IMPROVING STUDENTS' VOCABULARY MASTERY USING SCATTERGORIES BOARD GAME AT SECOND GRADE OF SMPN 4 BUKITTINGGI

A THESIS

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ABSTRACT

Lisa Firdani, 2319057. Improving Students Vocabulary Mastery Using Scattergories Board Game at Second Grade of SMPN 4 Bukittinggi. Thesis, State Islamic Campus Sjech M. Djamil Djambek Bukittinggi.

This research was done to improve students' vocabulary mastery using scattergories board game. Moreover, the aims of this research were to find out whether the using of scattergories board game was able in improved students' vocabulary mastery at grade VIII.E.

The research was a collaborative Classroom Action Research (CAR). After that the researcher as a teacher and also as researcher to conducted this classroom action research. This classroom action research divided into 2 cycles that refer to classroom action research procedure was planning, implementation of action, observation, and reflection. The research data were collected through observation, and vocabulary test. The test given to students in form of a post-test at the end of learning at each cycle. The subject of this research was the students of grade VIII.E SMPN 4 Bukittinggi. The total of number of students in the class was 32 students.

The result of analysis showed that the using scattergories board game improve students' vocabulary mastery. It was shown from the result of observation checklist and students learning test in 2 cycles. The result of observation that had been obtained in this research in cycle I and cycle II should improvement in the learning process activities. The students learning result that had been obtained in this research showed improvement. On the initial ability students (pre-test) the result obtained by students the average score of the class 62.5. The result obtained by students in the cycle I (post-test) the average score of the class was 73.59. In the cycle II result obtained by students the average score of the class 82.12. From the results obtained by students in cycle I and cycle II an improve in students' learning results and has reached the completeness criteria. The completeness criteria *(KKM)* are 75. Furthermore, it can be concluded that the using scattergories board game could improve students' vocabulary mastery.

Keyword: Scattergories Board Game, Vocabulary Mastery, English Learning

ABSTRAK

Lisa Firdani, 2319057. Meningkatkan Penguasaan Kosakata Siswa Menggunakan Permainan Papan Scattergories di Kelas VIII SMPN 4 Bukittinggi. Skripsi, Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi.

Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata siswa dengan menggunakan permainan papan scattergories. Selain itu, penelitian ini juga bertujuan untuk mengetahui apakah penggunaan permainan papan scattergories dapat meningkatkan penguasaan kosakata siswa di kelas VIII.E.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) kolaboratif. Peneliti sebagai pengajar sekaligus sebagai peneliti melakukan penelitian tindakan kelas ini. Penelitian tindakan kelas ini terbagi dalam 2 siklus yang mengacu pada prosedur penelitian tindakan kelas yaitu perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Data penelitian ini dikumpulkan melalui observasi dan tes kosakata. Tes yang diberikan kepada siswa berupa post-test di akhir pembelajaran pada setiap siklus. Subjek penelitian ini adalah siswa kelas VIII.E SMPN 4 Bukittinggi. Jumlah siswa di kelas tersebut adalah 32 orang.

Hasil analisis data menunjukkan bahwa penggunaan permainan papan scattergories dapat meningkatkan penguasaan kosakata siswa. Hal ini ditunjukkan dari hasil observasi checklist dan tes belajar siswa dalam 2 siklus. Hasil observasi yang telah diperoleh dalam penelitian ini pada siklus I dan siklus II mengalami peningkatan dalam kegiatan proses pembelajaran. Hasil belajar siswa yang diperoleh dalam penelitian ini menunjukkan adanya peningkatan. Pada kemampuan awal siswa (pre-test) hasil yang diperoleh siswa nilai rata-rata kelas 62,5. Hasil yang diperoleh siswa pada siklus I (post-test) nilai rata-rata kelas adalah 73,59. Pada siklus II hasil yang diperoleh siswa nilai rata-rata kelas 82,12. Dari hasil yang diperoleh siswa pada siklus I dan siklus II terjadi peningkatan hasil belajar siswa dan telah mencapai kriteria ketuntasan. Kriteria ketuntasan minimal (KKM) yang ditetapkan adalah 75. Selanjutnya, dapat disimpulkan bahwa penggunaan permainan papan scattergories dapat meningkatkan penguasaan kosakata siswa.

Kata Kunci: Permainan Papan Scattergories, Penguasaan Kosakata, Pembelajaran Bahasa Inggris

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Bukittinggi, July 26, 2024

The researcher



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CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary refers to the collection of words and phrases that a person or group of people agrees to use. It is a crucial component of communication and language learning. Vocabulary not only contains the words themselves but also details on how to use, pronounce, and spell them. Therefore, for efficient communication and understanding in a particular language, a large and diverse vocabulary is essential.

Vocabulary is one of the most important aspects of learning English. Anyone who does not have enough words will have difficulties speaking, reading, listening, and writing. In other words, vocabulary is the first skill a language learner must master in order to become familiar with a language, particularly English. Vocabulary mastery is crucial, especially for junior high school students.

Vocabulary mastery is one of the factors to master English as foreign language. It indicates that the pupils are able to comprehend and apply the word's definition. The larger the vocabulary the students master, the better they perform in their language. By having a limited vocabulary, the students will have difficulties mastering English.

According to Scott Thornbury, the importance of vocabulary learning that students cannot make communication without grammar, but it is impossible for student’s communication if they don’t have any

vocabulary.[1] Indeed, people need to use words to express themselves in any language. If learners learn English from grammar alone, without learning much vocabulary, they will know grammar but they will have difficulty communicating well. If students just have a little vocabulary, they will not be able to communicate with others or explain their own opinions. Additionally, having a large vocabulary and studying it support pupils develop other abilities.

Based on the preliminary research by conducting observation on Monday, May 22, 2023 in class VIII.E at SMPN 4 BUKITTINGGI, the researcher found several problems. The first problem was when the teacher teaches in the classroom the teacher gives the students a text that contains descriptive text, after the teacher explains the text, many students still do not understand the meaning of the text, when students ask about difficult vocabulary the teacher only shows some and tells the rest to look it up in the dictionary independently. So, every time students ask about difficult vocabulary, the teacher more often tells them to look it up in the dictionary.

The second, the teacher has used video media in learning but students are not enthusiastic and do not feel interested in ongoing learning and also that there are still many student scores that are under the average which is KKM 75 with main score 62,5.

Third, many students were silent when the teacher asked them because they did not know how to respond to the teacher's questions due to

[1] Scott Thornbury, *How to Teach Vocabulary*, 2002.

their lack of vocabulary, therefore they had difficulty in speaking or responding because the students did not know what words to say.

The last, a lot of students have trouble understanding words because they're not familiar with them because they're not interested, it's hard for them to pay attention, put in enough effort, and take the time needed to practice and get better at the language. This difficulty causes to problems remembering words.

The problems faced by students in learning vocabulary must be resolved, as mastering in vocabulary is crucial for progressing to the next level or grade. To address this, researcher could employ more effective methods, such as integrating games into teaching to enhance students' vocabulary. The use of games has the potential to increase interest and make English learning, especially in terms of vocabulary, an enjoyable experience for students.

The game will help the students improve their motivation to learn vocabulary, so they will be more serious about learning English. One of the games a teacher can use to teach vocabulary is the Scattergories game. According to Jeffrey P. Hinebaugh, scattergories game is known as one of classic board game that can give a good impact on students' educational achievement.[2] Scattergories game is a game that played by uniquely naming objects within a set of categories, given an initial letter, within a limit time.

[2] Jeffrey P. Hinebaugh, *A Board Game Education*. New York: Rowman & Littlefield Education (2009).

Through this game, the researcher wants to find out how many students can get vocabulary in a short time, and try to describe what they write in English. The reason why the researcher choose Scattergories game is believed as an effective way toward students' vocabulary. There are several reasons why the Scattergories games should be used in teaching vocabulary. The first is the Scattergories games that helps students interact more and think carefully, this makes them more active in learning English and lets them compete with friends. The second is this game has rules that are easy for students to do. The third is this game makes the teaching and learning process more interesting and less stressful, it means that the Scattergories game has a positive impact on learning English process.

Based on the explanation above, the researcher wants to apply this game in improving students' vocabulary mastery by using Scattergories game. Finally, the researcher formulates the title of the study with **"Improving Students' Vocabulary Mastery Using Scattergories Board Game at Second Grade of SMP N 4 Bukittinggi"**

B. Identification of the Problem

Based on the background above, there are some problems that can be defined as follows:

1. The teacher's classroom teaching approach often leads to students struggling with difficult vocabulary, as they are often directed to consult the dictionary instead of understanding the text itself.

2. The teacher employs video media for learning, but students are uninterested and have low scores, with the main score being 62,5.
3. Many students remained silent during class due to a lack of vocabulary, causing difficulty in speaking or responding to the teacher's questions, as they lacked the right words.
4. Many students struggle with understanding words due to lack of familiarity, lack of interest, and lack of focus, leading to difficulties in remembering and improving language skills.

C. Formulation of the Problem

Based on the problem above, the research formulated the question of the research.

1. Can Scattergories Board Game improve students' vocabulary mastery?
2. To what extent the improvement of Scattergories Board Game to improve students' vocabulary mastery?

D. Objectives of the Research

1. To find out whether using Scattergories board game can improve students' vocabulary mastery.
2. To measure the extent of the improvement of using Scattergories Board Game to improve students' vocabulary mastery.

E. Focus of the Research

Based on the identification of the problem, the researcher will focus of the research in problem in Improving Students Vocabulary Mastery Using

Scattergories Board Game at Second Grade of SMP N 4 Bukittinggi with material Present Continuous Tense.

F. Significance of the Research

The result of this research is expected to be useful for the teacher, students, and for the next researchers. They are as follows:

1. For the teacher

This research may be used as a teacher's resource while teaching English, particularly vocabulary because it offers information regarding the Scattergories game as a vocabulary-teaching technique.

2. For the students

For the students, it is hoped that the Scattergories game would help them overcome their difficulties learning vocabulary and that it will inspire them to learn more about English because it is such an entertaining game.

3. For the researcher

For the researcher, this research is to fulfill some of the requirements to obtain a bachelor's degree in English education at the State Islamic University Bukittinggi.

4. For the next researchers

The next researchers they can use this research as information or references to do the teaching and learning process of English.

G. Definition of Key Terms

To avoid misinterpretation of the key terms, the research defines as follows:

1. Vocabulary

Vocabulary is one of the language components that students learn, and vocabulary is an essential component of language learning as it helps students understand and use words effectively and accurately in communication.

2. Scattergories Game

Scattergories game is a game that played by uniquely naming objects within a set of categories, given an initial letter, within a time limit.

3. Improving

Improving is making something better or more effective by systematic collaboration. To accomplish desired results, it entails identifying areas that need improvement, formulating strategies, and putting those plans into practice.

CHAPTER II

REVIEW OF LITERATURE

A. Review of Related Theories

1. Vocabulary Mastery

a. Definition of Vocabulary

Vocabulary has a main role in learning a language and it is a crucial language component that must be mastered by language learner. Students who already have a lot of vocabulary will certainly be more fluent in speaking, writing, reading and listening. According to Richard and Renandya defines that vocabulary as a central of language skills which is very influential on how students speak, listen, read and write.[3] According to Norbert Schmitt defines that lexis is an element that requires many attentions because it is very necessary for other skills as well.[4] Along with the expert's above, learning vocabulary is very important for language learners in improving their language skills.

Vocabulary in some definitions is defined by some expert. As stated by Hornby there are several meaning of vocabulary, vocabulary is defined as all the words that people use contained in a particular language, use in talking a particular subject and as a list of word with their meanings.[5] According to Jack C Richard, vocabulary is one of

[3] Jack C. Richard and Willy A. Renandya, *Methodology In Language Teaching*, ed. Jack C. Richards (Cambridge University Press, New York, 2002).
[4] Norbert Schmitt, *Vocabulary in Language Teaching*, 2000.
[5] A. S. Hornby, *Oxford Advanced Learner's Dictionary*, fourth edi., 2010.

the most obvious components of languages and one of first applied linguistics turned their attention.[6] This means that the most important part used in producing a language, one of which is vocabulary.

Vocabulary cannot be separated from the languages; it is important part of language. Vocabulary is a component of a language that maintains all of information about meaning and using word in language.[7] It means that vocabulary is the important part of language, without vocabulary the language cannot be used to maintain all information in language.

Based on the definition above, it can be concluded that vocabulary is part of language learning and it is a central of language skills and it is very important in second and foreign language acquisition. Without knowing a lot of vocabulary, student will not be able to convey their idea because in every part of our life when we want to speak, listen, write, and read need some words.

b. Definition of Vocabulary Mastery

In order to understand the language, vocabulary is important thing to be mastered. According to Paul Porter, states that master is learning or understanding something completely and having no difficulties in using it.[8] It is also states by Michael Lewis and Jimmie

[6] Jack C. Richards, *Curriculum Development in Language Teaching*, *Curriculum Development in Language Teaching*, 2001.
[7] John Langan, *Reading and Study Skills*, 2013.
[8] Paul Porter. 1978. *Longman Dictionary of Contemporary English.* New York: Longman Group, Ltd

Hill vocabulary mastery is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn basic words.[9] Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery is important part in language learning.

Vocabulary mastery is competence to know words and meaning. According to Nation in Schmitt proposes the following list of the different kinds of knowledge that a person must master in order to know a word are: [10]

a) The meaning of the word
b) The written form of the word
c) The spoken form of the word
d) The grammatical behavior of the word
e) The collocations of the word
f) The register of the word
g) The associations of the word
h) The frequency of the word

Based on definition above, the researcher concludes that vocabulary mastery is competency to understand stock of words then students' ability to use the words and be able to be understood by

[9] Michael Lewis and Jimmie Hill, *Practical Techniques For Language Teaching*, *Language Teaching Publications*, 1985.
[10] Schmitt, *Vocabulary in Language Teaching*.

other, which acquired based on their own interest needs and motivation.

c. Kinds of Vocabulary

Vocabulary has some kinds that need to be learned. There are kinds of vocabulary that are explained by the experts. According to Jeremy Harmer, vocabulary is divided into two kinds: [11]

a) Active vocabulary

Active vocabulary is used in oral and written expression by the students. The words that the students understand well enough they use the words effectively in both speaking and writing.

b) Passive vocabulary

Passive vocabulary deals with words the students will recognize understand in a context that helps them recall the word meaning. The students usually apply passive vocabulary in listening and reading materials.

From the explanation above, the kinds of vocabulary can be classified into two these are active and passive vocabulary. Active vocabulary used in speaking and writing skills. Then passive vocabulary used in listening and reading skills.

[11] Jeremy Harmer, *How to Teach English*, ed. with Helena Gomm Ocelot Publishing, Oxford, new editio. (Stenton Associates, Saffron Walden, Essex, UK. Text design by Keith Rigley. Illustrations by Jackie Harland and Sarah Kelly. Editorial, 1991).

d. The Aspect of Vocabulary

In order to master vocabulary, students should learn some aspects of vocabulary. According to Arthur Hughes, there are several aspects of testing vocabulary such as synonym, antonym, definition:[12]

1) Synonym

   Synonym refers to a word that means almost the same thing as another word. For example, "*happy*" is a synonym for "*joyful*" because both words express a similar feeling of happiness.

2) Antonym

   Antonym is a word that means the opposite of another word. For instance, "*hot*" is an antonym of "*cold*" because they represent completely different temperatures.

3) Definition

   Definition is a way to explain what a word or idea means in a clear and simple way.

[12] Arthur Hughes, "*Testing for Language Teachers*," 1989.

e. Indicator of Vocabulary Mastery for Young Learners

Teaching English vocabulary to young learners can be started by introducing vocabulary to them. Teaching vocabulary to young learners should be interesting and fun in order to interest them to learn and improve their motivation in learning English, especially in mastering English vocabulary.

Harmer says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words.[13]

1. Meaning

The meaning can be classified according to the form they attack to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning.

Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic

[13] Jeremy Harmer, *The Practice of English Language Teaching, 3rd Edition (Jeremy Harmer) (z-Lib.Org).Pdf* (Longman, 2001).

meaning. For example, question attaches to the word arrangement in the sentence is he a student.[14]

A word meaning can also be defined by its relationship to other words. One should also know the denotation of a word in order to know the negative or positive meanings that occur in the word.

a. Synonym

The term synonym derives from syn+nymy. The two parts mean same and name. Synonym deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.

b. Antonym

Antonym is the opposite of meaning. It derives from ant + nymy, the two parts mean opposite + name. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

c. Denotation

Denotation is conceptual meaning and dictionary meaning. Denotation meaning is also called as some terms such as denotational meaning, cognitive meaning,

[14] Robert Lado, Language Teaching, (Amerika: MC. Grow Hill, 1964), 209-212.

conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called denotational, referential, conceptual or ideational because the meaning refers to a certain referent, concept, or idea from reference.

d. Connotation

Connotation is more complicated than denotation. Denotation is the meaning of a word which has add the component of meaning related to emotional overtones. Connotation is feeling and emotion that occurs within a word. Thus, it can be said the connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with meaning.

2. Use

According to Nation there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc), and giving a well-known opposite or a well-known word describing the group or lexical set it fits into.[15]

[15] I S P Nation, *Learning Vocabulary in Another Language* (Cambridge University Press, 2001).

3. Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that from a word or part of word; the process of forming words by putting letters together.

There are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learner has to know what a word sound is like its spelling and pronunciation.[16]

4. Pronunciation

Pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that makeup speech, to the way in pitch (the rise and fall of the voice is used to convey meaning). Pronunciation is also related to phonetic transcription. Since the phonetic transcription represents speech sound consistently, it can be used a reliable guide to have a control of the spoken language. The main components of pronunciation are sounds, syllables, and words.[17]

[16] Penny Ur, *A Course in Language Teaching*, 1996.
[17] Martin Hewings, *Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation*, *Cambridge University Press*, 2004.

There many strategies can be used by a teacher in teaching vocabulary to young learners. Here, there writer will show some of the strategies proposed by some experts. According to Sunita Manandhar, states that there are some strategies of teaching vocabulary to young learners.[18] They are as follows:

1. Using Realia

   Realia refers to real objects or things. Generally, any objects of things can be carried out into school to represent the meaning.

2. Using Matchstick Figure

   Matchstick figure is known as pinmen. It refers to simple sketch rather than a real picture drawn in fully artistic manner.

3. Using Picture

   Picture relates to the object that cannot be brought easily into the classroom, so unavailable object in the locality can be represented by using picture.

4. Using Synonyms

   Synonyms mean words that refer to more or less the same meaning of thing.

5. Using Antonyms

   Antonyms refer to the opposite meaning of a specific object or thing. Mastering it will help learners to know new vocabulary.

[18] Sunata Manandhar. *Ways of Teaching Vocabularies to Beginners. Available in http://symmaruna*. wordpress. com/2009/08/18/ways-of-teaching-vocabularies-to-beginners/. Retrieved on. 2012 Jan;7.

6. Using Definition

   Some words especially in advanced level can be taught by giving their meanings.

7. Using Demonstration

   Demonstration refers to the actions done by a teacher.

8. Using Presenting Lexical Set/ Enumeration

   Sets of related words can be presented to refer to the meaning of the cover term as well as to the words involved in the same group.

9. Using Games

   Games help to avoid the monotones learning process. There are many games can be applied by a teacher such as cross word puzzle, guessing, and so on.

10. Using Audio/Visual

    Many words can be more easily presented by a tape recording or video rather than the above-mentioned ways.

f. The Importance of Vocabulary

The importance of vocabulary is shown every day inside and outside of school. According to Scott Thornbury, points out the importance of vocabulary learning that students cannot make communication without grammar, but it is impossible for students to

communication if they don't have vocabulary.[19] Indeed, people need to use words in order to express themselves in any language. If the students learn English from grammar only, without learning a lot of vocabulary, they will have difficulty communicating well. Its mean that learning vocabulary is the main key before students learn grammar and any language skill.

In addition, according to Bkachowiez knowing many vocabularies can enable to actively participate in the society.[20] It means that without an extensive vocabulary the students will be easier in developing their communication skills to the society. In production, when students have ideas that they wish to express, they need to have considerable words that they can select to express their ideas. According to Máximo & Sadoski, stated that many reasons for expressing attention to vocabulary. "First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem".[21]

From the explanation above, it shows that vocabulary is very important in teaching and learning process. Students cannot understand others or express their own ideas if they only have a

[19] Thornbury, *How to Teach Vocabulary*.
[20] Camille L. Z. Blachowicz Peter Fisher, *Vocabulary Lessons*, 2004.
[21] Máximo, R., & Sadoski, M. *Effects of Rote, Context, Keyword, and Context / Keyword Methods on Retention of Vocabulary in EFL Classrooms*. 2000. June, 385-412.

limited vocabulary. Moreover, by having and learning a lot of vocabulary, it helps to improve students' other skills.

2. Scattergories Board Game

a. The Concept of Game

1) Definition of Game

Nowadays, games are used as technique in teaching English because teaching English as foreign language is not an easy task for people and in order not to get bored soon, teacher needs to create fun in the process of teaching and learning. In teaching and learning process, teachers need to make interesting learning methods that can make students interested in the lessons learned. One method that can help the learning process is to use games. There are some definitions of games according to some experts. According to Michael Buckby Andrew Wright and David Betteridge, game is an activity in which the learners play and usually interact with others that is very entertaining, entrancing and also challenging.[22] Besides that, students will feel interested and excited when they play games. They will feel challenged to defeat their opponents.

[22] Michael Buckby Andrew Wright, David Betteridge, *Games for Language Learning, 3rd Edition (Cambridge Handbooks for Language Teachers)*, 3rd ed., 2006.

According to Sahar Ameer Bakhsh, one of the methods that could be used to avoid boredom in the classroom is by using games for teaching and learning.[23] Games become one of important part in teaching and learning material that can be used in any stage of class because beside it can provide a challenging and interesting activity. However, in order to use games in classrooms, it is equally important that students clearly clarify and understand the rules of the games before playing them.

2) Gamification

According to Karl M. Kapp Gamification is the process of engaging people in games and applying aspects such as aesthetics, game theory, and gameplay mechanics to encourage participation, encourage learning, and solve problems.[24] Gamification can be useful for learning and instruction because it can be promoted learner engagement.[25] By adding game aspects to educational activities, gamification makes learning new material more engaging and enjoyable. It is an exciting method to learn. To teach vocabulary, for instance, it can be applied. Compared to studying from a book, students in a study thought that learning new vocabulary through games would be more

[23] Sahar Ameer Bakhsh, "Using Games as a Tool in Teaching Vocabulary to Young Learners," *English Language Teaching* 9, no. 7 (2016): 120.
[24] Karl M. Kapp, *The Gamification of Learning and Instruction: Game Based Method and Strategies for Training and Education*, 2012.
[25] Sangkyun Kim et al., *Gamification in Learning and Education*, *Springer International Publishing AG 2018*, 2018.

interesting and entertaining. The students became more active and motivated, which led to acquiring more words.[26]

Gamification offers several benefits for vocabulary learning among students. In order to increase students' motivation to study, it could possibly, for example, make learning more enjoyable and engaging. Offering challenges and advantages to children who master new terms can also aid in their word-learning. This approach helps students acquire new words more quickly and turns vocabulary acquisition into a game. With the use of technology, such as computers and smartphones, gamification also helps students acquire vocabulary by adding fun and engagement to the learning process.[27]

In conclusion, gamification in the classroom improves vocabulary instruction by increasing student participation and interest. It is an effective method for teaching vocabulary since it uses game components in exercises, increasing interest and motivation while minimizing student-driven problems.

3) The Advantages of Game

According to Andrew Wright and David Betteridge states that many learners are encouraged to keep their interest and work

[26] Kausalya Thiagarajah et al., "Effectiveness of Gamification Tool in Teaching Vocabulary," *International Journal of Academic Research in Business and Social Sciences* 12, no. 9 (2022): 1046–1063.
[27] Thiagarajah et al., "Effectiveness of Gamification Tool in Teaching Vocabulary."

going by playing games.[28] When utilized in the classroom, games brought several benefits to language teachers. One of the benefits is that when students play games, they are more enthusiastic about learning the language.

Denia Girard Jean Brewster and Gail Ellis, proposes the benefit of playing a game to learn a language, there are:

a) Learning can be made more interesting by playing games.
b) Games offer 'hidden' opportunities to practice certain language patterns, vocabulary and pronunciation.
c) Games can help students communicate with one another, providing fluency, practice, and reducing instructor authority in the classroom.
d) Games can create fun classroom environment for teachers and students.[29]

b. Scattergories Board Game

1) Definition Scattergories Board Game

According to Jeffrey P. Hinebaugh, scattergories game is known as one of classic board game that can give a good impact on students' educational achievement.[30] According to Michelle

[28] Andrew Wright, David Betteridge, *Games for Language Learning, 3rd Edition (Cambridge Handbooks for Language Teachers)*.
[29] Denia Girard Jean Brewster, Gail Ellis, *The Primary English Teacher's Guide*, 2002.
[30] Jeffrey P. Hinebaugh, *A Board Game Education* (New York: Rowman & Littlefield Education, 2009).

Maxom, states that scattergories game is an effective teaching technique for upper intermediate level students and above.[31] Scattergories game is the variations of the category game and can build general learning. Also supported by Chang and Congswell, scattergories games can be adapted as communicative activities in the classroom.[32] It can help students develop their vocabulary and their ability to collaborate across different subjects. Scattergories game are critical thinking games, where one has to think with limited time. The play of scattergories is based on a player's ability to quickly recall information and vocabulary within defined category criteria. Scattergories requires that players go through their vocabulary in order to come up with appropriate responses, for example if the category is the word that comes out is the Letter "*A*" category "*fruit*" player would answer "*apple*", Letter "*E*" category "*animals*" player would answer "*eagle or elephant*".[33] As soon as possible, the student must get a different word from their friend. If they have a different word, they will get a score, and if they have the same word as their friend, they will get nothing.

According to Mills in Norma Yuliansyah states that the game scattergories is a board game for two to six players in which

[31] Michelle Maxom, *Teaching English as a Foreign Language: For Dummies* (Wiley, 2009).
[32] Chang and Cogswell, "Using Board Games in the Language Classroom," *Tesol* (2008): 1–5.
[33] Jeffrey P. Hinebaugh, *A Board Game Education*.

the players try to make a list of as many words as possible starting with certain letters and included in the list of categories.[34] Scattergories are usually played by 2-6 people. People playing Scattergories game must write the words of the initials listed and the answers from each player must be different from other players. Meddaugh and Kudrowitz in Muhammad Afif Husain, stated that it is a game that give a time limit and a random letter of the alphabet and must come up with unique examples of items beginning with that letter that fit into a set of given categories.[35] Furthermore, this game is given time limit, it stimulates the player or students to think fast and correctly and this game offers the player to stimulate ability to categorize word by word quickly.

Based on the example above, Scattergories game is appropriate to be taught in language classroom especially in vocabulary. It helps the students to stimulate them to think fast in categorizing word. Scattergories game is one kind of the Board game, same with the board game this game offers interactive and interesting activity in the learning process. This game can be used to practice any language skills, such as vocabulary, speaking, knowledge, and so on. This game can be used by teacher to set

[34] Norma Yuliansyah and An Fauzia Rosyani Syafei, "Using Scattergories Game in Teaching Vocabulary to Elementary School Students," *Journal of English Language Teaching* 7, no. 4 (2018): 594–603.
[35] Muhammad Afif Husain, "The Use of Scattergories Game to Improve the Vocabulary Mastery" (2017): 48.

the students' knowledge of word order in a certain material. For example, the materials are procedure text in cooking class, so the list of words which students need to are about utensils, ingredients and so on.

2) Teaching Vocabulary Using Scattergories Board Game

Teachers should be able to use various methods when teaching vocabulary using interesting methods, which can make students excited and have fun with what they are learning. Then, the researcher used Scattergories game to learn vocabulary.

In utilizing the scattergories board game to teach vocabulary to junior high school students, the teacher should explain the rules of the game to students. There are several things that must be prepared while playing scattergories game:

1) Students are separated into several groups, each group consisting of five students.
2) Each group has one marker pen to write on the board.
3) Every student in the group has the opportunity to write their answers.
4) List the categories on the board or share cards such as verbs, nouns, adjectives, adverbs, etc. students can also help choose a category or they can depend on the current topic.

5) Set timer (15-30 seconds).
6) If the words written by students are correct based on letters and categories, the score is 20 for each word.
7) The winner is the group that has the highest score.[36]

In addition, according to Tamatha Roman said that the procedure of playing scattergories game are:[37]

1. Divided the students into teams and have them pick teams names.
2. Make category list on the board or hand out cards such as verb, noun, adjective, adverb, etc. students can also choose the categories or they can be dependent on the current topic at hand.
3. Once categories are chosen, students have to pick a letter based on the teacher's instruction. Whatever letter is chosen, teams have to write the categories starting with that letter. Only one per category.
4. Once time is up, students put their pencils down right away.
5. Teams share their answer. For every correct answer, they get one point. For every wrong answer or answer shared with another team, they get no points.

[36] N U R Khikmah, "The Use of Scattergories Board Game to Improve Students ' Vocabulary Mastery and Reading Comprehension" (2016): 1–149.
[37] Tamatha Roman. *Fill that gap! Quick Games for All Levels*. Monterey: Monterey Institute of International Studies, 2010.

6. Teacher notes the points then continue with other letters.
7. Teams can share the meaning of each word use it in a sentence to get full marks.

In addition, according to Bruce Marsland said that the procedure of playing scattergories game are:[38]

1. Distribute students to groups of around five to six people per team. On the chalk, write the following categories: Regions, Food, Jobs, Animals, Furnishings, Clothes, Colors.
2. Next, assign a letter (like "G") to the class. Every team is required to come up with a single term from each category that starts with that particular letter.
3. Verify the words after, let's say, 10 minutes. Teams only win a point when their opponent hasn't considered their offer.
4. The exercise "Why I love" (1.28) may be used as a possible follow-up to this, utilizing the terminology that has been identified.

[38] Bruce Marsland, *Lessons from Nothing: Activities for Language Teaching with Limited Time and Resources (Cambridge Handbooks for Language Teachers)*, *Angewandte Chemie International Edition, 6(11), 951–952.*, 1998.

3) Advantages and Disadvantages of Using Scattergories Board Game.

Games are always loved by children. Games are related to fun, movement, and competition. Moreover, their concentration is shorter than adult's concentration. However, teacher must apply a good and creative method to keep the student's concentration in learning the material. As stated by Huyen in Esra Akdogan, games make the classroom atmosphere more relaxed and more interesting, game involves competition between students, vocabulary games bring real world context to the classroom.[39]

As cited by Nova Pravita Rus Diana, she found some advantages and also some disadvantages in using games.[40] The first advantage of applying some games in teaching learning process the students will feel more enjoy and have fun while learning process. The second advantage of applying some games to the teaching process is that it will make it easier and simpler for teachers. However, the use of games in teaching English vocabulary not only gave benefit to both the teacher and the students but also gave them difficulty. The first disadvantage of using games in the teaching and learning process is that the class will be noisier. The second disadvantage of using games in the

[39] Esra Akdogan, "Developing Vocabulary in Game Activities and Game Materials," *Journal of Teaching and Education* 7, no. 1 (2017): 31–65.
[40] Nova Pravita Rus Diana, "*The Advantages and Disadvantages of Using Games in Teaching Vocabulary To the Third Graders of Top School Elementary Schoo*l" (2010).

teaching and learning process is that the teacher has limited time to explain the material.

Based on the explanations from many experts above, it can be concluded that games have so many advantages such as being very relaxing and fun and involving friendly competition for students. However, there must be disadvantages to using games such as the fact that it makes classroom circumstances noisy and uncontrolled.

B. Review of Related Study

There are some previous studies showed that Scattergories Game method is effective in vocabulary mastery. The first previous study is from Wiraldi entitled *Improving Vocabulary Mastery of The Seventh Year Students Using Scattergories Game in SMP Negeri 8 Palopo*.[41] The similarity with this research is that it used the scattergories game and the same method for Improving Students Vocabulary Mastery. The difference between previous research and this research is the subject of the research; the subject of the previous research was seventh grade students in Junior High School, while the object of this research is eight grades in Junior High School. The method used was pre-experimental design, while this research uses Classroom Action Research.

[41] Wiraldi, *"Improving the Vocabulary Mastery of the Seventh Year Students Using Scattergories Game in SMP NEGERI 8 Palopo*," 2020.

The second previous research is from Nurlaili Fauziah, entitled *The Effectiveness of Using Scattergories Game Towards Students Vocabulary Knowledge (A Quasi-Experimental Study at The Eight Grade of MTs Jamiyyatul Khair).*[42] The similarity with this research is that it uses the Scattergories Game, and the subject in this study is also the same as in the eighth grade. The difference between previous research and this research is that the method used was qualitative, which adopted a quasi-experimental design, while this research uses Classroom Action Research.

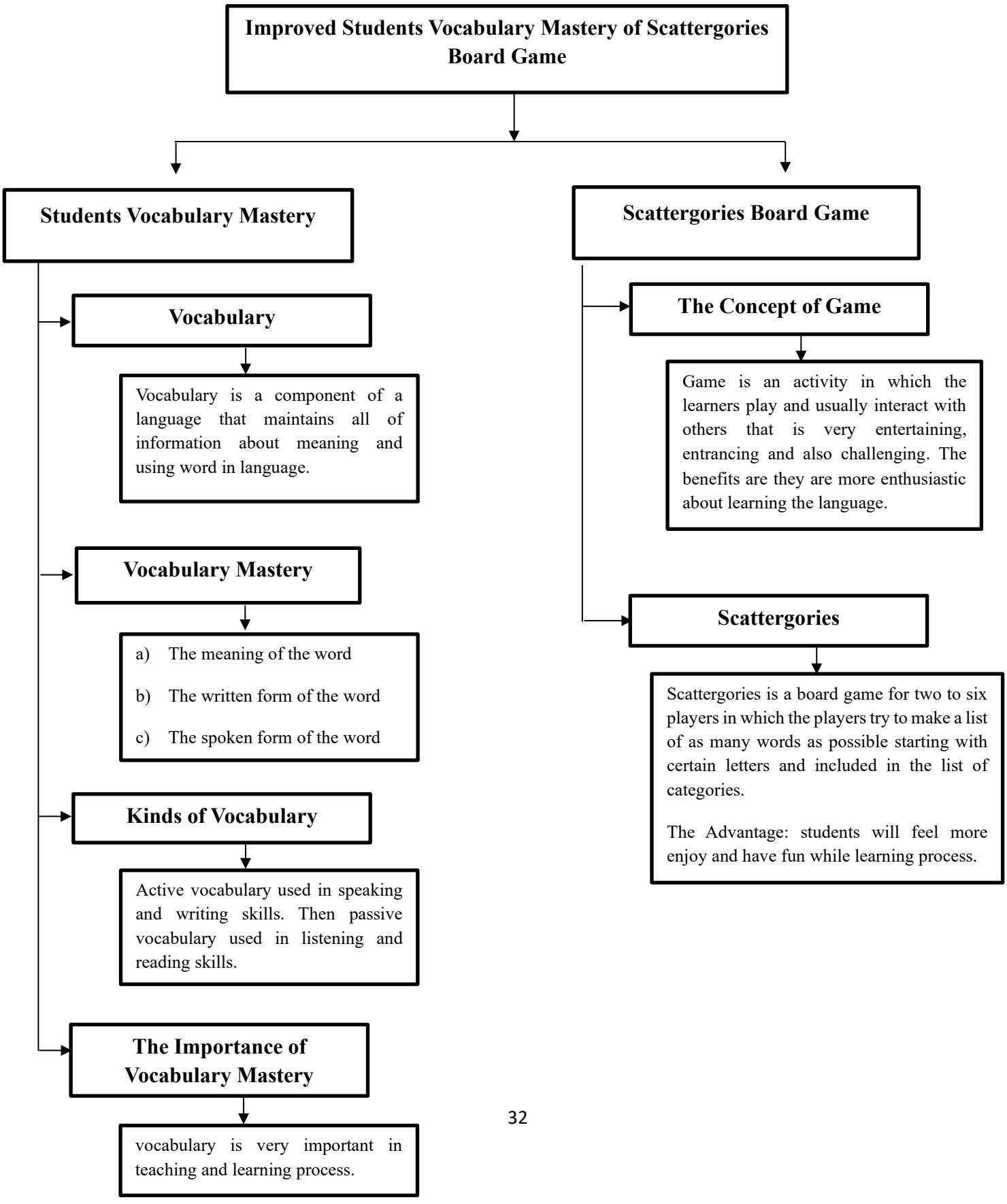
The third previous research is from Norma Yuliansyah and Fauzia Rosyani Syafei, entiteled: *Using Scattergories Game in Teaching Vocabulary to Elementary School Students.*[43] The similarity with this research is that it uses the Scattergories Game. The difference between previous research and this research is the subject of the research. The subject of the previous research was elementary school students, while the object of this research is eight grades of Junior High School.

From the previous study above, it can be concluded that Scattergories game is a good technique to be applied in teaching vocabulary. It means this technique can encourage students to be more active in the classroom activity.

[42] Nurlaili Fauziah, "*The Effectiveness of Using Scattergories Game towards Students' Vocabulary Knowledge*," 2019.
[43] Yuliansyah and Syafei, "Using Scattergories Game in Teaching Vocabulary to Elementary School Students."

C. Conceptual Framework

In order to make the research clear, researcher explains in the diagram 2.1 below:



CHAPTER III

RESEARCH METHOD

A. Design of the Research

Classroom action research (CAR) is a research activity that aims to correct deficiencies in the classroom during the learning process, namely by doing certain actions to improve and improve the quality of learning so that the learning objectives can be achieved well. According to Kemmis, McTaggart, and Nixon, define classroom action research as a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out.[44] Classroom Action Research is a method of finding out what works best in teacher's classroom so that the teacher can improve students learning. According to Jeremy Harmer, action research is the name given to series of procedures teachers can engage in either because they wish to improve aspect of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures.[45]

The kind of research used in this study is collaborative classroom action research which means that researchers do not conduct their own

[44] Stephen Kemmis, Robin McTaggart, and Rhonda Nixon, *The Action Research Planner: Doing Critical Participatory Action Research*, 2014.
[45] Jeremy Harmer, *The Practice of English Language Teaching (4th Edition) (Longman Handbooks for Language Teachers)*, 4th ed. (Pearson Longman ELT, 2007).

research but in collaboration with English teacher class VIII.E in SMP N 4 Bukittinggi. While those who acted observers to provide input to the teacher during the actions taken, namely researchers or observer.

The researcher used the Kemmis and Taggart model of classroom action research, which consisted of four steps: planning, acting, observing, and reflecting. The improvement of the problem in this research was brought about by a series of cycles. The figure is below:

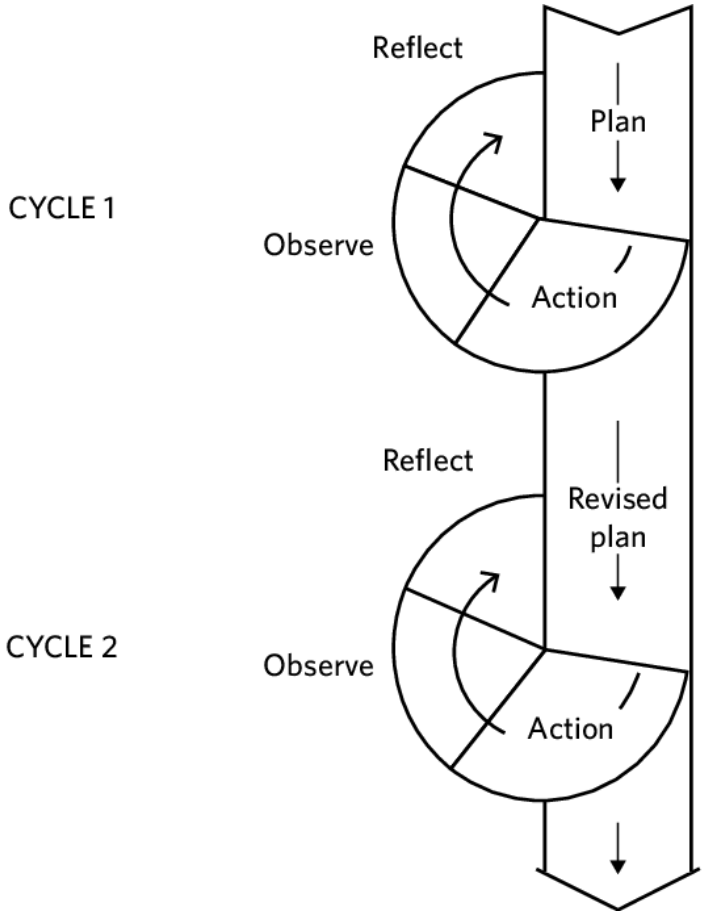


Figure 1: Action Research Spiral, Model from Kemmis and Mc Taggart.[46]

[46] Kemmis, McTaggart, and Nixon, *The Action Research Planner: Doing Critical Participatory Action Research*.

B. The Subject and the Object of Study

The subject of this study is the students at grade VIII.E SMP N 4 Bukittinggi. The number of students consist of 32 students. The object of this study is to improve students' vocabulary mastery using Scattergories board game.

Table 3.1 Participant of The Research

Class	Number of Students	
	Male	Female
VIII.E	17	15
Total	**32**	

C. Instrumentation

Instrumentation is a tool used by researchers in collecting data to make it easier, and the results are better, more complete, and more systematic, so the data is easier to process. All instruments are observation, interview, and test used in this research have been validated by three English Language Education lectures at UIN SMDD BUKITTINGGI and one teacher English Education at SMPN 4 BUKITTINGGI. The results of the validation of the four lectures have been revised in accordance with the direction of the validator (See On Appendix 28) so that the instruments can be used.

1. Observation Checklist

The first instrument was the observation checklist. Observation is the process of closely monitoring the research object with the goal of

documenting all important situations for the study's goals.[47] The researcher conducted observations to assess and describe students' involvement in the learning process. Observations were carried out at each meeting in each cycle. The observations were conducted using a checklist, which served as a guideline for observation, containing aspects that could be observed. In compiling the observation checklist, the researcher made a list of observation student behaviors that indicated student understanding of the material taught by the teacher, which could be seen from student activities and responses during the learning process. In this study, the collaborator worked as an observer, while the researcher acted as a teacher. The observation checklist was applied both before and during the game. The researchers used the observation checklist at this point.

2. Test

The last instrument in this research was the test. The assessment tool employed was an achievement test, which evaluates an individual's performance by comparing it to that of a large group of test participants.[48] Tests were used to measure students' level of understanding and mastery of the material being studied by applying the Scattergories board game. The tests used in this study were pre-test and post-test. The test used was a 20-item multiple-choice test with a short question form. The pre-test was

[47] Murdiyanto, Eko. *Metode Penelitian Kualitatif (Sistematika Penelitian Kualitatif).* Bandung: Rosda Karya (2020): 1-2.
[48] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th Edition*, ed. Matthew Buchholtz, 4th editio. (Addison Wesley, 2011).

conducted in learning activities during the initial 40 minutes. The post-test was carried out in learning activities in the form of giving questions related to the material being studied.

D. Technique of Data Collection

Data collection techniques are the methods used by researchers to obtain data that answer the formulation of research problems. To collect the intended data, this research used several instruments as follows:

1) Observation

Observation was carried out to obtain the information needed. Researchers collected data by observing the situation and condition of the class in the teaching and learning process. Observations were also made when students conducted discussions and worked together.

2) Test

Tests were used to measure students' level of understanding and mastery of the material being studied by applying the Scattergories Board game. The tests used in this study were pre-test and post-test. The pre-test was conducted in the initial 40 minutes of learning activities. The post-test was carried out at the end of the activity in the form of giving questions related to the material being studied.

E. Procedure of the Research

In this research, the focus was on improving students' vocabulary mastery using the Scattergories board game. The steps taken in this study were

1. Cycle 1

In this research, the researcher used three meetings in Cycle 1. The researcher used the Scattergories board game in teaching vocabulary mastery on Present Continuous Tense. The activities planned were:

a. Planning

1. The researcher preparing materials
2. Making a lesson plan
3. Making some steps in doing the action
4. Preparing attendance list to know students joining teaching learning process
5. Preparing the teaching aid
6. Preparing sheets for classroom action research
7. The researcher preparing a test (pre-test and post-test) each cycle to know students' vocabulary mastery improve or not.
8. Coordinating with the teacher

b. Acting

Meeting 1

1. The teacher enters the class and greets the students.
2. The teacher looks at the students' readiness to learn

3. Conduct opening with opening greetings and pray to start learning.
4. The teacher asks about the students' condition.
5. The teacher checks the attendance of students as an attitude of discipline.
6. The teacher introduces the learning activity to the students. (Present Continuous Tense)
7. The teacher explains the learning objectives.
8. The teacher asks the students in simple sentences using the present tense. For example:

   T: "Do you see this picture?" "What is she doing?"

   S: "Yes Miss, he is reading a book", etc....
9. The teacher introduces the Scattergories game to the students
10. After that, the teacher divides the students into 5 groups.
11. The teacher distributes paper categories to each group to play the Scattergories Game.
12. The teacher explains the procedure of the Scattergories game.
13. After the students understand, the teacher starts the Scattergories Game and relates the Present Continuous Tense material to practice memory and vocabulary understanding.
14. The teacher gives time limit to the students to play Scattergories game.

15. The teacher randomizes the alphabet that will be given to the students.
16. After the time is up, students must immediately put down their pens and read out their answers.
17. Teams share their answers. For each correct answer by letter and category, they get 10 points. For every wrong answer they get no points.
18. The teacher records the points and continues with the other letters.
19. After the game is over the teacher gives the assessment.
20. The winner is the group that has the highest score.
21. The teacher gives feedback to students after using the game
22. After the game is over, the teacher draws conclusions from the game by explaining the material and giving examples of Present Continuous Tense and explaining the vocabulary that has been used in the game. (For example: from the game we did earlier, all the vocabulary can be used to construct Present Continuous Tense sentences).
23. The teacher gives exercises to the students to improve their understanding of the material.
24. The teacher and students together summarize the learning material.

25. The teacher reminds students to memorize vocabulary to understand the material that has been obtained today and will be reviewed again at the next meeting.
26. The teacher conveys information on related materials at the next meeting.
27. Learners lead a prayer to end the learning.
28. The teacher closes with greetings and says goodbye in English.

Meeting 2

1. The teacher enters the class and greets the students.
2. The teacher looks at the students' readiness to learn
3. Conduct opening with opening greetings and pray to start learning.
4. The teacher asks about the students' condition.
5. The teacher checks the attendance of students as an attitude of discipline.
6. The teacher asks the students about the material discussed last week and reviews it.
7. The teacher asks the students questions with simple sentences using Present Continuous Tense. For example:

   T: "What are we doing today?"

   T: "We are studying Ms. English" etc....
8. After that, the teacher divides the students into 5 groups.

9. The teacher distributed paper categories to each group to play Scattergories Game.
10. The teacher explains the procedure of the Scattergories game.
11. After the students understand, the teacher starts the Scattergories Game and relates the Present Continuous Tense material to practice memory and vocabulary understanding.
12. The teacher gives time limit to the students to play Scattergories game.
13. The teacher randomizes the alphabet that will be given to the students.
14. After the time is up, students must immediately put down their pens and read out their answers.
15. Teams share their answers. For each correct answer by letter and category, they get 10 points. For every wrong answer they get no points.
16. The teacher records the points and continues with the other letters.
17. After the game is over the teacher gives the assessment.
18. The winner is the group that has the highest score.
19. The teacher gives feedback to students after using the game
20. After the game is over the teacher asks the students to open the student handbook.

21. The teacher draws conclusions from the game by explaining the material and giving examples of Present Continuous Tense and explaining the vocabulary that has been used in the game. (For example: from the game we did earlier, all the vocabulary can be used to construct Present Continuous Tense sentences).
22. Before the lesson ends, the teacher gives a test to the students related to the material previously learned.
23. Teacher and students together summarize the learning material.
24. The teacher informs the learning activities at the next meeting.
25. The teacher ends the learning activities by giving messages and motivating the spirit of learning and ends with a closing greeting.

Meeting 3

1. The teacher enters the class and greets the students.
2. Conduct opening greetings and pray to start learning.
3. The teacher asked about the students' condition.
4. The teacher checks the attendance of students as an attitude of discipline.
5. The teacher looks at the students' readiness to take the vocabulary test or post-test.

6. The researcher and English teacher conduct the post-test.
7. The teacher informs the learning activities for the next meeting.
8. The teacher ends the learning activity in cycle I by giving a message and motivating the spirit of learning and ends with a closing greeting.

c. Observing

Observing is done by observing the learning process of learning activities on vocabulary mastery material with using scattergories board game that is carry out collaboratively between researchers with English teacher in grade VIII.E it is intended that the learning process can be evaluated and become the basis for reflection.

d. Reflecting

The step was where the researcher discussed with the English teacher about the observations that had been made. After that, the researcher concluded the data and information that had been collected during the observation.

2. Cycle 2

a. Planning

1. Identify the problem and make the solution for the problem
2. Arranging the lesson plan

3. Preparing the media related to the material
4. Preparing the teaching material
5. Make the material test

b. Acting

Meeting I

1. The teacher enters the class and greets the students.
2. The teacher looks at the students' readiness to learn
3. Conduct opening with opening greetings and pray to start learning.
4. The teacher asks about the students' condition.
5. The teacher checks the attendance of students and mentions one vocabulary.
6. The teacher asks the students about the material discussed last week and reviews it.
7. The teacher asks the students questions with simple sentences using Present Continuous Tense.

   For example: *"what are we studying today?" "We are studying English Ms."*
8. The teacher introduces the scattergories game to the students.
9. After that, the teacher divides the students into 5 groups.
10. The teacher distributes paper categories to each group to play the Scattergories Game.

11. The teacher explains the procedure of the Scattergories game.
12. After the students understand, the teacher starts the Scattergories Game and relates the Present Continuous Tense material to practice memory and vocabulary understanding.
13. The teacher gives time limit to the students to play Scattergories game.
14. The teacher randomizes the alphabet that will be given to the students.
15. After the time is up, students must immediately put down their pens and read out their answers.
16. Teams share their answers. For each correct answer by letter and category, they get 20 points. For every wrong answer they get no points.
17. The teacher records the points and continues with the other letters.
18. After the game is over the teacher gives the assessment.
19. The winner is the group that has the highest score.
20. The teacher gives feedback to students after using the game
21. After the game is over the teacher asks the students to open the student handbook.
22. The teacher draws conclusions from the game by explaining the material and giving examples of Present Continuous

Tense and explaining the vocabulary that has been used in the game. (For example: from the game we did earlier, all the vocabulary can be used to construct Present Continuous Tense sentences).

23. Before the lesson ends, the teacher gives exercises to the students related to the material previously learned.
24. Teacher and students together summarize the learning material.
25. The teacher informs the learning activities for the next meeting.
26. The teacher ends the learning activities by giving messages and motivating the spirit of learning and ends with a closing greeting.

Meeting 2

1. The teacher enters the class and greets the students.
2. The teacher looks at the students' readiness to learn
3. Perform opening greetings and pray to start learning.
4. The teacher asks about the students' condition.
5. The teacher checks the attendance of students and asks students to mention one vocabulary.
6. The teacher asks the students about the material discussed last week and reviews it.

7. The teacher asks the students questions with simple sentences using Present Continuous Tense.

   For example:

   T: "Do you see this picture?"," What is she doing?"

   S: "Yes Miss, he is reading a book", etc....

8. The teacher introduces the scattergories game to the students which includes vocabulary learning.
9. After that, the teacher divides the students into 5 groups.
10. The teacher distributes paper categories to each group to play the Scattergories Game.
11. The teacher explains the procedure of the Scattergories game.
12. The teacher displays swellgarfo|scattergories list generator to determine the letters that will come out.
13. After knowing the letter, group members look for vocabulary according to the letter that comes out.
14. After students understand, students will start the Scattergories Games and relate the Present Continuous Tense material to train memory and vocabulary understanding.
15. The teacher gives time limit to the students to play Scattergories game.
16. The teacher randomizes the alphabet that will be given to the students.

17. After the time is up, students must immediately put down their pens and read out their answers.
18. Teams share their answers. For each correct answer by letter and category, they get 20 points. For every wrong answer they get no points.
19. The teacher writes each group's answer on the board.
20. The teacher records the points and continues with the other letters.
21. After the game is over the teacher gives the assessment.
22. The winner is the group that has the highest score.
23. The teacher gives feedback to students after using the game
24. After the game is over the teacher asks the students to open the student handbook.
25. The teacher draws conclusions from the game by explaining the material and giving examples of Present Continuous Tense and explaining the vocabulary that has been used in the game.

    (For example: from the game we did earlier, all the vocabulary can be used to construct Present Continuous Tense sentences).
26. Before the lesson ends, the teacher gives exercises to the students related to the game that has been done before by making simple sentences using Present Continuous Tense.

27. The teacher asks the students to record all the vocabulary they have learned.
28. Teacher and students together summarize the learning material.
29. Students can ask questions about things related to the learning material.
30. The teacher informs the learning activities on the next meeting.
31. The teacher ends the learning activity by giving messages and motivating the spirit of learning and ends with a closing greeting.

Meeting 3

1. The teacher enters the class and greets the students.
2. Conduct opening greetings and pray to start learning.
3. The teacher asked about the students' condition.
4. The teacher checks the attendance of students as an attitude of discipline.
5. The teacher looks at the students' readiness to take the vocabulary test or post-test.
6. The researcher and English teacher conduct the post-test.
7. The teacher informs the learning activities for the next meeting.

8. The teacher ends the learning activity in cycle 2 by giving a message and motivating the spirit of learning and ends with a closing greeting.

c. Observing

Observing is done by observing the learning process of learning activities on vocabulary mastery material with using scattergories board game that is carry out collaboratively between researchers with English teacher in grade VIII.E it is intended that the learning process can be evaluated and become the basis for reflection.

d. Reflecting

The researcher analyzes the result of all tests and compares the whole result of the achievement. As a result, the researcher can make conclusion in conducting action research.

F. Technique of Data Analysis

This research would be to use quantitative and qualitative data. In qualitative data get from observation, the researcher will observe the students during the learning activities. The quantitative data get from test. The test is in the form of a vocabulary test which has a pre-test and post-test. Through quantitative data the researcher will there are improvement or not on the student's vocabulary mastery on scattergories board game.

To know the means of the students' score of vocabulary in each cycle, the research uses the formula [49]:

$$\mathbf{X} = \frac{\sum \mathbf{x}}{\boldsymbol{n}}$$

Explanation:

X : Mean

∑x : Total Score

N : Number of Students

Then to know the improvement of the student's percentage, this research uses the formula as follows:

$$\mathbf{P} = \frac{\boldsymbol{X2-X1}}{\boldsymbol{X1}} \mathbf{x\ 100\%}$$

Note:

P = Percentage of the students score improvement

X1 = The mean of score of cycle 1

X2 = The mean of score of cycle II.[50]

[49] Anas Sudijono, *Pengantar Statistik Pendidikan*, 2018.

[50] Peter W. Airasian Lorraine R. Gay, Geoffrey E. Mills, *Educational Research*, 10th Editi. (Pearson, 2011).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Description of Data

In this Classroom Action Research (CAR), the researcher became the one who teach in the front of the class, while the English teacher became observer to observe the student activity. The subjects of this research were all students of class VIII.E at SMPN 4 Bukittinggi which amounted to 32 students. This research was conducted in two cycles. In this research, classroom action research was used because the purpose of this research was to improve students' vocabulary using scattergories board game.

The data obtained from the field during the research was described in quantitative and qualitative form in the two cycles that have been carried out. Below is a description of the data from cycle I and cycle II.

1. Cycle 1

a. Planning

In the planning activity, the researcher prepares everything that is needed during the learning process. The learning activities consist of initial activities, core activities, and closing activities. The researcher created lesson plans, worksheets for the Scattergories board game, and post-tests in addition to the materials, learning resources, and evaluation items that were sent to students during the learning process. Besides preparing learning planning activities, the

researcher also prepared an observation checklist of the students' activities and learning test results in two cycles. All these needs and necessities are prepared before the researcher teaches at school, so they must be prepared at home. After the researcher has prepared everything needed for the learning process, the researcher carries out the implementation of actions carried out at school in the learning process. The implementation of this action was divided into 3 meetings, each of which had a time allocation of 2x40 minutes.

b. Actions

1) First Meeting

First meeting in this cycle 1 was held on February 7, 2024, on Wednesday. It was started at 08.50-10.10. The researcher and observer entered to the class. The lesson was started by praying together and checking attendance list. After that, the researcher introduces the learning activity to the students, which is about the Present Continuous Tense, and explains the purpose of learning. The teacher asks the students in simple sentence using the present tense.

Before starting the lesson, the researcher introduced the scattergories game to students, after students knew the game, the researcher divided students into 5 groups and distributed scattergoires cards to each group to play scattergories game besides the teacher explained the procedures for playing

scattergories. After students understand, students will start the scattergories game and the researcher relates the Present Continuous Tense material to train memory and vocabulary understanding. And also, the teacher distributed 2 scattergories cards to students, which contained the theme “Things at Home and Hobby”.

The researcher gave students a time limit to play the Scattergories game and randomized the alphabet that would be given to the students. After the time is up, students must immediately put down their pens and read out their answers. Teams share their answers. For each correct answer by letter and category, they get 10 points. For every wrong answer they get no points. The researcher noted the points and continued with the other letters. Besides that, while playing the game, the students were confused in playing the scattergories board game because this was their first time playing the game. Some students asked the teacher how to play the game, then the researcher explained it again so that they understood better. When they were doing group work, only a few students were actively playing the game. In addition, there were some groups that still had some numbers that did not fill in the scattergories paper. After the game was over, the researcher gave an assessment and the winner was the

group that had the highest score namely group I. Then the researcher gave feedback to students after using the game.

After the game is over, the researcher concludes the game by explaining the material about Present Continuous Tense, which contains an explanation of the meaning and function of present continuous in everyday life and provides examples related to the material. Additionally, based on the previous game, the researcher clarifies that every vocabulary item may be applied to create present continuous tense phrases. Aside from that, the class listened to the teacher's explanation, although some did not focus on the lesson.

After the researcher explains the material, the researcher and students together conclude the learning material and remind students to memorize and remember today's vocabulary and learning because it will be reviewed again at the next meeting. Not forgetting that the researcher conveys information related to the next material. The researcher closes the lesson by saying greetings.

2) The Second Meeting

The second meeting was conducted on Wednesday, February 21st 2024. It started at 08.50-10.10. In this second meeting, the learning process was very student-centered, so the researcher

was not very active in the learning process, but students were more active. The lesson was started by praying together and checking attendance list. The researcher asks the students about the material discussed last week and reviews it. The teacher asks the students questions with simple sentences using Present Continuous Tense ("What are we doing today?" "We are studying English, Ms."). After that, the researcher divides the students into 5 groups to do the scattergories game. The procedure is the same as in Meeting 1, where the researcher gives the students a time limit to play the scattergories game and shuffles the alphabet that will be given to them. After the time is up, students must immediately put down the pen and read out their answers. Teams share their answers. For each correct answer by letter and category, they get 10 points. For every wrong answer, they get no points. The researcher records the points and continues with the other letters. Besides that, some students already understood the procedure of this scattergories game, unlike in Meeting 1, where there were still many who were confused about the procedure of this game. And also, the teacher distributed 2 scattergories cards to students, which contained the theme "Professions and sports" and different vocabulary from meeting 1. In this meeting the researcher saw an improvement from the students. When applying the

scattergories board game, they were more active than at the previous meeting, although there were still many students who were noisy because the game was done in groups. After the game was over, the researcher gave an assessment, and the winner was the group that had the highest score, namely the group I. Then the researcher gave feedback to the students after using the game.

After the game is over, the researcher asks students to open the student handbook and then draw conclusions from the game by explaining the material related to the formula for using Present Continuous Tense in the positive negative interrogative form and the time signal form and giving examples related to the material, and the teacher explains from the game that has been done before that all vocabulary can be used to compose Present Continuous Tense sentences. Students listen to the explanation of the teacher.

After the researcher ask the students' understanding of the material, the researcher continues by giving exercises to students related to the material that has been learned before. After the end of the exercise, the researcher and students together conclude the learning material and inform the learning activities at the next meeting, including the announcement of the test at the next meeting, and the researcher ends the learning activities by giving

messages and motivating the spirit of learning and ending with a closing greeting.

3) The Third Meeting

In the third meeting, students took the post-test as informed by the teacher in the previous meeting. The results of the test conducted by the students can be seen in the table below.

Table 4.1 Students Score in Post-test Cycle 1

No	Initial Students	Score	KKM
1.	ANHF	80	Passed
2.	A	80	Passed
3.	AS	70	Failed
4.	AF	65	Failed
5.	APR	70	Failed
6.	AAF	80	Passed
7.	A	60	Failed
8.	API	75	Passed
9.	AAA	85	Passed
10.	AS	70	Failed
11.	AMA	85	Passed
12.	CFSH	80	Passed
13.	DAN	80	Passed
14.	FS	80	Passed
15.	FRP	45	Failed
16.	FR	55	Failed
17.	FB	80	Passed
18.	FH	80	Passed
19.	HM	65	Failed
20.	HHG	85	Passed
21.	HA	70	Failed
22.	IBL	70	Failed
23.	K	80	Passed
24.	MRM	60	Failed
25.	NA	75	Passed
26.	PRK	60	Failed
27.	RFK	85	Passed

28.	RZA	85	Passed
29.	RN	80	Passed
30.	ST	70	Failed
31.	ZAF	90	Passed
32.	ZNA	60	Failed
Totally Score		**2355**	
Average		**73,59**	

Based on the table above it can be concluded that the result of student vocabulary test on cycle 1 as follow: one student get 45 score, one students get 55 score, four students get 60 score, two students get 65 score, six students get 70 score, two students get 75 score, ten students get 80 score, five students get 85 score, one student get 90 score. Eighteen students are passed and fourteen students are failed, the score of completess criteria (average) are 75 and the lowest score are 45 while the gighest score are 90. The average score of the students in this cycle 1 vocabulary test was 73,59 of 32 students.

c. Observations

During the teaching process of the cycle 1 which was carried out by the researcher, the English teacher made an observation of the learning process that the researcher did. Observation made on the activities of the students' activities. These observations use the observation checklist that the researcher was prepared before.

Based on observation of student's activities in the process of learning activities during the cycle 1, the activity data as follow:

Table 4.2 The Result of Student Observation Checklist Cycle 1

No	The Students Activities	Checklist	
		Yes	No
1.	Students get ready to learn	✓	
2.	Students pray together before starting the lesson	✓	
3.	Students take attendance	✓	
4.	Students and teacher discuss and review last week's material.	✓	
5.	Students answer simple questions from the teacher	✓	
6.	Students form 5 groups	✓	
7.	Students get the Scattergories paper that has been given by the teacher	✓	
8.	Students listen to the procedure of the scattergories game explained by the teacher	✓	
9.	Students start playing Scattergories game	✓	
10.	Students get a time limit when playing scattergories game	✓	
11.	Students get a random alphabet from the teacher	✓	
12.	After the time is up, students must immediately put down their pens and read out their respective answers	✓	
13.	In each team students share their answers. For each correct answer based on the letter and category, they get 10 points. For every wrong answer they get no points.	✓	
14.	After the game is over students receive an assessment from the teacher	✓	
15.	The group that has the highest score will be the winner	✓	
16.	Students together with the teacher give feedback after playing the scattergories game.	✓	
17.	After the game is over students open the student handbook	✓	
18.	Students listen to the teacher's explanation of the material studied	✓	
19.	Students do the exercises given by the teacher	✓	
20.	Students and teachers summarize the learning material together	✓	
21.	Students receive information that has been given by the teacher for the next material	✓	
22.	Student representatives lead prayers to end the learning	✓	

Based on the data in Table 4.2, it can be concluded that in the early stages of implementing the Scattergories game in Cycle I, students still showed undisciplined behavior in working in groups. This can be seen from the fact that some students were still noisy during group activities. Most likely, this situation occurred because it was their first time playing the game, so they felt enthusiastic and less able to control themselves. In addition, the time limit in the game also provides additional pressure that can trigger unfocused behavior.

Nevertheless, there were positive improvements in the next stage. Students showed improvement in their ability to cooperate and maintain order while playing Scattergories. Nonetheless, some students still had problems focusing. They tended to be easily distracted by their group mates and paid less attention to the teacher's instructions. This problem continued until the second meeting in Cycle I, so further handling was needed to improve student focus and discipline.

d. Reflecting

After all the steps were carried out, the researcher and the English teacher discussed the results obtained in the first cycle to draw conclusions. From the results obtained, it is known that there are eighteen students who have reached the minimum completion criteria score, which is higher than the pre-test score. This showed an improvement in vocabulary acquisition among the students. During the discussion, the researcher and the teacher realized that the improvement was a positive sign of the effectiveness of the learning method applied. They also discussed how students who previously had difficulties in understanding new vocabulary now showed better understanding and were more confident in using new words in different contexts.

Based on the observations made during Cycle I, it can be concluded that the learning process went well and smoothly. However, there are some aspects that need to be improved for Cycle II. Researchers and teachers noted that the explanation from the teacher needs to be clarified so that it is easier for students to understand. In addition, the learning media used also needs to be improved to attract students' attention and facilitate more interactive learning. The tasks given to students should also be adjusted to better support effective vocabulary acquisition. By improving these aspects, it is expected that the learning outcomes in Cycle II will be

better and can significantly improve students' vocabulary acquisition.

2. Cycle 2

a. Planning

In this cycle, the researcher planned to address the problems that occurred in Cycle I. In Cycle II, the researcher continued to use the present continuous tense as the topic. The plan in Cycle II focused on transforming students' behavior from passive to active in playing the Scattergories board game, increasing vocabulary through the game. The researcher prepared a lesson plan, a worksheet for the Scattergories board game, and a post-test.

In Cycle II, several activities were also carried out by the researcher in the learning process. The activities in Cycle II were the same as those in Cycle I, but with some differences based on the results of the reflection on the meeting in Cycle I. The different things included the learning media and examples used in teaching the present continuous tense.

b. Actions

1) The First Meeting

The first meeting in Cycle 2 was conducted from 08.50 to 10.10 a.m. on Wednesday, March 6th, 2024. In this section, the researcher implemented the Scattergories board game to

improve vocabulary mastery of the present continuous tense. The researcher began the lesson by leading a prayer together and checking the attendance list. After that, the students explained about the previous material, but not all students actively answered it. Only some students explained it, but the teacher reviewed it again together.

After reviewing the previous material, just like the meeting in Cycle 1, the researcher implemented the Scattergories game related to the present continuous tense. In addition, the teacher distributed one Scattergories card to each student, containing the theme "Daily Activities" and different vocabulary from Cycle 1. The researcher divided the students into 5 groups, and then the teacher also gave the students a limited time to play the game, which was one minute for each category. Before that, the teacher asked the students if they understood the procedure of the Scattergories board game. They replied that they understood it.

During the implementation of the game, the students were more engaged and focused, although there were still many students who were noisy because the game was done in groups. After the time was up, students had to immediately put down their pens and read out their answers. Teams shared their answers. For each correct answer by letter and category, they got 10 points. For every wrong answer, they got no points. The

researcher recorded the points and continued with the other letters. After the game was over, the researcher gave an assessment, and the winner was the group that had the highest score, namely Group 3.

After playing the Scattergories game, the researcher instructed the class not to collect the Scattergories cards first because they would be needed for an exercise involving the game that had previously been played. This exercise involved creating an example of vocabulary from the earlier game by putting sentences in the present continuous tense. The researcher and students then discussed it together, and student representatives were invited to write it on the board.

The researcher concluded the game by explaining the material about the present continuous tense. Additionally, the researcher explained from the game that was done earlier that all the vocabulary could be used to compose present continuous tense sentences. At the end of the lesson, the researcher asked about the students' understanding, and there were two students who asked questions related to the learning material. The researcher explained it again until the student understood better, and the teacher gave a summary of today's material for students to study again at home. After that, the researcher informed the

students of the learning activities at the next meeting, and the researcher ended the learning activities at this meeting.

2) The Second Meeting

The second meeting was conducted from 09:30 to 11:30 on Tuesday, July 23, 2024. In this meeting, the teacher opened the lesson by greeting the students and then checked their attendance. The teacher asked the students to mention one vocabulary word. The teacher asked the students questions using simple sentences in the Present Continuous Tense. For example: T: “Do you see this picture?” “What is she doing?” S: “Yes Miss, he is reading a book,” etc. The students looked active and enthusiastic in answering when the teacher asked and showed a picture on the board. Before starting the main lesson, the teacher introduced the Scattergories game to the students, which included vocabulary learning. After that, the teacher divided the students into 5 groups, explained the procedure of the Scattergories game, and then distributed paper categories to each group to play the game. Additionally, the teacher distributed Scattergories papers to the students, which contained themes about nouns (things at home), verbs (activities), adjectives, hobbies, sports, and professions. Then the teacher explained the procedure of the Scattergories game again by displaying the

Swellgarfo| Scattergories List Generator to determine the letters that would be used. After knowing the letter, group members looked for vocabulary according to the letter that came up. Once the students understood, they started the Scattergories game and associated Present Continuous Tense material to train their memory and vocabulary understanding. The students were given a time limit of 2 minutes to answer one session or per letter, and for wrong or repeated answers, students did not receive points.

During the game, students were more active, focused, and cooperative in finding their answers. After the time ran out, they had to immediately put down their pens and read out their respective answers. For each correct answer based on the letter and category, they received 20 points. For every wrong answer, they received no points. The teacher wrote each group's answer on the board, recorded the points, and continued with the other letters. After the game ended, the teacher gave an assessment and announced that Group I was the winner because it had the highest score. The teacher then provided feedback to the students after playing the Scattergories game.

After completing the Scattergories game, the teacher made a conclusion from the game by explaining the material, giving examples of the present continuous tense, and discussing the vocabulary used in the game. The teacher emphasized that all the

vocabulary from the game could be used to compose sentences in the present continuous tense, such as the picture displayed at the beginning. Before the lesson ended, the teacher gave exercises to the students related to the game they had just played, asking them to make simple sentences using the present continuous tense with the vocabulary from the Scattergories game. The teacher observed and assisted students with any difficulties while doing the exercises. Before writing their group answers, the teacher asked the students to write the vocabulary from the board in their notes. After the students finished taking notes, group representatives wrote their answers on the board. Then, the teacher and students together corrected the answers and assessed the exercises for each group.

At the end of the lesson, the teacher and students summarized the learning material together, discussed the students' understanding, and informed them about the activities planned for the next meeting. The teacher then concluded the learning activities for this meeting.

3) The Last Meeting

The last meeting in Cycle 2 was conducted from 11.10 to 11.50 a.m. on Tuesday, July 23, 2024. The researcher began the lesson by leading a prayer together and checking the attendance

list. In this second meeting, students conducted a vocabulary test as reminded by the researcher in the previous meeting to see the students' improvement after using the Scattergories board game. The results of the test conducted by the students can be seen in the table below.

Table 4.3 Students Score in Post-test Cycle 1

No	Initial Students	Score	KKM
1.	ANHF	95	Passed
2.	A	95	Passed
3.	AS	80	Passed
4.	AF	85	Passed
5.	APR	80	Passed
6.	AAF	85	Passed
7.	A	70	Failed
8.	API	80	Passed
9.	AAA	90	Passed
10.	AS	75	Passed
11.	AMA	90	Passed
12.	CFSH	95	Passed
13.	DAN	85	Passed
14.	FS	90	Passed
15.	FRP	60	Failed
16.	FR	70	Failed
17.	FB	85	Passed
18.	FH	80	Passed
19.	HM	55	Failed
20.	HHG	90	Passed
21.	HA	75	Passed
22.	IBL	60	Failed
23.	K	90	Passed
24.	MRM	75	Passed
25.	NA	75	Passed
26.	PRK	80	Passed
27.	RFK	90	Passed
28.	RZA	90	Passed
29.	RN	95	Passed
30.	ST	80	Passed
31.	ZAF	90	Passed
32.	ZNA	80	Passed
Totally Score		**2710**	
Average		**82,12**	

Based on the table above it can be concluded that the result of student vocabulary test on cycle 2 as follow: one student get 50 score, one students get 55 score, one student get 60 score, one student get 65 score, two student get 70 score, four students get 75 score, seven students get 80 score, four students get 85 score, eight students get 90 score, four students get 95 score. Twenty seven students are passed and five students are failed, the score of completess criteria (average) are 75 and the lowest score are 50 while the gighest score are 95. The average score of the students in this cycle 2 vocabulary test was 82,12 of 32 students.

c. Observations

The observation stage in cycle 2 was no different from the previous cycle, where researchers also observed events that occurred during the teaching and learning process. Based on observation of student's activities in the process of learning activities during the cycle 1, the activity data as follow:

Table 4.4 The Result of Student Observation Checklist Cycle 2

No	The Students Activities	Checklist	
		Yes	No
1.	Students get ready to learn	✓	
2.	Students pray together before starting the lesson	✓	
3.	Students take attendance	✓	
4.	Students and teacher discuss and review last week's material.	✓	
5.	Students answer simple questions from the teacher	✓	
6.	Students form 5 groups	✓	
7.	Students get the Scattergories paper that has been given by the teacher	✓	
8.	Students listen to the procedure of the scattergories game explained by the teacher	✓	
9.	Students start playing Scattergories game	✓	
10.	Students get a time limit when playing scattergories game	✓	
11.	Students get a random alphabet from the teacher	✓	
12.	After the time is up, students must immediately put down their pens and read out their respective answers	✓	
13.	In each team students share their answers. For each correct answer based on the letter and category, they get 10 points. For every wrong answer they get no points.	✓	
14.	After the game is over students receive an assessment from the teacher	✓	
15.	The group that has the highest score will be the winner	✓	
16.	Students together with the teacher give feedback after playing the scattergories game.	✓	
17.	After the game is over students open the student handbook	✓	
18.	Students listen to the teacher's explanation of the material studied	✓	
19.	Students do the exercises given by the teacher	✓	
20.	Students and teachers summarize the learning material together	✓	
21.	Students receive information that has been given by the teacher for the next material	✓	

22.	Student representatives lead prayers to end the learning	✓	

In Cycle II, observation was also carried out, which was not different from the observation in Cycle I, namely to see the improvement in the quality of the learning process using the Scattergories board game.

In the observation table above, there was no difference in the indicators from the first cycle observation. Sometimes students made noise and talked to other friends. Although students were noisy, the researcher observed that students also looked interested in playing the Scattergories board game and were active in following the lesson. Additionally, the students understood the material taught better. In addition, the students understood the Scattergories board game used by the researcher.

d. Reflecting

Based on the observation, the Scattergories board game increased students' activeness. They seemed very interested in this game, although some students made noise. In addition, the Scattergories board game also improved students' vocabulary mastery and comprehension in learning. The game also explored students' competence in vocabulary as they discovered new words

from this game. They became more active in answering questions. The students actively participated in the learning process.

After implementing the second cycle and seeing the results, the researcher and English teacher felt quite satisfied with the development of students' vocabulary mastery. It can be seen from the students' activeness in the learning activities in class. They were better at doing group work with each other, and the results of what they did were quite satisfactory. Therefore, the Classroom Action Research was stopped in the second cycle because more than 75% of the students had met the passing criteria.

B. Finding

This section aims to answer research questions. To see whether there is an improvement in students' vocabulary in using the scattergories board game, it can be seen from the post-test scores in cycle I and the post-test scores in cycle II. The comparison of the scores of the two cycles can be seen in the tabulation below.

Table 4.5 Comparison Students' Score in Cycle I and Cycle 2

(See On Appendix 20)

	Cycle 1	Cycle 2	Range
Mean Score	73.59	82,12	7.48

73,59 Means of cycle 1

82,12 Means of cycle 2

7,48 Range of improvement from cycle 1 to cycle 2

Based on Table 4.6, it can be concluded that there is a significant improvement in students' vocabulary tests from cycle 1 to cycle 2. This is evidenced by the acquisition of the results obtained from the vocabulary post-test 1 to the vocabulary post-test 2. Which almost all students' scores increased. So, from the calculation above, it can be concluded that the learning activities for the two cycles were successful.

After the comparison of student scores on the post-test cycle I and cycle II was known or obtained, and the data was obtained that there was an improvement in student scores in cycle I and cycle II, it was determined whether there was an improvement student's vocabulary mastery using scattergories board game in class VIII.E at SMPN 4 Bukittinggi with the following formula.

$$\mathbf{P = \frac{X2 - X1}{X1} \text{ x } 100\%}$$

Note:

P = Percentage of the students score improvement

X1 = The mean of score of cycle 1

X2 = The mean of score of cycle II

From the above formula, the data can be processed as below.

$$\mathbf{P} = \frac{\mathbf{82.12 - 73.59}}{\mathbf{73.59}} \mathbf{x\ 100\%}$$

$$= \frac{7.93}{73.59} \mathbf{x\ 100\%}$$

$$\mathbf{= 11.57\%}$$

From the result obtained from the formula above, it can be concluded that the findings of this research have answered the research question of this research. This was indicated by the significant difference in scores in the post-test cycle I and post-test cycle II. This means that the four steps in learning activity, namely, planning, implementation of action as much 3x meetings, observation as much as 2x have helped and were able to help students improve students' vocabulary mastery using scattergories board game.

Student scores on the post-test cycle I and cycle II in this research were also compared with the observation results of both cycles in the table below.

Table 4.6 The Comparison of Observation in Cycle I and Cycle II

(See On Appendix 21)

Based on the observation results from both cycles, it can be concluded that the learning process using the Scattergories board game has improved, and ran smoothly and successfully. This is evidenced by the observation results, where the level of student activeness in Cycle II is better or more

improved compared to Cycle I because in Cycle II, students are more active, willing to ask questions, and better understand the learning material. In other words, in Cycle I, the learning process was still difficult to organize, and students were still doing other activities besides learning activities, while in Cycle II, all students could be invited to work together and be compact during the learning process. This is what caused the learning process in Cycle II to be much better than the learning process in Cycle I.

Based on the findings, it can be concluded that the research question in this research has been answered. The answer to the research has been answered. The answer to the research question in this research was that there was an improvement in students' vocabulary mastery using the Scattergories board game. The improvement of students' scores can be seen from the improvement of students' post-test scores in Cycle II. Therefore, this research stopped at Cycle II, or only two cycles.

C. Discussion

The findings of this study indicate that there was a significant improvement in students' vocabulary mastery using the Scattergories board game. This improvement was evident from the comparison of students' scores in the post-test cycle I and cycle II. The mean score of cycle II (82.12) was higher than that of cycle I (73.59), with an average improvement of 7.48 points. This suggests that the learning activities using the Scattergories board game were successful in improving students' vocabulary mastery. The observation results also support this finding, showing that students were

more active and engaged in the learning process in cycle II compared to cycle I. In cycle II, students were more willing to ask questions and better understood the learning material, leading to a more organized and compact learning process.

According to Muhammad Afif Husain, states that "The use of Scattergories Game is effective for teaching students' vocabulary, it is proven that from the pre-test and post-test results. The significant improvement of student achievement was related to vocabulary mastery after they received treatment using the Scattergories game".[51]

According to Wiraldi, states that "Using scattergories game technique in teaching vocabulary can be used to improve students' vocabulary mastery and has a positive impact on students. Scattergories game can be an effective way to learn or develop students' vocabulary".[52]

The results of this study also suggest that the four steps of the Kemmis and Taggart model, namely planning, acting, observing, and reflecting, were effective in improving students' vocabulary mastery. The planning stage involved the preparation of the learning materials and the design of the learning activities, while the acting stage involved the implementation of the learning activities using the Scattergories board game. The observing stage involved the collection of data through

[51] Husain, "The Use of Scattergories Game to Improve the Vocabulary Mastery."
[52] Wiraldi, "Improving the Vocabulary Mastery of the Seventh Year Students Using Scattergories Game in SMP NEGERI 8 Palopo."

observations and tests, and the reflecting stage involved the analysis and interpretation of the data.

Based on the results of previous research and the results of this research, it can be concluded that the findings of this study indicate that the use of the Scattergories board game in teaching vocabulary mastery was effective in improving students' vocabulary mastery. The study stopped at cycle II, as the improvement in students' scores was significant and the learning process was successful.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting classroom action research using the Scattergories board game, the study concludes that the application of this game can significantly improve students' vocabulary skills in Class VIII of SMPN 4 Bukittinggi. Furthermore, students' improvement after applying the Scattergories board game in vocabulary mastery can be seen from their achievement in each cycle. After being used in the learning process, their achievement increased. This can be proven by the pre-test and post-test scores in each cycle. In Cycle I, the pre-test score was 62.5 and the post-test score was 73.59. Because it had not yet reached the minimum completion criteria (KKM), Cycle 2 was carried out with an average increase of 82.12. This means that there is a significant difference between the Cycle 1 and Cycle 2 scores. Based on the results obtained, the question of this study was answered. In addition, the Scattergories board game increased students' activeness and confidence. The students were active in carrying out the learning and they were enthusiastic in playing the game. This shows that the Scattergories board game can be a challenging and engaging tool in English learning for students of Grade VIII of SMPN 4 Bukittinggi.

B. Suggestion

From the research results that have been calculated from the previous chapter, the researcher gives some suggestions to be conveyed to teachers,

students, and prospective researchers who are interested in this field. They are as follow:

1. **For English Teachers**
    a. English teachers need to use active learning in teaching and learning English, especially teaching using the Scattergories game so that students can easily learn vocabulary and understand new knowledge.
    b. The English teacher must use many types of learning strategies in vocabulary games so that students can learn new word knowledge better.
2. **For Students**
    a. Students always should be active in the learning process. Not only listen to the teachers' explanation but also, they have to explore their ability in learning English. Students can find many sources from the library, the internet, or their friends.
    b. Students need to have big confidence, spirit, and effort. They may not afraid if they make it wrong. That is the learning process.
3. **For The Next Researcher**

    For other researchers who are interested in the same areas, they may try to apply the scattergories game across different genres and different levels of learners to prove the impact of the scattergories game on students' vocabulary. The researcher also suggests to other researchers

to explore the other kinds of games as a new teaching method to improve students' vocabulary.

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APPENDICES

Appendix 1 Research Guidelines

RESEARCH GUIDELINE

Variable	Sub Variable	Indicator	No Item
Improving Students Vocabulary Mastery Using Scattergories Board Game	Vocabulary Mastery	- Students can identify the synonyms of vocabulary - Students can identify the antonym of vocabulary - Students can identify the definition/meaning of vocabulary	**1, 2, 3,**
	Scattergories Board Game	- Students are separated into several groups, each group consisting of five students. - Each group has one marker pen to write on the board. - Every student in the group has the opportunity to write their answers. - List the categories on the board or share cards such as verbs, nouns, adjectives, adverbs, etc. students can also help choose a category or they can depend on the current topic. - Set timer (15-30 seconds). - If the words written by students are correct based on letters and categories, the score is 20 for each word. - The winner is the group that has the highest score.	**4, 5, 6, 7, 8, 9, 10, 11, 12**

Source: Artur Hughes, *"Testing for Language Teachers".* [53]

[53] Hughes, "Testing for Language Teachers."

RESEARCH GUIDELINE TEST

Variable	Sub Variable	Indicator	Sub Indicator	No Item
Improving Students Vocabulary Mastery Using Scattergories Board Game	Vocabulary Mastery	Synonym	The students are able to identifying the synonyms of words	1, 4, 7, 10, 13, 16, 18
		Antonym	The students are able to identifying the antonym of words	2, 5, 8, 11, 14
		Definition	The students are able to identifying the definition /meaning of words	3, 6, 9, 12, 15, 17, 19, 20

Appendix 2 Teacher Observation Preliminary

LEMBAR OBSERVASI

PROSES PEMBELAJARAN BAHASA INGGRIS

KELAS VIII SMP NEGERI 4 BUKITTINGGI

Nama : Lisa Firdani
NIM : 2319057

- Pertemuan 1 -

1. Guru menyapa siswa → baca do'a → absen.
2. Guru mereview materi pada pertemuan sebelumnya.
3. Setelah guru mereview guru mantik kepada materi selanjutnya.
4. Yaitu materi Descriptive text.
4. Guru bertanya ~~kepada~~ kepada siswa menggunakan full english, tidak di translate dgan bahasa Indonesia setelahnya.
5. Siswa kebinguan dan banyak diam karena tdk mengerti yg disampaikan oleh guru.
6. Guru menjelaskan materi.
7. PJBL → technique yg digunakan oleh guru.
8. Guru menampilkan video ttg descriptive text → setelah itu menanyakan Perasaan siswa setelah melihat video.
9. Guru membagi siswa menjadi berkelompok.
10. Siswa membentuk kelompok.
11. Guru meminta siswa untuk membuat descriptive dialog dan mempresentasikannya didepan kelas.

Bukittinggi, 22 May 2023

Observer

Lisa Firdani

NIM. 2319057

12. Guru membagikan lembaran kerja siswa berupa teks dialog & latihan klp.
13. Siswa kebingungan dgn tugas yg diberikan oleh guru.
14. Guru menjelaskan kebingungan siswa dg bahasa Inggris.
15. Kelas terasa membosankan bagi siswa karena guru lebih banyak menggunakan bahasa Inggris.
16. Siswa melakukan tugas ~~kfpok~~ kelompok mereka.
17. Jam hampir habis, siswa belum seleksi mengerjakan tugas kelompok.
18. Akhirnya tugas siswa yg berkelompok belum seleksi, maka dilanjutkan di pertemuan selanjutnya.
19. Guru sebelum menutup pertemuan hari ini untuk meminta siswa melanjutkan tugas kelompok ini diluar jam pelajaran dan di pertemuan selanjutnya setiap kelompok tinggal mempresentasikan nya saja.
20. Menutup pembelajaran & mengakhiri pertemuan hari ini

LEMBAR OBSERVASI

PROSES PEMBELAJARAN BAHASA INGGRIS

KELAS VIII SMP NEGERI 4 BUKITTINGGI

Nama : Lisa Firdani
NIM : 2319057

- Pertemuan II -

1. Guru masuk kelas → baca salam → menyiapkan siswa, baca doa → absen.
2. Guru bertanya kepada siswa tentang tugas kelompok di pertemuan sebelumnya.
3. Siswa ~~merespon dg~~ pertanyaan guru dan telah selesai mengerjakannya.
4. Guru meminta siswa untuk mempresentasikan tugas ~~kelompok~~ kelompok di depan kelas.
5. Siswa maju kedepan kelas dg berkelompok.
6. Siswa membacakan dialog mereka di depan kelas (sebagian ada yg malu²).
7. Setelah itu kelompok lain memberikan Comment kepada kelompok yg telah tampil.
8. Setelah semua kelompok tampil guru menyimpulkan materi dan menanyakan keadaan siswa setelah belajar.
9. ada siswa yg menjawab tdk happy dg pelajaran yg berlangsung.
10. guru menutup pembelajaran dg membaca salam.

Bukittinggi, 29 May 2023

Observer

Lisa Firdani

NIM. 2319057

Appendix 3 Students Vocabulary Score Preliminary Research

No	Initial Students	Score	KKM
33.	ANHF	75	Passed
34.	A	60	Failed
35.	AS	60	Failed
36.	AF	75	Passed
37.	APR	55	Failed
38.	AAF	70	Failed
39.	A	60	Failed
40.	API	40	Failed
41.	AAA	50	Failed
42.	AS	60	Failed
43.	AMA	65	Failed
44.	CFSH	40	Failed
45.	DAN	60	Failed
46.	FS	70	Failed
47.	FRP	55	Failed
48.	FR	75	Failed
49.	FB	65	Failed
50.	FH	40	Failed
51.	HM	20	Failed
52.	HHG	80	Passed
53.	HA	75	Passed
54.	IBL	70	Failed
55.	K	80	Passed
56.	MRM	65	Failed
57.	NA	50	Failed
58.	PRK	60	Failed
59.	RFK	75	Passed
60.	RZA	85	Passed
61.	RN	75	Passed
62.	ST	65	Failed
63.	ZAF	60	Failed
64.	ZNA	65	Failed
Totally Score		**2075**	
Average		**62,5**	

Appendix 4 Vocabulary Test Cycle 1

SMP NEGERI 4 BUKITTINGGI
VOCABULARY TEST

Name :
Class :
Time : 08.50 – 10.10 WIB

PETUNJUK UMUM

1. Tuliskan data identitas pada lembar jawaban yang disediakan!
2. Periksa dan bacalah dengan teliti soal-soal sebelum menjawabnya!
3. Dahulukan menjawab soal-soal yang dianggap mudah!
4. Periksa pekerjaan sebelum diserahkan kepada guru bersangkutan!

PETUNJUK KHUSUS

A. Pilihlah satu jawaban yang paling benar dengan menyilang salah satu huruf a, b, c dan d pada lembar jawaban!

1. I use a pencil to write notes in class.
   Which word is a synonym for "pencil"?
   a. pen
   b. notebook
   c. eraser
   d. ruler

2. John always keeps his pens and pencils in the desk drawer.
   What is the antonym of "always"?
   a. usually
   b. still
   c. never
   d. repeatedly

3. The students write their answers on the whiteboard.
   What is the definition of "whiteboard"?
   a. buku
   b. kertas
   c. papan tulis
   d. kertas ujian

4. The chef always cleans the utensils before starting to cook.
   What is the definition of "utensils"?
   a. perlengkapan kebersihan.
   b. furniture kamar mandi.
   c. peralatan kantor.
   d. peralatan memasak.

5. The art student paints a still life for the class assignment.
   Which word is a synonym for "paints"?
   a. draw
   b. garden
   c. cook
   d. playing soccer

6. I read a book every evening

What is the definition of "read"?

a. melukis
b. menggambar
c. membaca
d. mendengarkan

7. The teacher uses a marker to write on the whiteboard.
What is the definition of "marker"?
    a. alat tulis dengan tinta
    b. perabot
    c. jenis kertas
    d. alat matematika

8. Nurse cares for patients in the hospital
What is the definition of "nurse"?
    a. seseorang yang mendesain bangunan.
    b. seorang profesional kesehatan yang memberikan perawatan kepada pasien.
    c. seseorang yang memasak di restoran.
    d. petugas polisi.

9. I clean the bathroom every Saturday.
What is the definition of "bathroom"?
    a. kamar mandi
    b. ruang memasak
    c. ruang mencuci piring
    d. ruang belajar

10. The hospital employs a team of skilled physicians.
Which word is a synonym for "physician"?
    a. lawyer
    b. doctor
    c. chef
    d. engineer

11. The entrepreneur starts her workday early at 7 AM.
What is the definition of "entrepreneur"?
    a. seseorang yang memulai bisnis.
    b. seorang ilmuwan yang mempelajari hewan.
    c. seorang pilot yang menerbangkan pesawat terbang.
    d. seorang guru di sekolah.

12. We have time for a rest
What is the antonym of “rest”?
    a. study
    b. shop
    c. break
    d. work

13. We have a meeting now.
What is the definition of “meeting”?
    a. rapat
    b. jalan-jalan
    c. makan
    d. pesta

14. “Every day, the teacher starts the class with a warm-up activity”
    What is the antonym of "starts"?
    a. finish
    b. opening
    c. origin
    d. first step

15. The journalist writes articles for the newspaper every day.
    What is a synonym for "journalist"?
    a. lawyer
    b. doctor
    c. pilot
    d. writer

16. The architect designs modern and sustainable buildings.
    What is a synonym for "architect"?
    a. artist
    b. engineer
    c. chef
    d. librarian

17. We play various musical instruments in our school orchestra.
    What is a synonym for "play various musical instruments"?
    a. painting
    b. singing
    c. gardening
    d. baking

18. Photography captures moments that last a lifetime.
    What is the definition of "photography"?
    a. membuat gambar dengan pensil.
    b. mengambil gambar dengan kamera.
    c. memasak makanan yang lezat.
    d. memainkan alat musik.

19. Cooking is an enjoyable hobby for many people.
    What is a synonym for "cooking"?
    a. painting
    b. sculpting
    c. chef
    d. hiking

20. My brother plays soccer for a club in our neighborhood.
    What is the definition of "plays soccer"?
    a. bermain bulu tangkis
    b. bermain basket
    c. bermain catur
    d. bermain sepak bola

Appendix 5 Key Answer of Vocabulary Test Cycle I

KEY ANSWERS

1. A
2. C
3. C
4. D
5. A
6. C
7. A
8. B
9. A
10. B
11. A
12. D
13. A
14. A
15. D
16. B
17. B
18. B
19. C
20. D

Appendix 6 Vocabulary Test Cycle II

SMP NEGERI 4 BUKITTINGGI
VOCABULARY TEST

Name :
Time : 10.30-11.10 WIB
Class : VIII.E

PETUNJUK UMUM

5. Tuliskan data identitas pada lembar jawaban yang disediakan!
6. Periksa dan bacalah dengan teliti soal-soal sebelum menjawabnya!
7. Dahulukan menjawab soal-soal yang dianggap mudah!
8. Periksa pekerjaan sebelum diserahkan kepada guru bersangkutan!

PETUNJUK KHUSUS

B. Pilihlah satu jawaban yang paling benar dengan menyilang salah satu huruf a, b, c dan d pada lembar jawaban!

1. The <u>teacher</u> is explaining the lesson to the students.
   The synonym of the underline word is…
   a. student
   b. instructor
   c. professor
   d. principal

2. She is feeling <u>happiness</u> right now.
   The antonym of the underline word is…
   a. sadness
   b. joy
   c. anger
   d. fear

3. They are playing sports at <u>school</u>.
   What is the definition of an underline word mean?
   a. tempat dimana hewan dirawat
   b. tempat di mana siswa belajar
   c. tempat di mana buku-buku dijual
   d. tempat di mana makanan ditanam

4. They are becoming <u>sad</u> after hearing the bad news
   The synonym of the underline word is…
   a. happy
   b. joyful
   c. depressed
   d. exited

5. “She is <u>cleaning</u> the house right now”
   The antonym of the underline word is…
   a. dirty
   b. tidy
   c. neat
   d. organized

6. He is eating at the <u>table</u>.

What is the definition of an underline word mean?

a. a piece of furniture with a flat top and legs
b. a type of plant
c. a kind of animal
d. a piece of clothing

7. “Is the chef preparing a special dish?”
   The synonym of the underline word is…
   a. artist
   b. shop
   c. cook
   d. work

8. The tailor is shortening the dress for the client.
   The antonym of the underline word is…
   a. smart
   b. tiny
   c. petite
   d. tall

9. “She is diving into the pool right now.”
   What is the definition of an underline word mean?
   a. Berjalan di atas air
   b. Berlari dengan cepat
   c. Memancing ikan
   d. Menyelam di dalam air

10. The tall man is waiting for the bus at the corner.
    The synonym of the underline word is…
    a. short
    b. wide
    c. long
    d. narrow

11. "It is getting cold outside, so remember to wear a jacket."
    The antonym of the underline word is…
    a. hot
    b. freezing
    c. chilly
    d. cool

12. The dentist is cleaning my teeth right now.
    What is the definition of an underline word mean?
    a. Seseorang yang mengajar siswa
    b. Seseorang yang merawat gigi orang lain
    c. Seseorang yang menulis buku
    d. Seseorang yang berolahraga

13. She is swimming in the pool right now.
    The synonym of the underline word is…
    a. running
    b. walking
    c. diving
    d. sleeping

14. "The sky is getting dark as the evening approaches."
    The antonym of the underline word is…
    a. black
    b. dim
    c. light
    d. shadowy

15. She is cycling to the park right now.
    What is the definition of an underline word mean?
    a. the sport of climbing mountains
    b. the sport of riding a bicycle
    c. the sport of running races
    d. the sport of swimming in a pool

16. They are painting the walls of their new house
    What is the synonym for the word “painting”
    a. writing
    b. drawing
    c. singing
    d. dancing

17. I am traveling to Japan next week.
    What is the definition of an underline word mean?
    a. the act of moving from one place to another
    b. the act of cooking food
    c. the act of cleaning a house
    d. the act of drawing pictures

18. "The classroom is being silent during the test."
    The synonym of the underline word is…
    a. noisy
    b. loud
    c. quiet
    d. short

19. They are swimming at the beach every morning.
    What is the definition of an underline word mean?
    a. aktivitas berlari di lintasan lari
    b. aktivitas mengendarai sepeda
    c. aktivitas mendaki gunung
    d. aktivitas bergerak di dalam air

20. They are sorting the clothes into different piles.
    What is the definition of an underline word mean?
    a. suatu jenis furnitur
    b. alat dapur
    c. alat pembersih
    d. benda yang dikenakan pada tubuh

Appendix 7 Key Answer of Vocabulary Test Cycle II

KEY ANSWERS

1. B
2. A
3. B
4. C
5. A
6. A
7. C
8. D
9. D
10. C
11. A
12. B
13. C
14. C
15. B
16. B
17. A
18. C
19. D
20. D

Appendix 8 Syllabus of SMPN 4 Bukittinggi

Appendix 9 Lesson Plan Cycle 1

INFORMASI MODUL

A. IDENTITAS MODUL

Nama Penyusun	: Lisa Firdani
Sekolah	: SMP Negeri 4 Bukittinggi
Mata Pelajaran	: Bahasa Inggris
Jenjang	: SMP
Kelas	: VIII
Alokasi Waktu	: 3 x 40 menit
Tahapan	: Fase D
Materi	: What are you doing? (Present Continuous Tense)
Elemen CP	: Menyimak-Berbicara-Menulis-Game

B. KOMPETENSI AWAL

- Peserta didik sudah pernah mempelajari Simple Present tense

C. PROFIL PELAJAR PANCASILA

- Gotong-royong
- Kreatif
- Mandiri

D. SARANA DAN PRASARANA

- Media : Worksheet, Scattergories card, Power Point
- Alat : Laptop, spidol, papan tulis, proyektor
- Sember belajar : Buku referensi Bright an English.

E. MODEL PEMBELAJARAN

- Scientific approach
- Group work
- Scattergories game

KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
Capaian Pembelajaran pada elemen menulis-mempresentasikan Pada akhir fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.	
B. PEMAHAMAN BERMAKNA	
Peserta didik berkelompok untuk mengidentifikasi kalimat dengan pola *Present Continuous Tense* dalam lingkup kehidupan sehari-hari dan membuat teks sederhana dengan tujuan untuk mencapai tujuan pembelajaran yaitu mengidentifikasi konteks kalimat dengan pola *Present Continuous Tense* (positive and negative; question and short answer).	
C. PERTANYAAN SEMANTIK	
Setelah melihat gambar yang disajikan, peserta didik diberi pertanyaan. • Look at the picture. What are they doing? What is he doing?	
D. KEGIATAN PEMBELAJARAN	
PERTEMUAN 1 **(3 x 40 menit)**	
Pendahuluan **(10 menit)**	1. Guru masuk kelas dan menyapa siswa. 2. Guru melihat kesiapan siswa untuk belajar

	3. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. 4. Guru menanyakan kondisi siswa. 5. Guru memeriksa kehadiran peserta didik sebagai sikap displin. 6. Guru memperkenalkan aktivitas pembelajaran kepada siswa. *(Present Continuous Tense)* 7. Guru menjelaskan tujuan pembelajaran.
Inti **(60 menit)**	1. The teacher asks the students in simple sentence using the present tense. For example: T: "*Do you see this picture?" "What is she doing?"* S: *"Yes Miss, he is reading a book*", etc... 2. Guru memperkenalkan game Scattergories kepada siswa 3. Setelah itu guru membagi siswa kedalam 5 kelompok. 4. Guru membagikan kertas categories kepada tiap kelompok untuk bermain Scattergories Game. 5. Guru menjelaskan tata cara permainan Scattergories. 6. Setelah siswa mengerti, siswa akan memulai permainan Scattergories Games dan mengaitkan materi *Present Continuous Tense* untuk melatih daya ingat dan pemahaman vocabulary. 7. Guru memberikan batasan waktu kepada siswa untuk bermain Scattergories game. 8. Guru mengacak abjad yang akan diberikan ke siswa. 9. Setelah waktu habis, siswa harus segera meletakkan pena mereka dan membacakan jawaban meraka masing-masing. 10. Tim berbagi jawaban mereka. Untuk setiap jawaban yang benar berdasarkan huruf dan kategori, mereka mendapatkan 10 poin. Untuk setiap jawaban yang salah mereka tidak mendapatkan poin. 11. Guru mencatat poin-poin tersebut dan melanjutkan dengan huruf-huruf lainnya. 12. Setelah game selesai guru memberikan penilaian. 13. Pemenangnya adalah kelompok yang memiliki skor tertinggi.

	14. Guru memberikan umpan balik kepada siswa setelah menggunakan game 15. Setelah game selesai guru menarik kesimpulan dari game tersebut dengan menjelaskan materi dan memberikan contoh-contoh *Present Continuous Tense* dan menjelaskan vocabulary yang telah digunakan dalam game tersebut. (For example: dari game yang kita lakukan tadi semua vocabulary tadi bisa digunakan untuk menyusun kalimat *Present Continuous Tense*). 16. Guru memberikan latihan kepada siswa untuk meningkatkan pemahaman terhadap materi.
Penutup **(10 menit)**	1. Guru dan peserta didik bersama-sama menyimpulkan materi pembelajaran. 2. Guru mengingatkan siswa untuk menghafal vocabulary memahami materi yang telah didapatkan hari ini dan akan direview kembali di pertemuan berikutnya. 3. Guru menyampaikan informasi materi terkait pada pertemuan berikutnya. 4. Peserta didik memimpin doa untuk mengakhiri pembelajaran. 5. Guru menutup dengan salam dan mengucapkan ungkapan berpisah dalam bahasa inggris.
PERTEMUAN KE 2 **(3 x 40 menit)**	
Pendahuluan **(10 menit)**	1. Guru masuk kelas dan menyapa siswa. 2. Guru melihat kesiapan siswa untuk belajar 3. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. 4. Guru menanyakan kondisi siswa. 5. Guru memeriksa kehadiran peserta didik sebagai sikap displin. 6. Guru bertanya kepada siswa terkait materi yang telah didiskusikan minggu lalu dan mereview nya kembali.

Inti **(60 menit)**	1. Guru mengajukan pertanyaan kepada siswa dengan kalimat sederhana menggunakan *Present Continuous Tense*. For example: T: "What are we doing today*?"* T: "*We are studyimg English Ms*" etc… 2. Setelah itu guru membagi siswa kedalam 5 kelompok. 3. Guru membagikan kertas categories kepada tiap kelompok untuk bermain Scattergories Game. 4. Guru menjelaskan tata cara permainan Scattergories. 5. Setelah siswa mengerti, siswa akan memulai permainan Scattergories Games dan mengaitkan materi *Present Continuous Tense* untuk melatih daya ingat dan pemahaman vocabulary. 6. Guru memberikan batasan waktu kepada siswa untuk bermain Scattergories game. 7. Guru mengacak abjad yang akan diberikan ke siswa. 8. Setelah waktu habis, siswa harus segera meletakkan pena mereka dan membacakan jawaban meraka masing-masing. 9. Tim berbagi jawaban mereka. Untuk setiap jawaban yang benar berdasarkan huruf dan kategori, mereka mendapatkan 10 poin. Untuk setiap jawaban yang salah mereka tidak mendapatkan poin. 10. Guru mencatat poin-poin tersebut dan melanjutkan dengan huruf-huruf lainnya. 11. Setelah game selesai guru memberikan penilaian. 12. Pemenangnya adalah kelompok yang memiliki skor tertinggi.

	13. Guru memberikan umpan balik kepada siswa setelah menggunakan game 14. Setelah game selesai guru meminta siswa untuk membuka buku pegangan siswa. 15. Guru menarik kesimpulan dari game tersebut dengan menjelaskan materi dan memberikan contoh-contoh *Present Continuous Tense* dan menjelaskan vocabulary yang telah digunakan dalam game tersebut. (For example: dari game yang kita lakukan tadi semua vocabulary tadi bisa digunakan untuk menyusun kalimat *Present Continuous Tense*). 16. Sebelum pembelajaran berakhir guru memberikan Test kepada siswa terkait dengan materi yang pernah dipelajari sebelumnya.
Penutup **(10 menit)**	1. Guru dan peserta didik bersama-sama menyimpulkan materi pembelajaran. 2. Guru menginformasikan kegiatan pembelajaran pada pertemuan berikutnya. 3. Guru mengakhiri kegiatan pembelajaran dengan memberikan pesan dan motivasi semangat belajar dan diakhiri dengan salam penutup
	PERTEMUAN KE 3
Pendahuluan	1. Guru masuk kelas dan menyapa siswa. 2. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. 3. Guru menanyakan kondisi siswa. 4. Guru memeriksa kehadiran peserta didik sebagai sikap displin. 5. Guru melihat kesiapan siswa untuk mengerjakan test
Inti	VOCABULARY TEST/POST-TEST

Penutup	1. Guru menginformasikan kegiatan pembelajaran pada pertemuan berikutnya. 2. Guru mengakhiri kegiatan pembelajaran dengan memberikan pesan dan motivasi semangat belajar dan diakhiri dengan salam penutup

MATERI/BAHAN AJAR

Present Continuous Tense

A. Pengertian

- Present artinya masa sekarang atau masa kini.
- Continuous artinya sedang berlangsung atau sedang dilakukan.
- Present Continuous Tense adalah jenis kalimat yang menyatakan kegiatan sedang berlangsung atau sedang dilakukan pada masa sekarang.

Jadi, Present Continuous Tense adalah **bentuk kata kerja digunakan untuk menyatakan kegiatan sedang berlangsung, sedang terjadi** atau **sedang dilakukan pada masa sekarang**.

Dalam bahasa Indonesia, biasanya aktivitas ini ditandai dengan kata "sedang" atau "lagi".



I am **washing** the dishes *(saya sedang mencuci piring)*

B. Rumus



Contoh:

- Vina is **sleeping** tonight.
- I am **writing** a letter now.
- Doni and Dona are **sitting** beside me now.
- We are **washing** a car today.
- They are **waiting** at this room

C. Fungsi

Present Continuous Tense berfungsi untuk menunjukkan sebuah aktivitas atau kondisi yang sedang terjadi sekarang, sering terjadi, dan dapat dilakukan atau berlanjut ke masa depan.

1. Menjelaskan kejadian sedang berlangsung

Contoh :

- He is ***swimming right now*** (Dia sedang berenang)
- *Mr. Mandala is* ***making dinner right now***. (Tuan Mandala sedang memasak makan malam sekarang.)
- ***My father is driving his car to Solo now.*** (Ayah saya sedang mengendarai mobilnya ke Solo sekarang)

2. Menjelaskan rencana yang sudah pasti

Contoh :

- *The event is* ***starting next week***. (Acaranya berlangsung minggu depan)
- *The woman* ***is closing her store next two hours*** (dalam waktu 2 jam kedepan, wanita itu akan menutup tokonya).

3. Situasi di mana sebuah perubahan atau perkembangan sedang berlangsung untuk waktu yang lama.

Contoh : *The apple tree* ***is growing***. (Pohon apel itu sedang bertumbuh.)

D. Ciri-ciri

1) Menggunakan kata kerja berakhiran **-ing (verb-ing).**
2) Menggunakan **to be** berbentuk present yakni **am, is** atau **are.**
3) Menggunakan **keterangan waktu** berupa **today, tonight, now** dsb.



Keterangan Waktu	Arti
this morning	pagi ini
this afternoon	sore ini
This evening	malam ini
today	hari ini
nowdays	sekarang ini
for the time being	untuk sementara waktu
right now	sekarang
at this moment	pada saat ini
at present	sekarang
now	sekarang

LKPD (LEMBAR KERJA SISWA)

Activity 1

1. What is he doing?
2. What are they doing?
3. Is it sleeping?
4. Is he swimming?
5. Are they reading?
6. I _____ (drain) the noddle.
7. My mother _____ (chop) the onions at the moment.
8. We _____ (cook) dinner now
9. My brother and sister _____ (not help) in the kitchen.
10. They _____ (study) right now.

Activity 2

1. (+) I am watching Netflix

   (-)

   (?)

2. (+) She is listening the music now

   (-)

   (?)

3. (+) We are learning English at this moment

   (-)

   (?)

4. (+) He is playing football today

   (-)

   (?)

5. (+) She is drinking tea

   (-)

   (?)

LIST OF VOCABULARY

THINGS AT HOME		HOBBY	
Attic	Loteng	Baking	Memanggang
Bags	Tas	Cooking	Memasak
Bathroom	Kamar mandi	Cycling	Bersepeda
Bed	Tempat tidur	Dancing	Menari
Bedroom	Kamar Tidur	Doing crafts (handmade)	Membuat kerajinan tangan (buatan tangan)
Carpet	Karpet	Drawing	Menggambar
Blender	Blender	Embroidering	Menyulam
Bookshelf	Rak buku	Exercising	Berolahraga
Broom	Sapu	Fishing	Memancing
Chair	Kursi	Gardening	Berkebun
Bucket	Ember	Hiking	Mendaki gunung
Charger	Pengisi daya	Knitting	Merajut
Cleaning cloths	Kain pembersih	Longboarding	Longboarding
Clock	Jam	Painting	Melukis
Coffee maker	Pembuat kopi	Photography	Fotografi
Clothes	Pakaian	Playing board games	Bermain permainan papan
Computer	Komputer	Playing computer games	Bermain game komputer
Curtains	Gorden	Playing golf	Bermain golf
Cushions	Bantal	Playing soccer	Bermain sepak bola
Cutting board	Talenan	Playing tennis	Bermain tenis
Desk	Meja	Playing the guitar	Bermain gitar
Detergent	Deterjen	Playing the piano	Bermain piano
Dish rack	Rak piring	Playing the violin	Bermain biola
Glasses	Kacamata	Reading	Membaca
Headphones	Headphone	Roller skating	Sepatu roda
Jewelry	Perhiasan	Running	Berlari
Keys	Kunci	Sewing	Menjahit
Plates	Piring	Singing	Bernyanyi
Pots and pans	Panci & wajan	Skating	Berseluncur
Kitchen	Dapur	Skiing	Ski
Lamps	Lampu	Skydiving	Terjun payung
Laptop	Laptop		
Printer	Printer		
Living room	Ruang tamu		
Refrigerator	Kulkas		
Mail	Surat		
Microwave	Microwave		

Mirrors	Cermin		
Mop	Pel		
Notepads	Buku catatan		
Oven	Oven		
Painting	Lukisan		
Pen	Pena		
Remote control	Remote control	Toothbrush	Sikat gigi
Rugs	Permadani	Towels	Handuk
Shoes	Sepatu	Trash can	Tempat sampah
Smartphone	Ponsel pintar	Utensils	Peralatan
Sofa	Sofa	Vacuum cleaner	Penyedot debu
Study room	Ruang belajar	Wallet	Dompet
Table	Tabel	Wardrobe	Lemari pakaian
Tablet	Tablet	Washing machine	Mesin cuci
Television	Televisi		
Toaster	Pemanggang roti		
Toothbrush	Sikat gigi		

PROFESSIONS		**SPORTS**	
Accountant	Akuntan	Football - Sepak bola	Taekwondo - Taekwondo
Actor	Aktor	Basketball - Bola basket	Karate - Karate
Actress	Aktris	Tennis - Tenis	Judo - Judo
Air traffic controller	Pengatur lalu lintas udara	Badminton - Bulu tangkis	Kendo - Kendo
Architect	Arsitek	Swimming - Renang	Weightlifting - Angkat besi
Farmer	Petani	Athletics - Atletik	Rock climbing - Panjat tebing
Artist	Artis	Boxing - Tinju	Triathlon - Triathlon
Attorney	Pengacara	Cycling - Bersepeda	Water polo - Polo air
Banker	Bankir	Cricket - Kriket	Horse racing - Balap kuda
Barber	Tukang cukur	Golf - Golf	Sailing - Layar
Bartender	Bartender	Hockey - Hoki	Diving - Menyelam
Builder	Pembangun	Volleyball - Bola voli	Motocross - Motocross
Businessman	Pengusaha	Skiing - Ski	Futsal - Futsal
Businessperson	Pebisnis	Martial arts - Seni bela diri	Sepak takraw - Sepak takraw

Businesswoman	Pengusaha	Wrestling - Gulat	Dodgeball - Dodgeball
Butcher	Tukang daging	Archery - Panahan	E-sports - E-sports
Carpenter	Tukang kayu	Fencing - Anggar	Frisbee - Frisbee
Cashier	Kasir	Gymnastics - Senam	Lacrosse - Lacrosse
Chef	Koki	Baseball - Bisbol	Table tennis - Tenis meja
Coach	Pelatih	Rugby - Rugbi	Biathlon - Biathlon
Dental hygienist	Dokter gigi	Rowing - Mendayung	Bobsledding - Bob-sledding
Dentist	Dokter gigi	Surfing - Selancar	Curling - Curling
Designer	Desainer	Skateboarding - Skateboard	Cross-country skiing - Cross-country skiing
Developer	Pengembang	Softball - Softball	Modern pentathlon - Pentathlon modern
Dietician	Ahli gizi	Marathon running - Lari maraton	Rally racing - Rally
Doctor	Dokter		Snowboarding - Snowboarding
Dustman	Tukang sapu		Sumo wrestling - Sumo
Economist	Ekonom		Windsurfing - Selancar angin
Editor	Editor		Kitesurfing - Selancar layang
Electrician	Tukang listrik		Ice hockey - Hoki es
Engineer	Insinyur		Floorball - Floorball
Florist	Toko Bunga		Bowling - Bowling
Gardener	Tukang kebun		Cricket - Kriket
Hairdresser	Penata rambut		Boccia - Boccia
Journalist	Jurnalis		
Judge	Hakim		
Lawyer	Pengacara		
Lecturer	Dosen		
Librarian	Pustakawan		

Appendix 10 Lesson Plan Cycle II

INFORMASI MODUL

F. IDENTITAS MODUL

Nama Penyusun	: Lisa Firdani
Sekolah	: SMP Negeri 4 Bukittinggi
Mata Pelajaran	: Bahasa Inggris
Jenjang	: SMP
Kelas	: VIII
Alokasi Waktu	: 3 x 40 menit
Tahapan	: Fase D
Materi	: What are you doing? (Present Continuous Tense)
Elemen CP	: Menyimak-Berbicara-Menulis-Game

G. KOMPETENSI AWAL

- Peserta didik sudah pernah mempelajari Simple Present tense

H. PROFIL PELAJAR PANCASILA

- Gotong-royong
- Kreatif
- Mandiri

I. SARANA DAN PRASARANA

- Media : Worksheet, Scattergories card, Power Point
- Alat : Laptop, spidol, papan tulis, proyektor
- Sember belajar : Buku referensi Bright an English.

J. MODEL PEMBELAJARAN

- Scientific approach
- Group work
- Scattergories game

KOMPONEN INTI	
E. TUJUAN PEMBELAJARAN	
Capaian Pembelajaran pada elemen menulis-mempresentasikan Pada akhir fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.	
F. PEMAHAMAN BERMAKNA	
Peserta didik berkelompok untuk mengidentifikasi kalimat dengan pola *Present Continuous Tense* dalam lingkup kehidupan sehari-hari dan membuat teks sederhana dengan tujuan untuk mencapai tujuan pembelajaran yaitu mengidentifikasi konteks kalimat dengan pola *Present Continuous Tense* (positive and negative; question and short answer).	
G. PERTANYAAN SEMANTIK	
Setelah melihat gambar yang disajikan, peserta didik diberi pertanyaan. • Look at the picture. What are they doing? What is he doing?	
H. KEGIATAN PEMBELAJARAN	
PERTEMUAN 4 **(2 x 40 menit)**	
Pendahuluan **(10 menit)**	1. Guru masuk kelas dan menyapa siswa. 2. Guru melihat kesiapan siswa untuk belajar

	3. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. 4. Guru menanyakan kondisi siswa. 5. Guru memeriksa kehadiran peserta didik dan menyebutkan satu vocabulary. 6. Guru bertanya kepada siswa terkait materi yang telah didiskusikan minggu lalu dan mereview nya kembali.
Inti **(60 menit)**	1. Guru mengajukan pertanyaan kepada siswa dengan kalimat sederhana menggunakan *Present Continuous Tense*. For example: *"what are we studying today?"* *"We are studying English Ms"* 2. Guru memperkenalkan game scattergories kepada siswa. 3. Setelah itu guru membagi siswa kedalam 5 kelompok. 4. Guru membagikan kertas categories kepada tiap kelompok untuk bermain Scattergories Game. 5. Guru menjelaskan tata cara permainan Scattergories. 6. Setelah siswa mengerti, siswa akan memulai permainan Scattergories Games dan mengaitkan materi *Present Continuous Tense* untuk melatih daya ingat dan pemahaman vocabulary. 7. Guru memberikan batasan waktu kepada siswa untuk bermain Scattergories game. 8. Guru mengacak abjad yang akan diberikan ke siswa. 9. Setelah waktu habis, siswa harus segera meletakkan pena mereka dan membacakan jawaban meraka masing-masing. 10. Tim berbagi jawaban mereka. Untuk setiap jawaban yang benar berdasarkan huruf dan kategori, mereka

	mendapatkan 20 poin. Untuk setiap jawaban yang salah mereka tidak mendapatkan poin. 11. Guru mencatat poin-poin tersebut dan melanjutkan dengan huruf-huruf lainnya. 12. Setelah game selesai guru memberikan penilaian. 13. Pemenangnya adalah kelompok yang memiliki skor tertinggi. 14. Guru memberikan umpan balik kepada siswa setelah menggunakan game 15. Setelah game selesai guru meminta siswa untuk membuka buku pegangan siswa. 16. Guru menarik kesimpulan dari game tersebut dengan menjelaskan materi dan memberikan contoh-contoh *Present Continuous Tense* dan menjelaskan vocabulary yang telah digunakan dalam game tersebut. (For example: dari game yang kita lakukan tadi semua vocabulary tadi bisa digunakan untuk menyusun kalimat *Present Continuous Tense*). 17. Sebelum pembelajaran berakhir guru memberikan latihan kepada siswa terkait dengan materi yang pernah dipelajari sebelumnya.
"Penutup **(10 menit)**	1. Guru dan peserta didik bersama-sama menyimpulkan materi pembelajaran. 2. Guru menginformasikan kegiatan pembelajaran pada pertemuan berikutnya. 3. Guru mengakhiri kegiatan pembelajaran dengan memberikan pesan dan motivasi semangat belajar dan diakhiri dengan salam penutup
PERTEMUAN 5 **(2 x 40 menit)**	
Pendahuluan	1. Guru masuk kelas dan menyapa siswa.

(10 menit)	2. Guru melihat kesiapan siswa untuk belajar 3. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. 4. Guru menanyakan kondisi siswa. 5. Guru memeriksa kehadiran peserta didik dan meminta siswa untuk menyebutkan satu vocabulary. 6. Guru bertanya kepada siswa terkait materi yang telah didiskusikan minggu lalu dan mereview nya kembali.
Inti **(60 menit)**	1. Guru mengajukan pertanyaan kepada siswa dengan kalimat sederhana menggunakan *Present Continuous Tense*. For example: T: "*Do you see this picture?" "What is she doing?"* S: *"Yes Miss, he is reading a book*", etc... 2. Guru memperkenalkan game scattergories kepada siswa yang mana didalamnya terdapat pembelajaran vocabulary. 3. Setelah itu guru membagi siswa kedalam 5 kelompok. 4. Guru membagikan kertas categories kepada tiap kelompok untuk bermain Scattergories Game. 5. Guru menjelaskan tata cara permainan Scattergories. 6. Guru menampilkan media *swellgarfo|scattergories list generator* untuk menentukan huruf yang akan keluar. 7. Setelah mengetahui huruf yang di cari, anggota kelompok mencari vocabulary sesuai dengan huruf yang keluar. 8. Setelah siswa mengerti, siswa akan memulai permainan Scattergories Games dan mengaitkan

	materi *Present Continuous Tense* untuk melatih daya ingat dan pemahaman vocabulary. 9. Guru memberikan batasan waktu kepada siswa untuk bermain Scattergories game. 10. Guru mengacak abjad yang akan diberikan ke siswa. 11. Setelah waktu habis, siswa harus segera meletakkan pena mereka dan membacakan jawaban meraka masing-masing. 12. Tim berbagi jawaban mereka. Untuk setiap jawaban yang benar berdasarkan huruf dan kategori, mereka mendapatkan 20 poin. Untuk setiap jawaban yang salah mereka tidak mendapatkan poin. 13. Guru menuliskan jawaban setiap kelompok dipapan tulis. 14. Guru mencatat poin-poin tersebut dan melanjutkan dengan huruf-huruf lainnya. 15. Setelah game selesai guru memberikan penilaian. 16. Pemenangnya adalah kelompok yang memiliki skor tertinggi. 17. Guru memberikan umpan balik kepada siswa setelah menggunakan game 18. Setelah game selesai guru meminta siswa untuk membuka buku pegangan siswa. 19. Guru menarik kesimpulan dari game tersebut dengan menjelaskan materi dan memberikan contoh-contoh *Present Continuous Tense* dan menjelaskan vocabulary yang telah digunakan dalam game tersebut.

	(For example: dari game yang kita lakukan tadi semua vocabulary tadi bisa digunakan untuk menyusun kalimat *Present Continuous Tense*). 20. Sebelum pembelajaran berakhir guru memberikan latihan kepada siswa terkait game yang telah dilakukan sebelumnya dengan membuat kalimat sederhana menggunakan Present Continuous Tense. 21. Guru meminta siswa untuk mencatat semua vocabulary yang telah dipelajari.
"Penutup (10 menit)	1. Guru dan peserta didik bersama-sama menyimpulkan materi pembelajaran. 2. Siswa dapat bertanya mengenai hal-hal yang berkaitan dengan materi pembelajaran. 3. Guru menginformasikan kegiatan pembelajaran pada pertemuan berikutnya. 4. Guru mengakhiri kegiatan pembelajaran dengan memberikan pesan dan motivasi semangat belajar dan diakhiri dengan salam penutup
PERTEMIUAN 6	
Pendahuluan	1. Guru masuk kelas dan menyapa siswa. 2. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. 3. Guru menanyakan kondisi siswa. 4. Guru memeriksa kehadiran peserta didik sebagai sikap displin. 5. Guru melihat kesiapan siswa untuk mengerjakan test
Inti	VOCABULARY TEST/POST-TEST

Penutup	1. Guru menginformasikan kegiatan pembelajaran pada pertemuan berikutnya. 2. Guru mengakhiri kegiatan pembelajaran dengan memberikan pesan dan motivasi semangat belajar dan diakhiri dengan salam penutup

MATERI/BAHAN AJAR

Present Continuous Tense

- **Pengertian Present Continuous Tense**

  => Digunakan untuk menyatakan suatu kegiatan yang sedang berlangsung saat ini.

  "Present Continuous Tense is used to describe actions that are happening at the moment of speaking or around that moment"

- **Bentuk kalimat:**

Subject + to be (am/is/are) + Verb-ing

** Keterangan:

Subject: Subjek kalimat

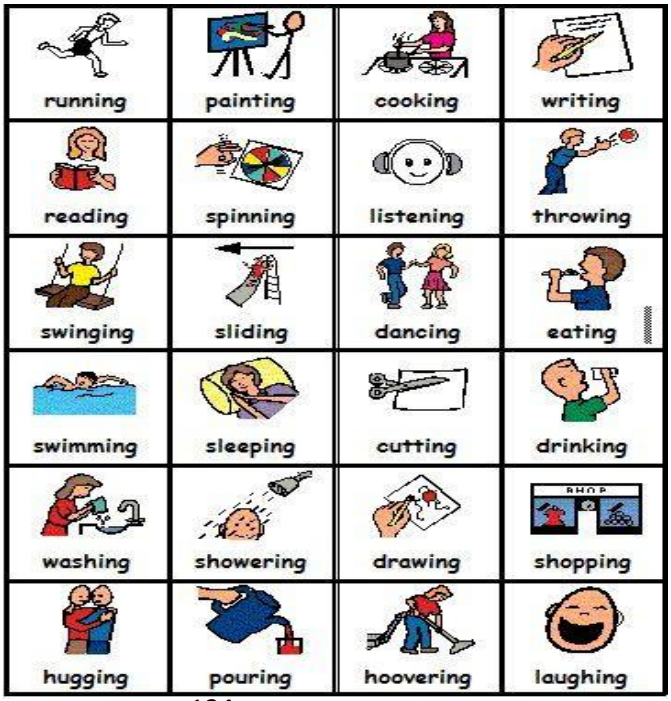
Am : Digunakan untuk subjek tunggal "I"

Is : Digunakan untuk subjek tunggal "he", "she", "it", dan kata benda tunggal

Are : Digunakan untuk subjek jamak "you", "we", "they", dan kata benda jamak

V-ing : Bentuk ing dari kata kerja (verb)

I. Bentuk Verb-Ing:



J. Time signal:

Keterangan Waktu	Arti
this morning	pagi ini
this afternoon	sore ini
This evening	malam ini
today	hari ini
nowdays	sekarang ini
for the time being	untuk sementara waktu
right now	sekarang
at this moment	pada saat ini
at present	sekarang
now	sekarang

K. Penggunaan Present Continuous Tense:

- To describe actions that are happening at the moment of speaking or around that moment.

  (Untuk menggambarkan tindakan yang sedang terjadi pada saat berbicara atau sekitar saat itu)

- To describe actions that will happen in the near future.

  (Untuk menggambarkan tindakan yang akan terjadi dalam waktu dekat)

- To describe actions that will happen in the future but not in the near future.

  (Untuk mendeskripsikan tindakan yang akan terjadi di masa depan, tapi tidak dalam waktu dekat)

- **Examples:**

  - **I am studying for my exam right now.** (Saya sedang belajar untuk ujian sekarang)
  - **They are having a party tonight.** (Mereka mengadakan pesta malam ini)
  - **I am going to the movies this weekend.** (Saya akan pergi ke bioskop akhir pekan ini)
  - **They are visiting their friends next month.** (Mereka akan mengunjungi teman mereka bulan depan)
  - I am studying English. (Happening now)
  - She is cooking dinner. (Happening now)
  - They are playing football. (Happening now)
  - We are watching a movie. (Happening now)
  - The dog is barking. (Happening now)
  - I am meeting my friend at 10 o'clock. (direncanakan dalam waktu dekat)
  - The library is being renovated. (situasi sementara)
  - My brother is always interrupting me. (Annoying habit)

- **Exercises 1:**

  After completing the group tasks from the Scattergories game in the Daily Activities vocabulary area, students are given Present Continuous Tense sentences to complete.

  1. C: cooking/cleaning ex: ***(Maria is cleaning the bathroom right now)***
  2. E: eating/exercising
  3. D: drinking/dancing
  4. S: sleeping/studying/singing
  5. W: working/watching/writing
  6. T: talking
  7. R: reading
  8. P: playing

- **Exercises 2:**

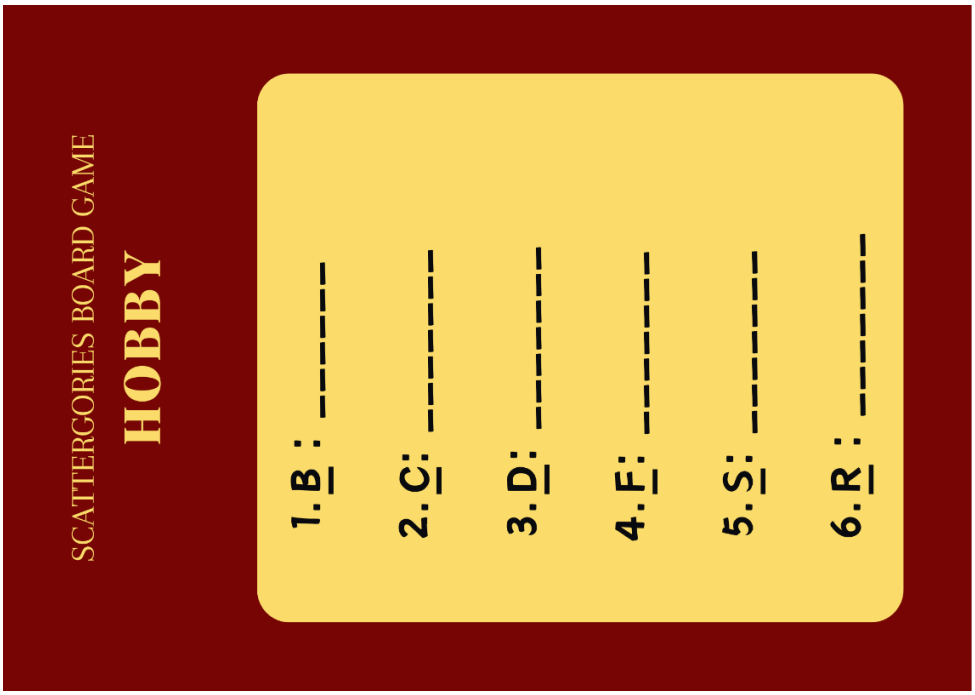
  After completing the group task of the Scattergories game, write the vocabulary from the game into present continuous tense sentences!!

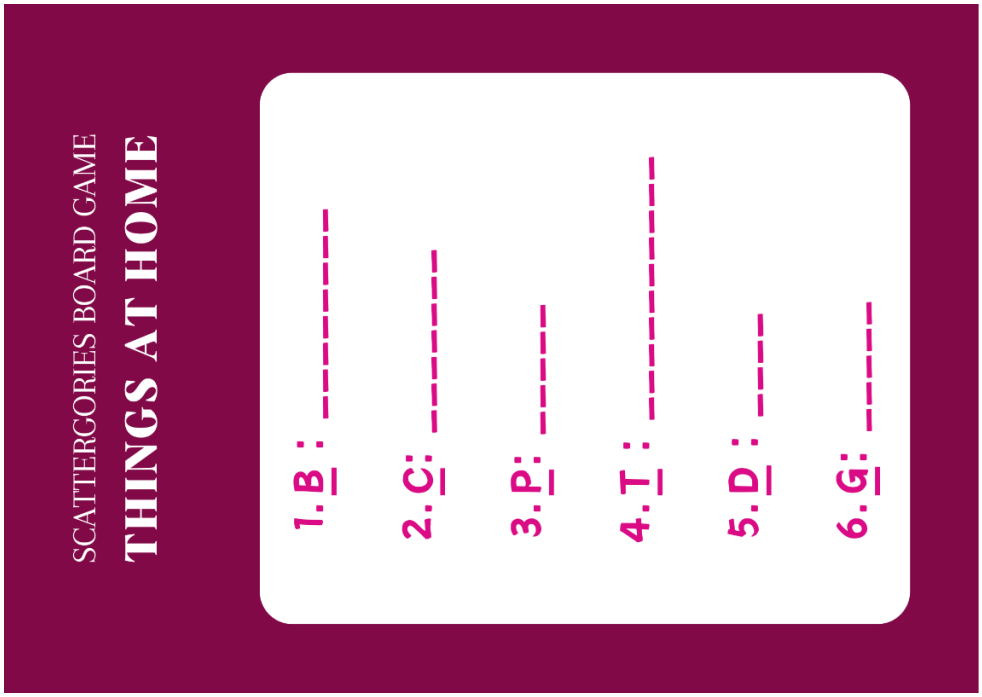
LIST OF VOCABULARY

DAILY ACTIVITIES	
Wake up - Bangun tidur	Listen to music - Mendengarkan musik
Get up - Bangun dari tempat tidur	Talk on the phone - Berbicara di telepon
Brush teeth - Menggosok gigi	Check emails - Memeriksa email
Take a shower - Mandi	Take out the trash - Membuang sampah
Get dressed - Berpakaian	Water the plants - Menyiram tanaman
Have breakfast - Sarapan	Feed the pets - Memberi makan hewan peliharaan
Go to work - Pergi bekerja	Go to bed - Pergi tidur
Go to school - Pergi ke sekolah	Sleep - Tidur
Study - Belajar	Meditate - Meditasi
Work - Bekerja	Do yoga - Melakukan yoga
Have lunch - Makan siang	Drive to work - Mengemudi ke tempat kerja
Attend meetings - Menghadiri rapat	Take the bus - Naik bus
Do homework - Mengerjakan PR	Ride a bike - Mengendarai sepeda
Exercise - Berolahraga	Have a snack - Makan camilan
Go for a walk - Jalan-jalan	Do the dishes - Mencuci piring
Do the laundry - Mencuci baju	Iron clothes - Menyetrika baju
Clean the house - Membersihkan rumah	Make the bed - Merapikan tempat tidur
Cook dinner - Memasak makan malam	Grocery shopping - Belanja bahan makanan
Have dinner - Makan malam	Vacuum the floor - Menyedot debu lantai
Watch TV - Menonton TV	Walk the dog - Mengajak anjing jalan-jalan
Read a book - Membaca buku	Plan the day - Merencanakan hari
Play with kids - Bermain dengan anak-anak	Write a diary - Menulis buku harian
Take a nap - Tidur siang	Call a friend - Menelepon teman
Go shopping - Berbelanja	Take a bath - Berendam di bathub
Surf the internet - Menjelajah internet	Do some gardening - Berkebun

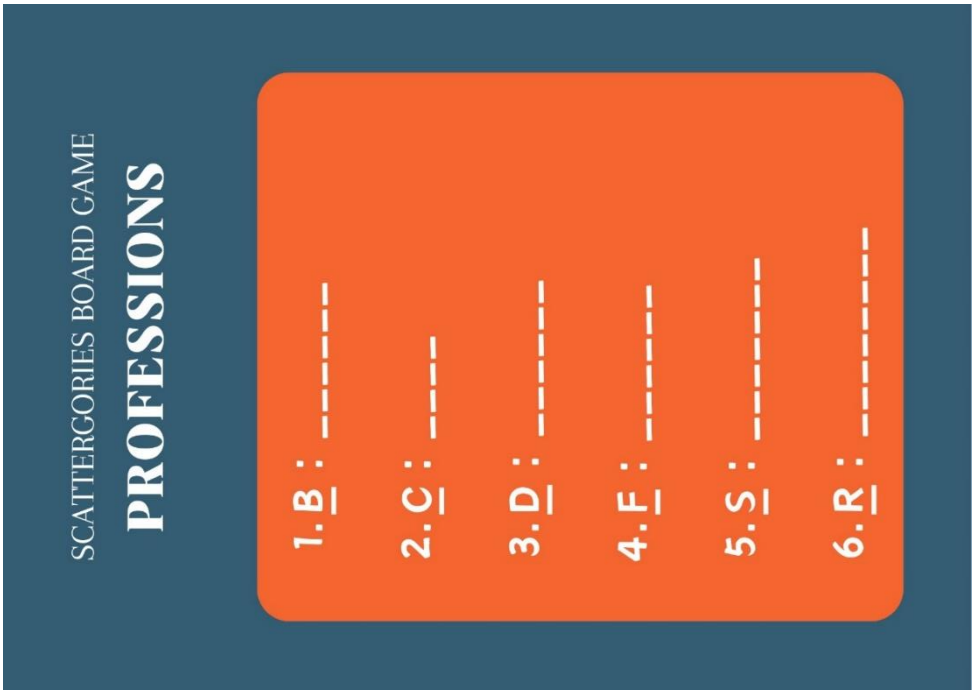
Appendix 11 Worksheet of Scattergories Game Cycle 1

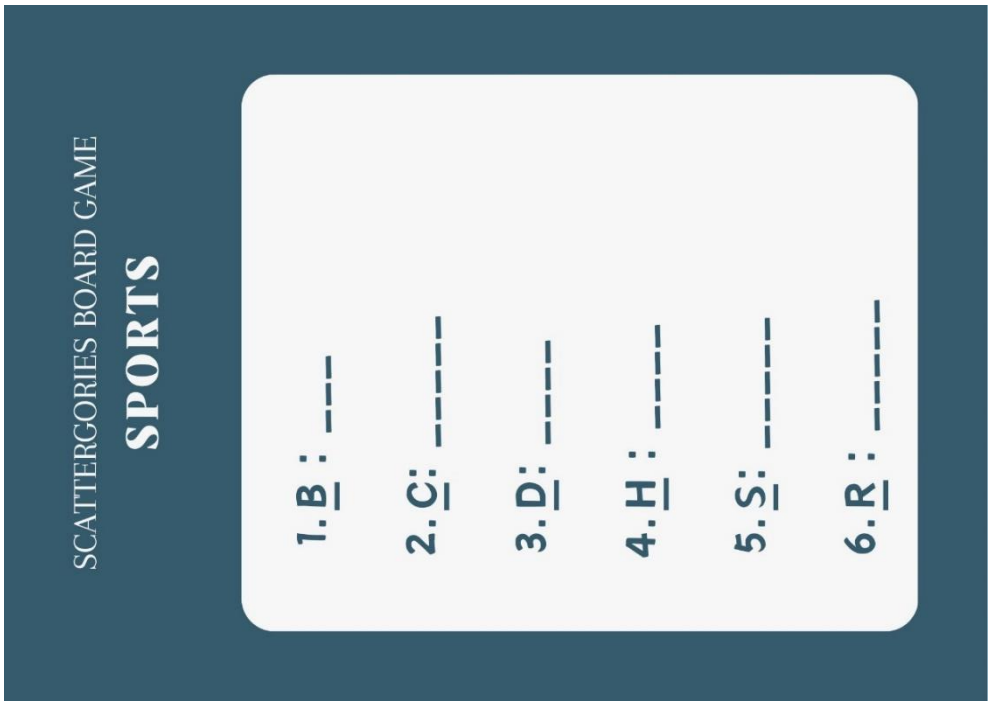
Meeting 1





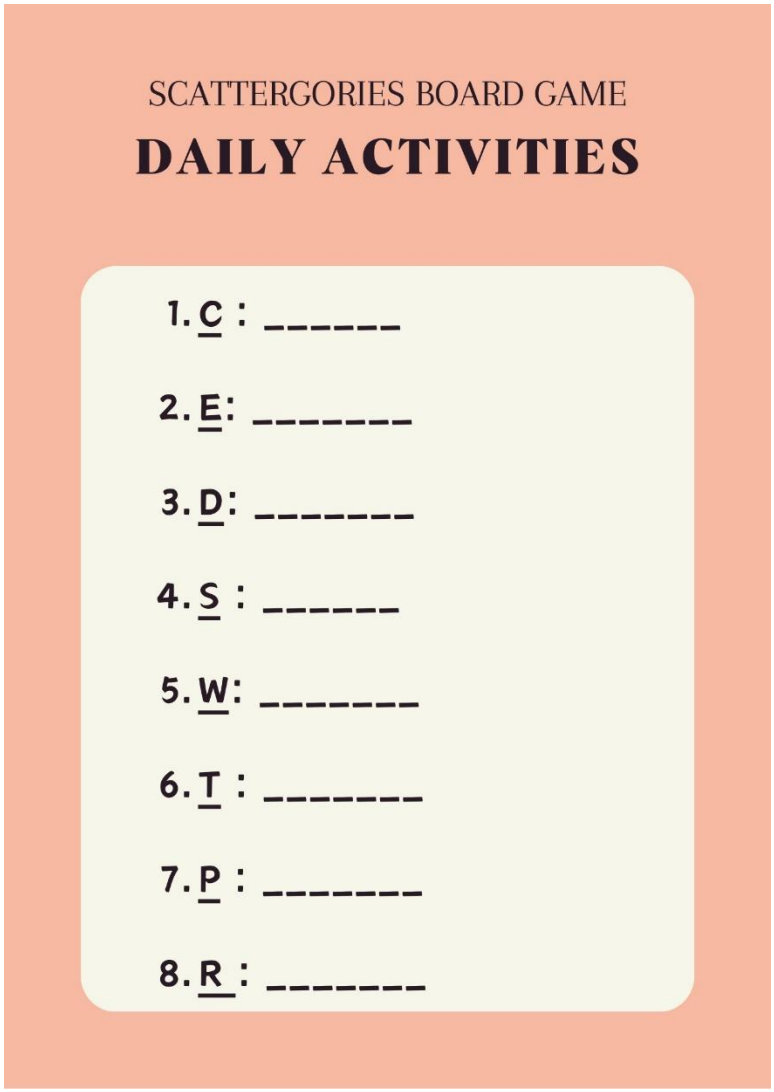
Meeting 2


SCATTERGORIES BOARD GAME
PROFESSIONS
1.B : _____
2.C : _____
3.D : _____
4.F : _____
5.S : _____
6.R : _____


SCATTERGORIES BOARD GAME
SPORTS
1.B : ____
2.C: _____
3.D: _____
4.H : _____
5.S: _____
6.R : _____

Appendix 12 Worksheet of Scattergories Game Cycle II

Meeting 1



Meeting 2

SCATTERGORIES BOARD GAME

GROUP : 1

MEMBER :

CATEGORIES	LETTER	VOCABULARY						SCORE
Noun (Things at Home)	B	1. Book,bag						
		2.						
Verb (Activities)		3. Buy,						
		4.						
Adjective (Kata Sifat)		5. Big,						
		6.						
Hobby		7. Baking,						
		8.						
Sports		9. Boxing,						
		10.						
Professions		11. Barber,						
		12.						

Appendix 13 Letter Card Scattergories Board Game

Cycle 1 Meeting 1:

Things at home

- B: bathroom/bedroom
- C: carpet/clothes
- P: plate/plant
- T: television
- D: desk
- G: glass

Hobby

- B: baking
- C: cooking
- D: dancing/drawing
- F: fishing
- S: singing/skating/skiing
- R: running/reading

Meeting 2:

Professions

- B: banker/barber
- C: chef
- D: doctor/dentist
- F: farmer
- S: soldier
- R: reporter

Sports

- B: badminton/basketball/billiards /Boxing
- C: cycling
- D: dancing
- H: hiking
- S: swimming/surfing/skaterboarding/ soccer
- R: running

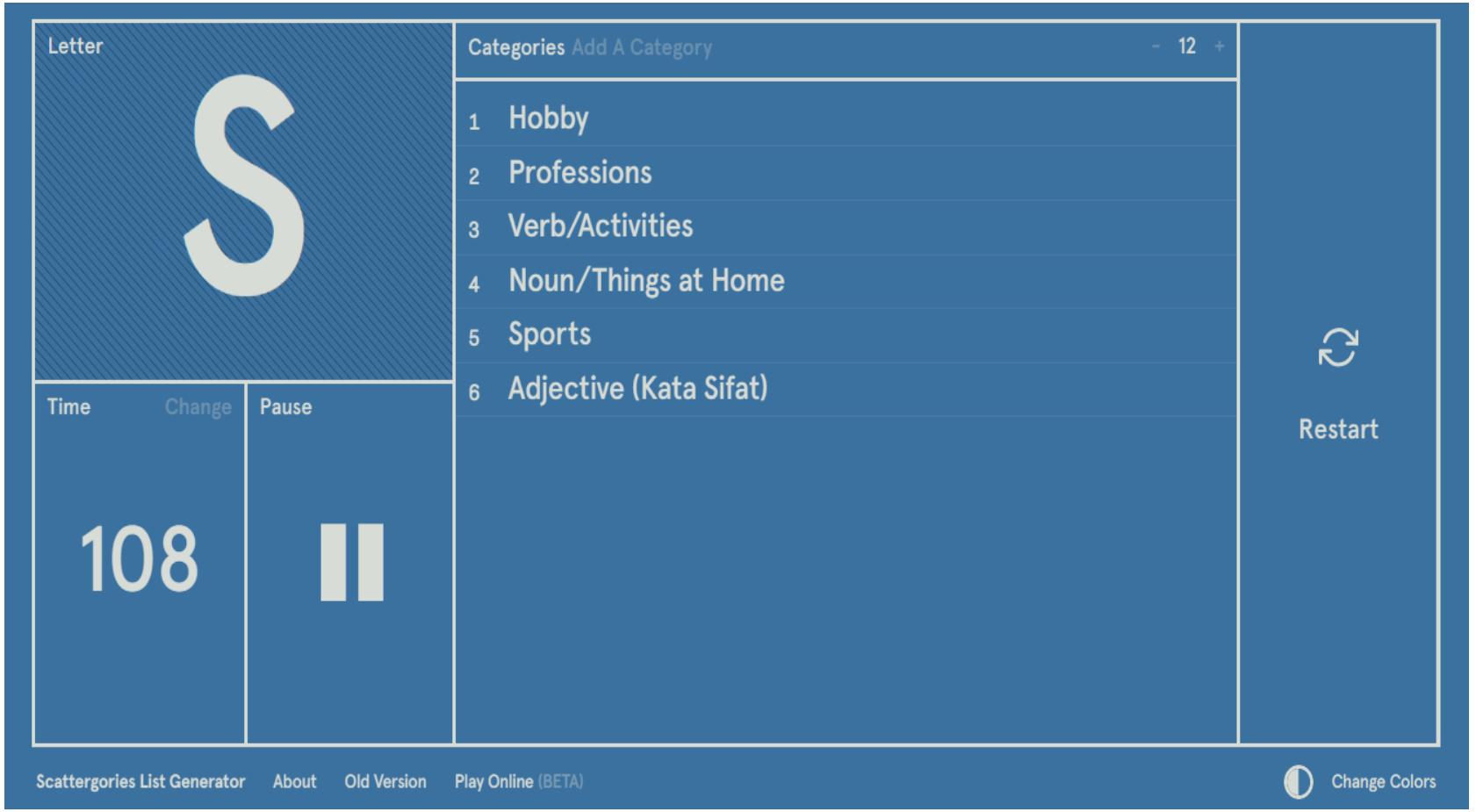
Cycle II Meeting 1:

Daily Activities

- C: cooking/cleaning
- E: eating/exercising
- D: drinking/dancing
- S: sleeping/studying/singing/swimming
- T: talking
- P: playing
- R: reading

Meeting 2

Things at home	Activities	Adjective	Hobby	Sports	Professions
Cabinet (lemari)	Camping (berkemah)	Calm (tenang)	Camping (berkemah)	Canoeing (dayung kano)	Carpenter (tukang kayu)
Carpet (karpet)	Cooking (memasak)	Careful (hati-hati)	Collecting Coins (mengumpulkan koin)	Climbing (panjat tebing)	Chef (koki)
Ceiling (plafon)	Cleaning (membersihkan)	Cheerful (ceria)	Cooking (memasak)	Cricket (kriket)	Cashier
Chair (kursi)	Climbing (memanjat)	Clever (cerdas)	Cycling (bersepeda)	Cycling (bersepeda)	Chemist (ahli kimia)
Clock (jam dinding)	Cycling (bersepeda)	Cold (dingin)	Crafting (kerajinan tangan)	Curling (olahraga curling)	Civil Engineer (insinyur sipil)
Coffee Table (meja kopi)	Dancing (menari)	Colorful (berwarna-warni)	Dancing (menari)	Diving (menyelam)	Coach (pelatih)
Couch (sofa)	Drawing (menggambar)	Comfortable (nyaman)	Drawing (menggambar)	Dodgeball (bola dodging)	Computer Programmer (programer komputer)
Curtains (tirai)	Diving (menyelam)	Confident (percaya diri)	Diving (menyelam)	Darts (dart)	Counselor (konselor)
Charger	Driving (mengemudi)	Curious (penasaran)	Doodling (mencorat-coret)	Decathlon (dekatlon)	Customer Service Representative (perwakilan layanan pelanggan)
Clothes	Decorating (mendekorasi)	Cheap	Decoupage (kerajinan decoupage)	Disc Golf (golf disk)	Dentist (dokter gigi)
Computer	Ice Skating (bermain seluncur es)	Clean	Ice Skating (bermain seluncur es)	Ice Hockey (hoki es)	Designer (desainer)
Curtains	Ironing (menyetrika)	Cowardly	Inline Skating (bermain sepatu roda)	Ice Skating (seluncur es)	Detective (detektif)
Cushions	Interviewing (wawancara)	Curious	Investing (berinvestasi)	Inline Skating (seluncur roda)	Doctor (dokter)
Desk (meja tulis)	Investing (berinvestasi)	Dangerous (berbahaya)	Illustration (ilustrasi)	Ironman (ironman triathlon)	Driver (pengemudi)
Dishwasher (mesin pencuci piring)	Inventing (menemukan sesuatu)	Dark (gelap)	Interior Designing (desain interior)	Indoor Soccer (sepak bola dalam ruangan)	Developer
Door (pintu)	Swimming (berenang)	Deep (dalam)	Singing (menyanyi)	Soccer (sepak bola)	Illustrator (ilustrator)
Drawer (laci)	Surfing (berselancar)	Delicious (lezat)	Swimming (berenang)	Swimming (berenang)	Inspector (inspektur)
Dryer (pengering pakaian)	Singing (menyanyi)	Depressed (tertekan)	Surfing (berselancar)	Surfing (selancar)	Interior Designer (desainer interior)
Detergent	Shopping (berbelanja)	Difficult (sulit)	Sewing (menjahit)	Skateboarding (skateboard)	Interpreter (penerjemah lisan)
Iron (setrika)	Studying (belajar)	Diligent (rajin)	Scrapbooking (membuat scrapbook)	Sailing	IT Specialist (spesialis TI)
Ironing Board (papan setrika)	Traveling (bepergian)	Dirty (kotor)	Traveling (bepergian)	Skiing (ski)	Scientist (ilmuwan)
Shelf (rak)	Teaching (mengajar)	Disappointed (kecewa)		Snowboarding (snowboard)	Software Developer
Sofa (sofa)	Training (melatih)	Important (penting)		Squash (squash)	
Spoon (sendok)	Talking (berbicara)	Impossible (mustahil)		Softball (sofbol)	
Stove (kompor)	Typing (mengetik)	Innocent (tidak bersalah)		Tennis (tenis)	
Sink (wastafel)		Intelligent (cerdas)		Taekwondo (taekwondo)	
Shower (pancuran)		Interesting (menarik)		Triathlon (triathlon)	(pengembang perangkat lunak)
Staircase (tangga)		Invisible (tidak terlihat)	Tennis (bermain tenis)	Table Tennis (tenis meja)	Soldier (tentara)
Sofa (sofa)		Sad (sedih)	Trekking (menjelajah)	Track and Field (atletik)	Songwriter
Shoes		Safe (aman)	Thrifting (berburu barang bekas)	Trampoline (trampolin)	Surgeon (dokter bedah)
Smartphone		Scary (menakutkan)	Theater Acting (bermain teater)		Surveyor (juru ukur)
Table (meja)		Serious (serius)			Singer
Television (televisi)		Short (pendek)			Songwriter
Toaster (pemanggang roti)		Silent (diam)			Stylish
Towel (handuk)		Slow (lambat)			Supervisor
Trash Can (tempat sampah)		Small (kecil)			Secretary
Toothbrush		Strong (kuat)			Security
		Surprising (mengejutkan)			Surgeon
		Tall (tinggi)			Teacher (guru)
		Tasty (lezat)			Tailor
		Terrible (mengerikan)			Technician (teknisi)
		Thankful (bersyukur)			Translator (penerjemah)
		Thirsty (haus)			Travel Agent (agen perjalanan)
		Tired (lelah)			Truck Driver (pengemudi truk)
		Tiny (sangat kecil)			
		Tough (tangguh)			
		Trustworthy (dapat dipercaya)			


Letter
S
Time
Change
108
Pause
Categories
Add A Category
- 12 +
1 Hobby
2 Professions
3 Verb/Activities
4 Noun/Things at Home
5 Sports
6 Adjective (Kata Sifat)
Restart
Scattergories List Generator
About
Old Version
Play Online (BETA)
Change Colors

Appendix 14 Observation Checklist Cycle 1 Meeting 1

OBSERVATION CHECKLIST FOR TEACHER

Researcher/Observer : Lisa fitdani
Teacher : Julia Wonayani
Meeting : [Cycle]

No	The Students Activities	Checklist		Description
		Yes	No	
	Pre-Teaching			
1.	Guru masuk kelas dan menyapa siswa.	✓		
2.	Guru melihat kesiapan siswa untuk belajar	✓		
3.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.	✓		
4.	Guru menanyakan kondisi siswa.	✓		
5.	Guru memeriksa kehadiran peserta didik sebagai sikap displin.	✓		
6.	Guru memperkenalkan aktivitas pembelajaran kepada siswa	✓		
7.	Guru menjelaskan tujuan pembelajaran.	✓		
	While-Teaching			
8.	Guru bertanya kepada siswa terkait materi yang telah didiskusikan minggu lalu dan mereview nya kembali.	✓		
9.	Guru mengajukan pertanyaan kepada siswa dengan kalimat sederhana menggunakan Present Continuous Tense.	✓		
10.	Guru memperkenalkan sebuah game kepada siswa yaitu Scattergories game	✓		Cara guru memperkenalkan game Scattergories kepada siswa membuat siswa kurang mengerti.
11.	Setelah itu guru membagi siswa kedalam 5 kelompok.	✓		
12.	Guru membagikan kertas categories kepada tiap kelompok untuk bermain Scattergories Game.	✓		
13.	Guru menjelaskan tata cara permainan Scattergories	✓		Beberapa siswa belum mengerti cara bermain scattergories.
14.	Setelah siswa mengerti, siswa akan memulai permainan Scattergories Games dan mengaitkan materi Present Continuous Tense untuk melatih daya ingat dan pemahaman vocabulary.	✓		Guru menjelaskannya terlalu cepat.
15.	Guru memberikan batasan waktu kepada siswa untuk bermain Scattergories game.	✓		Batasan waktu yg diberikan oleh guru terlalu cepat bagi siswa.
16.	Guru mengacak abjad yang akan diberikan ke siswa.	✓		
17.	Setelah waktu habis, siswa harus segera meletakkan pena mereka dan membacakan jawaban meraka masing-masing.	✓		
18.	Tim berbagi jawaban mereka. Untuk setiap jawaban yang benar berdasarkan huruf dan kategori, mereka mendapatkan 10 poin. Untuk	✓		

OBSERVATION CHECKLIST FOR STUDENTS

Researcher/Observer : Lisa Firdani
Teacher : Julia Lismayani
Meeting : I Cycle 1

No	The Students Activities	Checklist		Description
		Yes	No	
	Pre-Learning			
1.	Siswa bersiap untuk belajar	✓		
2.	Siswa berdo'a bersama sebelum memulai pembelajaran	✓		
3.	Siswa mengambil absen kehadiran	✓		
	While-Learning			
4.	Siswa dan guru mendiskusikan dan mereview materi minggu lalu.	✓		
5.	Siswa menjawab pertanyaan sederhana dari guru	✓		
6.	Siswa membentuk 5 kelompok	✓		
7.	Siswa mendapatkan kertas Scattergories yang telah diberikan oleh guru	✓		
8.	Siswa menyimak tata cara permainan scattergories game yang dijelaskan oleh guru	✓		Pada pertemuan pertama ini banyak siswa yang kurang mengerti tentang tata cara bermain Scattergories
9.	Siswa mulai bermain Scattergories game	✓		
10.	Siswa mendapatkan batasan waktu ketika bermain scattergories game	✓		waktunya terlalu sedikit bagi siswa
11.	Siswa mendapatkan abjad yang acak dari guru	✓		
12.	Setelah waktu habis, siswa harus segera meletakkan pena mereka dan membacakan jawaban meraka masing-masing	✓		Perwakilan kelompok membacakan jawaban mereka.
13.	Disetiap tim siswa berbagi jawaban mereka. Untuk setiap jawaban yang benar berdasarkan huruf dan kategori, mereka mendapatkan 10 poin. Untuk setiap jawaban yang salah mereka tidak mendapatkan poin.	✓		Beberapa kelompok ada yg tidak menjawab beberapa letter scattergories.
14.	Setelah game selesai siswa menerima penilaian dari guru	✓		
15.	Kelompok yang memiliki skor tertinggi akan menjadi pemenangnya	✓		
16.	Siswa bersama guru memberikan umpan balik setelah bermain scattergories game	✓		
17.	Setelah game selesai siswa membuka buku pegangan siswa	✓		
18.	Siswa menyimak penjelasan guru tentang materi yang dipelajari		✓	Ketika guru menjelaskan materi masih ada beberapa siswa yang tidak memperhatikan pembelajaran.
19.	Siswa mengerjakan latihan yang diberikan oleh guru		✓	
	Post-Teaching			
20.	Siswa dan guru menyimpulkan materi pembelajaran secara bersama-sama	✓		
21.	Siswa menerima informasi yang telah diberikan guru untuk materi selanjutnya	✓		
22.	Perwakilan siswa memimpin doa untuk mengakhiri pembelajaran	✓		

	setiap jawaban yang salah mereka tidak mendapatkan poin.			
19.	Guru mencatat poin-poin tersebut dan melanjutkan dengan huruf-huruf lainnya.	✓		
20.	Setelah game selesai guru memberikan penilaian.	✓		
21.	Pemenangnya adalah kelompok yang memiliki skor tertinggi.	✓		
22.	Guru memberikan umpan balik kepada siswa setelah menggunakan game	✓		
23.	Setelah game selesai guru meminta siswa untuk membuka buku pegangan siswa			
24.	Guru menarik kesimpulan dari game tersebut dengan menjelaskan materi dan memberikan contoh-contoh Present Continuous Tense dan menjelaskan vocabulary yang telah digunakan dalam game tersebut.	✓		Guru terlalu cepat ketika menjelaskan materi.
25.	Guru memberikan latihan kepada siswa untuk meningkatkan pemahaman terhadap materi.		✓	Guru, tidak memberikan latihan kepada siswa.
Post-Teaching				
26.	Guru dan peserta didik bersama-sama menyimpulkan materi pembelajaran.	✓		
27.	Guru mengingatkan siswa untuk menghafal vocabulary memahami materi yang telah didapatkan hari ini dan akan direview kembali di pertemuan berikutnya.	✓		
28.	Guru menyampaikan informasi materi terkait pada pertemuan berikutnya.	✓		
29.	Guru meminta peserta didik memimpin doa untuk mengakhiri pembelajaran.	✓		
30.	Guru menutup dengan salam dan mengucapkan ungkapan berpisah dalam bahasa inggris.	✓		

Bukittinggi, 7 Februari 2024

Observer

Julia Lismayani

Appendix 15 Observation Checklist Cycle 1 Meeting 2

OBSERVATION CHECKLIST FOR STUDENTS

Researcher/Observer : Lisa Firdani
Teacher : Julia Usmayani
Meeting : 2 **Cycle** 1

No	The Students Activities	Checklist		Description
		Yes	No	
	Pre-Learning			
1.	Siswa bersiap untuk belajar	√		
2.	Siswa berdo'a bersama sebelum memulai pembelajaran	√		
3.	Siswa mengambil absen kehadiran	√		
	While-Learning			
4.	Siswa dan guru mendiskusikan dan mereview materi minggu lalu.	√		
5.	Siswa menjawab pertanyaan sederhana dari guru	√		
6.	Siswa membentuk 5 kelompok	√		
7.	Siswa mendapatkan kertas Scattergories yang telah diberikan oleh guru	√		
8.	Siswa menyimak tata cara permainan scattergories game yang dijelaskan oleh guru	√		Siswa sudah mulai mengerti procedure bermain scattergories game.
9.	Siswa mulai bermain Scattergories game	√		
10.	Siswa mendapatkan batasan waktu ketika bermain scattergories game	√		
11.	Siswa mendapatkan abjad yang acak dari guru	√		
12.	Setelah waktu habis, siswa harus segera meletakkan pena mereka dan membacakan jawaban meraka masing-masing	√		
13.	Disetiap tim siswa berbagi jawaban mereka. Untuk setiap jawaban yang benar berdasarkan huruf dan kategori, mereka mendapatkan 10 poin. Untuk setiap jawaban yang salah mereka tidak mendapatkan poin.	√		
14.	Setelah game selesai siswa menerima penilaian dari guru	√		
15.	Kelompok yang memiliki skor tertinggi akan menjadi pemenangnya	√		
16.	Siswa bersama guru memberikan umpan balik setelah bermain scattergories game	√		
17.	Setelah game selesai siswa membuka buku pegangan siswa	√		
18.	Siswa menyimak penjelasan guru tentang materi yang dipelajari	√		Masih ada beberapa siswa tidak menyimak penjelasan guru.
19.	Siswa mengerjakan latihan yang diberikan oleh guru	√		
	Post-Teaching			
20.	Siswa dan guru menyimpulkan materi pembelajaran secara bersama-sama	√		
21.	Siswa menerima informasi yang telah diberikan guru untuk materi selanjutnya	√		
22.	Perwakilan siswa memimpin doa untuk mengakhiri pembelajaran	√		

OBSERVATION CHECKLIST FOR TEACHER

Researcher/Observer : Lisa Firdani
Teacher : Julia Lismayani
Meeting : 2 Cycle 1

No	The Students Activities	Checklist		Description
		Yes	No	
	Pre-Teaching			
1.	Guru masuk kelas dan menyapa siswa.	✓		
2.	Guru melihat kesiapan siswa untuk belajar	✓		
3.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.	✓		
4.	Guru menanyakan kondisi siswa.	✓		
5.	Guru memeriksa kehadiran peserta didik sebagai sikap displin.	✓		
6.	Guru memperkenalkan aktivitas pembelajaran kepada siswa	✓		
7.	Guru menjelaskan tujuan pembelajaran.		✓	
	While-Teaching			
8.	Guru bertanya kepada siswa terkait materi yang telah didiskusikan minggu lalu dan mereview nya kembali.	✓		
9.	Guru mengajukan pertanyaan kepada siswa dengan kalimat sederhana menggunakan Present Continuous Tense.	✓		
10.	Guru memperkenalkan sebuah game kepada siswa yaitu Scattergories game	✓		
11.	Setelah itu guru membagi siswa kedalam 5 kelompok.	✓		
12.	Guru membagikan kertas categories kepada tiap kelompok untuk bermain Scattergories Game.	✓		
13.	Guru menjelaskan tata cara permainan Scattergories	✓		Siswa sudah mulai mengerti cara bermain Scattergories game.
14.	Setelah siswa mengerti, siswa akan memulai permainan Scattergories Games dan mengaitkan materi Present Continuous Tense untuk melatih daya ingat dan pemahaman vocabulary.	✓		
15.	Guru memberikan batasan waktu kepada siswa untuk bermain Scattergories game.	✓		
16.	Guru mengacak abjad yang akan diberikan ke siswa.	✓		
17.	Setelah waktu habis, siswa harus segera meletakkan pena mereka dan membacakan jawaban meraka masing-masing.	✓		
18.	Tim berbagi jawaban mereka. Untuk setiap jawaban yang benar berdasarkan huruf dan kategori, mereka mendapatkan 10 poin. Untuk	✓		

	setiap jawaban yang salah mereka tidak mendapatkan poin.			
19.	Guru mencatat poin-poin tersebut dan melanjutkan dengan huruf-huruf lainnya.	✓		
20.	Setelah game selesai guru memberikan penilaian.	✓		
21.	Pemenangnya adalah kelompok yang memiliki skor tertinggi.	✓		
22.	Guru memberikan umpan balik kepada siswa setelah menggunakan game	✓		
23.	Setelah game selesai guru meminta siswa untuk membuka buku pegangan siswa	✓		
24.	Guru menarik kesimpulan dari game tersebut dengan menjelaskan materi dan memberikan contoh-contoh Present Continuous Tense dan menjelaskan vocabulary yang telah digunakan dalam game tersebut.	✓		
25.	Guru memberikan latihan kepada siswa untuk meningkatkan pemahaman terhadap materi.	✓		
Post-Teaching				
26.	Guru dan peserta didik bersama-sama menyimpulkan materi pembelajaran.	✓		
27.	Guru mengingatkan siswa untuk menghafal vocabulary memahami materi yang telah didapatkan hari ini dan akan direview kembali di pertemuan berikutnya.	✓		
28.	Guru menyampaikan informasi materi terkait pada pertemuan berikutnya.	✓		
29.	Guru meminta peserta didik memimpin doa untuk mengakhiri pembelajaran.	✓		
30.	Guru menutup dengan salam dan mengucapkan ungkapan berpisah dalam bahasa inggris.	✓		

Bukittinggi, 21 Februari 2024

Observer

Julia Lismayani

Appendix 16 Observation Checklist Cycle 2 Meeting 1

OBSERVATION CHECKLIST FOR STUDENTS

Researcher/Observer : Lisa Fidani
Teacher : Julia Lismayani
Meeting : I Cycle 2.

No	The Students Activities	Checklist		Description
		Yes	No	
	Pre-Learning			
1.	Siswa bersiap untuk belajar	✓		
2.	Siswa berdo'a bersama sebelum memulai pembelajaran	✓		
3.	Siswa mengambil absen kehadiran	✓		
	While-Learning			
4.	Siswa dan guru mendiskusikan dan mereview materi minggu lalu.	✓		
5.	Siswa menjawab pertanyaan sederhana dari guru	✓		
6.	Siswa membentuk 5 kelompok	✓		
7.	Siswa mendapatkan kertas Scattergories yang telah diberikan oleh guru	✓		
8.	Siswa menyimak tata cara permainan scattergories game yang dijelaskan oleh guru	✓		
9.	Siswa mulai bermain Scattergories game	✓		
10.	Siswa mendapatkan batasan waktu ketika bermain scattergories game	✓		Siswa sudah tidak mempermasalahkan dg batasan waktu (sudah terbiasa)
11.	Siswa mendapatkan abjad yang acak dari guru	✓		
12.	Setelah waktu habis, siswa harus segera meletakkan pena mereka dan membacakan jawaban meraka masing-masing	✓		
13.	Disetiap tim siswa berbagi jawaban mereka. Untuk setiap jawaban yang benar berdasarkan huruf dan kategori, mereka mendapatkan 10 poin. Untuk setiap jawaban yang salah mereka tidak mendapatkan poin.	✓		
14.	Setelah game selesai siswa menerima penilaian dari guru	✓		
15.	Kelompok yang memiliki skor tertinggi akan menjadi pemenangnya	✓		
16.	Siswa bersama guru memberikan umpan balik setelah bermain scattergories game	✓		
17.	Setelah game selesai siswa membuka buku pegangan siswa	✓		
18.	Siswa menyimak penjelasan guru tentang materi yang dipelajari	✓		
19.	Siswa mengerjakan latihan yang diberikan oleh guru	✓		
	Post-Teaching			
20.	Siswa dan guru menyimpulkan materi pembelajaran secara bersama-sama	✓		
21.	Siswa menerima informasi yang telah diberikan guru untuk materi selanjutnya	✓		
22.	Perwakilan siswa memimpin doa untuk mengakhiri pembelajaran	✓		

OBSERVATION CHECKLIST FOR TEACHER

Researcher/Observer : Lisa Firdani
Teacher : Julia Lismayani .
Meeting : 1 Cycle 2

No	The Students Activities	Checklist		Description
		Yes	No	
	Pre-Teaching			
1.	Guru masuk kelas dan menyapa siswa.	✓		
2.	Guru melihat kesiapan siswa untuk belajar			
3.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.	✓		
4.	Guru menanyakan kondisi siswa.	✓		
5.	Guru memeriksa kehadiran peserta didik sebagai sikap displin.	✓		
6.	Guru memperkenalkan aktivitas pembelajaran kepada siswa	✓		
7.	Guru menjelaskan tujuan pembelajaran.	✓		
	While-Teaching			
8.	Guru bertanya kepada siswa terkait materi yang telah didiskusikan minggu lalu dan mereview nya kembali.	✓		
9.	Guru mengajukan pertanyaan kepada siswa dengan kalimat sederhana menggunakan Present Continuous Tense.	✓		
10.	Guru memperkenalkan sebuah game kepada siswa yaitu Scattergories game	✓		
11.	Setelah itu guru membagi siswa kedalam 5 kelompok.	✓		
12.	Guru membagikan kertas categories kepada tiap kelompok untuk bermain Scattergories Game.	✓		
13.	Guru menjelaskan tata cara permainan Scattergories	✓		
14.	Setelah siswa mengerti, siswa akan memulai permainan Scattergories Games dan mengaitkan materi Present Continuous Tense untuk melatih daya ingat dan pemahaman vocabulary.	✓		
15.	Guru memberikan batasan waktu kepada siswa untuk bermain Scattergories game.	✓		
16.	Guru mengacak abjad yang akan diberikan ke siswa.	✓		
17.	Setelah waktu habis, siswa harus segera meletakkan pena mereka dan membacakan jawaban meraka masing-masing.	✓		
18.	Tim berbagi jawaban mereka. Untuk setiap jawaban yang benar berdasarkan huruf dan kategori, mereka mendapatkan 10 poin. Untuk	✓		

	setiap jawaban yang salah mereka tidak mendapatkan poin.			
19.	Guru mencatat poin-poin tersebut dan melanjutkan dengan huruf-huruf lainnya.	✓		
20.	Setelah game selesai guru memberikan penilaian.	✓		
21.	Pemenangnya adalah kelompok yang memiliki skor tertinggi.	✓		
22.	Guru memberikan umpan balik kepada siswa setelah menggunakan game	✓		
23.	Setelah game selesai guru meminta siswa untuk membuka buku pegangan siswa	✓		
24.	Guru menarik kesimpulan dari game tersebut dengan menjelaskan materi dan memberikan contoh-contoh Present Continuous Tense dan menjelaskan vocabulary yang telah digunakan dalam game tersebut.	✓		
25.	Guru memberikan latihan kepada siswa untuk meningkatkan pemahaman terhadap materi.	✓		
Post-Teaching				
26.	Guru dan peserta didik bersama-sama menyimpulkan materi pembelajaran.	✓		
27.	Guru mengingatkan siswa untuk menghafal vocabulary memahami materi yang telah didapatkan hari ini dan akan direview kembali di pertemuan berikutnya.	✓		
28.	Guru menyampaikan informasi materi terkait pada pertemuan berikutnya.	✓		
29.	Guru meminta peserta didik memimpin doa untuk mengakhiri pembelajaran.	✓		
30.	Guru menutup dengan salam dan mengucapkan ungkapan berpisah dalam bahasa inggris.	✓		

Bukittinggi, 6 Maret 2024

Observer

Julia Lismayani

Appendix 17 Observation Checklist Cycle 2 Meeting 2

OBSERVATION CHECKLIST FOR STUDENTS

Researcher/Observer : Lisa Firdani.
Teacher : Julia Lismayani.
Meeting : 2 Cycle 2

No	The Students Activities	Checklist		Description
		Yes	No	
	Pre-Learning			
1.	Siswa bersiap untuk belajar	✓		
2.	Siswa berdo'a bersama sebelum memulai pembelajaran	✓		
3.	Siswa mengambil absen kehadiran	✓		
	While-Learning			
4.	Siswa dan guru mendiskusikan dan mereview materi minggu lalu.			
5.	Siswa menjawab pertanyaan sederhana dari guru	✓		
6.	Siswa membentuk 5 kelompok	✓		
7.	Siswa mendapatkan kertas Scattergories yang telah diberikan oleh guru	✓		
8.	Siswa menyimak tata cara permainan scattergories game yang dijelaskan oleh guru	✓		
9.	Siswa mulai bermain Scattergories game	✓		
10.	Siswa mendapatkan batasan waktu ketika bermain scattergories game	✓		
11.	Siswa mendapatkan abjad yang acak dari guru	✓		
12.	Setelah waktu habis, siswa harus segera meletakkan pena mereka dan membacakan jawaban meraka masing-masing	✓		
13.	Disetiap tim siswa berbagi jawaban mereka. Untuk setiap jawaban yang benar berdasarkan huruf dan kategori, mereka mendapatkan 10 poin. Untuk setiap jawaban yang salah mereka tidak mendapatkan poin.	✓		
14.	Setelah game selesai siswa menerima penilaian dari guru	✓		
15.	Kelompok yang memiliki skor tertinggi akan menjadi pemenangnya	✓		
16.	Siswa bersama guru memberikan umpan balik setelah bermain scattergories game	✓		
17.	Setelah game selesai siswa membuka buku pegangan siswa	✓		
18.	Siswa menyimak penjelasan guru tentang materi yang dipelajari	✓		
19.	Siswa mengerjakan latihan yang diberikan oleh guru	✓		
	Post-Teaching			
20.	Siswa dan guru menyimpulkan materi pembelajaran secara bersama-sama	✓		
21.	Siswa menerima informasi yang telah diberikan guru untuk materi selanjutnya	✓		
22.	Perwakilan siswa memimpin doa untuk mengakhiri pembelajaran		✓	

OBSERVATION CHECKLIST FOR TEACHER

Researcher/Observer : Lisa Fitdani
Teacher : Julia Lismayani
Meeting : 2 Cycle 2

No	The Teacher Activities	Checklist		Description
		Yes	No	
	Pre-Teaching			
1.	Guru masuk kelas dan menyapa siswa.	✓		
2.	Guru melihat kesiapan siswa untuk belajar	✓		
3.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.	✓		
4.	Guru menanyakan kondisi siswa.	✓		
5.	Guru memeriksa kehadiran peserta didik sebagai sikap displin.	✓		
6.	Guru memperkenalkan aktivitas pembelajaran kepada siswa	✓		
7.	Guru menjelaskan tujuan pembelajaran.	✓		
	While-Teaching			
8.	Guru bertanya kepada siswa terkait materi yang telah didiskusikan minggu lalu dan mereview nya kembali.			
9.	Guru mengajukan pertanyaan kepada siswa dengan kalimat sederhana menggunakan Present Continuous Tense.	✓		
10.	Guru memperkenalkan sebuah game kepada siswa yaitu Scattergories game	✓		
11.	Setelah itu guru membagi siswa kedalam 5 kelompok.	✓		
12.	Guru membagikan kertas categories kepada tiap kelompok untuk bermain Scattergories Game.	✓		
13.	Guru menjelaskan tata cara permainan Scattergories	✓		
14.	Setelah siswa mengerti, siswa akan memulai permainan Scattergories Games dan mengaitkan materi Present Continuous Tense untuk melatih daya ingat dan pemahaman vocabulary.	✓		
15.	Guru memberikan batasan waktu kepada siswa untuk bermain Scattergories game.	✓		
16.	Guru mengacak abjad yang akan diberikan ke siswa.	✓		
17.	Setelah waktu habis, siswa harus segera meletakkan pena mereka dan membacakan jawaban meraka masing-masing.	✓		
18.	Tim berbagi jawaban mereka. Untuk setiap jawaban yang benar berdasarkan huruf dan kategori, mereka mendapatkan 10 poin. Untuk	✓		

	setiap jawaban yang salah mereka tidak mendapatkan poin.			
19.	Guru mencatat poin-poin tersebut dan melanjutkan dengan huruf-huruf lainnya.	✓		
20.	Setelah game selesai guru memberikan penilaian.	✓		
21.	Pemenangnya adalah kelompok yang memiliki skor tertinggi.	✓		
22.	Guru memberikan umpan balik kepada siswa setelah menggunakan game	✓		
23.	Setelah game selesai guru meminta siswa untuk membuka buku pegangan siswa	✓		
24.	Guru menarik kesimpulan dari game tersebut dengan menjelaskan materi dan memberikan contoh-contoh Present Continuous Tense dan menjelaskan vocabulary yang telah digunakan dalam game tersebut.	✓		
25.	Guru memberikan latihan kepada siswa untuk meningkatkan pemahaman terhadap materi.	✓		
Post-Teaching				
26.	Guru dan peserta didik bersama-sama menyimpulkan materi pembelajaran.	✓		
27.	Guru mengingatkan siswa untuk menghafal vocabulary memahami materi yang telah didapatkan hari ini dan akan direview kembali di pertemuan berikutnya.	✓		
28.	Guru menyampaikan informasi materi terkait pada pertemuan berikutnya.	✓		
29.	Guru meminta peserta didik memimpin doa untuk mengakhiri pembelajaran.		✓	
30.	Guru menutup dengan salam dan mengucapkan ungkapan berpisah dalam bahasa inggris.	✓		

Bukittinggi, 23 July **2024**

Observer

Julia Lismayani

Appendix 18 Students Vocabulary Test Result Cycle I

No	Initial Students	Score	KKM
1.	ANHF	80	Passed
2.	A	80	Passed
3.	AS	70	Failed
4.	AF	65	Failed
5.	APR	70	Failed
6.	AAF	80	Passed
7.	A	60	Failed
8.	API	75	Passed
9.	AAA	85	Passed
10.	AS	70	Failed
11.	AMA	85	Passed
12.	CFSH	80	Passed
13.	DAN	80	Passed
14.	FS	80	Passed
15.	FRP	45	Failed
16.	FR	55	Failed
17.	FB	80	Passed
18.	FH	80	Passed
19.	HM	65	Failed
20.	HHG	85	Passed

21.	HA	70	Failed
22.	IBL	70	Failed
23.	K	80	Passed
24.	MRM	60	Failed
25.	NA	75	Passed
26.	PRK	60	Failed
27.	RFK	85	Passed
28.	RZA	85	Passed
29.	RN	80	Passed
30.	ST	70	Failed
31.	ZAF	90	Passed
32.	ZNA	60	Failed
Totally Score		**2355**	
Average		**73,59**	

Appendix 19 Students Vocabulary Test Result Cycle II

No	Initial Students	Score	KKM
1.	ANHF	95	Passed
2.	A	95	Passed
3.	AS	80	Passed
4.	AF	85	Passed
5.	APR	80	Passed
6.	AAF	85	Passed
7.	A	70	Failed
8.	API	80	Passed
9.	AAA	90	Passed
10.	AS	75	Passed
11.	AMA	90	Passed
12.	CFSH	95	Passed
13.	DAN	85	Passed
14.	FS	90	Passed
15.	FRP	60	Failed
16.	FR	70	Failed
17.	FB	85	Passed
18.	FH	80	Passed
19.	HM	55	Failed
20.	HHG	90	Passed
21.	HA	75	Passed
22.	IBL	60	Failed

23.	K	90	Passed
24.	MRM	75	Passed
25.	NA	75	Passed
26.	PRK	80	Passed
27.	RFK	90	Passed
28.	RZA	90	Passed
29.	RN	95	Passed
30.	ST	80	Passed
31.	ZAF	90	Passed
32.	ZNA	80	Passed
Totally Score		**2710**	
Average		**82,12**	

Appendix 20 Comparison Students Score in Cycle 1 and Cycle 2

No	Initial Student	Score Cycle 1	Score Cycle II	Gain	Note
1.	ANHF	80	95	15	Increased
2.	A	80	95	15	Increased
3.	AS	70	80	10	Increased
4.	AF	65	85	20	Increased
5.	APR	70	80	10	Increased
6.	AAF	80	85	5	Increased
7.	A	60	70	10	Increased
8.	API	75	80	5	Increased
9.	AAA	85	90	5	Increased
10.	AS	70	75	5	Increased
11.	AMA	85	90	5	Increased
12.	CFSH	80	95	15	Increased
13.	DAN	80	85	5	Increased
14.	FS	80	90	10	Increased
15.	FRP	45	60	15	Increased
16.	FR	55	70	15	Increased
17.	FB	80	85	5	Increased
18.	FH	80	80	0	Stayed

19.	HM	65	55	-10	Unincreased
20.	HHG	85	90	5	Increased
21.	HA	70	75	5	Increased
22.	IBL	70	60	-10	Unincreased
23.	K	80	90	10	Increased
24.	MRM	60	75	15	Increased
25.	NA	75	75	0	Stayed
26.	PRK	60	80	20	Increased
27.	RFK	85	90	5	Increased
28.	RZA	85	90	5	Increased
29.	RN	80	95	10	Increased
30.	ST	70	80	10	Increased
31.	ZAF	90	90	0	Stayed
32.	ZNA	60	80	2	Increased
	Totally Score	**2355**	**2710**	**247**	
	Average	**73.59**	**82.12**	**7.48**	

Appendix 21 Comparison of Observation in Cycle 1 and Cycle 2

No	The Students Activities	Cycle 1		Cycle 2	
		Yes	No	Yes	No
Pre-Learning					
1.	Students get ready to learn	✓		✓	
2.	Students pray together before starting the lesson	✓		✓	
3.	Students take attendance	✓		✓	
While-Learning					
4.	Students and teacher discuss and review last week's material.	✓		✓	
5.	Students answer simple questions from the teacher	✓		✓	
6.	Students form 5 groups	✓		✓	
7.	Students get the Scattergories paper that has been given by the teacher	✓		✓	
8.	Students listen to the procedure of the scattergories game explained by the teacher	✓		✓	
9.	Students start playing Scattergories game	✓		✓	
10.	Students get a time limit when playing scattergories game	✓		✓	
11.	Students get a random alphabet from the teacher	✓		✓	
12.	After the time is up, students must immediately put down their pens and read out their respective answers	✓		✓	
13.	In each team students share their answers. For each correct answer based on the letter and category, they get 10 points. For every wrong answer they get no points.	✓		✓	
14.	After the game is over students receive an assessment from the teacher	✓		✓	
15.	The group that has the highest score will be the winner	✓		✓	
16.	Students together with the teacher give feedback after playing the scattergories game.	✓		✓	
17.	After the game is over students open the student handbook	✓		✓	
18.	Students listen to the teacher's explanation about the material learned	✓		✓	
Post-Teaching					

19.	Students and teachers summarize the learning material together	✓		✓	
20.	Students receive information that has been given by the teacher for the next material	✓		✓	
21.	Student representatives lead prayers to end learning	✓		✓	

No	The Teacher Activities	Cycle 1		Cycle 2	
		Yes	No	Yes	No
Pre-Teaching					
1.	The teacher enters the class and greets the students.	✓		✓	
2.	The teacher looks at the students' readiness to learn	✓		✓	
3.	The teacher opens with greetings and prayers to start the learning process.	✓		✓	
4.	The teacher asks about the students' condition.	✓		✓	
5.	Teacher checks the attendance of students as a discipline.	✓		✓	
6.	Teacher introduces the learning activity to the students	✓		✓	
7.	Teacher explains the learning objectives.	✓		✓	
While-Teaching					
8.	The teacher asks the students about the material discussed last week and reviews it.	✓		✓	
9.	The teacher asks the students questions with simple sentences using Present Continuous Tense.	✓		✓	
10.	The teacher introduces a game to the students called Scattergories game.	✓		✓	
11.	After that, the teacher divides the students into 5 groups.	✓		✓	
12.	The teacher distributes paper categories to each group to play Scattergories Game.	✓		✓	
13.	The teacher explains the procedure of Scattergories game	✓		✓	
14.	After the students understand, the teacher will start the Scattergories Games and relate the Present Continuous Tense material to train memory and vocabulary understanding.	✓		✓	
15.	The teacher gives time limit to the students to play Scattergories game.	✓		✓	

16.	The teacher randomizes the alphabet that will be given to the students.	✓		✓	
17.	After the time is up, students must immediately put down their pens and read out their answers.	✓		✓	
18.	Teams share their answers. For each correct answer by letter and category, they get 10 points. For every wrong answer they get no points.	✓		✓	
19.	The teacher records the points and continues with the other letters.	✓		✓	
20.	After the game is over the teacher gives the assessment.	✓		✓	
21.	The winner is the group that has the highest score.	✓		✓	
22.	The teacher gives feedback to the students after using the game	✓		✓	
23.	After the game is over the teacher asks the students to open the students' handbooks	✓		✓	
24.	The teacher draws conclusions from the game by explaining the material and giving examples of Present Continuous Tense and explaining the vocabulary that has been used in the game.	✓		✓	
25.	The teacher gives exercises to the students to improve their understanding of the material.	✓		✓	
Post-Teaching					
26.	The teacher and students together summarize the learning material.	✓		✓	
27.	The teacher reminds students to memorize vocabulary to understand the material that has been obtained today and will be reviewed again at the next meeting.	✓		✓	
28.	The teacher conveys information on related materials at the next meeting.	✓		✓	
29.	The teacher asks the learners to lead the prayer to end the learning.	✓		✓	
30.	The teacher closes with greetings and says goodbye in English.	✓		✓	

Appendix 22 Students Attendance List Cycle I

Meeting 1

STUDENT ATTENDANCE LIST OF CLASSROOM ACTION RESEARCH

(DAFTAR HADIR SISWA PENELITIAN TINDAKAN KELAS)

Subject : English
Class : VIII. 8
Meeting : 1 **Cycle** 1
Day/date : Rabu, 7 Feb 2024

NO	STUDENTS NAME	SIGNATURE
1.	Adinda Nayla Hafifah. F	1.
2.	Alamsyah	2.
3.	Alfi Sukria	3.
4.	Alvin Fikri	4.
5.	Andini Putri Riyanti	5.
6.	Annisa Aulia Fajrina	6.
7	Apriliyan	7.
8.	Arengga Purnama Ilahi	8.
9.	Ariana Asyifa Adisti	9.
10.	Arista Salsabila	10.
11.	Aufa Mulya Ahmad	11.
12.	Celline Fatima Syifa Hendria	12.
13.	Divani Ayu Naura	13.
14.	Fadlan Satra	14.
15.	Farel Rizki Pratama	15.
16.	Farhat Rahmat	16.
17.	Fariz Bastanta	17.
18.	Fazulla Hanania	18.
19.	Hafiz Maulana	19.
20.	Hanif Hamdi Ghalib	20.
21.	Helsi Azizah	21.
22.	Indah Bunga Lestari	22.
23.	Khairunnisa	23.
24	Muhammad Raditya Mahya	24.
25.	Noval Ardeansyah	25.
26.	Paksi Rahmat Kurniawan	26.
27.	Rahel Fayrus Khalisa	27.
28.	Raisa Zafira Andini	28.
29.	Raisya Nabila	29.
30	Syifa Tanzila	30. S
31.	Zahwa Alya Funnisa	31.
32.	Zaky Novtan Ananda	32.

Bukittinggi, 2024

Guru Mata Pelajaran

Julia Lisamayani, SS

Researcher

Lisa Firdani

Meeting 2

STUDENT ATTENDANCE LIST OF CLASSROOM ACTION RESEARCH

(DAFTAR HADIR SISWA PENELITIAN TINDAKAN KELAS)

Subject : English
Class : VIII. E
Meeting : 2 **Cycle** I
Day/date : Rabu, 21 Feb 2024

NO	STUDENTS NAME	SIGNATURE
1.	Adinda Nayla Hafifah. F	1.
2.	Alamsyah	2.
3.	Alfi Sukria	3.
4.	Alvin Fikri	4.
5.	Andini Putri Riyanti	5.
6.	Annisa Aulia Fajrina	6.
7.	Apriliyan	7.
8.	Arengga Purnama Hahi	8.
9.	Ariana Asyifa Adisti	9.
10.	Arista Salsabila	10.
11.	Aufa Mulya Ahmad	11.
12.	Celline Fatima Syifa Hendria	12.
13.	Divani Ayu Naura	13.
14.	Fadlan Satra	14.
15.	Farel Rizki Pratama	15.
16.	Farhat Rahmat	16.
17.	Fariz Bastanta	17.
18.	Fazulla Hanania	18.
19.	Hafiz Maulana	19.
20.	Hanif Hamdi Ghalib	20.
21.	Helsi Azizah	21.
22.	Indah Bunga Lestari	22.
23.	Khairunnisa	23.
24.	Muhammad Raditya Mahya	24.
25.	Noval Ardeansyah	25.
26.	Paksi Rahmat Kurniawan	26.
27.	Rahel Fayrus Khalisa	27.
28.	Raisa Zafira Andini	28.
29.	Raisya Nabila	29.
30.	Syifa Tanzila	30.
31.	Zahwa Alya Funnisa	31.
32.	Zaky Novtan Ananda	32.

Bukittinggi, 2024

Guru Mata Pelajaran

Julia Lisamayani, SS

Researcher

Lisa Firdani

Meeting 3

STUDENT ATTENDANCE LIST OF CLASSROOM ACTION RESEARCH

(DAFTAR HADIR SISWA PENELITIAN TINDAKAN KELAS)

Subject : English
Class : VIII. E
Meeting : 3 **Cycle** 1
Day/date : Rabu, 28 Feb 2024

NO	STUDENTS NAME	SIGNATURE
1.	Adinda Nayla Hafifah. F	1.
2.	Alamsyah	2.
3.	Alfi Sukria	3.
4.	Alvin Fikri	4.
5.	Andini Putri Riyanti	5.
6.	Annisa Aulia Fajrina	6.
7.	Apriliyan	7.
8.	Arengga Purnama Ilahi	8.
9.	Ariana Asyifa Adisti	9.
10.	Arista Salsabila	10.
11.	Aufa Mulya Ahmad	11.
12.	Celline Fatima Syifa Hendria	12.
13.	Divani Ayu Naura	13.
14.	Fadlan Satra	14.
15.	Farel Rizki Pratama	15.
16.	Farhat Rahmat	16.
17.	Fariz Bastanta	17.
18.	Fazulla Hanania	18.
19.	Hafiz Maulana	19.
20.	Hanif Hamdi Ghalib	20.
21.	Helsi Azizah	21.
22.	Indah Bunga Lestari	22.
23.	Khairunnisa	23.
24.	Muhammad Raditya Mahya	24.
25.	Noval Ardeansyah	25.
26.	Paksi Rahmat Kurniawan	26.
27.	Rahel Fayrus Khalisa	27.
28.	Raisa Zafira Andini	28.
29.	Raisya Nabila	29.
30.	Syifa Tanzila	30.
31.	Zahwa Alya Funnisa	31.
32.	Zaky Novtan Ananda	32.

Bukittinggi, 2024

Guru Mata Pelajaran

Julia Lisamayani, SS

Researcher

Lisa Firdani

Appendix 23 Students Attendance List Cycle II

Meeting 1

STUDENT ATTENDANCE LIST OF CLASSROOM ACTION RESEARCH

(DAFTAR HADIR SISWA PENELITIAN TINDAKAN KELAS)

Subject : English
Class : VIII. E
Meeting : 4 **Cycle** 2
Day/date : Rabu, 6 Maret 2024

NO	STUDENTS NAME	SIGNATURE
1.	Adinda Nayla Hafifah. F	1.
2.	Alamsyah	2.
3.	Alfi Sukria	3.
4.	Alvin Fikri	4.
5.	Andini Putri Riyanti	5.
6.	Annisa Aulia Fajrina	6.
7.	Apriliyan	7.
8.	Arengga Purnama Ilahi	8.
9.	Ariana Asyifa Adisti	9.
10.	Arista Salsabila	10.
11.	Aufa Mulya Ahmad	11.
12.	Celline Fatima Syifa Hendria	12.
13.	Divani Ayu Naura	13.
14.	Fadlan Satra	14.
15.	Farel Rizki Pratama	15.
16.	Farhat Rahmat	16.
17.	Fariz Bastanta	17.
18.	Fazulla Hanania	18.
19.	Hafiz Maulana	19. Paman aufa
20.	Hanif Hamdi Ghalib	20.
21.	Helsi Azizah	21.
22.	Indah Bunga Lestari	22.
23.	Khairunnisa	23.
24.	Muhammad Raditya Mahya	24.
25.	Noval Ardeansyah	25.
26.	Paksi Rahmat Kurniawan	26.
27.	Rahel Fayrus Khalisa	27.
28.	Raisa Zafira Andini	28.
29.	Raisya Nabila	29.
30.	Syifa Tanzila	30.
31.	Zahwa Alya Funnisa	31.
32.	Zaky Novtan Ananda	32.

Bukittinggi, 2024

Guru Mata Pelajaran

Julia Lisamayani, SS

Researcher

Lisa Firdani

Meeting 2

STUDENT ATTENDANCE LIST OF CLASSROOM ACTION RESEARCH

(DAFTAR HADIR SISWA PENELITIAN TINDAKAN KELAS)

Subject : English
Class : VIII.E
Meeting : 5 **Cycle** 2
Day/date : Rabu, 20 Maret 2024

NO	STUDENTS NAME	SIGNATURE
1.	Adinda Nayla Hafifah. F	1.
2.	Alamsyah	2.
3.	Alfi Sukria	3.
4.	Alvin Fikri	4.
5.	Andini Putri Riyanti	5.
6.	Annisa Aulia Fajrina	6.
7.	Apriliyan	7.
8.	Arengga Purnama Ilahi	8.
9.	Ariana Asyifa Adisti	9.
10.	Arista Salsabila	10.
11.	Aufa Mulya Ahmad	11.
12.	Celline Fatima Syifa Hendria	12.
13.	Divani Ayu Naura	13.
14.	Fadlan Satra	14.
15.	Farel Rizki Pratama	15.
16.	Farhat Rahmat	16.
17.	Fariz Bastanta	17.
18.	Fazulla Hanania	18.
19.	Hafiz Maulana	19.
20.	Hanif Hamdi Ghalib	20.
21.	Helsi Azizah	21.
22.	Indah Bunga Lestari	22.
23.	Khairunnisa	23.
24.	Muhammad Raditya Mahya	24.
25.	Noval Ardeansyah	25.
26.	Paksi Rahmat Kurniawan	26.
27.	Rahel Fayrus Khalisa	27.
28.	Raisa Zafira Andini	28.
29.	Raisya Nabila	29.
30.	Syifa Tanzila	30.
31.	Zahwa Alya Funnisa	31.
32.	Zaky Novtan Ananda	32.

Bukittinggi, 2024

Guru Mata Pelajaran

Julia Lisamayani, SS

Researcher

Lisa Firdani

Appendix 24 Documentation Cycle I












English
for Nicaragua

Appendix 25 Documentation Cycle II













Appendix 26 Letter of Appointment of Supervisor

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI
Nomor : B-0736/Un.26.1/HK.00.5/05/2024

TENTANG

PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PRODI PENDIDIKAN BAHASA INGGRIS FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI

Membaca : Permohonan Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Syekh M. Djammil Djambek Bukittinggi an. **Lisa Firdani, NIM. 2319057** tanggal 11 Juni 2024 perihal permohonan penerbitan SK Pembimbing Skripsi;

Menimbang :
a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Universitas Islam Negeri (UIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;
b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing Skripsi;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859);
3. Peraturan Presiden Nomor 85 Tahun 2022 tentang Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;
4. Peraturan Menteri Agama Nomor 76 tahun 2022 Tentang Organisasi dan Tata Kerja Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan: ***"Improving Students Vocabulary Mastery Using Scattergories Board Game Second Grade of SMPN 4 Bukittinggi."***

KEDUA : Menunjuk Saudara :

Nama	**: Loli Safitri, M.Pd**
NIP	**: 198805282015032003**
Pangkat/Gol.Ruang	: Penata /III/c
Jabatan	: Lektor
Bidang Keahlian Pokok	: Pendidikan Bahasa Inggris
Sebagai Dosen	: PEMBIMBING

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

Ditetapkan di Bukittinggi,
Pada tanggal : 11 Juni 2024

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Dr. ISWANTIR M, M. Ag
NIP.197605192006041001

Appendix 27 Research Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax: (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email: ftik@uinbukittinggi.ac.id

Nomor : B-5564/Un.26.1/PP.07/12/2023 Bukittinggi, 07 Desember 2023
Lamp : 1 (Satu) rangkap
Hal : Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini:

Nama	:	**LISA FIRDANI**
NIM	:	**2319057**
Semester	:	9
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***IMPROVING STUDENTS' VOCABULARY MASTERY USING SCATTERGORIES BOARD GAME AT SECOND GRADE OF SMPN 4 BUKITTINGGI***
Lokasi Penelitian	:	SMPN 4 Bukittinggi
Waktu	:	Desember 2023 s.d selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

DR. ISWANTIR M., M.AG
NIP 197605192006041001

PEMERINTAH KOTA BUKITTINGGI

BADAN KESATUAN BANGSA DAN POLITIK

Jl. Jend. Sudirman No. 27 – 29 Bukittinggi Telp. (0752) 23976

REKOMENDASI IZIN PENELITIAN

Nomor : 000.9/ 920 /BKPol-KB/2023

Dasar :

1. Undang Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi;
2. Undang Undang Republik Indonesia Nomor 23 Tahun 2014 tentang Pemerintahan Daerah;
3. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di lingkungan Kementerian Dalam Negeri dan Pemerintahan Daerah;
4. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;

Menimbang :

a. Bahwa sesuai surat dari Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Nomor B-5564/Un.26.1/PP.07/12/2023 Tanggal 7 Desember 2023, Perihal Mohon Izin Penelitian;
b. Bahwa untuk tertib administrasi dan pengendalian pelaksanaan penelitian serta pengembangan perlu diterbitkan Rekomendasi Penelitian;
c. Bahwa sesuai konsideran huruf a dan b serta hasil Verifikasi Badan Kesatuan Bangsa dan Politik Kota Bukittinggi, berkas persyaratan administrasi Surat Rekomendasi Penelitian telah memenuhi syarat.

-

Kepala Badan Kesatuan Bangsa dan Politik Kota Bukittinggi, memberikan Rekomendasi Izin Penelitian kepada :

Nama	:	**LISA FIRDANI**
Tempat/Tanggal Lahir	:	Pasir Lawas/15 Agustus 2000
Pekerjaan	:	Mahasiswa
Alamat	:	Jln. Asoka Dusun H, Kel. Sungai Jeruk, Kec. Nipah Panjang
Nomor Identitas	:	1306105508000001
Judul Penelitian	:	*Improving Students' Vocabulary Mastery Using Scattergories Board Game at Second Grade of* SMPN 4 Bukittinggi
Lokasi Penelitian	:	UPTD SMPN 4 Bukittinggi
Waktu Penelitian	:	11 Januari s/d 9 Februari 2024
Anggota Penelitian	:	-
Digunakan untuk	:	Penelitian

Dengan ketentuan sebagai berikut :

1. Wajib dan menaati tata tertib di lokasi tempat penelitian sesuai dengan peraturan perundang-undangan yang berlaku;
2. Pelaksanaan penelitian jangan disalahgunakan untuk keperluan yang dapat mengganggu ketertiban dan ketentraman umum;
3. Pelaksanaan penelitian dengan Protokol Kesehatan Covid-19 dan ketentuan lebih lanjut mengikuti aturan di tempat pelaksanaan penelitian;
4. Melaporkan hasil penelitian kepada Walikota Bukittinggi melalui Badan Kesatuan Bangsa dan Politik Kota Bukittinggi;
5. Rekomendasi penelitian ini berlaku mulai tanggal diterbitkan dan apabila terjadi penyimpangan, maka Surat Rekomendasi Penelitian ini dinyatakan tidak berlaku.

Demikian surat rekomendasi ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 12 Desember 2023
A.n. Kepala Badan Kesatuan Bangsa
dan Politik Kota Bukittinggi
Kasubid. Kewaspadaan Dini dan Penanganan Konflik,

ROBBY EFENDI, SE, MM
NIP. 19810713 200501 1 002

Tembusan kepada Yth. :

1. Walikota Bukittinggi (sebagai laporan);
2. Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi;
3. Kepala Dinas Pendidikan dan Kebudayaan Kota Bukittinggi;
4. Kepala UPTD SMPN 4 Bukittinggi;
5. Arsip.

Appendix 28 Validity Sheet

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Dr. Afdaleni, M. Pd., M. Pd.

Jabatan : Dosen PBI

Dengan ini menyatakan bahwa mahasiswa yang bernama Lisa Firdani dengan NIM 2319057 dengan judul **"Improving Students Vocabulary Mastery Using Scattergories Board Game at Second Grade of SMPN 4 Bukittinggi"** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 25 Januari 2024

Validator

Dr. Afdaleni, M. Pd., M. Pd.

Edit dengan WPS Office

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Agseora Ediyen, M.Hum

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama Lisa Firdani dengan NIM 2319057 dengan judul **"Improving Students Vocabulary Mastery Using Scattergories Board Game at Second Grade of SMPN 4 Bukittinggi"** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 21 Januari 2024

Validator

Agseora Ediyen, M.Hum

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Muthia Rahman, M.Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama Lisa Firdani dengan NIM 2319057 dengan judul **"Improving Students Vocabulary Mastery Using Scattergories Board Game at Second Grade of SMPN 4 Bukittinggi"** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi,18 Januari 2024

Validator

Muthia Rahman, M.Pd

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Julia Usmayani, SS

Jabatan : Guru bid. Studi B. Ing

Dengan ini menyatakan bahwa mahasiswa yang bernama Lisa Firdani dengan NIM 2319057 dengan judul **"Improving Students Vocabulary Mastery Using Scattergories Board Game at Second Grade of SMPN 4 Bukittinggi"** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 30 Januari 2024

Validator

Julia Usmayani, SS

NIP: