

**STUDENTS' INTEREST IN LEARNING VOCABULARY USING
SCRAMBLE GAMES IN EIGHT GRADE OF
MTs P3A GUPPI RANGAS**



A Thesis

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Tarbiyah and Teaching Training Department
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Skripsi yang berjudul " Students' Interest In Learning Vocabulary Using Scramble Games In Eight Grade of MTs P3A Guppi Rangas" yang disusun oleh **Andi Asra Nur, NIM. 10256120044**, mahasiswi Program Studi Tadris Bahasa Inggris, Jurusan Tarbiyah dan Keguruan STAIN Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Jum'at, tanggal 29 Agustus 2024 bertepatan 24 Safar 1447 H, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd.) pada Program Studi Tadris Bahasa Inggris dengan beberapa perbaikan.

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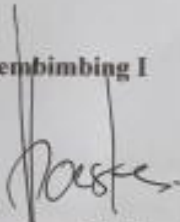
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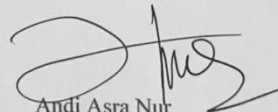
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ABSTRACT

Researcher : Andi Asra Nur
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Using Scramble Games In Eight Grade Of MTs
P3A GUPPI Rangas**

The lack of interest possessed by students is a major factor that complicates the achievement of goals in the learning process. Research found that most of the students were at MTs P3A GUPPI Rangas. Many students are not fully involved in learning, tend to be bored, and do not focus on the teacher's explanation, even playing or walking around in class, due to a lack of interest in learning and learning motivation. In these problems, this study aims to determine whether students have an interest in learning the use of scramble games method to learn English, especially vocabulary in class VIII B MTs P3A GUPPI Rangas. Research used a quantitative survey method to collect data using a questionnaire instrument. The research was conducted by teaching using the scramble games method for 3 meetings and then distributing questionnaires to students. The data was analyzed using the help of Microsoft Excel and using 2 stages of tabulation and descriptive statistics of data from the questionnaire then calculated using the formula $P = F / N \times 100\%$. The sample in this study were students of class VIII B MTS P3A GUPPI Rangas as many as 17 students. The results showed that students' learning interest in the use of the scramble games method was in the Strongly Interested category with a total of 57% and the most dominant indicator of learning interest was Feeling happy. This indicates the positive impact of using the scramble games method to learn English in the classroom.

Keywords: Interest, Vocabulary, Scramble Games Method

ABSTRAK

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Kurangnya minat yang dimiliki siswa merupakan faktor utama yang mempersulit capaian tujuan dalam proses pembelajaran. Peneliti menemukan sebagian besar siswanya berada di MTs P3A GUPPI Rangas. Banyak siswa yang tidak terlibat penuh dalam pembelajaran, cenderung bosan dan tidak fokus pada penjelasan guru, bahkan bermain atau berjalan-jalan di kelas, disebabkan kurangnya minat belajar serta motivasi belajar. Dalam permasalahan tersebut penelitian ini bertujuan untuk mengetahui apakah siswa memiliki minat belajar terhadap penggunaan metode scramble games untuk belajar bahasa Inggris khususnya kosakata pada kelas VIII B MTs P3A GUPPI Rangas. Peneliti menggunakan metode kuantitatif survey untuk mengumpulkan data menggunakan instrumen kuesioner. Penelitian dilakukan dengan mengajar menggunakan metode scramble games selama 3 pertemuan kemudian menyebarkan kuesioner kepada siswa. Data dianalisis menggunakan bantuan dari Microsoft Excel serta menggunakan 2 tahapan tabulasi dan deskriptif statistik data dari kuesioner kemudian dihitung menggunakan rumus $P = F / N \times 100\%$. Sample pada penelitian ini adalah siswa kelas VIII B MTS P3A GUPPI Rangas sebanyak 17 siswa. Hasil penelitian menunjukkan minat belajar siswa terhadap penggunaan metode scramble games pada kategori Strongly Interested dengan jumlah 57% dan indikator minat belajar yang paling dominan adalah Perasaan senang. Hal ini menandakan adanya dampak positif penggunaan metode scramble games untuk belajar Bahasa Inggris di dalam kelas.

Kata kunci: Minat, Kosakata, Metode "*Scramble Games*"

CHAPTER I

INTRODUCTION

A. Background

Interest plays a significant role in education, especially in foreign language learning. Ricardo & Meilani (2017) emphasized that interest plays a key role in English learning. Moreover, according to Asgari et al. (2019), interest is the increased attention and emotional involvement that arise when individuals are positively engaged with a content area or task. Interest gives students a sense of satisfaction and happiness with the material they are learning, which in turn supports and influences the effectiveness of the learning process at school. Motivation in the learning process is also the most important thing in students' interest in learning.

Learning interest is one of the factors supporting successful learning. Interest that arises from student needs is a very important factor in the learning process (Maylitha, 2023). As well as learning interest is a focus of attention that involves elements of feeling, pleasure, and desire that are accidentally active in receiving something from outside the environment (Rahmi, 2021).

During the researcher's Field Experience Practice (PPL), there were several experiences gained such as many students encountered when occupying class VII B who experienced a lack of interest in learning. Being the main factor for students their interest in learning is very lacking. They think that English is difficult. As experienced during PPL at school, some students left the class during the learning process, some even skipped class and did not go to class, arguing that

English was difficult and difficult to understand. Researchers also found problems in students due to the lack of interesting strategies to eliminate boredom when learning English. As stated by Fitri & Hidayat (2023) The use of interesting strategies in learning is very important to encourage student interest in learning.

The learning method that teachers can use to increase students' interest in learning is the scramble game. This is in line with Fradana's (2023) scramble games are vocabulary-focused educational activities, designed to improve spelling skills and mastery of new words for students. The game involves re-organizing letters to form words, making the learning process interesting and interactive. The challenge of scrambling letters to identify the correct words helps students improve their vocabulary and spelling skills through a fun and interactive approach (Liando & Tatipang, 2023).

There are several interesting learning techniques for students, so that students do not feel bored and further increase their interest in learning such as Scramble Games this type of game method offers a fun and interactive approach, making students more interested and motivated to learn. There are still many that support students' interest in learning so that students do not feel bored participating in ongoing learning Pangestu (2023). This is in line with Sahakyan (2015) who states that the use of game techniques produces a beneficial effect on vocabulary acquisition. This is what boosts students' enthusiasm in starting learning activities.

It can be concluded that the learning process will be more enjoyable if students process, which is often caused by their lack of interest. Teachers can

overcome this problem by implementing play while learning activities so that students do not feel bored if there are activities that can make their interest in learning fun again increase students' interest and help them refocus and receive the subject matter well.

So that researchers made observations when carrying out PPL at MTs P3A GUPPI Rangas that the teaching methods used by teachers were very boring, lacking in motivating students to increase interest in learning. This shows that the techniques used are less effective in increasing students' interest in learning.

It is also worth noting that teachers should support students' interest in learning, not only in the selection of materials or exercises but also in designing a coherent program at the school level and students' interest in learning (Berne & Blachowicz, 2008). Therefore, the researcher applied a scramble game to increase students' learning interest in English. The scramble method involves organizing vocabulary games in groups of students to improve their English vocabulary.

Researchers use interesting learning techniques to encourage students to increase their interest in learning (Rober Taylor as cited in Miftahul, 2013) asserts that scramble games are "one of the lessons that can improve students' concentration, speed, and accuracy of thinking.

B. Problem Of The Research

Based on the above background, the following research questions can be formulated: "How Is The Student's Interest In Learning Vocabulary When Using Scramble Games?"

C. The objective of the Research

The research objective focuses on finding out the student's interest in learning vocabulary using scramble games. Furthermore, the researcher will elaborate on the student's interest when using scramble games.

D. Research Benefits

In general, the benefits of research are known as a description to show that the problem is worth researching, as well as to show the significance of the problem to be studied, Based on this study, the researcher will provide theoretical and practical significance.

1. Theoretical Significance

The results of this study are expected to contribute theoretically to the use of scramble games. This research can also be taken into consideration by teachers by applying scramble games can cause significant changes to vocabulary memorization in students at MTs P3A GUPPI Rangas. Also, the principal and educational implementation personnel are expected to organize the learning process according to the needs of students.

2. Practical Significance

Compiled as research material for English language teachers, students, and other academic researchers.

a. For English Teachers

This research can help and be a source of support for teachers, especially at MTs P3A GUPPI Rangas to increase students' interest in learning by using scramble games. As well as teachers also pay attention

to students' interest in learning, especially in students' English before starting learning and interspersed with playing while learning so that students do not feel bored in learning, so that teachers must have more variations in learning so that children are not bored in participating in learning.

b. For students

The results of this study are expected to increase students' interest in learning by using scramble games.

c. For another researcher

As a reference material or additional knowledge for future researchers facing similar problems in increasing student interest in learning. As well as providing universal motivation to make this research more developed.

d. For researcher

This research offers a more effective way to increase students' interest in learning through scramble games and this research can also find ways to conduct research using quantitative methods

E. Scope of The Research

This research focuses on the use of scramble games to see if there is student interest in learning English. Furthermore, the researcher will elaborate on the student's interest when using scramble games.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Research

Related to the problems, explained before there are several studies conducted by previous researchers. The first research was conducted by Arofah (2024) with the title "Improving Mastery of English Vocabulary through the Use of Scramble Learning Models in Grade 1 Students at SDN Kiduldalem 1 Malang City" This study used qualitative and quantitative mixed methods, using data collection techniques used namely test instruments, observation, and documentation, while the conclusions of this study prove that foreign language pedagogy, especially at the junior high school level of English, is very useful for the application of games in the interest of learning vocabulary in English. In conclusion, the use of the scramble learning model succeeded in achieving learning objectives and improving mastery of English vocabulary from the initial stage to the final stage in grade I students at SDN Kiduldalem 1 Malang City.

The second study conducted by Pesiwarissa (2024) with the title "Improving English Vocabulary Mastery Through Vocab Mania Vocabulary Game for Class VIII-5 Students of SMP Negeri 9 Ambon" in this study explained that participation in the "Vocab Mania" activity proved effective in improving the vocabulary skills of class VII-5 students at SMP Negeri 9 Ambon in mastering English vocabulary. The study showed a significant increase in understanding and use of vocabulary after they were involved in the game. And this research has a class action design approach (Classroom Action Research / PTK). This research

also explains that students can increase vocabulary which on average previously students got a score of 51.4 increased to 66.1 in the posttest given.

The third research conducted by Rahim (2023) with the title "Application of scramble game learning model to improve vocabulary mastery in Indonesian language learning class 1 SD Negeri Minasa Upa Makassar" This research uses a quantitative pre-experiment approach and uses an observation design. The results of this study using the application of the scramble game learning model have been proven to improve vocabulary mastery in Indonesian language learning in grade 1 SD Negeri Minasa Upa. The increase in students' vocabulary mastery is indicated by the increase in students' average scores from cycle I to cycle II. The results showed that in cycle I, the percentage of students who achieved a complete score was 39.3% with an average score of 65. In cycle II, there was an increase in the percentage of students who reached a complete score of 89.3% and an average score of 89.2.

It can be concluded that the above research found several similarities and differences from this study, in this study has similarities, namely both discuss vocabulary by using student interest skills in learning vocabulary. And so that students are not bored in participating in learning an educator provides games to increase interest in learning vocabulary scramble games. The three studies are also both quantitative but there are also those whose methods use a quantitative-qualitative mixture and both use scramble games.

The differences from previous studies are related to the methods used in previous studies, namely quantitative and also a mixture of qualitative and

quantitative with data management using pre-experiments and quasi-experiments. There are differences in this study because it uses a questionnaire method that focuses on student interest in learning vocabulary using scramble games. So in the research conducted students interested in learning vocabulary using scramble games. this research also focuses on students at MTs P3A GUPPI Rangas.

B. Some Pertinent Ideas

1. The Concept of Learning Interest

a. Definition of Learning Interest

Interest in learning is a strong drive or desire in students to be actively involved in the learning process. This interest involves a sense of pleasure, enthusiasm, and attention to the learning activities carried out. Learning interest plays an important role in motivating students to actively participate, understand the material more deeply, and achieve optimal learning outcomes.

According to Wong et al (2020), Interest is a relational concept that involves ongoing interactions between individuals and certain objects. This relationship is reflected in specific activities that may include concrete and direct behavior, as well as more abstract mental functions. Furthermore, Sirait's (2016) Interest plays an important role in creating immediate attention, facilitating the concentration of attention, and preventing distractions from external factors that can shift focus. In addition, Anggraini & Ubidia (2020) Learning interest is a crucial aspect in achieving learning objectives in the classroom, because it functions as a

driving force for students to stay involved in the learning process based on a sense of interest, pleasure, and desire to learn.

Widyastuti (2024) agree that one of the efforts to develop active and creative learning and be able to increase student interest in learning is to apply interactive learning media and choose the right learning model. Fauzi (2021) argue that interest in learning is one of the crucial factors that play a significant role in the learning success of each student.

Based on various previous statements, the researcher can conclude that interest is a relational concept, which involves an ongoing relationship between an individual and a particular object. This concept serves as a driver for students to act in a certain direction and is a psychological phenomenon that reflects the desire to understand the subject of the intended object.

b. Learning Interest Indicators

According to Djamarah (2002), indicators of interest in learning are feeling like/happy, statements of preferring, a sense of interest, awareness of learning without being told, participating in learning activities, and paying attention. Meanwhile, Slameto (2010) also put forward four indicators of interest in learning, namely: feelings of pleasure, attraction, attention, and student involvement. The researcher utilizes all the indicators of interest in learning defined by Slameto (2010) and becomes a reference for making questionnaire statements.

1) Feelings of pleasure

Students who are interested in an object will feel happy and not bored to study it. Therefore impacts their understanding. If a student has a feeling of pleasure towards a certain feeling, there will be no sense of compulsion to learn. For example: being happy to attend lessons, not being late for school, focusing his attention during the learning process, not feeling bored, not making noise in class, and being present during lessons.

2) Students' involvement

Students play an active role as participants in the learning process. Student activeness can be encouraged by the teacher. Teachers strive to provide opportunities for students to be active in class. Student participation in learning can help students to gain meaningful knowledge. By participating students will play a role in the process of their development so that it will consciously lead to independence while learning how to interact socially with others.

3) Attraction

Attraction to learning is the driving energy that exists in each learner either arising from themselves or something that is obtained and formed by the environment so that students carry out learning activities. This relates to the student's thrust towards interest in an object, person, or activity in the form of an affective experience stimulated by the activity itself.

For example, enthusiasm in participating in lessons, enthusiasm in learning, not delaying assignments from teachers, diligently working on assignments given by teachers, and doing assignments on time. Assignments are given by the teacher and the assignments are on time.

4) Attention

Students have an interest in certain objects then they will pay attention to the object object. For example: listening to the teacher's explanation in learning, concentrating on learning, recording material, and being willing to ask questions when the material is not clear. When the material is not clear (Slameto, 2010).

2. Vocabulary

a. Definition of Vocabulary

Vocabulary is a linguistic base consisting of a series of words owned by each individual or person. The mastery of vocabulary is very important in the context of human life because it is a means of communication in forming sentences, both in writing and speaking. Vocabulary is also defined as part of all the words needed in all languages and put together into a language that can be communicated.

There are several experts or opinions about vocabulary. Vocabulary is words that include all words used in a language by every human being who is orally or in writing to convey meaning in the form of sentences or words. By using vocabulary, one can convey ideas or opinions to others.

Therefore, mastering vocabulary is very important to support the overall language (Tantri, 2024).

Vocabulary can also be interpreted as a collection of words in various forms, including words that have the same or different word combinations but have their own meaning (Fitri et al., 2022).

Vocabulary is also part of the development that must be stimulated from an early age because vocabulary plays a very important role in mastering English for each individual. Because in mastering vocabulary a person will find it easier when communicating with the environment or new people. For this reason, in mastering vocabulary, a person must be able to pronounce words and mention the meaning of words that are not ambiguous.

According to Ramadhani (2021), vocabulary is a quartz aspect of a language, because it is the main basis of the language itself. Therefore, students cannot use a language without knowing the vocabulary of that language.

The author can conclude that the most important vocabulary before knowing the language of children should be increased vocabulary so that they are easier to interpret written and spoken directly. Vocabulary is also a unit of letters that are then arranged to be used to communicate in each person or group. Therefore vocabulary is very important to learn.

b. Types of Vocabulary

The types of vocabulary are passive vocabulary and active vocabulary. Passive vocabulary is vocabulary whose meaning is understood but rarely used, while active vocabulary is vocabulary that is understood and often used (Juliani, 2014). Meanwhile, vocabulary types based on word parts are divided into 9 parts, namely (Aeni & Hadiati, 2017).

- 1) Nouns are parts of speech (sentence elements in English) in the form of people or things such as objects, places, plants, animals, ideas, and so on. Nouns are the most frequently used element after verbs. So, we must master how to use nouns according to the correct grammar rules.
- 2) Verbs are linguistic terms used to express actions and states, whether observable or not. Verbs are an important component of language because they express actions (such as "bring", "kick", or "read"), events (such as "happen", "become"), and states (including "be" or "become", "exist"). In many languages, including English, verbs play an important role and receive special attention in the study of grammar. Verbs in English are often confusing, even for native speakers, as some deviate from the standard form, requiring memorization.
- 3) Pronouns are parts of speech. Pronouns are words used to replace people or things. Pronouns generally replace nouns, which are

subjects, objects, or complements. It can be concluded that pronouns are words used to replace people, animals, and things.

- 4) Adjectives are used to describe, explain, or limit pronouns or nouns that are still general. These adjectives are usually placed after the noun. In essence, with adjectives, nouns can be more specific.
- 5) An adverb is a word that explains or provides additional information about an adjective, verb, sentence, or adverb itself. However, adverbs never describe nouns.
- 6) Prepositions are words that function to show the space or time relationship between other things. Prepositions connect nouns with pronouns to form phrases that modify other words.
- 7) Conjunctions are words used to unite equivalent language units (connecting words with words, phrases with phrases, clauses with clauses, sentences with sentences, and so on). In simple terms, conjunctions serve to connect main clauses with subordinate clauses.
- 8) Articles and determiners. Articles are words used to give different meanings to nouns. Technically, by definition, Article is also classified as an adjective that serves to change or give a different meaning to a noun. But the difference is that adjectives change the meaning of a noun through their description while articles are used to mark or refer to a noun. A determiner is a word used to identify a noun in detail. The determinant differs from the pronoun in that the

pronoun stands alone, while the determinant is always followed by the noun.

9) Used to express emotions or inner feelings that usually occur suddenly. For example, feelings of surprise, anger, admiration, annoyance, disappointment, sadness, anxiety, fear, dislike, hatred, and pity. One of the components of speech is interjections. Syntactically, interjections are classified as extra-sentential because they are not a direct component of the phrase that precedes them. There are two types of interjections: derived interjections and regular interjections.

In this study, the researcher focuses on improving students' vocabulary so that the researcher can teach students in grade VII. Meanwhile, the researcher will also adjust to the conditions in the research location.

c. Kinds of Vocabulary

Vocabulary is a collection of words owned by someone or used in a language. Several types of vocabulary are important in language learning, especially in an educational context. The following is an explanation of the types of vocabulary:

1) Active vocabulary

Active Vocabulary are words that a person knows and uses actively in speaking or writing. A person may understand many words but only use some of them in daily communication. Actively used vocabulary

refers to the ability of students to understand the meaning of words appropriately (Tosuncuoglu, 2007)

2) Passive Vocabulary

In contrast to active vocabulary, passive vocabulary consists of words that a person understands, but rarely or never uses in speaking or writing. These words may only be recognized when one hears them or reads them in a particular context. Passive vocabulary consists of words that one recognizes when reading or listening but rarely uses when speaking and writing (Nurutdinova et al., 2020).

d. Importance of vocabulary

According to Hasibuan(2023), vocabulary includes all words in a language that are used both in writing and orally to convey meaning, both in the form of sentences and single words. In addition, vocabulary can be categorized as types of words such as nouns, adjectives, and verbs that play a role in language use. Therefore, vocabulary is an important element in the communication process.

To facilitate children in learning a language, it is necessary to understand vocabulary which is an important part of the language learning process. So it is important for someone to master and continue to improve their language skills.

Therefore, it can be concluded that vocabulary is very important to learn because it is the main part of language. Vocabulary is the main key

to learning listening, speaking, reading, and writing skills. If someone wants to communicate well, they must have a good vocabulary.

This is very helpful for students in communicating to expressing ideas or feelings to their interlocutors. Therefore, the task of educators or teachers should have or provide interesting learning media so that students can be motivated to memorize vocabulary.

3. Scramble Games

a. Definisi of Scramble

Scramble games are a type of educational game that aims to develop language skills, especially in terms of spelling and vocabulary enrichment. In this game, words or letters are arranged randomly, and players are asked to rearrange the arrangement into correct words or sentences.

Rober Taylor's (Miftahul, 2013) scramble method is "one of the learning methods that can increase concentration and speed and accuracy of student thinking. Scramble is a learning model that invites students to find answers and solve existing problems by distributing either question sheets or answer sheets available. According to Sohimin(2016) Scramble games learning model is a method in the form of random word, sentence, or paragraph games, namely:

- 1) Word scramble, which is a game by arranging the letters that have been scrambled into a meaningful word,

Example: S-T-U-D-E-N-T = Student, S-K-I-N = Skin

2) Scramble Letter refers to a type of educational game or activity where letters of a word are mixed up, and the task is to rearrange them into the correct order to form a meaningful word.

Example: Given the scrambled letters "TAC", students are required to rearrange the letters to form the correct word "CAT" Nurhasanah & Ghufron (2020).

3) Scramble sentence, which is a game of constructing sentences from scrambled words. Sentences must be logical, meaningful, precise, and correct.

Example: My- Mother- go-to- the- market = my mother goes to the market.

4) Scramble discourse, which is a game of constructing logical and meaningful discourse. An example of a scramble discourse activity, is where students are required to rearrange jumbled sentences or sentence fragments into a coherent paragraph.

5) Paragraph scramble, which is a game of composing paragraphs based on random sentences. The resulting paragraph must be logical, and meaningful, for example every Sunday I help my mother.

It can be concluded that scramble games can be interpreted as a learning method that uses random word games by using questions and random answer cards that are arranged correctly, in order to train students' concentration and speed in thinking quickly and precisely.

The research used letter and word scramble games as a method that has various advantages in an effort to improve learning, especially in the context of vocabulary acquisition. Based on the analysis, the scramble game provides an interactive and fun approach, which is effective in increasing students' interest in learning. This method not only encourages students' active involvement but also hones critical thinking skills and problem-solving abilities.

b. Teaching Scramble Vocabulary

According to (Shoimin, 2021), there are three procedures for conducting scramble games, namely Planning, Main Activities, and Evaluation. These three procedures are explained below:

1) Planning

In this step, the teacher prepares all materials and media in the teaching and learning process. The media used are question cards and answer cards that have been randomly arranged beforehand. The teacher makes as many cards as the groups that have been divided. The teacher makes as many cards as the groups that have been divided. The teacher organizes everything that supports the teaching and learning process, such as seating arrangements.

2) Main activity

In this step, each group must discuss to answer the question and find the right card. The teacher asks the students to reveal the reason why they chose the card.

3) Evaluation

The evaluation depends on the student's learning outcomes. Many evaluations can be applied by the teacher, for example:

- a) Correct the arrangement of the text if there is an incorrect arrangement.
- b) Find the meaning of new vocabulary in the dictionary.

According to (Huda, 2013), note the procedures for the scramble game:

- (1) Make questions according to the competencies to be achieved.
- (2) Make answers with words arranged randomly
- (3) The teacher gives the worksheet to each group
- (4) Students organize the word in column B as the answer to the question in column A

c. Pros and Cons of Scramble Games

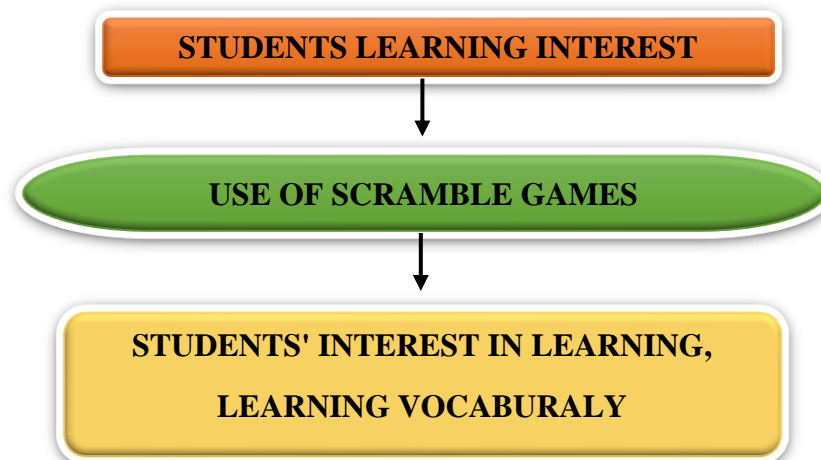
According to (Shoimin, 2021) the advantages of using scramble games are:

- 1) Train group members (students) to work together.
- 2) Learning while playing. This makes students enjoy class
- 3) Foster a sense of solidarity in the group
- 4) The material is impressive and difficult to forget
- 5) Competitive. This trains students to compete to do well

According to (Shoimin, 2021) the disadvantages of using scramble games are:

- 1) It takes a long time to implement
- 2) Causing noise in the classroom, thus disturbing other classes.

C. Conceptual Framework



Picture 2.1 Conceptual Framework

Based on the diagram above, this research will explain in detail students' interest in learning in the use of the scramble game method, focusing on students' vocabulary mastery at MTs P3A GUPPI Rangas. This study aims to identify the extent to which the scramble game is able to motivate students' interest in learning and active involvement in vocabulary learning. So with this approach, it is expected to obtain a comprehensive picture of the effectiveness of scramble games as an interactive learning strategy on students' interest and learning outcomes.

CHAPTER III

RESEARCH METHOD

A. Type and Location of Research

1. Type of Research

This type of research is a quantitative research method. This research is carried out in the form of a questionnaire, which is then given to respondents. Questionnaires are often used in educational and social research that uses a survey design questionnaires descriptive that has more advantages. Yasin (2024)

2. Research Location

This research will be conducted at MTs P3A GUPPI Rangas. The location of this research is Jl. Education No. 3 Rangas Kab. Majene, West Sulawesi Province.

B. Research Design

This research method uses questionnaire research by using data collection using a questionnaire. This research will collect data to describe certain characteristics of the population under study Fernandes & Akhrani (2022).

C. Population and Sample

1. Population

Population refers to the overall object that is relevant to the research topic. According to Sugiyono (2020), a population is a general group that includes objects or subjects with certain numbers and characteristics determined by research objectives to study and draw conclusions. In this study, the

population of this study was students from MTs P3A GUPPI Rangas school consisting of 3 VIII classes. Class VIII A has 20 students, class VIII B has 17 students, and class VIII C has 17 students. So, the population in this study was 54 students of the STAIN Majene English Education study program.

CLASS	STUDENTS
VIII A	20
VIII B	17
VIII C	17
Total	54

Table 3.1 Classification of students of MTs P3A GUPPI Rangas class VIII

2. Sample

The sample selection strengthens the research focus Sugiyono (2020). The sample of this study used a cluster sampling technique, and the sample of this study was class VIII B which amounted to 17 students who met the criteria to participate in this study. The criteria set by the researcher include students' vocabulary learning interest which requires increased activity in learning English vocabulary.

D. Research Instrument

In this study, researchers used stages in data collection using questionnaires and purposive sampling:

1. Questionnaires

Questionnaires are data collection tools used in research to obtain information from respondents through a series of written questions. Questionnaires are usually used in survey research, where researchers want to collect data from a large number of people in a relatively short time Khotimah, (2018). Research used a questionnaire to collect data related to student interest in learning. This questionnaire was distributed to students of class VIII B MTs P3A GUPPI Rangas, who was the sample in this study with a total of 17 students. The questionnaire consists of 15 statement items that measure students' interest in learning before and after using scramble games in English Subjects. This questionnaire is in the form of sheets of paper containing questions that are relevant to student learning interests.

2. Purposive Sampling

Purposive sampling is a non-random sampling technique in which the researcher selects subjects based on certain considerations or criteria relevant to the research objectives. In this method, the researcher actively selects individuals or groups that have certain characteristics that are considered important to answer the research question. As stated by Prihastuty (2023) Purposive sampling is a sampling technique in which the researcher subjectively selects a sample based on an assessment of certain characteristics or criteria that are considered relevant to the research from the existing population.

Data is a set of information that is very crucial in research. Because data is the main material that will generate new insights to solve the problems raised by researchers in their research. To collect data, this research requires instruments. Through this technique, the researcher selected a sample from class VIII B consisting of 17 students who met the criteria to participate in this study.

The criteria set by the research include students' vocabulary learning interest which requires increased activity in learning English vocabulary. Research instruments refer to tools used to collect, process, and analyze data from participants with consistent standards of measurement.

E. Procedure of Data Collection

The data collection procedure for this research is as follows:

1. Preparing methods and topics for 3 meetings
2. Preparing research instruments, questionnaires
3. Consult the instrument to the supervisor
4. Validation of research instruments
5. Request permission to conduct research at MTs P3A GUPPI Rangas
6. Distributing interest questionnaires before carrying out treatment
7. Teaching students by using scramble games with noun vocabulary material
8. Then re-distribute the same interest questionnaire
9. Then compare the results of the difference questionnaire after using the scramble games method.

F. The Technique of Data Analysis

Quantitative data in the form of questionnaires were analyzed through the stages of tabulation and descriptive statistics by Supandi (2020).

This research is a descriptive quantitative survey research. This research uses descriptive statistics (mean score) using the Microsoft Excel program to analyze the data. Descriptive statistical techniques here include tabulation and description of the percentage of students in the category or students' learning interests. This approach aims to analyze the percentage of each indicator as well as identify the dominant factors influencing students' interest in learning English. The data analysis technique that will be used in this research is the descriptive statistical analysis technique using Microsoft Office Excel program to analyze the data. How to analyze the data by describing the tables that have obtained the data.

The modified Likert scale provides four alternative answers, namely: Strongly Agree (SS) with a score of 4, Agree (S) with a score of 3, Disagree (TS) with a score of 2, Strongly Disagree (STS) with a score of 1 Sugiyono (2016: 134-135). The research questionnaire used in this study consisted of 15 statements.

Table 3.2 Likert Scale

Score	Category	Score	Category
1	Strongly Disagree	4	Strongly Agree
2	Disagree	3	Agree
3	Agree	2	Disagree
4	Strongly Agree	1	Strongly Disagree

Data analysis was carried out by means of descriptive analysis to explain and describe the results of data processing. Presented in the form of narrative tables and frequency distributions. The purpose of this technique is to examine the percentage of each indication and identify the salient elements that influence students' interest in learning English.

According to Asrianti (2020), the formula that can be used to calculate the percentage of each indicator or sub-indicator is as follows:

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

Description

P: Presentation

F: Frequency (number of answers from each option chosen)

N: Number of Respondents.

To categorize the percentage value on each indicator, the percentage value can be adjusted to the scale of importance summarized in Table 1.

Table 3.3 Score-Category of the Questionnaire

Interval	Score	Category
57-60		Strongly Interested
42-51		Interested
32-41		Undecided
24-32		Uninterested
15-23		Strongly Interested

(Sugiyono (2007:136))

According to Sugiyono (2021), data analysis in quantitative research is carried out when data collection is ongoing and after completing data collection within a certain period.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This study was conducted to determine the interest of MT students in using Scramble games in learning English. The participants were selected from VIII B students of MTs P3A GUPPI Rangas. Since this study used a questionnaire, 17 students were asked to fill in the questionnaire. This chapter displays and discusses the questionnaire data.

A. *Findings*

There are 15 statements in the distribution of questionnaires in which there are 4 indicators, namely Feelings of Pleasure, Attention, Interest, And Student Involvement. The 4 indicators are divided into several parts:

1. Feelings of pleasure

In the indicator of feeling happy to have statements 1, 2, 3, and 4 in the statement there are positive and negative statements, positive statements in sections 1, 2, and 4, and statement 3 in negative statements.

2. Attention

In the statement is divided into positive and negative statements, one of which is in sections 5, 6, and 7 including positive statements, and those including negative statements, namely in statement 8.

3. Attraction

In the interest indicator it is also the same as the second indicator which explains that this indicator also has 4 statements and is also divided into

positive and negative statements. In positive statements in sections 9, 10, and 12 and in the negative statement section in section 11.

4. Student Involvement

In contrast to the 3 indicators, the student involvement indicator has 3 statements, namely 13, 14, and 15. In the statement of student involvement also has positive and negative statements, in positive statements in sections 13 and 14 then in statement 15 included in the negative section.

Frequency and Percentage of Each Number of Questionnaires:

Statement 1: *I feel happy to gain experience just learning English using the Scramble Game*

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	11	65%
2	Agree	5	29%
3	Disagree	1	6%
4	Strongly Disagree	0	0%

Table 4.1 Feelings of pleasure

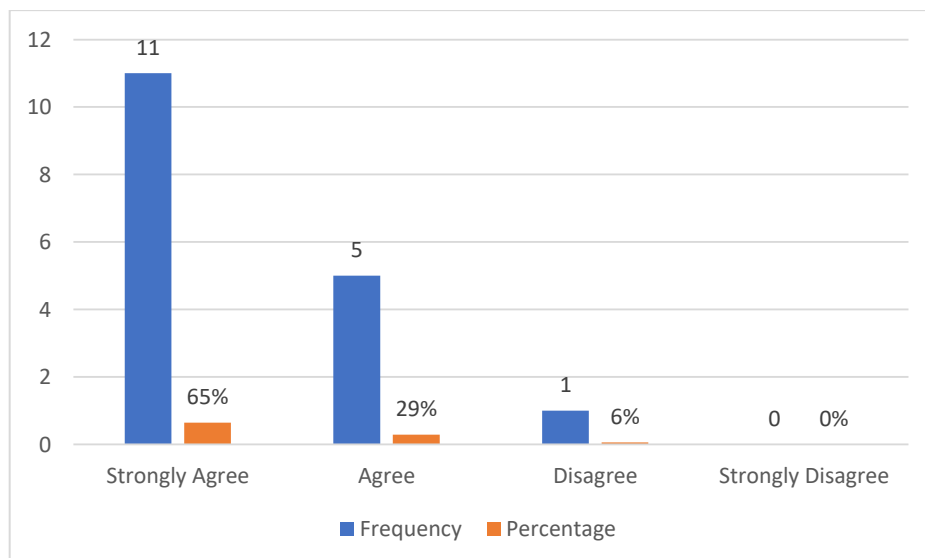


Figure 4.1 Feelings of pleasure

The table above shows that 65% of students answered strongly agree, 29% of students answered agree, 6% of students answered disagree, and 0% of students answered strongly agree. From this statement, it can also be concluded that many students agree with the statement. It can be concluded that students feel happy to get new experiences learning English using scramble games.

Statement 2: *I enjoy using scramble games to practice my English vocabulary.*

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	9	53%
2	Agree	8	47%
3	Disagree	0	0%
4	Strongly Disagree	0	0%

Table 4.2 Feelings of pleasure

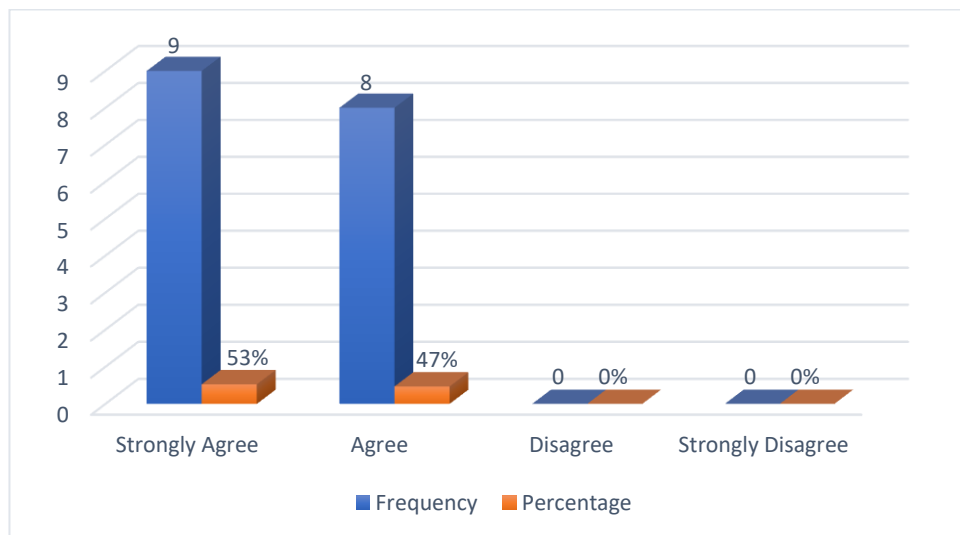


Figure 4.2 Feelings of pleasure

From the table above, it can be seen that 53% of students answered strongly agree, 47% answered agree, and 0% of students answered disagree and strongly disagree as much as 0%. From the table above, it can also be seen that there are

indeed many students who always pay attention to English lessons during class, the percentage of students who answer strongly agree and agree is greater than the two percentages below, this proves that the item can reveal how much the level of student agreement with the statement about student attention in English learning. So, it can be concluded that after being given an explanation, students feel happy using Scramble Games to practice English vocabulary based on seeing the percentage decrease even though it is not significant, and by using scramble games almost all students in class VIII B are more interested in participating in learning.

Statement 3: *I feel distracted when my friends practice Scramble Games in class*

No	Alternative Answer	Frequency	Percentage
1	Stongly Agree	0	0%
2	Agree	1	6%
3	Disagree	8	47%
4	Strongly Disagree	8	47%

Table 4.3 Feelings of pleasure

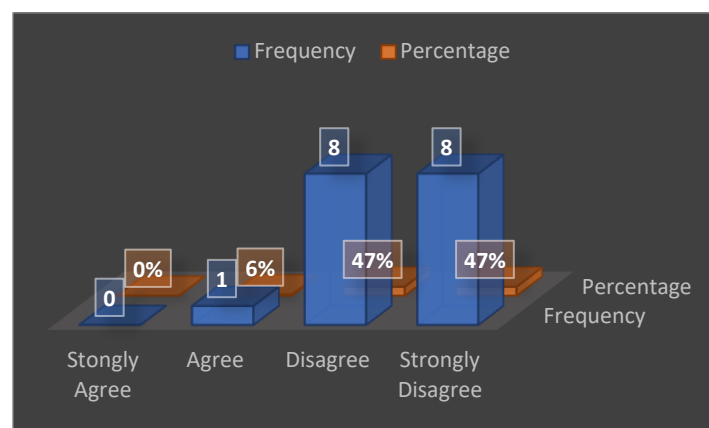


Figure 4.3 Feelings of pleasure

The table above shows that 0% of students answered strongly agree, 6% of students answered agree, 47% of students answered disagree, and 47% of students answered strongly disagree. So it can be concluded that students who answer strongly agree and disagree are quite unbalanced for this statement item. So it can be an illustration for students who feel distracted when using Scramble Games in English. It can be concluded that this means that the percentage of students who feel undisturbed by using Scramble Games.

Statement 4: *I find Scramble Games interesting to use for learning English*

No	Alternative Answer	Frequency	Percentage
1	Stongly Agree	11	65%
2	Agree	6	35%
3	Disagree	0	0%
4	Strongly Disagree	0	0%

Table 4.4 Feelings of pleasure

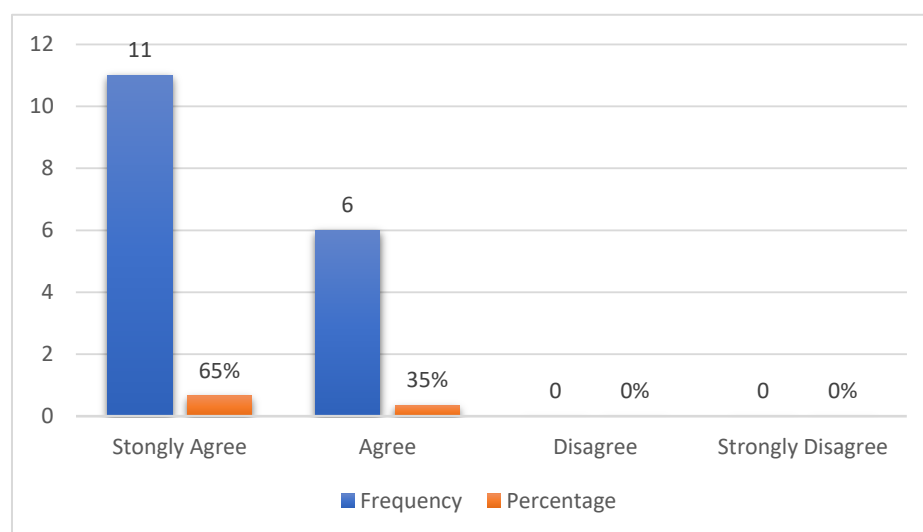


Figure 4.4 Feelings of pleasure

The table above shows students' choices of statement item number 4 regarding the use of Scramble Games. The answers can be detailed as follows, no one chose Strongly Disagree and Disagree, those who chose Agree were 35% and those who chose Strongly Agree were 65%. Therefore, it can be concluded that most students are happy with the use of Scramble Games to learn English and their interest in learning has increased after using this scramble games method.

Statement 5: *I listen to the teacher's explanation when using Scramble Games Learning*

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	9	53%
2	Agree	7	41%
3	Disagree	1	6%
4	Strongly Disagree	0	0%

Table 4.5 Attention

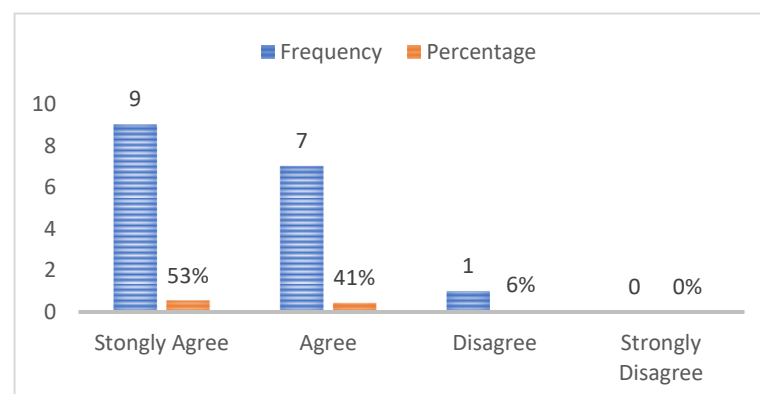


Figure 4.5 Attention

Based on the results of the student questionnaire answers above, it can be interpreted that students chose Strongly Agree 53%, students chose Agree 41%, students chose Disagree 6%, and students chose Strongly Disagree 0%. The

statement above that choosing Strongly Agree and Agree is not too different. Although the choice of Strongly Agree is more on a higher scale, it can be concluded that students still Strongly Agree to listen to the teacher's explanation in class when explaining the material using Scramble Games, because, with the explanation from the teacher, students pay more attention to their learning and their interest in learning is further enhanced.

Statement 6: *I remember the English vocabulary that the teacher has given*

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	8	47%
2	Agree	8	47%
3	Disagree	0	0%
4	Strongly Disagree	1	6%

Table 4.6 Attention

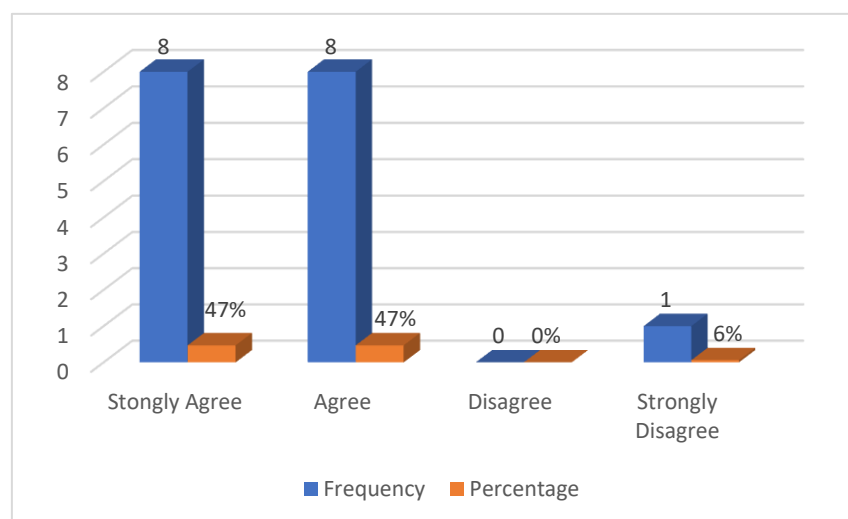


Figure 4.6 Attention

Based on the total frequency of students' answers in the table above, it can be concluded that most students chose Strongly Agree and Agree with the

statement of remembering English vocabulary after using Scramble Games. In addition, there is a balance between the Disagree and Strongly Disagree answers. This can also be a consideration for English teachers in choosing the Scramble Games method for English vocabulary learning.

Statement 7: The teacher gives an easy-to-understand explanation when learning English using Scramble Games

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	10	59%
2	Agree	6	35%
3	Disagree	1	6%
4	Strongly Disagree	0	0%

Table 4.7 Attention

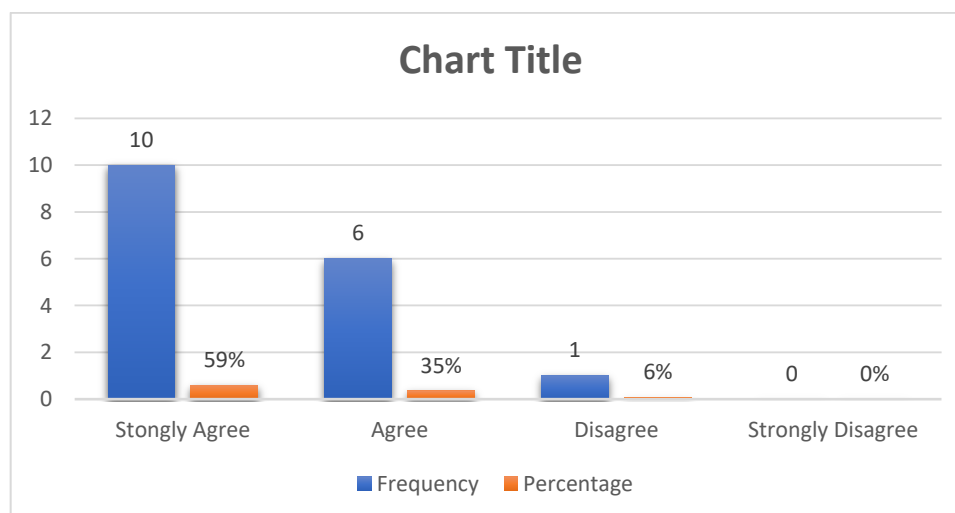


Figure 4.7 Attention

Based on the table above, students mostly answered Strongly Agree with the statement that the teacher provides an explanation that is easy to understand. It should be underlined that the Scramble Games learning method uses English that

is not fluent so students may be confused in learning English vocabulary, therefore the teacher needs to re-explain or translate the content of the material. On the other hand, although the comparison is quite far, it should be noted that there are still students who have difficulty understanding the teacher's explanation during the learning process. So it can be concluded from the table above that students predominantly understand more by increasing students' interest in learning with explanations that are easy to understand.

Statement 8: *I do not take notes on the teacher's explanation in class when using Scramble Games to learn English*

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	1	6%
2	Agree	1	6%
3	Disagree	5	29%
4	Strongly Disagree	10	59%

Table 4.8 Attention

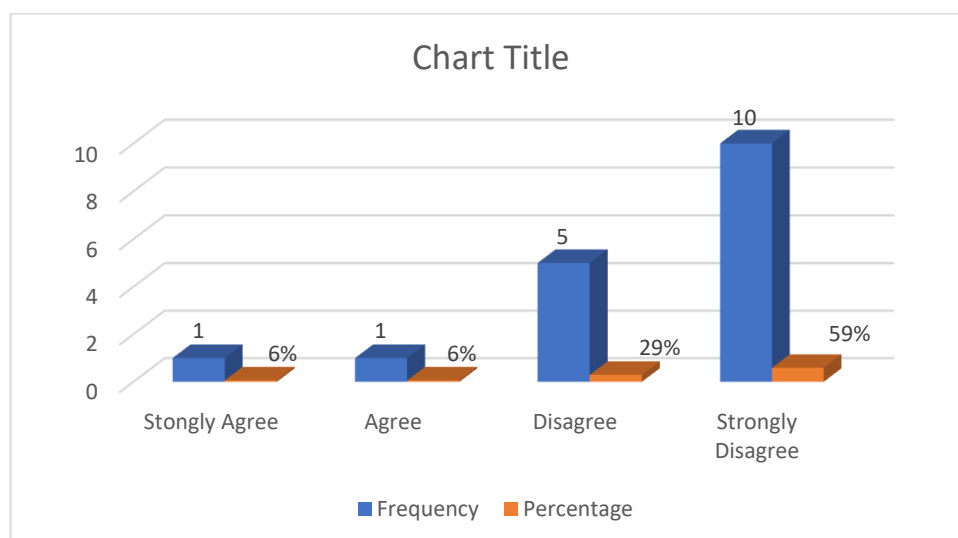


Figure 4.8 Attention

Based on the data listed above, some students choose Strongly Disagree and Disagree with the same percentage value as 59% dan 29% and Agree and Strongly Agree almost as much as 6%. It can be concluded that most students take notes on the explanation from the teacher using Scramble Games because by taking notes on the explanation explained on the blackboard they can better understand when given the same problem from the teacher's explanation.

Statement 9: *I became interested in using Scramble Games to learn English compared to the usual techniques*

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	8	47%
2	Agree	8	47%
3	Disagree	0	0%
4	Strongly Disagree	1	6%

Table4.9 Attraction

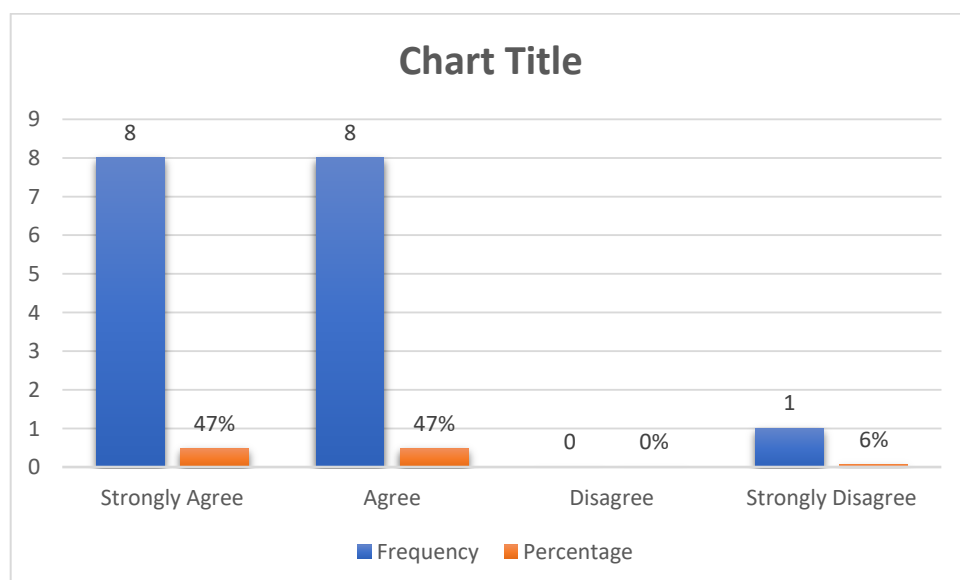


Figure 4.9 Attraction

Based on the table above, the frequency of student answers to the answer choices Agree as much as 47% and Strongly Agree as much as 47% is higher than the other frequencies and the lowest with a total percentage of 0% when compared to the frequency of answer choices Agree and Strongly Agree which are more dominant with a percentage of 47%. It can be concluded that students are more likely to be interested in using scramble games compared to the usual techniques at school so students' interest in learning increases when using the scramble games method while learning.

Statement 10: *In my opinion, utilizing Scramble Games as a learning method can train English vocabulary*

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	9	53%
2	Agree	7	41%
3	Disagree	1	6%
4	Strongly Disagree	0	0%

Table4.10 Attraction

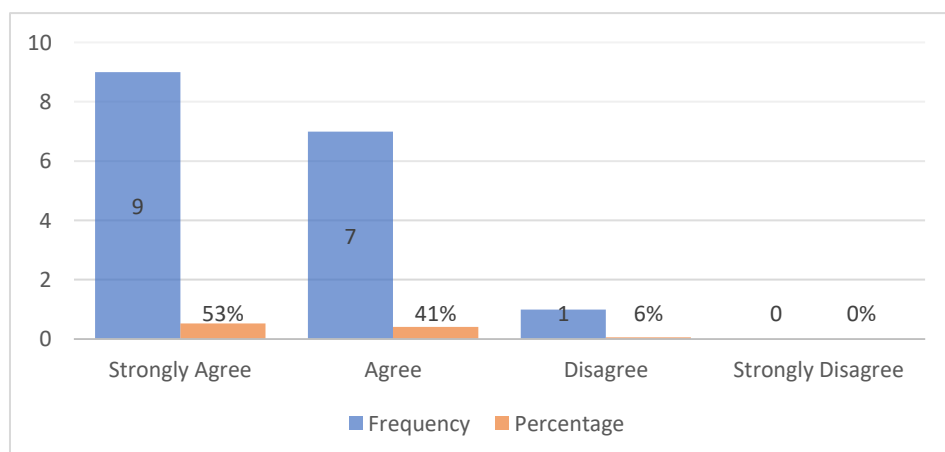


Figure 4.10 Attraction

Based on the table above, some students chose to Agree as much as 41% and students who chose Strongly Agreed because of the positive statement that the scramble games method of learning can train students' vocabulary as much as 53%. This indicates that they strongly agree that the Scramble Games method also provides benefits to train their confidence in building English vocabulary. So it can be concluded that by utilizing the scramble games method, students' interest in learning can increase when utilizing learning by using scramble games.

Statement 11: *I do not follow English lessons using Scramble Games*

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	1	6%
2	Agree	1	6%
3	Disagree	8	47%
4	Strongly Disagree	7	41%

Table 2.11 Attraction

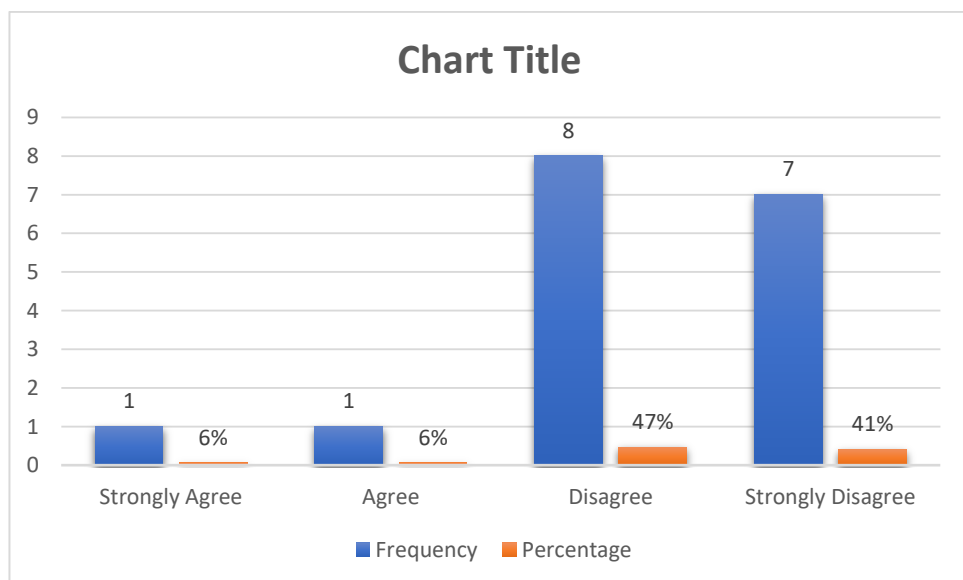


Figure 4.11 Attraction

Based on the table above, some students chose Strongly Disagree and students who chose Disagree have an almost significant percentage of 41% and 47%, It can be concluded that most students give a negative response to the statement because not they are very enthusiastic in following this English learning because according to them the scramble games method has never been done at school so students are very enthusiastic about increasing their interest in learning.

Statement 12: *I follow English teaching using Scramble Games*

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	5	29%
2	Agree	10	59%
3	Disagree	0	0%
4	Strongly Disagree	2	12%

Table 2.12 Attraction

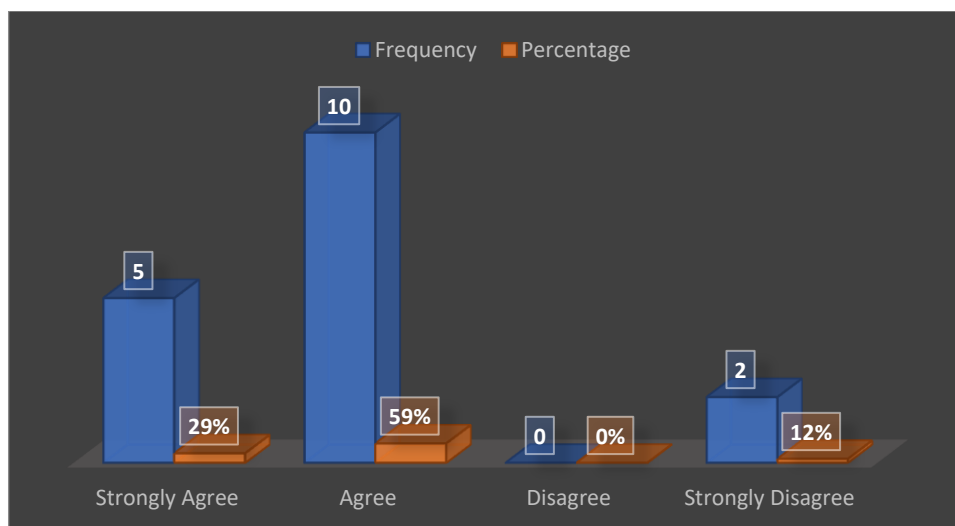


Figure 4.12 Attraction

Based on the table above, shows that students chose as much as 59% and Strongly Agreed 29% on the positive statement of the interest indicator that they

are interested in following the teaching of English teachers using Scramble Games with a total percentage of 59%. It can be concluded that students are enthusiastic about increasing their interest in learning by following English lessons using scramble games.

Statement 13: *My friends and I help direct each other when using Scramble Games to organize English vocabulary*

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	11	65%
2	Agree	5	29%
3	Disagree	1	6%
4	Strongly Disagree	0	0%

Table 4.13 Student Involvement

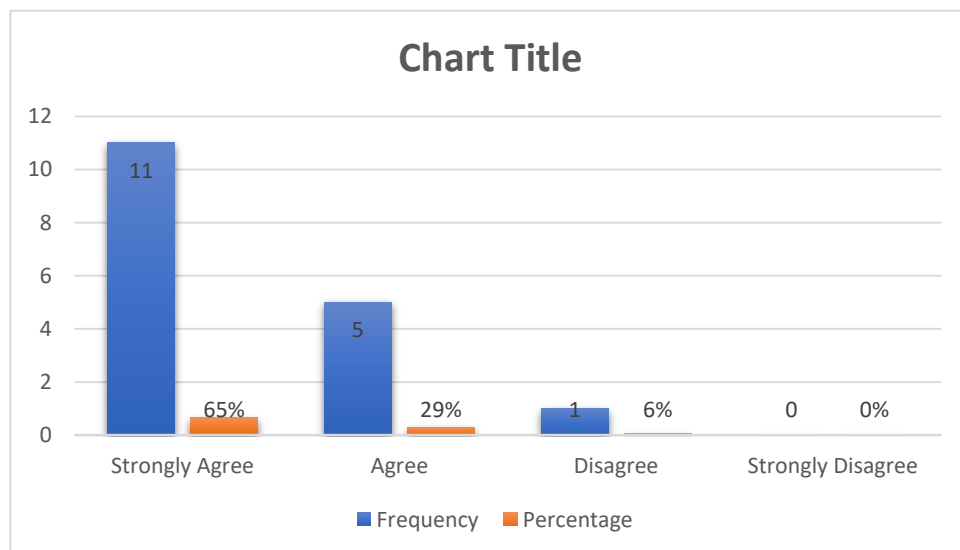


Figure 4.13 Student Involvement

Based on the table above, the statement Strongly Disagree dominated the students' choices as much as 60% and was followed by the answer Agree as much as 29% of students and the answer choice Strongly Disagree was chosen by 0% of

students. The data can be concluded that the high level of student cooperation in the classroom during practicum increases their interest in learning.

Statement 14: *I participate when instructed to practice building English vocabulary in class using Scramble Games.*

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	9	53%
2	Agree	8	47%
3	Disagree	0	0%
4	Strongly Disagree	0	0%

Table 4.14 Student Involvement

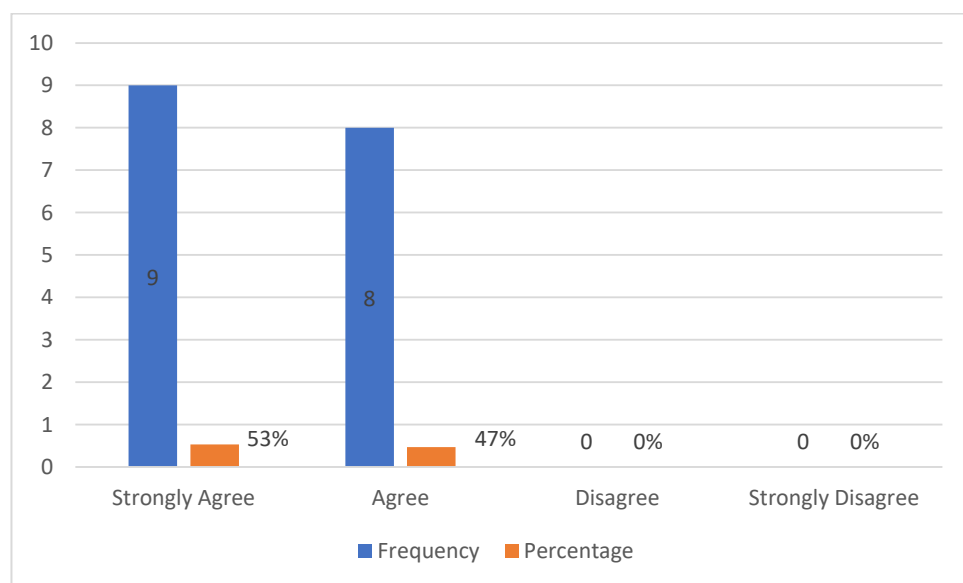


Figure 4.14 Student Involvement

Although dominated by the answers Strongly Agree and Agree as much as 53% and 47%, there are still students who are reluctant when told to practice by choosing the answer Disagree. Therefore, based on this data, it can be concluded that some students take the initiative to practice and must be told first before going to the front of the class.

Statement 15: I was silent when I saw other friends struggling when practicing vocabulary building using Scramble Games

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	1	6%
3	Disagree	5	29%
4	Strongly Disagree	11	65%

Table 4.15 Student Involvement

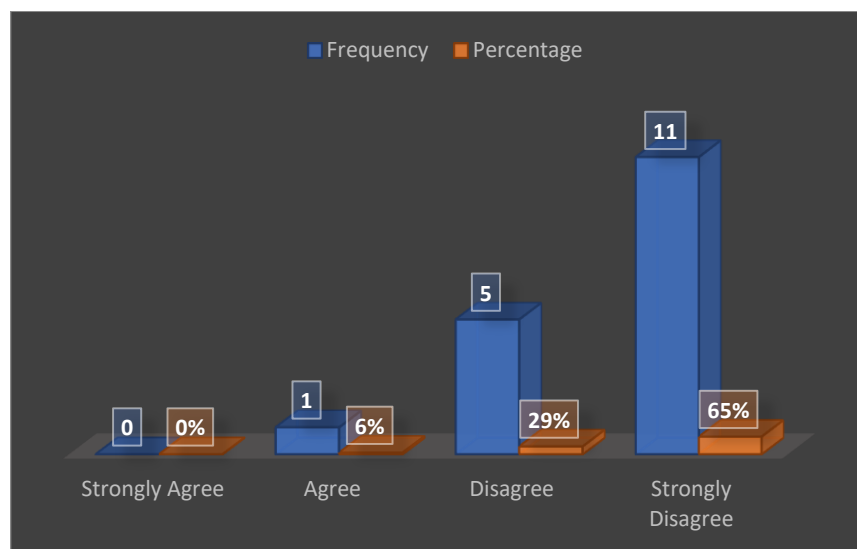


Figure 4.15 Student Involvement

Based on the table above, it can be explained that students who answered Strongly Agree and Agree were equal to 0% and 6%, students who answered Disagree 29% and students chose Disagree 29% and the highest were students who answered Strongly Disagree 65% which shows a strong level of tolerance and positive relationships between classmates when facing difficulties. So it can be concluded that in the practice of compiling vocabulary using scramble students have a strong tolerance to help each other, so that learning in class goes well.

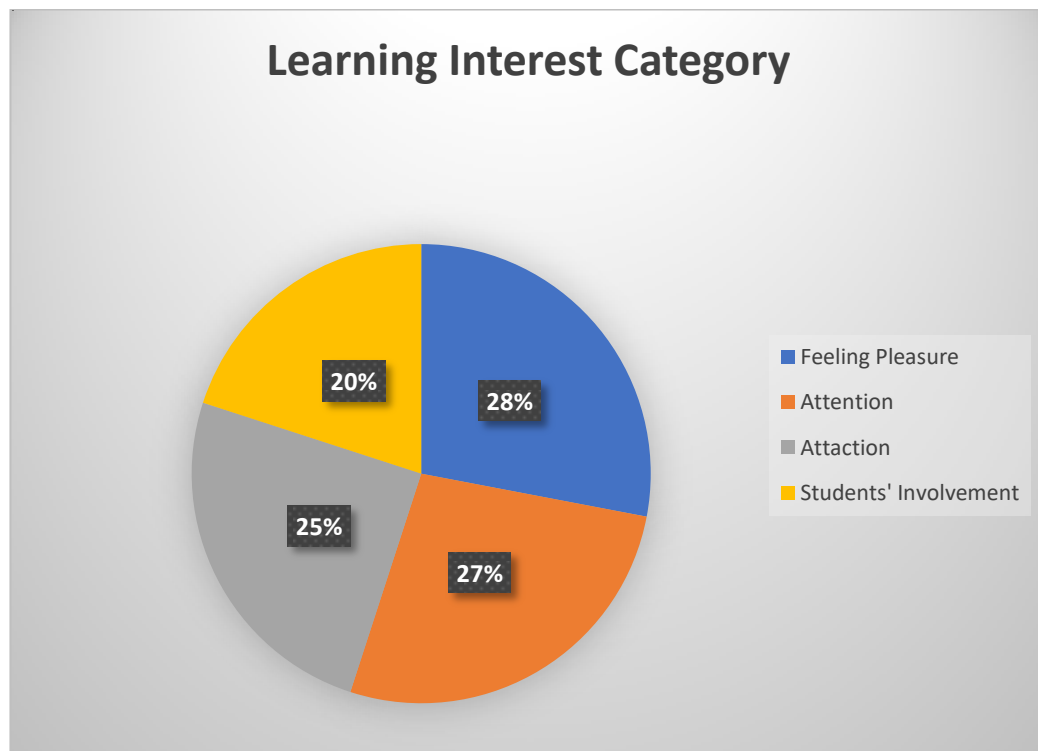


Figure 1.6 Learning Interest Category

As a conclusion from the above explanation related to the calculation of the total frequency of the dominant aspects of learning interest after learning English skills using Scramble Games, it is known that the aspect of feeling pleasure received a high response from students and showed that they were interested in using Scramble Games continuously because of the number of answers that corresponded to these answers, and by getting the value of feeling pleasure as much as 28%.

B. DISCUSSION

1. Students' Interest in Learning Vocabulary Scramble Games

Based on the results of research conducted in class VIII B MTs P3A GUPPI Rangas, it is known that their learning interest in using Scramble

Games is at the "Very Interested" level which indicates a positive interest in learning using Scramble Games in learning English. The results of this study indicate the students' interest in using Scramble Games as a platform for learning English vocabulary after learning in class. It also discusses the success in increasing students' interest in learning Purnama Sari (2019) The effect of the scramble method on the interest in learning social studies of grade 5 students of SD Negeri 132 Seluma can be seen from the t-count value of 3.294, while the t-table value is 2.008. Since the t-count is greater than the t-table at the 5% significance level, the working hypothesis in this study is accepted. This indicates a significant effect of the scramble method on students' interest in learning.

S. Nurhasanah & Sobandi (2016) argue that learning interest includes interest in the learning process, attention given during learning, motivation to learn, and knowledge possessed. This shows that when students have an interest, they tend to be more focused and more effective in absorbing the material taught by the teacher. Students' activities will be influenced by their level of interest, because they will be more involved in activities that attract their attention, in this case, the learning process. Having a high interest in learning will allow a person to follow the learning process better, so as to achieve optimal learning outcomes Sirait (2016).

Zega & Harefa (2024) One of the factors that contribute to students' academic success is their interest in learning, which is characterized by students' feelings of pleasure, interest, attention, and involvement in the

learning process. In addition, students showed a positive response to the statement from the questionnaire about feeling happy after learning English by using scramble games students feel more atutis because the learning can play while learning as a new experience. This is in line with Zurhaida's (2022) statement that the use of the scramble games method can increase students' feelings of pleasure and prevent boredom in learning activities by using game-based media. This makes students in the classroom more enthusiastic, and excited, and not feel bored during the learning process.

Scramble games are a game-based learning method designed to increase student engagement by making learning activities more interactive and interesting. In line with the statement from Sativa (2024), the use of scramble word games can also increase students' motivation to participate actively and foster their interest in learning English. Teachers must choose appropriate learning models and methods to ensure that creative and innovative learning processes at the primary school level can attract students' attention through their high curiosity Mulyawati (2021).

2. Dominant Factors of Students' Interest

This study adopts the theory of Slameto (2010) regarding learning interest indicators which include four aspects, namely: a feeling of pleasure towards learning, level of participation or involvement, attention, and interest. The most significant factor is the feeling of pleasure felt by students, especially when gaining new experiences in learning English through the Scramble Games method. According to other research from Sugiarto (2024), The main

factor is that students must have a learning drive that comes from their internal motivation. Students' perceptions on the aspect of feeling happy showed a positive thing with many answers strongly agreeing and agreeing which indicated that students had a feeling of pleasure in using Scramble Games in class.

In the category of feeling happy, there are questions numbers 2 positive, and 3 negative relation questions that the second point almost all students chose to strongly agree and agree with feeling happy to use scramble games to practice vocabulary, but in relation to point 3 which is in the negative question category, namely there is 1 student choosing to agree that the student feels disturbed when using scramble games in class, but in essence almost all students feel that scramble games are a suitable method to increase interest in learning. This statement is in line with Ketlin (2023) where it was found that through this game, students will feel happy and enthusiastic in the learning process, this scramble games model can be used as an alternative to create student activeness. Sintya & Sopingi (2017) showed that the application of scramble games can have a positive impact and is very useful.

In addition, the attention aspect of the students also showed a large number of strongly agree and agree responses to the attention given to the students to try the scrambler games method, which showed their enthusiasm to learn English without pressure from the teacher. Imami (2018) This method is quite effective in attracting students' attention, but there are still some students who are not ready to learn and tend to feel shy when expressing their opinions. In

this study some students still chose to disagree regarding the category of attention in question number 7 included in the positive question and question number 8 included in the negative question, that question number 7 the teacher gave an easy-to-understand explanation when learning English using the scramble games method, by choosing strongly agree and strongly agree as many as 16 students, but there was also 1 student who chose to disagree because he was embarrassed to ask when he did not understand the teacher's explanation. In contrast to the question in number 8 which is categorized as a negative question, there are still students who choose to agree not to take notes as many as 2 people, because they are still having difficulty learning English.

In this study, some students still chose to disagree and strongly agree, but of the 17 students almost all chose to agree and strongly agree. Related to the category of interest in question number 11 included in the Negative question and question number 12 included in the Positive question, that question number 11 I did not follow English lessons using scramble games, by choosing strongly agree and strongly agree as many as 15 students, but there were also 2 students who chose to disagree and even chose to strongly disagree because they were not interested. In connection with question number 12 which is categorized as a positive question, there are still 2 students who strongly disagree with the statement that I follow English teaching using scramble games because it is still the same as the reason from

question 11 that they are not interested so that these 2 students choose to strongly disagree.

In addition, the most recent indicator, the aspect of student involvement also shows that many students strongly agree and agree on student involvement in participating in the learning of the scrambler games method. In line with the statement of previous research, Harefa (2023) The application of the scramble games method has succeeded in increasing students' interest in learning and increasing their active student involvement, which in turn increases their knowledge. In this study, there were also students who still chose to agree with the choice of negative question categories, but of the 17 students almost all chose to agree and strongly agree with the positive questions. Related to the category of student involvement in question number 14 included in the positive question and question number 15 included in the negative question, that question number 14 I participated when giving practice instructions using scramble games in compiling vocabulary objects, with out of 17 students all participating to compile vocabulary objects with the scramble games method. In connection with the question in number 15 which is categorized as a negative question, there are still students who choose to agree with the statement I just watched other friends having difficulty when practicing compiling noun vocabulary using scramble games as many as 1 person, with the reason being unclear from the student.

It can be concluded from the explanation of the discussion that students are more interested in learning English with the method using scramble games

compared to the lecture method usually carried out by the teacher because basically, students are more bored by listening to the material than playing while learning with one of them arranging random vocabulary practiced directly after introducing the scramble games method, so that it can have a positive impact on students to be more enthusiastic and further increase students' interest in learning by using this method. Furthermore, the implementation of the Scramble Games learning model allowed the writer to observe significant improvements in students attitudes and participation, which greatly influenced their English learning outcomes through this method. This situation may be related to the lowest aspect of student involvement, which likely occurred because the students were still unfamiliar with the *Scramble Games* method, resulting in a lack of confidence when guiding their peers. They might also have been hesitant to provide directions for fear of giving incorrect instructions. This indicates that the students' experience and understanding of the learning method are still limited. Therefore, continuous practice and gradual familiarization are essential to foster students' confidence in active participation and to enhance their collaboration during learning activities using *Scramble Games*.

CHAPTER V

CONCLUSION AND SUGGESTION

A. *Conclusion*

Based on the results of research on student interest in the use of the scramble games method in class VIII B, researchers found that there was interest from students who were at the very interested level with the Strongly Interested category of 60% of the total percentage of questionnaire results that had been filled out by students. This shows a positive response to the use of Scramble Games. Scramble Games are also one of the methods that can be used for learning by building English vocabulary, as they involve active and competitive game elements, which often make the learning process more fun and interesting for students.

Among the four indicators of learning interest that research analyzed through questionnaires distributed to students, it was found that the aspect of feeling happy had a dominant frequency and was chosen based on students' experiences after using the Scramble Games method in the classroom. In addition, through the scramble games method, students can practice their vocabulary. The results of this study can support the theory regarding the benefits of Scramble Games if used to teach English as a foreign language. It is evident from the research results that the use of the Scramble Games method in English learning can build students' interest in learning.

B. Suggestion

1. For Teachers

For teachers, the researcher provides suggestions to maintain or apply appropriate methods like Scramble Games in classroom areas to increase students' interest in learning. In addition, teachers are also expected to pay attention to students' behavior and attitude during the learning process to investigate their learning interest in English subject. The teaching of English vocabulary can be further enhanced to improve students' mastery, enabling them to acquire a broader range of words and expressions.

2. For Students

The researcher's advice to students is to familiarize themselves to pay more attention to English learning from Scramble Games as a learning reference to improve English language skills. In addition, students can utilize methods such as those that are familiar to them to learn English.

3. For other researchers

This study focuses on students' interest in using Scramble Games to learn English. This study still has shortcomings, especially the use of instruments that are still lacking. Therefore, it would be better for other researchers to conduct similar research with more in-depth research using different methods and more supportive instruments.

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APPENDICES

Appendix 1 Questionnaire

KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN SCRAMBLE GAMES DI MTS P3A GUPPI RANGAS

A. Identitas Responden

Nama Lengkap :
Kelas :
Jenis kelamin :

B. Petunjuk pengisian

Didalam angket ini terdapat 15 pertanyaan yang harus anda jawab. Berilah tanda ceklis (√) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah belajar menggunakan scramble games.

Adapun jawaban tersebut terdiri dari :

- STS : Sangat Tidak Setuju
- TS : Tidak Setuju
- S : Setuju
- SS : Sangat Setuju

Perhatikan : Cermati setiap butir pernyataan sebelum memilih jawaban.

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Perasaan Senang					
1	Saya merasa senang mendapatkan pengalaman baru belajar Bahasa Inggris menggunakan Scramble Games				
2	Saya merasa senang menggunakan Scramble Games untuk melatih kosakata Bahasa Inggris				
3	Saya merasa terganggu saat teman-teman praktik dalam belajar Scramble Games dikelas				
4	Saya merasa Scramble Games menarik digunakan untuk belajar Bahasa Inggris				
Perhatian					
5	Saya menyimak penjelasan guru saat menggunakan pembelajaran scramble games				
6	Saya mengingat kosakata Bahasa Inggris yang sudah diberikan guru				
7	Guru memberikan penjelasan yang mudah dipahami saat belajar Bahasa Inggris				

	menggunakan Scramble Games				
8	Saya tidak mencatat penjelasan guru dikelas saat menggunakan Scramble Games untuk belajara Bahasa Inggris				
No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Ketertarikan					
9	Saya mulai tertarik menggunakan Scramble Games untuk belajar Bahasa Inggris dibandingkan dengan teknik yang sering dilakukan				
10	Menurut saya, pemanfaatan Scramble Games sebagai metode belajar dapat melatih kosakata Bahasa Inggris				
11	Saya tidak mengikuti Pelajaran Bahasa Inggris dengan menggunakan Scramble Games				
12	Saya mengikuti pengajaran Bahasa Inggris menggunakan Scramble Games				
Keterlibatan Siswa					
13	Saya dan teman-teman saling membantu mengarahkan saat menggunakan Scramble Games menyusun kosakata Bahasa Inggris				
14	Saya ikut berpartisipasi saat diberikan intruksi untuk praktik menyusun kosakata Bahasa Inggris dikelas menggunakan Scramble Games				
15	Saya diam saja melihat teman lain kesulitan saat praktik menyusun kosakata menggunakan Scramble Games				

Appendix 2 Validity Test

No. Item	R-Hitung	R-Tabel	Keterangan
1	0.650	0,482	VALID
2	0.464	0,482	VALID
3	0.124	0,482	INVALID
4	0.489	0,482	VALID
5	0.638	0,482	VALID
6	0.715	0,482	VALID
7	0.716	0,482	VALID
8	0.073	0,482	INVALID
9	0.782	0,482	VALID
10	0.805	0,482	VALID
11	0.486	0,482	VALID
12	0.695	0,482	VALID
13	0.695	0,482	VALID
14	0.514	0,482	VALID
15	0.570	0,482	VALID

Appendix 3 Questionnaire

Indikator Minat Belajar	Deskripsi	Nomor Soal		Jumlah Soal
		Positif	Negatif	
Perasaan Senang	Kesan Siswa Terhadap Penggunaan Scramble Games Sebagai Metode Belajar	1,2,4	3	4
	Perasaan Siswa Selama Mengikuti Pembelajaran Vocabulary Menggunakan Dari Scramble Games			
Perhatian	Mendengarkan, menyimak memahami	5,6,7	8	4
Ketertarikan	Memberikan pertanyaan ketika ada ketika ada kendala dalam pemahaman	9,10,12	11	4
	Tertarik untuk mengeksplor dan mencari tahu lebih dalam tentang sesuatu yang dipelajari			
	Respon siswa terhadap proses pembelajaran dikelas			
Keterlibatan Siswa	Kesadaran tentang pentingnya bekerja sama dengan teman kelas	13,14	15	3
	Terlibat dalam pemberian latihan/tugas oleh guru			
	Kesadaran belajar mandiri Dirumah			

Appendix 4 Nilai Responden Siswa Dari Angket

Responden Ke-	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	4	4	3	4	2	1	2	4	1	2	2	1	2	3	3
2	4	3	3	4	3	3	3	2	4	3	2	3	3	3	4
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63	60	30	62	59	57	60	32	57	59	28	51	61	60	31	770
215			208			195			152			770			
28%			27%			25%			20%						

Perasaan Senang

Perhatian

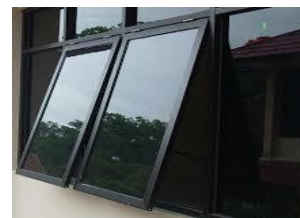
Ketertarikan

Keterlibatan
Siswa

Appendix 5 NOUN (Kata Benda) Materi

Buku	: Book
Pulpen	: Pen
Meja	: Table
Motor	: Motorcycle
Mobil	: Car
Sepeda	: Bicycle
Sepatu	: Shoes
Tas	: Bag
Jendela	: Window
Rumah	: Home
Papan tulis	: White Board
Televisi	: Television
Kacamata	: Glasses
Kipas angin	: Fan
Kursi	: Chair
Tempat sampah	: Trash can
Topi	: Hat
Baju	: Shirt
Celana	: Pant
Lampu	: Lamp

Appendix 6 NOUN (Kata Benda) Soal



Appendix 6 NOUN (Kata Benda) yang diacak**A T B E L****R H C H A I****E H W T I D A O R B****K O B O****P A L M****P N E****B G A H S O S E****C O L K C****T H A****H R A S T N C A****W D W I O N**

Appendix 7 Questionnaire Siswa

KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN SCRAMBLE GAMES DI MTS P3A GUPPI RANGAS

A. Identitas Responden
 Nama Lengkap : M. Cahaya ANIL Duthomo
 Kelas : VIII
 Jenis kelamin : Laki-laki

B. Petunjuk pengisian
 Didalam angket ini terdapat 15 pertanyaan yang harus anda jawab. Berilah tanda ceklis (✓) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah belajar menggunakan scramble games.

Adapun jawaban tersebut terdiri dari :

- 1. STS : Sangat Tidak Setuju
- 2. TS : Tidak Setuju
- 3. S : Setuju
- 4. SS : Sangat Setuju

Perhatikan : Cermati setiap butir pernyataan sebelum memilih jawaban.

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Perasaan Senang					
1	Saya merasa senang mendapatkan pengalaman baru belajar Bahasa Inggris menggunakan Scramble Games				✓
2	Saya merasa senang menggunakan Scramble Games untuk melatih kosakata Bahasa Inggris				✓
3	Saya merasa terganggu saat teman-teman praktik dalam belajar Scramble Games dikelas			✓	
4	Saya merasa Scramble Games menarik digunakan untuk belajar Bahasa Inggris				✓
Perhatian					
5	Saya menyimak penjelasan guru saat menggunakan pembelajaran scramble games			✓	
6	Saya mengingat kosakata Bahasa Inggris yang sudah diberikan guru	✓			
7	Guru memberikan penjelasan yang mudah dipahami saat belajar Bahasa Inggris menggunakan Scramble Games		✓		
8	Saya tidak mencatat penjelasan guru dikelas saat menggunakan Scramble Games untuk belajar Bahasa Inggris				✓

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Keterarikan					
9	Saya mulai tertarik menggunakan Scramble Games untuk belajar Bahasa Inggris dibandingkan dengan teknik yang sering dilakukan	✓			
10	Menurut saya, pemanfaatan Scramble Games sebagai metode belajar dapat melatih kosakata Bahasa Inggris		✓		
11	Saya tidak mengikuti Pelajaran Bahasa Inggris dengan menggunakan Scramble Games		✓		
12	Saya mengikuti pengajaran Bahasa Inggris menggunakan Scramble Games	✓			✓
Keterlibatan Siswa					
13	Saya dan teman-teman saling membantu mengarahkan saat menggunakan Scramble Games menyusun kosakata Bahasa Inggris		✓		
14	Saya ikut berpartisipasi saat diberikan intruksi untuk praktik menyusun kosakata Bahasa Inggris dikelas menggunakan Scramble Games			✓	
15	saat diam saja melihat teman lain kesulitan saat praktik menyusun kosakata menggunakan Scramble Games			✓	

KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN SCRAMBLE GAMES DI MTS P3A GUPPI RANGAS

A. Identitas Responden
 Nama Lengkap : MORI SAIL
 Kelas : VIII B
 Jenis kelamin : Prm

B. Petunjuk pengisian
 Didalam angket ini terdapat 15 pertanyaan yang harus anda jawab. Berilah tanda ceklis (✓) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah belajar menggunakan scramble games.

Adapun jawaban tersebut terdiri dari :

- 1. STS : Sangat Tidak Setuju
- 2. TS : Tidak Setuju
- 3. S : Setuju
- 4. SS : Sangat Setuju

Perhatikan : Cermati setiap butir pernyataan sebelum memilih jawaban.

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Perasaan Senang					
1	Saya merasa senang mendapatkan pengalaman baru belajar Bahasa Inggris menggunakan Scramble Games				✓
2	Saya merasa senang menggunakan Scramble Games untuk melatih kosakata Bahasa Inggris			✓	
3	Saya merasa terganggu saat teman-teman praktik dalam belajar Scramble Games dikelas	✓		✓	
4	Saya merasa Scramble Games menarik digunakan untuk belajar Bahasa Inggris				✓
Perhatian					
5	Saya menyimak penjelasan guru saat menggunakan pembelajaran scramble games			✓	
6	Saya mengingat kosakata Bahasa Inggris yang sudah diberikan guru	✓		✓	
7	Guru memberikan penjelasan yang mudah dipahami saat belajar Bahasa Inggris menggunakan Scramble Games			✓	
8	Saya tidak mencatat penjelasan guru dikelas saat menggunakan Scramble Games untuk belajar Bahasa Inggris		✓		

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Keterarikan					
9	Saya mulai tertarik menggunakan Scramble Games untuk belajar Bahasa Inggris dibandingkan dengan teknik yang sering dilakukan				✓
10	Menurut saya, pemanfaatan Scramble Games sebagai metode belajar dapat melatih kosakata Bahasa Inggris			✓	
11	Saya tidak mengikuti Pelajaran Bahasa Inggris dengan menggunakan Scramble Games		✓		
12	Saya mengikuti pengajaran Bahasa Inggris menggunakan Scramble Games			✓	
Keterlibatan Siswa					
13	Saya dan teman-teman saling membantu mengarahkan saat menggunakan Scramble Games menyusun kosakata Bahasa Inggris			✓	
14	Saya ikut berpartisipasi saat diberikan intruksi untuk praktik menyusun kosakata Bahasa Inggris dikelas menggunakan Scramble Games			✓	
15	saat diam saja melihat teman lain kesulitan saat praktik menyusun kosakata menggunakan Scramble Games	✓			✓

KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN SCRAMBLE GAMES DI MTS P3A GUPPI RANGAS

A. Identitas Responden
 Nama Lengkap : Maria Rizka
 Kelas : VIII B
 Jenis kelamin : Perempuan

B. Petunjuk pengisian
 Didalam angket ini terdapat 15 pertanyaan yang harus anda jawab. Berilah tanda ceklis (✓) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah belajar menggunakan scramble games.

Adapun jawaban tersebut terdiri dari :
 1 = STS : Sangat Tidak Setuju
 2 = TS : Tidak Setuju
 3 = S : Setuju
 4 = SS : Sangat Setuju

Perhatikan : Cermati setiap butir pernyataan sebelum memilih jawaban.

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Perasaan Senang					
1	Saya merasa senang mendapatkan pengalaman baru belajar Bahasa Inggris menggunakan Scramble Games			✓	
2	Saya merasa senang menggunakan Scramble Games untuk melatih kosakata Bahasa Inggris			✓	
3	Saya merasa terganggu saat teman-teman praktik dalam belajar Scramble Games dikelas	✓			
4	Saya merasa Scramble Games menarik digunakan untuk belajar Bahasa Inggris			✓	
Perhatian					
5	Saya menyimak penjelasan guru saat menggunakan pembelajaran scramble games			✓	
6	Saya mengingat kosakata Bahasa Inggris yang sudah diberikan guru				✓
7	Guru memberikan penjelasan yang mudah dipahami saat belajar Bahasa Inggris menggunakan Scramble Games				✓
8	Saya tidak mencatat penjelasan guru dikelas saat menggunakan Scramble Games untuk belajar Bahasa Inggris	✓			

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Ketertarikan					
9	Saya mulai tertarik menggunakan Scramble Games untuk belajar Bahasa Inggris dibandingkan dengan teknik yang sering dilakukan				✓
10	Menurut saya, pemanfaatan Scramble Games sebagai metode belajar dapat melatih kosakata Bahasa Inggris				✓
11	Saya tidak mengikuti Pelajaran Bahasa Inggris dengan menggunakan Scramble Games			✓	
12	Saya mengikuti pengajaran Bahasa Inggris menggunakan Scramble Games				✓
Keterlibatan Siswa					
13	Saya dan teman-teman saling membantu mengarahkan saat menggunakan Scramble Games menyusun kosakata Bahasa Inggris				✓
14	Saya ikut berpartisipasi saat diberikan intruksi untuk praktik menyusun kosakata Bahasa Inggris dikelas menggunakan Scramble Games			✓	
15	saya diam saja melihat teman lain kesulitan saat praktik menyusun kosakata menggunakan Scramble Games	✓			✓

KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN SCRAMBLE GAMES DI MTS P3A GUPPI RANGAS

A. Identitas Responden
 Nama Lengkap : MVH IKRAM
 Kelas : VIII B
 Jenis kelamin : Laki-laki

B. Petunjuk pengisian
 Didalam angket ini terdapat 15 pertanyaan yang harus anda jawab. Berilah tanda ceklis (✓) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah belajar menggunakan scramble games.

Adapun jawaban tersebut terdiri dari :
 1 = STS : Sangat Tidak Setuju
 2 = TS : Tidak Setuju
 3 = S : Setuju
 4 = SS : Sangat Setuju

Perhatikan : Cermati setiap butir pernyataan sebelum memilih jawaban.

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Perasaan Senang					
1	Saya merasa senang mendapatkan pengalaman baru belajar Bahasa Inggris menggunakan Scramble Games			✓	
2	Saya merasa senang menggunakan Scramble Games untuk melatih kosakata Bahasa Inggris				✓
3	Saya merasa terganggu saat teman-teman praktik dalam belajar Scramble Games dikelas	✓			
4	Saya merasa Scramble Games menarik digunakan untuk belajar Bahasa Inggris			✓	
Perhatian					
5	Saya menyimak penjelasan guru saat menggunakan pembelajaran scramble games			✓	
6	Saya mengingat kosakata Bahasa Inggris yang sudah diberikan guru			✓	
7	Guru memberikan penjelasan yang mudah dipahami saat belajar Bahasa Inggris menggunakan Scramble Games				✓
8	Saya tidak mencatat penjelasan guru dikelas saat menggunakan Scramble Games untuk belajar Bahasa Inggris	✓			

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Ketertarikan					
9	Saya mulai tertarik menggunakan Scramble Games untuk belajar Bahasa Inggris dibandingkan dengan teknik yang sering dilakukan			✓	
10	Menurut saya, pemanfaatan Scramble Games sebagai metode belajar dapat melatih kosakata Bahasa Inggris				✓
11	Saya tidak mengikuti Pelajaran Bahasa Inggris dengan menggunakan Scramble Games	✓			
12	Saya mengikuti pengajaran Bahasa Inggris menggunakan Scramble Games				✓
Keterlibatan Siswa					
13	Saya dan teman-teman saling membantu mengarahkan saat menggunakan Scramble Games menyusun kosakata Bahasa Inggris			✓	
14	Saya ikut berpartisipasi saat diberikan intruksi untuk praktik menyusun kosakata Bahasa Inggris dikelas menggunakan Scramble Games				✓
15	saya diam saja melihat teman lain kesulitan saat praktik menyusun kosakata menggunakan Scramble Games	✓			

KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN SCRAMBLE GAMES DI MTS P3A GUPPI RANGAS

A. Identitas Responden
 Nama Lengkap : M. H. A. P. R. Z. A. I.
 Kelas : VIII B
 Jenis kelamin : laki-laki

B. Petunjuk pengisian
 Didalam angket ini terdapat 15 pertanyaan yang harus anda jawab. Berilah tanda ceklis (✓) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah belajar menggunakan scramble games.

Adapun jawaban tersebut terdiri dari :
 1 • STS : Sangat Tidak Setuju
 2 • TS : Tidak Setuju
 3 • S : Setuju
 4 • SS : Sangat Setuju

Perhatikan : Cermati setiap butir pernyataan sebelum memilih jawaban.

No	Pernyataan	Opisi Jawaban			
		STS	TS	S	SS
Perasaan Senang					
1	Saya merasa senang mendapatkan pengalaman baru belajar Bahasa Inggris menggunakan Scramble Games				✓
2	Saya merasa senang menggunakan Scramble Games untuk melatih kosakata Bahasa Inggris				✓
3	Saya merasa terganggu saat teman-teman praktik dalam belajar Scramble Games dikelas		✓		
4	Saya merasa Scramble Games menarik digunakan untuk belajar Bahasa Inggris			✓	
Perhatian					
5	Saya menyimak penjelasan guru saat menggunakan pembelajaran scramble games				✓
6	Saya mengingat kosakata Bahasa Inggris yang sudah diberikan guru			✓	
7	Guru memberikan penjelasan yang mudah dipahami saat belajar Bahasa Inggris menggunakan Scramble Games				✓
8	Saya tidak mencatat penjelasan guru dikelas saat menggunakan Scramble Games untuk belajar Bahasa Inggris	✓		✗	

5

No	Pernyataan	Opisi Jawaban			
		STS	TS	S	SS
Ketertarikan					
9	Saya mulai tertarik menggunakan Scramble Games untuk belajar Bahasa Inggris dibandingkan dengan teknik yang sering dilakukan			✓	
10	Menurut saya, pemanfaatan Scramble Games sebagai metode belajar dapat melatih kosakata Bahasa Inggris				✓
11	Saya tidak mengikuti Pelajaran Bahasa Inggris dengan menggunakan Scramble Games		✓		
12	Saya mengikuti pengajaran Bahasa Inggris menggunakan Scramble Games			✓	
Keterlibatan Siswa					
13	Saya dan teman-teman saling membantu mengarahkan saat menggunakan Scramble Games menyusun kosakata Bahasa Inggris				✓
14	Saya ikut berpartisipasi saat diberikan intruksi untuk praktik menyusun kosakata Bahasa Inggris dikelas menggunakan Scramble Games				✓
15	saya diam saja melihat teman lain kesulitan saat praktik menyusun kosakata menggunakan Scramble Games			✓	

KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN SCRAMBLE GAMES DI MTS P3A GUPPI RANGAS

A. Identitas Responden
 Nama Lengkap : ALFIAN
 Kelas : VIII A3
 Jenis kelamin : perempuan

B. Petunjuk pengisian
 Didalam angket ini terdapat 15 pertanyaan yang harus anda jawab. Berilah tanda ceklis (✓) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah belajar menggunakan scramble games.

Adapun jawaban tersebut terdiri dari :
 1 • STS : Sangat Tidak Setuju
 2 • TS : Tidak Setuju
 3 • S : Setuju
 4 • SS : Sangat Setuju

Perhatikan : Cermati setiap butir pernyataan sebelum memilih jawaban.

No	Pernyataan	Opisi Jawaban			
		STS	TS	S	SS
Perasaan Senang					
1	Saya merasa senang mendapatkan pengalaman baru belajar Bahasa Inggris menggunakan Scramble Games				✓
2	Saya merasa senang menggunakan Scramble Games untuk melatih kosakata Bahasa Inggris				✓
3	Saya merasa terganggu saat teman-teman praktik dalam belajar Scramble Games dikelas		✓		
4	Saya merasa Scramble Games menarik digunakan untuk belajar Bahasa Inggris				✓
Perhatian					
5	Saya menyimak penjelasan guru saat menggunakan pembelajaran scramble games				✓
6	Saya mengingat kosakata Bahasa Inggris yang sudah diberikan guru				✓
7	Guru memberikan penjelasan yang mudah dipahami saat belajar Bahasa Inggris menggunakan Scramble Games				✓
8	Saya tidak mencatat penjelasan guru dikelas saat menggunakan Scramble Games untuk belajar Bahasa Inggris		✓		

6

No	Pernyataan	Opisi Jawaban			
		STS	TS	S	SS
Ketertarikan					
9	Saya mulai tertarik menggunakan Scramble Games untuk belajar Bahasa Inggris dibandingkan dengan teknik yang sering dilakukan				✓
10	Menurut saya, pemanfaatan Scramble Games sebagai metode belajar dapat melatih kosakata Bahasa Inggris				✓
11	Saya tidak mengikuti Pelajaran Bahasa Inggris dengan menggunakan Scramble Games		✓		
12	Saya mengikuti pengajaran Bahasa Inggris menggunakan Scramble Games				
Keterlibatan Siswa					
13	Saya dan teman-teman saling membantu mengarahkan saat menggunakan Scramble Games menyusun kosakata Bahasa Inggris				✓
14	Saya ikut berpartisipasi saat diberikan intruksi untuk praktik menyusun kosakata Bahasa Inggris dikelas menggunakan Scramble Games				✓
15	saya diam saja melihat teman lain kesulitan saat praktik menyusun kosakata menggunakan Scramble Games		✓		

KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN SCRAMBLE GAMES DI MTS P3A GUPPI RANGAS

A. Identitas Responden
 Nama Lengkap : Nurul Anisa Putri
 Kelas : VIII B
 Jenis kelamin : Perempuan (P)

B. Petunjuk pengisian
 Didalam angket ini terdapat 15 pertanyaan yang harus anda jawab. Berilah tanda ceklis (✓) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah belajar menggunakan scramble games.

Adapun jawaban tersebut terdiri dari :
 1 • STS : Sangat Tidak Setuju
 2 • TS : Tidak Setuju
 3 • S : Setuju
 4 • SS : Sangat Setuju

Perhatikan : Cermati setiap butir pernyataan sebelum memilih jawaban.

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Perasaan Senang					
1	Saya merasa senang mendapatkan pengalaman baru belajar Bahasa Inggris menggunakan Scramble Games				✓
2	Saya merasa senang menggunakan Scramble Games untuk melatih kosakata Bahasa Inggris				✓
3	Saya merasa terganggu saat teman-teman praktik dalam belajar Scramble Games dikelas		✓		
4	Saya merasa Scramble Games menarik digunakan untuk belajar Bahasa Inggris				✓
Perhatian					
5	Saya menyimak penjelasan guru saat menggunakan pembelajaran scramble games				✓
6	Saya mengingat kosakata Bahasa Inggris yang sudah diberikan guru				✓
7	Guru memberikan penjelasan yang mudah dipahami saat belajar Bahasa Inggris menggunakan Scramble Games				✓
8	Saya tidak mencatat penjelasan guru dikelas saat menggunakan Scramble Games untuk belajar Bahasa Inggris			✓	

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Ketertarikan					
9	Saya mulai tertarik menggunakan Scramble Games untuk belajar Bahasa Inggris dibandingkan dengan teknik yang sering dilakukan				✓
10	Menurut saya, pemanfaatan Scramble Games sebagai metode belajar dapat melatih kosakata Bahasa Inggris				✓
11	Saya tidak mengikuti Pelajaran Bahasa Inggris dengan menggunakan Scramble Games	✓			
12	Saya mengikuti pelajaran Bahasa Inggris menggunakan Scramble Games				✓
Keterlibatan Siswa					
13	Saya dan teman-teman saling membantu mengerjakan saat menggunakan Scramble Games menyusun kosakata Bahasa Inggris				✓
14	Saya ikut berpartisipasi saat diberikan intruksi untuk praktik menyusun kosakata Bahasa Inggris dikelas menggunakan Scramble Games				✓
15	saya diam saja melihat teman lain kesulitan saat praktik menyusun kosakata menggunakan Scramble Games	✓			

KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN SCRAMBLE GAMES DI MTS P3A GUPPI RANGAS

A. Identitas Responden
 Nama Lengkap : Nurul Anisa Putri
 Kelas : VIII B
 Jenis kelamin : Perempuan (P)

B. Petunjuk pengisian
 Didalam angket ini terdapat 15 pertanyaan yang harus anda jawab. Berilah tanda ceklis (✓) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah belajar menggunakan scramble games.

Adapun jawaban tersebut terdiri dari :
 1 • STS : Sangat Tidak Setuju
 2 • TS : Tidak Setuju
 3 • S : Setuju
 4 • SS : Sangat Setuju

Perhatikan : Cermati setiap butir pernyataan sebelum memilih jawaban.

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Perasaan Senang					
1	Saya merasa senang mendapatkan pengalaman baru belajar Bahasa Inggris menggunakan Scramble Games				✓
2	Saya merasa senang menggunakan Scramble Games untuk melatih kosakata Bahasa Inggris				✓
3	Saya merasa terganggu saat teman-teman praktik dalam belajar Scramble Games dikelas		✓		
4	Saya merasa Scramble Games menarik digunakan untuk belajar Bahasa Inggris				✓
Perhatian					
5	Saya menyimak penjelasan guru saat menggunakan pembelajaran scramble games				✓
6	Saya mengingat kosakata Bahasa Inggris yang sudah diberikan guru				✓
7	Guru memberikan penjelasan yang mudah dipahami saat belajar Bahasa Inggris menggunakan Scramble Games				✓
8	Saya tidak mencatat penjelasan guru dikelas saat menggunakan Scramble Games untuk belajar Bahasa Inggris			✓	

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Ketertarikan					
9	Saya mulai tertarik menggunakan Scramble Games untuk belajar Bahasa Inggris dibandingkan dengan teknik yang sering dilakukan				✓
10	Menurut saya, pemanfaatan Scramble Games sebagai metode belajar dapat melatih kosakata Bahasa Inggris				✓
11	Saya tidak mengikuti Pelajaran Bahasa Inggris dengan menggunakan Scramble Games		✓		
12	Saya mengikuti pelajaran Bahasa Inggris menggunakan Scramble Games				✓
Keterlibatan Siswa					
13	Saya dan teman-teman saling membantu mengerjakan saat menggunakan Scramble Games menyusun kosakata Bahasa Inggris				✓
14	Saya ikut berpartisipasi saat diberikan intruksi untuk praktik menyusun kosakata Bahasa Inggris dikelas menggunakan Scramble Games				✓
15	saya diam saja melihat teman lain kesulitan saat praktik menyusun kosakata menggunakan Scramble Games		✓		

KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN SCRAMBLE GAMES DI MTS P3A GUPPI RANGAS

A. Identitas Responden
 Nama Lengkap : Wahid
 Kelas : VIII B
 Jenis kelamin : Pria

B. Petunjuk pengisian
 Didalam angket ini terdapat 15 pertanyaan yang harus anda jawab. Berilah tanda cekis (✓) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah belajar menggunakan scramble games.

Adapun jawaban tersebut terdiri dari :
 • STS : Sangat Tidak Setuju
 • TS : Tidak Setuju
 • S : Setuju
 • SS : Sangat Setuju

Perhatikan : Cermati setiap butir pernyataan sebelum memilih jawaban.

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Perasaan Senang					
1	Saya merasa senang mendapatkan pengalaman baru belajar Bahasa Inggris menggunakan Scramble Games			✓	
2	Saya merasa senang menggunakan Scramble Games untuk melatih kosakata Bahasa Inggris			✓	
3	Saya merasa terganggu saat teman-teman praktik dalam belajar Scramble Games dikelas	✓			
4	Saya merasa Scramble Games menarik digunakan untuk belajar Bahasa Inggris				✓
Perhatian					
5	Saya menyimak penjelasan guru saat menggunakan pembelajaran scramble games			✓	
6	Saya mengingat kosakata Bahasa Inggris yang sudah diberikan guru			✓	
7	Guru memberikan penjelasan yang mudah dipahami saat belajar Bahasa Inggris menggunakan Scramble Games			✓	
8	Saya tidak mencatat penjelasan guru dikelas saat menggunakan Scramble Games untuk belajar Bahasa Inggris	✓			

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Ketertarikan					
9	Saya mulai tertarik menggunakan Scramble Games untuk belajar Bahasa Inggris dibandingkan dengan teknik yang sering dilakukan			✓	
10	Menurut saya, pemanfaatan Scramble Games sebagai metode belajar dapat melatih kosakata Bahasa Inggris			✓	
11	Saya tidak mengikuti Pelajaran Bahasa Inggris dengan menggunakan Scramble Games		✓		
12	Saya mengikuti pelajaran Bahasa Inggris menggunakan Scramble Games			✓	
Keterlibatan Siswa					
13	Saya dan teman-teman saling membantu mengarahkan saat menggunakan Scramble Games menyusun kosakata Bahasa Inggris			✓	
14	Saya ikut berpartisipasi saat diberikan intruksi untuk praktik menyusun kosakata Bahasa Inggris dikelas menggunakan Scramble Games				✓
15	saya diam saja melihat teman lain kesulitan saat praktik menyusun kosakata menggunakan Scramble Games	✓			

KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN SCRAMBLE GAMES DI MTS P3A GUPPI RANGAS

A. Identitas Responden
 Nama Lengkap : Muhammad
 Kelas : VIII B
 Jenis kelamin : Laki-laki

B. Petunjuk pengisian
 Didalam angket ini terdapat 15 pertanyaan yang harus anda jawab. Berilah tanda cekis (✓) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah belajar menggunakan scramble games.

Adapun jawaban tersebut terdiri dari :
 • STS : Sangat Tidak Setuju
 • TS : Tidak Setuju
 • S : Setuju
 • SS : Sangat Setuju

Perhatikan : Cermati setiap butir pernyataan sebelum memilih jawaban.

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Perasaan Senang					
1	Saya merasa senang mendapatkan pengalaman baru belajar Bahasa Inggris menggunakan Scramble Games				✓
2	Saya merasa senang menggunakan Scramble Games untuk melatih kosakata Bahasa Inggris			✓	
3	Saya merasa terganggu saat teman-teman praktik dalam belajar Scramble Games dikelas	✓			
4	Saya merasa Scramble Games menarik digunakan untuk belajar Bahasa Inggris				✓
Perhatian					
5	Saya menyimak penjelasan guru saat menggunakan pembelajaran scramble games				✓
6	Saya mengingat kosakata Bahasa Inggris yang sudah diberikan guru				✓
7	Guru memberikan penjelasan yang mudah dipahami saat belajar Bahasa Inggris menggunakan Scramble Games			✓	
8	Saya tidak mencatat penjelasan guru dikelas saat menggunakan Scramble Games untuk belajar Bahasa Inggris	✓			

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Ketertarikan					
9	Saya mulai tertarik menggunakan Scramble Games untuk belajar Bahasa Inggris dibandingkan dengan teknik yang sering dilakukan			✓	
10	Menurut saya, pemanfaatan Scramble Games sebagai metode belajar dapat melatih kosakata Bahasa Inggris			✓	
11	Saya tidak mengikuti Pelajaran Bahasa Inggris dengan menggunakan Scramble Games	✓			
12	Saya mengikuti pelajaran Bahasa Inggris menggunakan Scramble Games				✓
Keterlibatan Siswa					
13	Saya dan teman-teman saling membantu mengarahkan saat menggunakan Scramble Games menyusun kosakata Bahasa Inggris				✓
14	Saya ikut berpartisipasi saat diberikan intruksi untuk praktik menyusun kosakata Bahasa Inggris dikelas menggunakan Scramble Games			✓	
15	saya diam saja melihat teman lain kesulitan saat praktik menyusun kosakata menggunakan Scramble Games	✓			

KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN SCRAMBLE GAMES DI MTS P3A GUPPI RANGAS

A. Identitas Responden
 Nama Lengkap : AJALIA F. S.
 Kelas : VIII B
 Jenis kelamin : ♀

B. Petunjuk pengisian
 Didalam angket ini terdapat 15 pertanyaan yang harus anda jawab. Berilah tanda ceklis (✓) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah belajar menggunakan scramble games.

Adapun jawaban tersebut terdiri dari :

- 1. STS : Sangat Tidak Setuju
- 2. TS : Tidak Setuju
- 3. S : Setuju
- 4. SS : Sangat Setuju

Perhatikan : Cermati setiap butir pernyataan sebelum memilih jawaban.

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Perasaan Senang					
1	Saya merasa senang mendapatkan pengalaman baru belajar Bahasa Inggris menggunakan Scramble Games				✓
2	Saya merasa senang menggunakan Scramble Games untuk melatih kosakata Bahasa Inggris				✓
3	Saya merasa terganggu saat teman-teman praktik dalam belajar Scramble Games dikelas	✓			
4	Saya merasa Scramble Games menarik digunakan untuk belajar Bahasa Inggris				✓
Perhatian					
5	Saya menyimak penjelasan guru saat menggunakan pembelajaran scramble games				✓
6	Saya mengingat kosakata Bahasa Inggris yang sudah diberikan guru				✓
7	Guru memberikan penjelasan yang mudah dipahami saat belajar Bahasa Inggris menggunakan Scramble Games				✓
8	Saya tidak mencatat penjelasan guru dikelas saat menggunakan Scramble Games untuk belajar Bahasa Inggris	✓			

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Ketertarikan					
9	Saya mulai tertarik menggunakan Scramble Games untuk belajar Bahasa Inggris dibandingkan dengan teknik yang sering dilakukan				✓
10	Menurut saya, pemanfaatan Scramble Games sebagai metode belajar dapat melatih kosakata Bahasa Inggris				✓
11	Saya tidak mengikuti Pelajaran Bahasa Inggris dengan menggunakan Scramble Games		✓		
12	Saya mengikuti pelajaran Bahasa Inggris menggunakan Scramble Games				✓
Keterlibatan Siswa					
13	Saya dan teman-teman saling membantu mengarahkan saat menggunakan Scramble Games menyusun kosakata Bahasa Inggris				✓
14	Saya ikut berpartisipasi saat diberikan intruksi untuk praktik menyusun kosakata Bahasa Inggris dikelas menggunakan Scramble Games				✓
15	saya diam saja melihat teman lain kesulitan saat praktik menyusun kosakata menggunakan Scramble Games		✓		

KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN SCRAMBLE GAMES DI MTS P3A GUPPI RANGAS

A. Identitas Responden
 Nama Lengkap : ANANDA AYO ACIFA
 Kelas : VIII B
 Jenis kelamin : ♂

B. Petunjuk pengisian
 Didalam angket ini terdapat 15 pertanyaan yang harus anda jawab. Berilah tanda ceklis (✓) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah belajar menggunakan scramble games.

Adapun jawaban tersebut terdiri dari :

- 1. STS : Sangat Tidak Setuju
- 2. TS : Tidak Setuju
- 3. S : Setuju
- 4. SS : Sangat Setuju

Perhatikan : Cermati setiap butir pernyataan sebelum memilih jawaban.

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Perasaan Senang					
1	Saya merasa senang mendapatkan pengalaman baru belajar Bahasa Inggris menggunakan Scramble Games				✓
2	Saya merasa senang menggunakan Scramble Games untuk melatih kosakata Bahasa Inggris				✓
3	Saya merasa terganggu saat teman-teman praktik dalam belajar Scramble Games dikelas	✓			
4	Saya merasa Scramble Games menarik digunakan untuk belajar Bahasa Inggris				✓
Perhatian					
5	Saya menyimak penjelasan guru saat menggunakan pembelajaran scramble games				✓
6	Saya mengingat kosakata Bahasa Inggris yang sudah diberikan guru				✓
7	Guru memberikan penjelasan yang mudah dipahami saat belajar Bahasa Inggris menggunakan Scramble Games				✓
8	Saya tidak mencatat penjelasan guru dikelas saat menggunakan Scramble Games untuk belajar Bahasa Inggris		✓		

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Ketertarikan					
9	Saya mulai tertarik menggunakan Scramble Games untuk belajar Bahasa Inggris dibandingkan dengan teknik yang sering dilakukan				✓
10	Menurut saya, pemanfaatan Scramble Games sebagai metode belajar dapat melatih kosakata Bahasa Inggris				✓
11	Saya tidak mengikuti Pelajaran Bahasa Inggris dengan menggunakan Scramble Games		✓		
12	Saya mengikuti pelajaran Bahasa Inggris menggunakan Scramble Games				✓
Keterlibatan Siswa					
13	Saya dan teman-teman saling membantu mengarahkan saat menggunakan Scramble Games menyusun kosakata Bahasa Inggris				✓
14	Saya ikut berpartisipasi saat diberikan intruksi untuk praktik menyusun kosakata Bahasa Inggris dikelas menggunakan Scramble Games				✓
15	saya diam saja melihat teman lain kesulitan saat praktik menyusun kosakata menggunakan Scramble Games		✓		

KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN SCRAMBLE GAMES DI MTS P3A GUPPI RANGAS

A. Identitas Responden
 Nama Lengkap : Rendy Aditya
 Kelas : VIII B
 Jenis kelamin : Laki

B. Petunjuk pengisian
 Didalam angket ini terdapat 15 pertanyaan yang harus anda jawab. Berilah tanda ceklis (✓) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah belajar menggunakan scramble games.

Adapun jawaban tersebut terdiri dari :

- STS : Sangat Tidak Setuju
- TS : Tidak Setuju
- S : Setuju
- SS : Sangat Setuju

Perhatikan : Cermati setiap butir pernyataan sebelum memilih jawaban.

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Perasaan Senang					
1	Saya merasa senang mendapatkan pengalaman baru belajar Bahasa Inggris menggunakan Scramble Games				✓
2	Saya merasa senang menggunakan Scramble Games untuk melatih kosakata Bahasa Inggris			✓	
3	Saya merasa terganggu saat teman-teman praktik dalam belajar Scramble Games dikelas	✓			
4	Saya merasa Scramble Games menarik digunakan untuk belajar Bahasa Inggris			✓	
Perhatian					
5	Saya menyimak penjelasan guru saat menggunakan pembelajaran scramble games				✓
6	Saya mengingat kosakata Bahasa Inggris yang sudah diberikan guru			✓	
7	Guru memberikan penjelasan yang mudah dipahami saat belajar Bahasa Inggris menggunakan Scramble Games				✓
8	Saya tidak mencatat penjelasan guru dikelas saat menggunakan Scramble Games untuk belajar Bahasa Inggris	✓			

KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN SCRAMBLE GAMES DI MTS P3A GUPPI RANGAS

A. Identitas Responden
 Nama Lengkap : Rendy Aditya
 Kelas : VIII B
 Jenis kelamin : Laki

B. Petunjuk pengisian
 Didalam angket ini terdapat 15 pertanyaan yang harus anda jawab. Berilah tanda ceklis (✓) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah belajar menggunakan scramble games.

Adapun jawaban tersebut terdiri dari :

- STS : Sangat Tidak Setuju
- TS : Tidak Setuju
- S : Setuju
- SS : Sangat Setuju

Perhatikan : Cermati setiap butir pernyataan sebelum memilih jawaban.

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Ketertarikan					
9	Saya mulai tertarik menggunakan Scramble Games untuk belajar Bahasa Inggris dibandingkan dengan teknik yang sering dilakukan			✓	
10	Menurut saya, pemanfaatan Scramble Games sebagai metode belajar dapat melatih kosakata Bahasa Inggris			✓	
11	Saya tidak mengikuti Pelajaran Bahasa Inggris dengan menggunakan Scramble Games	✓			
12	Saya mengikuti pengajaran Bahasa Inggris menggunakan Scramble Games			✓	
Keterlibatan Siswa					
13	Saya dan teman-teman saling membantu mengarahkan saat menggunakan Scramble Games menyusun kosakata Bahasa Inggris				✓
14	Saya ikut berpartisipasi saat diberikan instruksi untuk praktik menyusun kosakata Bahasa Inggris dikelas menggunakan Scramble Games			✓	
15	saya diam saja melihat teman lain kesulitan saat praktik menyusun kosakata menggunakan Scramble Games	✓			

KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN SCRAMBLE GAMES DI MTS P3A GUPPI RANGAS

A. Identitas Responden
 Nama Lengkap : Rendy Aditya
 Kelas : VIII B
 Jenis kelamin : Laki

B. Petunjuk pengisian
 Didalam angket ini terdapat 15 pertanyaan yang harus anda jawab. Berilah tanda ceklis (✓) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah belajar menggunakan scramble games.

Adapun jawaban tersebut terdiri dari :

- STS : Sangat Tidak Setuju
- TS : Tidak Setuju
- S : Setuju
- SS : Sangat Setuju

Perhatikan : Cermati setiap butir pernyataan sebelum memilih jawaban.

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Perasaan Senang					
1	Saya merasa senang mendapatkan pengalaman baru belajar Bahasa Inggris menggunakan Scramble Games	✓			✓
2	Saya merasa senang menggunakan Scramble Games untuk melatih kosakata Bahasa Inggris	✓			✓
3	Saya merasa terganggu saat teman-teman praktik dalam belajar Scramble Games dikelas	✓			
4	Saya merasa Scramble Games menarik digunakan untuk belajar Bahasa Inggris			✓	
Perhatian					
5	Saya menyimak penjelasan guru saat menggunakan pembelajaran scramble games				✓
6	Saya mengingat kosakata Bahasa Inggris yang sudah diberikan guru			✓	
7	Guru memberikan penjelasan yang mudah dipahami saat belajar Bahasa Inggris menggunakan Scramble Games				✓
8	Saya tidak mencatat penjelasan guru dikelas saat menggunakan Scramble Games untuk belajar Bahasa Inggris	✓			

KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN SCRAMBLE GAMES DI MTS P3A GUPPI RANGAS

A. Identitas Responden
 Nama Lengkap : Rendy Aditya
 Kelas : VIII B
 Jenis kelamin : Laki

B. Petunjuk pengisian
 Didalam angket ini terdapat 15 pertanyaan yang harus anda jawab. Berilah tanda ceklis (✓) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah belajar menggunakan scramble games.

Adapun jawaban tersebut terdiri dari :

- STS : Sangat Tidak Setuju
- TS : Tidak Setuju
- S : Setuju
- SS : Sangat Setuju

Perhatikan : Cermati setiap butir pernyataan sebelum memilih jawaban.

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Ketertarikan					
9	Saya mulai tertarik menggunakan Scramble Games untuk belajar Bahasa Inggris dibandingkan dengan teknik yang sering dilakukan				✓
10	Menurut saya, pemanfaatan Scramble Games sebagai metode belajar dapat melatih kosakata Bahasa Inggris				✓
11	Saya tidak mengikuti Pelajaran Bahasa Inggris dengan menggunakan Scramble Games	✓			
12	Saya mengikuti pengajaran Bahasa Inggris menggunakan Scramble Games				✓
Keterlibatan Siswa					
13	Saya dan teman-teman saling membantu mengarahkan saat menggunakan Scramble Games menyusun kosakata Bahasa Inggris				✓
14	Saya ikut berpartisipasi saat diberikan instruksi untuk praktik menyusun kosakata Bahasa Inggris dikelas menggunakan Scramble Games				✓
15	saya diam saja melihat teman lain kesulitan saat praktik menyusun kosakata menggunakan Scramble Games	✓			

KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN SCRAMBLE GAMES DI MTS P3A GUPPI RANGAS

A. Identitas Responden
 Nama Lengkap : ADWI TA S
 Kelas : VIII B
 Jenis kelamin : P

B. Petunjuk pengisian
 Didalam angket ini terdapat 15 pertanyaan yang harus anda jawab. Berilah tanda ceklis (✓) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah belajar menggunakan scramble games.

Adapun jawaban tersebut terdiri dari :
 1 • STS : Sangat Tidak Setuju
 2 • TS : Tidak Setuju
 3 • S : Setuju
 4 • SS : Sangat Setuju

Perhatikan : Cermati setiap butir pernyataan sebelum memilih jawaban.

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Perasaan Senang					
1	Saya merasa senang mendapatkan pengalaman baru belajar Bahasa Inggris menggunakan Scramble Games	✓		✓	
2	Saya merasa senang menggunakan Scramble Games untuk melatih kosakata Bahasa Inggris		✓	✓	
3	Saya merasa terganggu saat teman-teman praktik dalam belajar Scramble Games dikelas		✓	✓	
4	Saya merasa Scramble Games menarik digunakan untuk belajar Bahasa Inggris				✓
Perhatian					
5	Saya menyimak penjelasan guru saat menggunakan pembelajaran scramble games			✓	
6	Saya mengingat kosakata Bahasa Inggris yang sudah diberikan guru			✓	
7	Guru memberikan penjelasan yang mudah dipahami saat belajar Bahasa Inggris menggunakan Scramble Games			✓	
8	Saya tidak mencatat penjelasan guru dikelas saat menggunakan Scramble Games untuk belajar Bahasa Inggris			✓	

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Ketertarikan					
9	Saya mulai tertarik menggunakan Scramble Games untuk belajar Bahasa Inggris dibandingkan dengan teknik yang sering dilakukan			✓	
10	Menurut saya, pemanfaatan Scramble Games sebagai metode belajar dapat melatih kosakata Bahasa Inggris			✓	
11	Saya tidak mengikuti Pelajaran Bahasa Inggris dengan menggunakan Scramble Games	✓			
12	Saya mengikuti pelajaran Bahasa Inggris menggunakan Scramble Games			✓	
Keterlibatan Siswa					
13	Saya dan teman-teman saling membantu mengerjakan saat menggunakan Scramble Games menyusun kosakata Bahasa Inggris			✓	
14	Saya ikut berpartisipasi saat diberikan intruksi untuk praktik menyusun kosakata Bahasa Inggris dikelas menggunakan Scramble Games			✓	
15	saya diam saja melihat teman lain kesulitan saat praktik menyusun kosakata menggunakan Scramble Games	✓			

KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN SCRAMBLE GAMES DI MTS P3A GUPPI RANGAS

A. Identitas Responden
 Nama Lengkap : Asyifa
 Kelas : VIII B
 Jenis kelamin : P

B. Petunjuk pengisian
 Didalam angket ini terdapat 15 pertanyaan yang harus anda jawab. Berilah tanda ceklis (✓) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah belajar menggunakan scramble games.

Adapun jawaban tersebut terdiri dari :
 1 • STS : Sangat Tidak Setuju
 2 • TS : Tidak Setuju
 3 • S : Setuju
 4 • SS : Sangat Setuju

Perhatikan : Cermati setiap butir pernyataan sebelum memilih jawaban.

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Perasaan Senang					
1	Saya merasa senang mendapatkan pengalaman baru belajar Bahasa Inggris menggunakan Scramble Games			✓	
2	Saya merasa senang menggunakan Scramble Games untuk melatih kosakata Bahasa Inggris			✓	
3	Saya merasa terganggu saat teman-teman praktik dalam belajar Scramble Games dikelas		✓		
4	Saya merasa Scramble Games menarik digunakan untuk belajar Bahasa Inggris			✓	
Perhatian					
5	Saya menyimak penjelasan guru saat menggunakan pembelajaran scramble games			✓	
6	Saya mengingat kosakata Bahasa Inggris yang sudah diberikan guru			✓	
7	Guru memberikan penjelasan yang mudah dipahami saat belajar Bahasa Inggris menggunakan Scramble Games			✓	
8	Saya tidak mencatat penjelasan guru dikelas saat menggunakan Scramble Games untuk belajar Bahasa Inggris		✓		

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Ketertarikan					
9	Saya mulai tertarik menggunakan Scramble Games untuk belajar Bahasa Inggris dibandingkan dengan teknik yang sering dilakukan			✓	
10	Menurut saya, pemanfaatan Scramble Games sebagai metode belajar dapat melatih kosakata Bahasa Inggris			✓	
11	Saya tidak mengikuti Pelajaran Bahasa Inggris dengan menggunakan Scramble Games		✓		
12	Saya mengikuti pelajaran Bahasa Inggris menggunakan Scramble Games			✓	
Keterlibatan Siswa					
13	Saya dan teman-teman saling membantu mengerjakan saat menggunakan Scramble Games menyusun kosakata Bahasa Inggris				✓
14	Saya ikut berpartisipasi saat diberikan intruksi untuk praktik menyusun kosakata Bahasa Inggris dikelas menggunakan Scramble Games			✓	
15	saya diam saja melihat teman lain kesulitan saat praktik menyusun kosakata menggunakan Scramble Games		✓		

KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN SCRAMBLE GAMES DI MTS P3A GUPPI RANGAS

A. Identitas Responden
 Nama Lengkap : Mut Buse
 Kelas : III B
 Jenis kelamin : Pemua

B. Petunjuk pengisian
 Didalam angket ini terdapat 15 pertanyaan yang harus anda jawab. Berilah tanda ceklis (✓) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah belajar menggunakan scramble games.

Adapun jawaban tersebut terdiri dari :
 1. STS : Sangat Tidak Setuju
 2. TS : Tidak Setuju
 3. S : Setuju
 4. SS : Sangat Setuju

Perhatikan : Cermati setiap butir pernyataan sebelum memilih jawaban.

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Perasaan Senang					
1	Saya merasa senang mendapatkan pengalaman baru belajar Bahasa Inggris menggunakan Scramble Games			✓	
2	Saya merasa senang menggunakan Scramble Games untuk melatih kosakata Bahasa Inggris			✓	
3	Saya merasa terganggu saat teman-teman praktik dalam belajar Scramble Games dikelas		✓	✓	
4	Saya merasa Scramble Games menarik digunakan untuk belajar Bahasa Inggris				✓
Perhatian					
5	Saya menyimak penjelasan guru saat menggunakan pembelajaran scramble games			✓	
6	Saya mengingat kosakata Bahasa Inggris yang sudah diberikan guru			✓	
7	Guru memberikan penjelasan yang mudah dipahami saat belajar Bahasa Inggris menggunakan Scramble Games			✓	
8	Saya tidak mencatat penjelasan guru dikelas saat menggunakan Scramble Games untuk belajar Bahasa Inggris	✓		✓	

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
Ketertarikan					
9	Saya mulai tertarik menggunakan Scramble Games untuk belajar Bahasa Inggris dibandingkan dengan teknik yang sering dilakukan			✓	
10	Menurut saya, pemanfaatan Scramble Games sebagai metode belajar dapat melatih kosakata Bahasa Inggris			✓	
11	Saya tidak mengikuti Pelajaran Bahasa Inggris dengan menggunakan Scramble Games	✓			
12	Saya mengikuti pengajaran Bahasa Inggris menggunakan Scramble Games			✓	
Keterlibatan Siswa					
13	Saya dan teman-teman saling membantu mengerjakan saat menggunakan Scramble Games menyusun kosakata Bahasa Inggris			✓	
14	Saya ikut berpartisipasi saat diberikan instruksi untuk praktik menyusun kosakata Bahasa Inggris dikelas menggunakan Scramble Games			✓	
15	Saya diam saja melihat teman lain kesulitan saat praktik menyusun kosakata menggunakan Scramble Games	✓			4



PEMERINTAH KABUPATEN MAJENE
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
 (DPM-PTSP)
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar



IZIN PENELITIAN

Nomor : 500.16.7.2/850/IP/VIII/2024

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/499/VIII/2024 Tanggal 20 Agustus 2024 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :

N a m a	: ANDI ASRA NUR
Pekerjaan	: Mahasiswi
N I M	: 10256120044
Program Study/Jurusan	: S1 Tarbiyah dan Keguruan
Universitas	: STAIN Majene
Alamat	: Dusun Liba Desa Salutambung Kec. Ulumanda Kab. Majene

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul **"STUDENTS INTERST IN LEARNING VOCABULARY USING SCRAMBLE GAMES AT MTS P3A GUPPI RANGAS"** dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exemplar cofy hasil Penelitian kepada Bupati Majene Cq. Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab. Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
 Pada Tanggal : 21-08-2024
 Kepala Dinas/

Hj. LIES HIRAWATI THAHIR, S.Sos, M.Adm. Pemb.
 Pangkat: Pembina Utama Muda
 Nip. 196809281992032011



PEMERINTAH KABUPATEN MAJENE
BADAN KESATUAN BANGSA DAN POLITIK

Alamat : Jl. Jend. Ahmad Yani No. 105 Deteng-Deteng Majene
 Telp. (0422) 21353 Email : kesbangpol28@gmail.com

REKOMENDASI PENELITIAN

Nomor : 070/499 / VIII /2024

1. Dasar : 1. Undang-undang Nomor 32 Tahun 2004 tentang Pemerintah Daerah (Lembaran Negara Republik Indonesia Tahun 2004 Nomor 125, Tambahan Lembaran Negara Republik Indonesia Nomor 4437) sebagaimana telah beberapa kali diubah terakhir dengan Undang-Undang Nomor 12 Tahun 2008 tentang Perubahan Kedua atas Undang-Undang Nomor 32 Tahun 2004 tentang Pemerintahan Daerah (Lembaran Negara Republik Indonesia Tahun 2008 Nomor 59, Tambahan Lembaran Negara Republik Indonesia Nomor 4844);
2. Peraturan Menteri dalam Negeri Republik Indonesia Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
3. Peraturan Bupati Majene Nomor 53 Tahun 2018 tentang Perubahan atas Peraturan Bupati Majene Nomor 29 Tahun 2017 tentang Pelimpahan Kewenangan Penandatanganan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene;
4. Surat Edaran Bupati Majene Nomor : 800/Org-Peg/38/II/20
2. Menimbang : 1. Untuk Tertib administrasi dan pengendalian pelaksanaan penelitian dalam rangka kewaspadaan Dini perlu dikeluarkan Surat Rekomendasi Penelitian
2. Surat Permohonan Rekomendasi Izin Penelitian Wakil Ketua Bidang Akademik, Sekolah Tinggi Agama Islam Negeri (STAIN) Majene Nomor : B.334/Sti.03/1.1/PP.00.9/08/2024 Tanggal 19 Agustus 2024

Badan Kesatuan Bangsa dan Politik Kabupaten Majene, memberikan Rekomendasi kepada :

Nama : **ANDI ASRA NUR**
 Nim : 10256120044
 Pekerjaan : Mahasiswi
 Alamat : Dusun Liba Desa Salutambung Kec. Ulumanda Kab. Majene

Untuk melakukan Penelitian di MTs P3A GUPPI Rangas mulai tanggal 21 Agustus s/d 21 September 2024 dengan Proposal berjudul ;

“ STUDENTS INTERST IN LEARNING VOCABULARY USING SCRAMBLE GAMES AT MTsP3A GUPPI RANGAS “

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami menyetujui kegiatan penelitian tersebut dengan ketentuan :

1. Menaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat
2. Sesudah melaksanakan kegiatan, yang bersangkutan diharapkan melapor kepada Bupati Majene melalui Badan Kesatuan Bangsa dan Politik Kabupaten Majene dengan menyerahkan 1(satu) eksamplar foto copy hasil kegiatan.
3. Surat ini dinyatakan tidak berlaku lagi setelah sampai waktu yang telah ditentukan;

Demikian rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Majene, 20 Agustus 2024

An. Kepala Badan

Kepala Bidang Pengembangan Nilai-Nilai Kebangsaan



RAKHMAT AHMAD, S.Sos

Pangkat : Penata TK 1 / III.d

NIP : 19700712 200902 1 001

Lampiran Kegiatan Dikelas

Jumat 23 Agustus 2024 (pemberian angket sebelum materi)



Selasa 26 Agustus Pemberian Materi serta memperkenalkan Scramble Games



Jumat 30 Agustus Latihan menyusun kosakata menggunakan metode Scramble dan juga memberikan angket kembali



CURRICULUM VITAE



Andi Asra Nur was born in Salutabung on 17 August 1997. She is the youngest of six siblings and the daughter of Muh. Umar T.B. and Nurliana. She began her formal education at SD Negeri 10 Salutabung and graduated in 2010. She continued her studies at SMP Negeri 4 Malunda, completing them in 2013, and later attended SMK Negeri 4 Majene, from which she graduated in 2016. After completing her secondary education, she pursued a Bachelors degree in English Education at STAIN Majene, where she successfully conducted this research as part of her undergraduate thesis to fulfill the requirements for the Bachelor of Education degree.