

**IMPROVING STUDENTS' VOCABULARY THROUGH SCRABBLE
GAME AT THE SECOND GRADE OF SMPN 1 PALOPO**



A THESIS

*Submitted to the English Study Program of S1 Tarbiyah and Teacher Training Faculty of
State Islamic Institute of Palopo in Partial Fulfillment of Requirement for (S.pd) Degree of
English Education*

COMPOSED BY

ARIE WIJAYA HAJAR

Reg. Num. 14.16.3.0014

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE (IAIN) OF PALOPO
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- 1. Wahibah, S.Ag.,M.Hum**
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**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE (IAIN) OF PALOPO
2019**

NOTA DINAS PEMBIMBING

Lampiran : -

Palopo, 12 Juli 2019

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

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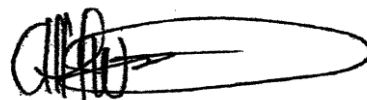
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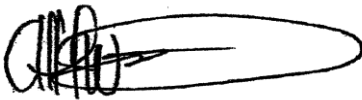
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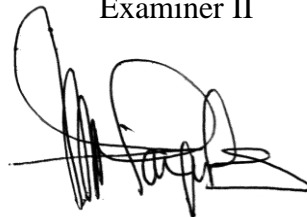
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of ALLAH SWT, the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our Prophet MUHAMMAD SAW peace be upon him. Alhamdulillah the researcher expresses his gratitude to the almighty God (ALLAH) that has been given His guidance, chances and good health. So that, the researcher could finish the thesis on the title “Improving Students’ Vocabulary through Scrabble Game at the Second Grade of SMPN 1 Palopo”.

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The writer hopes this thesis can give some values to the students of English Department and English teachers and the readers especially improving teaching-learning of vocabulary. The writer admits that this thesis is not perfect, so that the writer will accept suggestions from the readers in order to make better.The writer hopes that this thesis would be beneficial to everyone.

Finally, the writer dedicates this thesis, may ALLAH SWT. bless us.

Amin.

Palopo, 18 Juli 2019

A handwritten signature in black ink, consisting of a stylized 'A' and 'W' followed by a horizontal line.

Arie Wijaya Hajar

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ABSTRACT

Arie WH, 2019, Improving Students' Vocabulary through Scrabble game at the Second Grade of SMPN 1 Palopo. Thesis, English Study Program of Tarbiyah and Teacher Training Faculty of the State Institute for Islamic Studies (IAIN) Palopo. Under Supervisors: Wahibah, S.Ag., M.Hum as the first consultant and Amir Faqihuddin Assafari, S.Ag., M.Pd.I as the second consultant.

Key Words : Vocabulary, Scrabble Game Technique

This research is focused on improving students' vocabulary through scrabble game at the second grade of SMPN 1 Palopo. There are two research questions in this study: (1) Does the scrabble game significantly improve students' vocabulary to the second grade of SMPN 1 Palopo?, and (2) How is the students' response toward scrabble game in improving students' vocabulary at the second grade of SMPN 1 Palopo?. The objective of the study were (1) To find out the effectiveness of using scrabble game in improving students' vocabulary, and (2) To find out the students' responses toward scrabble game in improving students' vocabulary.

The study was conducted at the second grade of SMPN 1 Palopo in the academic year 2019/2020. The subject of the study was the students of eighth grade of class D and class J. The number of the students were sixty six. The research design that used was quasi experimental. This research applied pre-test, treatment and post-test. The techniques which were used to collect the data were vocabulary test and questionnaire. The mean score of students in pre-test experimental class and control class were 50,76 and 49,24 then in the post-test of experimental class and control class were 64,39 and 54,85.

From the result of the students, showed that there was significant improvement from the pre-test to the post test which analyzed by SPSS 20. From the result of the questionnaire, it shows that most of students choose *agree* in positive questions while in negative questions, students choose *disagree* in all the statements, so it can be concluded that the students like to study about vocabulary through scrabble game technique. It means that, the use of scrabble game for improving students vocabulary is effective for the second grade of SMPN 1 Palopo.

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is a fundation needs of language. through vocabulary we can communicate idea, emotion, and desire. Word is a sign of symbols for ideas, they are the means in which people exchange their thought because many students can not speak english and understand the text because they do not have vocabulary in their mind. Sometimes they worry to converse with each other,they are fear to make mistakes. Vocabulary is important point in learning a language, because it is main part to begin our writting, speaking, reading, and listening. It makes the students easy to translate some words into English or Indonesia and also the more we can speak with other. Vocabulary is not a simple metter, because learning thousand of words and it can make the student bored.

Vocabulary is necessary to give students something to hang on when learning in the class. Student needs to learn how to easy memorize vocabulary because of the students can feel comfortable when they are speaking,writing,etc. They are backed up by many vocabulary in their mind. Students must be able to use a lot of vocabularies of English, if they want to be successful in learning. Vocabulary is an important element in language beside pronunciation and grammar. We can not express ideas in English without learning English vocabulary. So that, when students are given a passage with word that are supposed to have been taught earlier, they still find difficult to understand the meaning. To make students motivate and enjoyable to study vocabulary, the teacher should be creatively in delivering material. We should use variative strategies in teaching vocabulary. One of the strategies that can be used by teacher is using media to support the teaching learning process. There are

some teaching medias available now, so the writer using scrabble games to improve students' vocabulary.

The writer interest in improving the students' ability in SMPN 1 Palopo because before doing the research, the writer did an observation. From the observation, the writer got primary data that the students ability in vocabulary were low. It is proven that most of them did not know vocabulary which teacher gave. The teacher said, "The method is very helpful in learning process because when using scrabble game in teaching verb the student very enjoy and eager to learn, although some students are slow to memorize vocabulary but almost 85% of students were able to master the vocabulary given". Therefore, it is necessary to develop the students vocabulary according to the curriculum. The teacher should have a good techniques and good preparation in teaching vocabulary. English teacher are expected, to teach their students how to learn english vocabulary easy and faster.

According to Col and Spector (1993) that there are forms of semantic mapping, such as: star diagram, spider diagram, fishbone map, cluster diagrams, tree diagram, chain diagrams, cycle diagrams, scrabble games and vocabulary map graphic organizer.¹ One of techniques can be used by teacher in teaching vocabulary is through scrable games. By scrable game, the students are assemmed to improve their vocabulary, relax in doing it, it also can not make them boring. By scrable game, the student must concentrate on the main topic, list the big ideas concerning the topic, and think of the attributes/qualities/functions associated with each of these ideas.

Based on the description above, the writer tries to use one technique in motivating the spirit of students in teaching English vocabulary, that is scrabble game. The purpose is to make the matery more interesting and enjoyable. The writer believes that students can improve vocabulary through scrabble game. Therefore, the writer is interested in doing

¹ Ahmad Siddiq, *the use of semantic mapping tecnique to improve writing skill in the descriptive text*, (FKIP Unisma : Malang), p.9.

research entitled “Improving Students’ vocabulary through scrabble game at the second grade of SMPN 1 Palopo”.

B. Problem Statement

Based on the background above the researcher formulates the research question of follows :

1. Does the scrabble game significantly improve students vocabulary to the second grade of SMPN 1 Palopo?
2. How is the students response toward scrabble game in learning vocabulary to the second grade of SMPN 1 Palopo?

C. Objective of the Research

Relevant to problem statement, the objective of the research as follows :

1. To find out the effectiveness of using scrabble game in improvinng students vocabulary at the second grade of SMPN 1 Palopo.
2. To find out the students response toward scrabble game in improvinng students vocabulary at the second grade of SMPN 1 Palopo.

D. Significance of the Research

The significant of the research are :

1. For writer

By doing this research, the researcher hopes that he will get some experiences and knowledge about his study and it will be useful in the future.

2. For Teacher

By doing this research, the researcher hopes that the output of the study will be useful to give contribution of developing English teaching in SMPN 1 Palopo. By using scrabble game, the researcher hopes it can help their students to identify the students'

problem in memorizing English words. So, the students will get better achievement and able to enrich their vocabulary.

3. For Students

By using scrabble game as an alternative method in teaching and learning process, hopefully the students will enrich their English vocabulary, in order to be able to communicate with other well.

E. Scope of the Research

The scope of the research focuses in improving students vocabulary through scrabble game at the second grade of SMPN 1 Palopo. The researcher specifies on content words namely Noun, Verb, Adjective, and Adverb.

F. Definition of Terms

Based on the title above, the writer gives definitions as follows :

1. Vocabulary is a core component of language proficiency and provides much of basis for how well learners speak, listen, read, and write.

2. Scrabble game is a word game in which two to four players score points by placing tiles bearing a single letter into a board divided into a 15x15 grid of squares. The words are formed across and down in crossword fashion and must appear in standard dictionary.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

In writing this research, which discussed about learning by using games, the researcher found some related research that using game in teaching vocabulary. As follows:

Zainab, entitled: “*Teaching Vocabulary by Using Reordering Word Games to the Eighth Years Students of SLTPN 1 Wasuponda*”, states that the use reordering words games is effective in teaching the students’ vocabulary mastery at SLTP Neg. 1 Wasuponda in the academic year 2011/2012. It is proved by mean score of the students’ posttest (8,273), which is greater than mean score of the students’ pretest (6,46). And the t-test value, that is (13,43), which is greater than t-table (2,045).²

Ratih Sriwulan Sari, entitled: “*The Effect of Scrabble Game to the Eighth Grade Students’ Vocabulary Mastery at SMPN 1 SEMEN in Academic Year 2016/2017*”, states the use Scrabble Game is effective in teaching students’ vocabulary at SMPN 1 SEMEN. It is showed from the mean score of students’ posttest (79, 39), and the pretest (70,3). And t-test value, that is (13,587), which is greater than t-table (2,042).³

Sulfia Syamsul, entitled: “*Improving Students’ Vocabulary through Scrabble Words Game at the Eighth Year of SMP Negeri 8 Palopo*”. States that the use scrabble game words

² Zainab, *Teaching Vocabulary by Using Rordering Word Games to the Eighth Years Students of SLTP Neg. 1 Wasuponda*. A Thesis S1 (Palopo : 2011). P. 60.

³ Ratih Sriwulan Sari, *The Effective of Scrabble Game to the Eighth Grade Students’ Vocabulary Mastery at SMPN 1 SEMEN in the Academic Year 2016/2017*.(Universitas Nusantara PGRI, Kediri. 2017)p. 7

game is effective way to improve students' vocabulary skill, it is showed from the t-value was greater than t-table. It means that there was a different significant between pretest and posttest of experimental class.⁴

Based on the researches above, the similarity from the second and the third research with this research was about the use of scrabble game in teaching vocabulary, while the different this preview study with this research was about the method of the research, both of the second and the third research, applied pre-experimental and this research applied quasi-experimental method. So, the researcher was sure that Scrabble Game would be effective in teaching English vocabulary especially teaching vocabulary at SMPN 1 Palopo.

B. Vocabulary

1. The Definition of Vocabulary

Talking about vocabulary, there are many definitions of vocabulary according to some experts. Vocabulary is a list of words that a person knows and use in speaking.⁵ Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, write, and read.⁶ According to some explanations, it can be concluded that vocabulary is a collection of words that have been used in communicating, and it is part of language competent. So, it is very essential when people communicate each other.

⁴ Sulfia Syamsul, *Improving Students' Vocabulary through Scrabble Words Game at the Eighth Year of SMP Negeri 8 Palopo*. (A Thesis IAIN Palopo, 2015)

⁵ Mofareh Alqahtani, *The Importance of Vocabulary in Language Learning and How to be Taught*, (International Journal of Teaching and Education, vol.III, No. 3. 2015). p. 25

⁶ Jack C Richards and Renandya Willy A, *Methodology in Language Teaching*, (Cambridge: Cambridge University Press, 2002).

William Morris stated that, vocabulary is defined as a list of words and often phrases, usually arranged alphabetically and defined or translate; a lexicon or glossary.⁷ Vocabulary skills included: pronunciation, spelling, grammar, and meaning.⁸ So, vocabulary is a list of words usually arranged alphabetically and the people use according to pronunciation, spelling, grammar, and meaning.

Other definition by Djalinusyah and Azimarenong “vocabulary is classification of the words; those are list and total of words that we know”.⁹ Vocabulary is all the words that a person knows or uses.¹⁰ From some definitions above, it can argue that vocabulary is lists of the words that we knows and uses in communicating.

Virginia French Allen stated that, vocabulary is one the most important elements in language. Many of the vocabulary in English text books have to be learned. Without it, no one can speak or understand the language.¹¹ It means, if people do not master of vocabulary then they cannot write and communicate well.

From some definitions above, it can be concluded that vocabulary is very important in language learning, because without vocabulary they cannot dispense their idea.

2. Types of Vocabulary

In language learning, vocabulary is an essential component that links the four skills of listening, speaking, reading, and writing all together. There are many clarifications make by the experts in language area about the kinds of vocabulary. The first, Evelyn Hatch and Cheryl Brown divides vocabulary into two categories:

⁷ Miftahul Jannah, *Using Games in Improving Students' Vocabulary*, (UIN Syarif Hidayatullah, Jakarta). p. 6

⁸ Lynne Cameron, *Teaching Language to Young Learners*, (UK: Cambridge University Press, 2001).

⁹ Miftahul Jannah, *op. cit.* p. 7

¹⁰ Oxford Advanced Learners Dictionary of Current English, (Oxford University Press, Eighth Edition, 2010) p. 1722

¹¹ Miftahul Jannah, *op. cit.* p. 6

a. *Active vocabulary* is word which the students understand, can pronounce correctly, and uses constructively in speaking and writing. Active vocabulary, it refers to language items which the learners can use appropriately in speaking and writing. Active vocabulary also called as productive vocabulary.

b. *Passive vocabulary* is words that recognize and understand when they occur in a context. It refers to language items that can be recognize and understood in the text of reading or listening and also called as receptive vocabulary.¹²

Besides active and passive vocabulary, Fries also classified vocabulary into content and function word.¹³

1) Content words

The content words, on the other hand, can be added to at any times as new scientific advances make new words and communication about new inventions necessary. In learning vocabulary we know the content words or class words. There are noun, verb, adjective and adverb.

a. Noun

Noun is a word that refers to a person, a place, or a thing, a quality or an activity.¹⁴

Based on the form, noun can be divided into two kinds, as follow:

a) Concrete noun is the real noun

Example: book, chair, table, etc

b) Abstract noun (nor real)

¹² Luis Cohen, *Research Method in Education*, (Fifth Edition. London and New York: Routledge-Falmer is an imprint of Taylor & Francis Group, 2005).

¹³ Misbahudin, *The Correlation Between Students Mastery of Vocabulary and heir Reading Abiliti*, (UIN Syarif Hidayatullah. Jakarta, 2011)

¹⁴Oxford Advanced Learners Dictionary of Current English, (Oxford University Press, Eighth Edition, 2010) p. 1042

Example: friendship, faith, happiness, etc.¹⁵

Based on kinds of noun, concrete noun can be divided into four kinds. As follow:

a) Proper noun

Proper noun is that begin by capital letter and the specific names of person, place, and thing. Example name: people name, town, country, school, etc.

b) Common Noun

Common noun is noun that commonly used, that name people, places, or things.

Example: boy, school, pen, etc

c) Collective noun

Collective noun is community noun or noun is gathered in one group of people or thing. Example: staff, team, band.

d) Material Noun

Material noun is noun that from mining source and also from the other sources are used to make something. Example: wood, paint, gold, sand.¹⁶

Based on can or can account classified in two kinds, as follow:

a) Countable noun

Example: book, girl, glass.

b) Uncountable noun

Example: sugar, water, sand, rice.¹⁷

b. Verb

Verb is a word or phrase that expresses an action, an event, or a state.¹⁸ Verb is important part of the speech, because without verb, word cannot be said as a sentence.

¹⁵I Didimus Manulang, *Tangkas 16 Tenses*, (Kelompok KARISMA Publishing, Tangerang Selatan, 2012). p. 92

¹⁶*Ibid.* p. 92

¹⁷*Ibid.* p. 93.

¹⁸Oxford Advanced Learners Dictionary of Current English, (Oxford University Press, Eighth Edition, 2010) p. 1713

There are many kinds of verbs, these are:

- a) *Auxiliary verb* is a verb using to describe the time, the character or other suggestion. Example: can, must, may.
- b) *Irregular verb* is a verb form imperfect tense and past participle is change or not change and we can add-d or – ed at the end word.

Example: pay – paid – paid.

- c) *Regular verb* is a verb forming imperfect tense and past participle adding by – ed at the end of word. Example: hate – hated, walk – walked
- d) *Transitive verb* is a verb needs an object as complement.
- e) *Intransitive verb* is a verb did not needs an object.
- f) *Causative verb* is a verb showing a caused by the action in the words.
- g) *Copulative verb* is a verb or linking verb. That is verb connect the subject with the other word in sentence follow by adjective or noun as a complement.¹⁹

c. Adverb

Adverb is the word that explains noun or pronouns. The kinds of adverb are:

- a) Adverb of Time, that explain the time when something to do. Example: yesterday, tomorrow.
- b) Adverb of Manner is an adverb which used to explain the situation or to explain how the activities happen. Example: past, hard, well, late.
- c) Adverb of Place is the adverb which shown the place of something happen.

¹⁹ Sulfia Syamsul, Improving Students' Vocabulary through Scrabble Words Game at the Eighth Year of SMPN 8 Palopo, (Thesis IAIN Palopo). p.13.

Example: here, there, in, at, etc.

d) Adverb of Frequency is explain seldom or not something to do. Example:

always, usually, and seldom.

e) Adverb of Degree, explain about level a job to do. Example: very, rather,

enough.

f) Adverb of Sentence, explain about all sentence and put begin of sentence.

Example: actually, the last, in fact, generally.²⁰

d. Adjective

Adjective is words that describes a noun and give in information about a noun or pronoun that comes at beginning of sentence. Adjective often follow a form of be (am, is, are).

Example: - Balls are round

- I am hungry

- Mary is intelligent

- They are happy

In English, adjective located before noun.

Example: - Beautiful girl

- New car

- Wise man

- Big town.²¹

2) Function Word

²⁰ Azhar Arsyad. *Dasar-dasar Penguasaan Bahasa Inggris*, (Yogyakarta: Pustaka Pelajar, 1997), p. 110

²¹I. Didimus Manulang, *Tangkas 16 Tenses*, (Kelompok KARISMA Publishing, Tangerang Selatan). p.

The function of vocabulary is inseparable from the language skills. In speaking, the people need words to communicate their thought, ideas, feeling to the other people. Choosing words accurately, and impressed as well as how people react them. Among the function words are:

- a) Preposition; of, at, in, without, between
- b) Pronouns; he, they, anybody, it, one
- c) Determiners; the, a, that, my, more, much, either, neither
- d) Conjunctions; and, that, when, while, although, or
- e) Auxiliary verbs; be, (am, is, are), have, got, do.
- f) Particles; no, not, nor, as.²²

The second, dealing with frequency and range vocabulary often occur in the language. Nation, it can be divided into four levels as follow:²³

- a) High frequency words

High frequency words are the 2000-2003 most frequent word families. The first, priority is in vocabulary learning because these word in account for 80% or more of the running words in any written or spoken text.

- b) Low frequency words

All the rest of the word families which of these words are known or are worth learning depend on learner's personal interest, educational background or current studies, area of employment; social, cultural natural environment and so on, the words just occur rarely.

- c) Academic words

²² Sukirman, *English Morphology*, (Alauddin University Press, Makassar, 2013). p. 115

²³ Nation I.S.P, *Teaching and Learning Vocabulary*, (USA: Heinle & Heinle Publishers, 1990).

Words families occur much more frequently in academic texts (textbook, lectures, handout, journal article, reference manual, seminar presentation) than in non-academic usage, across of different disciplines.

d) Technical words

Low frequency word families which are use in particular discipline, professional, sport, culture or other special field. They are normally known only by the people with an interest or expertise in relevant area.

In addition, identifies the categories of knowledge about vocabulary:

- a. Form: readers recognize the word in print and distinguish it are various grammatical forms (noun, verb, adjective, adv).
- b. Position: readers know the grammar patterns and structures in which a word can occur and the word that frequently appear before or after it, the collocations.
- c. Function: readers know how to common or rare the word is and what type of situations and texts it would most likely occur.
- d. Meaning: readers know the various meaning and nuances of a word as well as it is synonyms.²⁴

Based on the explanation above, there are some classifications of vocabulary that have own importance. Furthermore, words become part the people's way of living or tools in communicating which is used by a person for showing and telling their opinion and ideas based on their need. In other words, by mastering much vocabulary is necessity for daily life.

²⁴ *Ibid*

3. Teaching vocabulary

In teaching vocabulary, the teachers expected to apply some techniques in order to make students understand new word and memorize it easily. According to Harmer mentioned that the following aids can help in teaching vocabulary, as follow:²⁵

a. Realia

This is the word to refer the use of real objects in the classroom. Thus the words “book”, “pencil”, or “chair”, can be easily explained by showing students a book, a ruler, or a chalk. This is clearly satisfactory for certain single words, but the use of realia is limited to things that can be taken easily from the classroom.

b. Pictures

Pictures are clearly indispensable for the language teacher since they can be used in so many ways. Pictures can be used to explain the meaning of vocabulary items: the teacher can draw pens, rulers, pencils, and books in the blackboard/whiteboard, or have magazines picture of trucks, bicycle, train, or bus onto cardboard. The teacher might bring in a wall picture showing three people in a room that could be used for introducing the meaning of the sentence, for instance: there are three people in the classroom.

c. Mime, action, and gesture

It is often impossible to explain the meaning of words and grammar either with realia or in picture. An action, in particular, is probably better explained by mime. Gesture is useful for explaining words like “from”, “to”, etc. or indicating that the past is being talked about (the teacher gestures backwards over his shoulder)

²⁵ Miftahul Jannah, *Using Games in Improving Students' Vocabulary*.(Thesis UIN Syarif Hidayatullah, Jakarta. 2011) p. 10

d. Contrast

A visual element sometime may not be sufficient to explain meaning and contrast can be used. Thus, the meaning of “full” is better understood in the context of “empty”, “big” in the context of “small”, etc.

e. Enumeration

The word “vegetable” is difficult to be explained visually. If, however, the teacher rapidly lists (or enumerates) a number of vegetables, the meaning will become clear. The same is true of a word like “clothes”.

f. Explanation

Explaining the meaning of vocabulary items can be extremely difficult just as grammatical explanations. It will be important in giving such explanations to make sure that the explanations include information about when the item can be used. For example, it would be unsatisfactory just to say that “mate” is a word for “friend” unless you point out that it is colloquial informal English and only be used in certain context.

g. Translation

For many years, translation went out of fashion and was considered as something of sin. Clearly, if the teacher is always translating, this will impede the students’ learning since they want to hear and use the target language, not their own. Nevertheless, it seems silly not to translate if by doing so; a lot of time can be saved. If the students do not understand a word and the teacher cannot think how to explain it, he can quickly translate it.

Translation then, seems a useful measure if it is used sparingly, but it is hoped to be used with caution. These aids and measure may be useful for explaining the meaning of a word or a sentence.

4. Vocabulary teaching strategy

There are some strategies to teach vocabulary:

- a) Verbal Strategy, use of illustrative situations, use synonym and definition, contracts and opposites, scales.
- b) Visual strategy: flash cards, photographs, relia, mine, and gesture.
- c) Using dictionary
- d) Translation
- e) Contextual guesswork
- f) Asking others (friend or teacher) and
- g) Thematic vocabulary.²⁶

5. Problems in learning vocabulary

In learning vocabulary, Scott Thornbury states that students might get some difficulties. Some factors that often cause this problem are:²⁷

a. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners such as *regular* and *lorry* for Japanese speakers.

b. Spelling

Words that contain silent letters are particularly problematic, such as *foreign*, *listen*, *climbing*, *honest*, etc.

c. Length and complexity

²⁶ Sulfia Syamsul, *Improving Students' Vocabulary through Scrabble Words Game at the Eighth Year of SMPN 8 Palopo*, (Thesis IAIN Palopo). p.29.

²⁷ Fandi Ahmad, *The Effect of Direct Method on Students' Vocabulary Mastery*, (Thesis UIN Syarif Hidayatullah., Jakarta. 2014) p. 20

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their “learn ability”.

d. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its first language equivalent.

e. Meaning

When two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point: You *make breakfast* and *make an appointment*, but you *do the housework* and *do a questionnaire*.

f. Range, connotation and idiomatic

Word that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range.

Learning vocabulary seems to be one of the easiest things about learning a language, but it is also one of the hardest things to do. It is because learning vocabulary does not only learn about the meaning of word. When learning vocabulary, students will also learn about other aspects of word such as usage, pronunciation, grammatical, and so on. So it often makes difficulties for the students to comprehend the vocabulary.

6. Assessing Vocabulary

The assessment is part our research study in finding the object of data. Assessment is collecting information about the quality or quantity of a change in a student, group, teacher or administrator.²⁸ Assessment is a process of measuring, and one formal method of measuring is to test. It can be done by carry out a series of test during teaching learning process, as a

²⁸ David W. Johnson and Roger T. Johnson, *Meaningful Assessment: A Manageable and Cooperative Process* (Boston: A Pearson Education Company, 2002), p.6

good teacher never ceaseless to assess students.²⁹ In other definition by Brown that “test are a subset of assessment, they are certainly not the only form of assessment that a teacher can make”.³⁰ So, to get information about the quality or quantity of a change in student, the teacher can measuring it by test, but the test certainly not the only form of assessment that a teacher can make.

According to Brown, there are two assessments, as follows:

- a. Informal assessment can take a number of forms, starting which incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the students.
- b. Formal assessment is exercises or procedures specific planned sampling technique constructed to give teacher and students an appraisal of students achievement. All of tests are formal assessment, but not all of formal assessment testing.³¹

According to Brown, that whenever a student responds to a question, makes offers a comment, or tries out a new word or structure, the teacher subconsciously an assessment of the student’s performance.³²

Functions of an assessment divided in two types, there are:

- a. Formative test is evaluating students in the process of “forming” their competencies and skills with the goal of helping them to continue that growth process.
- b. Summative test aims to measure or summarize what students have grasped, and typically occurs at the end of a course or unit instruction.³³

²⁹ Tony Dudley-Evans, *A Multi-disciplinary Approach* (New York: Cambridge University Families, 2009), p. 210

³⁰ H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York: Pearson Education,2004), p. 4

³¹ *Ibit*, p. 5

³² H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York: Pearson Education,2004), p. 4

Assessing the vocabulary knowledge from the learners is very important. The purpose for assessing is to determine students' present level of knowledge and skills, monitor toward learning goals to help from the instructional program and provide assessment data at the final level of students' learning.

Some types of vocabulary tests proposed by Heaton include: word formation, synonyms, rearrangement, definition, and completion. These types of test are more productive instead of the common vocabulary test which is receptive where the test taker only chooses the best answer from the given options.³⁴ Some similar types of vocabulary tests also proposed by Hughes that including synonyms, definition, gap filling (multiple choice) as passive vocabulary tests and as active vocabulary tests.³⁵ From some definitions above, there are many types of vocabulary tests, which teachers can use to measure students' level of knowledge.

Vocabulary assessment seems straightforward in the sense that word lists are readily available to provide a basis for selecting a set of words to be tested. In addition, there is a range of well-known item types that are convenient to use for vocabulary testing. Here are some examples:³⁶

- a. Multiple-choice (Choose the correct answer)

The principal was irate when she heard what the students had done.

- a) Surprised
- b) Interested
- c) Proud

³³ *Ibit*, p. 6

³⁴ Heaton, J. B, *Writing English Language Test* (Hongkong: Longman Group, 1988), p. 61-62

³⁵ Hughes, A, *Testing for Language teachers* (London: Cambridge University Press, 1989), p. 147-149

³⁶ John, Read, *Assessing Vocabulary* (London: Cambridge University Press, 2000), p. 2

d) Angry

b. Completion (Write in the missing word)

At last the climbers reached the s_____ of the mountain.

c. Translation (Give the L1 equivalent of the underlined word)

They worked at the mill.

d. Matching (Match each word with its meaning)

1. Accurate _____ a. Not changing

2. Transparent _____ b. Not friendly

3. Constant _____ c. Related to seeing things

4. Visual _____ d. Greater in size

5. Hostile _____ e. Careful and exact

f. Allowing light to go through

g. In the city

C. Game

1. Definition of Game

Byrne and further stated may be defined as a form of play governed by certain rules of convention. In other words games are not meant to be enjoyed, wherever they are played.³⁷ A game is an activity or sport usually involving skill, knowledge, or chance in which you follow fixed rules and try to win against an opponent or to solve a puzzle.

³⁷ Sartina, *Improving English Vocabulary through Logico Game at the Sixth Year Students of Elementary School of 20 Cimpu*, (Thesis, IAIN Palopo).

Games in learning activity are learning media that is used by the teacher as a strategy or technique to catch students' attention in creating fun and challenge learning. It makes the teaching learning process can run well. According to Freeman as cited in Warner and Brown, games are important because they have certain feature in common with real communication events – there is a purpose to exchange.³⁸ By using game, learning becomes more fun, interesting and also helps for teacher creativity in using language and the meaning of it. The proposed of the games is makes the students understand the subject easier and they can interpret the meaning easily when asked to communicating, speak up or write something.

When the use of education game in the wise way, it can have benefits such as:

1. As the Stress Removal in teaching learning process
2. Can involve people to join full together
3. Have to improve the quality in learning
4. Build up the self creativity
5. Focused on students as the object of learning.³⁹

Carner in Tangguk, provides some reasons for you who use the games in language teaching as follow:⁴⁰

- a) Game can be used to change the phase of the lesson and so mountain the learners' motivation.
- b) Game can be used to punctuate long formal teaching units and review students' energy before returning to more formal learning.
- c) Game can give hidden practice of specific language point without students

³⁸ H. Warner and Pascal Brown T, *Adult ESL Students' Perception of Scrabble as a Classroom Learning Tool*, Macquarie University Journal. Retrieved from http://is.muni.cz/th/153068/pedf_b/Game_like_activities_FINAL.pdf (17th January 2013).

³⁹ Woro Esthi Hartiwi, *Permainan Kartu pada Bahasa Jepang untuk Meningkatkan Keterampilan dalam Berbahasa Jepang*, Article (Widyaiswara LPMP D.I. Yogyakarta)

⁴⁰ Zainab, *Teaching Vocabulary by Using Reordering word Games to the Eighth Years students of SLTPN 1 Wasuponda*,(Thesis, IAIN Palopo).

being aware of this.

- d) Game can encourage students' participation and can remove the feeling of being intimidated by formal classroom situation.
- e) Game can change the role of the teacher from the formal instructor to manager or organizer of activities the students enjoy participating in this consider useful reducing teacher students distance conflict.
- f) Game can and increase students' communication and also produces the domination of the teacher.
- g) Game can act as a testing mechanism, in sense that it can expose weakness and the needs for remedial works.

2. Types of Game

Games usually use variety of technique which is important in language teaching. The simplest games are sorting, ordering, or arranging games. These are usually played in pairs or small groups.

According to Hadfield, there are eight types of games as follows:⁴¹

1) Matching games are based on a different principle, but they also involve a transfer or information. These involve matching corresponding pairs of card or picture, and maybe played as a whole class activity.

2) Guessing games are familiar variant of games. The player with the information deliberately with holds it, while others guess what it might be.

⁴¹ Jill Hadfield, *Intermediate Vocabulary Games*, (England: Longman, 2001), p.5.

3) Search games are another variant, involving the whole class. In these games, everyone in the class has one piece of information. Players must all or a large amount of the information available to fill in a chart or picture or to solve a problem.

4) Exchanging games are based on the 'barter' principle. Players have certain article, cards or ideas which they wish to exchange for others. The aim of the game is to make an exchange which is satisfactory to both sides.

5) Labeling games involve matching labels to items in a picture

6) Role-play games players are given the name and some which characteristics of a fictional character.

7) Board games and card games are familiar game types, where the aim is to be the first round a board, or to collect the most cards, or to get rid of the cards first, or to build up a story. The cards and squares on the board are used as stimulus to provoke a communication exchange.

From the types of game, Scrabble is the kind of board game. It uses squares on the board games and also it has aim to provoke a communication exchange. In addition, it can be played by two people (or team).

If the teacher chooses to use game in teaching, they should have essential things that need to be done to make the games can run well in the class. There are some steps that are needed to be remembered in leading the games, they are:⁴²

- 1) Choosing a good time to show the games in teaching
- 2) Mastering and understanding well the games materials that will be taught
- 3) Focusing to achievements while doing the games
- 4) Giving spirit and motivation to the games
- 5) Giving reward to winner

⁴² Susanto, E, *60 Games Untuk Mengajar Pembuka Penutup Kelas*, (Yogyakarta: Lumbung Kita, 2012).

6) Ending the games while the students feel anxious.

3. Function of Games

Mr. Luu Trong stated that are three functions of games, as follows:

- 1) Using games is a good way to increase exposure to vocabulary which enhances students' vocabulary acquisition.
- 2) Games can maintain students' motivation in vocabulary learning because they are amusing and interesting faster and better.
- 3) Games can provide student with intensive and meaningful practice of language.⁴³

4. Advantages of Games

There are many advantages of using games in the classroom:⁴⁴

- a) Games are a welcome break from the usual routine of the language class.
- b) They are motivating and challenging.
- c) Learning requires and great deal of the effort. Games help students to make and sustain the effort learning.
- d) They encourage students to interact and communicate
- e) They create a meaningful context for language use.

Based on the explanation before, it is obvious that games are very useful in teaching language.

D. Scrabble Game

1. Definition of Scrabble Game

⁴³ Risma Rasidin, *Teaching Vocabulary by Using Not Belong Games at the Tenth Year Students of SMKN 3 Palopo*, (Thesis, STAIN Palopo)

⁴⁴ Sartina, *Improving English Vocabulary through Logico Game at the Sixth Year Students of Elementary School of 20 Cimpu*. (Thesis, IAIN Palopo)



Scrabble is one of board games, Warner and Brown state that scrabble is proprietary board game, which involves the building of words for point score, for two or more players (or team). Scrabble is a fun way to improve the student's vocabulary, reading, and overall grammar skills.⁴⁵ Scrabble is a board game in which players try to make words from letters printed on small plastic blocks and connect them to words that have already been placed on the board.⁴⁶ According to some definitions above, it can be concluded that scrabble game is a board game for two or more players (or team) to make word from letters printed for point score, and a good game may help students in spelling word in order to make them easy to write well.

The idea of scrabble game is found by Alfred Mosher Butts. Elliot said that the idea for scrabble to the creative genius of Alfred Mosher Butts who developed the idea in 1938. It was an inspired blending of anagrams and crossword puzzles to which he added a more competitive edge by devising a point numbering system for the letters based on how frequently they are used in forming words.⁴⁷

⁴⁵ Scrabble, *An Entertaining Way to Improve Your' Child Vocabulary and Spelling Skills*. [http://math-and-reading-help-for-kids.org/articles/Scrabble%3A An Entertaining Way_to_Improve_Your_Child%27s_Vocabulary_and_Spelling_Skills.html](http://math-and-reading-help-for-kids.org/articles/Scrabble%3A%20An%20Entertaining%20Way%20to%20Improve%20Your%20Child%27s%20Vocabulary%20and%20Spelling%20Skills.html), (Juny, 20th 2010).

⁴⁶ Oxford Advanced Learners Dictionary of Current English, (Oxford University Press, Eighth Edition, 2010) p. 1370

⁴⁷ Elliot S, *The History of Scrabble*, http://americanhistory.suite.101.Com/article.c/the_history_of_scrabble, p.1, (October 23rd 2009).

Scrabble game consists of tiles, where the tiles have alphabets and score in them, they are:

Letter	Score of Tiles	Letter	Score of Tiles
A	1	O	1
B	3	P	3
C	3	Q	10
D	2	R	1
E	1	S	1
F	4	T	1
G	2	U	1
H	4	V	4
I	1	W	4
J	8	X	8
K	5	Y	4
L	1	Z	10
M	3		
N	1		

2. Procedure for Playing Scrabble Game to Teach Vocabulary

Scrabble is a great educational game to play with kids, but sometimes the games go on for way too long. Even though playing scrabble can help a child perfect spelling skills, the slow pace can turn off many kids. Scrabble game is a popular game in the world, even there is a champion world that is held for this game. There are international rules for this game, but the teacher can use their own rule and steps to makes the students are comfort in following the game without ignoring the main rule and steps of scrabble.

There are some rules and steps in playing this game, they are:⁴⁸

- a) The first player combines two or more of his or her letters to form a word and place it on the board to read either across or down one letter on the center square. Diagonal words are not allowed,
- b) Complete the turn by counting and announcing the score for that turn. Then draw as many new letters, always keep seven letters on the rack, as long as there are enough tiles left in the bag.
- c) Play passes to the second player, and the each in turn, adds one or letters to those already played to form new words.
- d) New words may be formed by:
 - 1) Adding one or more letters to a word or letters already on the board
 - 2) Placing a word at right angles to a word already on the board. The new word must use one of the letter already on the board or must add letter to it
 - 3) Placing a complete word parallel to a word already played so that adjacent letters also form complete words
 - 4) No tile may be shifted or replaced after it has been played and scored.
 - 5) Blanks: the two blank tiles may be used as any letters. When playing a blank, you must state which letter it represents, it remains that letter for the rest of the game.
 - 6) You may use a turn to exchange all, some, or none of the letters.
 - 7) Any play may be challenged before the next players starts a turn.

⁴⁸ Nurjamah. *Improving Student's Competence of Vocabulary through Scrabble Game*. (Universitas Muhammadiyah Purwokerto. 2015) p. 19

- 8) The game ends when all letters have been draw and one player uses his or her last letter; or when possible plays have been made.

3. Advantages of scrabble game

The advantages of scrabble game, there are:⁴⁹

a) Scrabble helps to improve the language

This is most obvious and very well-know benefit of playing scrabble. The scrabble can help one to improve the language in the following two ways.

- It builds vocabulary
- It helps one to improve the spellings

b) Scrabble is good for the brain

Playing scrabble game can prove to be good stimulant for the memory. It can help a person to keep the brain cells active. The scrabble can also help in showing down the aging of the brain cells. So playing scrabble can be great for the elderly too.⁵⁰

According to Warmer & Brown explain that Scrabble can be used in developing problem-solving skills and is motivating for students. Besides that, educators have praised the scrabble game for helping to improve a wide range of skills, including vocabulary, spelling,

⁴⁹ *Ibit.* p. 21.

⁵⁰ Sulfia Syamsul, *Improving Students' Vocabulary through Scrabble Words Game at the Eighth Year of SMPN 8 Palopo*, (Thesis IAIN Palopo). p.36.

dictionary skills, cooperative learning, conflict resolution and creative problem solving.⁵¹

Thus based advantages described above, scrabble game can be used a very good technique for teaching vocabulary.

4. Implementation of scrabble game in the class

There are some steps in implementation of Scrabble game, as follows:⁵²

- a) Teacher gives material that will be taught to the students based in the syllabus.
- b) Teacher gives vocabulary that should be achieved by students
- c) Teacher gives 1 scrabble game for each group
- d) Students accept scrabble game from the teacher
- e) Teacher explain to the students about scrabble game, the rules and each group's role in playing scrabble game
- f) Students pay attention to the teacher's explanation
- g) Teachers demonstrates scrabble game with several students
- h) Teacher asks students to from many words, it is better for them if they make the words that they get before
- i) Teacher asks students to begin the game
- j) Students begin the game
- k) Teacher controls the game.

⁵¹ H Warner, and Brown T. Pascal, *Adult ESL Students' Perception of Scrabble as a Classroom Learning Tool*. Macquarie University Journal. Retrieved from http://is.muni.cz/th/153068/pdf_b/Game_like_activities_FINAL.pdf, (17th January 2013).

⁵² Nurjamah. *Improving Student's Competence of Vocabulary through Scrabble Game*. (Universitas Muhammadiyah Purwokerto. 2015) p. 22

E. Hypothesis

The hypothesis of the research is formulated as follow:

H_1 : Teaching vocabulary by using scrabble game is effective to improve the students' vocabulary.

H_0 : Teaching vocabulary by using scrabble game is not effective to improve the students' vocabulary.

Criteria of hypothesis acceptability:

- a. If P-value $\leq \alpha$ 0.05 means reject H_0
- b. If P-value $\geq \alpha$ 0.05 means accept H_0

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied quasi experimental method with pretest and posttest design. It was involved two classes; there were experimental class and the control class. Experimental class was the class that got treatment and the control class was class that did not get the treatment.

B. Population and Sample

The population of this research consisted of two classes, namely VIII D and VIII J and those classes were given by the teacher. Those classes were given by the teacher because teacher said that you needed to have different result from your respondents and she also said, class VIII J is the class who have little vocabulary so you should give them more vocabulary and class VIII D is the class that have enough vocabulary. The total numbers of population in second grade of SMPN 1 Palopo in academic year 2019 / 2020 consisted of 313 students. The sample of the research was 66 students (33 students of experimental class and 33 students of control class).

C. Instrument of the Research

The instrument of the research consisted of vocabulary test and questionnaire.

1. Vocabulary Test

The instrument of the research was vocabulary test which consisted of vocabularies noun (animal), noun (school) and adjective, noun(transportation) and adjective, and verb (daily activity). Before applied the treatment, both of class experimental and class control classes were given a pretest which to know the students' vocabulary mastery before

treatment. After doing treatment, the experimental and control classes gave a posttest to know the students' vocabulary improvement after treatment.

There were some type's questions that the researcher used here; the test consisted of 20 questions. In pretest was a simple question about vocabulary that consisted of verb, noun, adjective, and adverb. In posttest was a matching vocabulary with its part of speech.

2. The questionnaire

The questionnaire used to see the students' response. The questionnaire is meant to find out whether the students are interested in learning by using scrabble games.

The design of the research could be described as follows:

O ₁	X	O ₂
O ₃	-	O ₄

Notes:

O₁ : Pretest experimental group

O₂ : Posttest experimental group

O₃ : Pretest control group

O₄ : Posttest control group

X : Treatment

- : Non treatment

D. Procedure of Collecting Data

To collect the data, the researcher would use some procedures as follow:

1) Pretest

Before doing treatment, the researcher gave pretest to the students which aimed to know and to identify the students' ability of vocabulary before treatment.

2) Treatment

The treatment was done the class in four meeting. The steps were as follows:

a) First Meeting

- a. The researcher explained about the materials; Noun (animal).
- b. The researcher divided students into 6 groups (group 1, group 2, group 3, group 4, group 5, group 6).
- c. The researcher provided two scrabble game.
- d. The researcher explained about scrabble game and the rules of scrabble game.
- e. The researcher asked each group to look for vocabularies about noun (animal).
- f. Each group had a chance to play the scrabble game and given 15 minutes.
- g. The researcher asked the 1st and 2nd group to apply the scrabble game, while applying the game; the researcher asked them to write down the vocabulary which they got.
- h. After that, the researcher asked them to seat back and looking for the meaning of the vocabulary that they got before.
- i. Next, it is turn for 3rd and 4th groups and followed by 5th and 6th groups with the same instructions.
- j. After the groups finished, the researcher counted up the score of each group and discussed it together.

b) Second Meeting

- a. The researcher explained about the materials; noun (school) and adjective.
- b. The researcher divided students into 6 groups (group 1, group 2, group 3, group 4, group 5, group 6)
- c. The researcher provided two scrabble game

- d. The researcher explained about scrabble game and the rules of scrabble game.
- e. The researcher asked each group to look for vocabularies about noun (school) and adjective.
- f. Each group had a chance to play the scrabble game and given 15 minutes.
- g. The researcher asked the 1st and 2nd group to apply the scrabble game, while applying the game; the researcher asked them to write down the vocabulary which they got.
- h. After that, the researcher asked them to seat back and looking for the meaning of the vocabulary that they got before.
- i. Next, it is turn for 3rd and 4th groups and followed by 5th and 6th groups with the same instructions.
- j. After the groups finished, the researcher counted up the score of each group and discussed it together.

c) Third Meeting

- a. The researcher explained about the material; noun (transportation) and adjective.
- b. The researcher divided students into 6 groups (group 1, group 2, group 3, group 4, group 5, group 6)
- c. The researcher provided two scrabble game
- d. The researcher explained about scrabble game and the rules of scrabble game.
- e. The researcher asked each group to look for vocabularies about noun (school) and adjective.
- f. Each group had a chance to play the scrabble game and given 15 minutes.
- g. The researcher asked the 1st and 2nd group to apply the scrabble game, while applying the game; the researcher asked them to write down the vocabulary which they got.
- h. After that, the researcher asked them to seat back and looking for the meaning of the vocabulary that they got before.

- i. Next, it is turn for 3rd and 4th groups and followed by 5th and 6th groups with the same instructions.
- j. After the groups finished, the researcher counted up the score of each group and discussed it together.

d) Fourth Meeting

- a. The researcher explained about the material; verb (daily activity).
- b. The researcher divided students into 6 groups (group 1, group 2, group 3, group 4, group 5, group 6).
- c. The researcher provided two scrabble game.
- d. The researcher explained about scrabble game and the rules of scrabble game.
- e. The researcher asked each group to look for vocabularies about verb (daily activity).
- f. Each group had a chance to play the scrabble game and given 15 minutes.
- g. The researcher asked the 1st and 2nd group to apply the scrabble game, while applying the game; the researcher asked them to write down the vocabulary which they got.
- h. After that, the researcher asked them to seat back and looking for the meaning of the vocabulary that they got before.
- i. Next, it is turn for 3rd and 4th groups and followed by 5th and 6th groups with the same instructions.
- j. After the groups finished, the researcher counted up the score of each group and discussed it together.

3) Posttest

After doing treatments, the researcher gave posttest which aimed to know and identify the students' vocabulary achievement.

E. Method of Data Analysis

Data analysis was the last step in the procedure of quasi experiment. The researcher collected the data and analyzed them by using procedures as follows:

1. Scoring the students' answer of pretest and posttest by using the formula :

$$\frac{\text{true answer}}{\text{total score}} \times 100 \text{ (interval of the score level)}$$

2. To find out the percentage of students in questionnaire by used formula as follow:

$$P = \frac{f}{N} \times 100$$

Where:

P : Percentage

F : The frequency

N : Total number of students

3. Classification the students score based on the following classification

- The score 96 – 100 is classified as excellent
- The score 86 – 95 is classified as very good
- The score 76 – 85 is classified as good
- The score 66 – 75 is classified as average
- The score 56 – 65 is classified as fair
- The score 36 – 55 is classified as poor

- The score 0 – 35 is classified as very poor.⁵³

4. Calculating the mean score, standard deviation, frequency table and test between vocabulary achievements of the experimental by using SPSS 20.

⁵³ Suharsimi Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktis*, (Jakarta: Rineka Cipta, 1998), p.185

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the findings of the research and discussion of the findings. The data obtained through achievement test to see the students' achievement after being taught the materials of vocabulary through scrabble game in experimental class and without scrabble game in control class. The students' score in pretest and posttest of each class also to see the students' achievement after giving the treatment by using the different strategy in each class. The discussion deals with the description and interpretation of the findings.

A. Findings

The findings that the research reports in this chapter are based on the analysis of data collected by using questionnaire and tests, they are pretest and posttest for experimental and control classes.

1. The Analysis of Students' Score of Experimental Class and Control Class

The researcher found the score for pretest and posttest of both classes on the students' vocabulary achievement results. In this part, researcher reports the result of each class by comparing pretest and posttest and the result of both classes by comparing the pretest and posttest of both classes.

a. Students' Score of Experimental Class

1) Scoring Classification of Students' Pretest and Posttest of Experimental Class

In this classification, the researcher presents the frequency and percentage of the students' pretest and posttest of experimental class. It shows the improvement of the students in experimental class before giving treatment by using scrabble game and after the treatment.

Table 4.1

Frequency and Percentage of Students' Pretest and Posttest of Experimental class

NO	Classification	Score	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	0	0		0
2	Very Good	86-95	0	0		0
3	Good	76-85	1	3%	5	15%
4	Average	66-75	3	15%	11	34%
5	Fair	56-65	6	18%	8	24%
6	Poor	36-55	18	55%	9	27%
7	Very Poor	0-35	5	15%	0	0
Total			33	100	33	100

Table 4.1 shows that most of students in experimental class are classified poor before giving the treatment. 1 student or 3% were in good classification, 3 students or 15% were in average classification, 6 students or 18% were in fair classification, 18 students or 55% were in poor classification, and 5 students or 15% were in very poor classification. After giving the treatment, there 5 students or 15% were in good classification, 11 students or 33% were in average classification, 8 students or 24% were in average classification, and 9 students or 27% were in poor classification, and none of them were in very poor classification.

2) The Mean Score and Standard Deviation of Students' Pretest and Posttest of Experimental Class

The result of the students' pretest and posttest of experimental class was indicated by the mean score and standard deviation. The analysis of the mean score meant to know if there was a difference between the students' score in pretest and posttest of experimental class.

Table 4.2
The Mean Score and Standard Deviation of Students' Pretest and Posttest of Experimental class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test	33	20	80	50.76	14.637
Post Test	33	40	85	64.39	12.232
Valid N (listwise)	33				

Table 4.2 shows that there was a different between the mean score of pretest and posttest in experimental class. The mean score of posttest was higher than the mean score of pretest ($64.39 > 50.76$). It means that there was an improvement after giving the treatment by using scrabble game. The standard deviation of posttest was lower than the standard deviation of pretest ($12.232 < 14.637$). It means that the score range of posttest was closer than the score range of pretest to the mean score.

3) The Calculation of t-test Pretest and Posttest for Experimental Class

The data shown in the table 4.3 below indicates the students' score of experimental class before conducting the treatment (pretest) and after treatment (posttest).

Table 4.3
The Paired Sample Test of Pretest and Posttest for Experimental Class

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Paired Sample 1	pretest - experiment - posttest experimental	-13.636	15.526	2.703	-19.142	-8.131	-5.045	32	.000

Table 4.3 indicates that the statistical hypothesis was based on statistic test of pretest and posttest in probability value (significant 2-tailed), probability value was lower than alpha ($0.00 < 0.05$). It means that there was a statistically significant difference between students' score in pretest and posttest of experimental class after giving treatment by using scrabble game.

b. Students' Score of Control Class

1) Scoring Classification of Students' Pretest and Posttest of Control Class

The following table was the data obtain from the control class before and after treatment without scrabble game.

Table 4.4

Frequency and Percentage of Students' Pretest and Posttest of Control Class

NO	Classification	Score	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	0	0	0	0
2	Very Good	86-95	0	0	0	0
3	Good	76-85	1	3%	2	6%
4	Average	66-75	1	3%	2	6%
5	Fair	56-65	15	46%	18	55%
6	Poor	36-55	9	27%	9	27%
7	Very Poor	0-35	7	21%	2	6%
Total			33	100	33	100

Table 4.4 shows that most of students in control class were classified, fair, poor, and very poor. Before giving treatment 7 students or 21% were in very poor classification, 9 students or 27% were in poor classification, 15 students or 46% were in fair classification, 1 student or 3% were in average classification, 1 student or 3% were in good classification and none of them were in very good and excellent classification. After giving the treatment without scrabble game, some students were still in poor and fair classification, 2 students or 6% were in very poor classification, 9 students or 27% were in poor classification, 18 student or 55% were in fair classification, 2 students or 6% were in average classification, 2 students or 6% were in good classification and none of them were in very good and excellent classification.

2) The Mean Score and Standard Deviation of Students' Pretest and Posttest of Control Class

The result of the students' pretest and posttest of control class was indicated by the mean score and standard deviation. The analysis of the mean score was meant to know if there was a difference between the students' score in pretest and posttest of control class. The standard deviation needed to know how closer the scores to the mean score.

Table 4.5.
The Mean Score and Standard Deviation of Students' Pretest and Posttest of Control Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre test	33	30	80	49.24	14.476
post Test	33	30	80	54.85	13.433
Valid N (listwise)	33				

Table 4.5 shows that the mean score of posttest was higher than the mean score of pretest of control class ($54.85 > 49.24$) and the standard deviation in posttest was lower than the standard deviation of pretest ($13.433 < 14.476$). It means that there was improvement of the students' score in control class after giving the treatment without scrabble game.

3) The Calculation of t-test Pretest and Posttest for control class

The data shown in the table 4.6 below indicates the students' score of control class before conducting the treatment (pretest) and after the treatment (posttest).

Table 4.6
The Paired Sample Test of Pretest and Posttest of Control Class

Paired Samples Test								
	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre Test - Post Test	-5.606	17.799	3.098	-11.917	.705	-1.809	32	.080

Table 4.6 indicates that probability value was higher than alpha ($.080 > 0.05$). It means that there was no statistically significant improvement of students' score of control class after giving the treatment without scrabble game.

c. Students' Score of Experimental and Control Class

1) Scoring Classification of Students' Pretest Result of Experimental and Control Classes

The researcher found the pretest results of the students in frequency and percentage for experimental class and control class as shown below:

Table 4.7
Frequency and Percentage of Students' Pretest of Experimental and Control Classes

NO	Classification	Score	Experimental		Control	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	0	0	0	0
2	Very Good	86-95	0	0	0	0
3	Good	76-85	1	3%	1	3%
4	Average	66-75	3	9%	1	3%
5	Fair	56-65	6	18%	15	46%
6	Poor	36-55	18	55%	9	27%
7	Very Poor	0-35	5	15%	7	21%
Total			33	100	33	100

Table 4.7 shows that most of the students' pretest results for experimental class were in poor classification, the data showed that those 5 students or 15% were in very poor classification, 18 students or 55% were in poor classification, 6 students or 18% were in fair classification, 3 students or 15% were in average classification, and 1 student or 3% were in good classification.

In control class, table 4.7 indicates that most of students were in poor and fair classification. 7 students or 21% were in very poor classification, 9 students or 27% were in poor classification, 15 students or 46% were in very fair classification, 1 student or 3% were in average classification, and 1 student or 3%

were in good classification. In experimental class, there was none belonged to the excellent classification. It was found the same result in the control class that there was none in excellent classification.

2) Scoring Classification of Students' Posttest Results of Experimental and Control Classes

Table 4.8 shown below describes that the frequency and percentage of the students' posttest score taught by scrabble game was different from those who taught without scrabble game.

Table 4.8
Frequency and Percentage of Students' Posttest of Experimental and Control Classes

NO	Classification	Score	Experimental		Control	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	0	0	0	0
2	Very Good	86-95	0	0	0	0
3	Good	76-85	5	15%	2	6%
4	Average	66-75	11	34%	2	6%
5	Fair	56-65	8	24%	18	55%
6	Poor	36-55	9	27%	9	27%
7	Very Poor	0-35	0	0	2	6%
Total			33	100	33	100

Table 4.8 indicates that out of 33 students in experimental class, 5 students or 15% were in good classification, 11 students or 33% were in average classification, 8 students or 24% were in fair classification, and 9 students or 27% were in poor classification and none of them in very poor classification.

In control class, none of students was in excellent and very good classification, most of them were still in fair and poor classification. 2 students or 6%) were in very poor classification, 9 students or 27% were in very poor classification, 18 students or 55% were in fair classification, 2 students or 6% were in average classification, and 2 students or 6% were in good classification.

3) The Mean Score and Standard Deviation of students' Pretest of Experimental and Control Classes

Before the treatment conducted both of the experimental and control class were given pretest to know the students achievement on their vocabulary. The purpose of the test was to find out whether both experimental and control class were in the same level or not. The standard deviation was meant to know how close the scores to the mean score.

Table 4.9
The Mean Score and Standard Deviation of Students' Pretest of Experimental and Control Classes

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Experimental	33	20	80	50.76	14.637
PreTest Control	33	30	80	49.24	14.476
Valid N (listwise)	33				

Table 4.9 above shows that the mean score of students' pretest of experimental class was 50.76 and control class was 49.24. Based on the table 4.9 shown above, it was concluded that the students' mean score of experimental class was statistically almost closer with control class.

4) The Calculation of t-test Pretest for Experimental and Control Classes

The data shown in the table 4.10 below indicates the achievement of experimental and control class before giving the treatment.

Table 4.10
The Paired Samples Test of Pretest for Experimental and Control Classes

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Experimental – Pretest Control	1.515	16.978	2.956	-4.505	7.535	.513	32	.612

Based on the statistics test of pretest in probability value (significant 2-tailed), probability value was higher than alpha ($.612 > 0.05$). It means that there was no a statistically significant difference between the average score of the students' pretest in both experimental and control classes. In other words, the students' score of both classes before conducting the treatment was almost same.

5) The Mean Score and Standard Deviation of Students' posttest of Experimental and Control Classes

In this section, the researcher presents the difference of the students' score after treatment of experimental and control classes. The result of posttest was shown in table below:

Table 4.11
The Mean Score and Standard Deviation of Students' Posttest of
Experimental and Control Classes

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PostTest Experimental	33	40	85	64.39	12.232
PostTest Control	33	30	80	54.85	13.433
Valid N (listwise)	33				

Table 4.11 shows that mean scores of both experimental and control class were different after treatment. The mean score of experimental class was higher than control class (64.39 > 54.85) and the standard deviation for experimental class was 12.232 and control class was 13.433.

It shows that after giving treatment, the result of experimental class on the mean score was higher than the control class. It proves that scrabble game improve students' vocabulary rather than without scrabble game.

6) The Paired Sample of t-test Posttest for Experimental and Control Classes

The data were shown in the table 4.12 below indicated the achievement of experimental and control classes after the treatment.

Table 4.12
The Paired Sample Test Posttest for Experimental and Control Class

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired sample t-test experiment - posttest control	9.545	11.275	1.963	5.547	13.543	4.863	32	.000

Table 4.12 above indicates that the statistical hypothesis was based on statistic test in probability value (significant 2 tailed), the probability value was lower than alpha ($0.00 < 0.05$). It means that H_1 was accepted and H_0 was rejected. It was concluded that after giving the treatment to the both classes, using scrabble game in experimental class and without scrabble game in control class, the students' score of both classes was statistically different. It indicates that scrabble game was more effective rather than without scrabble game in improving students' vocabulary.

7) Students' Score Achievement of Experimental and Control Classes

The tabulation data for the students' score achievement can be seen as follows:

Table 4.13

Students' Vocabulary Achievement for Experimental and Control Classes

	Pretest		Posttest	
	Experimental	Control	Experimental	Control
Respondents	33	33	33	33
Mean	50.76	49.24	64.39	54.85
SD	14.637	14.476	12.232	13.433

Table 4.13 above shows that the total number of respondents for each class which experimental class was 33 students and control class was 33 students. The mean score and standard deviation showed difference in pretest and posttest to both classes.

From the data shown in the table 4.13 the mean score pretest of experimental class and control class were statistically the same before giving the treatment. After giving the treatment, the posttest score of both classes; experimental and control classes shows a difference mean score.

2. Analysis of Questionnaire

To get data of students' response in learning vocabulary through scrabble game technique, the researcher made questionnaire that consisted of 10 items. To find out the percentage of students in questionnaire assessment by using the formula below:

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

Where:

P = Percentage from the student's response

F = Frequency

N = number of students.

The result and the percentages of students' score of experimental class and control class would be presented by using table. It would be explained one by one according to the indicators of interest and it could be seen by following tables:

Table 4.14
Questionnaire no. 1

No	Statement	Classification	Frequency	Percentages
1.	Is the use of scrabble game effectively in learning?	Strongly Agree	24	72%
		Agree	9	28%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	33	100%

Table 4.22 presents that there were 24 students in experimental class chose "Strongly agree", 8 students in experimental class (28%) chose "agree". Besides, it shows that there was none of the students (0%) chose "disagree" and "strongly disagree".

The result above shows that all of students choose strongly agree and agree than choose disagree and strongly disagree, so it can be concluded the students like studying vocabulary through scrabble game technique. Because of that, the researcher assumes that the teachers' skill affect the students' understanding in learning vocabulary through scrabble game technique.

Table 4.15
Questionnaire no. 2

No	Statement	Classification	Frequency	Percentages
2.	The use of scrabble game can make students feel more comfortable in learning.	Strongly Agree	9	27%
		Agree	24	73%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	33	100%

Table 4.23 presents that there were 9 students (27%) chose "Strongly agree", 24 students (73%) chose "agree". Besides, it shows that there was none of the students (0%) chose "disagree" and "strongly disagree".

The result above shows that all of students chose strongly agree and agree than choose disagree and strongly disagree, so it can be concluded the students like studying vocabulary through scrabble technique. Because of that, the researcher assumes that the teachers' skill affect the students' understanding in learning vocabulary through scrabble technique.

Table 4.16
Questionnaire no. 3

No	Statement	Classification	Frequency	Percentages
3.	Is the use of scrabble game hard to understand in learning?	Strongly Agree	2	6%
		Agree	1	3%
		Disagree	27	82%
		Strongly Disagree	3	9%
		TOTAL	33	100%

Table 4.24 presents that there were 2 students (6%) chose “Strongly agree”, 1 student (6%) chose “agree”. Besides, it shows that there were 27 of the students (82%) chose “disagree” and there were 3 students (9%) chose “strongly disagree”.

The result above shows that all of students choose disagree and strongly disagree than choose strongly agree and agree, so it can be concluded the students like studying vocabulary through scrabble technique. Because of that, the researcher assumes that the teachers’ skill affect the students’ understanding in learning vocabulary through scrabble technique.

Table 4.17
Questionnaire no. 4

No	Statement	Classification	Frequency	Percentages
4.	Scrabble game can make you find the meaning in each question.	Strongly Agree	10	30%
		Agree	23	70%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	33	100%

Table 4.25 presents that there were 10 students (30%) chose “Strongly agree”, 23 students (70%) chose “agree”. Besides, it shows that there was none of the students (0%) chose “disagree” and “strongly disagree”.

The result above shows that all of students choose strongly agree and agree than choose disagree and strongly disagree, so it can be concluded the students like studying vocabulary through scrabble technique. Because of that, the researcher assumes that the teachers’ skill affect the students’ understanding in learning vocabulary through scrabble technique.

Table 4.18
Questionnaire no. 5

No	Statement	Classification	Frequency	Percentages
5.	I prefer using other method than scrabble game to know new vocabulary	Strongly Agree	1	3%
		Agree	9	27%
		Disagree	10	34%
		Strongly Disagree	3	9%
		TOTAL	33	100%

Table 4.26 presents that there was 1 student (3%) chose “Strongly agree”, there were 9 students (27%) chose “agree”. Besides, it shows that there were 10 students (34%) chose “disagree” and there was 3 students (9%) chose “strongly disagree”.

The result above shows that all of students choose agree and disagree than choose strongly agree and strongly disagree, so it can be concluded the students like studying vocabulary through scrabble technique. Because of that, the researcher assumes that the teachers’ skill affect the students’ understanding in learning vocabulary through scrabble technique.

Table 4.19
Questionnaire no. 6

No	Statement	Classification	Frequency	Percentages
6.	The use of scrabble game in learning agree with you	Strongly Agree	24	73%
		Agree	9	27%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	33	100%

Table 4.27 presents that there were 24 students (73%) chose “Strongly agree”, 9 students (27%) chose “agree”. Besides, it shows that there was none of the students (0%) chose “disagree” and “strongly disagree”.

The result above shows that all of students choose strongly agree and agree than choose disagree and strongly disagree, so it can be concluded the students like studying vocabulary through scrabble technique. Because of that, the researcher assumes that the teachers’ skill affect the students’ understanding in learning vocabulary through scrabble technique.

Table 4.20
Questionnaire no. 7

No	Statement	Classification	Frequency	Percentages
7.	By using scrabble game, you can differentiate between noun, verb, and adjective.	Strongly Agree	22	67%
		Agree	10	30%
		Disagree	1	3%
		Strongly Disagree	-	-
		TOTAL	33	100%

Table 4.28 presents that there were 22 students (67%) chose “Strongly agree”, 10 students (30%) chose “agree”. Besides, it shows that there were 1 student (3%) chose “disagree” and there was none of the students (0%) chose “strongly disagree”.

The result above shows that all of students choose strongly agree and agree than choose disagree and strongly disagree, so it can be concluded the students like studying vocabulary through scrabble technique. Because of that, the researcher assumes that the teachers’ skill affect the students’ understanding in learning vocabulary through scrabble technique.

Table 4.21
Questionnaire no. 8

No	Statement	Classification	Frequency	Percentages
8.	Method of scrabble game that is used suitable with the subject that you learn.	Strongly Agree	13	39%
		Agree	20	61%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	33	100%

Table 4.29 presents that there were 13 students (39%) chose “Strongly agree”, 20 students (61%) chose “agree”. Besides, it shows that there was none of the students (0%) chose “disagree” and “strongly disagree”.

The result above shows that all of students choose strongly agree and agree than choose disagree and strongly disagree, so it can be concluded the students like studying vocabulary through scrabble technique. Because of that, the researcher assumes that the teachers’ skill affect the students’ understanding in learning vocabulary through scrabble technique.

Table 4.22
Questionnaire no. 9

No	Statement	Classification	Frequency	Percentages
9.	Is the use of scrabble game improve your vocabulary?	Strongly Agree	22	67%
		Agree	8	24%
		Disagree	3	9%
		Strongly Disagree	-	-
		TOTAL	33	100%

Table 4.30 presents that there were 22 students (67%) chose “Strongly agree”, 8 students (24%) chose “agree”. Besides, it shows that there was 3 students (9%) chose “disagree” and there was none of the student (0%) chose “strongly disagree”.

The result above shows that all of students choose strongly agree and agree than choose disagree and strongly disagree, so it can be concluded the students like studying vocabulary through scrabble technique. Because of that, the researcher assumes that the teachers’ skill affect the students’ understanding in learning vocabulary through scrabble technique.

Table 4.23
Questionnaire no. 10

No	Statement	Classification	Frequency	Percentages
10.	Scrabble motivates you to increase your English	Strongly Agree	21	64%
		Agree	11	33%
		Disagree	-	-
		Strongly Disagree	1	3%
		TOTAL	33	100%

Table 4.31 presents that there were 21 students (85%) chose “Strongly agree”, 11 students (33%) chose “agree”. Besides, it shows that there was none of the students (0%) chose “disagree” and there was 1 student (3%) chose “strongly disagree”.

The result above shows that all of students choose strongly agree and agree than choose disagree and strongly disagree, so it can be concluded the students like studying vocabulary through scrabble technique. Because of that, the researcher assumes that the teachers’ skill affect the students’ understanding in learning vocabulary through scrabble technique.

B. Discussion

1. Vocabulary Test

The discussion deals with argument and further interpretation of the research findings in students' score both pretest and posttest results of experimental and control classes.

In this section, the discussion deals with scrabble game and without scrabble game in teaching vocabulary. Although both strategies, scrabble game and without scrabble game could be applied in teaching vocabulary, the application of scrabble game in teaching vocabulary improved students' vocabulary significantly. It was proven by the result of students' score of pretest and posttest of each class, the mean score of posttest and standard deviation were analyzed in this case. In experimental class, the mean score of posttest was higher than the mean score of pretest ($64.39 > 50.76$) and the difference was statistically significant because of t-test of posttest where probability value was lower than alpha ($0.00 < 0.05$). While in control class, the mean score of posttest was also higher than the mean score of pretest ($54.85 > 49.24$) but the difference was not statistically significant because probability value was higher than alpha ($.080 > 0.05$). It was also strengthened by comparing the mean score of posttest of both classes and then by calculating t-test of posttest. The mean score of students' posttest in experimental was 64.39. While the mean score of students' posttest in control class was 54.85. The t-test of the posttest shown that there was a significant difference where probability value was lower than alpha ($0.00 < 0.05$). Thus, if both strategies were compared in the implementation of teaching vocabulary, the scrabble game was better than without scrabble game.

Based on students' score in pretest, both experimental and control class had the same ability in English vocabularies before giving treatment. Nevertheless, students' score of both classes in posttest were significant difference. The students' score achievement taught vocabulary by using scrabble game was higher than without scrabble game.

The comparison of the students' score both of classes could be supported by analyzing the result posttest. In pretest result, no one of students either experimental class or control class was classified excellent classification (Table 4.7). After giving treatment in experimental class with scrabble game, the result of posttest was 2 students or 6% were in very poor classification, 9 students or 27% were in very poor classification, 18 students or 55% were in fair classification, 2 students or 6% were in average classification, and 2 students or 6% were in good classification. Otherwise, no one of students got excellent in result of posttest in control class.

The questions in pretest and posttest were about vocabulary noun (animal), noun (school) and adjective, noun (transportation) and adjective, and verb (daily activity). And the result of the students' work in most of students were easy to answer question in number 1,2,3,4,5,6, and 7. Because those were common word that they heard in daily life and most of students were difficult to answer the other questions because the students were confused with the question for example the question in number 8 and 16. Students could not choose the right answer to correct the question, but after treatment there was significance progress to the students' score, because some students got good classification.

This research was line with previous researches by Ratih Sriwulan Sari and Sulfia Syamsul who found that the scrabble game was effective to improve students' vocabulary. The students who were taught through scrabble game could achieve a better and the students motivated and interested in learning process.

Based on the result of data analysis, researcher concluded that scrabble game was enough recommended as one of media to improve students' vocabulary because in teaching vocabulary by using scrabble game had great benefits that may serve a variety of learning purpose. Through the scrabble game, the students could get integrate new knowledge,

simulate them in using that knowledge, and interact with the spelling, pronunciation. It also can provide students with clear understanding about the definition of the words.

2. Analysis of Questionnaire

This research presents the result of data analysis from questionnaire, in relation to the findings of the percentage on the students' response in learning vocabulary through scrabble game, it indicates that there were most of the students very interest in learning vocabulary through scrabble technique and the others were interested in learning vocabulary. In addition the students' interest in learning vocabulary through scrabble technique could be seen through the answer of the questionnaire by the students'. Having analyzed the result of students' responses toward the method applied by the researcher in this research, most of students choose *agree* in positive questions while in negative questions, students chose *disagree* in all the statements, it shows that the students gave positive response to this technique. It could be seen through the total items found the available questionnaire which represent all element or aspects of interest, namely:

a. The positive question, the students gave positive response to scrabble technique is an interesting way that could be applied in the classroom. The items related to the questionnaire number 1, 2, 4, 6, 7, 8, 9, 10.

b. The negative question, the students gave negative response to scrabble technique is an interesting way that could be applied in the classroom. The items related to the questionnaire number 3, 5.

From the result of the questionnaire, the researcher gave the analysis about the majority of students' answer. Most of students choose strongly agree and agree than choose disagree and strongly disagree, for example the positive question in the questionnaire no.6: the use of scrabble in learning vocabulary is appropriate to you. There were 24 students (73%)

chose “Strongly agree”, 9 students (27%) chose “agree”. Besides, it shows that there was none of the students (0%) chose “disagree” and “strongly disagree”.

For the negative question in questionnaire no.3: the use of scrabble in learning vocabulary is difficult, that there were 2 students (6%) chose “Strongly agree”, 1 student (6%) chose “agree”. Besides, it shows that there were 27 of the students (82%) chose “disagree” and there were 3 students (9%) chose “strongly disagree”.

So it can be concluded that the students like to study about vocabulary through scrabble technique. The result above means that students at the second grade of SMPN 1 Palopo were interested in learning vocabulary through scrabble technique.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the findings data analysis and the discussion in the previous chapter, the researcher came to the research conclusion and suggestion as follows:

A. Conclusion

Having analyzed the data findings, analysis and the discussion in the previous chapter, the researcher has come to the following conclusion:

1. Based on the data which had been analyzed, the use of scrabble game in improving the students' vocabulary got good responds from the respondents. Procedures showed that there were significant differences between before and after giving treatment by using scrabble game.

Based on data analysis in experimental class, the mean score of posttest was higher than the mean score of pretest ($64.39 > 50.76$) and there was statistically significant because of the t-test of posttest where probability value was lower than alpha ($0.00 < 0.05$). While in control class, the mean score of posttest was also higher than the mean score of pretest ($54.85 > 49.24$) and there was no statistically significant because probability value was higher than alpha ($0.080 > 0.05$). It was also strengthen by comparing the mean score of pretest and posttest of both classes and then by calculating t-test of pretest. The mean score of students' pretest in experimental class was 50.76 and control class was 49.24. The t-test of pretest shown that there was no significant difference, where probability value was higher than alpha ($0.612 > 0.05$). Thus, if both technique were compared in the implementation of improve students' vocabulary using scrabble game was better than non scrabble game.

2. From the result of the questionnaire, the researcher gave the analysis about the majority of students' answer. Most of students choose strongly agree and agree than choose disagree and strongly disagree, for example the positive question in the questionnaire no.6: the use of scrabble in learning vocabulary is appropriate to you. There were 24 students (73%) chose "Strongly agree", 9 students (27%) chose "agree". Besides, it shows that there was none of the students (0%) chose "disagree" and "strongly disagree".

For the negative question in questionnaire no.3: the use of scrabble in learning vocabulary is difficult, that there were 2 students (6%) chose "Strongly agree", 1 student (6%) chose "agree". Besides, it shows that there were 27 of the students (82%) chose "disagree" and there were 3 students (9%) chose "strongly disagree".

So it can be concluded that the students like to study about vocabulary through scrabble technique. The result above means that students at the second grade of SMPN 1 Palopo were interested in learning vocabulary through scrabble technique.

B. Suggestion

Based on the conclusion above, the success in learning English does not depend on the lesson plan only, but more important is how the teachers present the lesson and use various techniques to manage the class more lively and enjoyable. The scrabble game also helps the teachers to manage the class well and give much opportunity for the students to be active in learning process. Regarding to learn in vocabulary through scrabble game, the research gives some suggestions as follow:

- a. The students should be active in teaching learning process and do more practice in the class. The students have to improve their vocabulary with various activities individually and in classes.

- b. The teacher should be more selective in choosing suitable methods, techniques, and model in teaching English to make students more interested, enjoyable and fun in learning. The researcher suggested the teacher to use the scrabble game in teaching vocabulary because it encouraged students' motivation in learning English and teacher must provide two or three tables of scrabble game and give time to students who will play those scrabbles.
- c. The rules of scrabble game can be substituted in students' learning process such let them using a book dictionary or digital vocabulary to find out the meaning of new vocabulary that they find in board of scrabble game.

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A P P E N D I C E S

ANGKET PENELITIAN

IDENTITAS RESPONDEN

Nama :

Kelas/semester :

A. Petunjuk pengisian

1. Bacalah dengan teliti setiap pernyataan dibawah ini.
2. Pada setiap pernyataan disediakan empat poin yaitu A, B, C dan D
3. Berilah tanda silang (X) pada pilihan anda.
4. Terima kasih atas kejujuran anda mengerjakan angket ini.

B. Pernyataan

1. Penggunaan *scrabble* efektif dalam pembelajaran kosa kata.
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
2. Penggunaan *scrabble* dapat membuat siswa senang dalam pembelajaran kosa kata.
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
3. Penggunaan *scrabble* dalam pembelajaran kosa kata itu sulit.
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
4. *Scrabble* dapat melatih kecakapan kamu dalam menemukan makna kata pada setiap pertanyaan atau pernyataan.
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

5. Saya lebih suka menggunakan metode selain *scrabble* dalam mengetahui kosa kata baru.
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
6. Penggunaan *scrabble* dalam pembelajaran kosa kata sesuai untuk kamu.
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
7. Dengan menggunakan metode *scrabble*, kamu dapat membedakan antara kata benda, kerja dan sifat.
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
8. Metode *scrabble* yang digunakan sesuai dengan materi yang diajarkan.
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
9. Penggunaan *scrabble* dalam pembelajaran kosakata meningkatkan kemampuan kamu.
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
10. *Scrabble* memotivasi kamu untuk meningkatkan kemampuan berbahasa inggris.
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

PRE TEST

Choose the correct answer.

1. An example of cheap transportation is...
 - a. Bus
 - b. Taxi
 - c. Plane
 - d. Private jet
2. If you want to travel by plane, you must go to the...
 - a. Hotel
 - b. Airport
 - c. Station
 - d. Mall
3. The followings are some public transportations, except...
 - a. Jet
 - b. Bus
 - c. Train
 - d. Taxi
4. Something that you can find in library are...
 - a. Bed and books
 - b. Books and newspaper
 - c. TV and ball
 - d. History book and soap
5. I can not read a...
 - a. Email
 - b. Newspaper
 - c. Fan
 - d. History book
6. One of the healthy food below is...
 - a. Pizza
 - b. Chips
 - c. Vegetables
 - d. French fries
7. Dhoni is a... , He teaches biology in our class. Every student love him.
 - a. Nurse
 - b. Tailor
 - c. Teacher
 - d. Police
8. My brother is an arcitec. He likes to a building.
 - a. Create
 - b. Draw

- c. Imitate
d. Copy
9. Arie goes to school for ...
a. Study
b. Take a breath
c. eat
d. Taking a seat
10. Last night, my friend and I MotoGP at trans 7.
a. Watched
b. Saw
c. Showed
d. See
11. Alfian always at swimming pool.
a. Swims
b. Take a bath
c. Clean
d. Fishing
12. They ... milk every morning.
a. Eat
b. Drink
c. Bath
d. Cook
13. My uncle will...holiday to europe next month.
a. Flying
b. Sleep
c. Go
d. Stay
14. People usually bread for breakfast.
a. Eat
b. Drink
c. Cook
d. Boil
15. The cat looks so when he/she sleeps.
a. Cute
b. Ugly
c. Bad
d. Naughty
16. The mountains lookif you see them from faraway.
a. High
b. Small
c. Near
d. Big

17. The classrooms are because they never sweep the classroom.

- a. Dirty
- b. Small
- c. Fresh
- d. Clean

18. He is to go to school, so that he is

- a. Diligent and smart
- b. Lazy and smart
- c. Cute and stupid
- d. Active and tidy

19. He is.... students, because he never comes late to go to school.

- a. Diligent
- b. Lazy
- c. Active
- d. Tidy

20. She is a students in her class, she is pass in the exam.

- a. Smart
- b. Lazy
- c. Handsome
- d. Active



LESSON PLAN

1. School : SMPN 1 PALOPO
 2. Class/ semester : VIII / second semester
 3. Main aim : Improving New Vocabulary
 4. Times : 90 minutes
 5. Meeting : 1st (treatment 1)
 6. Learning objectives : The student scrabble game technique when learning vocabulary
- Learning materials : Nouns (animals)

A noun is the name of any word that can stand as the subject or object of any sentence. In addition, Jackson in Sukirman's book said that noun denotes things including people, animals, objects, abstract ideas, feelings, and so on. Some example of noun are;

Nouns				
Nouns (people)	Nouns (thing)	Nouns (parts of body)	Nouns (places)	Nouns (animals)
Student	Table	Face	Market	Cat
Teacher	Pen	Nose	Flores	Tiger
Doctor	Book	Hand	School	Snake
Nurse	Car	Foot	Class	Ant

The Concept of Scrabble Game

1. Definition of Scrabble Game

scrabble game is a word game in which two to four players score points by placing tiles bearing a single letter into a board divided into a 15x15 grid of squares. The words are formed across and down in crossword fashion and must appear in standard dictionary.

2. Teaching Procedure Using Scrabble Game

Some procedures of using scrabble game technique that include as follow:

- a. The researcher explained about the materials; Noun (animal).
- b. The researcher divided students into 6 groups (group 1, group 2, group 3, group 4, group 5, group 6).
- c. The researcher provided two scrabble game.
- d. The researcher explained about scrabble game and the rules of scrabble game.
- e. The researcher asked each group to look for vocabularies about noun (animal).
- f. Each group had a chance to play the scrabble game and given 15 minutes.
- g. The researcher asked the 1st and 2nd group to apply the scrabble game, while applying the game; the researcher asked them to write down the vocabulary which they got.

7. Learning steps

STEP	ACTIVITIES	PROCEDURES	TIME
	Warm up	➤ Greeting and introduction self	±5-10
	Lead in / Review	➤ Asking the students' condition ➤ Ice breaking ➤ Giving motivation to the	min

Presentation		students before giving the material	
	Language focus	➤ Mention the topic of describing that will be learned today	±5-10 min
	Concept checking	<ul style="list-style-type: none"> ➤ Can we start ? ➤ Do you have a question? 	
Practice	Controlled Practice/ skill practice	<ul style="list-style-type: none"> ➤ Give explanation completely about Noun and give instruction before doing the activity. ➤ Give the topic (animals) to the students. ➤ Teacher asks the student to open their book “Interactive english 2” for junior high school student year VIII page 1-6 and the topic was animals. ➤ The students are given 5 minutes to pay attention to their book. ➤ Give explanation completely about animals. 	±30-40 min

	<p>Controlled practice/skill practice</p>	<ul style="list-style-type: none"> ➤ Dividing the students into some groups, One group consist 5 members, And sit according their group. ➤ Ask the students to make a group name. ➤ Give explanation about scrabble game. ➤ Give the students the scrabble game worksheet (animals). ➤ Give the students intruction to focus on their scrabble game worksheet and answer questions correlated the topic. ➤ The students are given 5 minutes to pay attention to their own paper. ➤ After that, the students are pointed one of in each group to describe one new vocabulary or asking the students' to retell their answer in short talk in front of class. 	<p>±30-40 min</p>
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Production	Practice Result/Close the activity	<ul style="list-style-type: none"> ➤ Give some correction about their mistake ➤ Ask about the difficulties of students during teaching learning process ➤ Closing the class and praying 	± 5-10 min
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8. Material and media :

- a. Book “*Interactive English 2*” for junior high school student year VIII
- b. Internet
- c. Dictionary
- d. Scrabble worksheet

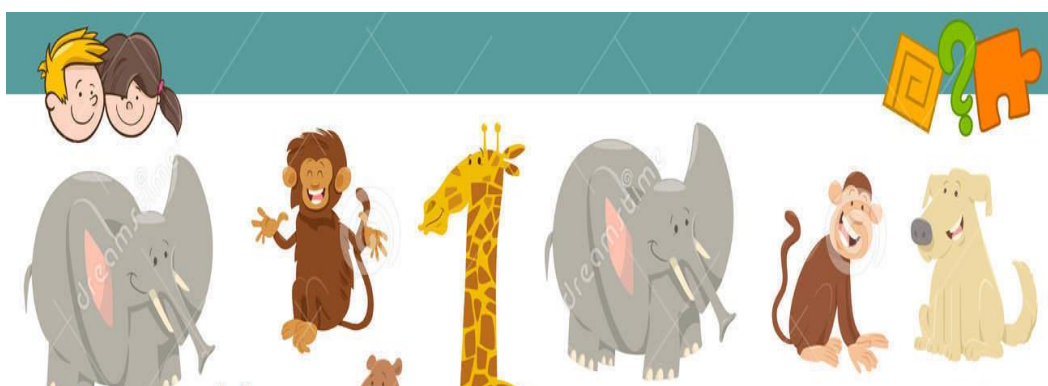
9. Question :

THE SCRABBLE WORKSHEET

Topic: what do you think about animals ?

Fill in the empty box below with the correlated words that you know.

NO	VOCABULARY
1	
2	
3	
4	
5	



LESSON PLAN

School	: SMPN 1 PALOPO
Class/ semester	: VIII /second semester
Main aim	: Improving New Vocabulary
Times	: 90 minutes
Meeting	: 2 nd (treatment 2)
Learning objectives	: a. The student use scrabble technique when learning vocabulary
Learning materials	: Nouns (school) and adjective

a. Noun

A noun is the name of any word that can stand as the subject or object of any sentence. In addition, Jackson in Sukirman's book said that noun denotes things including people, animals, objects, abstract ideas, feelings, and so on. Some example of noun are;

Nouns				
Nouns (people)	Nouns (thing)	Nouns (parts of body)	Nouns (places)	Nouns (animals)
Student	Table	Face	Market	Cat
Teacher	Pen	Nose	Flores	Tiger
Doctor	Book	Hand	School	Snake
Nurse	Car	Foot	Class	Ant

b. Adjectives

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. In other words, an adjective is a word which precedes, and qualifies a noun or pronoun. Some examples of adjectives.

Adjective			
Clean	Young	Beautiful	Familiar
High	Wise	Calm	Green
Small	Shy	Cute	Sweet
Far	Rich	Correct	Nice
Smart	Kind	Handsome	Patient
Big	Narrow	Lazy	Noisy
Dirty	Short	Diligent	Ugly

Learning steps :

STEP	ACTIVITIES	PROCEDURES	TIME
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Presentation	Warm up	➤ Greeting.	±5-10 min
	Lead in / Review	➤ Asking the students' condition. ➤ Ice breaking. ➤ Giving motivation to the students before giving the material.	
	Language focus	➤ Mention the topic of describing that will learned today.	
	Concept checking	➤ Can we start? ➤ Do you have a question?	
Practice	Controlled Practice/ skill practice	➤ Give explanation completely about noun, adjective and give instruction before doing the activity. ➤ Give the topic (school) to the students. ➤ Eliciting the definition.	±30-40 min
	Controlled practice/skill practice	➤ Dividing the students into some groups, One group consist 5 members, and sit according their group. ➤ Ask the students to make a	

		<p>group name.</p> <ul style="list-style-type: none"> ➤ Give explanation about scrabble. ➤ Give the students the scrabble worksheet (school). ➤ Give the students instruction to focus on their scrabble worksheet and answer questions correlated the topic. ➤ The students are given 5 minutes to pay attention to their own paper. ➤ After that, the students are pointed one of in each group to describe one new vocabulary or asking the students to retell their answer in short talk in front of class. 	
Production	Practice Result/Close the activity	<ul style="list-style-type: none"> ➤ Give some correction about their mistake. ➤ Ask about the difficulties of students during teaching 	± 5-10 min

		learning process. ➤ Closing the class and praying.	
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Material and media :

Internet

Dictionary

Scrabble worksheet

Question :

THE SCRABBLE WORKSHEET

Topic: what do you think about school?
 Fill in the empty box below with the correlated words that you know

NO	VOCABULARY
1	
2	
3	
4	
5	



School : SMPN 1 PALOPO

Class/ semester : VIII / second semester

Main aim : Improving New Vocabulary

Times : 90 minutes

Meeting : 3rd (treatment 3)

Learning objectives : a. The student use scrabble technique when learning vocabulary

Learning materials : Nouns (transportations) and adjective

c. Noun

A noun is the name of any word that can stand as the subject or object of any sentence. In addition, Jackson in Sukirman's book said that noun denotes things including people, animals, objects, abstract ideas, feelings, and so on. Some example of noun are;

Nouns				
Nouns (people)	Nouns (thing)	Nouns (parts of body)	Nouns (places)	Nouns (animals)
Student	Table	Face	Market	Cat
Teacher	Bus	Nose	Flores	Tiger
Doctor	Plane	Hand	School	Snake
Nurse	Car	Foot	Class	Ant

d. Adjectives

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. In other words, an adjective is a word which precedes, and qualifies a noun or pronoun. Some examples of adjectives.

Adjective			
Clean	Fast	Beautiful	Familiar
High	Slow	Calm	Green
Small	Shy	Cute	Sweet
Far	Cheap	Correct	Nice
Smart	Big	Handsome	Patient

Learning steps :

STEP	ACTIVITIES	PROCEDURES	TIME
Presentation	Warm up	➤ Greeting	±5-10
	Lead in / Review	<ul style="list-style-type: none"> ➤ Asking the students' condition ➤ Ice breaking ➤ Giving motivation to the students before giving the material 	min
	Language focus	➤ Mention the topic of describing that will be learned today	±5-10 min
	Concept checking	<ul style="list-style-type: none"> ➤ Can we start ? ➤ Do you have a question? 	
Practice	Controlled Practice/ skill practice	<ul style="list-style-type: none"> ➤ Give explanation completely about noun, adjective and give instruction before doing the activity. ➤ Give the topic (transportations) to the students. ➤ Eliciting the definition. ➤ Teacher ask the student to open their book "Interactive 	±30-40 min

		<p>english 2” for junior high school student year VIII page 25-30.</p> <ul style="list-style-type: none"> ➤ The students are given 5 minutes to pay attention to their book. ➤ Give explanation about transportations. 	
	<p>Controlled practice/skill practice</p>	<ul style="list-style-type: none"> ➤ Dividing the students into some groups, One group consist 5 members, And sit according their group. ➤ Ask the students to make a group name. ➤ Give explanation about scrabble. ➤ Give the students the scrabble worksheet (transportations). ➤ Give the students intruction to focus on their scrabble worksheet and answer questions correlated the topic. ➤ The students are given 5 minutes to pay attention to their own paper. 	<p>±30-40 min</p>

		<ul style="list-style-type: none"> ➤ After that, the students are pointed one of in each group to describe one new vocabulary or asking the students' to retell their answer in short talk in front of class. 	
Production	Practice Result/Close the activity	<ul style="list-style-type: none"> ➤ Give some correction about their mistake. ➤ Ask about the difficulties of students during teaching learning process. ➤ Closing the class and praying. 	± 5-10 min

Material and media :

1. Book "*Interactive english 2*" for junior high school student year VIII
2. Internet
3. Dictionary
4. Scrabble worksheet

Question :

THE SCRABBLE WORKSHEET

Topic: what do you think about transportations?

Fill in the empty box below with the correlated words that you know.

NO	VOCABULARY
1	

2	
3	
4	
5	



LESSON PLAN

School	: SMPN 1 Palopo
Class/ semester	: VIII / second semester
Main aim	: Improving New Vocabulary
Times	: 90 minutes
Meeting	: 4 th (treatment 4)
Learning Objectives	: a. The student use scrabble technique when learning vocabulary
Learning materials	: Verb (daily activity)

English verbs are a class of English words used to; 1) describe an action such as *make, study, and write*. 2) show existence such as *be*, 3) indicates possession such have and has, or 4) designate a state of being such as love, have, know, and understand. So, we may glean from that verbs is what is done by someone. Some example of verbs;

Reguler Verbs		
Bear Infinitive	Past tense	Past participle
Ask	Asked	Asked
Check	Checked	Checked
Delete	Deleted	Deleted
Enjoy	Enjoyed	Enjoyed
Help	Helped	Helped

Irregular Verbs		
Bear Infinitive	Past tense	Past participle
Build	Built	Built
Buy	Bought	Bought
Cut	Cut	Cut
Drink	Drank	Drunk
Fell	Felt	Felt

Learning steps :

STEP	ACTIVITIES	PROCEDURES	TIME
Presentation	Warm up Lead in / Review	<ul style="list-style-type: none"> ➤ Greeting. ➤ Asking the students' condition. ➤ Ice breaking. ➤ Giving motivation to the students before giving the material. 	±5-10 min
	Language focus	<ul style="list-style-type: none"> ➤ Mention the topic of describing that will be learned today. 	±5-10 min

	Concept checking	<ul style="list-style-type: none"> ➤ Can we start? ➤ Do you have a question? 	
Practice	Controlled Practice/ skill practice	<ul style="list-style-type: none"> ➤ Give explanation completely about verb and give instruction before doing the activity. ➤ Give the topic (daily activity) to the students. ➤ Eliciting the definition. ➤ Teacher ask the student to open their book “Interactive english 2” for junior high school student year VIII page 7-24. ➤ The students are given 5 minutes to pay attention to their book. ➤ Give explanation completely about daily activity. 	±30-40 min
	Controlled practice/skill practice	<ul style="list-style-type: none"> ➤ Dividing the students into some groups, One group consist 5 members, And sit according their group. ➤ Ask the students to make a group name. 	±30-40 min

		<ul style="list-style-type: none"> ➤ Give explanation about scrabble. ➤ Give the students the scrabble worksheet (daily activity). ➤ Give the students instruction to focus on their scrabble worksheet and answer questions correlated the topic ➤ The students are given 5 minutes to pay attention to their own paper. ➤ After that, the students are pointed one of in each group to describe one new vocabulary or asking the students' to retell their answer in short talk in front of class. 	
Production	Practice Result/Close the activity	<ul style="list-style-type: none"> ➤ Give some correction about their mistake. ➤ Ask about the difficulties of students during teaching learning process. ➤ Closing the class and praying 	± 5-10 min

Material and media :

1. Book “*English Interactive 2*” for junior high school student year VII
2. Internet
3. Dictionary
4. Scrabble worksheet

Question :

THE SCRABBLE WORKSHEET

Topic: what do you think about daily activity?

Fill in the empty box below with the correlated words that you know?

NO	VOCABULARY
1	
2	
3	
4	
5	



