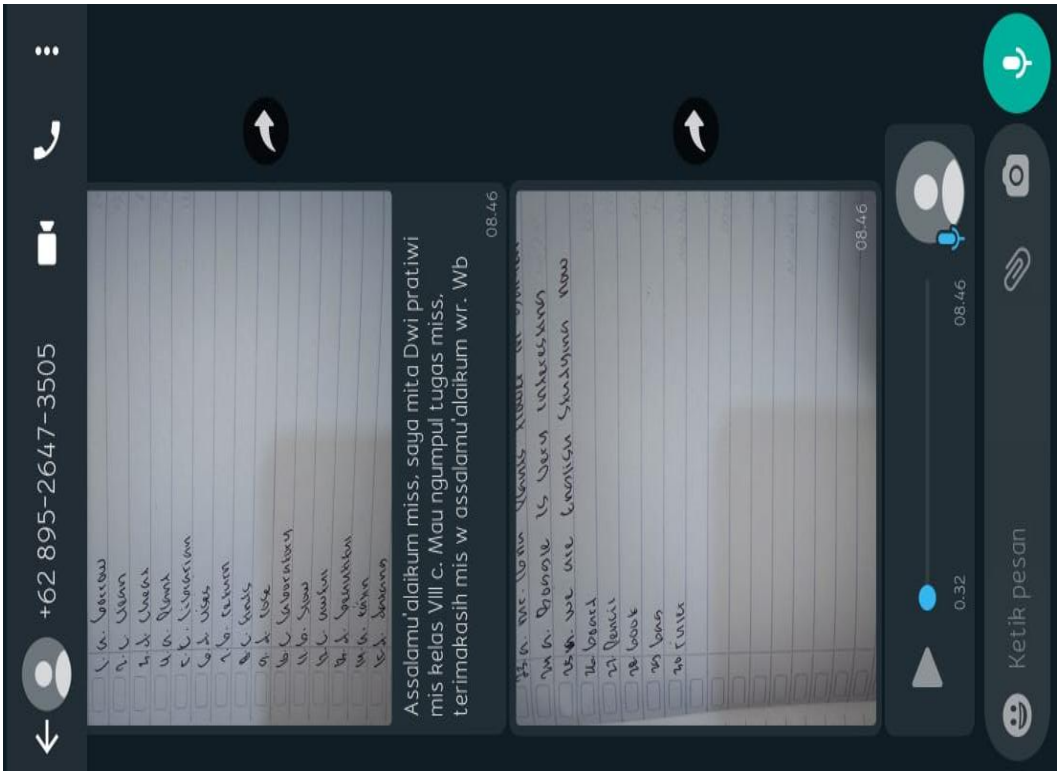
**Appendix 9**

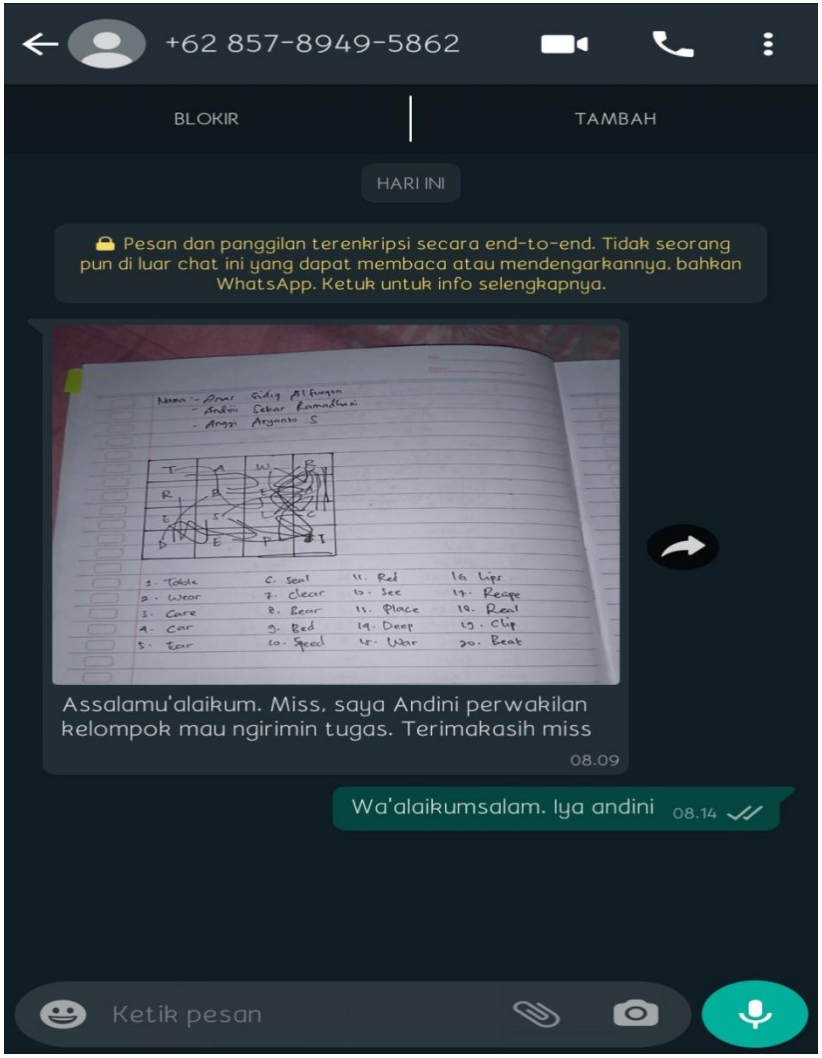
**Score of Post-Test**

| No. | Name | Score |
|---|---|---|
| 1 | AYF | 76 |
| 2 | AN | 78 |
| 3 | APP | 77 |
| 4 | ASQF | 78 |
| 5 | ASR | 83 |
| 6 | AAS | 72 |
| 7 | AA | 80 |
| 8 | CSP | 83 |
| 9 | FA | 77 |
| 10 | ARP | 79 |
| 11 | HAR | 77 |
| 12 | HF | 76 |
| 13 | HR | 87 |
| 14 | IRD | 85 |
| 15 | IAS | 95 |
| 16 | MNA | 82 |
| 17 | MA | 73 |
| 18 | MNP | 84 |
| 19 | MR | 74 |
| 20 | MYR | 91 |
| 21 | NA | 77 |
| 22 | NR | 81 |
| 23 | RSF | 74 |
| 24 | RDN | 94 |
| 25 | TAK | 73 |
| 26 | W | 80 |
| 27 | WYR | 82 |
| **Mean** | | **73.39** |

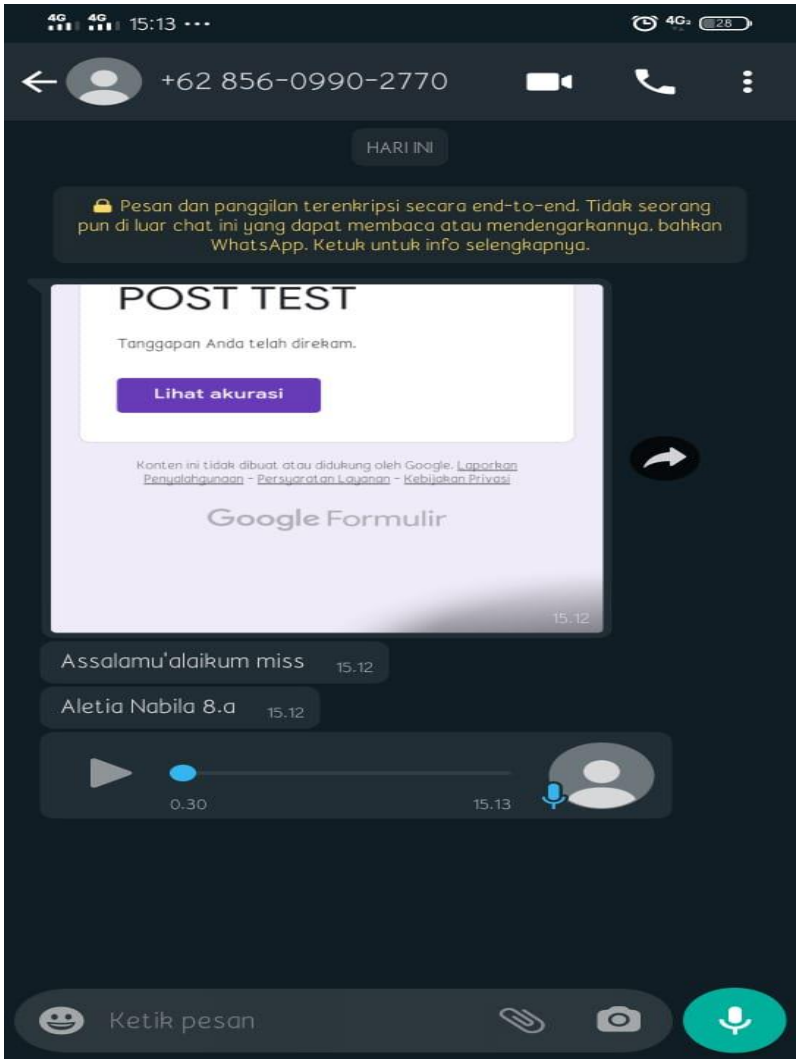
**Appendix 10**


8.c (Control Class)
C. C. C. C. C. +62 822-9374-0895, +62 85...
HARI INI
Assalamu'alaikum guys
Are u ready for today? Jadi nanti miss akan kasi kalian soal terus nanti kalian foto dan kirimkan jawaban nya melalu personal chat.
Di tunggu smpe jam 5 sore ya guys. Good luck
08.02
+62 857-8985-1294 ~Ola Widia
Waalaikumsalam siap miss
08.03
+62 853-4654-8428 ~Nur Hana
Waalaikumsalammm
08.03
+62 858-9628-0272
Waalaikumsalam miss
08.04
C Fania
Waalaikumsalam miss
08.24
C Zhalfa
Anda
Assalamu'alaikum guys
Are u ready for today? Jadi nanti miss akan kasi kalian soal terus nanti kalian foto dan kirimkan jawaban nya melalu p...
Waalaikum salam Miss.
08.39
pre-test.docx
DOCX
10.05
Ini soalnya guys
10.05
Ketik pesan


+62 895-2647-3505
Assalamu'alaikum miss, saya mita Dwi pratiwi mis kelas VIII c. Mau ngumpul tugas miss, terimakasih mis w assalamu'alaikum wr. Wb
08.46
08.46
0.32
08.46
Ketik pesan


+62 857-8949-5862
BLOKIR
TAMBAH
HARI INI
Pesan dan panggilan terenkripsi secara end-to-end. Tidak seorang pun di luar chat ini yang dapat membaca atau mendengarkannya, bahkan WhatsApp. Ketuk untuk info selengkapnya.
Assalamu'alaikum. Miss, saya Andini perwakilan kelompok mau ngirimin tugas. Terimakasih miss
08.09
Wa'alaikumsalam. Iya andini 08.14
Ketik pesan

8.a (Experiment Class)
Isna 8. a, Meli, +62 812-5132-9405, +62 81...
Assalamu'alaikum, selamat pagi
Di second meeting hari ini kalian kerjakan game nya secara kelompok ya guys. Satu kelompok 3 org, di ambil dari absen 1-3 dst.
Nnti d foto hasil nya terus di kirim personal chat.
Terimakasih
08.56
treatment 1.docx
DOCX
08.56
+62 857-6829-2631
~N A I L A
Anda
Assalamu'alaikum, selamat pagi
Di second meeting hari ini kalian kerjakan game nya secara kelompok ya guys. Satu kelompok 3 org, di ambil dari ab...
Waalaikumsalam iya miss
08.59
Bntr miss msih ngrjain uts
08.59
+62 813-7901-1546
~Arif Ac & Fatimah Donat
Anda
Assalamu'alaikum, selamat pagi
Di second meeting hari ini kalian kerjakan game nya secara kelompok ya guys. Satu kelompok 3 org, di ambil dari ab...
Waalaikumsalam iya miss
09.00
+62 895-6404-53475
~No Info
Anda
Assalamu'alaikum, selamat pagi
Di second meeting hari ini kalian kerjakan game nya secara kelompok ya guys. Satu kelompok 3 org, di ambil dari ab...
Wa'alaikumsalam, iya miss
09.01
Ketik pesan


15:13
+62 856-0990-2770
HARI INI
Pesan dan panggilan terenkripsi secara end-to-end. Tidak seorang pun di luar chat ini yang dapat membaca atau mendengarkannya, bahkan WhatsApp. Ketuk untuk info selengkapnya.
POST TEST
Tanggapan Anda telah direkam.
Lihat akurasi
Konten ini tidak dibuat atau didukung oleh Google. Laporkan Penyalahgunaan - Persyaratan Layanan - Kebijakan Privasi
Google Formulir
15.12
Assalamu'alaikum miss 15.12
Aletia Nabila 8.a 15.12
0.30
15.13
Ketik pesan

8.a (Experiment Class)
Isna 8. a, Meli, +62 812-5132-9405, +62 81...
POST TEST
Bahasa Inggris
docs.google.com
Assalamu'alaikum guys
Ini soal terakhir dari miss. Miss mau minta tlg buat semua nya untuk mengerjakan soalnya yaa.
https://forms.gle/oUuD9nDFKrkqN4ce8
08.47
+62 857-6829-2631
~N A I L A
Anda
Assalamu'alaikum guys
Ini soal terakhir dari miss. Miss mau minta tlg buat semua nya untuk mengerjakan soalnya ...
Waalaikumusalam,iya miss
08.48
+62 895-6204-82399
~C3l3ng
Miss itu yang bagian terakhir suru ngartiin ap miss
08.51
Anda
Foto
Untuk soal yg ini di baca saja, kirim lewat pesan suara ke miss ya
08.52
+62 895-6204-82399
Miss itu yang bagian terakhir suru ngartiin ap miss
Yg bagian akhir itu cuma tulis aja. Misal gambar ⭐ = star
08.52
+62 858-9621-3462
~Mega Nabila Azahra
Ketik pesan

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA**
**Nomor : P-182/In.28/S/U.1/OT.01/02/2021**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

| | |
|---|---|
| Nama | : NINING KHOFIFAH HABIBAH |
| NPM | : 1601070036 |
| Fakultas / Jurusan | : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris |

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1601070036

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 01 Maret 2021
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd
NIP.19580831 1981031001

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

64

Nomor : B-3232/In.28/D.1/TL.00/12/2020
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP NEGERI 10 METRO
di-
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-3231/In.28/D.1/TL.01/12/2020, tanggal 15 Desember 2020 atas nama saudara:

| | | |
|---|---|---|
| Nama | : | **NINING KHOFIFAH HABIBAH** |
| NPM | : | 1601070036 |
| Semester | : | 8 (Delapan) |
| Jurusan | : | Pendidikan Bahasa Inggris |

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 10 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF BOGGLE BOARD GAME ON THE STUDENTS VOCABULARY MASTERY OF THE EIGHTH CLASS AT SMPN 10 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 15 Desember 2020
Wakil Dekan I,

**Dra. Isti Fatonah MA**
NIP 19670531 199303 2 003

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id



# SURAT TUGAS

Nomor: B-3231/In.28/D.1/TL.01/12/2020

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

| | | |
|---|---|---|
| Nama | : | **NINING KHOFIFAH HABIBAH** |
| NPM | : | 1601070036 |
| Semester | : | 8 (Delapan) |
| Jurusan | : | Pendidikan Bahasa Inggris |

Untuk:

1. Mengadakan observasi/survey di SMP NEGERI 10 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF BOGGLE BOARD GAME ON THE STUDENTS VOCABULARY MASTERY OF THE EIGHTH CLASS AT SMPN 10 METRO".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 15 Desember 2020

Mengetahui,
Pejabat Setempat

MAHYUDIN EFFENDI, S.Pd.
NIP 19780728 200902 1003

Wakil Dekan I,

**Dra. Isti Fatonah MA**
NIP 19670531 199303 2 003

PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
**UPTD SMP NEGERI 10 METRO**
JL. Wolter Monginsidi Kel. Hadimulyo Timur Kec. Metro Pusat Kota Metro Lampung 34111
NSS/NPSN : 201126101025/10809700
*e-mail : smpnegeri10metro@gmail.com*

## SURAT IJIN RESEARCH

Nomor : 143/I.12.3/SMP.10/K.Ma/2020

Berdasarkan surat dari Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : B-323/In.28/D.1/TL.00/12/2020 tanggal 15 Desember 2020 tentang Ijin Research, Kepala UPTD SMP Negeri 10 Metro memberi ijin kepada :

| | |
|---|---|
| Nama | : NINING KHOFIFAH HABIBAH |
| NPM | : 1601070036 |
| Semester | : 8 (Delapan) |
| Jurusan | : Pendidikan Bahasa Inggris |
| Judul | : THE EFFECT OF BOGGLE BOARD GAME ON THE STUDENTS VOCABULARY MASTERY OF THE EIGHT CLASS AT SMP N 10 METRO |

untuk melakukan research di UPTD SMP Negeri 10 Metro.

Demikian surat ijin research ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Metro, 23 Desember 2020
Kepala UPTD SMP Negeri10 Metro

**SUYITNO, S.Pd.**
NIP. 19650111 198803 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www. metrouniv.ac.id, e-mail: iain@metrouniv.ac.id



Nomor : B-2918/In.28.1/J/TL.00/11/2020
Lampiran : -
Perihal : **BIMBINGAN SKRIPSI**

Metro, 10 November 2020

Kepada Yth.,
1. Dr. Dedi Irwansyah, M.Hum (Pembimbing I)
2. Andianto, M.Pd (Pembimbing II)

Di-
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

| | | |
|---|---|---|
| Nama | : | Nining Khofifah Habibah |
| NPM | : | 1601070036 |
| Fakultas | : | Tarbiyah dan Ilmu Keguruan |
| Jurusan | : | TBI |
| Judul | : | THE EFFECT OF BOGGLE BOARD GAME ON THE STUDENTS VOCABULARY MASTERY OF THE EIGHTH CLASS AT SMPN 10 METRO |

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

*Wassalamu'alaikum Wr. Wb*

Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**
NIP.197506102008011014

KEMENTERIAN AGAMA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41057 faksmili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id;E-mail: www.tarbiyah.metrouniv.ac.id

## KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
## FAKULTAS TARBIYAH DAN ILMU KEGURUAN
## IAIN METRO

Nama : Nining Khofifah Habibah
NPM : 1601070036

Jurusan : TBI
Semester : VIII / 2020

| No | Hari / Tanggal | Pembimbing I | Pembimbing II | Materi Yang Dikonsultasikan | Tanda Tangan Mahasiswa |
|---|---|---|---|---|---|
| | 9/7 20 | | | + jurnal Bogle intranslation<br>→ Revise chapter I, II | → [signature] |
| | 24/7 20 | | | Prepa Chapter III | [signature] |
| | 5/8 20 | | | Revise Chapter III | [signature] |
| | 12/8 | | | Revise Chapter II & III | [signature] |
| | 14/8 20 | | | Seminar acc. | |

Mengetahui,
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**
NIP. 19750610 2008011014

Dosen Pembimbing II,

**Andianto, M.Pd**
NIP. 19871102 2015031004

KEMENTERIAN AGAMA
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# KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
# FAKULTAS TARBIYAH DAN ILMU KEGURUAN
# IAIN METRO

Nama : Nining Khofifah Habibah
NPM : 1601070036
Jurusan : TBI
Semester : IX/2020

| No | Hari/Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Pembimbing |
|---|---|---|---|---|---|
| | | I | II | | |
| | 24/08/2020 | | | Chapter I - III<br>Please revise accordingly<br>- mechanical aspects<br>- References | |
| | 09/01/2020 | | | Chapter I - III<br>needs revision<br>Please understand<br>every single<br>word! | |
| | 04/09/2020. | | | Acc for<br>Proposal Seminar | |

Mengetahui,
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dr. Dedi Irwansyah, M.Hum**
NIP. 19791223 2006041001

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Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

# KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
# FAKULTAS TARBIYAH DAN ILMU KEGURUAN
# IAIN METRO

Nama : Nining Khofifah Habibah
NPM : 1601070036

Jurusan : TBI
Semester : IX/2020

| No | Hari/Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|---|---|---|---|---|---|
| | | I | II | | |
| | 16/11/20 | | | → Assesing Vocabulary. ?<br>→ prepare Teaching procedure | [signature] |
| | 25/11 | | | Revise instrument | [signature] |
| | 2/12/20 | | | Ask instrument.<br>Ask 1st advisor to get suggestion | [signature] |

Mengetahui,
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Andianto, M. Pd.**
NIP. 19871102 202015 1 004

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Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
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# KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
# FAKULTAS TARBIYAH DAN ILMU KEGURUAN
# IAIN METRO

Nama : Nining Khofifah Habibah
NPM : 1601070036
Jurusan : TBI
Semester : IX/2020

| No | Hari/Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|---|---|---|---|---|---|
| | | I | II | | |
| | 3/12/2020 | | | Mechanical aspects. Please revise accordingly | |
| | 4/12/2020 | | | ACC Research Instrument. | |

Mengetahui,
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dr. Dedi Irwansyah, M.Hum**
NIP. 19791223 2006041001

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
**IAIN METRO**

Nama : Nining Khofifah Habibah
NPM : 1601070036

Jurusan : TBI
Semester : X

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|---|---|---|---|---|---|
| | | I | II | | |
| | 22/1 | | | → Research Schedule<br>→ Student Result of Uncipu<br>→ . | [signature] |
| | 10/2 | | | Revise all<br>Acal Sx. | [signature] |
| | 19/2 | | | Revise all | [signature] |
| | 25/2 | | | Acc Bayam<br>[signature] 25/2 | [signature] |

Mengetahui
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**
*NIP. 19750610 200801 1 014*

Dosen Pembimbing II

**Andianto, M.Pd.**
*NIP. 198711022015031004*

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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id



**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
**IAIN METRO**

Nama : Nining Khofifah Habibah
NPM : 1601070036

Jurusan : TBI
Semester : X

| No | Hari/ Tanggal | Pembimbing I | Pembimbing II | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|---|---|---|---|---|---|
| 1. | 26/Feb 2021 | ✓ | | - Title<br>- Abstract<br>- Chapter I - ✓<br>- bibliography : city vs country<br>- Table vs Figure<br>- Please revise accordingly<br>- lampirkan Catatan lampiran ~~penelitian~~ bimbingan hari ini untuk sesi bimbingan selanjutnya. | |
| 1 | 02/03 2021 | | | - Whole chapters<br>- Mechanical aspects | |
| | 02/03/2021 | | | for | |

Mengetahui
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dr. Dedi Irwansyah, M.Hum**
NIP. 19791223 200604 1 001

# CURRICULUM VITAE

Nining Khofifah Habibah was born in Sakapalas Jaya, Riau Island on August 9th, 1998. She is the first daughter of Mr. Suparyanto Azhuri and Mrs. Istiqomah. Currently she live in the village of Negara Jaya, Kec. Negri Besar, Kab. Way Kanan. She enrolled her study at SDN 019 Sakapalas Jaya in 2005-2010. After that, she continued to Junior High School at MTsN Tanjung Batu in 2010-2013. After graduating in the Junior High School, she studied in SMAN 1 Kundur in 2013-2016. Then in 2016 the writer continued her education at IAIN METRO by majoring in English Education Program.