

**IMPROVING STUDENTS' VOCABULARY THROUGH  
SCRABBLE WORD GAME AT THE EIGHTH GRADE OF SMP  
INTEGRAL HIDAYATULLAH PALOPO**

*A Thesis*

*Presented as Partial Fulfillment for the Attainment of S.Pd Degree in  
English Language Education Study Program Tarbiyah and Teacher Training  
Faculty State Islamic Institute of Palopo*



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2022**

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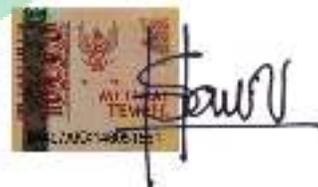
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## THESIS APPROVAL

This thesis entitled "*Improving Students' Vocabulary Through Scrabble Word Game At The Eighth Grade Of SMP Integral Hidayatullah Palopo*" written by *Suharwan*, reg. number *15 0202 0052*, students of English Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo (IAIN Palopo), has been examined of *30<sup>th</sup> November 2022* coincided with *6<sup>th</sup> Jumadil Awal 1444 H* has been corrected according to the defects and requests of the Examination Team, and is accepted as a condition of obtaining a *Bachelor of Education* degree (S.Pd).

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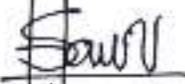
1. Prof. Dr. Abdul Pirol, M.Ag as Rector of IAIN Palopo.
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Finally, the Researcher dedicates ths thesis. Allah swt reward to all people who have helped the Researcher, and hope this thesis can be useful and give positive contribution for the readers.

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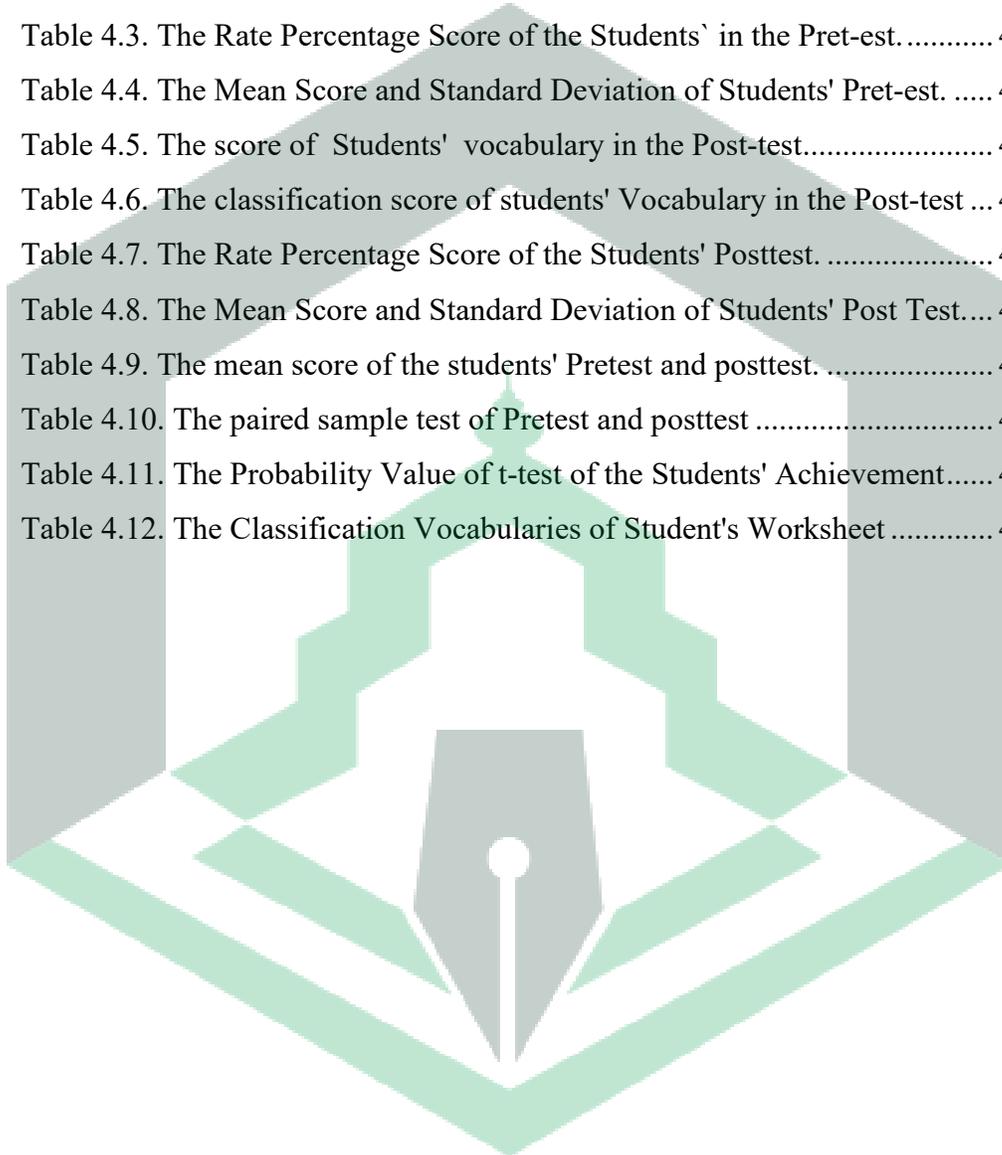
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## ABSTRACT

**SUHARWAN, 2022,** *"Improving Students' Vocabulary Through Scrabble Word Game At The Eighth Grade Of SMP Integral Hidayatullah Palopo"*. A Thesis, English Study Program, Tarbiyah And Teacher Training, State Islamic Institute Palopo. Advise By Prof.Dr.Sahraini,M.Hum and Dewi Purwana,S.Pd.I,M.Pd.

This research focuses on improving students' vocabulary through scrabble word game at the eighth grade of SMP Integral Hidayatullah Palopo. The research questions in this research is "Does the use of scrabble word game improve students' vocabulary at the eighth grade of SMP Integral Hidayatullah Palopo? The objective of the research is to find out whether or not the scrabble word game improves the students' vocabulary at the eight grade of SMP Integral Hidayatullah Palopo.This research used pre-experimental research that focused on one group's pretest and posttest designs. The population of this research was a total of eight students in the eighth grade at SMP Integral Hidayatullah Palopo, and the researcher used purposive sampling, which was taken from class XIII, consisting of eight students, as the sample. The data were analyzed descriptively statistically and calculated by using SPSS 20 by calculating the mean score and paired sample t-test. The result revealed that the students mean score on posttest (86.66) was higher than the Pretest (54.03). The  $t_{test}$  (10.546) is higher than  $t_{table}$  (2.365). It indicates that the alternative hypothesis (H1) is accepted, and the null hypothesis (Ho) is rejected. It can be stated that the scrabble word game method is effective in improving students' vocabulary at the eighth grade of SMP Integral Hidayatullah Palopo.

Keywords: Vocabulary, Scrabble word game, Pre-experimental Method.

# CHAPTER I

## INTRODUCTION

### A. Background

According to Manser (1995:461), vocabulary is the totality numeral of language in a communication<sup>1</sup>. Johnson (1996: 6), Says Vocabulary in one language is very important, since the language's most important, constituents are its Vocabulary, and Vocabulary is distorted to provide meaning. In addition, Vocabulary can be defined as of collection of terms and sometimes expressions, typically arranged alphabetically and describe or translated<sup>2</sup>. David nunan states that “vocabulary is the collection of words that individual knows<sup>3</sup>”.

Through vocabulary, we can express ideas, emotions, and desires effectively and efficiently. So by learning vocabulary students can be easier to communicate with each other. Vocabulary is necessary to support the students in the learning process in the Class. Students need to learn how to memorize vocabulary easily. It will make the students feel comfortable when they are speaking, writing, reading even listening. Students must also have a lot of vocabulary to achieve the goal of learning. Without Vocabulary, the student will have difficulty expressing ideas and understanding

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<sup>1</sup> Manser, Martin H. *Oxford Learner's Pocket Dictionary*. Oxford : University press ,(1995,461.

<sup>2</sup> Johnson, *Contextual Teaching and learning*. California: Corwin Press, (1996) P,6.

<sup>3</sup> David Nunan. *Practical English Language Teaching: Young Learnes*. New York: Mcgraw-Hill Comparies, Inc. 2005.

English sentences. To achieve basic language skills (reading, writing, listening, and speaking), Vocabulary is needed as an important aspect of learning a foreign language. vocabulary has an important influence in improving students' English learning ability, so it cannot be separated from the elements of English, especially in Junior high school. With sufficient Vocabulary, students can communicate and express their ideas well. Through Vocabulary, someone can compose a sentence about the ideas, desires or emotions to be disclosed, and more ever he/she can know the meaning of every word that there is in learning English by mastering vocabulary students can be easier to learn English and process it. There are various ways for the student to remember the vocabulary that they have heard or learned before. To make student can be active and creative in thinking during the learning process, then the Teacher must be able to know the ability of students through the right strategy. One of the right ways for teachers is to apply a technique. One of the techniques recommended in teaching Vocabulary is scrabbled word.

According to Klimova (2015) "scrabble is one of the most popular game boards that specifically improve language. When the students play the game, they do not realize that they are learning and students also get new words or Vocabulary. Through this game, the students will give concentration and full attention to learning. Using scrabble words can help the students to provide hands-on experience and trigger students' motivational interest in learning Vocabulary.

Based on the Pre-Observation research on Maret 20 2021, when the Researcher thought an interview with the English Teacher Named Saipul of SMP

Integral Hidayatullah Palopo about the ability of students to receive English lessons. In addition, the Researcher also tested several students' abilities to master Vocabulary. Their problem was the students' lack of Vocabulary, it is difficult for the students do not understand what is explained by the Teacher, as the students have difficulties remembering Vocabulary they have memorized before, the students also something knows the Vocabulary but it is difficult to write and pronounce. The other problem is the students felt bored learning vocabulary without using games<sup>4</sup>.

Based on the Problem of vocabulary above, the Researcher is interested in conducting the research entitled "improving students' vocabulary through scrabble word game at the eight grade of SMP Integral Hidayatullah Palopo".

### **B. Research Question**

Based on the explanation in the background, the researcher formulated research Question, that is: Does the use of scrabble word game improve students' Vocabulary at the eighth grade of SMP Integral Hidayatullah Palopo?

### **C. The objective of The Research**

The objective of the research is "to find out whether or not the scrabble word game improves the students' vocabulary at the eighth grade of SMP Integral Hidayatullah Palopo".

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<sup>4</sup> Saipul, observation of english teacher the eighth grade of SMP Integral Hidayatullah  
Accessed on 10 maret 2021

#### **D. Significant of the Research**

The significance of this research is:

1. For the Teacher, this research would like to give information on how to teach scrabble word game in improving students' Vocabulary.
2. For students, it can improve students' Vocabulary.
3. For the other Researcher, it can be a reference for the Researcher as a contribution to improving students' Vocabulary.

#### **E. Scope of The Research**

The scope of the research focuses on improving students' Vocabulary through scrabble word game at the eighth grade of SMP Integral Hidayatullah Palopo. The list of Vocabulary is nouns, adjectives, verbs, and adverbs. In addition, the Researcher wants to increase students' Vocabulary of a number with a minimum of 25 to a maximum of 100 words for each Meeting through scrabble games. The decision was taken by considering the importance of the scrabble game as one of the methods that were useful to improve students' vocabulary achievement.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses several parts Previous studies, Definition of Vocabulary, Scrabble word, Theoretical framework, and Hypothesis:

#### A. Previous Studies

There are several researcher have discussed about scrabble word game as follow:

1. Andi Saputa Tanjung (2011) has done reserach on the title "*Reforcing Students' Vocabulary Throught Scrabble Game at First Grade Studentsof MTS Nurussalam Pondok Pinang*".Based on the pretest and posttest results in his research, he found that there was a significant increase in student vocabulary when using scrabble games in vocabulary teaching<sup>5</sup>.
2. Dede Roaeni (2014) has researched the title "The Influence of Using Scrabble Game for Improving Students' Vocabulary Mastery at The Fifth Grade Students of Mi Miftahul Mubtadiin Jagapura-Cirebon" Based on the results of the study, he found that the use of scrabble games had a positive and significant influence in increasing students' vocabulary mastery.<sup>6</sup>

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<sup>5</sup> Andi Saputra Tanjung ,” *Reinforcing Students' Vocabulary Through Scrabble Game At The First Grade Students Of Mts Nurussalam Pondok Pinang In The Academic Year Of (2011/2012)*”,69-70.

<sup>6</sup> Dede Roaeni,”*The Influence Of Using Scrabble Game For Improving Students' Vocabulary Mastery At The Fifth Grade Students Of Mi Miftahul Mubtadiin Jagapura-Cirebon In Academic Year (2014)*,2.

3. Suci Pidia Sari (2018) has researched the title "Using Scrabble Game as Extracurricular Activity to Support Students' English Vocabulary Learning" Based on the test results from the control class and the experimental Class, researchers found an increase in learning English vocabulary in the experimental Class. so he concluded that the game scrabble is suitable as an approach to learning English vocabulary<sup>7</sup>.

Based on the previous studies above, There are differences and similarities between the three of research above with this research. The similarity is the researchers want to analyze the students' vocabulary ability by using Scrabble Words. And the differences between this research with the third research above are the first research has two cycles, the second researched fifth-grade students of elementary school, and the third uses a true experimental design; this research used a quantitative method and a pre-experimental technique with one group.

## **B. The Definition of Vocabulary**

### **1. Definition of Vocabulary**

According to Manser in his dictionary, Oxford Learner's Pocket Dictionary, "vocabulary is all the words that a person knows or uses: all the words in a language; list of words with their meanings, especially in a book for learning a

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<sup>7</sup> Suci Pidia Sari, "Using Scrabble Game As Extracurricular Activity To Support Students' English Vocabulary Learning In Academic Year (2018)",11.

foreign language<sup>8</sup>. Vocabulary is an important thing in learning a language. It will be impossible to learn a language without knowing the Vocabulary. Vocabulary is a very important component in conducting speaking activities. The more we know the words, the more ideas can be explored effectively.

Harmer states that "vocabulary is seen as incidental to the main purpose of language teaching, namely the acquisition of grammatical knowledge about the language. Vocabulary is necessary to give students something to hang on to when learning structure but is frequently not a focus for learning itself<sup>9</sup>.

## 2. Types of Vocabulary

Vocabulary is a list of words in a language and has a range of words known by each individual. There are four main types of Vocabulary, namely:

- a. Reading Vocabulary - The vocabulary obtained when reading is a type of literary Vocabulary.
- b. Writing Vocabulary - Words are used in various forms of writing, from essays to Twitter feeds.
- c. Listening Vocabulary - all word lists that are used in various forms of writing, such as essays or communication.

---

<sup>8</sup> Martin Manser, "*Oxford Learner's Pocket Dictionary* , New Edition: New York: Oxford University Press, (1980)",482

<sup>9</sup> Hammer J. *Pratice Of English*, (New York:Longman, 1992),154.

- d. Speaking Vocabulary - speaking Vocabulary is all the words that are used in communication<sup>10</sup>.

### 3. Kinds of Word Classes

According to Thornbury, the parts of speech are divided into eight (8) namely; nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiners. Based on the scope of the research, the main focus of this research is on teaching content words such as verbs, nouns, adverbs, and adjectives. The following are more explanations about them:

#### a. Nouns

Nouns are all words that show the name of a person, the name of place, or the name of an object or everything that is hindered (Novia. Modern English Grammar. 2008). Here are the examples of nouns:

Mrs. Dewi is a lecturer.

The cat is a cute animal.

The computer in the laboratory is made of iron.

---

<sup>10</sup> <https://english.tutorvista.com/vocabulary.html?view=simple> accessed on 07 oktober 2019

c. Verbs

Verbs are words that indicate or state action or work that has been done, is being done or will be done (Novia. Modern English Grammar. 2008). The verb is very important in a sentence because it describes the action which is done by the subject. An example is:

The boy is writing a letter.<sup>11</sup>

d. Adjectives

Adjectives are words that are used to limit the use of nouns by providing the nature of the nouns (Novia. Modern English Grammar. 2008). An adjective function is to describe a person, animal, place, or thing (noun) or to tell the number or quantity. An example is:

Rini is a tall girl.<sup>12</sup>

e. Adverbs

Adverbs are words that are used to describe a verb, an adjective, or other additional words (Novia. Modern English Grammar. 2008).in this research, the Researcher focuses on the adverb of time and the adverb of place.The examples are:

We came here last night.

---

<sup>11</sup>Ibid

<sup>12</sup>Altenberg and Vago, op. cit., p. 59

She went to Jakarta yesterday.<sup>13</sup>

#### 4. Difficulties in Learning Vocabulary

Teaching vocabulary in the words of Success can know the difficulties faced by students. Thornbury (2002: 27) there are several difficulties in making a word as the follows :<sup>14</sup>

- a. The research shows that what is difficult to pronounce is more difficult to learn.
- b. Spelling mismatches are likely the cause of mistakes, either due to pronunciation or spelling, and can contribute to word difficulties. While some English spellings are entirely law-abiding, there are also some glaring irregularities. Words containing silent letters are very problematic: foreign, hearing, headache, climbing, boredom, honest, cupboard, muscle, etc.
- c. It seems that the length and difficulty of words are no more difficult to learn than short ones. But, as a rule of thumb, high-frequency words are more likely to be short in English, and therefore learner is likely to encounter them more often, a factor that supports their eligibility.
- d. The problematic grammar is the grammar associated with the word, especially if it is different from the L1 equivalent. Remembering verbs like enjoy, love or hope followed by the infinitive (to swim) or an-ing for (swimming) can it add to the difficulty.

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<sup>13</sup>Ibid

<sup>14</sup> Thornbury, Scott." *How to teach vocabulary*. London: Longman (2002),23.

- e. This means that when there are two words with overlapping meanings, it tends to confuse students. Case in point: You make breakfast and make an appointment, but you do your homework and take a questionnaire.
- f. Idiomatically, ranges and connotations, 80 words that can generally be used in various contexts, will be considered easier than their narrower range synonyms. So put is a verb with a very wide range, compared to place, position, etc. Likewise, this is a safer bet than thin, lean.

### C. Game

#### 1. Definition of Game

Game is one method that can improve students' abilities in terms of knowledge, skills, or just for fun. Games and activities are being introduced by many teachers in the learning environment to increase excitement and interaction<sup>15</sup>. The amusement and interest in games can motivate students learning<sup>16</sup>. The benefits of the game in English learning are explained by Hornby in his book (*Oxford Advance Learner's Dictionary*) "Games make learners more willing to ask questions and think creatively about how to use English to achieve the goal."<sup>17</sup>

Refer to sudono theory, "The Game is an activity that is carried out with or without using a tool that generates the sense or provides information, gives

<sup>15</sup>Rahmawati Jufri, "The Use of Snake and Ladder Board Game to Improve Students' Speaking Ability of the Tenth Grade at SMKN 1 Palopo" State Islamic Institute of Palopo, 2019.

<sup>16</sup> Ibid

<sup>17</sup>Hornby. "Oxford Advanced Learner's Dictionary", Oxford University Press. 2006.9

pleasure as well as gives the imagination of the child"<sup>18</sup>. The benefits of the game are also explained by Lewis and Abroad in Sudono, "a fun activity that has rules and is attended by students, individuals, and groups that compete and interact to achieve a certain goal"<sup>19</sup>. That means if learning objectives are achieved, is achieved the goal also. Compatible with the means of Heinich and Molenda "a game is an activity in which the participants follow prescribed rules that differ from those of real life as they strive to attain a challenging goal"<sup>20</sup>.

Based on the explanation experts above the Researcher concluded the game is an activity that gives motivation and interest to students in the learning process because the game will increase concentration and students will be more active in learning.

## 2. Advantages of games

According to Tedjasaputra, he explained that the advantage of a game for a child's cognitive development is that it expands his knowledge, mind, creativity, language skills and memory. He added that ten benefits can be described, which are: Increasing motivation, fair competition, strategy simulator, improving communication with peers, reducing students' stress level, improving students'

---

<sup>18</sup> Anggani Sudono, *Sumber Belajar dan Alat Permainan*. Jakarta: Grasindo. 2000,

<sup>19</sup>Ibid

<sup>20</sup>Heinrich R. Molenda M. Russel J. B. & Smalide. "*Instructional media and Technologies for learning*"(7th ed). New Jersey. 2002

memory, training teamwork, quick response, friendliness and fun, and increasing knowledge<sup>21</sup>.

#### **D. The Concept of Scrabble Word Game**

##### **1. Definition of Scrabble Word**

Scrabble is a game word, or random letters then arranged into the correct words and can be read from left to right and from top to bottom. Scrabble is a board game played by two to four players who use vocabulary words to form several words. Players can create a term from 3 or 7 letters, which they must place on the Scrabble board present in the game.<sup>22</sup> To win the game, one of the players must achieve the highest score. According to the Oxford Advanced dictionary (1985), scrabble is a board game in which players must try to form words from the letters given on small plastic blocks and connect them with the terms placed on the board.<sup>23</sup>

<sup>21</sup>Mayke S. Tedja Saputra, *Bermain, Mainan, dan Permainan*, Jakarta, PT Grasindo. 2001

<sup>22</sup> [www.gamehouse.com](http://www.gamehouse.com). Accessed on 19 September 2019

<sup>23</sup> An S. Hornby, *Oxford advance Learner's Dictionary*, (Oxford Advance Learner's Dictionary, (Oxford University Press, 1985),1991..

## 2. Steps of Scrabble Words

There are several steps In playing the word scrabble, that is:<sup>24</sup>

a. Step 1

Place all the tokens face down on the table and make sure that each player takes his token. Then each player must arrange his tiles and quickly try to form words with the tiles given to him.

b. Step 2

uses all the tiles to form a word and then checks the word using a dictionary

c. Step 3

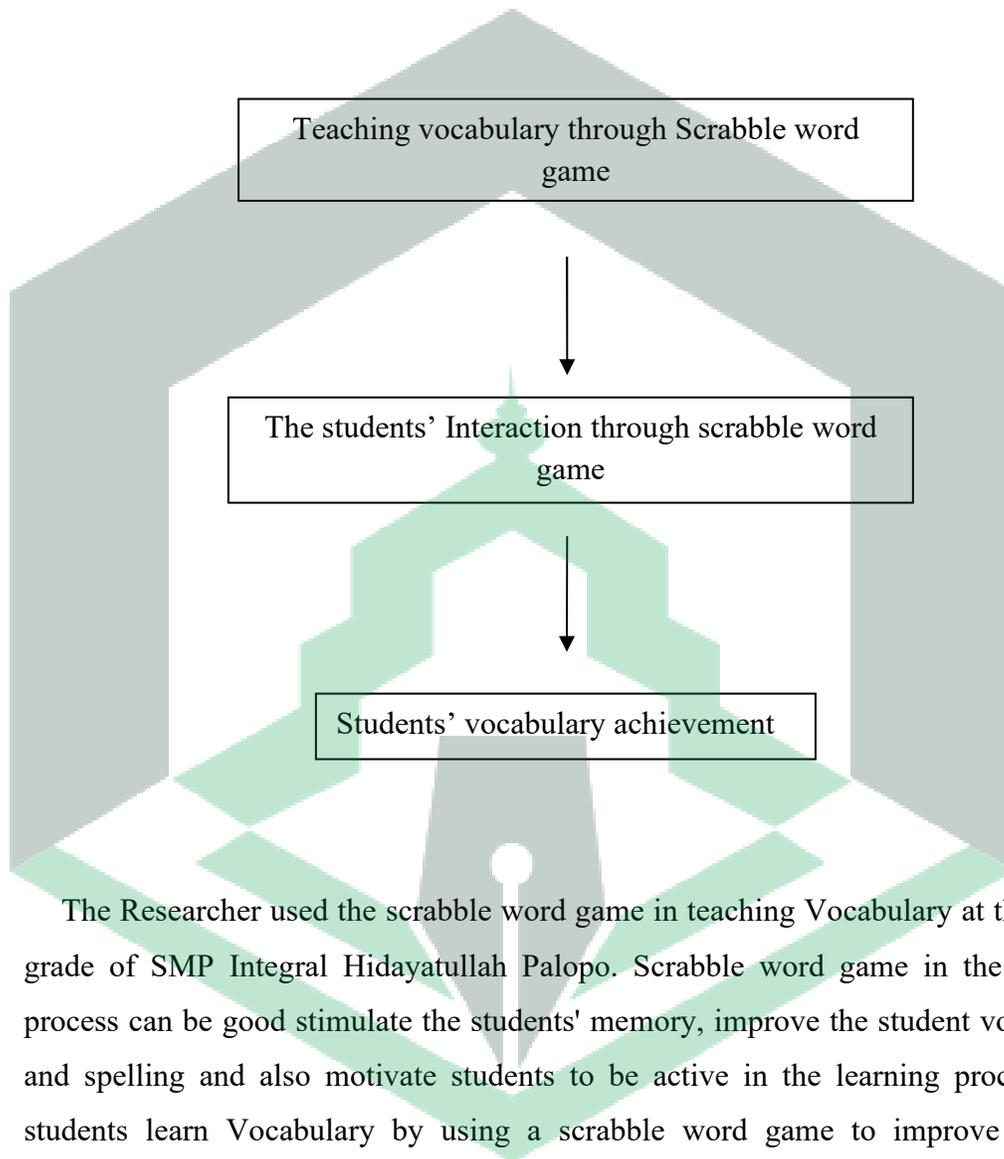
The player continues to arrange letters into individual puzzle shapes until all the words run out. Each player is given a few seconds or minutes; when that time runs out, the player must decide to draw again.

---

<sup>24</sup> Andrea Hermitt, 2009) accessed on 19 September 2019,1.

### E. Theoretical Framework

The theoretical framework underlying this research is illustrated in the following diagram:



The Researcher used the scrabble word game in teaching Vocabulary at the eighth grade of SMP Integral Hidayatullah Palopo. Scrabble word game in the learning process can be good stimulate the students' memory, improve the student vocabulary and spelling and also motivate students to be active in the learning process. The students learn Vocabulary by using a scrabble word game to improve students Vocabulary.

## F. Hypothesis

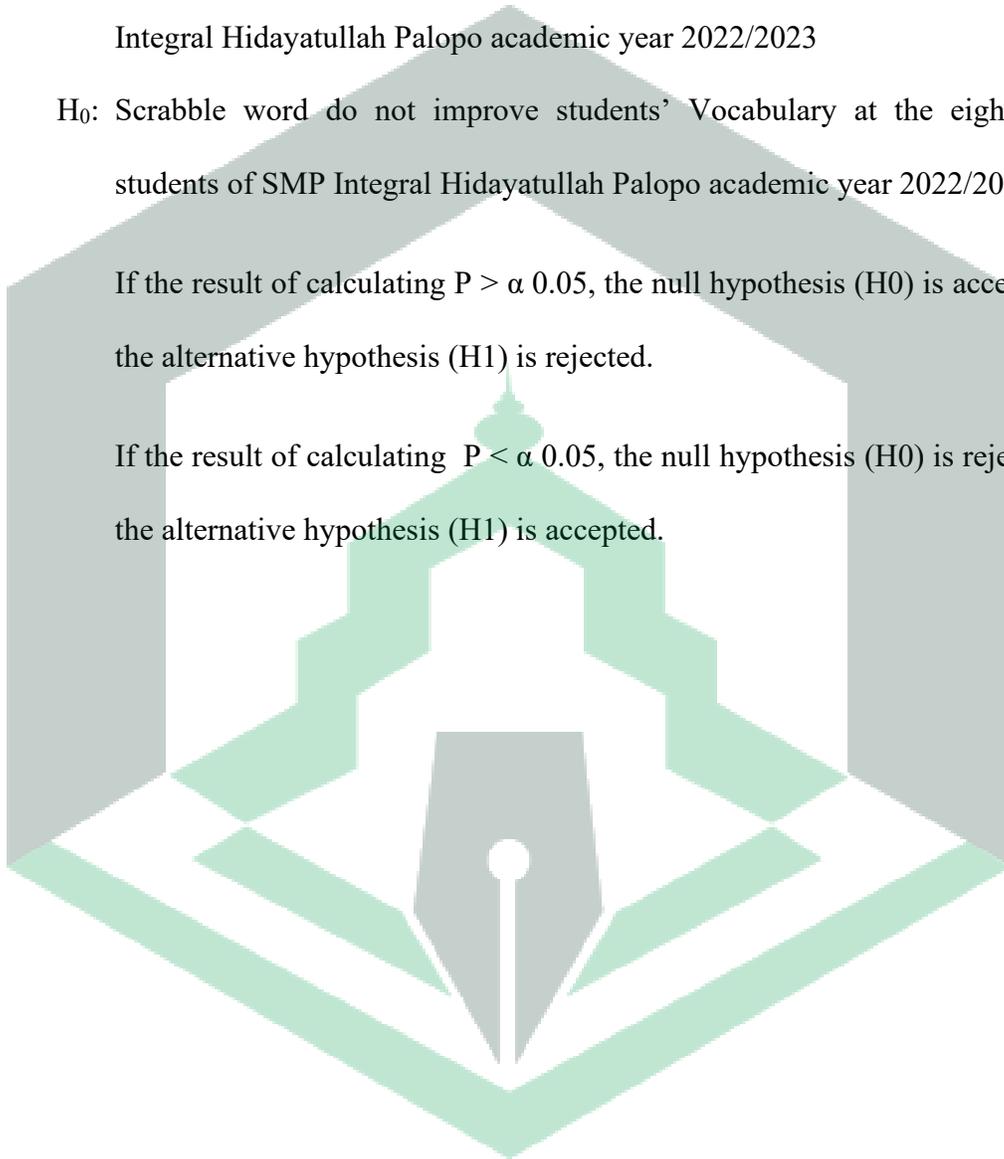
The research presents the following hypothesis:

H<sub>1</sub>: Scrabble word improve student vocabulary at the eight grade students of SMP Integral Hidayatullah Palopo academic year 2022/2023

H<sub>0</sub>: Scrabble word do not improve students' Vocabulary at the eighth grade students of SMP Integral Hidayatullah Palopo academic year 2022/2023

If the result of calculating  $P > \alpha 0.05$ , the null hypothesis (H<sub>0</sub>) is accepted and the alternative hypothesis (H<sub>1</sub>) is rejected.

If the result of calculating  $P < \alpha 0.05$ , the null hypothesis (H<sub>0</sub>) is rejected and the alternative hypothesis (H<sub>1</sub>) is accepted.



**CHAPTER III**  
**RESEARCH METHOD**

**A. Research Design**

A pre-experimental design was used in this research. According to Creswell (2012), an experimental design is an approach to conducting quantitative research. On the other hand, Leedy & Ormrod (2010, cited in Levy and Ellis, 2011: 152) define experimental research as a study in which participants are randomly assigned to groups that undergo various treatments or surveys imposed by the Researcher, followed by observations or measurements to evaluate the effect of the treatment<sup>25</sup>.

In this study, the author uses a game related to experimental teaching. The scrabble game is used to support the mastery of English vocabulary.

The design of this study was described as follows:

Group	Pretest	Treatment	Post-test
Experiment	01	X	02

(Sumber. Sugiyono, 2014, hlm.111)

Where:

O1: Pre-test

<sup>25</sup> Levy and Ellis,( 2011),152.

X: Using Treatment

O2: post-test

## **B. Location and Time of The Research**

This research was conducted in Agustus 2022. Location of the research conducted at the eighth grade of SMP Integral Hidayatullah Palopo.

## **C. Operational Definition of Variables**

In this research, the Researcher describes the operational definition as follows:

1. Vocabulary is one of the elements in English to be mastered, because the language is related to the words, without having enough Vocabulary a student can not communicate.

2. Scrabble Word Game

Scrabble word game is one of the games that can be used in teaching Vocabulary.

## **D. Variable of The Research**

In this research, there were two categories of variables, namely :

1. Dependent Variable

The dependent variable was the improvement of students" Vocabulary.

2. Independent Variable

The independent variable, Vocabulary was using the scrabble word game

## **E. Population and Sample**

### 1. Population

The Research population was a total of eighth students in the eighth grade at SMP Integral Hidayatullah Palopo. "

### 2. Sample

The Researcher applied a purposive sampling technique. In this case, the Researcher takes 1 class, namely the Class of the eighth grade students of SMP Integral Hidayatullah Palopo, as the sample.

## **F. Instrument of the Research**

The instrument of this study is a vocabulary test consisting of Vocabulary about Class, Library, Office, and Field. Before being given treatment, the Researcher performs a pretest to determine the behaviors before treatment. After the treatment, the Researcher provides a posttest to assess the conductions after treatment. The test given to the students is experimental, with 65 numbers pretest and 75 numbers posttest focused on nouns, verbs, adverbs, and adjectives.

## **G. The procedure of Collecting Data**

The data collection procedures in this study are as follows:

### **1. Pretest**

Before the treatment, the Researcher conducted a pretest. The students in the Class take the test. The Researcher distributed the test to determine the students' prior knowledge of Vocabulary.

### **2. Treatment**

After performing the Pretest, the Researcher performed the treatment. The Researcher conducted the treatment in ten sessions. In each session, the Researcher used different themes of Scrabble words. The steps of the treatment were explained as follows::

#### **a. The first Meeting**

- 1) Preparing for Class, the Researcher tried to attract students' attention by asking a few questions. This is a way to stimulate students' background knowledge of the material to be studied.
- 2) The Researcher told students that they learned about Vocabulary and provided an explanation of what is meant by Vocabulary.
- 3) In this Meeting, the Researcher focused on using Vocabulary related to the Class, And then the Teacher gave an example on the blackboard.
- 4) The Researcher randomly divides the students into two groups, each consisting of 4 students.

- 5) The Researcher explained the scrabble word game, and after that, the researchers explained the rules of scrabble word game as follows: The Researcher divided the scrabble word game, and then students were directed to arrange random letters based on their order and their respective groups using the dictionary, after the time given by the Researcher runs out, the students are directed forward to arrange random letters, which the Researcher distributes while writing the meaning of the word.
- 6) The Researcher orders the students to start the game; students try to find new words and translate the words they find.
- 7) The Teacher asked the students one by one in front class to play the game.
- 8) The Researcher calculates the score and announces the winner, the group with the highest points, after completing the scrabble game.
- 9) In the end, the Researcher provides an evaluation.

**b. The Second Meeting**

- 1) Prepare for class. The Researcher tried to attract students' attention by asking several questions about the material that has been taught previously. This is a way to stimulate students' background knowledge about the material that has been studied.

- 2) The Researcher told students that they learned about the vocabulary with the "Class" theme through the scrabble game they played in the previous meeting.
- 3) The Researcher instructs students to join group friends at the previous meeting.
- 4) For applying this scrabble word game, the activity corresponds to the first meeting but with a different theme.
- 5) The Researcher orders the students to start the game. Students try to find new words and translate the words they find.
- 6) The Researcher asked the students one by one in front class to play the game.
- 7) The teacher calculates the score and announces the winner, which is the group that has the highest points after completing the scrabble game.
- 8) In the end, the Researcher provides an evaluation.

**c. The Third Meeting**

- 1) Preparing for class, the Researcher tried to attract students' attention by asking a few questions. This is a way to stimulate students' background know the Researcher tells students that they was learned about vocabulary and provides an explanation of what is meant by vocabulary.
- 2) In this meeting, the researcher focused on to used of vocabulary related to the Office. And then the teacher gives an example on the blackboard.

- 3) The Researcher divides the students into 2 groups randomly and each groups consisted of 4 students.
- 4) The Researcher explained the rules of the game and gives examples.
- 5) For applying this scrabble word game, the activity corresponds to the first meeting but with a different theme.
- 6) The Researcher orders the students to start the game. Students try to find new words and translate the words they find.
- 7) The Researcher asked the students one by one in front class to play the game.
- 8) The Researcher calculates the score and announces the winner, which is the group that has the highest points after completing the scrabble game.
- 9) In the end, the Researcher provides an evaluation

#### **d. The Fourth Meeting**

- 1) Prepare for Class, The Researcher tried to attract students' attention by asking several questions about the material that has been taught previously. This is a way to stimulate students' background knowledge about the material that has been studied.
- 2) The Researcher tells students that they learned about Vocabulary and provides an explanation of what is meant by Vocabulary.
- 3) The Researcher told students that they learned about the Vocabulary with the "Office" theme through the scrabble game they played in the previous Meeting.

- 4) The Researcher instructs students to join group friends at the previous Meeting.
- 5) For applying this scrabble word game, the activity corresponds to the first Meeting but with a different theme.
- 6) The Researcher orders the students to start the game, students try to find new words and translate the words they find.
- 7) The Researcher asked the students one by one in front class to play the game.
- 8) The Researcher calculates the score and announces the winner, which is the group that has the highest points after completing the scrabble game.
- 9) In the end, the Researcher provides an evaluation.

**e. The Fifth Meeting**

- 1) Preparing for Class, the Researcher tried to attract students' attention by asking a few questions. This is a way to stimulate students' background knowledge of the material to be studied.
- 2) The Researcher told students that they learned about Vocabulary and provides an explanation of what is meant by Vocabulary.
- 3) In this Meeting, the Researcher focused on to use of Vocabulary related to the Library, And then the Teacher gives an example on the blackboard.
- 4) The Researcher divides the students into 2 groups randomly and each group consists of 4 students.

- 5) For applying this scrabble word game, the activity corresponds to the first Meeting but with a different theme.
- 6) The Researcher orders the students to started the game. Students try to find new words and translate the words they find.
- 7) The Researcher asked the students one by one in front class to play the game.
- 8) The Researcher calculates the score and announces the winner, which is the group that has the highest points after completing the scrabble game.
- 9) In the end, the Researcher provides an evaluation.

**f. The Sixth Meeting**

- 1) Prepare for Class, the Researcher tried to attract students' attention by asking several questions about the material that has been taught previously. This is a way to stimulate students' background knowledge about the material that has been studied.
- 2) The Researcher told students that they learned about Vocabulary and provides an explanation of what is meant by Vocabulary.
- 3) The Researcher tells students that they learned about the Vocabulary with the " Library" a theme through the scrabble game they played in the previous Meeting.
- 4) The Researcher divides the students into 2 groups randomly and each group consists of 4 students.

- 5) For applying this scrabble word game, the activity corresponds to the first Meeting but with a different theme.
- 6) The Researcher orders the students to started the game. Students try to find new words and translate the words they find.
- 7) The Researcher asked the students one by one in front class to play the game.
- 8) The Researcher calculates the score and announces the winner, which is the group that has the highest points after completing the scrabble word game.
- 9) In the end, the Researcher provides an evaluation.

**g. The Seventh Meeting**

- 1) . Preparing for Class, The Researcher tried to attract students' attention by asking a few questions. This is a way to stimulate students' background knowledge of the material to be studied.
- 2) The Researcher told students that they learned about Vocabulary and provides an explanation of what is meant by Vocabulary.
- 3) In this Meeting, the Researcher focused on to used of Vocabulary related to the Field. And then the Teacher gives an example on the blackboard.
- 4) The Researcher divides the students into 2 groups randomly and each group consists of 4 students.

- 5) For applying this scrabble word game, the activity corresponds to the first Meeting but with a different theme.
- 6) The Researcher orders the students to start the game. Students try to find new words and translate the words they find.
- 7) The Researcher asked the students one by one in front class to play the game.
- 8) The Researcher calculates the score and announces the winner, which is the group that has the highest points after completing the scrabble game.
- 9) In the end, the Researcher provides an evaluation.

#### **h. The eighth Meeting**

- 1) Prepare for the Class, The Researcher tried to attract students' attention by asking several questions about the material that has been taught previously. This is a way to stimulate students' background knowledge about the material that has been studied.
- 2) The Researcher told students that they learned about Vocabulary and provides an explanation of what is meant by Vocabulary.
- 3) The Researcher tells students that they learned about the Vocabulary with the "Field", the theme through the scrabble game they played in the previous Meeting.
- 4) The Researcher instructs students to join group friends at the previous Meeting.

- 5) For applying this scrabble word game, the activity corresponds to the first Meeting but with a different theme.
- 6) The Researcher orders the students to start the game. Students try to find new words and translate the words they find.
- 7) The Researcher asked the student's one by one in front class to play the game.
- 8) The Researcher calculated the score and announces the winner, which is the group that has the highest points after completing the scrabble game.
- 9) In the end, the Researcher provides an evaluation.

**i. The ninth**

- 1) Preparing for Class, The Researcher tried to attract students' attention by asking a few questions. This is a way to stimulate students' background knowledge of the material to be studied.
- 2) The Researcher told students that they learned about Vocabulary and provides an explanation of what is meant by Vocabulary.
- 3) In this Meeting, the Researcher focused on to use of Vocabulary related to the Class. And then the Teacher gives an example on the blackboard.
- 4) The Researcher divides the students into 2 groups randomly and each group consists of 4 students.
- 5) For applying this scrabble word game, the activity corresponds to the first Meeting but with a different theme.

- 6) The Researcher orders the students to start the game, Students try to find new words and translate the words they find.
- 7) The Researcher asked the student's one by one in front class to play the game.
- 8) The Researcher calculates the score and announces the winner, which is the group that has the highest points after completing the scrabble game.
- 9) In the end, the Researcher provided an evaluation.

**j. The tenth**

- 1) Preparing for Class, The Researcher tried to attract students' attention by asking a few questions. This is a way to stimulate students' background knowledge of the material to be studied.
- 2) The Researcher told students that they learned about Vocabulary and provides an explanation of what is meant by Vocabulary.
- 3) In this Meeting, the Researcher focused on to used of Vocabulary related to the Library. And then the Teacher gives an example on the blackboard.
- 4) The Researcher divides the students into 2 groups randomly and each group consists of 4 students.
- 5) For applying this scrabble word game, the activity corresponds to the first Meeting but with a different theme.
- 6) The Researcher orders the students to started the game, Students try to find new words and translate the words they find.

- 7) The Researcher asked the students one by one in front class to play the game.
- 8) The Researcher calculates the score and announces the winner, which is the group that has the highest points after completing the scrabble game.
- 9) In the end, the Researcher provided an evaluation.

### **3. .Post-test**

After the treatment, the researcher would conduct a posttest. The "students" in the Class would take the test. The researcher distrusted the test to determine the students' prior vocabulary knowledge.

### **H. Instrument of Collecting Data**

In this study, the Researcher used testing instruments to determine the Vocabulary of the students:

#### **1. Test**

In this study, the Researcher conducted two types of essay tests, a pretest and a posttest. The Pretest, administered before the treatment, included 65 numbers and 65 vocabulary words, and the posttest, issued after the treatment, had 75 numbers and 75 vocabulary words.

### **I. Technique of Analyzing Data**

Quantitative approaches were used to analyze the research data. Quantitative data analysis was used to determine students' performance in Vocabulary after using the Scrabble technique in vocabulary class. The Researcher conducted the

test with a student before and after they were taught the Scrabble word game. Here, the Researcher uses the t-test formula to analyze the data and determine the students' test scores performed before and after using the Scrabble technique. Consequently, in this case, the Researcher calculates the t-test using the SPSS 20.0 program.

The data collected by the test were analyzed using the following steps:

1. Analysis of raw data from the Pretest and posttest. Each correct answer given by the student received a 1, and the incorrect answer received a 0
2. The raw scores were converted to a set of maximum core scores of 100 using the following formula:

$$Score = \frac{\text{The total of the students' correct answers}}{\text{The total number of items}} \times 100$$

3. Classification of the student's score in the following classification.
  - a) A score of 90-100 is an excellent classification.
  - b) A score of 80-89 is a good classification.
  - c) A score of 70-79 is an adequate classification.
  - d) A score of 60-69 is an inadequate classification.
  - e) A score of below 60 is a failing classification.<sup>26</sup>

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<sup>26</sup> H.Douglas Brown, “*language assessment principles and classroom practice*, Pearson Longman” (california;Pearson Longman , 2003).

4. Calculate the mean and standard deviation between the vocabulary performances of the experimental Class using SPSS 20 for windows evaluation.<sup>27</sup>



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<sup>27</sup> *Ibid*

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Finding

This chapter discussed the findings and discussion. Data were obtained through Pretest and posttest to see students' achievement after being given treatment using a scrabble word game. Those are data presentation and data analysis.

##### 1. Data Presentation

This chapter investigates the effectiveness of the Scrabble word game in teaching Vocabulary to eighth grade students of SMP Integral Hidayatullah Palopo in the school year 2022/2023. The researcher conducted a pretest and a posttest with the VIII (Eight) class, which consists of 8 students.

##### a. The Analysis Students' vocabulary scores in Pre-test and Post-test.

##### 1) Students' Pretest Score.

The Pretest was administered to measure the students' Vocabulary before the treatment using the Scrabble word game. The Researcher shows the total score of the student's vocabulary test (students' correct answer) in the Pretest, the mean score and standard deviation of the students, and the

percentage rate of the students' vocabulary test scores in the Pretest. The Researcher presents the data in the tables and calculates the score using 20 programs and MS. Excel. Then the Researcher shows the total score of the students.

**a) The Tabulation of Students' Score in the Pretest .**

Table 4.1 The score of students' Vocabulary in the Pretest.

Respondent	Correct Answer	Score
R1	38	58,46
R2	51	78,46
R3	45	69,23
R4	32	49,23
R5	34	52,31
R6	30	46,15
R7	19	29,23
R8	32	49,23
	281/520	54,03

Table 4.1 shows that the lowest score was 29.23 and was achieved by one student, while the highest score was 78.46 and was completed by one student.

Table 4.2 The classification score of students' Vocabulary The Pre-Test.

Classification Vocabularies Of Pretest			
No	Respondent	Score	
		Total	Mean
1	R1	38	58,46
2	R2	51	78,46
3	R3	45	69,23
4	R4	32	49,23
5	R5	34	52,21
6	R6	30	46,15
7	R7	19	29,23
8	R8	32	49,23
<b>Total</b>		<b>281</b>	<b>432,2</b>

Table 4.2 above shows that the average vocabulary mastery of the students before the treatment (432.2) is at the "failed/below 60" level.

**b) The Rate Percentage of the Students' Pretest.**

Table 4.3 The Rate Percentages Score of the Students' correct Answer in The Pretest.

Classification	Score	Frequency	Percentage
Excellent	90-100	-	0%
Good	80-89	-	0%
Adequate	70-79	1	12,5%
Inadequate	60-69	1	12,5%
Failing	Below 60	6	75%
Total		8	100%

Table 4.3 above shows that 0 (0%) students' got an excellent score, 0 (0%) students' got a good score, 1 (12,5%) students got an adequate score, 1 (12,5%) students got an inadequate score, 6 (75%) students' got failing score, and there were not students' got an excellent score.

**c) The Mean Score and Standard Deviation of the Students' Pretest.**

Table 4.4 The Mean Score and Standard Deviation of Students' Pretest.

<b>Descriptive Statistics</b>							
	N	Minimum	Maximum	Sum	Mean	Std. Error	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Pre-test	8	29,23	78,46	432,30	54,0375	5,30105	14,99363
Valid N (listwise)	8						

Table 4.4 shows that the highest score of the students was 78.46 and the lowest score was 29.23, and the mean score of the students in the Pretest was 5.30. It also shows that the standard error of the mean was 5.30, and the standard deviation was 14.99.

**2) Students' Posttest Score.**

In this section, the Researcher shows the students' full vocabulary test scores (students' correct answer) on the posttest, the students' mean score and standard deviation, and the percentage rate of students' vocabulary test scores on the posttest. The Researcher presents the data in tables and calculates the result using the SPSS 20 program. Then the Researcher shows the full score of the students in a vocabulary test in the posttest.

**a). The Tabulation of Students' Score in the Post-test.**

Table 4.5 The score of students' Vocabulary in the Post-Test.

Respondent	Correct Answer	Score
R1	69	92,00
R2	73	97,33
R3	71	94,67
R4	60	80,00
R5	62	82,67
R6	66	88,00
R7	57	76,00
R8	62	82,67
	520/600	86,66

Table 4.5 shows that the lowest score was 76.00. The highest score was 97.33, and one student achieved it.

Table 4.6 The classification score of students' Vocabulary in the Post-Test.

Classification Vocabularies Of Post-Test				
No	Respondent	Score		
		Total	Mean	
1	R1	69	92,00	
2	R2	73	97,33	
3	R3	71	94,67	
4	R4	60	80,00	
5	R5	62	82,67	
6	R6.	66	88,00	
7	R7	57	76,00	
8	R8	62	82,67	
TOTAL		520	693,34	

Table 4.6 shows that students' average vocabulary after treatment (693.34) is adequate.

**b). The Rate Percentage of the Students' Post-test.**

Table 4.7 The Rate Percentage Score of the Students' Posttest.

Classification	Score	Frequency	Percentage
Excellent	90-100	3	37,5%
Good	80-89	4	50%
Adequate	70-79	1	12,5%
Inadequate	60-69	-	0%
Failing	Below 60	-	0%
Total		8	100%

Table 4.7 shows how often students scored on the posttest. It shows that there were 3 of the students (37,5%) who got Excellent, and there were 4 (50%) students who got good. The other showed that one student (12,5%) got Adequate. It also shows that 0 students (0%) got Inadequate. There was no student (0%) who got failing.

### 6) The Mean Score and Standard Deviation of the Students' Posttest.

Table 4.8 The Mean Score and Standard Deviation of Students' Post Test.

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std. Error	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Post-test	8	76,00	97,33	693,34	86,6675	2,66643	7,54180
Valid N (listwise)	8						

Table 4.8 shows that the highest student score was 97.33, the lowest was 76.00, and the mean student score on the posttest was 86.66. It also shows that the standard error of the mean was 2.66, and the standard deviation was 7.54.

### 7) The Mean Score and Standard Deviation of Pre-test and Post-test.

Table 4.9 The mean score of the students' Pretest and posttest.

<b>Descriptive Statistics</b>				
	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Pretest -	8	54,0375	5,30105	14,99363
Post-test	8	86,6675	2,66643	7,54180
Valid N (Listwise)	8			

Table 4.9 shows that the mean of the Pretest was 54.0375, and the mean of the posttest was 86.6675. The standard deviation of the Pretest was 14.99363 and the standard deviation of the posttest was 7.54180. The standard error mean of the Pretest was 5.40105 and the standard error mean of the posttest was 2.66. It means the use of the scrabble words Games in Teaching Vocabulary at the Eight Grade Students of SMP Integral Hidayatullah Palopo improved the students' Vocabulary.

### 8) The Paired Samples Test of Pretest and Post-test Table.

Table 4.10 The paired sample test of Pretest and posttest.

Paired Samples Test								
Paired Differences								
	Mean	Std. Deviation	Std. Error	95% Confidence Interval Of The Difference		T	Df	Sig. (2-tailed)
				Lower	Upper			
Pretest -	-	8,75115	3,094	-	-	-	7	,000
Post-test	32,6300		00	39,94614	25,31386	10,546	6	

The hypothesis was generated using SPSS 20. In this case, the author used a paired-sample t-test (significance test) to determine the significant difference between the results of the students' mean scores on the Pretest and posttest. Based on the above table where the significant data ( $0.000 < 0.05$ ),  $H_1 = 10.546$  and the degree of freedom ( $df = 7$ ), according to Gray the value of  $H_0 = 2.36^{28}$ . Based on the result, it means that  $H_1$  was accepted and  $H_0$  was rejected.

$$P < \alpha$$

$$0,000 < 0.05$$

<sup>28</sup> Dr. Geoffrey Gray, *Education Research*, September 30, 2022

They were related to the research result that ( $H_1 > H_0$ ) the  $t_{\text{count}}$  was higher than the  $t_{\text{table}}$ . It was found that Vocabulary improved significantly before and after using the Scrabble word game. For this reason, the Researcher believes that using the Scrabble word game effectively improved the Vocabulary of the eighth-grade students of SMP Integral Hidayatullah Palopo.

#### **J. The Probability Value of T-test of the Students' Achievement.**

Table 4.11 The Probability Value of t-test of the Students' Achievement.

Variable	P-Value	( $\alpha$ )
X2 – X1	0.00	0.05

Assuming that the significance level ( $\alpha$ ) = 0.05 and only the degree of freedom ( $df$ ) =  $N - 1$ , where  $df = 7$ , the t-test is shown in the table above.

Table 4.12 The Classification Vocabularies of Student's Worksheet

Classification Vocabularies Of Student's Worksheet												
Responden	Pre- Test				Score		Post Test				Scnore	
	Noun	Verb	Adj	Adv	Total	Mean	Noun	Verb	Adj	Adv	Total	Mean
R1	10	9	10	9	38	58,46	19	15	14	17	69	92,00
R2	14	12	13	10	51	78,46	21	15	17	20	73	97,33
R3	13	11	14	8	45	69,23	21	15	15	19	71	94,66
R4	10	6	8	4	32	49,23	16	16	13	15	60	80,00
R5	11	7	9	8	34	52,30	18	16	13	15	62	82,66
R6	8	7	8	6	30	46,15	19	14	14	19	66	88,00
R7	6	4	5	8	19	29,23	17	14	15	12	57	76,00
R8	5	9	11	6	32	49,23	18	15	11	18	62	82,66
Total	77	65	78	59	281	432,29	149	120	112	135	520	693,31
Mean	9,62	8,12	9,75	7,37	54,03		18,62	15,00	14,00	16,87	86,66	

Table 4.12 above shows that the data is divided into two parts: pretest data and posttest data. In the pretest data, we can see that the overall average (mean) is 54.03, the minimum respondent mean was obtained by R7 (29.23), the

maximum respondent mean was obtained by R2 (78.46), the minimum vocabulary type mean belonged to adverb type (7.37), the maximum vocabulary type means belonged to adjective type (9.75). Meanwhile, in the posttest data, we can see that the overall average (mean) was 86.66, the minimum respondent mean was obtained by R7 (76.00), the maximum respondent mean was obtained by R2 (97.33), the minimum vocabulary type mean was in adjective type (14.00), the maximum vocabulary type mean was in noun type (18.62)

The difference between the overall mean of the Pretest and the posttest was 32.63. The respondents achieved the lowest mean distinction at R2 (18.87), the highest mean difference was conducted by the respondents at R7 (46.77), the difference in the mean of the lowest vocabulary type was at the adjective type (4.25), the highest mean for the vocabulary type was at the noun (9.00).

## **B. Discussion**

Based on research conducted the Researcher conducted his research in teaching Vocabulary using the Scrabble game. The students could be motivated and enthusiastically involved in the learning process. The students found it easy to memorize the words given by the Researcher.

This section explained to the Researcher the general process of data collection from the Pretest and posttest, the differences between the tests, the treatment of each session, the process of scoring the results at each session, and

the analysis of the data to learn if there was a significant improvement in the student's vocabulary ability.

In the data collection, the Researcher performed some procedures, namely the following: Some tests were conducted to collect the data, such as a pretest and a posttest. The students were given a pretest to find out their Vocabulary. Then, they were helped to learn Vocabulary with the help of the Scrabble game. The Researcher conducted the treatments. The Researcher conducted ten treatments. The subjects were school, library, office, and field. The posttest was conducted after ten treatments to determine the students' results in the posttest and to determine the improvement of the students' Vocabulary. The students enjoyed learning through the game.

The result of the study shows that there are differences between the Pretest and the posttest. The score of the students in the posttest is higher than that in the Pretest. This means that students' scores in the Pretest and posttest have improved after learning Vocabulary through the Scrabble game. For example, one of the respondents (the 3rd respondent) in the Pretest. The Pretest consists of 65 questions. The total score of the 3rd respondent in the Pretest is 69.67. In the posttest, the 3rd respondent achieved a total score of 94.67. The description of the data in the results shows that the student's vocabulary skills have improved significantly.

Moreover, we can see from Table 4.5 that the three respondents have almost reached the maximum score (100): R2 has 73 correct answers, R3 has 71 correct answers, and R1 has 69 correct answers. This happened because the three respondents were very enthusiastic and focused when the Researcher taught the material using the Scrabble method. This can be seen in the student's interest and learning outcomes (posttest) achievement. In addition to the data on student performance exceeding the target. It turns out that there is also one respondent who receives a score in the appropriate category, meaning that his score is in the range of 70-79, namely Respondent 7, who receives 76.00 points. This happened because one respondent paid less attention to the methods and materials the Researcher provided during the learning process.

Analysis of the data showed that the student's Vocabulary improved significantly. The use of the game to improve students' Vocabulary is effective, as pointed out by C. Riedle (2008), who emphasizes the advantage of the game in improving students' performance in Vocabulary<sup>29</sup>. Graves (2013) noted that Vocabulary could be developed through board games, and students can easily practice the words<sup>30</sup>. And according to Yuli Lidiasari, the Scrabble game has proven to be an effective and interesting way to expand students' Vocabulary because students feel motivated and join the method; the students' results show

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<sup>29</sup> C. Riedle (2008), accessed on 30 September 2022, 3.

<sup>30</sup> Graves (2013), accessed on 30 September 2022, 4.

this<sup>31</sup>. This research proves that the vocabulary mastery of students of SMP Integral Hidayatullah Palopo is improving by using the Scrabble word game as a strategy in the learning process.

Therefore, the result of the T-test null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted. This means that the treatments used a Scrabble word game for teaching students Vocabulary, so the alternative hypothesis (H1) is accepted. This means that there is a significant difference between the Pretest and posttest in teaching Vocabulary through the Scrabble game. It can be seen that the mean score of the posttest is higher than the mean score of the Pretest. In other words, students find it easier to memorize Vocabulary with the Scrabble game, participate well in the teaching-learning process by giving feedback, and enjoy learning and paying attention well.

From the research finding, it can be concluded that using the Scrabble word game can motivate students to improve their Vocabulary. Scrabble is an interesting activity for students because they can learn through playing. This is a good way to see how well students remember words learned in previous lessons, as quoted from Ahsian Rosadi in his theories" By using this technique, the students will not be bored because this technique is appropriate to their characteristics which is they incline more interested in playing, meanwhile

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<sup>31</sup>Yuli lidiasari ,”Using scrabble game in improving students’ vocabulary mastery of SMP Negeri 1 Jawai” (2016 ),8.

scrabble words game technique is a type of wordplay<sup>32</sup>. Many words will be obtained through this technique. Automatically, this technique will increase students' vocabulary".



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<sup>32</sup> Ahsian Rosa (2001), accessed on 30 September 2022,P.7.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the data which had been analyzed the use of the scrabble words game improves the student's Vocabulary. Procedures showed that there were significant differences between before and after giving a treatment by using the scrabble game. It evidenced that hypothesis (H0) was rejected and hypothesis (H1) was accepted. In other words, there was a significant influence of Scrabble word game in improving students' Vocabulary at the Eighth grade of SMP Integral Palopo.

Based on the research findings, the respondent gives perceives that the implementation of the Scrabble word Game in vocabulary learning could generate their learning motivation. They were interested and enjoy playing the game so it was easy for them to understand the lesson. It brings a positive learning environment for the students. In conclusion, the Scrabble word game gives benefits the student's Vocabulary.

## **B. Suggestions**

Based on the result of the research, the Researcher proposed suggestions as follows:

### **1. Suggestions for the Teacher**

The Researcher suggested the teacher use the scrabble game in teaching vocabulary the scrabble words game, teachers should divide students into pairs while playing games, providing more guidance, both in time management and handling the class. The english teacher should be more selective in choosing suitable methods, techniques, and models in teaching English to make students more interested, and fun in learning. The researcher suggested the Teacher use the scrabble game in teaching vocabulary the scrab ble words game, teachers should divide students into pairs while playing games, providing more guidance, both in time management and handling the class.

### **2. Suggestion for the students**

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

### 3. Suggestion for the next Researcher

For the next researcher, it is suggested to teach how to apply the vocabulary in the form of sentence and researchers are required to use material based on the applicable school curriculum, the researcher can use this research as an additional reference for pertinent research certainly with different variables and conditions.



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**A**

**P**

**P**

**E**

**N**

**D**

**I**

**C**

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**S**

## LIST OF APPENDICES

Appendix 1 Lesson plan

Appendix 2 List Pretest

Appendix 3 List Post-Test

Appendix 4 List Validation of Test

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## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

A. Sekolah : SMP Integral Hidayatullah Palopo  
Mata Pelajaran : Bahasa Inggris  
Kelas : VIII  
Waktu :  
Tahun Ajaran : 2022/2023

### B. Kompetensi Inti

- K11 : Menghargai dan Menghayati ajaran agama yang dianutnya
- K12 : Menghargai dan Menghayati Perilaku jujur, disiplin, santu, percaya diri, peduli, dan bertanggung jawab dalam interaksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara dan kawasan regional
- K13 : Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- K14 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

### C. Kompetensi Dasar

3.3 Menerapkan Fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan member dan meminta informasi terkait keharusan, larangan dan

himbauan, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan must, should)

4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait keharusan, larangan dan himbauan, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

#### D. Indikator

- Menentukan tujuan komunikatif teks ungkapan keharusan, larangan dan himbauan
- Mengidentifikasi struktur teks ungkapan keharusan, larangan, dan himbauan
- Mengidentifikasi unsure kebahasaan dalam teks
- Mengidentifikasi ungkapan keharusan, larangan dan himbauan dari orang sekitar dengan baik sesuai dengan struktur teks dan unsure kebahasaan
- Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsure kebahasaan yang benar sesuai dengan konteks mengungkapkan keharusan, larangan, dan himbauan dalam bentuk tulisan
- Menggunakan ungkapan keharusan, larangan, dan himbauan orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk lisan maupun tulisan.

#### E. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Siswa dapat menggunakan kosa kata yang tepat untuk pelajaran saatnya berbahasa Inggris

- Siswa dapat berbahasa Inggris sesuai petunjuk yang sudah diberikan kepada mereka

#### F. Materi Pembelajaran

Class

#### G. Metode Pembelajaran

Scrabble word game

#### H. Langkah – langkah Kegiatan

##### 1. Kegiatan pendahuluan

- Guru memberikan salam
- Guru mengajak siswa berdoa sebelum memulai pelajaran
- Guru mengecek kehadiran

##### 2. Kegiatan Inti

- Guru menanyakan tentang noun
- Guru dan siswa bertanya jawab terkait dengan materi
- Guru memberikan penjelasan tentang noun
- Guru memberikan kesempatan kepada siswa untuk maju kedepan satu per satu memberikan contoh tentang pelajaran Noun
- Guru membagi siswa menjadi beberapa kelompok (sesuai dengan jumlah siswa)

##### 3. Kegiatan Penutup

- Guru memberikan tugas (pekerjaan rumah) untuk pelajaran kosa kata tentang kantor Kelas
- Guru menutup pelajaran dengan berdoa dan mengucapkan salam

#### I. Media Pembelajaran

- Buku dan alat tulis
- Kamus

#### J. Penilaian

- Teknik : lisan dan tulisan
- Bentuk : Menjawab soal
- Jenis Penilaian: Penugasan



## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

A. Sekolah : SMP Integral Hidayatullah Palopo  
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Kelas : VIII  
Waktu :  
Tahun Ajaran : 2022/2023

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- K13 : Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- K14 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktiif, kritis, kolaboratif, dan komunkatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

### C. Kompetensi Dasar

3.4 Menerapkan Fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan member dan meminta informasi terkait keharusan, larangan dan

himbauan, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan must, should)

4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait keharusan, larangan dan himbauan, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

#### D. Indikator

- Menentukan tujuan komunikatif teks ungkapan keharusan, larangan dan himbauan
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- Mengidentifikasi unsure kebahasaan dalam teks
- Mengidentifikasi ungkapan keharusan, larangan dan himbauan dari orang sekitar dengan baik sesuai dengan struktur teks dan unsure kebahasaan
- Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsure kebahasaan yang benar sesuai dengan konteks mengungkapkan keharusan, larangan, dan himbauan dalam bentuk tulisan
- Menggunakan ungkapan keharusan, larangan, dan himbauan orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk lisan maupun tulisan.

#### E. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Siswa dapat menggunakan kosa kata yang tepat untuk pelajaran saatnya berbahasa Inggris

- Siswa dapat berbahasa Inggris sesuai petunjuk yang sudah diberikan kepada mereka

#### F. Materi Pembelajaran

Office

#### G. Metode Pembelajaran

Scrabble word games

#### H. Langkah – langkah Kegiatan

##### 4. Kegiatan pendahuluan

- Guru memberikan salam
- Guru mengajak siswa berdoa sebelum memulai pelajaran
- Guru mengecek kehadiran

##### 5. Kegiatan Inti

- Guru menanyakan tentang noun
- Guru dan siswa bertanya jawab terkait dengan materi
- Guru memberikan penjelasan tentang noun
- Guru memberikan kesempatan kepada siswa untuk maju kedepan satu per satu memberikan contoh tentang pelajaran Noun
- Guru membagi siswa menjadi beberapa kelompok (sesuai dengan jumlah siswa)

##### 6. Kegiatan Penutup

- Guru memberikan tugas (pekerjaan rumah) untuk pelajaran kosa kata tentang kantor
- Guru menutup pelajaran dengan berdoa dan mengucapkan salam

## I. Media Pembelajaran

- Buku dan alat tulis
- Kamus

## J. Penilaian

- Teknik : lisan dan tulisan
- Bentuk : Menjawab soal
- Jenis Penilan : Penugasan



## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

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Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Waktu :

Tahun Ajaran : 2022/2023

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- K13 : Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- K14 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

### C. Kompetensi Dasar

3.5 Menerapkan Fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan member dan meminta informasi terkait keharusan, larangan dan

himbauan, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan must, should)

4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait keharusan, larangan dan himbauan, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

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- Menentukan tujuan komunikatif teks ungkapan keharusan, larangan dan himbauan
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- Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsure kebahasaan yang benar sesuai dengan konteks mengungkapkan keharusan, larangan, dan himbauan dalam bentuk tulisan
- Menggunakan ungkapan keharusan, larangan, dan himbauan orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk lisan maupun tulisan.

#### E. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Siswa dapat menggunakan kosa kata yang tepat untuk pelajaran saatnya berbahasa Inggris

- Siswa dapat berbahasa Inggris sesuai petunjuk yang sudah diberikan kepada mereka

#### F. Materi Pembelajaran

Library

#### G. Metode Pembelajaran

Scrabble word games

#### H. Langkah – langkah Kegiatan

##### 7. Kegiatan pendahuluan

- Guru memberikan salam
- Guru mengajak siswa berdoa sebelum memulai pelajaran
- Guru mengecek kehadiran

##### 8. Kegiatan Inti

- Guru menanyakan tentang noun
- Guru dan siswa bertanya jawab terkait dengan materi
- Guru memberikan penjelasan tentang noun
- Guru memberikan kesempatan kepada siswa untuk maju kedepan satu per satu memberikan contoh tentang pelajaran Noun
- Guru membagi siswa menjadi beberapa kelompok (sesuai dengan jumlah siswa)

##### 9. Kegiatan Penutup

- Guru memberikan tugas (pekerjaan rumah) untuk pelajaran kosa kata tentang Perpustakaan
- Guru menutup pelajaran dengan berdoa dan mengucapkan salam

#### I. Media Pembelajaran

- Buku dan alat tulis
- Kamus

#### J. Penilaian

- Teknik : lisan dan tulisan
- Bentuk : Menjawab soal
- Jenis Penilaian: Penugasan



## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

A. Sekolah : SMP Integral Hidayatullah Palopo

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Waktu :

Tahun Ajaran : 2022/2023

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- K12 : Menghargai dan Menghayati Perilaku jujur, disiplin, santu, percaya diri, peduli, dan bertanggung jawab dalam interaksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara dan kawasan regional
- K13 : Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- K14 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar

3.6 Menerapkan Fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan member dan meminta informasi terkait keharusan, larangan dan

himbauan, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan must, should)

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait keharusan, larangan dan himbauan, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

### C. Indikator

- Menentukan tujuan komunikatif teks ungkapan keharusan, larangan dan himbauan
- Mengidentifikasi struktur teks ungkapan keharusan, larangan, dan himbauan
- Mengidentifikasi unsure kebahasaan dalam teks
- Mengidentifikasi ungkapan keharusan, larangan dan himbauan dari orang sekitar dengan baik sesuai dengan struktur teks dan unsure kebahasaan
- Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsure kebahasaan yang benar sesuai dengan konteks mengungkapkan keharusan, larangan, dan himbauan dalam bentuk tulisan
- Menggunakan ungkapan keharusan, larangan, dan himbauan orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk lisan maupun tulisan.

### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Siswa dapat menggunakan kosa kata yang tepat untuk pelajaran saatnya berbahasa Inggris

- Siswa dapat berbahasa Inggris sesuai petunjuk yang sudah diberikan kepada mereka

E. Materi Pembelajaran

Field

F. Metode Pembelajaran

Scrabble word games

G. Langkah – langkah Kegiatan

10. Kegiatan pendahuluan

- Guru memberikan salam
- Guru mengajak siswa berdoa sebelum memulai pelajaran
- Guru mengecek kehadiran

11. Kegiatan Inti

- Guru menanyakan tentang noun
- Guru dan siswa bertanya jawab terkait dengan materi
- Guru memberikan penjelasan tentang noun
- Guru memberikan kesempatan kepada siswa untuk maju kedepan satu per satu memberikan contoh tentang pelajaran Noun
- Guru membagi siswa menjadi beberapa kelompok (sesuai dengan jumlah siswa)

12. Kegiatan Penutup

- Guru memberikan tugas (pekerjaan rumah) untuk pelajaran kosa kata tentang Lapangan
- Guru menutup pelajaran dengan berdoa dan mengucapkan salam

H. Media Pembelajaran

- Buku dan alat tulis
- Kamus

#### I. Penilaian

- Teknik : lisan dan tulisan
- Bentuk : Menjawab soal
- Jenis Penilaian : Penugasan



## LIST PRE-TEST

**Name:**

**Class:**

A. Translate the following words into English.!

Example:

Run = lari

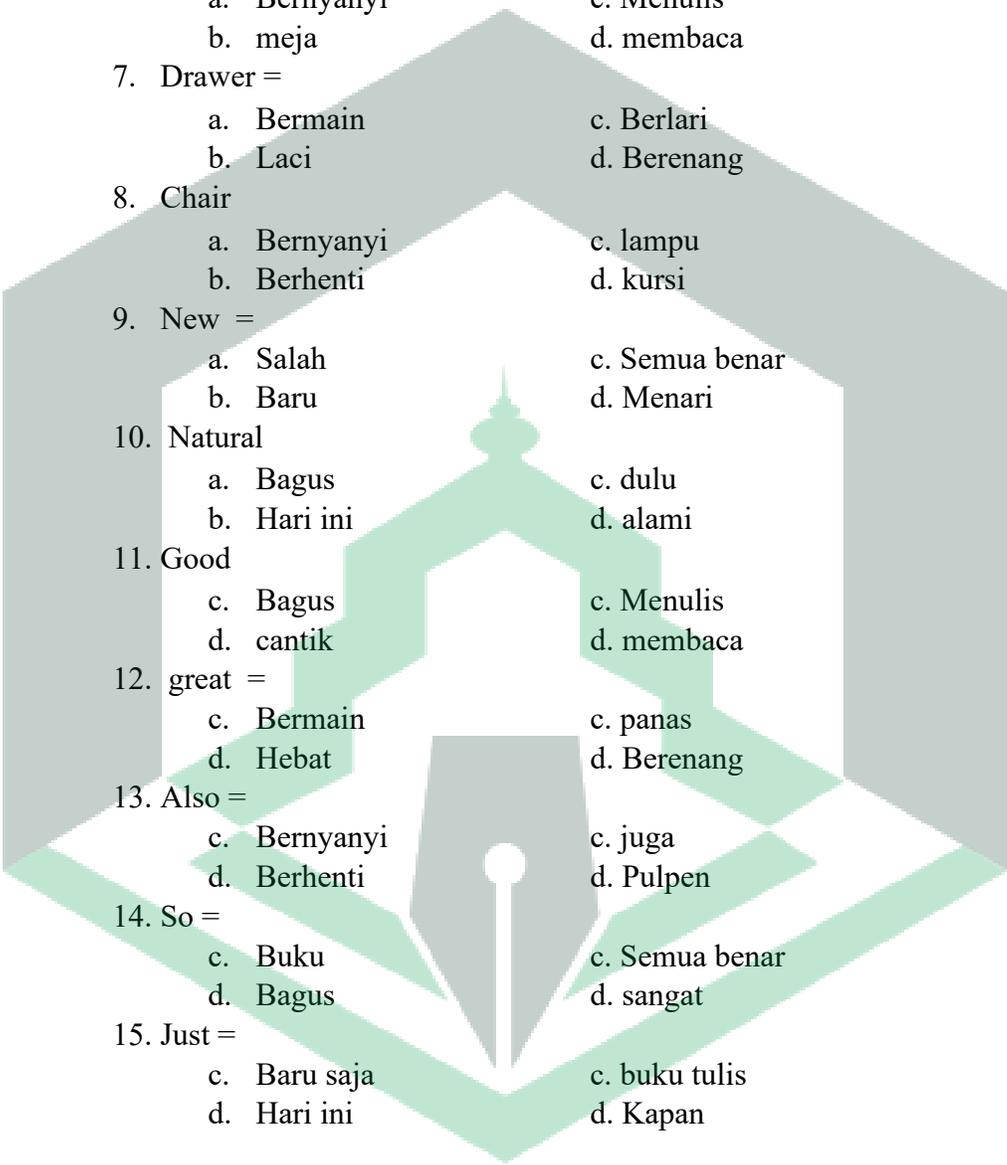
1. Mengajar =
2. Berpikir =
3. Member =
4. Belajar =
5. Lambat =
6. Sedikit =
7. Banyak =
8. Dimana =
9. Menendang =
10. Menangkap =
11. Hari ini =
12. Setiap hari =
13. Sekarang =
14. Kemarin =
15. Tadi =

B. Choose A,B,C, or D to find the meaning of these following word in Indonesia

Example :

Flag = Bendera

1. Read =
  - a. Nyata
  - b. Potong
  - c. Baca
  - d. Contoh
2. Cut =
  - a. Day
  - b. Potong
  - c. Penuh
  - d. percobaan
3. Experiment
  - a. Salah
  - b. Percobaan
  - c. mendengar
  - d. Benar
4. Listen
  - a. Kunci
  - b. Makanan
  - c. Mobil
  - d. mendengar

- 
5. Class
- a. kelas
  - b. Bangun
  - c. Terbangun
  - d. Tertidur
6. Table =
- a. Bernyanyi
  - b. meja
  - c. Menulis
  - d. membaca
7. Drawer =
- a. Bermain
  - b. Laci
  - c. Berlari
  - d. Berenang
8. Chair
- a. Bernyanyi
  - b. Berhenti
  - c. lampu
  - d. kursi
9. New =
- a. Salah
  - b. Baru
  - c. Semua benar
  - d. Menari
10. Natural
- a. Bagus
  - b. Hari ini
  - c. dulu
  - d. alami
11. Good
- a. Bagus
  - b. cantik
  - c. Menulis
  - d. membaca
12. great =
- a. Bermain
  - b. Hebat
  - c. panas
  - d. Berenang
13. Also =
- a. Bernyanyi
  - b. Berhenti
  - c. juga
  - d. Pulpen
14. So =
- a. Buku
  - b. Bagus
  - c. Semua benar
  - d. sangat
15. Just =
- a. Baru saja
  - b. Hari ini
  - c. buku tulis
  - d. Kapan

C. . Rearrange the following words into the correct word!

Example:

TELA
LATE

1.

NEHT

6.

WHITEBAORD

2..

TOU

7.

DOARBBLACK

3.

THIGH

8

LAYP

4.

PYHAP

9

YAS

5

PAML

10

GINS

D. Translate the following words into Indonesian.!

Example :

Free = Bebas

1. Draw =
2. Count =
3. Calculate =
4. Open =
5. Close =
6. Cupboard =
7. Picture =
8. Chalk =
9. Marker =
10. Best =
11. Big;besar =
12. Small =
13. Large =
14. Here =
15. Really =

E. Match the word in part A below to the suitable meaning at the part B!

No	Part A	Answer	Part B
1	Back	C.	A. Pertemuan
2	Always		B. Selalu
3	Why		C. Kembali
4	Supervisor		D. Pengawas
5	Report		E. Mengapa
6	Meeting		F. Laporan
7	Silent		G. Cerdas
8	Noisy		H. Ribut
9	Smart		I. Santai
10	Relax		J. Diam

KEY ANSWER OF PRE-TEST

A. Translate the following words into English.!

Meminjam = Borrow

1. Mengajar = Teach
2. Berfikir = Think
3. Member = Give
4. Belajar = Study
5. Lambat = Later
6. Sedikit = Less
7. Banyak = most
8. Dimana = where
9. Menendang = Kick
10. Menangkap = Catch
11. Hari ini = Today
12. Setiap hari = Everyday
13. Sekarang = Now
14. Kemarin = Yesterday
15. Tadi = Last time

B. Choose A,B,C, or D to find the meaning of these following word in Indonesia

Flag = Bendera

1. Read = C. Baca
2. Cut = B. Potong
3. Experiment = B. Percobaan
4. Listen = D. Mendengar
5. Class = A. Kelas
6. Table = B. Meja
7. Drawer = B. Laci
8. Chair = D. Kursi

9. New = B. Baru
10. Natural = D. Alami
11. Good = C. Bagus
12. Great = D. Bagus/hebat/besar
13. Also = C. Juga
14. So = D. Sangat
15. Just = C. Baru saja

C. Rearrange the following words into the correct word!

TELA = Acak

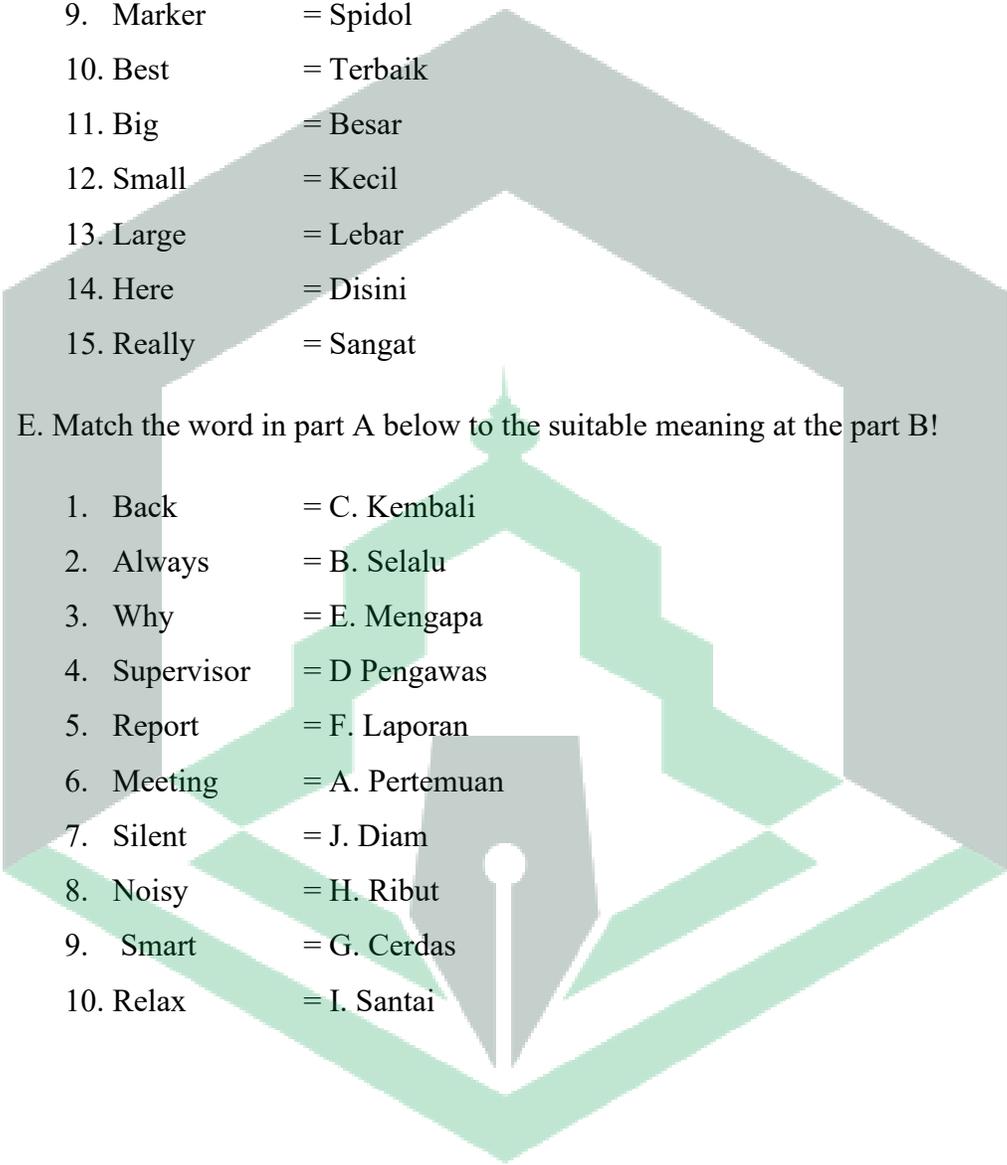
LATE = Benar

1. Then = Kemudian
2. Out = Keluar
3. High = Tinggi
4. Happy = Senang
5. Lamp = Lampu
6. Whiteboard = Papan Tulis (Putih)
7. Blackboard = Papan Tulis (Hitam)
8. Play = Memainkan
9. Say = Bicara
10. Sing = Bernyanyi

D. Translate the following words into Indonesian.!

Free = Bebas

1. Draw = Menggambar
2. Count = Menghitung
3. Calculate = Menjumlah
4. Open = Buka

- 
5. Close = Menutup
  6. Cupboard = Lemari
  7. Ficture = Poto
  8. Chalk = Kapur
  9. Marker = Spidol
  10. Best = Terbaik
  11. Big = Besar
  12. Small = Kecil
  13. Large = Lebar
  14. Here = Disini
  15. Really = Sangat

E. Match the word in part A below to the suitable meaning at the part B!

1. Back = C. Kembali
2. Always = B. Selalu
3. Why = E. Mengapa
4. Supervisor = D Pengawas
5. Report = F. Laporan
6. Meeting = A. Pertemuan
7. Silent = J. Diam
8. Noisy = H. Ribut
9. Smart = G. Cerdas
10. Relax = I. Santai

## LIST OF VOCABULARY

### PRE - TEST

Part	Vocabulary				Total
	Nouns	Verb	Adjective	Adverb	
A	Teach, Think, Give, Study	Kick, Catch	Later, Less, Most, Where	Today, Everyday, Now, Yesterday, Last Time	15
B	Class, Table, Drawer, Chair	Read, Cut, Experiment, Listen	New, Natural, Good, Great	Also, So, Just	15
C	Lamp, Whiteboard, Blackboard	Play, Say, Sing	High, Happy	Then, Out	10
D	Cupboard, Picture, Chalk, Marker, Best	Draw, Count, Calculate, Open, Close	Big, Small, Large	Here, Really	15
E	Supervisor, Report, Meeting	Relax	Silent, Noisy, Smart	Back, Always, Why	10
Total	19	15	16	15	65

## LIST POST-TEST

**Name:**

**Class:**

A. Translate the following words into English.!

Example:

Hitam = Black

1. Pembaca =
2. Pustakawan =
3. Rak buku =
4. Komputer =
5. Minggu lalu =
6. Tadi pagi =
7. Besok =
8. Nanti =
9. Meminta =
10. Pertemuan =
11. Aman =
12. Duduk =
13. Pandai =
14. Buruk =
15. Tenang =

B. Choose A,B,C, or D to find the meaning of these following word in Indonesia

Example :

Ago = Dulu

16. Draw =

e. Bernyanyi

c. Menulis

- f. Laci  
d. menggambar
17. Count =  
e. Bermain  
c. Berlari  
f. meinghitung  
d. Berenang
18. Calculate =  
a. menjumlah  
c. Menulis  
b. cantik  
d. membaca
19. Open =  
a. Bermain  
c. panas  
b. Memulai  
d. buka
20. Close =  
e. Bernyanyi  
c. tutup  
f. Berhenti  
d. Pergi
21. Old =  
e. Salah  
c. Semua benar  
f. Tua  
d. Menari
22. Beautiful =  
e. Bagus  
c. dulu  
f. Hari ini  
d. cantik
23. Hot =  
c. Panas  
c. Besok  
d. Potong  
d. Contoh
24. Never =  
c. Tidak perna  
c. Penuh  
d. Buruk  
d. percobaan
25. Again =  
c. Salah  
c. mendengar  
d. Buruk  
d. lagi
26. Much =

- c. Kunci
- d. Makanan

- c. banyak
- d. memainkan

27. Please =

- c. Bicara
- d. Bangun

- c. Terbangun
- d. Tolong

28. Pencil =

- a. Pencil
- b. Berhenti

- c. lampu
- d. Pulpen

29. Scissors =

- a. Buku
- b. Bagus

- c. Semua benar
- d. gunting

30. Glue =

- a. Lem
- b. Hari ini

- c. buku tulis
- d. Kapan

C. Rearrange the following words into the correct word!

Example:

RETEL
LETER

1.

SYEA

2.

GTRONS

3.

GTRONS

8.

EPN

4.

GOLN

9.

KOBO

5.

KIN

10.

NOTEBOKO

6.

RESARE

11.

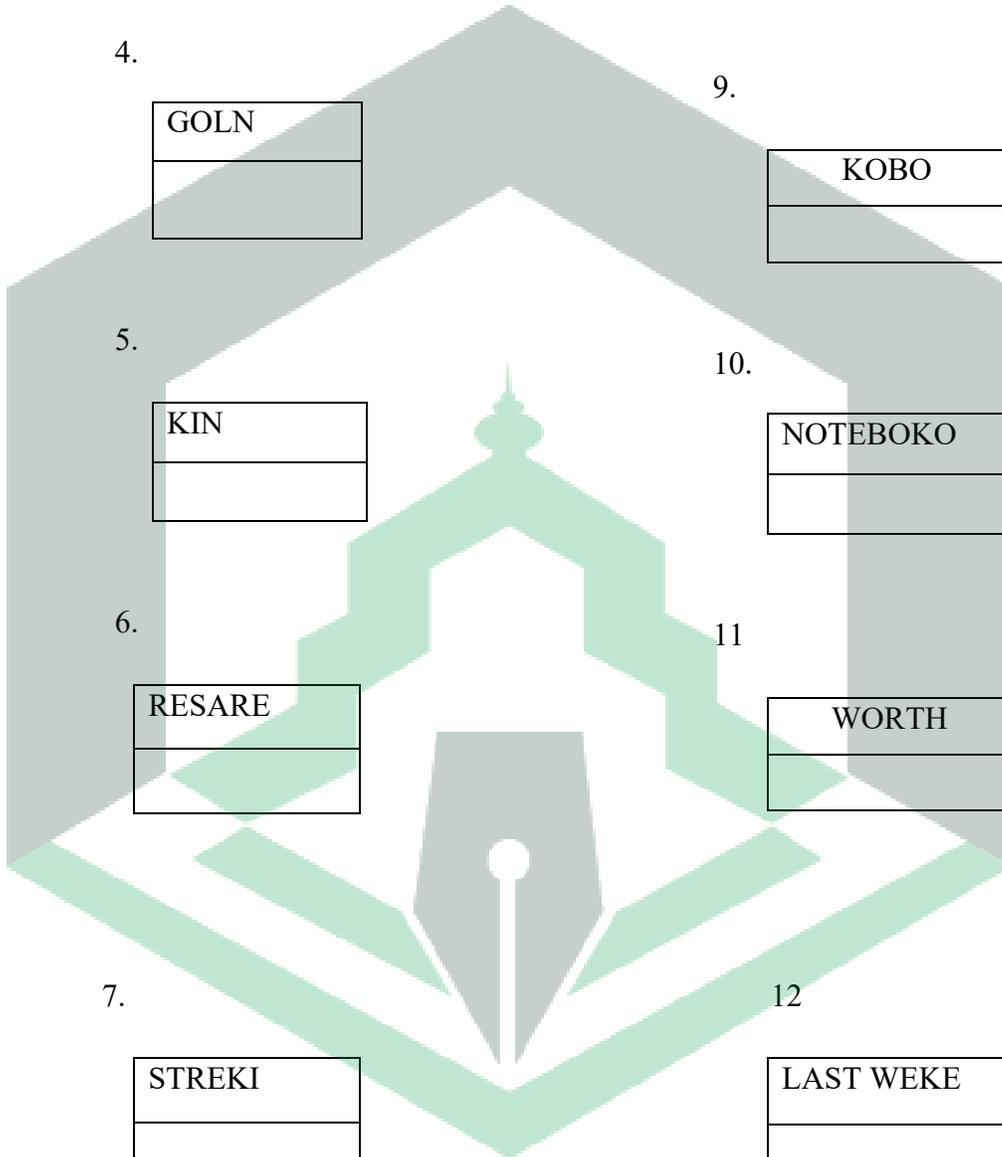
WORTH

7.

STREKI

12.

LAST WEKE



13.

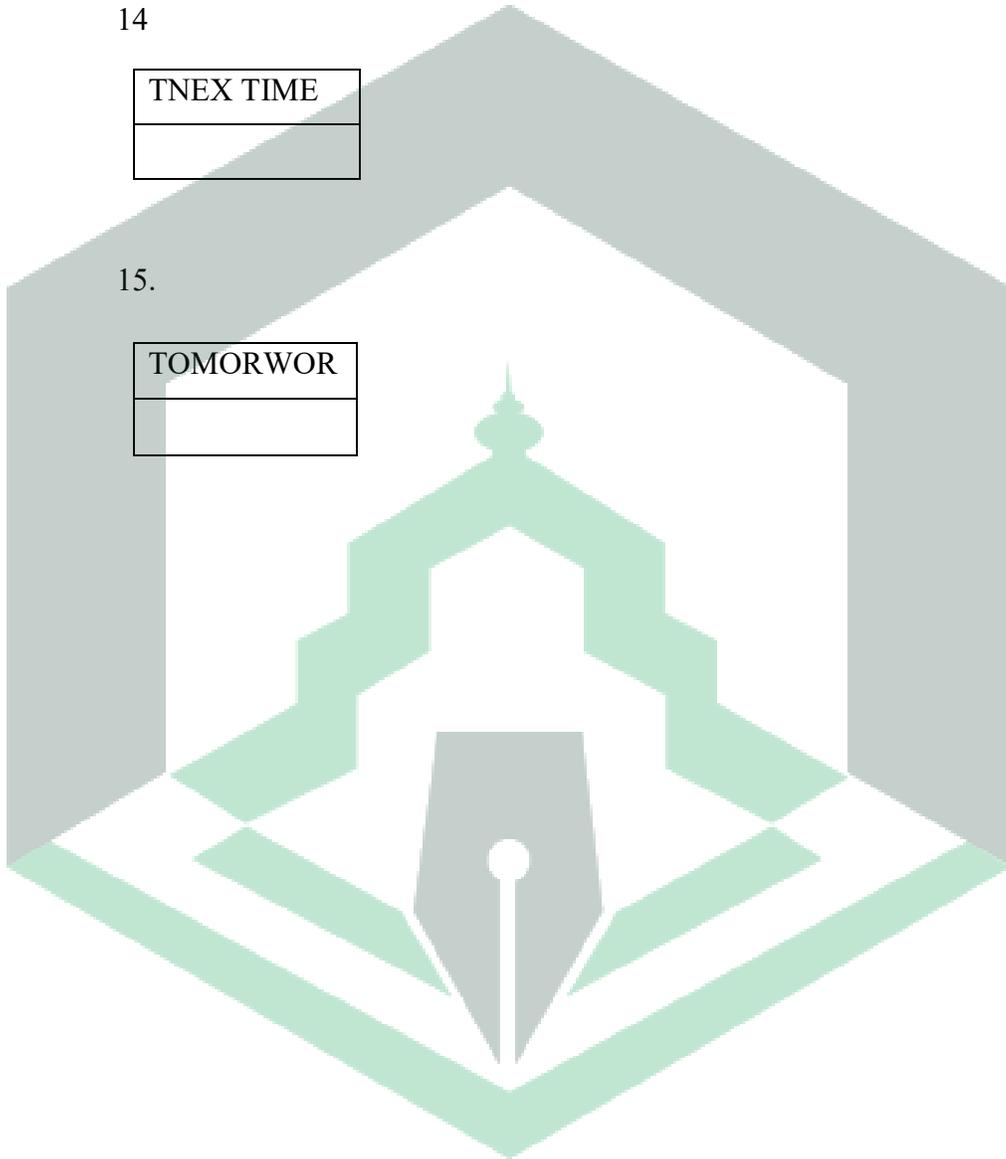
TOMORWOR

14

TNEX TIME

15.

TOMORWOR



D. Translate the following words into Indonesian.!

Example :

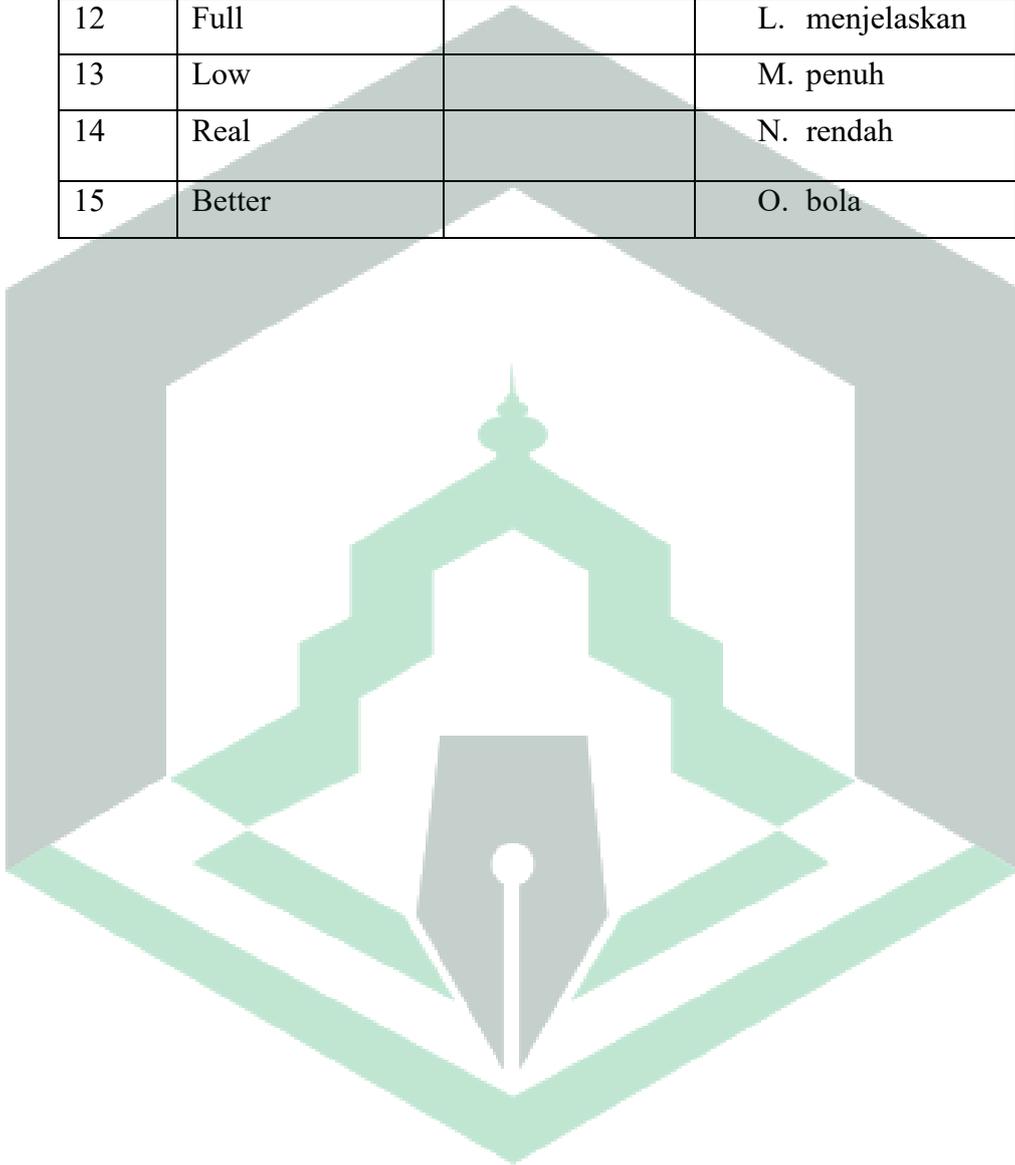
Sederhana = Simple

1. Next week =
2. Her =
3. There =
4. Sometimes =
5. Sometime =
6. Seek =
7. Stand =
8. Take =
9. Club =
10. Coach =
11. Inning =
12. Lose =
13. Emotional =
14. Rough =
15. Angry =

E. Match the word in part A below to the suitable meaning at the part B!

No	Part A	Answer	Part B
1	Win	F. Menang	A. sepak bola
2	Scoreboard		B. papan skor
3	Football		C. sore
4	Run		D. menang
5	Ball		E. bertanya
6	Morning		F. lebih baik
7	Afternoon		G. lari

8	Evening		H. malam
9	Paint		I. melukis
10	Ask		J. pagi
11	Explain		K. nyata
12	Full		L. menjelaskan
13	Low		M. penuh
14	Real		N. rendah
15	Better		O. bola



## KEY ANSWER OF POST-TEST

### A. Translate the following words into English.!

Run = lari

16. Pembaca = Reader

17. Pustakawan = Librarian

18. Rak buku = Bookshelf

19. Computer = Computer

20. Minggu lalu = Last week

21. Tadi pagi = Last morning

22. Besok = Tomorrow

23. Nanti = Next time

24. Meminta = Request

25. Pertemuan = Meeting

26. Aman = Safe

27. Duduk = Sit

28. Pandai = Clever

29. Buruk = Bad

30. Tenang = Calm

### B. Choose A,B,C, or D to find the meaning of these following word in Indonesia

Flag = Bendera

16. Draw = D. Menggambar

17. Count = B. Menghitung

18. Calculate = A. Menjumlah

19. Open = D. Buka

20. Close = C. Menutup

21. Old = B. Tua

22. Beautiful = D. Cantik

23. Hot = A. Panas

24. Never = A. Tidak pernah

- 25. Again = D. Lagi
- 26. Much = C. Banyak
- 27. Please = D. Tolong
- 28. Pencil = A. Pensil
- 29. Scissors = D. Gunting
- 30. Glue = A. Lem

C. Rearrange the following words into the correct word!

RETEL
-------

LETER
-------

- 1) Easy = Mudah
- 2) Bad = Buruk
- 3) Strong = Kuat
- 4) Long = Panjang
- 5) Ink = Tinta
- 6) Eraser = Penghapus
- 7) Pen = Pulpen
- 8) Book = Buku
- 9) Notebooks = Buku tulis
- 10) Throw = Melempar
- 11) Strike = Memukul
- 12) Last week = Minggu lalu
- 13) Last morning = Tadi pagi
- 14) Tomorrow = Besok
- 15) Next time = Nanti

D. Translate the following words into Indonesian.!

Free = Bebas

- 16. Next week = Minggu depan
- 17. Here = Disini
- 18. There = Disana

19. Sometimes	= Kadang kala
20. Soemtime	= Suatu waktu
21. Seek	= Mencari
22. Stand	= Berdiri
23. Take	=Mengambil
24. Club	=Klub
25. Coach	= Pelatih
26. Inning	=Pabak
27. Lose	=Kalah
28. Emotional	=Emosi
29. Rough	=Kasar
30. Angry	= Marah

E. Match the word in part A below to the suitable meaning at the part B!

1) Win	= D. Menang
2) Score board	=B. Papan skor
3) Football	= A. Sepak bola
4) Run	= G. Lari
5) Ball	=O. Bola
6) Morning	= J. Pagi
7) Afternoon	= C. Sore
8) EVENING	= H. Malam
9) Paint	= I .Melukis
10) Ask	=E. Bertanya
11) Explain	=L. Menjelaskan
12) Full	=M. Penuh
13) Low	= N. Rendah
14) Real	= K. Nyata
15) Better	= F. Lebih baik

## LIST OF VOCABULARY

### POST - TEST

Part	Vocabulary				Total
	NOUNS	VERB	ADJECTIVE	ADVERB	
A	Reader , Librarian , Bookshelf, Computer	Request, Meeting ,Safe, Sit	Clever , Bad, Calm	Last Week ,Last Morning, Tomorrow , Next Time	15
B	Pencil, Scissors, Glue	Draw, Count, Calculate, Open, Close	Old, Beautiful, Hot	Never , Again, Much, Please	15
C	Ink, Eraser, Pen, Book, Notebooks	Throw , Strike	Easy, Bad, Strong, Long	Last Week, Last Morning, Tomorrow , Next Time	15
D	Club, Coach, Inning, Lose	Seek, Stand Take	Emotional, Rough, Angry	Next Week, Here, There, Sometimes, Sometime	15
E	Win, Score, Football, Run, Ball	Paint, Ask, Explaint	Full, Low, Real, Better	Morning, Afternoon, Evening	15
Total	21	17	17	20	75

## LEMBAR VALIDASI SOAL

### PRE-TEST

Judul Penelitian : Improving students' Vocabulary skill through Scrabble

Word Game at the Second grade of Yayasan al-Mubarak Hidayatullah Palopo

Peneliti : Suharwan

NIM : 15. 0202. 0052

Prodi : Tadris Bahasa Inggris

Petunjuk:

Baerilah tanda cek(√) pada kolom penilaian yang sesuai dengan penilaian

Bapak/Ibu terhadap Soal Isian dan Essay dengan skala penilaian sebagai berikut:

1 : Tidak baik

4 : Baik

2 : Kurang Baik

5 : Sangat Baik

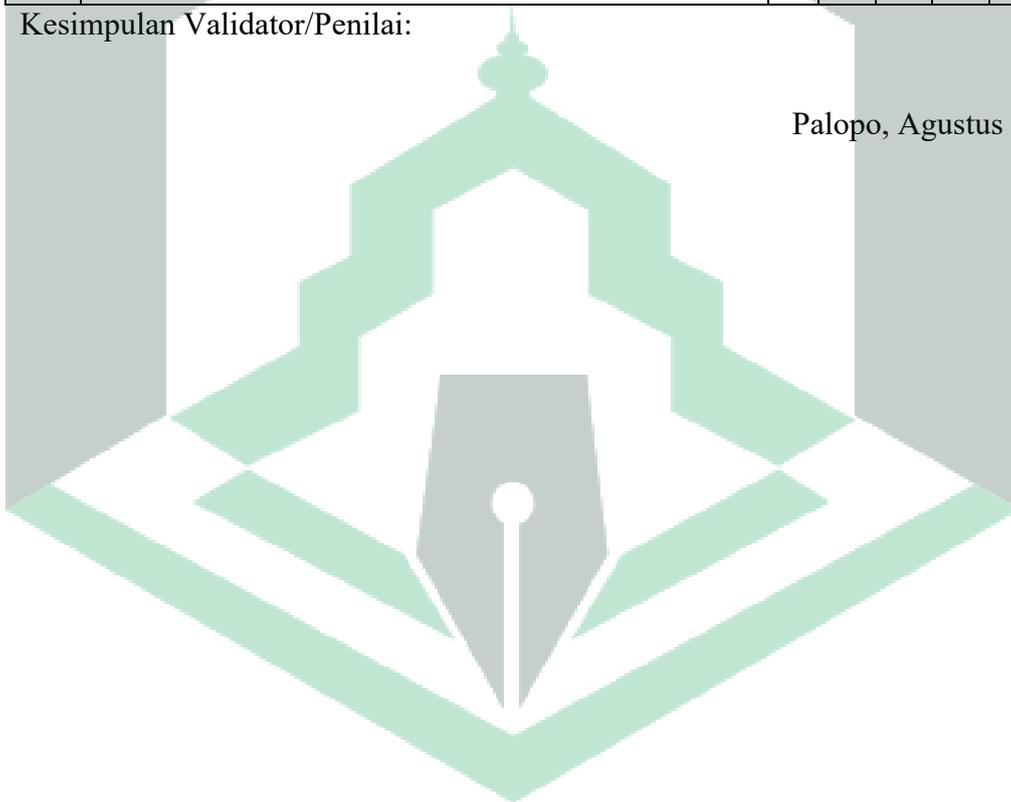
3 : Cukup Baik

No	Aspek yang diamati	Nilai Pengamatan				
		1	2	3	4	5
1	Kesesuaian soal dengan indicator pencapaian hasil belajar .					
2	Kejelasan petunjuk pengerjaan soal.					
3	Kejelasan maksud dari soal.					

4	Kemungkinan soal dapat terselesaikan					
5	Kesesuaian bahas yang digunakan pada soal dengan kaidah bahas Inggris					
6	Kalimat soal tidak mengandung garti ganda					
7	Rumusan kalimat komunikatif, menggunakan bahasa yang sederhana bagi siswa, mudah dipahami, dan menggunakan bahasa yang dikenal siswa.					

Kesimpulan Validator/Penilai:

Palopo, Agustus 2022



Validator

(Misran, S.Pd.,M.Pd)

## LEMBAR VALIDASI SOAL

### POST-TEST

Judul Penelitian : Improving students' Vocabulary skill through Scrabble

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Petunjuk:

Baerilah tanda cek(√) pada kolom penilaian yang sesuai dengan penilaian

Bapak/Ibu terhadap Soal Isian dan Essay dengan skala penilaian sebagai berikut:

1 : Tidak baik

4 : Baik

2 : Kurang Baik

5 : Sangat Baik

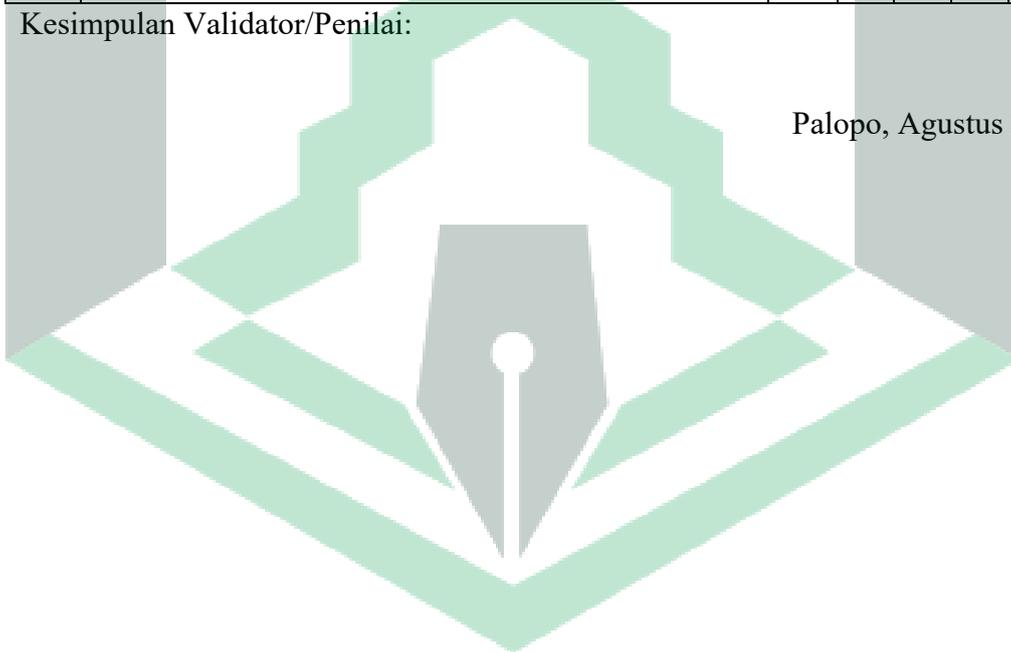
3 : Cukup Baik

No	Aspek yang diamati	Nilai Pengamatan				
		1	2	3	4	5
1	Kesesuaian soal dengan indikator pencapaian hasil belajar .					

2	Kejelasan petunjuk pengerjaan soal.					
3	Kejelasan maksud dari soal.					
4	Kemungkinan soal dapat terselesaikan					
5	Kesesuaian bahas yang digunakan pada soal dengan kaidah bahas Inggris					
6	Kalimat soal tidak mengandung arti ganda					
7	Rumusan kalimat komunikatif, menggunakan bahasa yang sederhana bagi siswa, mudah dipahami, dan menggunakan bahasa yang dikenal siswa.					

Kesimpulan Validator/Penilai:

Palopo, Agustus 2022



Validator

(Misran, S.Pd.,M.Pd)

### STUDENT'S WORK SHEET

Classification Vocabularies Of Student's Work Sheet												
Responden	Pre- Test				Score		Post Test				Score	
	Noun	Verb	Adj	Adv	Total	Mean	Noun	Verb	Adj	Adv	Total	Mean
R1	10	9	10	9	38	58,4 6	19	15	14	17	69	92,00
R2	14	12	13	10	51	78,4 6	21	15	17	20	73	97,33
R3	13	11	14	8	45	69,2 3	21	15	15	19	71	94,66
R4	10	6	8	4	32	49,2 3	16	16	13	15	60	80,00
R5	11	7	9	8	34	52,3 0	18	16	13	15	62	82,66
R6	8	7	8	6	30	46,1 5	19	14	14	19	66	88,00
R7	6	4	5	8	19	29,2 3	17	14	15	12	57	76,00
R8	5	9	11	6	32	49,2 3	18	15	11	18	62	82,66
Total	77	65	78	59	281	432, 29	149	120	112	135	520	693,3 1
Mean	9,6 2	8,1 2	9,7 5	7,3 7	54,03		18,6 2	15,0 0	14,0 0	16,8 7	86,66	



PENDIDIKAN INTEGRAL HIDAYATULLAH

**SMP INTEGRAL HIDAYATULLAH**

**Islamic Boarding School**

NPSN : 40315799

Alamat: Jl. Dr. Ratulangi KM 09, Lr.  
Homebase, Kel. Batuwalenrang, Kec.  
Telluwanua, Kota Palopo,

Cp. 085394598716

### TUDENTS ATTANDANCE LIST

Kelas : XIII SMP

No	Nis	Nama	I	II	III	IV	V	VI	VII	VII I	IX	X	X I	XI I
1	2021006	Apriliansyah	√	√	√	√	√	√	√	√	√	√	√	√
2	2021008	Arbian Taran	√	√	√	√	√	√	√	√	√	√	√	√
3	2021012	Fiqrhi Yusup	√	√	√	√	√	√	√	√	√	√	√	√
4	2021017	M. Lapran Pane	√	√	√	√	√	√	√	√	√	√	√	√
5	2021020	Muh. Ilham Al Qamil	√	√	√	√	√	√	√	√	√	√	√	√
6	2021021	Muhammad Fadhil	√	√	√	√	√	√	√	√	√	√	√	√
7	2021022	Muhammad Imam Samudera	√	√	√	√	√	√	√	√	√	√	√	√
8	2021040	Muhammad Mikail Adnan	√	√	√	√	√	√	√	√	√	√	√	√
Jumlah Hadir			8	8	8	8	8	8	8	8	8	8	8	8
Izin			-	-	-	-	-	-	-	-	-	-	-	-
Sakit			-	-	-	-	-	-	-	-	-	-	-	-
Alpa			-	-	-	-	-	-	-	-	-	-	-	-

Palopo, 5 September 2022  
Mengetahui,

Ketua Yayasan Al Mubarak  
Hidayatullah Palopo

AMRULLAH,S.Fil.I

# PRE-TEST

1.

APPENDIX  
INSTRUMEN OF THE RESEARCH  
VOCABULARY PRE-TEST

Name: ARIFAN TARZAN

Class: VII

Correct Answer  
 $9 + 10 + 10 + 9 + 10 = 58$   
=

A. Translate the following words into English!  
Example:  
Fun - lari

1. Mengajar	= teach	✓
2. Belajar	=	
3. Memberi	= give	✓
4. Belajar	= study	✓
5. Lambat	= late	✓
6. Sempat	=	
7. Konyak	= <del>where</del>	
8. Dimana	= where	✓
9. Menancing	= fish	✓
10. Mewahsyar	=	
11. Hari ini	= today	✓
12. Setiap hari	= every day	✓
13. Sekolah	= school	✓
14. Kemari	=	
15. Tak	=	

Score  $\frac{51}{65} \times 100 = 78,46$   
=

B. Choose A, B, C, or D to find the meaning of these following word in Indonesian!  
Example  
Flag - d. Bendera

1. Read -	
a. Nyata	
b. Pelang	
2. Cut	
a. Day	
b. Potong	
3. Examine	
a. Salah	
b. Penilaian	
4. Listen	
a. Kinci	

X Baca	✓
c. Contoh	
c. Penuh	✓
d. peristiwa	
v. mendengar	
d. Benar	✓
c. Misi	

13

- |                        |                        |              |
|------------------------|------------------------|--------------|
| b. Makanan             | <del>X</del> mendengar | ✓            |
| 5. Class               |                        |              |
| <del>X</del> kelas     | a. Terbangun           | ✓            |
| b. Bangun              | d. Teracut             |              |
| 6. Table =             |                        |              |
| a. Beranyawi           | c. Membulis            | ✓            |
| <del>X</del> meja      | d. membaca             |              |
| 7. Drawer =            |                        |              |
| a. Berzani             | e. Berhari             | <del>X</del> |
| <del>X</del> Laci      | <del>X</del> Berenang  |              |
| 8. Chair               |                        |              |
| a. Beranyawi           | c. lampi               | ✓            |
| b. Berbenti            | <del>X</del> kursi     |              |
| 9. New =               |                        |              |
| a. Salah               | e. Semua benar         | ✓            |
| <del>X</del> Baru      | d. Menari              |              |
| 10. Natural            |                        |              |
| a. Rapih               | c. esku                | ✓            |
| b. Hartini             | <del>X</del> skani     |              |
| 11. Good               |                        |              |
| <del>X</del> Rapih     | e. Membulis            | ✓            |
| d. esuk                | d. membaca             |              |
| 12. great              |                        |              |
| c. Bermain             | e. panas               | ✓            |
| d. Hebar               | d. Berenang            |              |
| 13. Also =             |                        |              |
| <del>X</del> Beranyawi | c. Rapih               | ✓            |
| d. Berbenti            | d. Kupon               |              |
| 14. So =               |                        |              |
| c. Buka                | e. Semua benar         | ✓            |
| d. Rapih               | <del>X</del> sangat    |              |
| 15. Just =             |                        |              |
| <del>X</del> Baru saja | e. buku tulis          | <del>X</del> |
| d. Hartini             | c. Kupon               |              |

D. Translate the following words into Indonesian!

Example:

Free = Bebas

- 9
1. Draw = menggambar ✓
  2. Count =
  3. Calculate =
  4. Open = buka ✓
  5. Close = tutup ✓
  6. Clipboard =
  7. Picture = foto ✓
  8. Chalk =
  9. Marker =
  10. Best = terbaik ✓
  11. Big = Besar ✓
  12. Small = kecil ✓
  13. Large =
  14. Here = Disini ✓
  15. Really = Serius ✓

E. Match the word in part A below to the suitable meaning at the part B!

No	Part A	Answer	Part B
1	Back	C. Kembali ✓	A. pertemuan
2	Always	<del>Kembali</del> B. Selalu ✓	B. selalu
3	Why	E. Mengapa ✓	C. kembali
4	Supervisor	D. Pengawas ✓	D. pengawas
5	Report	F. laporan ✓	E. mengapa
6	Meeting	A. Pertemuan ✓	F. laporan
7	Smart	H. ribut J. diam ✓	G. cerdas
8	Noisy	J. diam H. ribut ✓	H. ribut
9	Smart	G. cerdas ✓	I. santai
10	Relax	I. santai ✓	J. diam

APPENDIX  
INSTRUMENT OF THE RESEARCH  
VOCABULARY PRE-TEST

Name: ~~Arif~~ ~~Arif~~

Class: VIII

A. Translate the following words into English!

Example:

Run	=	lar
1. Mengajar	=	
2. Berbicara	=	
3. Memberi	=	
4. Belajar	=	Study ✓
5. Lambat	=	
6. Sial	=	<del>mal</del>
7. Ronyok	=	Mark ✓
8. Dimana	=	where ✓
9. Menendang	=	<del>menendang</del>
10. Menangkap	=	
11. Hari ini	=	tomorrow ✗
12. Setiap hari	=	
13. Sekarang	=	Now ✓
14. Kemana	=	<del>kemana</del>
15. Tapi	=	

Score:  $\frac{19}{65} \times 100 = 29.23$

Correct answers =

B. Choose A, B, C, or D to find the meaning of these following word in Indonesian!

Example:

Read = d. Membaca

1. Read =

a. Membaca	b. Membaca	c. Membaca	d. Membaca ✗
------------	------------	------------	--------------

2. Cut =

a. Dipotong	b. Dipotong	c. Potong ✗	d. Dipotong ✗
-------------	-------------	-------------	---------------

3. Experiment =

a. Ekuilibrium	b. Membongkar	c. Percobaan ✗	d. Bercahaya ✗
----------------	---------------	----------------	----------------

4. Listen =

a. Xinet	b. Mendengarkan ✗	c. Mendengarkan ✗	d. Mendengarkan ✗
----------	-------------------	-------------------	-------------------

- |  |   |   |
|--|---|---|
| b. Makanan                                 | <input checked="" type="radio"/> Mendengar  | ✓ |
| 5. Cass                                    |   |   |
| <input checked="" type="radio"/> kelas     | e. Terbangun                                | ✓ |
| b. Banam                                   | d. Tertidur                                 |   |
| 6. Table =                                 |   |   |
| a. Bernyanyi                               | e. Menulis                                  | ✓ |
| <input checked="" type="radio"/> meja      | d. menbreca                                 |   |
| 7. Drawer =                                |   |   |
| a. Bermain                                 | e. Berlari                                  |   |
| <input checked="" type="radio"/> Laci      | <input checked="" type="radio"/> Bersempang | X |
| 8. Chair                                   |   |   |
| a. Bernyanyi                               | e. lampa                                    | ✓ |
| b. Berhenti                                | <input checked="" type="radio"/> kursi      |   |
| 9. Naw =                                   |   |   |
| a. Salah                                   | e. Semua benar                              | ✓ |
| <input checked="" type="radio"/> Bau       | d. Mencari                                  |   |
| 10. Natural                                |   |   |
| a. Bagus                                   | e. dulu                                     |   |
| <input checked="" type="radio"/> Hari ini  | <input checked="" type="radio"/> alami      | X |
| 11. Good                                   |   |   |
| <input checked="" type="radio"/> Bagus     | e. Menulis                                  | ✓ |
| d. carik                                   | d. menulis                                  |   |
| 12. play =                                 |   |   |
| e. Bermain                                 | <input checked="" type="radio"/> paras      | X |
| <input checked="" type="radio"/> Hebat     | d. Berenang                                 |   |
| 13. Also =                                 |   |   |
| <input checked="" type="radio"/> Bernyanyi | e. juga                                     | X |
| d. Berhenti                                | d. Pulpen                                   |   |
| 14. So =                                   |   |   |
| <input checked="" type="radio"/> Bisa      | e. Semua benar                              | X |
| d. Bagus                                   | d. sangat                                   |   |
| 15. Just                                   |   |   |
| e. Baru saja                               | e. baru tulis                               |   |
| d. Hari ini                                | <input checked="" type="radio"/> Kapas      | X |

6

C. Rearrange the following words into the correct word!

Example

TELA
LATE

1.

NEHT
THEN ✓

6.

WHITEBAORD
X

2.

TOU
OUT ✓

7.

DOARBLACK
BLACK ✗

3.

THIGH
<del>THIGH</del> X

8.

LAYT
PLAY ✓

4.

PYHAP
HAPPY ✓

9.

YAS
SAY ✓

5.

PAML
<del>PAPL</del> X

10.

GINS
<del>GINS</del> ✗

13) Translate the following words into Indonesian!

Example:

Free - Bebas

1. Draw = ✓
2. Count = ✓
3. Calendar = ✓
4. Open = ✓
5. Close = ✓
6. Upboard = ✓
7. Picture = ✓
8. Cloth = ✓
9. Market = ✓
10. Bus = ✓
11. Dog = ✓
12. Small = ✓
13. Large = ✓
14. Here = ✓
15. Really = ✓

14) Match the words in part A below to the suitable meaning of the part B!

No	Part A	Answer	Part B
1	Break	C. Kembali ✓	A. pertemuan
2	Advance	✓	B. satu
3	Why	✓	C. Lemah
4	Superior	✓	D. pegawai
5	Report	F. Laporan ✓	E. menulis
6	Meeting	A. pertemuan ✓	F. badan
7	Thin	✓	G. orang
8	hope	✓	H. kuat
9	Start	✓	I. sering
10	Delic	D. lezat ✓	J. diam

## POST TEST

**APPENDIX**  
**INSTRUMEN OF THE RESEARCH**  
**VOCABULARY POST-TEST**

Name: KRBIAN TIRAN Correct Answer  
 Class: VIII  $15+15+14+14+15 = 73$  B

A. Translate the following words into English!

Example:  
 Hitam = black

	1. Pembaca	= Reader						
	2. Instansi	= Library						
	3. Rak buku	= bookshelf						
	4. Komputer	= Computer						
	5. Minggu lalu	= Last week						
	6. Tanggal	= Last morning						
15	7. Besok	= Tomorrow						
	8. Nanti	= Next time						
	9. Meminta	= Request						
	10. Pertemuan	= Meeting						
	11. Airas	= Paper						
	12. Cetak	= Print						
	13. Papan	= Cover						
	14. Denda	= Fine						
	15. Tahun	= Year						

Score  $\frac{73}{75} \times 100 = 97.33$

B. Choose A, B, C, or D to find the meaning of these following words in Indonesian.

Example:  
 Age = Usia

1. Usia -
 

a. Bermania	c. Maudis
b. Laci	d. mengambur
2. Count -
 

a. Berminat	e. Berharap
b. menghitung	d. Berenang
3. Calculate -
 

a. mengambur	e. Menulis
b. cawit	d. menulis
4. Oper -
 

a. Beristirahat	e. panti
-----------------	----------

5. Close =  
h. Memulai  
a. Bermula  
b. Berhenti

c. Jeda  
 d. tutup  
 e. Perg

✓

✓

6. Out =  
a. Salah  
 b. Tiu

c. Semua benar  
d. Betul

✓

7. Beautiful =  
a. Bagus  
b. Terindah

c. Jula  
 d. Cantik

✓

8. Hit =  
 a. Pukul  
b. Potos

c. Besak  
d. Conak

✓

(3)

9. Never =  
 a. Tidak pernah  
b. Buruk

c. Amali  
d. peribahan

✓

10. Again =  
a. Saling  
b. Baring

c. berulang  
 d. lagi

✓

11. Much =  
a. Kuning  
b. Banyak

c. banyak  
d. menaikan

✓

12. Please =  
a. Dhuara  
b. Harap

c. Terbangin  
 d. Tolong

✓

13. Peace =  
 a. Tenat  
b. Berhent

c. Inopi  
d. Pajen

✓

14. Scissors =  
a. Paku  
b. Bisan

c. Semu bena  
 d. gunting

✓

15. Give =  
 a. Lem  
b. Harap

c. Saka tulis  
d. Kawan

✓

C. Rearrange the following words into the correct word!

Example

KETEL
LETREK

1.

SYFA
long

✓

6.

RESARE
Easer

✓

2.

TSI
Bad

✓

7.

POI
Per

✓

14

3.

SIBONS
song

✓

8.

KOBI
Book

✓

4.

GOLN
long

✓

9.

NOTHORO
Note Book

✓

5.

KIN
SK

✓

10.

WERTH
<del>WERTH</del> WORTH

X

K. Match the word in part A below to the suitable meaning in the part B

No	Part A	Answer		Part B
1	Win	H. Menang	✓	A. sejal/beda
2	Boys board	B.	✓	B. papan dlar
3	Football	I.	✓	C. seri
4	Running	G.	✓	D. menang
5	Dall	D.	✓	E. bertanya
6	Meowing	J.	✓	F. waa/brab
7	Attendance	C.	✓	G. latir
8	Evening	H.	✓	H. malam
9	Paint	I.	✓	I. melukis
10	Ask	E.	✓	J. pogr
11	Explain	L.	✓	K. nyata
12	Fail	M.	✓	L. me nglakau
13	Love	N.	✓	M. penuh
14	Real	K.	✓	N. nyata
15	Demer	F.	✓	O. bola

15

APPENDIX  
INSTRUMEN OF THE RESEARCH  
VOCABULARY POST-TEST

Name: mgh - 1711011

Class: VIII

Correct answer

$$13 + 12 + 11 + 10 + 12 = 57 \text{ B}$$

A. Translate the following words into English!

Example

Hitam - Black

1. Pembaca - Reader ✓
2. Pustakawan - ✓
3. Rak buku - bookshelf ✓
4. Komputer - Computer ✓
5. Minggu lalu - last week ✓
6. Tadi pagi - last morning ✓
7. Besok - tomorrow ✓
8. Nanti - ✓
9. Meminta - request ✓
10. Pertemuan - meeting ✓
11. Aman - safe ✓
12. Duduk - sit ✓
13. Pandai - clever ✓
14. Buruk - bad ✓
15. Tenang - calm ✓

Score  $\frac{57}{75} \times 100 = 76 =$

13 B

B. Choose A, B, C, or D to find the meaning of these following word in Indonesia

Example:

Ago - Dulu

1. Draw -

- a. Bernyanyi
- b. Laci
- c. Menulis
- d. menggambar ✓

2. Count -

- a. Bermain
- b. menghitung ✓
- c. Berlaris
- d. Berenang ✓

3. Calculate -

- a. menggambar
- b. cantik
- c. Menulis ✓
- d. membaca

4. Open -

- a. Bermain
- c. panas

b. Memulai  
5. Close -  
a. Bernyanyi  
b. Berhenti

a. buka ✓  
 c. tutup ✓  
d. Pergi

6. Old -  
a. Salah  
 b. Tur

c. Semua benar ✓  
d. Menari

7. Beautiful -  
a. Bagus  
b. Hari ini

c. dulu ✓  
 d. cantik ✓

8. Hot -  
 a. Panas ✓  
b. Potong

c. Besok ✓  
d. Contoh

9. Never -  
a. Tidak pernah  
b. Buruk

c. Pernah ✗  
d. percobaan

12 B

10. Again -  
a. Salah  
b. Buruk

c. mendengar ✓  
 d. lagi ✓

11. Much -  
a. Kunci  
b. Makanan

c. banyak ✓  
d. memasak

12. Please -  
 a. Bicara ✗  
b. Bangun

c. Terbang ✗  
d. Tokang

13. Pencil -  
 a. Pencil ✓  
b. Berhenti

c. lampu ✓  
d. Pulpen

14. Scissors -  
a. Buku  
b. Bagus

c. Semua benar ✗  
d. gunting

15. Glue -  
 a. Lem ✓  
b. Hari ini

c. buku tulis ✓  
d. Kapan

11

STREKI  
STRIKE ✓

14

TOMORROW  
ToMORROW ✓

12

LAST WEKE  
T

15

TNEX TIME  
Next Time ✓

13

LSAT  
MORNING  
X

D. Translate the following words into Indonesian!

Example:

simple = Sederhana

1. Next week = ~~next~~ X
2. Here = disini ✓
3. There = disana ✓
4. Sometimes = suatu waktu ✓
5. Sometime = X
6. Seek = ~~ber~~ X
7. Stand = berdiri ✓
8. Take = mengambil ✓
9. Club = Tim ✓
10. Coach = Pelatih ✓
11. Inning = Bahak ✓
12. Lose = kalah ✓
13. Emotional = emosi ✓
14. Rough = dram ✓
15. Angry = marah ✓

10

E. Match the word in part A below to the suitable meaning at the part B!

No	Part A	Answer	Part B
1	Win	D. Menang ✓	A. sepak bola
2	Score board	B ✓	B. papan skor
3	Football	<del>B</del> A ✓	C. sore
4	Running	<del>B</del> <del>C</del> X	D. menang
5	Ball	O ✓	E. bertanya
6	Morning	J ✓	F. lebih baik
7	Afternoon	C ✓	G. lari
8	Evening	H ✓	H. malam
9	Paint	I ✓	I. melukis
10	Ask	E X	J. pagi
11	Explain	<del>E</del> X	K. nyata
12	Full	M ✓	L. menjelaskan
13	Low	N <del>W</del> ✓	M. penuh
14	Real	K ✓	N. rendah
15	Better	E X	O. bola





PEMERINTAH KOTA PALOPO  
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU  
Alamat : J. N. N. H. Rajah M. S. Kota Palopo - Sulawesi Selatan, Telp. (0411) 333045

**ASLI**

**IZIN PENELITIAN**  
NOMOR : 069/P/OPS/PTSP/11/2022

**DASAR HUKUM :**

- Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
- Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
- Peraturan Menteri Nomor 3 Tahun 2019 tentang Peraturan Penyelenggaraan Penelitian;
- Peraturan Walikota Palopo Nomor 21 Tahun 2019 tentang Penyelenggaraan Penelitian dan Penelitian di Kota Palopo;
- Peraturan Walikota Palopo Nomor 26 Tahun 2019 tentang Penyelenggaraan Kelembagaan Penyelenggaraan Penelitian dan Penelitian yang Menyangkut Penelitian Kota Palopo dan Kawasan Penelitian dan Inovasi Kota Palopo, Melalui Undang-Undang yang Dibentuk Pemerintah Kabupaten Palopo Kawala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama	AL HARWAN
Jenis Kelamin	Laki-Laki
Alamat	J. Cendekia Kota Palopo
Pekerjaan	Melajar
NIM	03 0207 0000

Maksud dan Tujuan mengadakan penelitian dalam rangka penelitian Skripsi dengan judul

**IMPROVING STUDENTS' VOCABULARY SKILL THROUGH SCRABBLE WORDS GAME AT THE EIGHT GRADE OF YAYASAN AL-ABUSARI Hidayatullah Palopo**

Lokasi Penelitian	YAYASAN AL-ABUSARI Hidayatullah Palopo
Waktunya Penelitian	04 Agustus 2022 s.d. 04 November 2022

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

- Sebelum dan sesudah melaksanakan kegiatan penelitian harus melaporkan pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
- Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adab Istislah setempat.
- Penelitian tidak menyenggang dan mengganggu lingkungan.
- Menyerahkan 1 (satu) eksemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
- Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demiikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Ditandatangani di Kota Palopo  
Pada tanggal : 04 Agustus 2022  
di R. Kepala Dinas Penanaman Modal dan PTSP  
Kelas Batang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK K. SIGA, S-Sos  
Pangreh/Penata TK I  
N.P. : 08310414 200/91 1 005

- Tembusan :
- Kelembagaan dan Kelembagaan PTSP - Kota Palopo
  - Kelembagaan Penelitian
  - Kelembagaan PTSP
  - Kelembagaan Penelitian
  - Kelembagaan Penelitian dan Pengkajian dan Pemrosesan Perizinan PTSP
  - Kelembagaan Kelembagaan Kota Palopo
  - Kelembagaan Penelitian dan Kelembagaan Penelitian



YAYASAN AL-MUBARAK  
**HIDAYATULLAH**  
KOTA PALOPO

Jl. Dr. Ratsing Km. 01  
Kampus Al-Mubarak Prof. H. Saifuddin Zuhari  
Kota Palopo, Provinsi Sulawesi Selatan,  
Kode Pos 91020  
Telp. 0827 436 9400652-9400 8710

### SURAT KETERANGAN

Nomor : 001/Sk-Perelitian/Yayasan-AM/VIII/2022

Yang bertanda tangan di bawah ini:

Nama : **Amrullah, S.FIL**  
Jabatan : **Ketua Yayasan**

Melaporkan bahwa:

Nama : **Suharwan**  
Jenis Kelamin : **Laki-laki**  
NIM : **15 0202 0052**  
Jurusan/Fakultas : **Bahasa Inggris**  
Instansi : **IAIN Palopo**

telah melakukan penelitian dari tanggal 15 Agustus – 5 September 2022 dengan judul Skripsi **Improving Student's Vocabulary Skill Through Scrabble Words Game at The Eight Grade of Yayasan Al Mubarak Hidayatullah Palopo** di Yayasan Al Mubarak Hidayatullah Palopo

Demikian surat keterangan ini kami berikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 6 September 2022

Ketua Yayasan  
Al Mubarak Hidayatullah Palopo

YAYASAN AL MUBARAK  
HIDAYATULLAH PALOPO  
Jl. Dr. Ratsing Km. 1  
Lr. Horehore, Sutenharang  
**AMRULLAH, S.FIL**

## PHOTOGRAPHS



The first meeting: distribution of pre-test questions



Students are working on the Pre-Test questions wisely



The learning process uses Scrabble words Game



The learning process uses Scrabble words Game



The learning process uses Scrabble words Game



The researcher explain how to memorizing vocabulary using by Scrabble word game



The students are doing the task using Scrabble games with their groups



The students are doing the task using Scrabble games with their groups



The teacher is supervising the students learning process using Scrabble game



The students trying to answer the assignment by using Scrabble word game on the whiteboard



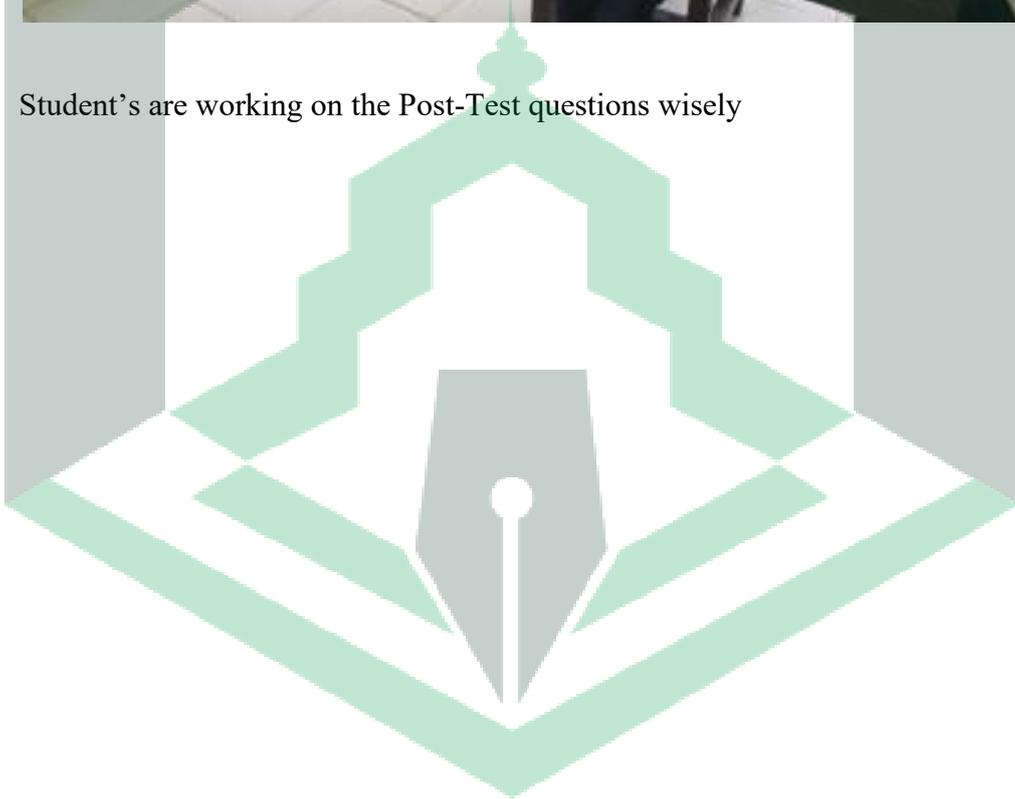
The researcher give some advice before ending the research



The Last meeting: distribution of Post-test questions



Student's are working on the Post-Test questions wisely



## CURRICULUM VITAE



**Suharwan**, was born in Lodang on July 30, 1997. The author is the first son of two siblings from his father, Marsuki and his mother, Safrida. The author addressed Lodang, Seko sub-district, North Luwu regency. The author completed his education in 2009 at SDN 074 Lodang. Then, the same year, he continued his education at SMP 04 Seko until 2012. In 2012, he continued his education at SMA 1 SEKO (now changed the name SMA 13 Luwu Utara). While studying in an senior high school, the author was active in various extracurricular activities, including; Scouts member. After graduating from senior high school in 2015, the author continued his education in the English Language Education Study Program of the Tarbiyah and Teacher Training Faculty at the State Islamic Institute of Palopo (IAIN) Palopo.

Contact person Author: [suharwan547@gmail.com](mailto:suharwan547@gmail.com)

