

Improving English Vocabulary Mastery by Using the Alphabet Game for Class VIII at Junior High School Metro TMI RQ Metro

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Abstract

The students were the lack of enthusiasm for English learning. Students sometimes get bored in learning process. The purpose of this research was to improve students at SMP TMI RQ Metro in acquire English vocabulary material for class VIII A. The researchers used classroom action research, either in Cycle I and Cycle II. Data was collected through observation, interviews, tests and documentation. The result showed that 9 out of 20 students passed with a percentage of 45% in the observation cycle I. 11 students with a completeness level of 55% were students who did not complete. with an average value of 70.75. Hence, the classical completeness of the first cycle is 45%. It was observed that 80% of 20 students, 16 of which completed it during the second cycle. Four students with a 20% completion rate did not complete the course. with an average of 80 points. As a result, a typical cycle II is 80% complete. In other words, the results of the second cycle of observations succeeded in obtaining the KKM score that had been determined by the school and the completeness of the learning objectives for students.

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INTRODUCTION

Language is the most significant and well-known type of communication. Language is a sound symbol system that arises from human speech and serves as a tool for interpersonal communication (Nisa 2016) (Irhamna & Fithriani, 2023) (Anggaira & Sari, 2023). Humans are social creatures; therefore, they need means to interact with other people in society. Languages consist of their vocabulary. One of the most important aspects of teaching any language is vocabulary development (Gushendra 2017) A student's vocabulary needs are as important when deciding what to teach, as important as "creating" a demand for a word.(Susanto 2017) The practice of playing games to learn vocabulary has received a lot of attention. According to research by Kuzu and Ural, the combination of "play and educate", it can be both fun and educational. The majority of English vocabulary is taught out of context as individual words. Many language learners find that playing games makes learning their target language easier. In addition, they support teachers in developing situations that

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emphasize practical and meaningful terms (Derakhshan dan Khatir 2015) Games are generally seen as a waste of time or as an entertaining activity for children by teachers and students. To discuss the use of games in teaching English in college and provide several types of games that students can play to improve their speaking and listening skills (Lubis dan Pd 2018).

Based on the Pre-Survey and interview with Ms. Lena Hendiyana, S.Pd. class VIII teacher at SMP TMI RQ Metro. The strategy used in the teaching and learning process is what causes student learning difficulties. The traditional approach does not appeal to students, and they get bored when learning English in class.(Muttaqien 2017) (Puteh dan Ali, t.t.) A great approach to learning a language is through play. Combining "play and teach", it can be both entertaining and instructive. Media that can convey messages effectively are considered as effective media.(Subroto, Qohar, dan Dwiyana 2020) To get students interested in learning a language, instructors have to come up with interesting teaching techniques. The author of the article suggests talking about how games can be used to teach English.(Fatima dkk. 2019) In addition, provide children with a variety of play activities to help them develop speaking and listening skills. Researchers use alphabet game techniques to solve problems using games in the classroom. A fun and useful technique for keeping students engaged in class is to play alphabet games.(Dwi Permata 2020)

Literature Review

Vocabulary or vocabulary is the total number of words in a language, as well as the ability of words that a person knows and uses in speaking and writing (Susanti 2002). Vocabulary is arranged alphabetically, namely sequentially from A to Z. Each word written is accompanied by a way of pronunciation, word class, and examples of using the word in a sentence (Setiawati 2016) Vocabulary learning strategies are a branch of language learning strategies. Foreign language learners often find difficulties regarding their vocabulary learning strategies.(Holidazia dan Rodliyah 2020) The only visual vocabulary game available right now is the alphabet game. The aim of the game is to sharpen players' working memory so they can use new words and phrases in conversations (Aliah et al., 2023; Istanto et al., 2022). Vocabulary is divided into two, namely: Receptive vocabulary refers to words that the reader can understand but not use in spoken or written language. The actual vocabulary that individuals use for speaking and writing is known as productive vocabulary. Words that can be used are known as active vocabulary, while passive vocabulary refers to words that can be understood but not used. Vocabulary Presentation Techniques. Say the words out loud, then write them on the board. Then give a clear example of how to pronounce the word. and ask the class to repeat the pronunciation and then write the word on the board. Then ask students to ask questions about the material being taught. Games are an interesting component of activities that can be done in the classroom covertly or as a gimmick to entertain students and make teaching and learning fun in general. Language games provide fun and relaxation while maintaining in language acquisition and can even encourage learning it. The purpose of the game should be clear so that the child understands what is expected from the exercise. To make the game more interesting, sometimes teachers use techniques.

The visual vocabulary games available today are alphabet games. The vocabulary to be taught must be contained in textbooks or other materials that will be taught to students. The goal of the game is to sharpen the player's working memory so that they

can use new words and phrases in conversation. find phrases that you can use to play with new vocabulary.

METHOD

Desain

This study is an example of classroom action research, which is carried out to solve issues with student learning in the classroom. The goal of this study is to enhance students' English vocabulary proficiency. Both Cycle I and Cycle II were used for this study. This study uses a quantitative technique to examine the impact of Alphabet Game media on English vocabulary development. Data were gathered via observations, interviews, testing, and documentation.(Arifin, t.t.)

The phases of CAR are divided into four (four) primary cycles, according to hypothesis. The four stages are: (1) action planning; (2) execution; (3) observation; and (4) reflection. PTK is applied research that calls for the use of reasonable activities or actions that have been chosen and accepted by the principal investigator and collaborators to find solutions to problems. Due to the fact that this study is being done on actual issues, the majority of experts advise performing at least two cycles. The content overview includes (1) preparation of instructional materials, (2) design of learning scenarios, and (3) creation of research instruments for learning. (4) Executing the implementation strategy. The action implementation step involves carrying out the tasks that were planned during the planning stage. the stage where events have occurred and actions have been taken. The incident was seen or heard by the team's main researcher and other participants. The primary researcher and his team members only record the crucial events that must be noticed by utilizing observation sheets. Reflection is essentially a thorough and in-depth kind of contemplation of what has happened. At the end of the cycle, during reflection, the primary researcher and colleagues discuss the things that have been planned, executed, and observed throughout that cycle.(Febriani, Yuwono, dan Wahyudi 2012)

The author will then use observational techniques to assess the test findings. Before playing the letter game, the learning outcomes for students before using the alphabet game. It was proven that at the initial meeting, the researcher asked students 20 questions. Students are given daily exams to measure their understanding before cycles I and II are carried out. Students have the option of taking a written test with questions. In analyzing the data, the researcher uses the formula for classical student mastery

Participants

The research subjects that will be carried out by researchers consist of 20 students of grade VIII A SMP TMI RQ Metro with the aim that the subjects can provide data appropriately regarding the use of alphabet game media to increase students' English vocabulary. The study was conducted on students who mostly lived in RQ huts West Metro District, Metro City.

Instruments

In this study, researchers used observation, interview questions and tests as data collection methods. Exams are tools to determine students' abilities or understanding to find out the extent to which alphabet games are used as learning tools in learning student vocabulary. In this study, the author will conduct a written exam with fifteen multiple-choice questions and five essay questions for each test, for a total of twenty-

five questions. The author will then evaluate the test results using observation techniques.

Procedure

In this study, researchers used the test in data collection conducted by students of grade VII A SMP TMI RQ metro. Before conducting the test, researchers said the words aloud, then wrote on the board, then offered a clear example of how to pronounce the word before asking students to copy it and repeat it afterwards. Then write the word on the board. When the researcher tries to repeat the word so that students can practice it further, ask students to repeat the pronunciation. and then use the new term when asking questions. to test students' understanding. It is expected that students will be helped in mastering English vocabulary using alphabet games in class. It will also be used as a reference to strengthen the data that researchers have obtained.

Data Analysis

Data collection by two methods, namely through observation and tests carried out at the end of each cycle is a form of data that is considered necessary for research in this study. And also with regard to the source and type of data. The rest is additional data such as documentation or data sources, photos, Pre-test and post-test used by the author to collect statistics on how successful students are in learning English vocabulary mastery using alphabet games. The test is used by the authors to collect data. A test is a series of stimuli or questions that students must respond to in a research sample and can be scored. A pre-test is given before treatment to measure students' progress in learning English vocabulary. After treatment, students are given a post-test to determine the level of influence of using alphabet games as a means of learning English vocabulary. In this study, researchers used triangulation techniques to compare findings from questionnaires, observations, and students' grades before and after the test.

1. Median

The data is arranged from smallest to largest, and the median is the middle number.

2. Mode

The value or data that most often appears with the highest frequency is mode. By comparing the average pretest and posttest results, researchers can find out how much the improvement in students' ability to understand the meaning of learning. The next stage is to assess the importance of improving students' conceptual understanding. The test is used in significance tests to determine the magnitude of the increase in significance. The researcher uses the formula for classical student mastery results on daily tests applied by Zaenal Aqib, namely: $P = \frac{Z}{z} \times 100\%$

Where P = Students interest

Z = Student complete learning

Z = Numbers of student

100% = Fixed number

(Sinaga 2016)

RESULTS AND DISUCSSION

Learning outcomes before using alphabet games. Student learning outcomes in English classes before the implementation of alphabet games at TMI Rq Junior High

School It was clear from Metro that the researcher asked students 20 questions at the initial meeting. Before cycle I and cycle II are held, daily exams are given to students to measure their level of understanding. A written test with questions is offered to students. The following table shows the daily the first test results students receive, the results of interviews with principals and subject teachers and their documentation.

Table 1. Results of Student Value Development in Daily Deuteronomy

NO	Name	Value	Description
1	Abdul Khafidz Al Ghozi	70	Incomplete
2	Ahmad Muzakir Fawazan	50	Incomplete
3	Anna Chus Watun Chasanah	40	Complete
4	Asyifa Salsabila Azzahra	35	Incomplete
5	Ava Az Zahra Fitriani	60	Complete
6	Chalya Awwaliatur Rifqiah	45	Complete
7	Devita Anggraini	60	Complete
8	Dhia Syarafana Cahaya	40	Incomplete
9	Evan Candres Senatria	45	Complete
10	Farel Kurniawan	50	Complete
11	Irza Miraldi	70	Incomplete
12	M. Rasya Abdilah	40	Incomplete
13	Mutiara Ulfa	35	Incomplete
14	Mutiara Malia Nuraini	50	Complete
15	Nayla Zahrotus Syifatur	30	Incomplete
16	Nia Syalila	70	Complete
17	Novrizal Dwi Ardiansyah	80	Incomplete
18	Rafael Andra Aditya	50	Incomplete
19	Siti Nur Aini	60	Incomplete
20	Utviul Hami	40	Incomplete
Total score		1.020	
Average		51,00	
Classical Mastery		35%	

Based on the table above, it can be seen from the 20 students in the daily test that completed 7 people with a percentage of 35%. Students who did not complete totaled 13 people or with a percentage of 65%. With an average value of 51.00. So classical student learning completeness on daily tests is 35%. The following will explain the percentage of completeness of student learning outcomes on daily tests.

Table 2. Percentage of Completeness of Daily Deuteronomy Learning Outcomes

NO	Completeness Percentage	Completeness Level	many students	Percentage of Number of Students
1	90%-100%	Very high	0	
2	80%-89%	Tall	1	5%
3	70%-79%	Percentage	3	15%
4	55%-65%	Low	3	15%
5	0%-54%	Very low	13	65%
Amount			20	100%

Based on the table above, it can be seen that there are students who have high and very low assessment criteria. Students who have high criteria only 1 student (5%) students who have low criteria. 3 students (15%), who have very low criteria totaling 13 students 65%. The results of student learning completeness classically on daily tests applied by Zaenal Aqib namely:

$$P = \frac{13}{20} \times 100\% = 65\%$$

From the results of classical learning mastery of 65%, the criteria for the success rate of student learning on daily tests are categorized as low. This is in accordance with the criteria for the success rate of student learning set by Zainal Aqib which can be seen in the table below:

Table 3. Criteria for the Level of Student Learning Success in %

Level of success %	Category
>80%	Very high
60-79%	Tall
40-59%	Currently
20-39%	Low
<20%	Very Low

From the results of the explanation above, it can be concluded that the mastery of learning classical daily tests, namely 5%, is still low and has not reached the predetermined classical mastery stage, which is 80%.

Table 4. Student Acquisition Results in Cycle I Daily Deuteronomy

NO	Name	Value	Description
1	Abdul Khafidz Al Khozi	70	Incomplete
2	Ahmad Muzakir Fawazan	65	Incomplete
3	Anna Chus Watun Chasanah	80	Complete
4	Asyifa Salsabila Azzahra	70	Incomplete
5	Ava Az Zahra Fitriani	90	Complete
6	Chalyla Awwaliatur Rifqiah	85	Complete
7	Devita Anggraini	75	Complete
8	Dhia Syarafana Cahaya	65	Incomplete
9	Evan Candres Senatria	80	Complete
10	Farel Kurniawan	75	Complete
11	Irza Miraldi	65	Incomplete
12	M. Rasya Abdilah	50	Incomplete
13	Mutiara Ulfa	55	Incomplete
14	Mutiara Malia Nuraini	75	Complete
15	Nayla Zahrotus Syifatur	65	Incomplete
16	Nia Syalila	85	Complete
17	Novrizal Dwi Ardiansyah	75	Incomplete
18	Rafael Andra Aditya	55	Incomplete
19	Siti Nur Aini	65	Incomplete

20	Utviul Hami	70	Incomplete
Total score		7.075	
Average		70,75	
Classical Mastery		45%	

The table above shows that of the 20 students who took the daily test cycle I, 9 students completed it with a percentage of 45%. There were 11 students or 55% of the class that did not complete. with an average value of 70.75. Thus, the level of student learning completeness in the first cycle of daily tests is 45%. The proportion of student learning outcomes that pass in the daily assessment of Cycle I is explained in the section below. Percentage of Number of Students, Number of Students

Table 5. Learning Outcomes Daily Deuteronomy Cycle I

NO	Completeness Percentage	Completeness Level	many students	Percentage of Number of Students
1	90%-100%	Very high	1	5%
2	80%-89%	Tall	4	40%
3	70%-79%	Percentage	7	35%
4	55%-65%	Low	7	35%
5	0%-54%	Very low	0	
Amount			20	100%

We can observe from the chart above that some students got high marks while others did not at all. Only one student (10%) had very high standards, two (20%) had high standards, four (40%) had moderate standards, three (30%) had low standards, and none had very low standards. The results of student learning completeness are traditionally determined using the Zainal Aqib formula, namely:

$$P = \frac{9}{20} \times 100\% = 45\%$$

Requirements for the success rate of student learning in the daily test cycle I are classified as moderate based on the findings of the classical learning completeness score of 45%. This is in line with the standard for measuring the level of student learning success set by Zainal Aqib, which is shown in the table below:

Table 6. Criteria for the Level of Student Learning Success in %

Level of success %	Category
>80%	Very high
60-79%	Tall
40-59%	Currently
20-39%	Low
<20%	Very Low

From the findings of the description above, it can be concluded that in the daily repetition of cycle I, classical learning completeness equal to 45% is categorized as moderate. Even so, the learning outcomes of cycle I students are still far from the traditionally recognized mastery, which is 80%.

In this regard, the researcher will act once again in an effort to improve student learning outcomes for content related to vocabulary. Therefore, research cycle II will be continued.

Table 7. Results of Obtaining Student Values in Cycle II Daily Deuteronomy

NO	Name	Value	Description
1	Abdul Khafidz Al Khozi	80	Complete
2	Ahmad Muzakir Fawazan	80	Complete
3	Anna Chus Watun Chasanah	85	Complete
4	Asyifa Salsabila Azzahra	80	Complete
5	Ava Az Zahra Fitriani	90	Complete
6	Chalya Awwaliatur Rifqiah	80	Complete
7	Devita Anggraini	85	Complete
8	Dhia Syarafana Cahaya	80	Complete
9	Evan Candres Senatria	85	Complete
10	Farel Kurniawan	70	Incomplete
11	Irza Miraldi	85	Complete
12	M. Rasya Abdilah	80	Complete
13	Mutiara Ulfa	85	Complete
14	Mutiara Malia Nuraini	65	Incomplete
15	Nayla Zahrotus Syifatur	80	Complete
16	Nia Syalila	80	Complete
17	Novrizal Dwi Ardiansyah	75	Incomplete
18	Rafael Andra Aditya	80	Complete
19	Siti Nur Aini	75	Incomplete
20	Utviul Hami	80	Complete
Total score		8.000	
Average		80	
Classical Mastery		80%	

Based on the table above, of the 20 students who took the daily test cycle II, 8 students passed with a percentage of 80%, while the other 2 students did not pass with a percentage of 20%. Has an average percentile of 80. Thus, 80% of the daily cycle II assessment measures traditional student learning completeness. The proportion of student learning outcomes that pass in the daily cycle II assessment is explained as follows.

Table 8. Percentage of Mastery of Daily Deuteronomy Study Results II

NO	Completeness Percentage	Completeness Level	Number of Students	
1	90%-100%	Very High	1	5%
2	80%-89%	Tall	16	80%
3	70%-79%	Currently	2	15%
4	55%-64%	Low	0	0%
5	0%-54%	Very Low	0	0%
Amount			20	100%

We can observe from the chart above that some students got high marks while others did not at all. one student (5%) had very high standards, 16 students (80%) had high standards, two students (15%) had moderate standards, and no students had low or very low standards. Consequently, Zainal Aqib's formula,

$$P = \frac{16}{20} \times 100\% = 80\%$$

Used to determine student learning outcomes classically on cycle II daily tests. Requirements for student achievement in cycle II daily tests are classified as very high based on the findings of classical learning completeness of 80%. This is in accordance with the standard for measuring the level of student learning success set by Zainal Aqib, which is shown in the table below: Category

Table 9. Criteria for the Level of Student Learning Success in %

Level of success %	Category
>80%	Very high
60-79%	Tall
40-59%	Currently
20-39%	Low
<20%	Very low

The findings from the explanation above lead to the conclusion that the classical learning completeness of cycle II daily tests which is equivalent to 80% is classified as very high. This shows that traditionally student learning outcomes in cycle II or 80% have achieved the completeness of learning outcomes set by Zainal Aqib, or in other words they have been successful and have achieved the KKM score that has been made by the school. As a result, student learning outcomes have increased, and this research is considered sufficient until cycle II.

Explanation of the Results

In this section, the researcher will explain the test results before using the alphabet game and after using the alphabet game, with the theories explained in the previous chapter. Researchers will focus on discussing the challenges of using alphabet game media to increase student vocabulary.

Test results before using alphabet games and after using alphabet games in improving students' vocabulary

Before Applied Alphabet Game

In table 1.1 it can be seen that out of 20 students in the daily test, 7 completed the test with a percentage of 35%. Incomplete students numbered 13 people or with a percentage of 65%. With an average rating of 51.00. So the completeness of classical student learning on daily tests is 35%. Based on table 1.2, it can be seen from the results of mastery of classical learning by 65%, the criteria for student learning success rates on daily tests are categorized as low. Based on this, the researcher then carried out the action stage using cycle I to be able to improve student learning outcomes by using alphabet games.

Learning Outcomes After Applying the Alphabet Game, Cycle 1

And table 1.8 shows the success rate of cycle 1 out of 20 students who took the daily test cycle I, 9 students completed with a percentage of 45%. There were 11 students or 55% of the class who did not finish. with an average score of 70.75. Thus, the level of student learning completeness in the first cycle daily test is 45%. Explained in table 1.4, it can be concluded that in the daily repetition of cycle I, the completeness of classical learning equivalent to 45% is categorized as moderate. The learning outcomes of the first cycle of students are still far from the traditionally recognized mastery, which is 80%.

Learning Outcomes After Applied Alphabet Game, Cycle II

Then in table 1.7 shows the success rate of cycle 2 out of 20 students who took the daily test cycle II, 8 students passed with a percentage of 80%, while the other 2 students did not pass with a percentage of 20%. It has an average of 80%. Thus, 80% of cycle II daily assessments measure the completeness of traditional student learning. Student learning outcomes completed in the daily assessment of cycle II are described in table 1.8 which shows that traditionally student learning outcomes in cycle II or 80% have reached the completion of learning outcomes set by Zainal Aqib student learning outcomes have improved, and this research is considered sufficient for cycle II.

Alphabet Games in Education.

Educational games have long been used as a learning medium in the world of education that can be used as a standard to produce more effective and efficient learning techniques. The ability to use English as a medium of oral and written communication is determined by their knowledge of how to read and spell letters in English.

The following article talks about the use of alphabet games in education. Application of multimedia in terms of learning. the research method uses the Multimedia Development Life Cycle (MDLC) development model through 6 (six) stages, namely Concept, Design, Material Collecting, Assembly, Testing, and Distribution. The results of this study are an application for recognizing letters and numbers and equipped with games and quizzes to train students' thinking skills.(Sugiarto, t.t.)

The use of educational game tools used in Kindergartens throughout Metro City. Indoor educational game tools (APE) Proper use of APE in Kindergartens throughout Metro City can be obtained by prioritizing the selection of APE in terms of its use which has an impact on aspects of child development (Hasanah 2019)

Vowel and consonant symbols are represented by the alphabet. The purpose of this study was to learn more about strategies for enhancing early childhood learning. The findings of this study resulted in a fun and educational application that introduces the introduction of letters of the alphabet in the Diniyyah Al-Azhar Jambi Islamic Kindergarten which is more interesting as well as educating early childhood.(Firmansyah, Harris, dan Suratno, t.t.)

At Miftahul Huda PAUD, Mekarmulya Village. The memory game is a matching game that uses equal pairs of randomly generated images. This app is anticipated to support and increase children's interest in learning the alphabet.(Supriyadi, Hamdani, dan Furqon, t.t.)

The purpose of this study was to improve reading skills starting from grade 1 students at SDN 2 Pendem who played simple ABC 5 games. This type of research is a two-cycle classroom action research. Findings from observations indicate that student involvement in an active learning process qualifies for good results in assessing children's early reading learning.(Munisah 2019)

The Interview Result

Information collected during field data collection through interviews, observation, and recording is described in the research findings. The findings of this study are the result of in-depth interviews with informants. After that, gather related information by seeing how the informant interacts with his environment and then conduct a documentation study. Here are the findings from the school interview:

Tabel 10. Principal of SMP TMI RQ Metro

No	Question	Answer
1	Apakah sekolah memiliki Rencana Kegiatan dan Anggaran Sekolah (RKAS) pada tahun pelajaran 2022/2023?	Iya, ada
2	kapan sekolah menyusun RKAS?	Setiap awal tahun anggaran dari perubahan anggaran
3	Siapa saja yang terlibat dalam penyusunan RKAS?	Tim sekolah
4	Bagaimana cara guru meningkatkan hasil belajar siswa?	Dengan menciptakan suasana belajar yang nyaman dan menyenangkan. lalu fokus belajar pada mata pelajaran yang belum dikuasai oleh siswa terlebih dahulu
5	Apa saja program atau kegiatan yang dilaksanakan untuk meningkatkan hasil belajar siswa?	Aktivitas Visual, seperti membaca, menulis. dan aktivitas lisan seperti bercerita, tanya-jawab, diskusi.
6	Apakah ada pelatihan khusus untuk meningkatkan kapasitas guru?	Guru harus memiliki kemampuan mengambil keputusan lebih baik dari sebelumnya, supaya termotivasi untuk terus meningkatkan kemampuan kerjanya.
7	Apakah pendidikan guru sudah sesuai untuk mengajar disekolah?	Iya, sudah

Principal's interview (M. Iqbal Beny Saputra, M.Pd.I)

The results of an interview with the principal named M.Iqbal Beny Saputra, M.Pd.I. On Saturday, February 4, 2023, at approximately 7:30 a.m. In the principal's room of TMI RQ Metro Junior High School, to conduct research. After the previous day we were given permission from the Headmaster and today we had the opportunity to interview the Headmaster, asking about the activities carried out at the school. So that interview activities can run well and smoothly.

Table 11. Interviews with English Subject Teachers

No	Question	Answer
1	Ibu mengajar di kelas berapa?	Kelas 8, jumlah kelasnya ada 7
2	Kurikulum apa yang digunakan di sekolah ini?	Menggunakan kurikulum 2013
3	Pada tahap pendahuluan pembelajaran, apa yang ibu lakukan untuk menarik perhatian siswa, dan sekaligus menimbulkan motivasi dalam belajar?	Yang saya lakukan pada pendahuluan pembelajaran adalah berupa Perkenalan dengan baik, bersikap humoris serta ramah dan murah senyum.
4	Apa strategi pembelajaran yang sering digunakan?	dengan menciptakan suasana belajar yang nyaman dan menyenangkan. lalu fokus belajar Sejenis game, lagu dan mencatat tergantung materi
5	Apa saja program atau kegiatan yang dilaksanakan untuk meningkatkan hasil belajar siswa?	Aktivitas Visual, seperti membaca, menulis. dan aktivitas lisan seperti bercerita, tanya-jawab, diskusi.
6	Apakah ada pelatihan khusus untuk meningkatkan kapasitas guru?	Guru harus memiliki kemampuan mengambil keputusan lebih baik dari sebelumnya, supaya termotivasi untuk terus meningkatkan kemampuan kerjanya.
7	Apakah pendidikan guru sudah sesuai untuk mengajar disekolah?	Iya, sudah

Interview with English subject teacher (Lena Hendiyana, S.Pd)

The results of an interview with an English teacher named Lena Hendiyana, S.Pd. on Saturday, February 4, 2021, at around 10.35. In the teacher's room. TMI RQ Metro Junior High School. To conduct research. After the previous day we were given permission from the Principal and today we had the opportunity to interview the English teacher, asking about the curriculum and teaching and learning activities in class. So that the interview activities can run well and smoothly.

The use of alphabet game media has been effective based on several previous studies and discussions about the results of using alphabet game media. As a teaching tool to expose students to each letter of the alphabet as well as an engaging and fun learning tool.(Ariyati, t.t.). This study aims to describe how class VII 4 students of SMPN 1 Muara Bungo use picture cards to improve their English mastery. The purpose of this study is the same as the author's research, namely that the use of media in the learning process, especially learning English, the data analysis is quantitative and qualitative.(Novianti 2020)

The next research "Improving the Vocabulary Mastery of Grade VII Students Using Scattergories Games at Palopo 8 Public Middle School" was conducted by Wiraldi in 2020. The purpose of this research was to find out whether students' vocabulary mastery at Palopo 8 Middle School increased or not due to playing the scattergories game. The results showed that there were substantial differences in vocabulary mastery before and after using the scattergories game.(Wiraldi, Iksan, dan Jufriadi 2020)

Based on the results of the research and discussion of the results of using alphabet game media, researchers can conclude that the use of alphabet game media has been successfully made. as a learning medium to introduce all the letters of the alphabet to children as well as interesting and fun learning media. This Alphabet Game aims to improve players' working memory so that they can use new words and phrases in conversations.(Saadah dan Hidayah 2015). In discussing this research, the researcher describe student learning outcomes before the Alphabet Game is implemented and after the Alphabet Game is implemented using cycle 1 and cycle 2. Before the introduction of alphabet games, the learning outcomes of class VIII A SMP TMI RQ Metro, especially from 20 students, are still low. 7 students with a completeness level of 35% is the total number of students. 13 students, or 65% of the class, did not complete the course, with a class average of 51.00. Learning Outcomes for Class VIII A SMP TMI RQ Metro English Subjects Follow the Application of the Alphabet Game, Especially in the Test (Cycle I) Of the 20 students, 9 students passed or with a percentage of 45% and 11 students did not complete. people or with a percentage of 55% with a class average of 70.75. Of the 20 students who took the test (cycle II), 16 students passed or scored 80%, while four students who did not pass scored 5%. with the 80th percentile ranking. It can be seen that student learning outcomes in cycle II have reached the traditional mastery level set by Zainal Aqib, namely 80%, up and down with very high categories. Children are able to investigate or find problems contained in the material and find solutions from the information provided by researchers. Children also actively ask questions, and students' memories begin to emerge when solving test questions.

The findings of this study serve as a guide for current and prospective educators. By focusing on effective learning approaches to improve English learning outcomes, one can better understand the teaching that has been carried out and the student learning outcomes that have been obtained.

Notwithstanding the results, this study has numerous limitations, including the following: This research allocated 60 minutes each meeting for the process of learning English. It is obvious that using letter games to learn English is not the best approach in this case. The teaching and learning process is still ineffective; pupils continue to be challenging to handle and need instructor guidance.

Based on the research's findings, the researcher makes a number of suggestions, including the following: Teachers may use alphabet games as a replacement for conventional teaching techniques and as a means to make learning more conducive to the goals they have for their students since they can help students learn more successfully. It is hoped that the study's findings would encourage researchers to teach when they eventually make the switch to teaching so they may apply the approach to the learning process. It is advised for researchers who wish to do the same study utilizing different academic institutions and fields. to acquire more thorough and useful study results that may be used as instructional material.

CONCLUSION

Before the introduction of alphabet games, the learning outcomes of class VIII A students of SMP TMI RQ Metro, especially the 20 students, were still low. 7 students with a completeness level of 35% is the total number of students. 13 students, or 65% of the class, did not complete the course, with a class average of 51.00. The learning outcomes of class VIII A SMP TMI RQ Metro in the English subject apply the application of the alphabet game, especially in the Test (cycle I) of 20 students, 9

students complete or with a proportion of 45% and 11 students do not complete or with a proportion of 55% with class average of 70.75. Of the 20 students who took the test (cycle II), 16 students passed or scored 80%, while four students who did not pass scored 5%. with the 80th percentile ranking. It can be seen that student learning outcomes in cycle II have reached the traditional mastery level set by Zainal Aqib, namely 80%, up and down with very high categories.

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