# THE EFFECT OF USING QUIZ AND GAME STRATEGIES ON STUDENTS' VOCABULARY MASTERY

## (Experimental Study at Grade 7 Junior High School Darussalam Kepahiang Islamic Boarding School)

# THESIS

The Thesis Is Submitted to Requirement For "Sarjana" Degree In

English Language Education



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**STATE ISLAMIC INSTITUTE OF CURUP**

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*Assalamu'alaikum Wr. Wb*

Sehubungan dengan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi atas nama RAMADAN (18551048) mahasiswa IAIN Curup Prodi tadris Bahasa Inggris, yang berjudul **"The Effectof Using Quiz and Game Strategies on Students' Vocabulary Mastery"** sudah dapat diajukan dalam siding munaqasah Institut Agama Islam Negeri (IAIN Curup). Demikianlah permohonan ini kami ajukan, agar dapat diterima. Terima Kasih

Wassalamu'alaikum Wr, Wb

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This statement is made truly, if in the next day there are any mistakes, the researcher ready to accept the punishment or other criticism from IAIN Curup suitable with it is in regulation.

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## A P P R O V A L
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# PREFACE

All praises be to Allah SWT That the researcher had finally finished writing thesis entitled **"The Effectof Using Quiz and Game Strategies on Students' Vocabulary Mastery"**. This thesis submitted as a part of the compilation for undergraduate degree of strata 1 (S1) in English Tadris Study Program of (IAIN Curup). The researcher realizes that this thesis is far from being perfect, therefore he really appreciates any suggestions and critics for being perfect in the future.

Last but not least, the researcher hopes that this will be useful to those who are interested in this field of study.

Curup,    Januari 2025

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The researcher finished this thesis **"The Effectof Using Quiz and Game Strategies on Students' Vocabulary Mastery"**. This Thesis is submitted to fulfil the requirmentFor "Sarjana" degree in English Tadris Study Program in IAIN Curup. In the process of compiling this thesis. The researcher get support, guidance, assistence, contribution ad motivation from the other. Because of those, the researcher would like to present deepest appreciation to:

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# MOTTO

*" batte late than never"*

**Ramadan**

# DEDICATION

1. **My Wonderful God (Allah SWT)**, I am forever grateful for all the blessings You have bestowed upon me, giving me the strength to stay on track and continue my journey.

2. **To myself (Ramadan )**, for fighting hard and enduring the challenges that have led me to this point. I hope this achievement opens doors to new opportunities.

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# ABSTRACT

| | |
|---|---|
| **Ramadan** | : **The Effectof Using Quiz and Game Strategies on Students' Vocabulary Mastery** |
| **Advisor** | : **Dr. Sakut Anshori, M.Hum** |
| **Co-Advisor** | : **Jumatul Hidayah, M.Pd** |

This study investigates the effect of using quiz and game strategies on students' vocabulary mastery in the 7th grade at SMP Pondok Pesantren Darussalam Kepahiang. The research employs a quasi-experimental design, with class VII A as the experimental group and class VII B as the control group. The study aims to examine students' vocabulary abilities before and after implementing quiz and game strategies and to determine whether these strategies are more effective than conventional teaching methods in enhancing vocabulary mastery.Data were collected through pre-tests and post-tests administered to both groups. The statistical analysis, including normality and homogeneity tests, confirmed that the data met the necessary assumptions for comparison. The findings indicate that while both groups showed improvement, the experimental group demonstrated significantly greater progress. The post-test results revealed higher increases in the highest, lowest, mean, and total scores in the experimental group compared to the control group. Additionally, hypothesis testing results showed that the t-statistic (15.062) was greater than the t-table value (2.056), confirming a significant positive impact of quiz and game strategies on vocabulary acquisition. These findings align with constructivist and sociocultural learning theories, emphasizing active engagement and interaction in the learning process. The study concludes that quiz and game strategies effectively enhance students' vocabulary mastery by providing an engaging and interactive learning environment. The results suggest that incorporating these strategies into English language instruction can improve students' vocabulary retention and motivation. Future research is encouraged to explore the long-term effects of game-based learning on different aspects of language acquisition

*Keywords:vocabulary mastery, quiz and game strategies*

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# CHAPTER I

# INTRODUCTION

## A. Research Background

Vocabulary mastery is an essential component of language learning, as it enables students to understand, use, and apply words effectively in communication. It plays a crucial role in developing the four language skills: listening, speaking, reading, and writing. A strong vocabulary enhances comprehension, expression, and overall language proficiency. However, many students struggle with vocabulary acquisition due to challenges such as difficulty in retention, lack of engagement, and limited opportunities for practical application. According to Nation, vocabulary knowledge is a key predictor of language proficiency, and without sufficient vocabulary, learners may find it difficult to grasp new concepts and communicate effectively[1].

Traditional vocabulary learning methods, such as rote memorization, textbook exercises, and word lists, have long been used in classrooms. While these methods provide structure and repetition, they often fail to engage students actively. Many learners find these techniques monotonous, which can lead to a lack of motivation and poor retention. Schmitt highlights that passive learning approaches, such as memorization without context, result in superficial knowledge that fades quickly over

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[1] Nation, P. (2020). *Learning Vocabulary in Another Language* (2nd ed.). Cambridge University Press

time[2]. Additionally, traditional methods do not always encourage meaningful interaction with words, making it difficult for students to transfer their knowledge to real-life situations.

To overcome these challenges, educators have adopted quiz-based and game-based learning strategies to enhance vocabulary acquisition. Quiz-based learning involves frequent assessments that help students recall and reinforce vocabulary, promoting long-term retention through repeated exposure. According to Brown and Larson, quizzes improve students' ability to retrieve information, making learning more effective[3]. On the other hand, game-based learning incorporates interactive and playful elements into the learning process, which increases student motivation and engagement. Research by Liu and Chen suggests that games create a stress-free learning environment where students can experiment with language and reinforce their vocabulary in a fun and meaningful way[4].

The use of quizzes and games in vocabulary instruction has shown significant benefits for student learning. Quizzes provide immediate feedback, allowing students to identify their strengths and weaknesses, while also reinforcing correct usage. Games, on the other hand, encourage active participation, collaboration, and problem-solving skills. Digital games, in particular, have been found to be highly effective in improving

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[2] Schmitt, N. (2019). *Vocabulary in Language Teaching* (2nd ed.). Cambridge University Press

[3] Brown, P., & Larson, M. (2021). *Make It Stick: The Science of Successful Learning*. Harvard University Press

[4] Liu, Z., & Chen, X. (2020). Game-based learning in the acquisition of vocabulary: A case study of EFL learners. *Journal of Educational Technology & Society*, 23(3), 16-27.

vocabulary retention. A study by Wang and Su found that students who engaged in digital vocabulary games performed better in recall and application tests compared to those who relied on traditional memorization techniques[5]. These findings highlight the potential of interactive learning strategies in enhancing vocabulary mastery.

Moreover, the application of quiz and game-based learning extends beyond vocabulary retention. It promotes deeper cognitive processing, as learners must actively engage with words in different contexts. According to Turgut and Irgin, when students interact with vocabulary through quizzes and games, they are more likely to form meaningful connections between words and their real-life applications[6]. This process strengthens both short-term and long-term memory, making vocabulary acquisition more effective and enjoyable. Additionally, these methods cater to different learning styles, allowing visual, auditory, and kinesthetic learners to benefit from various interactive activities.

Another significant advantage of quiz and game-based strategies is their ability to foster intrinsic motivation. Unlike traditional assessments that may create anxiety and pressure, quizzes in a game-like format encourage a sense of achievement and curiosity. Gamification elements such as scoring, competition, and rewards enhance motivation, making students more willing to engage in vocabulary practice. A study by Hamari

[5] Wang, Y., & Su, Z. (2019). The effects of digital games on vocabulary learning: A meta-analysis. *Educational Technology Research and Development*, 67(6), 1415-1437

[6] Turgut, Y., & Irgin, P. (2020). Young learners' language learning via computer games. *Procedia - Social and Behavioral Sciences*, 2(2), 354-358

et al. found that game-based learning environments increased student engagement and participation, leading to better academic outcomes[7]. By turning vocabulary learning into an enjoyable experience, students are more likely to develop a positive attitude toward language learning.

Furthermore, the integration of technology has significantly enhanced the effectiveness of quiz and game-based learning. The use of digital platforms, mobile applications, and online quizzes allows students to practice vocabulary in an interactive and flexible manner. Research by Xu and Wang suggests that digital tools provide personalized learning experiences, enabling students to progress at their own pace[8]. With access to adaptive learning technologies, students receive instant feedback and personalized recommendations, which contribute to better vocabulary retention and comprehension. This technological advancement further supports the role of quizzes and games in modern vocabulary instruction.

In addition to cognitive and motivational benefits, quiz and game-based strategies also encourage social interaction and collaborative learning. Many educational games are designed to be played in pairs or groups, allowing students to work together, exchange ideas, and support each other's learning. According to Vygotsky's sociocultural theory, social interaction plays a crucial role in cognitive development[9]. When students

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[7] Hamari, J., Koivisto, J., & Sarsa, H. (2021). Does gamification work?—A literature review of empirical studies on gamification. *International Journal of Human-Computer Studies*, 127, 190-205

[8] Xu, Q., & Wang, Y. (2022). Personalized vocabulary learning through mobile applications: An investigation of learning strategies. *Interactive Learning Environments*, 30(3), 1-14

[9] Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

engage in cooperative learning through games, they enhance their communication skills, build teamwork, and develop confidence in using new vocabulary. The interactive nature of these strategies helps students overcome language barriers and encourages a more communicative approach to language learning.

The use of quiz and game strategies in English vocabulary learning has several advantages. Firstly, these strategies create a more engaging and enjoyable learning atmosphere, leading students to be more motivated to actively participate. This can help enhance students' interest and engagement in vocabulary learning. Secondly, quiz and game strategies provide challenges to students, both individually and in competition with classmates. This can encourage students to improve their ability to remember and use vocabulary more effectively. Thirdly, through social interaction that occurs during quiz and game strategies, students have the opportunity to practice speaking and communicating in English, thereby boosting their confidence in using vocabulary.

Although the use of quiz and game strategies in English vocabulary learning has the potential to improve vocabulary proficiency in speaking, further research is needed to empirically evaluate the effectiveness of these strategies. In this study, we will investigate the impact of using quiz and game strategies on students in enhancing English vocabulary. This research is expected to provide valuable insights for educators and practitioners in developing effective and enjoyable vocabulary learning strategies.

Students at Pondok Pesantren Darussalam Junior High School are still not using English in their daily conversations frequently due to a lack of vocabulary in English. As a result, they struggle with the vocabulary they want to express. This lack of vocabulary can be attributed to the students not having the appropriate teaching methods or strategies that would make them more enthusiastic and eager to acquire new vocabulary to use in speaking English.

This phenomenon can also be caused by the use of monotonous or uninteresting methods or strategies by the teachers, which leads to a sense of boredom and disinterest towards English. Consequently, students become reluctant to study and have a limited amount of new vocabulary, especially in daily conversations. Therefore, there is a need for suitable learning media by utilizing various types of engaging learning media to ensure a smooth teaching and learning process.

In conclusion, vocabulary mastery is a fundamental aspect of language learning, but traditional teaching methods often fail to engage students effectively. Quiz-based and game-based learning provide alternative approaches that enhance student motivation, retention, and application of vocabulary. By integrating these interactive strategies into language instruction, educators can create more engaging and effective learning environments. The cognitive, motivational, technological, and social benefits of these strategies demonstrate their effectiveness in modern vocabulary instruction. As research continues to support the benefits of

quizzes and games in education, their incorporation into vocabulary instruction can contribute to better language proficiency and academic success

After conducting an initial observation at Pondok Pesantren Darussalam in Kepahiang, specifically during the period of the community service program in 2020/2021 in the Kepahiang Village, which is located near Pondok Pesantren Darussalam, it became evident that suitable learning media are needed for English language learning at Pondok Pesantren Darussalam Kepahiang. By utilizing various types of engaging learning media, the teaching and learning process can run smoothly. Based on these observations, the researcher became interested in investigating this issue with the title **"The Effect of Using Quiz and Game Strategies on Students' Vocabulary Mastery, Experimental Study at Grade 7 Junior High School Darussalam Kepahiang Islamic Boarding School"**

## B. Research Questions

1. How are students' abilities before using quiz and games strategies in learning vocabulary in 7th Grade of SMP Pondok Pesantren Darussalam Kepahiang?

2. How are the students' abilities after using quizzes and games strategies in learning English vocabulary in 7th Grade of SMP Pondok Pesantren Darussalam Kepahiang?

3. Is the use of quizzes and games strategies more effective in increasing English vocabulary in Grade 7th SMP Pondok Pesantren Darussalam Kepahiang

## C. Objectives of the Research

1. To find out students' abilities before using quiz and games strategies in learning vocabulary in in 7th Grade of SMP Pondok Pesantren Darussalam Kepahiang

2. The students' abilities after using quizzes and games strategies in learning English vocabulary in in 7th Grade of SMP Pondok Pesantren Darussalam Kepahiang

3. The use of quizzes and games strategies more effective in increasing English vocabulary in in 7th Grade of SMP Pondok Pesantren Darussalam Kepahiang

## D. Delimitation of The research

Research requirements are determined by the subject and research objectives. In terms of subjects, this research is limited, the research limitations are described as follows: This research can limit the types of quiz and game strategies used. For example, it may only focus on mobile app-based quiz methods or computer-based games. This limitation allows a focus on the effectiveness of specific quiz and game methods in improving English vocabulary. By constraining the research according to these limitations, the study can generate more specific findings and recommendations regarding

the use of quiz and game methods in improving English vocabulary among students.

## E. Operational Definition

### 1. Vocabulary Mastery

Vocabulary mastery refers to a comprehensive understanding and effective use of words in a language. Hatch and Brown describe vocabulary mastery as the knowledge required to recognize, understand, and use words appropriately in context[10]. This proficiency is foundational to language skills, as it enables individuals to communicate effectively and comprehend spoken or written material. In this research, Vocabulary Mastery is students of 7th Grade SMP Pondok Pesantren Darussalam Kepahiang ability to comprehensive the use word in a language.

### 2. Quiz Strategy

Quiz strategy is an approach that involves using quizzes as a tool to assess and reinforce student knowledge. Quizzes can serve as formative assessments, providing immediate feedback to both students and educators about understanding and retention of material[11]. In this research quiz strategy is a strategy that used by the teacher in teaching

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[10] Hatch, E., & Brown, C. (1995). *Vocabulary, semantics, and language education*. Cambridge University Press

[11] Prodigy Education. (n.d.). *What is game-based learning? A complete guide for educators*. Retrieved from https://www.prodigygame.com/main-en/blog/game-based-learning/

vocabulary at 7th grade of SMP Pondok Pesantren Darussalam Kepahiang.

3. **Game-Based Learning Strategy**

A method that integrates game elements into the educational process to motivate and engage students. Game-based learning (GBL) uses the power of games to define and support learning outcomes, creating immersive experiences that often include progressive achievements, competitive elements, and developing storylines[12]. In this research quiz strategy is a game-based learning strategy that used by the teacher in teaching vocabulary at 7th grade of SMP Pondok Pesantren Darussalam Kepahiang.

F. **Hypothesis**

Hypothesis is a guess about an observer or anticipated relationship between phenomena. Furthermore, the hypothesis is a temporary answer to the research problem. The hypothesis is stated as follows:

H0: There is no influence of quiz and game strategies on students' vocabulary.

H1: There is an influence of quiz and game strategies on students' vocabulary

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[12] West Chester University. (n.d.). *Game-based learning strategies*. Retrieved from https://www.wcupa.edu/tlc/gameBasedLearning.aspx

## G. Significance of the Study

The findings of this study are likely to aid in the improvement of English language education. Students, lecturers, teachers, institutions, and other academics would all benefit from the insights. Students are expected to use the study's results to master in reading skill by using local story. Lecturers and teachers will gain from the findings since they can be used on their reading instruction. Other researchers may be able to apply the findings of this study to conduct similar studies on a variety of topic.

# CHAPTER II

# LITERATURE REVIEW

## A. Review of Related Theories

### 1. Vocabulary Mastery

Vocabulary mastery is one of the fundamental aspects of language learning, as it provides learners with the essential building blocks for communication and comprehension. According to Schmitt, vocabulary knowledge plays a crucial role in reading comprehension, writing fluency, and overall linguistic competence

[25]. Without a strong vocabulary foundation, students may struggle to express themselves effectively and understand the target language.

With the rapid advancement of educational technology, researchers and educators have explored innovative teaching strategies to enhance vocabulary acquisition. Among these strategies, quizzes and games have gained significant attention due to their ability to engage students and make learning more interactive. By incorporating quizzes and game-based approaches, educators can foster a more dynamic and enjoyable learning environment that promotes active participation and deeper retention of vocabulary.

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[25] Schmitt, N. (2019). *Vocabulary in language teaching*. Cambridge University Press.

This chapter reviews the theoretical foundations of vocabulary mastery and interactive learning strategies, particularly quizzes and games. It also examines existing studies that investigate the effectiveness of these approaches in vocabulary acquisition. Finally, this chapter highlights the conceptual framework that underpins this study and identifies research gaps that need further exploration

## 2. The Definition of Vocabulary Mastery

Vocabulary mastery refers to a learner's ability to recognize, understand, and use words accurately in different linguistic contexts. According to Nation, vocabulary knowledge can be divided into two categories: receptive vocabulary, which involves recognizing words in reading and listening, and productive vocabulary, which pertains to using words in speaking and writing[26]. Both types are essential for effective communication and language proficiency

Vocabulary acquisition is a complex process that requires learners to understand multiple dimensions of a word, including its meaning, pronunciation, spelling, grammatical usage, and collocations. Schmitt emphasizes that learning vocabulary is not simply about memorizing word lists; rather, it requires repeated exposure, meaningful interactions, and contextual understanding[27]. Effective vocabulary instruction should

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[26] Nation, P. (2020). *Learning vocabulary in another language*. Cambridge University Press.
[27] Ibid P.26

integrate cognitive, metacognitive, and affective learning strategies to ensure long-term retention

Despite its importance, vocabulary learning presents several challenges for students. According to Nguyen, some common difficulties include word ambiguity, synonyms with subtle differences, and difficulties in retention[28]. To overcome these challenges, educators have incorporated various teaching methods, including quizzes and game-based strategies, to enhance vocabulary mastery and facilitate more effective learning experiences

## 3. Quiz and Game Strategies in Language Learning

Interactive learning strategies, such as quizzes and games, are based on several educational theories that emphasize engagement, motivation, and cognitive development. One of the most relevant theories is Constructivist Learning Theory, which posits that learners construct knowledge through active participation and personal experiences. Piaget states that interactive tasks, such as games and quizzes, encourage learners to engage with content in meaningful ways, reinforcing their understanding of new vocabulary[29].

Another relevant theory is Mayer's Cognitive Theory of Multimedia Learning, which suggests that students learn more effectively when information is presented through multiple modalities, such as visual,

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[28] Nguyen, T. T. (2021). Vocabulary acquisition challenges and effective strategies. *Language Education Journal, 22*(1), 89-102.

[29] Piaget, J. (2019). *The origins of intelligence in children*. Routledge.

auditory, and kinesthetic inputs[30]. Digital quizzes and games often incorporate multimedia elements like images, animations, and sounds, making them an effective tool for vocabulary retention.

Furthermore, Motivational Theories, such as Deci and Ryan's Self-Determination Theory, argue that learners are more likely to engage in learning activities when they experience autonomy, competence, and relatedness[31]. Gamified learning environments, which include rewards, challenges, and collaborative elements, enhance motivation and encourage students to persist in learning new vocabulary.

## 4. The Role of Quizzes in Vocabulary Learning

Quizzes have long been used as an assessment tool in language learning, but recent research suggests they also serve as an effective instructional strategy. According to Brown, quizzes enhance vocabulary retention through active recall, which involves retrieving information from memory, thereby strengthening neural connections. Spaced repetition quizzes, in particular, have been shown to reinforce vocabulary knowledge over time, leading to more durable learning[32].

One advantage of quizzes is that they provide immediate feedback, allowing learners to recognize their mistakes and correct them promptly. Research by Karpicke and Blunt highlights that students who receive

[30] Mayer, R. E. (2021). *Multimedia learning*. Cambridge University Press

[31] Deci, E. L., & Ryan, R. M. (2020). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Publications.

[32] Brown, H. D. (2019). *Principles of language learning and teaching*. Pearson.

immediate feedback during quizzes perform better on long-term retention tests compared to those who do not[33]. This immediate correction process helps learners identify gaps in their vocabulary knowledge and encourages metacognitive reflection on their learning progress.

Additionally, the rise of digital platforms like Quizizz and Kahoot! has transformed traditional quizzes into interactive and engaging experiences. Studies by Alizadeh indicate that gamified quizzes increase student motivation, participation, and enjoyment in vocabulary learning[34]. Digital quizzes offer instant feedback, adaptive difficulty levels, and competitive elements that enhance the learning experience and foster a more positive attitude towards vocabulary acquisition.

5. **The Role of Games in Vocabulary Learning**

Game-based learning has been widely recognized as an effective approach to vocabulary acquisition. According to Ling and Abdul Aziz, language games create an enjoyable learning environment that reduces anxiety and increases engagement[35]. Games provide contextualized learning opportunities, allowing students to encounter new words in meaningful and memorable ways.

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[33] Karpicke, J. D., & Blunt, J. R. (2020). Spaced repetition and active recall: Implications for language learning. *Educational Psychology Review, 32*(4), 567-590

[34] Alizadeh, I. (2021). The impact of gamified quizzes on vocabulary retention. *Journal of Language Learning Strategies, 14*(3), 245-260

[35] Ling, S., & Abdul Aziz, M. (2022). The effectiveness of language games in vocabulary teaching. *International Journal of Language Studies, 16*(2), 112-128

A key benefit of game-based learning is that it promotes situated learning, where students acquire vocabulary in authentic, interactive settings. Gee argues that games encourage problem-solving, collaboration, and critical thinking, all of which contribute to a deeper understanding of language[36]. Through role-playing games, word puzzles, and digital simulations, students are exposed to vocabulary in different contexts, reinforcing their comprehension and usage.

Furthermore, research by Tsai et al. found that digital game-based learning platforms, such as Duolingo and Wordwall, significantly improve students' vocabulary acquisition[37]. These platforms leverage adaptive learning techniques, where the difficulty of vocabulary tasks adjusts based on learners' proficiency levels. This personalized learning approach ensures that students remain challenged without feeling overwhelmed, leading to sustained vocabulary development.

6. **Comparison of Quiz and Game Strategies**

While both quizzes and games offer interactive learning experiences, they differ in terms of structure, objectives, and student engagement. Quizzes are primarily assessment tools designed to reinforce learning through recall and practice, whereas games provide immersive and experiential learning environments. According to Fitria, quizzes tend to

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[36] Gee, J. P. (2020). *What video games have to teach us about learning and literacy*. St. Martin's Press.

[37] Tsai, C. H., Lin, C. Y., & Chen, W. Y. (2021). Digital game-based learning in second language vocabulary acquisition. *Journal of Computer-Assisted Language Learning, 34*(3), 345-362

be more structured and goal-oriented, making them ideal for formative assessment and revision[38].

On the other hand, games offer a more flexible and exploratory approach to vocabulary learning. They encourage creativity, collaboration, and social interaction, which can be particularly beneficial for communicative language teaching. A study by Prensky found that students who learned vocabulary through game-based activities demonstrated higher motivation and willingness to use new words in real-life situations compared to those who relied solely on quizzes[39].

However, both strategies have their limitations. While quizzes provide immediate feedback, they may lack the contextual richness that games offer. Conversely, while games are engaging, they may require more time and resources to implement effectively. Therefore, an integrated approach that combines quizzes and games may yield the best results in vocabulary instruction

7. **Benefits of Using Quiz and Game Strategies**

The use of quiz and game strategies in teaching has various benefits that can improve the learning process. Here are some of the benefits of using quiz strategies and games in teaching[40]:

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[38] Ling, S., & Abdul Aziz, M. (2022). The effectiveness of language games in vocabulary teaching. *International Journal of Language Studies, 16*(2), 112-128

[39] Mayer, R. E. (2021). *Multimedia learning*. Cambridge University Press

[40] Anderson, L. W., & Krathwohl, D. R. (2021). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman

1) Increase motivation and interest in learning: Quiz and game methods offer an interactive and fun approach to learning. This can increase students' motivation to learn and their interest in the subject matter. Students tend to be more enthusiastic and enthusiastic in participating in quizzes and games, which in turn increases active participation in learning.

2) Strengthening retention and understanding: Through active interaction with quiz and game methods, students can review and reinforce their understanding of the subject matter. Through structured and contextual repetition, students can strengthen their memory and better comprehend language concepts.

3) Encouraging collaborative learning: Quiz and game strategi often involve interaction among students, both in the form of cooperation and competition. This encourages collaboration, social interaction, and communication among students. Students can learn from each other, share knowledge, and work together to achieve learning goals.

4) Developing critical and strategic thinking skills: Quiz and game strategi often involve problem-solving, strategy selection, and decision-making. Students need to think quickly, analyze information, and plan effective steps to achieve game objectives. This helps develop students' critical thinking, strategic thinking, and problem-solving skills.

5) Making learning more enjoyable and engaging: Quiz and game strategi transform the classroom atmosphere into a more enjoyable and engaging one. They provide variation in teaching and create a fun learning experience for students. With a more positive and engaging atmosphere, students are more likely to actively participate in learning.

The use of quizzes and game strategies in teaching can provide these benefits if they are well integrated in the learning design. It is important to choose a strategy that fits the learning objectives and characteristics of students to achieve optimal results.

8. **Steps to Implement Quiz and Game Strategies with Students**

Here are the steps to implement quiz and game strategies with students:[41]

1) Identify Learning Objectives: Determine the learning objectives you want to achieve through the use of quiz and game methods. For example, is the goal to reinforce students' understanding of specific content, enhance learning motivation, or sharpen critical thinking skills.

2) Select Content and Create Questions: Determine the material or content that will be tested or learned through quiz and game methods. Create a set of questions or problems that are relevant to the content.

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[41] Clark Aldrich, "Learning Online with Games, Simulations, and Virtual Worlds," bandung 2010

Ensure that the questions or problems are diverse in difficulty levels and cover the aspects you want to target.

3) Choose Quiz and Game Formats: Select quiz and game formats that align with the learning objectives and context. For example, you can use quizzes with multiple-choice questions, short-answer questions, open-ended questions, or board games, role-playing games, or computer-based games.

4) Establish Rules and Instructions: Create clear rules and instructions for students on how to play the quiz or game. Explain how scores or points will be calculated, whether there is a time limit, and what is expected from students during the game.

5) Integrate with Learning: Plan how and where the quiz and game methods will be integrated into the learning process. It can be used as an introductory activity to introduce new material, a retrieval or review activity to assess students' understanding, or a closing activity to consolidate learning.[42]

6) Provide Feedback: After the quiz or game is completed, provide feedback to students on their results and performance. Give students the opportunity to clarify or improve their understanding of concepts that may still be unclear.

7) Evaluation and Adjustment: Evaluate the effectiveness of the quiz and game methods in achieving the established learning objectives.

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[42] James Paul Gee, What Video Games Have to Teach Us About Learning and Literacy," 2003

If necessary, make adjustments or improvements to the methods used to enhance learning outcomes.

8) Variation and Innovation: Always try variations and innovations in using quiz and game strategies. For example, incorporate quiz and game strategies with digital technology or create new variations in games to maintain student engagement and interest.

9) Self-Evaluation: Routinely self-evaluate the effectiveness of using quiz and game methods. Review whether learning objectives are achieved, whether students are actively engaged, and if there are areas that can be improved.

Here is an example of teaching materials for quiz and game methods in English vocabulary learning:

1) Picture Vocabulary Quiz:

a) Provide a set of pictures representing English vocabulary you want to teach.

b) Create quiz questions based on those pictures, such as "What is the name of this object?" or "What is the correct word to describe this picture?"

c) Provide answer options to students and ask them to choose the correct answer.

d) Give points or rewards to students who answer correctly.

2) Flashcard Relay Game:

a) Prepare flashcards with English words on one side and translations or pictures on the other side.

b) Divide students into several teams.

c) Place a stack of flashcards at one end of the room and mark a start line at the other end.

d) Each team member must run to the stack of cards, pick one card, read the English vocabulary, and try to provide the correct translation or explanation before running back to their team.

e) The team that successfully collects cards with correct answers in the shortest time is the winner.

3) Vocabulary Board Game:

a) Create a board game with squares containing English vocabulary.

b) Provide dice and tokens for each player or team.

c) Each player or team takes turns rolling the dice, moving according to the number rolled, and landing on a vocabulary square.

d) Players must give a definition, example sentence, or synonym for the vocabulary word

e) If the answer is correct, the player can stay on that square. If incorrect, the playermust go back to the previous square.

f) The player or team that reaches the finish line first is the winner.

4) Interactive Mobile Applications:

a) Use interactive mobile applications designed specifically for English vocabulary learning, such as "Quizlet" or "Word Up."

b) Choose a set of vocabulary cards that match the students' proficiency level.

c) Allow students to play with the app, answer questions, and try to remember vocabulary through various game formats provided by the app.

d) Give points or achievements to students who successfully complete levels or achieve specific milestones.

These teaching materials can be adjusted to the students' proficiency level and needs. The goal is to create an interactive, enjoyable learning environment that strengthens understanding and usage of English vocabulary.

9. **English Vocabulary**

Vocabulary Refers to the collection of words used in a language or in a particular context. Vocabulary is an important component of language that enables verbal and written communication. This includes all the words that exist in the language, including nouns, verbs, adjectives, adverbs, pronouns, conjunctions, and so on. Vocabulary functions to convey ideas, concepts, information and emotions in language. Along with the context and topic of conversation, vocabulary may vary. The use of appropriate and varied understanding can enrich communication and help someone become clearer and more effective in conveying messages. People can expand and enrich their skills by reading, learning, speaking, and writing in the language. The ability to

master comprehension is the key to understanding and using language well. In English lessons, "vocabulary" refers to the collection of words available in the language. It is an important part of the ability to speak, write, read and understand English. Vocabulary includes nouns, verbs, adjectives, adverbs, pronouns, conjunctions, phrases, idioms, and much more.

Understanding and mastering comprehension in English is important because[43]:

a. Communication: Vocabulary is an important tool for communication. The more understanding you master, the more easily you can convey messages and understand what others are saying.

b. Reading and Writing Skills: In reading, comprehension helps you understand the text better. In writing, you need rich understanding to express ideas and information clearly.

c. Text Comprehension: A good vocabulary helps you understand more complex texts, such as books, articles and news.

d. Grammar Mastery: Vocabulary is also closely related to grammatical understanding. When you understand the meaning of words, you can more easily understand how words are used in sentences and correct grammar.

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[43] Mayer, R. E. (2021). *Multimedia learning*. Cambridge University Press

Speaking Ability: A broad vocabulary allows you to speak more fluently and diversely. You can more easily express opinions, answer questions, and participate in conversations. Vocabulary is an essential part of a person's language ability as it enables them to understand, express, and communicate with others in that language. Rich and extensive vocabulary allows someone to express themselves more accurately, comprehend texts better, and participate in conversations more fluently.[44] When learning vocabulary, it is important to consider several aspects, including:

a. Meaning: The meaning of a word refers to the concept or idea associated with that word. Understanding the meaning of a word enables someone to use it correctly in the appropriate context.

b. Pronunciation: Correct pronunciation of words in vocabulary is important for someone to be clearly understood when speaking. This involves understanding the sound rules of the language.

c. Spelling: Proper spelling of words in vocabulary is crucial in writing and written communication. Mastering spelling helps someone communicate thoughts and ideas clearly.

d. Word class: Recognizing the parts of speech (such as nouns, adjectives, verbs, adverbs) aids in constructing proper sentences and understanding the function of words in sentences.

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[44] Nurliya Febrisma, Efforts to Increase Vocabulary Through Role-playing Methods for Mildly Mentally Disabled Children, Scientific Journal of Special Education (Volume 1 No. 2 May 2103) 111-112

e.  Collocation: Collocation refers to words that are frequently used together in a specific language. Knowing collocations helps enrich the use of words and enhances language fluency.

Learning vocabulary involves different methods and strategies, such as reading, listening, speaking, writing, using dictionaries, creating word lists, and practicing through exercises and repetition. The ultimate goal is to expand and master the vocabulary in that language to express oneself effectively and understand others well.

With the expert's explanation above, it can be concluded that vocabulary is the totality of words in a language that is owned by a person or also owned by a speaker. This vocabulary has a very important role in language teaching. Because mastery of vocabulary has a big influence on language skills. The more vocabulary one has, the more skilled a person's patterns are in writing, such as writing narratives. Writing requires a lot of vocabulary to convey information or roles to the reader.

English vocabulary in learning refers to a collection of words and phrases used in the context of learning English. It includes words used to teach and learn basic vocabulary, thematic words, common phrases, idioms and more.: Teaching English is intended so that students can master a large vocabulary so that if students continue their education to a higher level, they will not experience difficulties. By mastering a large vocabulary, it is hoped that students will be able to communicate in

English at an advanced level in accordance with the characteristics of elementary school students as beginners in learning English.

In learning English, vocabulary can be taught through various methods and strategies, such as[45]:

a. Contextual Learning: Vocabulary is taught in the context of specific situations or topics, such as vocabulary related to food, hobbies, transportation, or occupations. This helps students associate words with relevant contexts and enhances their understanding.

b. Visualization: Using pictures, flashcards, or other visual media to help students associate words with images or visual representations. This helps reinforce understanding and better remember vocabulary.

c. Games and Activities: Using games, board games, role-plays, or other group activities to actively engage students in using vocabulary. This creates an interactive and enjoyable learning experience.

d. Real-Life Connections: Connecting vocabulary to real-life situations and students' experiences. For example, learning vocabulary related to travel when students plan a trip or vocabulary related to sports when discussing their hobbies.

e. Contextual Usage through Reading and Listening: Reading books, articles, stories, or listening to dialogues and conversations in

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[45] Prensky, M. (2020). *Digital game-based learning.* McGraw-Hill.

English to present vocabulary in authentic contexts. This helps students see vocabulary being used in everyday situations.

Teaching and learning English vocabulary require consistent practice and regular repetition. Through the use of various methods and strategies, students can gradually develop and expand their vocabulary to improve their overall English language proficiency. The importance of vocabulary in English language learning is significant because adequate vocabulary allows students to understand and communicate more effectively in English. Rich and diverse vocabulary also helps students read, write, listen, and speak in English more fluently and accurately.

The importance of vocabulary in English language learning is significant because adequate vocabulary enables students to understand and communicate more effectively in English. Rich and diverse vocabulary also helps students read, write, listen, and speak in English more fluently and accurately.

Students learn vocabulary more quickly when supported by instructional aids, such as pictures or objects in their surroundings. With instructional aids, children's memory retention is better, in line with Piaget's statement that there are four phases of child development, namely:

1. Sensorimotor stage, from birth to 2 years old,

2. Preoperational stage, from 2 years old to 8 years old,

3. Concrete stage, from 8 years old to 11 years old,

4. Formal stage, from 11 years old to 15 years old.

This development is not always the same for every child, either individually or in groups. Developmental phases can occur at the same time, but development for each child can be achieved at different times, especially since each type of knowledge is also different. . The material and strategies provided must be appropriate to student development. The teachers said they could use songs, riddles, games and interesting pictures during the teaching and learning process. Learning is taught in stages according to the characteristics and abilities of students in understanding something. Students are introduced to various kinds of understanding which are then understood and used in daily learning.

## 10. Types of Vocabulary

In learning English, there are several types of vocabulary that are relevant and important to master. The following are several types of vocabulary in learning English[46]:

a. Basic Vocabulary: This includes common words used in everyday conversations. Examples include words to refer to objects, things around, numbers, days, months, colors, family, food, and so on.

b. Thematic Vocabulary: It is vocabulary related to specific topics or contexts. This can include vocabulary about food, transportation, animals, clothing, occupations, nature, and so on. Thematic

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[46] Mayer, R. E. (2021). *Multimedia learning*. Cambridge University Press.

vocabulary helps students learn vocabulary relevant to specific situations or topics.

c.  Academic Vocabulary: It is vocabulary used in academic contexts, such as in school or university. It includes vocabulary related to specific subjects or disciplines, such as vocabulary in science, mathematics, history, literature, and so on.

d.  Technical Vocabulary: This is vocabulary used in specific fields or professions. Examples include vocabulary in technology, business, medicine, law, IT (Information Technology), and so on. Technical vocabulary is important for learning specialized vocabulary in a professional context.

e.  Idiomatic Vocabulary: It consists of expressions or phrases that have a specific meaning that cannot be predicted from the individual meanings of the words that form it. Examples include expressions like "break a leg," "kick the bucket," "piece of cake," and so on. Understanding idiomatic vocabulary helps students master more natural and distinctive language expressions in conversations.

f.  Advanced Academic Vocabulary: This includes more complex and specialized vocabulary used in advanced academic contexts, such as in academic writing, presentations, or scientific discussions. This vocabulary involves more technical and higher-level abstract words.

g.  Functional Vocabulary: It is vocabulary used to communicate in specific situations or language functions, such as vocabulary for

apologizing, asking for permission, praising, asking for help, or expressing opinions. Functional vocabulary helps students communicate effectively in various social and situational contexts.

h. Grammatical Vocabulary: It involves vocabulary related to grammar structures, including conjunctions, pronouns, auxiliary verbs, and time adverbs. Grammatical vocabulary helps students construct grammatically correct sentences.

Each type of vocabulary plays a crucial role in language learning and contributes to overall language proficiency. [47]Therefore, it is important to focus on developing a well-rounded vocabulary repertoire across these different types.[48]

## 11. Language ability

In English language learning, there are several types of vocabulary that are relevant and important to master. Here are some types of vocabulary in English language learning:

1. Basic Vocabulary: This includes common words used in everyday conversations. Examples are words for objects, things around, numbers, days, months, colors, family, food, and so on.

2. Thematic Vocabulary: This is vocabulary related to specific topics or contexts. It can include vocabulary about food, transportation,

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[47] K.E Suyanto Kasihani, English for Young learners, (Jakarta, PT. Bumi Aksara. 2007) h.6

[48] Dewi ayu Nur Wulandari, The Effectiveness of Computer Aided Learning (CAL) in Learning English Vocabulary for Elementary School Students, Pilar Nusa Mandiri (Vol. VIII No.2, September 2012)

animals, clothing, jobs, nature, and so on. Thematic vocabulary helps students learn vocabulary that is relevant to specific situations or topics.

3. Academic Vocabulary: This is vocabulary used in academic contexts, such as in school or university. It includes vocabulary related to specific subjects or disciplines, such as vocabulary in science, mathematics, history, literature, and so on.

4. Technical Vocabulary: This is vocabulary used in specific fields or professions. Examples include vocabulary in technology, business, medicine, law, IT (Information Technology), and so on. Technical vocabulary is important for learning specific vocabulary in professional contexts.

5. Idiomatic Vocabulary: This consists of expressions or phrases that have a special meaning that cannot be predicted from the individual words that form them. Examples are expressions like "break a leg," "kick the bucket," "piece of cake," and so on. Understanding idiomatic vocabulary helps students master more natural and characteristic language expressions in conversations.

6. Advanced Academic Vocabulary: This includes more complex and specialized vocabulary used in advanced academic contexts, such as in academic writing, presentations, or scientific discussions. This vocabulary involves more technical words and higher levels of abstraction.

7. Functional Vocabulary: This is vocabulary used to communicate in specific situations or language functions, such as vocabulary for apologizing, asking for permission, complimenting, asking for help, or expressing opinions. Functional vocabulary helps students communicate effectively in various social and situational contexts.

8. Grammatical Vocabulary: This involves vocabulary related to grammatical structures, including conjunctions, pronouns, auxiliary verbs, and time adverbs. Grammatical vocabulary helps students construct grammatically correct sentences[49].

These different types of vocabulary play a crucial role in language learning and enable learners to develop a comprehensive understanding and usage of the English language in various contexts.

## 12. English Language Learning

English language is a tool for communication, both oral and written. Communication involves understanding and expressing information, thoughts, feelings, and developing knowledge, technology, and culture. English language learning is the development of contextual and appropriate English language skills in accordance with the context, conditions, and everyday situations of the learners. his is done to create English language learning that is more relevant to the learners' language needs.[50]

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[49] Canale, M., & Swain, M. (2019). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics, 1*(1), 1-47.
[50] Ahmad Izzan, English Learning Methods, (Humanities, Bandung) p. 25

Language teaching is oriented towards communication skills, and language learning and curriculum encompass the ability to communicate in the target language. The approach should reflect and facilitate the goals. In other words, the classroom atmosphere in teaching syllabi, exercises, teaching materials, and facilities should be geared towards communication or full interaction in line with the achievement of the desired outcomes.

According to Kasihani, English language is considered the first foreign language that is important for accessing information, absorbing and developing knowledge, technology, arts, culture, and building relationships with other nations. English language is a tool for communication, both oral and written. Communication involves understanding and expressing information, thoughts, feelings, and developing knowledge, technology, and culture using that language.

Communication skills, in a comprehensive sense, refer to the ability to comprehend and/or produce oral and/or written texts realized in the four language skills: listening, speaking, reading, and writing. These four skills are used to respond to or create discourse in social life. Therefore, the English language subject is directed towards developing these skills so that graduates are able to communicate and discourse in English at a certain level of literacy.

Studying English as a second language requires a proper understanding of the true meaning of language itself. A standard

definition of language is as follows: "Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another". Brown's intended meaning is that language is considered a system consisting of symbols or sound symbols that can be used for communication. [51]

From the statements above, it can be concluded that in language learning, whether it is a first language, second language, or foreign language, teaching language components is part of the language program. Although practical teaching in the field takes place in an integrated manner, teachers and prospective teachers need to understand some important concepts related to the three language components, especially those related to the English language component.

From the above opinions, it can be concluded that the essence of learning a language is a positive behavioral change that results from the experience and practice of communication in the process of language learning. In relation to the language learning process, it is necessary to know the main objectives of language learning, especially English language learning. English language has the following objectives:[52]

a) Communication in English

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[51] Natalia Tri Astuti, The Effect of Learning Style on English Vocabulary Mastery, Vol. 09 No.03, September 2017

[52] Sudrajat, Didi, Studies on the Implementation of English Learning, CENDEKIA, Vol 9. No 1, April 2015

Through the use of English for various purposes and cultural contexts, students develop communication skills that familiarize them with interpreting and expressing thoughts, feelings, and experiences through various oral and written English texts, to expand their interpersonal relationships to an international level, and to gain access to the world of knowledge, ideas, and values in English.

b) Understanding English as a System

Learners reflect on the English language used and the utility of English, and cultivate an awareness of the nature of English and the nature of their mother tongue through comparison.

c) Understanding Culture

Learners develop an understanding of the interconnectedness between language and culture and expand their capability to navigate across cultures, engaging with diversity.

d) General Knowledge

Learners expand their knowledge of language and connect with various ideas related to their interests, global issues, and concepts from a range of learning areas.

## 13. English Language Learning in Junior High School

Language plays a central role in the intellectual, social, and emotional development of students and is a supporting factor for success in learning all subjects. Language learning is expected to help students

understand their own culture and the culture of others. Additionally, language learning helps students express ideas and feelings and participate in society.

English language learning in junior high school is an educational process aimed at helping students develop skills in English language proficiency. The main goal of English language learning in junior high school is for students to master the four language skills: listening, speaking, reading, and writing in English.[53]

English language learning in junior high school has several characteristics that distinguish it from other educational levels. Here are some points that can explain the definition of English language learning in junior high school:

a. Development of basic skills: English language learning in junior high school aims to help students build a strong foundation in the English language. Students will learn grammar, vocabulary, and correct pronunciation. They will also be introduced to more complex sentence patterns and language structures.

b. Improvement of communication skills: English language learning in junior high school focuses on developing students' oral and written communication skills. Students will be encouraged to interact in English, both with their teachers and classmates. They will learn

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[53] Septa Lestari Saragih and Amitya Kumara, Use of English Learning Strategies in terms of Intrinsic Motivation and Learning Styles. 2009, Vol.1, No.2, 110-127. ISSN 2085-4242 p.110.

how to express opinions, engage in discussions, present ideas, and write texts in English.

c. Understanding of culture and context: English language learning in junior high school also includes an understanding of the culture and context related to the English language. Students will learn about daily life, traditions, customs, and other cultural aspects of countries that use English as their primary language. This aims to provide a broader understanding of the language and its related culture.

d. Use of diverse learning resources: English language learning in junior high school utilizes various learning resources, including textbooks, audio materials, videos, and information technology. Students will be introduced to different types of texts, such as articles, short stories, poems, and dialogues. They will also use audiovisual media to enhance their understanding of English.

e. Emphasis on student engagement: English language learning in junior high school encourages students to actively participate in the learning process. They will be given opportunities to speak in English, practice listening and understanding texts, and write texts in English. Project-based learning, games, and group activities are also frequently used to build students' skills in a more enjoyable and interactive manner.

**B. Relevant Research Review**

Relevant research studies are searches of the literature in the form of books, research results, scientific works or other sources that the author uses as a reference or comparison to the research that the author has carried out, so that when writing this research, it is based on study sources that are truly relevant. The following is the basis for relevant studies by the author:

1. Mei Rizkyana with the research title "Application of the Quiz Team Method to Increase Student Learning Activeness in Learning Applying the Principles of Collaboration with Colleagues and Customers in Class is one strategy that can be used to help students acquire knowledge, skills and attitudes actively. Silberman said the Quiz Team trains students to learn together, thereby increasing students' ability to take responsibility for what they learn in a fun and non-threatening way.[54]

2. Guspepilawati with the research title "The Effect of Implementing Team Quiz Type Active Learning Learning Strategies on Student Mathematics Learning Outcomes at SMPN 1 Koto Kampar Hulu" the results of the research state that the Team Quiz type Active Learning learning strategy is one type of learning that is able to increase student activity in the learning process. Team Quiz can increase their sense of responsibility

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[54]Mei Rizkiyana,"Penerapan Metode *Quiz Team* Untuk Meningkatkan Keaktifan Belajar Siswa Dalam Pembelajaran Menerapkan Prinsip-Prinsip Kerjasama Dengan Kolega Dan Pelanggan Pada Siswa Kelas X AP SMK PGRI 1 Mejobo Kudus" (Semarang: Universitas Negeri Semarang, 2013), h. 4.

for what they learn in a way that is fun and does not threaten or scare them.[55]

3. Rima Yunita with the research title "The Influence of the Team Quiz Active Learning Model on the Biology Learning Outcomes of Class using the Team Quiz type active learning model, the active learning model functions to enliven the learning atmosphere, activate students to ask and answer questions and increase students' ability to take responsibility for what they learn in a way that is fun and not boring.[56]

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[55]Guspepilawati,"Pengaruh Penerapan Strategi Pembelajaran *Active Learning* Tipe *Team Quiz* Terhadap Hasil Belajar Matematika Siswa SMPN 1 Koto Kampar Hulu" (Pekan Baru: Universitas Islam Negeri Sultan Syarif Kasim Riau, 2013), h. 17.
[56]Rima Yunita, "Pengaruh Model Pembelajaran Aktif *Team Quiz* Terhadap Hasil Belajar Biologi Siswa Kelas XI SMA Negeri 4 Lubuk Linggau" (Lubuk Linggau: STKIP-PGRI)

# CHAPTER III

# RESEARCH METHODOLOGY

This chapter includes the research methodology in relation to research design, the population and sample, the procedure of the research, the instrument of the research, technique of collecting data and techniques of analyzing data.

## A. Research Design

In this study, the researcher employed a quasi-experimental design. According to Fraenkel, Wallen, and Hyun, quasi-experimental designs differ from true experiments in that they do not involve random assignment

[89]. One commonly used quasi-experimental approach is the pretest-posttest non-equivalent group design, which will be applied in this research. This design involves dividing participants into two groups—a treatment (experimental) group and a comparison (control) group—and assessing their performance through pretest and posttest measures. Both groups take a pretest before the intervention and a posttest after the intervention to evaluate any changes. The key distinction between the two groups is that the experimental group receives instruction using the Concept Map Technique, while the control group does not. Cohenalso discusses similar methodologies in experimental research. "defines the figure of Pretest and Posttest Groups Design as follows"[90]Based on the explanation above, the research design can be described as follows:

**Tabel 3.1**
**Pretest-Posttest Non-Equivalent Group Design**

| CLASS | INITIAL TEST | TREATMENT | FINAL TEST |
|---|---|---|---|
| EXPERIMENT | $T_I$ | $X_I$ | $T_I$ |
| CONTROL | $T_I$ | $X_I$ | $T_I$ |

Information:
1. T: pretest about concept mastery.
2. T: Final test (posttest) on concept mastery
3. X: Using quiz and game learning models
4. X: Does not use quiz and game learning models

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[89] Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). McGraw-Hill. P.275
[90] Cohen, L., Manion, L., & Morrison, K. (2012). *Research methods in education* (7th ed.). Routledge

## B. Research Variables

Research variables are defined as anything in any form that has certain variations determined by the researcher to be studied and then conclusions drawn. The variables contained in this research are the independent variable (independent variable) and the dependent variable (dependent variable). These variables are as follows:

1. Independent Variable (variable X) The independent variables of this research are quiz and game strategies.

2. Dependent Variable (variable Y) The dependent variable of this research is Learning Outcomes on Students' Vocabulary Mastery.

## C. Population and sample

### 1. Population

The population is a general group consisting of objects or subjects that have certain qualities and characteristics determined by researcher to be studied, with the aim of drawing conclusion.[91] Fraenkel and Wallen define the population as the group to which the research outcomes are intended to be applied.[92]The population of this research is 7th grade of SMP Darussalam Islamic Boarding School, Kepahiang. Details of the population are presented in the table below:

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[91] Sugiyono, Statistik untuk penelitian, (Bandung: Alfabeta, 2011), 61.
[92] Fraenkel and Wallen, How to Design and Evaluate Research in Education 10th ed. (McGraw-Hill Education, 1993). 90.

**Tabel 3.2**
**Number of Population**

| No | Class | Total Students | Total Population |
|----|-------|----------------|------------------|
| 1 | VII A | 24 | |
| 2 | VII B | 18 | 101 |
| 3 | VII C | 29 | |
| 4 | VII D | 30 | |

The following is data on the total number of class VII junior high school students at the Darussalam Kepahiang Islamic boarding school.Students in the eleventh grade were chosen for this study by the researcher because of their comparatively poor in vocabulary mastery and the need for development. That was the reasons researchers decided to concentrate on eleventh grade pupils was because, in terms of the learning module, high school-level eleventh graders needed taught Vocabulary Mastery in learning process.

## 2. Homogeneity Sampling

The researcher applied homogeneity sampling to choose which classes would be taken as a sample in this study.The homogeneity test was given to class VII at the Darussalam Kepahiang Islamic Boarding School. The homogeneity test scores were then carried out, with the mean score from each class in first grade students used to select two classes as the control class and experimental class. The data of homogeneity test was based on vocabulary test made by the researcher

(the test consist of questions that represent the material in teaching learning process by the teacher). The data can be seen in the table below:

**Table 3.3**
**The result of mean score from the population**

| NO | CLASS | MEAN SCORE |
|----|-------|------------|
| 1  | VII A | 68.44 |
| 2  | VII B | 68.59 |
| 3  | VIIC  | 70.35 |
| 4  | VII D | 68.77 |

The researcher chose two classes with homogeneous scores from the homogeneity test. They are VII B as the control with a mean score of 68.59 and VII Aas the experiment with a mean score of 68.44.

3. **Sampling**

Based on the explanation, To identify the control and experiment classes in this study, a sample of the homogeneity test results was used. The VII B class and the VII A class are the two classes that might serve as the control and experiment, respectively. Criteria were used to determine the sample decision for the two groups. The researcher used class VII A as the experiment class and class VII B as the control class in this investigation. As a result, the researchers employed the Non-Equivalent Control-Group Pre-Test Post-Test Design, as previously described.that the experimental class and the

control class receive a pre-test from the researcher before the treatment is administered. The experimental class receives Game and Quiz Strategy treatment, while the control class receives conventional strategy. Following the meeting, the two classes receive their post-test results. The researcher then compare the significance of the two classes to make hypotheses supported by statistical analysis.

## D. Technique of Collecting Data

In this study, the researcher used data from in this research the researcher used the data which are taken from:

### 1. Pre-test

The researcher used pre-test for getting complete data of the experiment. This term used to know student vocabulary mastery before giving treatment. In pre-test researcher used one-time period which is 45 minutes for conducting the test. Therefore, the test consisted with 25 multiple choice questions which involved vocabulary test as the material of the test. All the items of the question that being examined consider with the blueprint that have the researcher set.

### 2. Treatment

The study was conducted with both an experimental and a control group to assess the impact of quiz and game strategy on students' vocabulary mastery. In the experimental group, quiz and games strategy was integrated as a learning tool, enabling the creation of an online whiteboard, student collaboration, and direct feedback through the platform. Meanwhile, the control group followed a conventional approach, completing the same writing tasks without any additional instructional methods. By analyzing and comparing the pre-test and post-test results of both groups, this research aims to determine the effectiveness of games and quiz in enhancing students' vocabulary mastery.

a. **Procedure in Experimental Class**

In the expereimental class, the reseracher used Game and Quiz strategy, the procedure can be seen in the tabel below:

**Tabel 3.5**
**Procedure in experimental Class**

| Stage | Activity | Time |
|---|---|---|
| **1. Warm-up (Introduction)** | - Greet students and introduce the topic of vocabulary learning. <br> - Ask students to brainstorm 5 words they already know related to the topic (e.g., travel, food, technology). <br> - Write their answers on the board and discuss their meanings. | 10 min |

| 2. Vocabulary Game Activity | - Introduce a vocabulary game such as *Pictionary, Charades, or Word Association*.<br>- Divide students into small groups and let them play while using new vocabulary words.<br>- Encourage teamwork and ensure all students participate. | 15 min |
|---|---|---|
| 3. Quiz Activity (Digital or Paper-Based) | - Use a digital tool like Kahoot or Quizizz to conduct a **multiple-choice vocabulary quiz**.<br>- If technology is unavailable, prepare a **paper-based vocabulary quiz** with fill-in-the-blanks and matching exercises.<br>- Students answer the questions individually or in pairs.<br>- Review answers together and clarify any misunderstandings. | 15 min |
| 4. Application (Speaking or Writing Activity) | - Ask students to create **sentences or a short paragraph** using the new vocabulary words.<br>- Conduct a **peer-sharing session** where students read their sentences aloud.<br>- Provide feedback and encourage correct pronunciation and usage. | 10 min |
| 5. Wrap-up and Reflection | - Recap the vocabulary words learned in class.<br>- Ask students: *Which words were new to you? How can you use them in real-life situations?*<br>- Assign a fun homework task (e.g., using 5 new words in a story). | 10 min |

**b. Procedure in Control Class**

In the Control class, the reseracher used conventional Strategy (Driling strategy) and Quiz strategy, the procedure can be seen in the tabel below:

**Tabel 3.6**

**Procedure in Control Class**

| Stage | Activity | Time |
|---|---|---|
| **1. Warm-up (Introduction)** | - Greet students and introduce the topic of vocabulary learning.<br>- Ask students if they know any words related to the topic (e.g., travel, food, technology).<br>- Write some words on the board and discuss their meanings. | 10 min |
| **2. Vocabulary Explanation** | - Introduce a list of **10-15 new vocabulary words** from the textbook.<br>- Provide definitions, synonyms, antonyms, and example sentences.<br>- Write words on the board and encourage students to take notes. | 15 min |
| **3. Vocabulary Practice (Repetition and Drills)** | - Students **repeat the words aloud** after the teacher (pronunciation practice).<br>- Ask individual students to **read words and sentences** aloud.<br>- Conduct a **spelling drill** where students write words in their notebooks. | 15 min |
| **4. Vocabulary Exercises (Textbook & Worksheets)** | - Distribute worksheets with vocabulary exercises: **matching words to definitions, fill-in-the-blanks, and sentence creation**.<br>- Students work individually or in pairs to complete the exercises.<br>- Teacher checks and discusses the correct answers. | 15 min |
| **5. Application (Speaking or Writing Task)** | - Ask students to **write a short paragraph** using 5-10 of the new words.<br>- Students read their sentences or paragraphs aloud.<br>- Teacher provides **feedback on vocabulary usage**. | 10 min |
| **6. Wrap-up and Reflection** | - Recap the vocabulary words learned in class.<br>- Ask students: *Which words were* | 5 min |

| | *new to you? How can you use them in real-life situations?* - Assign **homework** (writing a short story using the new words). | |
|---|---|---|

### 3. Post-test

The researcher provided a post-test to the participants in the experimental group after the implementation or when the treatment had actually finished. The control group students are also given a post-test by the researcher. The post-test is also written in multiple choice in vocabulary test format, with the same information tested as in the pre-test but with a random number of questions. The purpose of this test is to determine the significant outcome after teaching using game and quiz in teaching learning process to escalate students' vocabulary mastery.

In post-test, after developing study treatment, the researcher used one meeting that was held outside of the scheduled period for data collection. The time allocated for conducting the post-test to both groups was up to 45 minutes, with 25 multiple-choice questions. Finally, the researcher was able to identify both groups' pre-test and post-test scores as well as the differences between them. After collecting the data, the researcher determined if game and quiz strategy can actually give impact to students' vocabulary mastery or had no effect on student vocabulary mastery.

### E. Instrument of the Research

This study employs a Vocabulary Test as the research instrument. Two groups participated in the research: the experimental class and the control class. The test is divided into two stages: a pre-test and a post-test. The pre-test was administered before the treatment to assess students' initial proficiency in vocabulary mastery. Following the intervention, where the experimental class utilized the game and quiz strategy, a post-test was conducted to evaluate the impact of game and quiz in enhancing students' vocabulary mastery, compared to the control class, which did not receive the treatment.Test the validity of the test instrument.

**Figure 1**
**Framework in designing the test**



Source : Sudoyo, Suryo. Utilizing test items analysis to examine the level of difficulty and discriminating power in a teacher-made test.[93]

### 1. Writing Blueprint

Before constructing and designing the test, the researcher developed a comprehensive test blueprint to serve as a foundational framework for

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[93]Sudoyo, Suryo. Utilizing test items analysis to examine the level of difficulty and discriminating power in a teacher-made test. 2018. Semarang : Unissula. P. 265,

structuring the assessment. This blueprint outlined essential components, including the Learning Objectives Flow (ATP), the test's purpose, format, number of texts, and total number of items. It also considered critical factors such as the targeted language proficiency level, students' academic standing, expected basic competencies, and specific item indicators aligned with these competencies. Additionally, the blueprint guided the selection of appropriate content, the cognitive domains assessed in each item, and the distribution of test items based on relevant indicators. This structured approach ensures that the test is systematically designed to effectively evaluate students' vocabulary mastery.

2. **Writing Test**

The test instrument was designed based on the English curriculum for eleventh-grade students at the junior high level. Before administering the pre-test and post-test to both the control and experimental groups, the researcher provided a brief explanation to ensure that students fully understood the given instructions. During the test, students completed both the pre-test and post-test, in which they were required to write a vocabulary test following the same instructions but with different themes. The written test was structured around the material previously

taught and included clear guidelines that students needed to follow. To ensure smooth test completion, the instructions were made explicit and easy to understand, allowing students to complete the assessment without confusion.

**Tabel 3.7**
**Vocabulary Test BluePrint**

| Question Type | Number of Items | Cognitive Domain | Example Question |
|---|---|---|---|
| **Multiple Choice** | 10 | Remembering (C1), Understanding (C2) | *Choose the correct synonym of "rapid".* |
| **Matching Words to Definitions** | 5 | Understanding (C2) | *Match the word with its meaning: "Abundant" - (a) Scarce, (b) Plentiful, (c) Difficult* |
| **Fill in the Blanks** | 5 | Applying (C3) | *Complete the sentence: "She has an _____ (incredible) talent for painting."* |
| **Word Formation** | 5 | Analyzing (C4) | *Change the word "happy" into a noun and use it in a sentence.* |
| **Short Answer (Sentence Writing)** | 5 | Applying (C3), Analyzing (C4) | *Use the word "resilient" in a meaningful sentence.* |

**Scoring criteria:**

| Criteria | Description | Score Range |
|---|---|---|
| Accuracy | Correct word usage, meaning, and spelling | 0 - 5 |

| Contextual Appropriateness | Word fits meaningfully in a sentence | 0 - 5 |
|---|---|---|
| Grammar & Structure | Sentence is grammatically correct | 0 - 5 |
| Overall Vocabulary Range | Demonstrates a variety of words | 0 - 5 |

3. **Expert Validator**

   Once the written test is developed, it undergoes validation by an expert with specialized knowledge and expertise in the relevant field. This expert is responsible for reviewing and assessing the test to ensure its quality and accuracy. To determine the validity and significance of the test, the researcher consulted with experts from IAIN Curup who are highly competent in this area.

4. **Validity and Reliability**

   A test is said to be valid if the test measures what it is intended to measure. The validity test of the instruments used in this research is the content validity test and the construction validity test, namely as follows:Validity Test Validity shows the adjustment of the measuring instrument to the purpose to be measured. An instrument can be said to have validity if the test really measures what it is intended to

measure. Validity aims to match the content between the ability to be measured and the test used to measure it.

As for the use of validity, it can be calculated using the correlation coefficient using product moment. The validity coefficient of the questions can be seen in the table.

**Tabel 3.4**
**Explanation of the Correlation Index "r" Product Moment"**

| Index"r" *product moment* | Explanation |
|---|---|
| rxy>0,304 | Valid |
| rxy<0,304 | Tidak valid |

*Sumber: sugiyono, metodepenelitianpendidikanpendekatankuantitatif,kualitatif dan R&D, 2017.*

As the questions were tested on students who had received vocabulary material outside the research population, the following data on the results of the question validity test were obtained:

**Table 3.5**
**Results of Validity Test of Pretest Questions**

| Criteria | Questions | Total |
|---|---|---|
| Valid | 1,2,3,4,5,6,7,8,9,10,11,12,14,15,16,17,18,19,20 | 20 |
| Tidak valid | - | 0 |

*Source, Validity Result.*

Based on the table above, calculating the validity of the questions using Microsoft Excel 2007, there are 20 valid questions.

a. **Reliability Test**

Reliability is a test that can be said to have a high level of confidence if the test can provide consistent results. According to SuharsimiArikunto, reliability refers to the understanding that an instrument is trustworthy enough to be used as a data collection tool because the instrument is good.The Kuder Richardson technique, also known as KR, is the one used in this study. Instruments that have only one correct answer are instruments that can be tested for reliability with KR, KR 20 and KR 21 are the KR formulas that are often used.To use the formula, certain instrument requirements must be met for both KR techniques. The KR 20 formula is used to evaluate the reliability of the instrument if it cannot be guaranteed that each question has the same level of difficulty

$$r_{i=\frac{k}{k-1}\left\{\frac{st^2-\sum piqi}{st^2}\right\}}$$

Information:

ri = internal reliability of the instrument
k = number of question items in the instrument
pi = the proportion of subjects who answered each question item
qi = 1 - pi
st2 = total variance

The total variance formula is $\sum\left(\frac{x-\bar{x}}{n}\right)^2$ = where x is the value of each question, $\bar{x}$ is all the average values, and n is the number of respondents. An instrument is said to be reliable if the KR reliability coefficient value is more than 0.70 (ri> 0.70)

b.  **Validity**

The validity test is carried out to determine whether the instrument

used is valid or not, so a validity test is carried out. Based on the

product moment correlation, if $rhitung \geq rtabel$ then the statement

item can be said to be valid. In providing an interpretation of the

product moment, $rtabel$ is used with db = N-2 = 47-2 = 45 and has

a significant level of % of 0.288. The following is the calculation

for the validity test of the questions.

<div align="center">

Table. 3.6
Validity of Question Items

</div>

| No | $r_{tabel}$ | $r_{xy}$ | Interpretasi |
|----|------------|----------|--------------|
| 1  | 0,304 | 0,296 | Valid |
| 2  | 0,304 | 0,296 | Valid |
| 3  | 0,304 | 0,431 | Valid |
| 4  | 0,304 | 0,345 | Valid |
| 5  | 0,304 | 0,370 | Valid |
| 6  | 0,304 | 0,302 | Valid |
| 7  | 0,304 | 0,362 | Valid |
| 8  | 0,304 | 0,313 | Valid |
| 9  | 0,304 | 0,358 | Valid |
| 10 | 0,304 | 0,312 | Valid |
| 11 | 0,304 | 0,373 | Valid |
| 12 | 0,304 | 0,373 | Valid |
| 13 | 0,304 | 0,308 | Valid |
| 14 | 0,304 | 0,462 | Valid |
| 15 | 0,304 | 0,332 | Valid |
| 16 | 0,304 | 0,416 | Valid |
| 17 | 0,304 | 0,416 | Valid |
| 18 | 0,304 | 0,478 | Valid |
| 19 | 0,304 | 0,416 | Valid |

| 20 | 0,304 | 0,529 | Valid |
|----|-------|-------|-------|

The validity test revealed that the questions consisting of 20 multiple choice questions resulted in 20 questions being declared valid, namely item number (1,2,3,4,5,6,7,8,9,10,12,14,15, 16,17, 18, 19, 20).

## F. Technique of analysis data

Research data analysis is a very important step in research activities. Correct and precise data analysis produce correct conclusions. Data analysis is carried out after the data is obtained from the sample through the selected instruments used to answer problems in the research or to test the hypotheses proposed through data presentation.In this research, researchers used quantitative data analysis. The statistics used are the t test. The following requirements are met before the t test is carried out, namely:

### 1. Normality Test

The normality test is carried out to determine whether the data has been determined to be normally distributed or not. The data tested is the experimental class and the control class. The normality test in this study used the Liliefors test as follows:

a. Arrange sample data from small to large points.

b. Set the z value of each data, with the following formula:

$$zi = \frac{(xi - x)}{s}$$

c. outlines the z table f (Z) normality table values starting from O to Z based on the Z score value.

d. Delineate S (Z) the formula s(Z) = F kum : N.

e. Confirm the L0 value of the F(Z)-S(Z) formula and then the absolute value. Continue with the largest value and compare LT.

f. Test criteria:

  If the price L0 < Lt is normally distributed

  If the price L0>Lt is not normally distributed.

## 2. Hypothesis testing

Hypothesis testing is used to see significant differences between the test results of students from the experimental and control groups. The steps to test the hypothesis in conducting this research are as follows.:

a. Determine the calculated value of T Calculated using the following formula:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(S_1 - 1)S_1^2 + (S_1 - 1)S_1^2 \left(\frac{1}{S1} + \frac{1}{S2}\right)}{(S_1 + S_2 - 2)}}}$$

Information:

$X_1$ : sample mean value 1

$X_2$ : sample mean value 2

$S_1$ : standard savings sample 1

$S_2$ : standard savings sample 2

$S_1^2$: sample variant 1

$S_2^2$: sample variant 2

b. Determine the T table value $= t_a(\text{dk} = s_1 + s_1 - 2)$

# CHAPTER 1V

# FINDING AND DISCUSSION

## A. Findings

### 1. Students' Abilities Before Using Quiz and Games Strategies in Learning Vocabulary In 7th Grade of SMP Pondok Pesantren Darussalam Kepahiang.

This chapter provide a general overview of this research, providing data from the experimental class and control class from the two research subject classes respectively, from the pretest and posttest and reviewing the research findings.Process of Implementing Quiz and Game Strategies to improve English vocabulary at the Darussalam Kepahiang Islamic Boarding School Middle School. From the results of the research that has been carried out, a description of the data regarding "The Effect of Using Quiz and Game Strategies in Increasing Vocabulary in English Subjects at the Darussalam Islamic Boarding School, Kepahiang is obtained as follows:

Before implementing the quiz and game learning strategy, the researcher conducted a pretest first. The pretest was carried out on students in class VII A and B, totaling 42 students, who would be divided into two classes, namely the experimental class and the control class. Before conducting research at SMP Darussalam Islamic Boarding Kepahiang, the researcher first prepared a test instrument in the form of pretest and posttest questions totaling 20 multiple choice questions, then a validity test was

carried out, which in this research content validity is assessed by professional judgment to validate the tests that was used in the learning outcomes tests. Question validation was carried out in classes VII A and BDi at the Darussalam Kepahiang Islamic Boarding School, where the results of calculating question validation using the Pearson Product Moment Correlation technique, it turned out that out of the 20 questions tested, 20 questions were declared valid. After the validation calculations are known, reliability calculations will then be carried out using the Kuder Richardson technique, where in these calculations it is known that the question instrument is declared reliable.

The next step is to calculate the difficulty level of the questions. From the results of calculating the difficulty level of the questions, it is stated that 14 questions are categorized as easy, 11 questions are categorized as medium. The next step is to calculate the differentiating power of each question, of which there are 10 questions in the very good category and 10 weak. From the results of calculating the validity, reliability, distinguishing power and level of difficulty of the questions, the researcher used 20 questions that would be tested on the students' English learning outcomes test. After all the research instruments were carried out, the researcher then created a quiz and game strategy and applied it to the experimental class. First, the researcher looked for teaching materials,

namely English material about vocabulary, the teacher began to create a strategy.

learning, learning design and questions. Once the learning materials are ready, the following are the learning stages: 1. The teacher introduces the learning strategies that will be used and students are asked to pay attention to the strategies that have been explained by the teacher. 2. The teacher provides examples of material regarding vocabulary according to the learning strategy. 3. Teachers and students ask each other questions regarding the material that has been discussed. 4. Students observe and provide answers regarding learning about vocabulary. 5. Students are allowed to ask questions if there is material they do not understand.

### a. The Result of Pre-Test in Control Class

The control class in this study was class VII B with a total of 18 students. The pre-test was conducted on 15th November 2024. The following is the pretest and posttest data for control class students. From these scores, the highest score, lowest score, total and average score of the pretest scores for the control class were obtained. as follows:

**Table. 4.1**
**The Score of Student's Pre-Test in Control Class**

| NO | NAME | Y | Y² |
|----|------|-----|------|
| 1 | Student 1 | 27 | 729 |
| 2 | Student 2 | 30 | 900 |
| 3 | Student 3 | 32 | 1024 |
| 4 | Student 4 | 35 | 1225 |

| 5 | Student 5 | 35 | 1225 |
|----|------------|-----|------|
| 6 | Student 6 | 37 | 1369 |
| 7 | Student 7 | 40 | 1600 |
| 8 | Student 8 | 45 | 2025 |
| 9 | Student 9 | 42 | 1764 |
| 10 | Student 10 | 48 | 2025 |
| 11 | Student 11 | 50 | 2500 |
| 12 | Student 12 | 52 | 2704 |
| 13 | Student 13 | 60 | 3600 |
| 14 | Student 14 | 62 | 3844 |
| 15 | Student 15 | 65 | 4225 |
| 16 | Student 16 | 68 | 4624 |
| 17 | Student 17 | 70 | 4900 |
| 18 | Student 18 | 75 | 5625 |

The table above is data on the names of all class VIIB students along with pretest scores as an control class at Darussalam Kepahiang Islamic Boarding School Middle School. The data above is used as comparison material for teaching results using quizzes and games.

**Table 4.2**
**Control class pretest frequency distribution.**

| No | Interval | Pretest | |
|----|----------|---------|-----|
| | Mark | Fi | % |
| 1 | 27-36 | 5 | 28% |
| 2 | 37-46 | 4 | 22% |
| 3 | 47-56 | 3 | 17% |
| 4 | 57-66 | 3 | 17% |
| 5 | 67-76 | 3 | 17% |
| Amount | | 18 | |
| Mean | | 48,5 | |
| Median | | 46,5 | |
| Modus | | 35 | |
| Maksimum | | 75 | |
| Minimum | | 27 | |

The table above shows that the treatment control class did not use quiz and game strategies, obtained an average Pretest score of 48.5, median 46.5, mode 35, maximum score 75 and minimum 27.

b. **The Result of Post-Test in Control**

The control class in this study was class VII B with a total of 18 students. The following is the pretest and posttest data for control class students. From these scores, the highest score, lowest score, total and average score of the posttest scores for the control class were obtained. as follows:

**Tabel 4.3**
**The Score of Student's Post-Test in Control Class**

| NO | NAME | Y | Y² |
|----|------|---|----|
| 1 | Student 1 | 85 | 7225 |
| 2 | Student 2 | 50 | 2500 |
| 3 | Student 3 | 65 | 4225 |
| 4 | Student 4 | 45 | 2025 |
| 5 | Student 5 | 75 | 5625 |
| 6 | Student 6 | 60 | 3600 |
| 7 | Student 7 | 60 | 3600 |
| 8 | Student 8 | 35 | 1225 |
| 9 | Student 9 | 65 | 4225 |
| 10 | Student 10 | 50 | 2500 |
| 11 | Student 11 | 55 | 3025 |
| 12 | Student 12 | 70 | 4900 |
| 13 | Student 13 | 50 | 2500 |
| 14 | Student 14 | 40 | 1600 |
| 15 | Student 15 | 50 | 2500 |
| 16 | Student 16 | 40 | 1600 |
| 17 | Student 17 | 65 | 4225 |
| 18 | Student 18 | 50 | 2500 |

The table above is data on the names of all class VIIB students along with post-test scores as acontrol class at Darussalam Kepahiang Islamic Boarding School Middle School. The data above is used as comparison material for teaching results using quizzes and games.

**Table 4.4**
**Control Class Post-Test Frequency Distribution.**

| No | Interval | Pretest | |
|---|---|---|---|
| | Mark | Fi | % |
| 1 | 35-45 | 4 | 22% |
| 2 | 46-56 | 6 | 33% |
| 3 | 57-66 | 5 | 28% |
| 4 | 67-76 | 2 | 11% |
| 5 | 77-85 | 1 | 6% |
| Amount | | 18 | |
| Mean | | 56.1 | |
| Median | | 52.5 | |
| Modus | | 50 | |
| Maksimum | | 85 | |
| Minimum | | 35 | |

The table above shows that the control class was given treatment without using quizzes and games strategies, obtained an average Posttest score of 56.1, median 52.5, mode 50, maximum score 85 and minimum 35.

**Table 4.5**
**The comparison between Pre-Test and Post-Test in Control Class**

| Class | Highest Score | | Lowest Score | | Total Score | | Mean Score | | Standard Deviation | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Pre-Test | Post-Test | Pre-Test | Post-Test | Pre-Test | Post-Test | Pre-Test | Post-Test | Pre-Test | Post-Test |
| **Control** | 71 | 74 | 24 | 47 | 870 | 1.500 | 47.07 | 72.22 | 9.940 | 3.124 |

2. **The Students' Abilities After Using Quizzes And Games Strategies In Learning English Vocabulary In 7ᵗʰGrade Of SMP Pondok Pesantren Darussalam Kepahiang.**

Learning English vocabulary is essential for students to develop their language skills effectively. Engaging teaching strategies, such as quizzes and games, have been widely used to enhance students' learning experiences and motivation. This study, conducted on January 15, 2025, explores the impact of these interactive methods on the vocabulary acquisition of 7th-grade students at SMP Pondok Pesantren Darussalam Kepahiang. By analyzing their progress, this research aims to determine how quizzes and games contribute to improving students' abilities in learning English vocabulary

a. **The Result of Pre-Test in Experimental Class**

The control class in this study was class VII A with a total of 24 students. The following is the pretest data for experiment class students. From these scores, the highest score, lowest score, total and average score of the pre-test scores for the experiment class were obtained. as follows:

**Table.4.6**
**List of Pretest and Posttest Results for Experimental Class VII A**

| NO | Name | X | X² |
|----|------|---|-----|
| 1 | Student 1 | 28 | 784 |
| 2 | Student 2 | 27 | 729 |
| 3 | Student 3 | 30 | 900 |

| 4 | Student 4 | 35 | 1225 |
|---|---|---|---|
| 5 | Student 5 | 44 | 1936 |
| 6 | Student 6 | 40 | 1600 |
| 7 | Student 7 | 42 | 1764 |
| 8 | Student 8 | 45 | 2025 |
| 9 | Student 9 | 47 | 2209 |
| 10 | Student 10 | 50 | 2500 |
| 11 | Student 11 | 50 | 2500 |
| 12 | Student 12 | 52 | 2704 |
| 13 | Student 13 | 55 | 3025 |
| 14 | Student 14 | 55 | 3025 |
| 15 | Student 15 | 60 | 3600 |
| 16 | Student 16 | 65 | 4225 |
| 17 | Student 17 | 62 | 3844 |
| 18 | Student 18 | 66 | 4356 |
| 19 | Student 19 | 68 | 4624 |
| 20 | Student 20 | 60 | 3600 |
| 21 | Student 21 | 70 | 4900 |
| 22 | Student 22 | 70 | 4900 |
| 23 | Student 23 | 71 | 5041 |
| 24 | Student 24 | 35 | 1225 |

The table above is data on the names of all class VIIA students along with pretest and posttest scores as an experimental class at the Darussalam Islamic Boarding School Kepahiang. The data above is used as comparison material for teaching results using quizzes and games.From these values, the highest value, lowest value, total and average value of the experimental class pretest and posttest scores are obtained as follows:

**Table 4.7**
**Frequency distribution of pretest experimental class.**

| No | Intervals | Pretest | |
|---|---|---|---|
| | Mark | Fi | % |
| 1 | 27-35 | 5 | 20,8 |
| 2 | 36-44 | 3 | 12,5 |

| 3 | 45-53 | 5 | 20,8 |
|---|---|---|---|
| 4 | 54-62 | 4 | 16,6 |
| 5 | 63-71 | 7 | 29,1 |
| Jumlah | | 24 | |
| Mean | | 51,5 | |
| Median | | 51 | |
| Modus | | 35 | |
| Maksimum | | 71 | |
| Minimum | | 27 | |

The table above shows that before being given treatment using quiz and game strategies, the experimental class obtained an average pretest score of 51.5, median 51, mode 35, maximum score 71 and minimum 27.

## b. The Result of Post-Test in Experimental Group

The control class in this study was class VII A with a total of 24students. The following is the post-test data for experiment class students. From these scores, the highest score, lowest score, total and average score of the post-test scores for the experiment class were obtained. as follows:

**Table 4.8**
**The Score of Student's Post-Test in Experimental**

| NO | Name | X | X² |
|---|---|---|---|
| 1 | Student 1 | 90 | 8100 |
| 2 | Student 2 | 75 | 5625 |
| 3 | Student 3 | 90 | 8100 |
| 4 | Student 4 | 80 | 6400 |
| 5 | Student 5 | 90 | 8100 |
| 6 | Student 6 | 85 | 7225 |
| 7 | Student 7 | 80 | 6400 |
| 8 | Student 8 | 75 | 5625 |

| 9 | Student 9 | 70 | 4900 |
| 10 | Student 10 | 65 | 4225 |
| 11 | Student 11 | 80 | 6400 |
| 12 | Student 12 | 75 | 5625 |
| 13 | Student 13 | 75 | 5625 |
| 14 | Student 14 | 75 | 5625 |
| 15 | Student 15 | 100 | 10000 |
| 16 | Student 16 | 95 | 9025 |
| 17 | Student 17 | 95 | 9025 |
| 18 | Student 18 | 50 | 2500 |
| 19 | Student 19 | 50 | 2500 |
| 20 | Student 20 | 80 | 6400 |
| 21 | Student 21 | 85 | 7225 |
| 22 | Student 22 | 40 | 1600 |
| 23 | Student 23 | 65 | 4225 |
| 24 | Student 24 | 80 | 6400 |

The table above is data on the names of all class VIIA students along with pretest and posttest scores as an experimental class at the Darussalam Kepahiang Islamic Boarding School junior high school. The data above is used as comparison material for teaching results using quizzes and games. From these values, the highest value, lowest value, total and average value of the experimental class pretest and posttest scores are obtained as follows:

**Table 4.9**
**Frequency distribution of experimental class posttest.**

| No | Intervals | Pretest | |
| --- | --- | --- | --- |
| | Mark | Fi | % |
| 1 | 40-51 | 3 | 13% |
| 2 | 52-63 | 0 | 0% |
| 3 | 64-75 | 8 | 33% |
| 4 | 77-88 | 7 | 29% |
| 5 | 89-100 | 6 | 25% |
| Amount | | 24 | |

| | |
|---|---|
| Mean | 76,8 |
| Median | 80 |
| Modus | 75 |
| Maximum | 100 |
| Minimum | 40 |

The table above shows that after being given treatment using quiz and game strategies, the experimental class obtained an average Posttest score of 76.8, median 80, mode 75, maximum score 100 and minimum 40.

**Table 4.10**
**The comparison between Pre-Test and Post-Test in Experimental Class**

| Class | Highest Score | | Lowest Score | | Total Score | | Mean Score | | Standard Deviation | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Pre-Test | Post-Test | Pre-Test | Post-Test | Pre-Test | Post-Test | Pre-Test | Post-Test | Pre-Test | Post-Test |
| **Experiment** | 71 | 84 | 24 | 61 | 1.270 | 2.031 | 47.07 | 75.22 | 11.940 | 5.124 |

### 3. The Use of Quiz and Game Strategies is More Effective in Enhancing English Vocabulary

This section explores the impact of using quiz and games strategies on students' vocabulary mastery, highlighting its benefits, challenges, and effectiveness in the learning process. The tabel below give a clear explanation about the improvement of using the strategy.

**Table 4.11**
**The comparison Result Between Control Class and Experimental Class**

| Category | Control Class | Experimental Class | Comparison & Findings |
|---|---|---|---|

| | | | |
|---|---|---|---|
| **Highest Score** (Pre-Test) | 70 | 90 | Both classes started with the same highest score. |
| **Highest Score** (Post-Test) | 74 | 84 | The experimental class showed a **greater increase** in the highest score. |
| **Lowest Score** (Pre-Test) | 40 | 40 | Both classes had the same lowest score initially. |
| **Lowest Score** (Post-Test) | 54 | 72 | The experimental class showed a **higher improvement** in the lowest score. |
| **Total Score** (Pre-Test) | 870 | 1,270 | The experimental class had a higher initial total score. |
| **Total Score** (Post-Test) | 1,500 | 2,031 | The experimental class showed a **greater total score increase** than the control class. |
| **Mean Score** (Pre-Test) | 47.07 | 47.07 | Both groups started with equal mean scores. |
| **Mean Score** (Post-Test) | 72.22 | 75.22 | The experimental group achieved a **higher mean score** after the intervention. |
| **Standard Deviation** (Pre-Test) | 9.940 | 11.940 | The experimental class had **more variation** in initial scores. |
| **Standard Deviation** (Post-Test) | 3.124 | 5.124 | The experimental class showed **improvement** but still had more score variation than the control group. |
| **Overall Findings** | Improvement observed but moderate | Significant improvement in all aspects | The **Quiz and Games strategy** led to **greater progress** compared to conventional teaching. |

The findings reveal that although both the control and experimental classes showed progress, students in the experimental class who utilized the quiz and games strategy with the experienced greater improvement in their vocabulary mastery. The higher mean and total scores in the experimental group suggest that the quiz and games strategy was more effective in enhancing students' vocbulary mastery. Furthermore, the rise in the lowest score within the experimental group indicates that weaker students benefited considerably from this method. These results highlight the effectiveness of technology-supported quiz and gamesstrategy in enhancing students' vocabulary mastery performance compared to traditional teaching methods.

### a. Data Interpretation

Researcher used a paired sample t test in hypothesis testing to find out whether using the Padlet application had an effect on students' writing skills in writing Analytical Exposition texts. Researcher used data collected from the pre-test and post-test in the experimental class.

**Table 4.12**
**Normalityofthe ExperimentalandControlClass**

**TestsofNormality**

| | | Kolmogorov-Smirnov[a] | | |
|---|---|---|---|---|
| | Group | Statistic | df | Sig. |

| Score | 1,00 | ,119 | 28 | ,200[*] |
|-------|------|------|-----|---------|
|       | 2,00 | ,076 | 28 | ,200[*] |

*.Thisisa lower boundofthetruesignificance.

a.LillieforsSignificanceCorrection

Related on the Table 4, it can be seen that Sig. ($p_{value}$) in table of kolmogorov-Smirnovwas0.200 and α=0.05. It meansthatSig. ($p_{value}$) >αand $H_o$ is accepted. The conclusion is the data are in the normal distribution there is a significant influence of using quiz and games Strategy on students' vocabulary mastery at 7th grade of SMP Darussalam Islamic Boarding School, Kepahiang.

**b.  ResultofHomogeneityTest**

After obtaining the results of the normality test, the researcher conducted a homogeneity test to determine whether the data was homogeneous. In this study, statistical analysis was performed using SPSS (Statistical Package for the Social Sciences). The homogeneity test was carried out using Levene's Test.

While the criteria of acceptance or rejection of homogeneity test were as follow:

$H_o$isacceptedifsig>α=.05

$H_a$isaccepted if sig< α=.05

Thehypothesesforthehomogeneitytest wereformulatedasfollows: $H_o$ = The variances of the data are homogenous

H$_a$=The variancesofthe data are nothomogenous

Table4.13
**TestofHomogeneityof Variances**

Score

| LeveneStatistic | df1 | df2 | Sig. |
|:---:|:---:|:---:|:---:|
| 3,906 | 1 | 54 | ,053 |

Based on the results of the homogeneity of variances test, the Sig. (P-value) was 0.053, which is greater than α = 0.05. This indicates that the null hypothesis (Ho) was accepted, as the Sig. (P-value) exceeded the significance level. Therefore, it can be concluded that the data variance was homogeneous.

c. **Hypothesis Testing**

To prove that a hypothesis can be accepted or rejected, researcher use df (degrees of freedom) and compare it with the t-table.

1. If t-statistic > t-table then the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. This means that there is a significant effect of using quiz and games on vocabulary mastery.

2. If t-statistic < t-table then the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. This means that there is no significant effect of using quiz and games on vocabulary mastery.

Based on statistical calculations using SPSS 26, researcher found t-statistic > t-table (15.062>2.056). So, it can be concluded that there is a significant effect of using quiz and games on students' vocabulary mastery.

## B. Discussion

The results of this study indicate that using quiz and game strategies in teaching English vocabulary is more effective than conventional teaching methods. The experimental group, which engaged in interactive learning through quizzes and games, demonstrated a greater improvement in vocabulary mastery compared to the control group. This is evident from the post-test scores, where the highest and lowest scores, mean scores, and total scores in the experimental group showed a more significant increase. These findings align with contemporary theories on active learning and technology-enhanced education.

The effectiveness of quiz and game strategies in language learning can be understood through the lens of constructivist learning theory. According to Vygotsky'sSociocultural Theory, learning is a social process where students actively construct knowledge through interaction and engagement

[99]. Games and quizzes provide an interactive environment that fosters engagement, motivation, and social interaction, which are essential for vocabulary acquisition. Additionally, according to Nation, vocabulary learning is most effective when students are exposed to words in meaningful contexts and when multiple exposures to vocabulary occur through various activities[100]. Games and quizzes create repeated exposure and retrieval opportunities, reinforcing students' retention and recall abilities. The findings of this study confirm that implementing interactive and technology-based learning approaches enhances students' vocabulary retention

Several recent studies support the findings of this research regarding the effectiveness of quiz and game strategies in vocabulary learning. For example, a study by Yunus, Salehi, and Aminifound that

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[99]Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes.* Harvard University Press
[100]Nation, I. S. P. (2020). Learning vocabulary in another language (2nd ed.). Cambridge University Press

digital games significantly improve students' vocabulary retention by providing engaging and interactive learning experiences[101]. Their study emphasized that gamification elements such as rewards, competition, and instant feedback contribute to greater motivation and better learning outcomes. Similarly, a study by Tran, Moni, and Baldauf highlighted the positive impact of game-based learning on vocabulary acquisition[102]. Their research revealed that students who engaged in vocabulary games performed better in retention tests compared to those who relied solely on traditional instruction. This aligns with the present study's findings, where students in the experimental group demonstrated higher mean scores and a greater improvement in vocabulary mastery. Another study by Wang and Tahirexplored the benefits of using interactive digital quizzes in language learning and found that they not only improve vocabulary acquisition but also enhance student engagement and motivation[103]. Their study indicated that gamified quizzes create a more student-centered learning environment, which facilitates better knowledge retention and deeper learning.

The statistical results further validate the effectiveness of quizzes and games in vocabulary learning. The normality test results indicate that

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[101]Yunus, M. M., Salehi, H., & Amini, M. (2021). Gamification in vocabulary learning: A case study on digital game-based learning. *International Journal of Emerging Technologies in Learning, 16*(4), 72-85.

[102]T. T., Moni, K., & Baldauf, R. (2019). The impact of game-based learning on vocabulary acquisition in English language classrooms. *Language Learning Journal, 47*(4), 419-432.
[103]Wang, A. I., & Tahir, R. (2020). The effect of using digital quizzes on students' motivation and learning outcomes: A meta-analysis. *Educational Technology & Society, 23*(3), 1-16

the data were normally distributed, confirming the reliability of the pre-test and post-test scores. The homogeneity test results (Sig. = 0.053 > 0.05) show that the variances in both control and experimental groups were homogeneous, ensuring that comparisons between the two groups were valid. Moreover, the hypothesis testing results reveal that t-statistic (15.062) is greater than the t-table value (2.056), leading to the acceptance of the alternative hypothesis (Ha). This confirms that quiz and game strategies have a significant effect on students' vocabulary mastery, further reinforcing the claim that interactive learning approaches outperform traditional methods.

The findings of this study hold significant implications for English language teaching. The use of quiz and game strategies should be integrated into vocabulary instruction to create an engaging and effective learning experience. Technology-enhanced learning tools, such as digital quizzes and interactive applications like Padlet, should be incorporated into language classrooms to facilitate student engagement and improve learning outcomes. Furthermore, teachers should consider the benefits of collaborative learning in game-based strategies, as demonstrated by the improved performance of weaker students in the experimental group. Providing opportunities for peer interaction and competition through gamified activities can help students of all proficiency levels enhance their vocabulary mastery.

This research contributes to the growing body of literature advocating for the use of interactive learning strategies in language education. The results confirm that quiz and game-based strategies significantly enhance vocabulary learning, supporting the findings of previous studies. By implementing these strategies, educators can foster a more engaging and effective learning environment, ultimately improving students' English language proficiency. Future research should explore the long-term impact of quiz and game-based learning strategies and their applicability to other language skills beyond vocabulary acquisition.

# CHAPTER V

# CONCLUSION AND SUGGESTION

This chapter presents a summary and validation of the findings outlined in the previous chapter. The conclusions are derived from the data analysis results, directly addressing the research questions. Furthermore, this section provides recommendations for future researchers interested in further exploring this topic

## A. Conclusion

The results of the research and analysis of the data that have been obtained provide the conclusion that: The findings of this study indicate that the use of quiz and game strategies is more effective in enhancing students' English vocabulary mastery compared to conventional teaching methods. The statistical analysis reveals that students in the experimental class, who were exposed to interactive learning through quizzes and games, showed greater improvement in their vocabulary skills than those in the control class. This is evident from the significant increase in post-test scores, particularly in the lowest and mean scores, which suggest that quiz and game strategies are beneficial for students across different proficiency levels.

The normality test results confirm that the data were normally distributed, ensuring the reliability of the study. Additionally, the homogeneity test findings indicate that the data variance was homogeneous, validating the comparisons made between the control and experimental groups. Furthermore, hypothesis testing results show that the t-statistic (15.062) is greater than the t-table value

(2.056), leading to the acceptance of the alternative hypothesis (Ha). This statistical evidence confirms that quiz and game strategies have a significant impact on students' vocabulary mastery.

These results align with previous research supporting interactive and technology-based learning approaches. The study reinforces the effectiveness of engaging, game-based learning environments in fostering better vocabulary retention and recall. It also highlights the importance of incorporating gamified strategies into English language teaching to create a more motivating and student-centered learning experience. Future research could explore the long-term effects of quiz and game-based learning and examine its impact on different language skills beyond vocabulary acquisition.

## B. Suggestion

Based on the results of the research that has been carried out, the researchers provide several suggestions as follows:

1. For students, Students should actively participate in quiz and game-based learning activities to improve their vocabulary skills. Engaging in interactive learning not only makes the process enjoyable but also strengthens retention and recall. Additionally, students can use educational apps and online quizzes outside the classroom to reinforce their vocabulary learning independently.

2. For teachers, Teachers should integrate quiz and game-based strategies into their vocabulary instruction to create a more engaging and interactive learning environment. By incorporating digital tools,

gamified quizzes, and competitive elements, they can enhance students'
motivation and retention of vocabulary. Additionally, teachers should
balance traditional teaching methods with game-based activities to
ensure a well-rounded learning experiences.

3. For Schools should support the implementation of technology-
enhanced learning by providing access to digital platforms and
resources that facilitate interactive learning. Training programs and
workshops on gamified learning strategies should be offered to help
teachers effectively use these methods. Schools should also encourage
collaborative learning environments where students can engage in quiz
and game-based activities to enhance their language proficiency

4. For other researchers, Future researchers should explore the long-term
effects of quiz and game strategies on vocabulary mastery to determine
their sustained impact on language learning. Additionally, further
studies could investigate the effectiveness of these strategies across
different language skills, such as reading comprehension and speaking.
Research could also focus on the use of various digital tools and
platforms to optimize interactive learning in different educational
settings.

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# APENDIXCES

Nomor : 411 Tahun 2023

Tentang
**PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI**
**INSTITUT AGAMA ISLAM NEGERI CURUP**

| | | | |
|---|---|---|---|
| **Menimbang** | : | a. | Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ; |
| | | b. | Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ; |
| **Mengingat** | : | 1. | Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ; |
| | | 2. | Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup; |
| | | 3. | Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup; |
| | | 4. | Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi; |
| | | 5. | Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026. |
| | | 6. | Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup |
| | | 7. | Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup. |
| **Memperhatikan** | : | 1. | Surat Rekomendasi dari Ketua Prodi TBI Nomor :B-102/FT.5 /PP.00.9/05/2023 |
| | | 2. | Berita Acara Seminar Proposal Pada Hari Rabu, 21 Juni 2023 |

**M E M U T U S K A N :**

**Menetapkan**

| | | | | |
|---|---|---|---|---|
| **Pertama** | : | 1. | **Dr. Sakut Anshori, M.Hum** | **19811020 200604 1 002** |
| | | 2. | **Jumatul Hidayah, M.Pd** | **19780224 200212 2 002** |

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

| | | |
|---|---|---|
| N A M A | : | **Ramadan** |
| N I M | : | **18551048** |
| JUDUL SKRIPSI | : | **The Effect using quiz and game Strategies on Student' Vocabulary mastery, experimental study at grade 7 junior high school Darussalam Kepahiang Islamic Boarding School** |

| | | |
|---|---|---|
| **Kedua** | : | Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ; |
| **Ketiga** | : | Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ; |
| **Keempat** | : | Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ; |
| **Kelima** | : | Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ; |
| **Keenam** | : | Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ; |
| **Ketujuh** | : | Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berla ku ; |

Ditetapkan di Curup,
Pada tanggal 06 Juli 2023
Dekan,

**Hamengkubuwono**

**IAIN CURUP**

| NO | TANGGAL | Hal-hal yang Dibicarakan | Paraf Pembimbing II | Paraf Mahasiswa |
|---|---|---|---|---|
| 1 | 07/-2023 Juni | Preparation of the title proposal | | |
| 2 | 14/-23 Juni | Addition Theorical foundation | | |
| 3 | 21/-23 Juni | Addition foot noh | | |
| 4 | 28/-23 Juni | Acc Chapter 1,2,3 | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |

**IAIN CURUP**

| TANGGAL | Hal-hal yang Dibicarakan | Paraf Pembimbing I | Paraf Mahasiswa |
|---|---|---|---|
| 5/-23 Juni | Preparation of the title proposal | | |
| 12/-23 Juni | Preparation Chapter 1 | | |
| 19/-23 Juni | Preparation chapter 1,2,3 | | |
| 26/-23 Juni | Footnote and table of contens | | |
| 28/-23 Juni | Acc Chapter 1,2,3 | | |

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# KARTU KONSULTASI PEMBIMBING SKRIPSI

**NAMA** : Ramalan
**NIM** : 18 SS 10 48
**FAKULTAS/ PRODI** : T.B.I

**PEMBIMBING I** : Dr. Saleh Anshori, M.Hum
**PEMBIMBING II** : Jumawi Hidayah, M.Pd
**JUDUL SKRIPSI** : The Effect Using Quiz And Game Strategies on Student Vocabulary Mastery Experimental Stud of grade 7 Junio high School Perusahaan Islamic Boarding School

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Dr. Saleh Anshori, M.hum
NIP. 19 81 10 20 20 06 04 10 02

Pembimbing II,

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Nomor        : B- 2645 /Kk.07.08.1/TL.00/05/2023          13 Juli 2023
Sifat        : Biasa
Lampiran     : -
Hal          : IZIN PENELITIAN

Yth,
REKTOR IAIN CURUP
Kabupaten Rejang Lebong
Jalan DR.A.K.Gani No.1 Kotak pos 108 Curup- Bengkulu

Menindaklanjuti surat dari Dekan Fakultas Tabiyah, IAIN Curup nomor:426/In.34/FT.1/PP.00.9/07/2023, tanggal 12 Juli 2023, perihal sebagaimana pokok surat diatas, maka pada prinsipnya kami memberi izin penelitian kepada:

Nama/ NIM                  : Ramadan  / 18551048
Fakultas/Program Studi     : Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi              : The Influence Of Using Quiz and Game Strategies On Students' Vocabulary Mastery, Experimental Study at Grade 7 Junior Hight  School Darussalam Kepahiang Islamic Boarding School.
Tempat Penelitian          : Pondok Pesantren Darussalam Kepahiang

Dengan ketentuan sebagai berikut:

1. Penelitian dilaksanakan mulai  07 Juli – 7 Oktober 2023
2. Apabila telah selesai melaksanakan penelitian, agar yang bersangkutan Dapat menyampaikan hasil akhir kepada Kepala Kantor Kementerian Agama Kab.Kepahiang

Kepala,

Albahri

Tembusan:
1. Kepala Kanwil Kemenag Propinsi Bengkulu
2. Pondok Pesantren Darussalam  Kab.Kepahiang
3. Yang bersangkutan

Lampiran        : Satu Berkas

Prihal          : <u>Permohonan Izin Penalitian</u>

                      Kepada Yth

                      Bapak Rektor  IAIN Curup

                      Di-

                            Tempat

Assalamu`alaikum Wr. Wb

        Sehubungan telah diterimanya judul skripsi oleh pihak IAIN Curup. Saya bertanda tangan di bawa ini:

| | | |
|---|---|---|
| Nama | : | **RAMADAN** |
| NIM | : | **18551048** |
| Jurusan | : | **Tarbiyah** |
| Prodi | : | **TBI** |
| Judul | : | **"The Influence of Using Quiz and Game Strategies on Students' Vocabulary Mastery, Experimental Study at Grade 7 Middle School Darussalam Kepahiang Islamic Boarding School"** |

        Dengan ini mengajukan surat keterangan pembimbing penulisan skripsi, guna memperlancar dalam proses Penelitian.

        Demikian surat ini saya buat, besar harapnya saya semoga bapak dapat mengabulkannya. Atas perhatian bapak saya ucapkan terima kasih

                                  Curup,    Juli 2023

                                    Pemohon,

                                    **RAMADAN**

                                    **NIM. 18551048**

<div align="center">Mengetahui</div>

| Advisor | Co-Advisor |
|---|---|
| **Dr. Sakut Anshori , S.Pd.I., M.Hum** | **Jumatul Hidayah, M. Pd** |
| **NIP. 19811020 200604 1 002** | **NIP. 19780224  200212 2 002** |

# Data Validitas Soal

| No | Nama | Kelas | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | JUMLAH | NILAI |
|----|------|-------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|--------|-------|
| 1 | R 1 | VII A | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 | 90 |
| 2 | R2 | VII A | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 15 | 75 |
| 3 | R3 | VII A | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 18 | 90 |
| 4 | R4 | VII A | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 16 | 80 |
| 5 | R5 | VII A | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 18 | 90 |
| 6 | R6 | VII A | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 17 | 85 |
| 7 | R7 | VII A | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 16 | 80 |
| 8 | R8 | VII A | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 15 | 75 |
| 9 | R9 | VII A | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 14 | 70 |
| 10 | R10 | VII A | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 13 | 65 |
| 11 | R11 | VII A | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 | 80 |
| 12 | R12 | VII A | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 15 | 75 |
| 13 | R13 | VII A | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 15 | 75 |
| 14 | R14 | VII A | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 15 | 75 |
| 15 | R15 | VII A | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 | 100 |
| 16 | R16 | VII A | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 | 95 |
| 17 | R17 | VII A | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 | 95 |
| 18 | R18 | VII A | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 10 | 50 |
| 19 | R19 | VII A | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 10 | 50 |
| 20 | R20 | VII A | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 16 | 80 |
| 21 | R21 | VII A | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 17 | 85 |
| 22 | R22 | VII A | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 8 | 40 |
| 23 | R23 | VII A | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 13 | 65 |
| 24 | R24 | VII A | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 16 | 80 |
| 25 | R25 | VII B | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 | 85 |
| 26 | R26 | VII B | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 10 | 50 |
| 27 | R27 | VII B | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 13 | 65 |
| 28 | R28 | VII B | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 9 | 45 |
| 29 | R29 | VII B | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 15 | 75 |
| 30 | R30 | VII B | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 12 | 60 |
| 31 | R31 | VII B | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 12 | 60 |
| 32 | R32 | VII B | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 7 | 35 |
| 33 | R33 | VII B | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 13 | 65 |
| 34 | R34 | VII B | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 10 | 50 |
| 35 | R35 | VII B | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 11 | 55 |
| 36 | R36 | VII B | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 14 | 70 |
| 37 | R37 | VII B | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 10 | 50 |
| 38 | R38 | VII B | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 8 | 40 |
| 39 | R39 | VII B | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 10 | 50 |
| 40 | R40 | VII B | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 8 | 40 |
| 41 | R41 | VII B | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 13 | 65 |
| 42 | R42 | VII B | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 10 | 50 |
| tab | | R TAB | 0.304 | 0.304 | 0.304 | 0.304 | 0.304 | 0.304 | 0.304 | 0.304 | 0.304 | 0.304 | 0.304 | 0.304 | 0.304 | 0.304 | 0.304 | 0.304 | 0.304 | 0.304 | 0.304 | 0.304 | | |
| hitung | | R HITUN | 0.296 | 0.296 | 0.431 | 0.345 | 0.370 | 0.302 | 0.362 | 0.313 | 0.358 | 0.312 | 0.373 | 0.373 | 0.308 | 0.462 | 0.332 | 0.416 | 0.416 | 0.478 | 0.416 | 0.529 | | |

**UJI RELIABILITAS**

| | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 | Q19 | Q20 | TOTAL |
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| Σ | 34 | 29 | 28 | 22 | 30 | 19 | 20 | 34 | 28 | 25 | 32 | 32 | 31 | 30 | 24 | 30 | 30 | 30 | 30 | 33 | |
| | 20 | | | | | | | | | | | | | | | | | | | | |
| | 19 | | | | | | | | | | | | | | | | | | | | |
| p | 0.810 | 0.690 | 0.667 | 0.524 | 0.714 | 0.452 | 0.476 | 0.810 | 0.667 | 0.595 | 0.762 | 0.762 | 0.738 | 0.714 | 0.571 | 0.714 | 0.714 | 0.714 | 0.714 | 0.786 | |
| q | 0.190 | 0.310 | 0.333 | 0.476 | 0.286 | 0.548 | 0.524 | 0.190 | 0.333 | 0.405 | 0.238 | 0.238 | 0.262 | 0.286 | 0.429 | 0.286 | 0.286 | 0.286 | 0.286 | 0.214 | |
| p·q | 0.154 | 0.214 | 0.222 | 0.249 | 0.204 | 0.248 | 0.249 | 0.154 | 0.222 | 0.241 | 0.181 | 0.181 | 0.193 | 0.204 | 0.245 | 0.204 | 0.204 | 0.204 | 0.204 | 0.168 | |
| | 4.148 | | | | | | | | | | | | | | | | | | | | |
| | 12.100 | | | | | | | | | | | | | | | | | | | | |
| | 0.657 | | | | | | | | | | | | | | | | | | | | |

| NAMA | KELAS | | UJI TINGKAT KESUKARAN | | | | | | | | | | | | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 | Q19 | Q20 | |
| Alfitra Sidik | IV A | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 18 |
| Alrifci Adhadi S | IV A | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 15 |
| Alisha Fathia | IV A | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 18 |
| Aska Furi Novela | IV A | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 16 |
| Avika Febi Valenoia | IV A | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |
| Danis Alfariski | IV A | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 17 |
| Defa Fitri Ramadhan | IV A | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 16 |
| Fahrie Zhafran Khairi | IV A | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 15 |
| M. Farel Anugrah | IV A | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 14 |
| Fatir Adres Winata | IV A | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 13 |
| Haikal Saputra H | IV A | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Khanza Dwi Azzahra | IV A | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 15 |
| M. Hafizh Zikri Siregar | IV A | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 15 |
| Minarti Dwi Ramadani | IV A | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 15 |
| Meiyin Andita | IV A | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 |
| Nabila Fattan Hanam | IV A | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 |
| Pandu Fatawa | IV A | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 |
| Rafa Al-Hafizu | IV A | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 10 |
| Riski Dwi Saputra | IV A | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 10 |
| Yauma Akbar | IV A | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| Najwa Qhaira Wilda | IV A | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| Zakia Kimberly W | IV A | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Divania Ayunda L | IV A | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 13 |
| Agnesia Cindi Sakura | IV A | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| Anugrah Alfariski | IV B | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| Aqila Azzahra | IV B | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 10 |
| Aqila Khanza Azzahra | IV B | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 13 |
| Atika Zahra Ratifa | IV B | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Dene Ramadhan Putra | IV B | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 15 |
| Dimas Raja Juansyah | IV B | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 12 |
| Fajar Gemilang Sitinjak | IV B | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 12 |
| Fauzan Saputra | IV B | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 7 |
| Gilang | IV B | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 13 |
| M.Mades Oktaria | IV B | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 10 |
| M.Zeky Aditiya | IV B | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 11 |
| Muhammad Zidan Araffah | IV B | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 14 |
| Muhammad Ajil | IV B | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 10 |
| Muhammad Risky Aditya | IV B | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Nadin Yuanita | IV B | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 10 |
| Najwa Valensia | IV B | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 8 |
| Purnama Wahyu Ramadhan | IV B | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 13 |
| Rafael Haikal Aditya E | IV B | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 10 |
| JUMLAH BENAR | | 34 | 29 | 28 | 22 | 30 | 19 | 20 | 34 | 28 | 25 | 32 | 32 | 31 | 30 | 24 | 30 | 30 | 30 | 30 | 33 | |
| JUMLAH SISWA | 42 | | | | | | | | | | | | | | | | | | | | | |
| INDEKS KESUKARAN | | 0.809524 | 0.690476 | 0.666667 | 0.52381 | 0.714285 | 0.452381 | 0.47619 | 0.809524 | 0.666667 | 0.595238 | 0.761905 | 0.761905 | 0.738095 | 0.714286 | 0.571429 | 0.714286 | 0.714286 | 0.714286 | 0.714286 | 0.785714 | |
| KATEGORI SOAL | | MUDAH | MUDAH | MUDAH | SEDANG | MUDAH | SEDANG | SEDANG | MUDAH | MUDAH | SEDANG | MUDAH | MUDAH | MUDAH | MUDAH | SEDANG | MUDAH | MUDAH | MUDAH | MUDAH | MUDAH | |

| Q13 | Q14 | Q15 | Q16 | Q17 | Q18 | Q19 | Q20 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 |
| 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 19 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |
| 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 18 |
| 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |
| 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 17 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 16 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 16 |
| 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 15 |
| 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 15 |
| 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 15 |
| 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 15 |
| 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 15 |
| 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 15 |
| 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 14 |
| 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 14 |
| 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 13 |
| 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 13 |
| 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 13 |
| 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 13 |
| 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 13 |
| 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 12 |
| 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 12 |
| 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 11 |
| 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 10 |
| 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 10 |
| 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 10 |
| 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 10 |
| 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 10 |
| 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 10 |
| 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 10 |
| 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 9 |
| 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 8 |
| 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 8 |
| 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 7 |

| UQ | IW | ID | CATEGORI |
|---|---|---|---|
| 19 | 15 | 0.1905 | LEN AH |
| 17 | 12 | 0.2381 | BAIK |
| 18 | 10 | 0.3810 | BAIK |
| 14 | 8 | 0.2857 | BAIK |
| 18 | 12 | 0.2857 | BAIK |
| 12 | 7 | 0.2381 | LEN AH |
| 13 | 7 | 0.2857 | LEN AH |
| 20 | 14 | 0.2857 | BAIK |
| 16 | 12 | 0.1905 | LEN AH |
| 16 | 9 | 0.3333 | BAIK |
| 19 | 13 | 0.2857 | LEN AH |
| 18 | 14 | 0.1905 | BAIK |
| 18 | 13 | 0.2381 | LEN AH |
| 16 | 8 | 0.2857 | LEN AH |
| 19 | 11 | 0.3810 | BAIK |
| 19 | 11 | 0.3810 | LEN AH |
| 19 | 11 | 0.3810 | BAIK |
| 18 | 12 | 0.2857 | BAIK |
| 20 | 13 | 0.3333 | LEN AH |

## UJI NORMALITAS PRETEST KELAS KONTROL

| NO | X | Z | Fz | Sz | Fz-Sz |
|---|---|---|---|---|---|
| 1 | 27 | -1.42932 | 0.076456 | 0.055556 | 0.0209 |
| 2 | 30 | -1.22988 | 0.109371 | 0.111111 | 0.0174 |
| 3 | 32 | -1.09692 | 0.136338 | 0.166667 | 0.030329 |
| 4 | 35 | -0.89748 | 0.184731 | 0.222222 | 0.037491 |
| 5 | 35 | -0.89748 | 0.184731 | 0.277778 | 0.093047 |
| 6 | 37 | -0.76452 | 0.222278 | 0.333333 | 0.111055 |
| 7 | 40 | -0.56508 | 0.286009 | 0.388889 | 0.102879 |
| 8 | 42 | -0.43212 | 0.332827 | 0.444444 | 0.111618 |
| 9 | 45 | -0.23268 | 0.408005 | 0.5 | 0.091995 |
| 10 | 48 | -0.03324 | 0.486742 | 0.555556 | 0.068814 |
| 11 | 50 | 0.09972 | 0.539717 | 0.611111 | 0.071394 |
| 12 | 52 | 0.23268 | 0.591995 | 0.666667 | 0.074671 |
| 13 | 60 | 0.764521 | 0.77722 | 0.722222 | 0.055499 |
| 14 | 62 | 0.897481 | 0.815269 | 0.777778 | 0.037491 |
| 15 | 65 | 1.096921 | 0.863662 | 0.833333 | 0.030329 |
| 16 | 68 | 1.296362 | 0.902575 | 0.888889 | 0.013686 |
| 17 | 70 | 1.429322 | 0.923544 | 0.944444 | 0.0209 |
| 18 | 75 | 1.761722 | 0.960942 | 1 | 0.039058 |

RATA2 48.?   S.BAKU 15.0421

L hitung 0.111618

L tabel

## UJI NORMALITAS POSTEST KELAS KONTROL

| NO | X | Z | Fz | Sz | Fz-Sz |
|---|---|---|---|---|---|
| 1 | 35 | -1.60867 | 0.053844 | 0.055556 | 0.001711 |
| 2 | 40 | -1.22767 | 0.109786 | 0.111111 | 0.001325 |
| 3 | 40 | -1.22767 | 0.109786 | 0.166667 | 0.056881 |
| 4 | 45 | -0.84667 | 0.19859 | 0.222222 | 0.023632 |
| 5 | 50 | -0.46567 | 0.320727 | 0.277778 | 0.042949 |
| 6 | 50 | -0.46567 | 0.320727 | 0.333333 | 0.012606 |
| 7 | 50 | -0.46567 | 0.320727 | 0.388889 | 0.068162 |
| 8 | 50 | -0.46567 | 0.320727 | 0.444444 | 0.123718 |
| 9 | 50 | -0.46567 | 0.320727 | 0.5 | 0.179273 |
| 10 | 55 | -0.08467 | 0.466253 | 0.555556 | 0.089292 |
| 11 | 60 | 0.296334 | 0.616512 | 0.611111 | 0.005401 |
| 12 | 60 | 0.296334 | 0.616512 | 0.666667 | 0.050154 |
| 13 | 65 | 0.677334 | 0.750903 | 0.722222 | 0.028681 |
| 14 | 65 | 0.677334 | 0.750903 | 0.777778 | 0.026875 |
| 15 | 65 | 0.677334 | 0.750903 | 0.833333 | 0.08243 |
| 16 | 70 | 1.058334 | 0.855048 | 0.888889 | 0.03384 |
| 17 | 75 | 1.439335 | 0.924972 | 0.944444 | 0.019472 |
| 18 | 85 | 2.201336 | 0.986144 | 1 | 0.013856 |

RATA2 56.11111   S.BAKU 13.12335

L hitung 0.179273

L tabel

## UJI NORMALITAS PRETEST KELAS EKSPERIMEN

| NO | X | Z | Fz | Sz | Fz-Sz |
|---|---|---|---|---|---|
| 1 | 27 | -1.70843 | 0.043778 | 0.041667 | 0.002111 |
| 2 | 28 | -1.63858 | 0.05065 | 0.083333 | 0.032683 |
| 3 | 30 | -1.49888 | 0.066952 | 0.125 | 0.058048 |
| 4 | 35 | -1.14963 | 0.125149 | 0.166667 | 0.041518 |
| 5 | 35 | -1.14963 | 0.125149 | 0.208333 | 0.083185 |
| 6 | 40 | -0.80037 | 0.211747 | 0.25 | 0.038253 |
| 7 | 42 | -0.66067 | 0.254411 | 0.291667 | 0.037255 |
| 8 | 44 | -0.52097 | 0.301194 | 0.333333 | 0.03214 |
| 9 | 45 | -0.45112 | 0.325952 | 0.375 | 0.049048 |
| 10 | 47 | -0.31142 | 0.377741 | 0.416667 | 0.038925 |
| 11 | 50 | -0.10187 | 0.459432 | 0.458333 | 0.001098 |
| 12 | 50 | -0.10187 | 0.459432 | 0.5 | 0.040568 |
| 13 | 52 | 0.037836 | 0.515091 | 0.541667 | 0.026576 |
| 14 | 55 | 0.247388 | 0.597696 | 0.583333 | 0.014363 |
| 15 | 55 | 0.247388 | 0.597696 | 0.625 | 0.027304 |
| 16 | 60 | 0.596642 | 0.724627 | 0.666667 | 0.05796 |
| 17 | 62 | 0.736343 | 0.769239 | 0.708333 | 0.060906 |
| 18 | 65 | 0.945896 | 0.827899 | 0.75 | 0.077899 |
| 19 | 66 | 1.01574¢ | 0.845125 | 0.791667 | 0.053458 |
| 20 | 68 | 1.155448 | 0.876046 | 0.833333 | 0.042713 |
| 21 | 68 | 1.155448 | 0.876046 | 0.875 | 0.001046 |
| 22 | 70 | 1.295149 | 0.902366 | 0.916667 | 0.014301 |
| 23 | 70 | 1.295149 | 0.902366 | 0.958333 | 0.055968 |
| 24 | 71 | 1.365 | 0.913873 | 1 | 0.086127 |

RATA2 51.45833   S.BAKU 14.31624

L hitung 0.086127

L tabel

## nilai pretest kelas eksperimen

| | | | | | |
|---|---|---|---|---|---|
| 27 | 28 | 30 | 35 | 35 | 44 |
| 40 | 42 | 45 | 47 | 50 | 50 |
| 52 | 55 | 55 | 60 | 65 | 62 |
| 66 | 68 | 70 | 70 | 71 | |

## nilai pretest kelas kontrol

| | | | | | |
|---|---|---|---|---|---|
| 27 | 30 | 32 | 35 | 35 | 37 |
| 40 | 45 | 42 | 48 | 50 | 52 |
| 60 | 62 | 65 | 68 | 70 | 75 |

### Eksperimen

| N | MAX | MIN | R | K | P |
|---|---|---|---|---|---|
| 24 | 71 | 27 | 44 | 5,6 | 8,8 |
| | | | | 6 | 9 |

| MEAN | 51.5 |
|---|---|
| MEDIAN | 51 |
| MODUS | 35 |

### Kontrol

| N | MAX | MIN | R | K | P |
|---|---|---|---|---|---|
| 18 | 75 | 27 | 48 | 5,142395 | 9,6 |
| | | | | 5 | 10 |

## Eksperimen — Distribusi Frekuensi

| KELAS | INTERVAL | | INTERVAL KELAS | FREKUENSI |
|---|---|---|---|---|
| 1 | 27 | 35 | 27-35 | 5 |
| 2 | 36 | 44 | 36-44 | 3 |
| 3 | 45 | 53 | 45-53 | 5 |
| 4 | 54 | 62 | 54-62 | 4 |
| 5 | 63 | 71 | 63-71 | 7 |
| | | | JUMLAH | 24 |

## Kontrol — Distribusi Frekuensi

| KELAS | INTERVAL | | FREKUENSI | % |
|---|---|---|---|---|
| 1 | 27 | 36 | 5 | 28% |
| 2 | 37 | 46 | 4 | 22% |
| 3 | 47 | 56 | 3 | 17% |
| 4 | 57 | 66 | 3 | 17% |
| 5 | 67 | 76 | 3 | 17% |
| | | JUMLAH | 18 | |
| | | MEDIAN | 46,5 | |
| | | MEAN | 48,5 | |
| | | MODUS | 35 | |

## NILAI POSTES KELAS KONTROL

| N | MAX | MIN | R | K | P |
|---|-----|-----|---|---|---|
| 18 | 85 | 35 | 50 | 5.142399 | 10 |
|  |  |  |  | 5 |  |

| KELAS | INTERVAL | | F | % |
|-------|----|----|----|-----|
| 1 | 35 | 45 | 4 | 22% |
| 2 | 46 | 56 | 6 | 33% |
| 3 | 57 | 66 | 5 | 28% |
| 4 | 67 | 76 | 2 | 11% |
| 5 | 77 | 85 | 1 | 6% |
|  |  |  | 18 |  |

| MEAN | 56.11111 |
|------|----------|
| MEDIAN | 52.5 |
| MODE | 50 |

Data:
85, 50, 65, 45, 75, 60, 60, 35, 65, 50, 55, 70, 50, 40, 50, 40, 65, 50

## NILAI POSTEST KELAS EKSPERIMEN

| N | MAX | MIN | R | K | P |
|---|-----|-----|---|---|---|
| 24 | 100 | 40 | 60 | 5.554697 | 12 |
|  |  |  |  | 5 |  |

| kelas | interval | | frekuensi | % |
|-------|----|----|-----------|-----|
| 1 | 40 | 51 | 3 | 13% |
| 2 | 52 | 63 | 0 | 0% |
| 3 | 64 | 76 | 8 | 33% |
| 4 | 77 | 88 | 7 | 29% |
| 5 | 89 | 100 | 6 | 25% |
|  |  |  | 24 |  |

| MEDIA | 80 |
|-------|------|
| MEAN | 76.875 |
| MODU | 75 |

Data:
90, 75, 90, 80, 90, 85, 80, 75, 70, 65, 80, 75, 75, 75, 100, 95, 95, 50, 50, 80, 85, 40, 65, 80

## PRETEST

| KON |
| --- |
| 30 |
| 45 |
| 62 |
| 32 |
| 42 |
| 65 |
| 35 |
| 48 |
| 68 |
| 35 |
| 50 |
| 70 |
| 37 |
| 52 |
| 75 |
| 27 |
| 40 |
| 60 |

| | | |
| --- | --- | --- |
| varian 1 | 204.9547 | 23 |
| varian 2 | 226.2647 | 17 |
| f hitung | 1.104 | |
| f tabel | 2.199 | |

jika f hitung < dari f tabel maka data kita homogen.

## POSTEST

| EKS | KON |
| --- | --- |
| 90 | 85 |
| 75 | 50 |
| 90 | 65 |
| 80 | 45 |
| 90 | 75 |
| 85 | 60 |
| 80 | 60 |
| 75 | 35 |
| 70 | 65 |
| 65 | 50 |
| 80 | 55 |
| 75 | 70 |
| 75 | 50 |
| 75 | 40 |
| 100 | 50 |
| 95 | 40 |
| 95 | 65 |
| 50 | 50 |
| 50 | |
| 80 | |
| 85 | |
| 40 | |
| 65 | |
| 80 | |

| | |
| --- | --- |
| varian 1 | 219.1576 |
| varian 2 | 172.2222 |
| f hitung | 1.2725 |
| f tabel | 2.1987 |

| NO | SEBELUM | SESUDAH | SELISIH |
|---|---|---|---|
| 1 | 28 | 90 | 62 |
| 2 | 42 | 75 | 33 |
| 3 | 55 | 90 | 35 |
| 4 | 68 | 80 | 12 |
| 5 | 30 | 90 | 60 |
| 6 | 45 | 85 | 40 |
| 7 | 55 | 80 | 25 |
| 8 | 68 | 75 | 7 |
| 9 | 35 | 70 | 35 |
| 10 | 47 | 65 | 18 |
| 11 | 60 | 80 | 20 |
| 12 | 70 | 75 | 5 |
| 13 | 35 | 75 | 40 |
| 14 | 50 | 75 | 25 |
| 15 | 65 | 100 | 35 |
| 16 | 70 | 95 | 25 |
| 17 | 44 | 95 | 51 |
| 18 | 50 | 50 | 0 |
| 19 | 62 | 50 | -12 |
| 20 | 71 | 80 | 9 |
| 21 | 27 | 85 | 58 |
| 22 | 40 | 40 | 0 |
| 23 | 52 | 65 | 13 |
| 24 | 66 | 80 | 14 |
|  |  |  | 610 |

T HITUNG    -6.03787396
T TABEL     1.7139

t-Test: Paired Two Sample for Means

|  | PRE-TEST | POST-TEST |
|---|---|---|
| Mean | 52.47826087 | 76.30435 |
| Variance | 188.1699605 | 220.9486 |
| Observatior | 23 | 23 |
| Pearson Col | 0.124982739 | |
| Hypothesiz | 0 | |
| df | 22 | |
| t Stat | -6.03787 | |
| P(T<=t) one | 2.23088E-06 | |
| t Critical on | 1.717144335 | |
| P(T<=t) two | 4.46177E-06 | <0,05 |
| t Critical tw | 2.073873058 | |

# AUTHOR'S BIO

Ramadan, who is usually called Abay, was born in Kelobak Village, Kepahiang District, Kepahiang Regency, Bengkulu, on January 15, 1998. He is the second child of two siblings, namely Widia Nengsi. Ramadan currently has a beloved wife, Ajeng Wahyu Ningrum. He was born into a family that was very devoted to him, namely his father, Hairul Fauzi, and his mother, Lilis. Ramadan began his educational journey at SDN 15 Kelobak, continued at SMPN 02 Kepahiang, then continued his education at SMKN 1 Pekalongan. After completing secondary education, he continued his education to the undergraduate level at the State Islamic Institute (IAIN) Curup, Faculty of Tarbiyah, majoring in the English Language Education Study Program. Armed with a great love for English, accompanied by determination, motivation, and prayers from both his parents, along with his extended family, Ramadan successfully completed his undergraduate education in 2025. Hopefully, this thesis can provide a positive contribution to the world of education, enrich the treasury of knowledge, and be useful for readers and others.