



**IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT BY USING  
SCRABBLE GAME AT TENTH GRADE STUDENTS OF MADRASAH  
ALIYAH TAHFIZHI QUR'AN YAYASAN ISLAMIC CENTER MEDAN  
ACADEMIC YEAR 2018/2019**

**SCRIPT PAPER**

*Submitted to the Tarbiyah Faculty UINSU Medan as a partial Fulfilment of the  
Requirement for S-1 Program*

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**2019**



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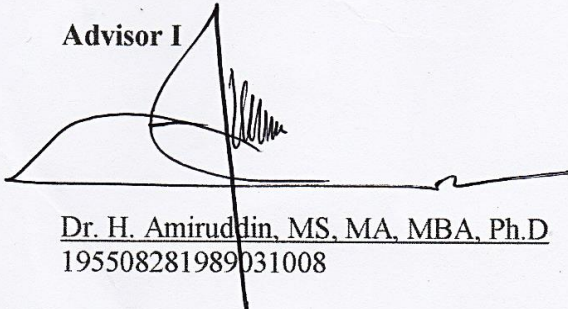
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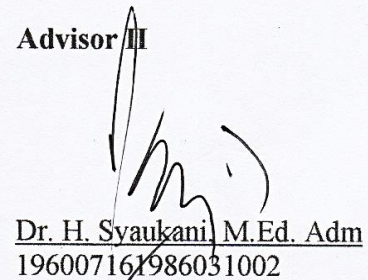
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## ABSTRACT

**Jaidah Sitompul. 34154171. Improving Students' Vocabulary Achievement By Using Scrabble Game at Tenth Grade Students of Madrasah Aliyah Tahfizhil Quran Yayasan Islamic Center Sumatera Utara. Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatramedan. 2019.**

This study was an action research study. It was done in two cycles, from 23th of July to 23th of August 2019. Each cycle consisted of three meetings. The steps of the research were reconnaissance, planning, action and observation and reflection. The subjects of this research were 40 students of X MIPA class. The data were in the form of qualitative and quantitative data. The qualitative data were collected through observing the teaching learning process, and taking photographs of the teaching learning process. The quantitative data were collected from questionnaires and the students' vocabulary score of pre-test and post-test to see the improvement of the students' vocabulary mastery. The instruments for collecting data were observations checklist, questionnaire, and a camera.

The research findings showed that vocabulary mastery of most students improved after Scrabble Game was used in the teaching and learning process. It was indicated by the increase of the mean of students' vocabulary score in the pre-test and post-test (61,6 to 81,4). The students' involvement and classroom interaction during the implementation of the game were improved. It was showed by students' enthusiasm during the game. They tried to be the first winner and raised their competitiveness among them. In addition, the implementation of Scrabble Game and the complementary actions were successful to help the students memorize and understand new words easily. In conclusion, the students' vocabulary mastery was improved through the implementation of Scrabble Game.

**Keyword:** Action research, Vocabulary, Scrabble Game

## ACKNOWLEDGEMENT

I am very grateful to Allah SWT. the most gracious and the most merciful. I praise to be to Allah SWT lord of the universe who has given his blessing to me to accomplish this script paper. Peace and blessing be upon to Prophet Muhammad SAW. Who has brought from the Jahiliyah era to modern era.

The written of this thesis is entitled “Improving Students’ Vocabulary Achievement By Using Scrabble Game at Tenth Grade Students of Madrasah Aliyah Tahfizhil Qur’an Yayasan Islamic Center Sumatera Utara”.

This script paper is written to fulfill one requirement to obtain the Sarjana degree at Department of English Education of Faculty Tarbiyah Science and Teachers Training State Islamic University of North Sumatera. Additionally, the writer is grateful to the following for their supports and helps.

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Finally, I hope this thesis would be useful for the readers. However, I realize that this thesis is far from being perfect. Criticisms, idea and suggestion for the improvement of this thesis are greatly appreciated.

Medan, July 1<sup>st</sup>2019



**Jaidah Sitompul**

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**CHAPTER 1**  
**INTRODUCTION**

Chapter 1 presents the introduction of the study. It consist of background of the study, identification of problem, limitation of problem, objective of the study, significance of the study.

**A. The Background of the Study**

Allah SWT creates human in the world with various nations, ethnics, and customs. Even so the language, one country and another country have different language. Allah states about the variety of language in surah Ar-Rum verse 22:



And among His Signs is the creation of the heavens and the earth, and the Variations in your languages and your colours: verily in that are signs for those who know.”<sup>1</sup>

Then there are the variations in time. Old languages die out and new ones are evolved. New conditions of life and thought are constantly evolving new words and

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<sup>1</sup> Ali, Abdullah Yusuf, (2005), *The Holy Qur'an Text And Translation*, Kuala Lumpur,islamic book trust, P.493.

expressions, new syntactical structures, and new modes of pronunciation. Even old races die, and new races are born.<sup>2</sup>

A language is a system of arbitrary conventionalized, vocal, written and gestural symbols that enable members of community to communicate intelligibly with one another.<sup>3</sup> The language is used to express idea, thought, and feelings to other people. People in a society use language, which is mutually understood to communicate with others.<sup>4</sup> Nowadays language as a tool of communication and social control. Without language we cannot communicate, express our feeling and share with other people around the world.

Since English has been used as a means of communication among nations in the world we have to master it well. Although English is not the largest number of native or first language speakers, it is widely used by many people all over the world as their second language.<sup>5</sup> English is one of the international languages used in many countries over the world including Indonesia. In Indonesia, English is the first foreign language which has played important roles in the development of Indonesia. It is used as a means of communication when Indonesia wants to cooperate with other countries. It is also used as a national development. It is apparent that English in Indonesia is very important.

As the most important foreign language in Indonesia, English becomes one of the compulsory subjects taught in education institutes. English is also considered as a

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<sup>2</sup> Ali, Abdullah Yusuf, (2003), *The Holy Qur'an (Text, Translation and Commentary)*, New Delhi, Goodword Books, P.1056.

<sup>3</sup> H. Douglas Brown, (2005), *Principles of Language Learning and Teaching*, New York, Pearson Education, p. 5.

<sup>4</sup> Ramelan, (2003) *English Phonetic*, Semarang, Semarang Press, P.1

<sup>5</sup> Harmer, J. (2001), *The Practice of English Language Teaching*, New York, P.1

difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at from the system of structure, pronunciation and vocabulary. The government always made effort to improve the quality of English teaching. By improving the teachers' quality and other components involve in educational process, the English teaching in Indonesia improve time to time.

Vocabulary is major concern in senior high schools materials because vocabulary is an essential means in conducting communication. Students who want to improve their English should master the vocabulary. Vocabulary is one of the important aspects in learning English. The mastery of it would be very helpful when one was learning foreign language having a great mastery on it, it will also facilitate him to comprehend the subject learn in which it is in English. Vocabulary is used in any situation, it is in the form of speak or write language. We shall have an adequate vocabulary to improve the four language skills. Without grammar very little can be convey. Without vocabulary nothing can be convey.<sup>6</sup> As the writer concluded that the quality of one's language skill depends on the quality and the quantity of vocabulary master, the more vocabulary writer masters the easier to develop four language skills (listening, speaking, reading and writing) and learn English as second language generally.

Teaching learning process shall be very to make students feel fun during the process. In language learning, they need more than instruction and common from their teacher. This is challenge for the teacher to be able to motivate the students to pay attention. Media can be used to motivate students in learning.<sup>7</sup> The teachers'

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<sup>6</sup> Scott Thornbury (2002), *How to Teach Vocabulary*, London,P. 13.

<sup>7</sup> Azhar Arsyad (2003), *Media Pembelajaran*, Jakarta, PT. Raja Grafindo Persada, P. 15.

creativity in using teaching aid will increase the probability that the students will learn more and the knowledge will retain better in their mind. The researcher hopes that by using such kind of teaching aid, our students' will not be bored and learn English with full motivation. A good teacher has some media and he will select the efficient one in order the learners to be more interested in the lesson.

In teaching a language, a teacher may realize that teacher can not apply only one or two strategies to all levels. In reverse, teacher was require to be able to recognize the characters of the students and to select an appropriate strategy to them. It is not different from teaching English to senior high school students, the teacher is suppose to know that the students are so close with something fun and enjoyable. So whenever the teacher teaches, teacher has to be selective in choosing a strategy to introduce a learning material. A good teaching strategy will automatically facilitate to get students' interest in learning process. Students in senior high school are still young learners. In this research, the researcher focuses on the students on tenth graders at MA Tahfizhul Qur'an Islamic Centre.

Usually students in young learners think that English is difficult. To improve students' vocabulary achievement, teacher can be more creative and keep the students away from feeling bored. The teacher must be able to organize the students in teaching learning process. If the teacher cannot teach the students properly, the students will not enjoy their learning. Consequently, the teaching learning will fail.

As it is found in MA Tahfizhul Qur'an Islamic Centre, the teacher has some problems in teaching learning process. For example, the students are bored, afraid to learn, and still passive in the English class. It makes the students' achievement

in learning vocabulary low. Their difficulties in learning vocabulary make their achievement fall below the standard.

Many student do not understand what the teacher teaches in English when the teacher give them text or paragraph. The student do not understand the meaning of the text or paragraph, so they cannot answer the question from the teacher. Although the teacher explains material clearly, the student still confused about the material because they lack of vocabulary. In fact, the writer do an observation at tenth grade on teaching learning process, can be said that almost all of students are not success yet.

The problem that may occur in teaching learning process may bring negative impact to the students; afraid to learn, passive, and bored. It makes the teaching learning process become unusual. If the teacher is not attractive, the students get difficulty in studying English. Besides, they also cannot respond the explanation of teacher. The students' mastery of vocabulary will be interested if the teacher uses suitable medium. If the media is used by the teacher are not appropriate, the students are bored and passive in learning process.

The writer looks that teacher of English subject on tenth graders at Islamic School Medan still used conventional methods, the teacher only translates the words just monotone, so the students will easy to get bored and they will say that English is difficult. The teacher should be able to use strategies and technique in teaching and learning process.

Learning vocabulary can do through many ways, such as: dictionary, picture, guessing, reading, game etc. To make effective techniques in teaching vocabulary

especially common nouns, the teacher should create various teaching techniques to increase the motivation of students; one of them is using game “scrabble games”. Using game “scrabble games” to improve students’ vocabulary achievement is appropriate technique to apply in class because scrabble games is one kind of medium that can help teacher draw students’ interest and arouse their motivation in the teaching learning process more effective.

Board Game Scrabble is one of the most popular board games widely used by English foreign language teachers. Scrabble is a useful supplement to teaching that is alive with authentic, interesting and simulating learning opportunities. Scrabble is a board and tile game in which from two to four players compete in forming words with lettered tiles on a 225 square board, word spelled out by letters on the tiles interlock like words in a crossword puzzle.<sup>8</sup>

The reason of the writer uses scrabble game in teaching vocabulary is the students can study how spell the words, how to write the words and what the meaning of the words in the same time. The other reason why the writer choose the media for teaching vocabulary is it trains the students memorizing the words. The writer is also interested with the study about media in order to motivate children to learn English with fun and enjoy. Scrabble game is considered as an effective and enjoyable game to teach vocabulary because it enables students to practice and discuss the meaning of vocabulary through team work. By applying this game, the students’ vocabulary achievement is hoped to improve. Scrabble game is going to be apply in the classroom of junior high school where the students will divided into

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<sup>8</sup> Nadezda Kobzeva, (2014), *Scrabble as a Tool for Engineering Students Critical Thinking Skill Development*, Russia, Procedia, p, 2

some groups. Then they are asked to match the question cards with the right answer cards. In addition the answer cards are in the scrabble form, so the students should arrange the random words first before they match it to the questions cards. This study will be useful and meaningful to increase the students' vocabulary maste

### **B. The Identification of Problem**

In relation to the background of the study, this research is addressed to the following question, "Is the students' vocabulary achievement significantly improved by the application of scrabble game?"

1. Teaching vocabulary to the senior high school is not simple and easy case because teachers should be creative and able to select the appropriate technique and media.
2. Many teachers think that using media in teaching vocabulary is not widely available, expensive, and waste much time. So, they teach through the media of learning vocabulary that are not suitable, and even some times without the media.
3. There are a lot of types of teaching media. In this study, the writer will discuss the visual media that is game. In this case, the writer is going to use word games in order to make the teaching learning process will be more interesting and helpful.

### **C. Limitation Of Study**

The scope of English study is so broad. The research may not be able to reach all the aspects to be study as a whole. Particularly in English learning context, there are so many components that may become the concern of the

study such as the students, the textbook used, the materials, the process of teaching and learning, etc. Thus, the boundary of this study specifies on the teaching vocabulary using word games is more effective than teaching vocabulary without using word games to tenth grade students at MA Tahfizul Qur'an of Islamic Centre.

#### **D. The Formulation of Problem**

The problems can be stated as follows:

- a. How is the use of Scrabble Word Games to teach vocabulary to the tenth grade of of MA Tahfizhul Qur'an Islamic Centre in Academic Years 2018/2019?
- b. How can Scrabble Word Games improve students' vocabulary achievement to the tenth grade of MA Tahfizhul Qur'an Islamic Centre in Academic Years 2018/2019?

#### **E. The Objective of the Study**

The research purposes as follows:

- a. To find out the used of Scrabble Word Games in teaching vocabulary to the tenth grade of MA Tahfizhul Qur'an Islamic Centre Medan.
- b. To find out the effectiveness of scrabble word games to teach vocabulary to the tenth grade of MA Tahfizhul Qur'an Islamic Centre Medan.

#### **F. The Significance of the Study**

This research hopefully can provide the additional information about the use of scrabble game in classroom activities, and provide information



about the effectiveness of the game to improve students' vocabulary. The writer also hopes that this research will be useful for students, teacher, and writer.

a. For the Student

Hopefully the result will be beneficial for the students, so that the students can enjoy studying English by using games. Teaching vocabularies by using scrabble games will make students relax and fun, because this method their learning vocabulary easily without significant difficulties. This can make students' vocabulary getting better.

b. For the Teacher

Especially those who teach at MA Tahfizhul Qur'an Islamic Centre Medan. in making be motivate to learn English and teaching vocabulary. It is expect that the study can enrich the teacher's strategy in teaching vocabulary. This research will provide supports to English teachers to develop the teaching aids for English teaching. They may improve the traditional methods in teaching and learning vocabularies. They may also use the new methods for making students enjoy in learning, so they are not confused anymore in choosing the appropriate methods for students' need. This method can help the teachers to improve students' interest in learning vocabularies.

c. For the Researcher

It is expected that it will be useful knowledge for the writer when she start her profession as a teacher in the future time.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Theoretical Framework

This chapter covers some theories related to the study. The discussion focuses on vocabulary, and scrabble game.

##### 1. Teaching Vocabulary

We are hoped to have some vocabularies in learning a language. They are very important elements in language beside other elements. Whether we need to understand every word in a text or it depends on why we are reading that particular text. Unless the student understand about these, they may find the vocabulary load of some of the text rather daunting, or when we want to speak, listen or write, we need vocabulary.

##### 2. The Definition of Vocabulary

Vocabulary is one of the language components which have to be mastered by students of all level of school in Indonesia in learning a new language. They will get difficulties in using English if they are lack of vocabulary. As we know the language learners want to be success in studying language. Furthermore, they must be mastery most vocabularies. If students did not have more vocabulary, they cannot communicate effectively of express their ideas both oral and written form. Vocabulary is a listing of the words used in some enterprise

According to the Oxford Dictionary, vocabulary is the total of words you know in particular language.<sup>9</sup>

According the definitions above, the researcher concluded that vocabulary is a stock of words in language, written or spoken with the meaning that considered as cultural meaning used by group or individual community because it uses of the people to communicate and interact to other people.

Learning is the process of changing behavior; it is headed to behavior well and headed to bad behavior. Learning is the development of new associations as a result of experience.

### 3. Ways to Improve Vocabulary

Building up our vocabulary is arguably the most important part of a language learning process. Vocabulary is the basic element of a language. It is commonly defined as all the word used by the speakers when using their language.<sup>10</sup> Vocabulary is a component of language that maintains all information about meaning and using words in a language. If we do not have a base vocabulary to work with, we cannot study grammar, we have absolutely no use for spelling or pronunciation exercises and writing or reading is definitely out of the question. That is why it is crucial to have a good vocabulary work-up at the beginner of our studies but also to keep building it up as we go. Here are a few ways for us to improve vocabulary:

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<sup>9</sup> S Hornby, (1995), *Oxford Advanced Learner's Dictionary*, New York, Oxford University Press, P. 1337

<sup>10</sup> Best, J. W., & Kuhn, J. V. (2006) *Research in Education*. New York: Person, p.21

a) Translated Text

This is great method to use in the beginning of our studies, when we cannot handle reading (and understanding) a text solely in the foreign language we are emphasizing on. Translated texts act as a natural dictionary as they will involuntary form connections as we read the two versions of the same text. The downside however is that if the texts are too ambiguous or too complicated, we risk misunderstanding entire phrases or mistakenly attributing meanings to certain words. That is why it is extremely important that the translated text we're working with is well written and does not have any slang, confusing words, words with different meanings and so forth. We should also look for the most basic translated texts at first. Do not worry if you find it silly to translate "It is hot during the summer", it is a starting point and we will not be better off skipping it.

b) Vocabulary Games

Vocabulary games are a great way to enhance our word base, but they should usually be used only as an additional method for this purpose. The fact with vocabulary games is that they cannot teach us the same amount of new words as say translated texts or other methods that deal with improving your vocabulary, but they can be a fun alternative to take during those study breaks. Also, remember that everything we learn while relaxing and having fun is assimilated a lot easier and for a longer period of time.

### c) Foreign Language Media

Media is obviously a strong source of vocabulary gain and the fun fact about it is that you will not be shedding a sweat learning the new words, as they will come naturally. Every bit of radio, TV, stationary add, computer game or any other type of media we can watch or hear in the foreign language we are studying should be treated as an opportunity to improve vocabulary. Obviously, some languages will be harder to learn through this method, whereas other will be extremely easy English. If you find a good learning source, we could use foreign language media as main method of vocabulary increase, but if these sources are scare, we shouldn't rely solely on it.<sup>11</sup>

#### 1. Scrabble Game

Scrabble is a board game played with two to four players with the players using their vocabulary to create words. They can make a word from 7 letters given to each players to put on available scrabble board in the games. One of the players must get the highest score to win the game. Scrabble is a board game in which players try to make words from letter printed on small plastic blocks and connect them to words that have been already placed on the board.<sup>12</sup>

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<sup>11</sup> Noah Webster, (2000) *Webste's Collage Dictionary*, United State of America, p. 1368

<sup>12</sup> A S. Homby, ( 2009), *Oxford Advance Learner's Dictionary*, Oxford University Press, p.

Scrabble is a board game in which players try to make words from letters printed on small plastic blocks and connect them to words that have already been placed on the board.<sup>13</sup>

In playing scrabble game, there are any difference in conducting the rules due to different rules, which is made by each country or even region. To play scrabble game needs rules to play it. To play scrabble game needs rule to play it. The rules of playing the scrabble game as follows.

- i. Determine the discussion subject that will be used in the game.
- ii. Place, every stone, face to down and stir it. Then, determine who is the first player, every player takes a stone and who gets the letter A or the nearest of it, so he is the first player. And then, return the stone and stir it. Now every player takes 8 stones.
- iii. By using that stone in the particular time, the first player creates a word on the board. The word can be placed from left to right of from above downward and the first word must pass.
- iv. The players finishes his return by accounting the number that he achieves in his return. Then, he can take the new stone as many it has already used. So, he still has 8 stone on his hand.
- v. The player uses the time in the game is one minute to create the word.
- vi. The new words can be formed by.a). adding one or more of the letter in one word or the letter has already put on the board. b).

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<sup>13</sup> Dictionary, Oxford, (2000), *International Student's Edition*, 1191.

putting the letters crossly in a word or letter that has already on the board. c). placing a word in an equal line that has already on the board, with the result that create a complete word.

- vii. The player can use the empty stones to change the letter that he wants. And he must say it.
- viii. Every player can use his turn to change the stone and take the new stones in equal number. Then, he waits his turn to play the game.
- ix. All words which exist in dictionary can be used except the special name wich dictionary whether it corrects or not.
- x. The game is going on until all of the stones finished and one of the players has used all his stone.
- xi. The scores of each player can be assisted by totaling the letter's score that has already been on the board.

## **B. Review of Previous Research**

The previous studies about knowing the effectiveness by using scrabble game to support English vocabulary learning have been conducted by two researchers from those previous studies, the researcher can take lessons and also their discrepancies on the basis on the found gabs, the recent study is done.

First research was conducted by Hamdiah (2012) with title using scrabble game to improve students' vocabulary, this research used true experimental design. The researcher used the pre-test, treatment and posttest on collect data and the research was conducted at the second grade of SMP Negeri 3 Banda Aceh and then the objective of research is to find out what

there was a significant difference of the student's vocabulary achievement after being taught through scrabble game.

Second research was conducted by Andi Saputra Tanjong (2011) with title reinforcing students' vocabulary through Scrabble game, this research used CAR (classroom action research) design by using observation, test and interview to collect data. The research was conducted at first grade of MTs Nurussalam Pondok Pinang and found the result that students' activity for the learning process in cycle one and two, has improved that involved understanding words, autonomy, and success in playing scrabble game.

He use scrabble game as a media. The result of he research is using scrabble game is more effective than without using scrabble game in teaching vocabulary. It is showed of the mean of experimental class is higher than control class. The hypothesis is accepted.<sup>14</sup>

### **C. Conceptual of Framework**

There are two kinds of vocabulary used by people for their communication, namely, general vocabulary and special vocabulary.<sup>15</sup> The general vocabulary is the words used in general there is no limit of fields or users, general in meaning and use. And the special vocabulary is used certain field, job, profession, or special science. For example: politicians, journalist, and lawyers. All these have specialized vocabulary arising from particular circumstances of their lives work.

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<sup>14</sup> Andi Saputra Tanjong, (2011), *Reinforcing Student Vocabulary Through Scrabble Game*, Jakarta, UIN Jakarta.

<sup>15</sup> S.H Burton and J.A, Humprhries, *Mastering English Language*, London, The Mimillian Press, p. 100



From the explanation , we get understanding that every expert in every book is different in classifying the kind of vocabulary, because every person has different perspective in showing and telling their opinions and ideas. Some of them who emphasize vocabulary to the items which the learners can use appropriately in speaking or writing and to the language and some of them classify vocabulary that they are based on the different sides and aspects.

#### **D. Hypothesis**

Hypothesis is the assumption that possibly true or possibly wrong. It is provisional truth determined by researcher that should be tested and proved.<sup>16</sup> Hypothesis is the provisional answer to the problem of the research, theoretically it was considered possibly or highest the level of his truth.

The hypothesis of this research is: “scrabble games is effective to improve students’ vocabulary achievement to the 5th grade students of MI Tarbiyatul Islamiyah Lengkong in the academic year 2015/2016.

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<sup>16</sup> Sugiyanto, (2004), *Analisis Statistika Sosial, (Jawa Timur: Bayumedia Publishing, p. 136.*

## CHAPTER III

### RESEARCH METHOD

This chapter deals with all of the research methods. It contains some subchapter. They are Approach and Type of Research , Research Subject, operational definition, data collection instrument, data analysis technique.

#### A. Approach and Type of Research

In this study, the researcher used Classroom Action Research. CAR requires a combination of research and practice for its continual development.

<sup>17</sup> In the CAR terminology there are action and class research words and explanation of each of these words.

In general, research can be interpreted as a process of collecting and analyzing data carried out systematically and logically to achieve certain goals. Meanwhile action can be interpreted as certain treatments carried out by researchers (teachers). The class shows where the learning process. Takes place understanding of the class is not limited by the boundaries of space or building simply because the learning process in context can take place anywhere without being restricted to space or buildings. <sup>18</sup>

The purpose of Classroom Action Research is to improve teaching learning process and improve the situation and place where the research is conducted.

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<sup>17</sup> Nipaporn Kulasomboon, (2014), *Research and Development of Classroom Process to Enhance School Learning*, Bangkok, Procedia, p. 2

<sup>18</sup> Rusydi Ananda, (2015), *Penelitian Tindakan Kelas*, Medan, Cita Pustaka, p. 15

According to Kemmis and Mc Taggart (1988), there are four steps in Classroom Action Research.

a) Planning

In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in specific area of the research context. This is a forward looking phase where you consider what kind of investigation is possible within the realities and constraints of your teaching situation and what potential improvements you think are possible.

Planning is a plan to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research.

b) Action

The plan is a carefully consider one which involves some deliberate interventions into your teaching situation that you put into action over an agree period of time. The interventions are „critically informed as you question your assumptions about the current situation and plan new and alternative ways of doing things. This section discuss about the steps and activities that will be taken by the researcher.

c) Observation

This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involv. It is a data collection phase where you use

open-eyed and open-minded tools to collect information about what is happening. In this step, a researcher has to observe all events or activities during the research.<sup>19</sup>

d) Reflection

At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further cycles of CAR to improve the situation even more, or to share the story of your research with others as part of your ongoing professional development.

Classroom action research has three main characteristics, they are:

1) Reflective inquiry. Classroom action research departs from the real learning problems daily face by faculty and students. So classroom action research activities based on the execution of tasks and taking action to solve problems.

2) Collaborative. Efforts to improve the learning process and cannot be done alone by researchers outside the classroom (teachers), but he/she has to collaborate with teachers.

3). Reflective. In contrast to the formal research approaches, which often prioritize experimental empirical approaches, classroom

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<sup>19</sup> ibid

action research more emphasis on the process of reflection and outcomes.<sup>20</sup>

## **B. Research Subject**

Explain about the subject (students) who are the target of the study, the number of subjects, and in the class where CAR is implemented.

The subject of the research is the tenth grade students at MA Tahfizhul Qur'an Islamic Centre in the academic year 2018/2019. There are five classes, class 10 Science there are two 1 and 2, class Religion 1 and 2, and one class for social. The researcher use the class 10/1 science consist of 39 students, 30 female and 9 male at MA Tahfizhul Qur'an Islamic Centre in the academic year 2018/2019 as a participant of research that consist of 40 students.

## **C. Place and Time of Research**

The researcher conduct a CAR at the tenth grade of MA Tahfizhul Qur'an Islamic Centre in the academic year of 2018/2019. It is located at jl. Selamat Ketaren, Medan Estate, Percut Sei Tuan, Kabupaten Deli serdang. The researcher chooses this place because the location is not far from the researcher to reach. The students are heterogeneous, it means that the students have different intelligence.

## **D. Research Procedure**

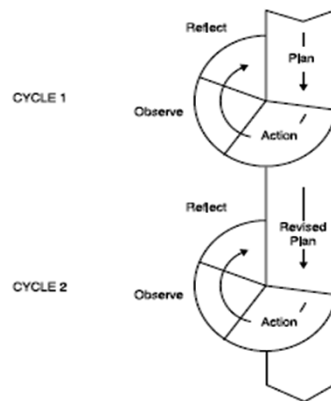
Classroom action research procedures that will be used in this research based on Kemmis and McTaggart scheme. In this classroom action research, the

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<sup>20</sup> Suharsimi Arikunto, (2008). *Penelitian Tindakan Kelas*, Jakarta, Bumi Aksara, p. 110

researcher will collect the data by conducting several cycles. Each cycle contains four steps: they are planning, action, observation, and reflection based on Kemmis and McTaggart scheme. The scheme of this research is:

In this classroom action research, the writer plan to conduct two cycles Scrabble Games in teaching vocabulary, which is each cycle consists of four stages, they are: planning, acting, observing, and reflecting. The four stages of the classroom action cycle were conducted integrated like spiral. The scheme or model of classroom action research was as follow:<sup>21</sup>



### 1. Procedure of the Pre-Cycle

The first step in making classroom action research is the researcher use pre-test to assess the students' vocabulary mastery. In this activity the teacher teach students with conventional method. The teacher explain lesson material; kind, meaning, spelling, and pronouncing. Then, the teacher give the example of question relate the material. After that, the teacher ask to the students to answer multiple choice questions related lesson material.

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<sup>21</sup> ibid

After the researcher gets the data from the pre-test and the observation, researcher analysed the result to determine the effectiveness of Word Games to improve student's vocabulary achievement. After recognizing the possible cause of problems face by students, the next is designing a plan which is the reflection problem.

**Table 3.1**

**a. The First Cycle**

No	Steps	Researcher and Collaborator Activity	Collaborator activities
1.	Planning	<ul style="list-style-type: none"> <li data-bbox="794 860 1054 1167">– Researcher and teacher discuss the implementation of Scrabble Games</li> <li data-bbox="794 1189 1054 1442">– Arranging a lesson plan based on the teaching material.</li> <li data-bbox="794 1464 1054 1608">– Preparing the teaching material.</li> <li data-bbox="794 1630 1054 1727">– Preparing the test instrument</li> <li data-bbox="794 1749 1054 1892">– Preparing the observation checklist.</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="1121 860 1353 1003">– Preparing the teaching material</li> </ul>

2.	Acting	<ul style="list-style-type: none"> <li>– Researcher and the teacher enter the classroom together</li> <li>– Researcher introduce Scrabble game</li> <li>– Researcher explain how students do Scrabble game in a group.</li> </ul>	<ul style="list-style-type: none"> <li>– Teacher greet and check the students' attendance</li> <li>– Teacher explain the lesson material</li> <li>– Teacher ask students about their problem in previous lesson.</li> </ul>
3.	Observing	<ul style="list-style-type: none"> <li>– The researcher use observation checklist</li> <li>– observed students' activity</li> <li>– Observe students respond toward Scrabble game is implemented.</li> </ul>	<ul style="list-style-type: none"> <li>– Teacher help to observe students during Scrabble game is implemented.</li> </ul>
4.	Reflecting	<ul style="list-style-type: none"> <li>– Researcher analyse the weakness and strengthen of implementation Scrabble game</li> </ul>	<ul style="list-style-type: none"> <li>– The teacher and researcher discuss about teaching and learning</li> </ul>



		<ul style="list-style-type: none"> <li>- Researcher made reflection and conclude the result of the first cycle.</li> </ul>	<p>process that has been done to find the weakness and how to improve it in the next meeting.</p> <ul style="list-style-type: none"> <li>- The teacher and researcher evaluate the teaching learning process and analyse the result of observation checklist to find out the improvement of students' vocabulary achievement taught by using Scrabble game.<sup>22</sup></li> </ul>
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<sup>22</sup> ibid

Table 3.2

## b. The Second Cycle

No	Steps	Researchers' activity as collaborator	Teachers' activity
1.	Planning	<ul style="list-style-type: none"> <li>– Researcher and teacher discussed the implementation of Scrabble Games.</li> <li>– Arranging a lesson plan based on the teaching material.</li> <li>– Preparing the teaching material</li> <li>– Preparing the test instrument</li> <li>– Preparing the observation checklist</li> </ul>	<ul style="list-style-type: none"> <li>– Preparing the teaching material.</li> </ul>
2.	Acting	<ul style="list-style-type: none"> <li>– Researcher and the teacher enter the classroom together</li> </ul>	<ul style="list-style-type: none"> <li>– Teacher greet and check the students' attendance.</li> <li>– Teacher reviewed the</li> </ul>

		<ul style="list-style-type: none"> <li>– Researcher introduce scrabble game</li> <li>– Researcher explain how students do scrabble game in a group.</li> </ul>	previous lesson.
3.	Observing	<ul style="list-style-type: none"> <li>– The researcher use observation checklist to observe students' activity.</li> <li>– Observe students respond toward scrabble game implement.</li> </ul>	<ul style="list-style-type: none"> <li>– Teacher help to observe students during scrabble gamewas implement.</li> </ul>
4.	Reflecting	<ul style="list-style-type: none"> <li>– The researcher and teacher discuss about teaching learning process that have been done. The result of observation is analysed, so it can be seen the effectiveness of</li> </ul>	<ul style="list-style-type: none"> <li>– The teacher and researcher evaluate the teaching learning process and analyse the result of observation checklist to find out the the</li> </ul>

		<p>scrabble Games to improve students' achievement.</p>	<p>effectiveness of scrabble game to improve students' achievement. – The teacher and researcher reflected the activities that have been done. The result of the analysis could be used as review that Word Games could improve students' vocabulary achievement.</p>
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### E. Technique of Data Collection

Instrument that are used to collect the date as follows:

#### 1. Observation

Observation is the activity of giving total concern to research object of the sense. The purpose of the observation is to explain the situation in

class activities, individual involvement in some activities and the relation between situation, activity and individual. In conducting the observation, the researcher will use the observation scheme to make it more systematic, containing list of activity or event which may happen. In this research, the observation is use to know how the students can improve their vocabulary achievement by using scrabble games.

**Table 3.3**

**Form of Observation Check List**

<b>INDICATORS</b>	<b>YES</b>	<b>NO</b>
Paying Attention		
Asking Questions		
Responding to Question		
Accomplishing Task		
Being Enthusiastic an English Game		

Table of observation check list will be used to record the students' activity link to their behavior and attitude during the implementation of Scrabble Games. This observation check list will be use in pre-cycle, cycle I and cycle II where a collaborator will help researcher to record the students' activity.

## 2. Documentation

Documentation is done to get information explicitly. Document is note of past event. It need to record students' activity and teacher in teaching learning process such as. photo or video.<sup>23</sup> Documentation that do in this research were picture of teaching learning process in the classroom, observation notes, lesson plan, students' score and students' task.

## 3. Test

Test is a stimulus that give to someone in order to get answer or score.<sup>24</sup> The test use in this research write form. The kind of the tests are multiple choice. This kind of test is chosen because it kind of test that easy to do and describe. There are 25 multiple choices. The score of the students from the tests are used to know the improvement of the students' achievement after being teach by using scrabble Games.

The researcher make seven groups during play scrabble game. First step, there are 36 students in the class the researcher divided to students to be seven groups, each group has 5 students and one group has 6 students. Second steps, the researcher puts the scrabble game on a table in front of the students/ whiteboard. Third steps, each groups play take turn. The final step the researcher will be to calculate points from each group. The group that gets the most point is the winner. .

## 4. Observation

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<sup>23</sup> Rosma Hartiny, (2010), *Model Penelitian Tindakan Kelas*, Yogyakarta, Tera, P. 93.

<sup>24</sup> Wijaya Kusumah and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, P. 78

Data from observation included list of the observation teacher's activities and students' activities in during the research will be analyzed by using this formula.

#### F. Technique of Data Analysis

After the researcher collect the data, the next step that must be done is analysing the data. Data analysis used to answer the question of research or to examine the hypothesis that has been formulated

$$p \frac{x}{x_i} \times 100\%$$

P = percentage of score

X = total score

Xi = maximum score<sup>25</sup>

**Table 3.4**

**The Rubric used to describe the data is:**

Indicator	Category	Percentage
0 - 500 words	Poor	0% - 20%
525- 1.000 words	Fair	21% - 40%
1.025 – 1.500 words	Average	41%-60%
1.525 – 2.000 words	Good	61%-80%
2.025 – 2.500 words	Excellent	81%-100%

In the 1994 English Curriculum explained the purpose of English language teaching is that students are able to communicate in English

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<sup>25</sup> Rosma Hartiny, (2010), *Model Penelitian Tindakan Kelas*, Yogyakarta, Teras, P. 94.

with mastery of 1000 vocabulary for Junior High School and 2500 vocabulary for Senior High School. In the 2004 English Curriculum it is explicitly stated that the number of vocabulary students must master for each level of education.<sup>26</sup>

## 5. Test

Test is given in every cycle to know the improvement of achievement of the students. The mean is arithmetical average which is obtained by adding the sum offset score and dividing the number of the students. The formula is:<sup>27</sup>

$$M = \frac{\sum x}{n}$$

M = mean

$\sum x$  = total of score

$n$  = total of students

The formula above is used to find the mean of singular data. From the result, the researcher analyzed to find the improvement of students.

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<sup>26</sup> Suarsih Madya, (2002), *Developing Standard Reform for EFL as Part of the EFL*, Journal, p. 3

<sup>27</sup> Anas Sudjiono, (2010), *Pengantar Statistik Pendidikan*, Jakarta, Rajawali, P. 81



## CHAPTER IV

### RESEARCH FINDING AND DICUSSION

#### A. Research Finding

This chapter discusses about the collected data. In this chapter, researcher explains the detail to the findings of the collected data from beginning up to the end of the research. The findings are taken from the results of cycle I and cycle II. However, before the results of cycle I and cycle II being reported, the researcher would like to present the result of pre-test. Pre-test is a test done before research action of cycle I conducted.

On July 23, I first came Islamic Center for research. I am a lot of observing the condition of the school, where this school developing nice enough in the development there are some building newly built and to be completed, infrastructure school is also quite a complete, equipped with a post the security. The school location is between of Medan State University and Rumah Sakit Haji, before me sign in class to do the research I first met the head of school, I convey intent me to examine in class 10 science then the father of the head of school give permission and asked me to coordinate with classroom teachers language inggris10 science. then English teachers will guide me allow me to do the research in class 10 science. after passing several stages came to me sign in class, I welcomed by students I introduce ourselves, deliver intent me, asking them to orderly and can be invited to work for the sake of smooth my research.

## B. The Data Analysis

### 1. Analysis of Pre-Cycle

This activity was done on Tuesday, July 30th , 2019. In this step Mrs. Rahayu Nur Syahri as the English teacher used conventional way in teaching vocabulary. This was done to know students base score of vocabulary mastery. In this activity, the teacher taught the students as usual and used whiteboard in teaching learning process. The whiteboard were only used to write the vocabulary and meaning, but there were no technique or game during teaching learning process.

In this meeting, the teacher was doing teaching learning process. But, many students did not pay attention to the teacher. They tended make noisy in classroom, such as talking with other friend, reading another book which is not English book, and sleepy. There were only some students that pay attention to the teacher. The data can be seen below:

**Table 4.1**

#### **The result of observation check list from Pre-Cycle**

INDICATOR	Total Of Students			
	YES	%	NO	%
Paying Attention	15	38,5 %	24	61,5 %
Asking Question	9	23,1%	30	76,9 %
Responding to Question	11	28,2%	28	71,8%
Accomplishing Task	15	38,5%	24	61,5%
Being Enthusiastic an English Game	0	0,0%	0	0,00%

$$\rho \frac{50}{156} \times 100\%$$

$$= 32,1\%$$

From the description above, it can be concluded that students' participation and their achievement about material are fair during English lesson. To improve students' achievement and to make them not bored in learning English, the researcher and English teacher decided to implement Scrabble Games in order to improve students' vocabulary achievement.

**Table 4.2**

**Student's Score in Pre-Cycle**

No	Students	Score
1	AFN	36
2	AAB	80
3	ADH	44
4	AAP	68
5	AA	52
6	DASH	64
7	FA	60
8	FRA	60
9	HAGN	40
10	HS	60
11	ISH	48
12	IGS	60
13	KR	60
14	LA	84
15	MFH	56

16	MHR	68
17	MSM	56
18	MYK	60
19	M	60
20	MS	88
21	MUB	80
22	MN	64
23	NANS	56
24	NTA	44
25	NK	80
26	NNH	52
27	NQS	56
28	NHF	56
29	NPP	92
30	PF	60
31	RA	44
32	SRA	56
33	SA	72
34	SS	84
35	SKR	96
36	TAL	60
37	UA	72
38	WAS	76
39	JFA	48
Total		2.404
Maximal Score		96
Minimal Score		36
Mean		61,6%

The average score of the students in the pre-cycle is 61.6. It can be categorized as less. KKM in MA Tahfizhil Qur'an Islamic Centre is 75. Based on the criterion of KKM, the students' result in the pre-cycle can be said that it was unsuccessful because the average score is lower than 75. So, the researcher and Collaborator concluded that the treatment in each cycle was necessary to improve students' vocabulary achievement.

After I gave them the pre-test almost all students did not reach the KKM score while the KKM score was 75. There were several reasons why students could not fulfill the KKM. First, in one week they learn English only one day in 2 less, obviously this is a serious problem because to master English requires a lot of time because there are many things that must be learned so I regret this policy very much.

Second, school learning is not focused on general subjects such as English, Arabic or general subjects. they are focused on memorizing the Qur'an and other lessons are just additions.

Thirdly, I noticed that students' interest in learning English was also very low, I could see from a poor response, a little curiosity about English, and school supplies such as dictionaries did not exist. actually there are many problems outside that I have described but this alone has become a serious problem for our students.

## 2. Analysis of First Cycle

The cycle 1 test was conducted on August 6th, 2019. The cycle 1 was about teaching and learning process and writing test. The material was weather and clothes.

### a. Planning

Some efforts were planned to solve the problems identified above. The efforts focused on improving students' vocabulary mastery using Scrabble Game. Based on the results of the discussion with the collaborator in the action plans of Cycle I would be performed as below.

#### 1. Applying Scrabble Game to teach vocabulary

Scrabble Game is not only fun and interesting but there are some reasons why Scrabble Game could be applied in the teaching learning process. The use of Scrabble Game in the classroom as a learning activity could attract the students' attention and their involvement in the teaching and learning process. Besides interesting and fun, Scrabble Game also easy to play.

#### 2. Using the classroom English during the teaching and learning process

During the actions, I acted as the teacher in the class. The collaborator and I planned to use classroom English in the teaching and learning process in order to make the students more familiar with English. It also aimed at improving the students' vocabulary because

through the classroom English they would also learn new words and expressions. I planned to use English classroom for several functions such as to greet the students, to give the instructions, to give feedbacks, and to end the lesson.

### 3. Asking the students to bring dictionary

The students would be asked to bring a dictionary in order to help their learning. I would ask them to open the dictionary whenever they found new words that they did not understand. In learning a new vocabulary, dictionary has very important role. The students could check pronunciation and spelling of a certain word on the dictionary. I would check all tables so that each table at least there is one dictionary so the students would not borrow from the other table.

### 4. Giving a handout of today's materials as a guideline

Each student would get a handout during the teaching and learning process. The handout would be distributed every time the teacher started the class. It would consist of the explanation of materials and tasks.

### 5. Giving feedbacks on the students' pronunciation

The aim of this activity is to make the students have better pronunciation. I form of oral and not immediate feedbacks. It meant the feedbacks would be given to the students after they performed. When they performed, I listed some mistakes/errors pronunciation that the

students made then correct them through discussion. By doing this, the students would not feel disturbing, so they were not afraid or confident to performed in front of the class

#### 6. Asking the students to work in groups

As I mentioned before that I will use Scrabble Game as media to teach vocabulary. It would be played in a groups and consist of 9-10 students per group. There are some reasons why group works would be implemented in the teaching and learning process. Group works could exercise the students' ability in a team work. The students would learn how to appreciate others' opinion in a team and the most important point was the students would be more confident.

##### b. Action

During Cycle I, Scrabble Game was used in almost every meeting except the test in the last meeting. The implementation of using this game was aimed to help the students memorize and review their vocabulary related to the topic given in an interesting way and build their enthusiasm in learning. The game was conducted after I gave the students some input texts and vocabularies about the topic. So they can review their vocabulary mastery.

Before the game, I made groups consist of 4 groups. Each group consists of 9-10 students. After the groups were formed, I distributed the scrabble board to each group. It contains 4 empty boards that should be filled with words by the students. The words were put on the board. Each



group took up the words in the bag. the students were very enthusiastic in learning vocabulary using Scrabble Game. It was because the teacher never used any game to teach vocabulary.

In the second meeting of paying time, I had the same treatment as the first one. In this meeting I rearranged the group to make the students did not feel bored with the same group. As usual before the game I distributed the Scrabble board to each group and gave them the instructions to remind the group about the rules of the game. They looked enthusiastic toward the game because they never have done this game before.

During the game, the students were more active and enjoyed the game. It could be seen in their participation. The members of each group are helping their own group with their capability to guess the words. None of them has a passive role. They were helping each other in their team. All of them showed good teamwork. For instance, when there was a student from a certain group who forgot the word's meaning, the other student from that group helped him or her to remember it then they could finish the game together. The following extract reflects this situation.

## c. Observation

The situation could be seen

**Table 4.3**

**The result of observation check list from Cycle I**

INDICATOR	Total Of Students			
	YES	%	NO	%
Paying Attention	30	76,9%	9	23,1%
Asking Question	18	46,2%	21	53,8%
Responding to Question	25	64,1%	14	35,9%
Accomplishing Task	36	92,3%	3	7,7%
Being Enthusiastic an English Game	37	94,9%	2	5,1%

$$\rho \frac{146}{195} \times 100\%$$

$$= 75,9\%$$

For the researcher, the introduction or explanation the material was good. The instruction and managing the class from the researcher were good. There was improvement from the previous cycle. The researcher also gave motivation for the students in order to increase their confident towards English. So, the students can active in teaching-learning process. For the students, there were improvement from some aspects. They started to concern towards teachers' explanation. Their seriousness and

enthusiasm in learning process was good enough. They starting to attend teachers' explanation although still some students who enjoyed with themselves activity.

d. Reflection

The use of Scrabble Game was a new way for students in learning vocabulary. It made the students more enthusiastic in learning vocabulary since the teacher never used games before to teach vocabulary. They were quite active during the game even the lazy ones. They had practiced new words quite well.

However, there was a problem occurred during the implementation of using Scrabble Game to improve students' vocabulary mastery. It was about time allocation to play the game because the students and I really enjoyed the game. I did not really pay attention to the time allocation. Some students once asked about the prize if they won the game. Somehow, it could be considered in addition to the reward in the form of praising.

**Table 4.5**

**Student's Score in Cycle I Test**

<b>No</b>	<b>Students</b>	<b>Score</b>
1	AFN	64
2	AAB	76
3	ADH	64
4	AAP	48
5	AA	64

6	DASH	84
7	FA	80
8	FRA	64
9	HAGN	44
10	HS	84
11	ISH	80
12	IGS	80
13	KR	72
14	LA	84
15	MFA	68
16	MHR	64
17	MSM	56
18	MYK	48
19	M	80
20	MS	80
21	MUB	88
22	MN	64
23	NANS	60
24	NTA	72
25	NK	84
26	NNH	76
27	NQS	88
28	NHF	76
29	NPP	80
30	PF	64
31	RA	64
32	SRA	80
33	SA	68
34	SS	64
35	SKR	80

36	TAL	64
37	UA	80
38	WAS	48
39	JFA	56
Total		2,740
Maximal Score		88
Minimal Score		44
Mean		70,2%

The average of students' score in the first cycle is 70,2%. The Criterion Minimum Score in MA Tahfizhil Qur'an Islamic Center is 75. It means that the next cycle could be continued

### 3. Analysis of Second Cycle

Based on the discussion with the collaborator, it was determined that Cycle II still focused on the same problems found in Cycle I. I decided to implement the same activities and some new actions such as giving them a reward and giving them a new topic to enrich their knowledge with the hope that the teaching and learning process would be more enjoyable and the students' vocabulary mastery would significantly improve. The action plans of Cycle II reveal the following points.

The second cycle test was conducted on August 6th , 2019. During teaching-learning process, the researcher was helped by Ms. Indah Dwi

Lestari. She observed all of activity in the second cycle, especially during Scrabble Games was run. From her observation, she got the students more enjoy with play this game. They looked fun and confident when they introduced and mentioned vocabulary to their friends. When the game run, firstly, the researcher made class in a circle. After this, the researcher mention one word. So, the students tried to concentrate and continue the word in circle. They looked serious to mention a word correctly. They also concerned with their friends' word.

The students' improvement is also supported by the researchers' improvement. The instruction and manage the classroom were better than before. It can be seen from the most of students understand with the researchers explanation. Their enthusiasm can be seen from they always answer the researchers' question. They also asked to start the game.

The Second Meeting, I gave them to take more words so, they could compose sentence more. Many students felt that the new rule made them easier to do this game and it is more enjoyable because they could make more sentence and made their group to be the winner. These description can be proved from the table below.

**Table 4.6****The Result of observation check list from Cycle II**

INDICATOR	Total Of Students			
	YES	%	NO	%
Paying Attention	35	89,7 %	4	10,3%
Asking Question	28	71,8%	11	28,8 %
Responding to Question	33	84,6%	6	15,4%
Accomplishing Task	36	92,3%	3	7,7%
Being Enthusiastic an English Game	37	94,9%	2	5,1%

$$\square \frac{169}{195} \times 100\%$$

$$= 86,7\%$$

In conclusion, the students enjoyed learning new vocabulary through Scrabble Game. The game could encourage the students to learn new words. Some students said that this game improved their ability to memorize the words and it also helped them implement the words in the task given easily. It was a good improvement since the game in Cycle II was competitive and fun. As a teacher I felt that there was an improvement in terms of motivation and competitiveness from the students. Scrabble Game that became the main activity at the class could be carried out smoothly.

Handouts for each student could help them in joining the lesson. The students did not need to take notes while I explained the materials. As a result, the students could give more attention to my explanation as the materials were already on the paper. They just made a note if there was additional information which was not covered in the paper. When the

handout was used in the teaching and learning process, it gave the students clear map of today's learning.

The collaborator and I shared the final reflection after implementing the actions in Cycle 2. The reflections were based on the classroom activities, field notes, interviews and also questionnaire.

**Table 4.7**

**Student's Score in Cycle II**

<b>No</b>	<b>Students</b>	<b>Score</b>
1	AFN	84
2	AAB	76
3	ADH	92
4	AAP	76
5	AA	92
6	DASH	80
7	FA	84
8	FRA	92
9	HAGN	52
10	HS	92
11	ISH	80
12	IGS	84
13	HR	56
14	LA	92
15	MFA	80
16	MHR	84
17	MSN	80
18	MYK	92
19	M	76
20	MS	80



21	MUB	92
22	MN	84
23	NAMS	76
24	NTA	92
25	NK	76
26	NNH	84
27	NQS	80
28	NHF	84
29	NPP	80
30	PF	92
31	RA	88
32	SRA	68
33	SA	80
34	SS	76
35	SKR	88
36	TAL	80
37	UA	80
38	WAS	76
39	JFA	76
Total		3.176
Maximal Score		92
Minimal Score		52
Mean		81,4%

### C. Discussion

So, the mean of the students in the second cycle is 81,4%. It means that the score in the second cycle can be categorized as good because the result in this cycle is more than 70 as stated of KKM in this school. The

score showed improving than previous cycle. The result of the test from the pre cycle until second cycle briefly can be seen from the tale below.

**Table 4.8**

**All of the Score**

<b>NO</b>	<b>Students</b>	<b>Pre-Cycle</b>	<b>Cycle I</b>	<b>Cycle II</b>
1	AFN	36	64	84
2	AAB	80	76	76
3	ADH	44	64	92
4	AAP	68	48	76
5	AA	52	64	92
6	DASH	64	84	80
7	FA	60	80	84
8	FRA	60	64	92
9	HAGN	40	44	52
10	HS	60	84	92
11	ISH	48	80	80
12	IGS	60	80	84
13	HR	60	72	56
14	LA	84	84	92
15	MFA	56	68	80
16	MHR	68	64	84
17	MSN	56	56	80
18	MYK	60	48	92
19	M	60	80	76
20	MS	88	80	80
21	MUB	80	88	92
22	MN	64	64	84
23	NAMS	56	60	76

24	NTA	44	72	92
25	NK	80	84	76
26	NNH	52	76	84
27	NQS	56	88	80
28	NHF	56	76	84
29	NPP	92	80	80
30	PF	60	64	92
31	RA	44	64	88
32	SRA	56	80	68
33	SA	72	68	80
34	SS	84	64	76
35	SKR	96	80	88
36	TAL	60	64	80
37	UA	72	80	80
38	WAS	76	48	76
39	JFA	48	56	76
Total		2.404	2.740	3.176
Maximal Score		96	88	92
Minimal Score		36	44	52
Mean		61.6	70.2	81.4

From the table above, it can be seen that there are improving result from each cycle. From pre-cycle, it shows that students' achievement is 61.6. It means that their achievement were poor because the standardized from KKM is 70. In the first cycle, the students' achievement is 70.2. There was improving result after the researcher taught by using Scrabble Games. It is under from standardized KKM. It can be said that the result is still poor. But, in second cycle, it shows that the students' achievement is 81.4. There

was improving achievement than previous cycle. It means that Scrabble Games can improve students' vocabulary achievement. So, this CAR effectiveness of Scrabble Games to improve students' vocabulary achievement to the 10th grade students at MA Tahfizhil Qur'an is success. It is appropriate to the indicator of achievement, the students' result of the test more than 75% and the students' average score more than 75. The improvement not only in teaching learning but also in the result of the test.

## CHAPTER V

### CONCLUSION AND SUGGESTION

The researcher wanted to conclude the result of the research, and wanted to suggest to the reader especially to the students and teachers in relation with the result of this research. The researcher hoped it would be useful for the readers to improve the quality of English teaching especially teaching vocabulary with the 10<sup>th</sup> grade students of Madrasah Aliyah.

#### A. Conclusion

The research conclusion is presented according to the data which have been analysed in the previous chapter. From all the data analysis about using scrabble Games to improve students' vocabulary achievement to the 10 MIPA grades students of MA Tahfizhil Qur'an can be concluded that:

1. This research shows that the implementation of Scrabble Games can improve students' vocabulary achievement.
2. The improvement of students' vocabulary achievement after being taught using Scrabble Games can be seen from the result of each cycle. The result in cycle one was 70.2. and cycle two was 81.4. Scrabble Games was also interesting to the students. It can be seen in result of observation checklist in the first cycle was 75% and the second cycle was 86.7%. It means that majority of students participated in the class enthusiastically

## **B. Implication**

The research findings showed that the students' vocabulary mastery had improved. It was related to the actions given in the classroom such as applying Scrabble Game to teach vocabulary; using the classroom English during the teaching and learning process; asking the students to bring a dictionary; giving a handout of today's materials as a brief guideline; giving feedbacks on the students' pronunciation; Asking the students to work in groups, and giving rewards. Both successful and unsuccessful actions have some implications.

- B. The implementation of applying Scrabble Game to teach vocabulary improved students' vocabulary mastery. They became motivated, confident, and active. It implies that the teacher has to give less-stressful, attractive, interesting and various activities during the teaching and learning process. Thus, the students do not get bored of learning English and they will be more enthusiastic to join the lesson.
- C. The implementation of using the classroom English during the teaching and learning process effectively improved the students' awareness and familiarity about expression used in the class. It implies that the teacher should be accustomed to use English while delivering instructions, asking and answering questions, greeting the students and giving explanations.
- D. The implementations of asking the students to bring a dictionary were important to help them when they found difficulties in learning new vocabulary. It implies that the teacher has to ask the students to bring their dictionary during the English teaching and learning process.

- E. The implementation of giving a handout of today's materials as a guideline facilitated the students learn the learning materials. It was an outline of today's lesson so that the students knew what they would learn. They could prepare themselves as well. It implies that the teacher has to provide a handout as the learning source for the students.
- F. The implementation of giving the students' pronunciation helped the students to master new vocabulary well in terms of pronouncing the words. It also helped them recognize their mistakes or errors so that they would not make the same mistakes or errors. It implies that the teacher needs to give feedbacks to the students in the end of every meeting.
- G. The implementation of asking the students to work in groups helped the students to raise their self-confidence and willingness to be actively involved in the teaching and learning process. It implies that the teacher has to encourage the students to work in groups or pairs so that they have companions to discuss the learning materials and also the students can be more confident and actively participated in the teaching and learning process.
- H. The implementation of giving rewards encouraged the students to perform their best and raise their competitiveness between them so that they were more active to join the learning. Their involvement to ask and answer questions increased. It implies that the teacher can give rewards to motivate the students to learn more.

### **C. Suggestion**

The teacher must create enjoyable, fun and interesting atmosphere in teaching and learning English at Madrasah Aliyah. The enjoyment is the one of basic modal that had to be noticed in order to get students' attention in learning. So, the students were interested in learning. The teacher could create an entertainment or enjoyment situation by giving Scrabble Games in delivering materials. Students did not only pay attention to the material but also them able to corporate and actively to increase their vocabulary in interesting and different way by using Scrabble Games. If the students have high interest to that way (using Scrabble Games), it would not difficult for the teacher to deliver the lesson. In addition, the students also will be easily to open their minds on understanding the material.

The researcher hopes that the school institution can support teachers to create enjoyable, fun and interesting atmosphere in learning such as Scrabble Games as learning technique in learning of recount reading. So, this research can improve students' English vocabulary.

This thesis is served to the readers. The researcher realizes that it still less perfect. The researcher hopes any suggestions and critics to make it perfect. The researcher hopes that it can be useful to the readers. Aamiin.



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## Appendix 1

### List of the Students at X MIPA

NO	STUDENTS
1.	Ahmad Firdaus NST
2.	Amanda Azzahra Batubara
3.	Athifah Dzihniyah Harahap
4.	Aulia Ananda Putra
5.	Azzumardi Azzra
6.	Dinda Aprilia Syalina Harahap
7.	Fadia AS-Shalihah
8.	Fathan Rifky Ananda
9.	Hanif Abdul Ghofur NST
10.	Hidayutussa'adah
11.	Indah Sari Harahap
12.	Iswar Gumanti Siregar
13.	Khulafa Rasyidin
14.	Luthfiyyah Azzahra
15.	M. Fathir Al-Hadid
16.	M. Habib Ridho
17.	M. Siddiq Maulana
18.	M. Yuris Khadafi
19.	Masyithah
20.	Mifta Salsabila
21.	Mifta Ulya Baeha

22.	Muhammad Najib
23.	Nabila Aprilia Marwa S
24.	Nabila Tri Ananda
25.	Najwa Khairiah
26.	Najwa Nadhira Harahap
27.	Nazifah Qolbi Siregar
28.	Nur Hikmatul Fadhila
29.	Nur Pulpa Panjaitan
30.	Putri Fadiah Br. Ginting
31.	Riyan Alfandi
32.	Salsabila Rayi Abhista
33.	Salwa Athirah
34.	Syachla Salsabila
35.	Syifa Khalida Reza
36.	Teguh Ashita Lubis
37.	Ulfi Afifa
38.	Wira Anugrah Srg
39.	Zul Fitrah Adam

## Appendix 2

### LESSON PLAN

School Name	: MA Tahfizhil Qur'an
Subject	: English
Class/ semester	: X / MIPA
Time Allocation	: 2 X 45 Minutes (2 meetings)
Skill	: Writing
Topic	: <b>Our English Teacher</b>

#### A. Core Competencies

- K1 respect and appreciate the teachings of religion.
- K2 Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.
- K3 Understanding knowledge (factual, conceptual, and procedural) is based on his/her curiosity about science, technology, art, culture related phenomena and events that appear to the eye.
- K4 Trying, processing, and presenting in a concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

#### B. Basic Competencies and Indicators of Competency Achievement.

<b>KI</b>	<b>Basic Competencies</b>	<b>Indicators of Competency Achievement.</b>
1	1.1 Thankful for the opportunity to learn English as the language of international communication that is	1.1.1 Have gratitude with the opportunity to learn English.

	manifested in the spirit of learning.	
2	2.1 Shows courteous and caring behavior in carrying out interpersonal communication with teachers and friends	2.1.1 Be caring about others by giving the right compliment.
3	3.10 Understanding social functions, text structure, and language elements of descriptive text by stating and asking about description of people, animals, and objects, short and simple, according to the context of their use.	3.10.1 Understanding and analyzing the social function used in descriptive text. 3.10.2 Understanding and analyzing the generic structure used in descriptive text. 3.10.3. Understanding and analyzing the language features used in descriptive text.
4	4.13. Compose oral and written descriptive texts, very short and simple, about descriptions of people, animals, and object, taking into account social functions, text structures, and language elements that are correct and in accordance with the context.	4.13.1 Writing descriptive text in simple form.

### **C. Learning Objectives**

1. Students are able to understand the social function of descriptive text.
2. Students are able to understand the generic structure of descriptive text.
3. Students are able to understand the language features of descriptive text.
4. Students are able to write a descriptive text in simple form.

### **D. Learning Materials**

Descriptive text is a text that describes people, animals, objects and place.

**Social Function** : Describes, boasts, introduces, identifies, praises, criticizes, etc.

#### **Language Features**

- 1) The use of present tense and present perfect tense.
- 2) The use of verb to be (is, am, are), have and linking verb such as seems, likes, looks, sounds and etc.
- 3) The use of adjective to describe or illustrate the condition of topic, theme, described.
- 4) The use of a passive sentence.
- 5) Pronouns I, You, We , She, it, they, etc.
- 6) Verbs that point to actions that are very common and related in simple present tense: be, have, work, live, etc.
- 7) Mention of singular and plural nouns in regular (-s) and in irregularities for example: children.

### **E. Learning Methods**

Scrabble Game

### **F. Learning Media, Tools and Sources**

#### **1) Media**

- Cartoon paper about descriptive text explanation.

#### **2) Tools**

- Whiteboard markers and erasers.

### 3) Lesson Sources

- English relevant text book (Bright An English, publisher: Erlangga)
- Dictionary.

### G. Learning Activities

<b>Activities</b>	<b>Activities Description</b>	<b>Time</b>
<b>Pre-teaching activities</b>	<ul style="list-style-type: none"><li>• Greetings</li><li>• Perform a prayer before starting the lesson.</li><li>• Check the presence of students</li><li>• Provide motivation and apperception.</li><li>• Delivering the material to be discussed.</li><li>• Deliver the objectives of today's meeting learning.</li></ul>	10 minutes
<b>Whilst teaching activities.</b>	<p><b>Observing</b></p> <ul style="list-style-type: none"><li>• The teacher asks students to observe images on the carton and hear examples of descriptive text read by the teacher with social functions, text structure, elements of descriptive text.</li></ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"><li>• The teacher directs students to provide and asks question about the descriptive text in the example that has been observed.</li><li>• With the guidance and direction of the teacher, students asks the question, among other things, the meaning of terms that have not been understood, etc.</li></ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"><li>• Teacher gives the model how to write descriptive text in front of the class in simple way with considering its linguistics aspects needed.</li></ul> <p><b>Associating</b></p> <ul style="list-style-type: none"><li>• Teacher applies the stages of Scrabble Gme.</li><li>• Students select the theme or topic.</li><li>• Students become a group participants.</li></ul>	60 minutes



- Students play Scrabble Game
- Students discuss and interact with their group.

### Communicating

- Each student collects their work (descriptive text).
- Post-teaching activities**
- Reflections on what has been learned in this meeting. 10 minutes
  - Summarize learning outcomes today.
  - Delivering plans for learning activities for the next meeting.

### H. Assessment

#### 1. Write a short descriptive text about Our English Teacher “Mrs. Leni Carmila”

##### 1. Content

Score	Criteria
27-30	Very good to excellent, knowledge, substantive, through development of topic sentence, relevant to assigned topic.
22-26	Average to good, some knowledge of subject, adequate range, limited, development of topic sentence, mostly relevant to topic, but lack detail.
17-21	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
13-16	Very poor: does not show the knowledge of subject, not substantive, not pertinent, or not enough to evaluate.

##### 2. Organization

18-20	Very good to excellent; ideas clearly started/supported, cohesive, time, sequence, spatial, particular to general to particular.
14-17	Average to good; somewhat copy, loosely organized but main ideas stand out, limited support, logical sequencing and development.
10-13	Fair to good; non-fluent, ideas confused or disconnected, lack logical sequencing and development.

7-9	Very poor; does not communicate, no organization, or not enough to evaluate.
-----	--

### 3. Vocabulary

18-20	Very good to excellent; exact word, effective words idioms choice and usage, word form mastery appropriate register.
-------	--

14-17	Average to good; adequate range, occasional errors of words/ idioms for choices and usages but meaning not obscured.
-------	--

10-13	Fair to poor, limited range, frequent error of words/ idioms for choices and usages but meaning not obscured.
-------	---

---

7-9	Very poor; essentially translation, little knowledge of English vocabulary, idioms and words forms, not enough to evaluate.
-----	---

### 4. Language Use

22-25	Very good to excellent; effective complex, construction few errors of agreement tense, number, word order/ function, articles, pronouns, prepositions.
-------	--

18-21	Average to good; simple construction minor problems and complex instruction several errors of agreement, tense number of word order/ function, article pronoun, preposition and or fragments meaning confused or obscured.
-------	--

11-17	Fair to good; major problem in simple complex construction frequent errors of negotiation, agreement, tense number of word order/ function, article pronoun, preposition and or fragments meaning confused or obscured.
-------	---

5-10	Very poor, virtually no mastery of sentence construction rules, dominated by errors, does not communicate, and not enough to evaluate.
------	--

### 5. Mechanic Skill

5	Very good to excellent; demonstrated mastery of convention, few errors of spelling punctuation, few errors of spelling punctuation, capitalization, writing sentences.
---	--

4	Average to good; occasional errors of spelling punctuation, capitalization, writing sentences, but meaning not obscured.
---	--

- 3 Fair to good; major problem in simple complex construction frequent errors of negotiation, agreement, tense, number of word order/ function, article pronoun, preposition and or fragments meaning confused or obscured.
- 2 Very poor; no mastery convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

**Medan, September.... 2019**

**English Teacher**

**Researcher**



**Rahayu Nur Syahri, S.Pd   Jaidah Sitompul**

## LESSON PLAN

### (CYCLE II)

School Name : MA Tahfizhil Qur'an  
Subject : English  
Class/ semester : X/ MIPA  
Time Allocation : 2 X 45 Minutes (2 meetings)  
Skill : Writing  
Topic : **Our School "MA Tahfizhil Qur'an"**

#### A. Core Competencies

- K1 respect and appreciate the teachings of religion.
- K2 Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.
- K3 Understanding knowledge (factual, conceptual, and procedural) is based on his/her curiosity about science, technology, art, culture related phenomena and events that appear to the eye.
- K4 Trying, processing, and presenting in a concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

#### B. Basic Competencies and Indicators of Competency Achievement.

<b>KI</b>	<b>Basic Competencies</b>	<b>Indicators of Competency Achievement.</b>
1	1.1 Thankful for the opportunity to learn English as the language of international communication that is	1.1.1 Have gratitude with the opportunity to learn English.

	manifested in the spirit of learning.	
2	2.1 Shows courteous and caring behavior in carrying out interpersonal communication with teachers and friends	2.1.1 Be caring about others by giving the right compliment.
3	3.10 Understanding social functions, text structure, and language elements of descriptive text by stating and asking about description of people, animals, and objects, short and simple, according to the context of their use.	<p>3.10.1 Understanding and analyzing the social function used in descriptive text.</p> <p>3.10.2 Understanding and analyzing the generic structure used in descriptive text.</p> <p>3.10.3. Understanding and analyzing the language features used in descriptive text.</p>
4	4.13. Compose oral and written descriptive texts, very short and simple, about descriptions of people, animals, and object, taking into account social functions, text structures, and language elements that are correct and in accordance with the context.	4.13.1 Writing descriptive text in simple form.

### **C. Learning Objectives**

1. Students are able to understand the social function of descriptive text.
2. Students are able to understand the generic structure of descriptive text.
3. Students are able to understand the language features of descriptive text.
4. Students are able to write a descriptive text in simple form.

### **D. Learning Materials**

Descriptive text is a text that describes people, animals, objects and place.

**Social Function** : Describes, boasts, introduces, identifies, praises, criticizes, etc.

#### **Language Features**

- 1) The use of present tense and present perfect tense.
- 2) The use of verb to be (is, am, are), have and linking verb such as seems, likes, looks, sounds and etc.
- 3) The use of adjective to describe or illustrate the condition of topic, theme, described.
- 4) The use of a passive sentence.
- 5) Pronouns I, You, We, She, it, they, etc.
- 6) Verbs that point to actions that are very common and related in simple present tense: be, have, work, live, etc.
- 7) Mention of singular and plural nouns in regular (-s) and in irregularities for example: children.

### **E. Learning Methods**

Scrabble Game

### **F. Learning Media, Tools and Sources**

#### **1) Media**

- Cartoon paper about descriptive text explanation.
- Scrabble Game

#### **2) Tools**

- Whiteboard markers and erasers.

- **Lesson Sources**

- English relevant text book (Bright An English, publisher: Erlangga)
- Dictionary.

### G. Learning Activities

Activities	Activities Description	Time
<b>Pre-teaching activities</b>	<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Perform a prayer before starting the lesson.</li> <li>• Check the presence of students</li> <li>• Provide motivation and apperception.</li> <li>• Delivering the material to be discussed.</li> <li>• Deliver the objectives of today's meeting learning.</li> </ul>	10 minutes
<b>Whilst teaching activities.</b>	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• The teacher asks students to observe images on the carton and hear examples of descriptive text read by the teacher with social functions, text structure, elements of descriptive text.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• The teacher directs students to provide and asks question about the descriptive text in the example that has been observed.</li> <li>• With the guidance and direction of the teacher, students asks the question, among other things, the meaning of terms that have not been understood, etc.</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>• Teacher gives the model how to write descriptive text in front of the class in simple way with considering its linguistics aspects needed.</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>• Teacher applies the stages of Place Mat Technique.</li> <li>• Students select the theme or topic.</li> <li>• Students become a group participants.</li> <li>• Play Scrabble game</li> </ul>	60 minutes

- Students do the sequence tasks based on the determined theme.
- Students discuss and interact with their group.

**Communicating**

- Each student collects their work (descriptive text).

**Post-teaching activities**

- Reflections on what has been learned in this meeting. 10 minutes
- Summarize learning outcomes today.
- Delivering plans for learning activities for the next meeting.

**H. Assessment**

**I. Write a short descriptive text about Our School “ MA Tahfizhil Qur’an”**

**1. Content**

<b>Score</b>	<b>Criteria</b>
27-30	Very good to excellent, knowledge, substantive, through development of topic sentence, relevant to assigned topic.
22-26	Average to good, some knowledge of subject, adequate range, limited, development of topic sentence, mostly relevant to topic, but lack detail.
17-21	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
13-16	Very poor: does not show the knowledge of subject, not substantive, not pertinent, or not enough to evaluate.

**2. Organization**

18-20	Very good to excellent; ideas clearly started/supported, cohesive, time, sequence, spatial, particular to general to particular.
14-17	Average to good; somewhat copy, loosely organized but main ideas stand out, limited support, logical sequencing and development.
10-13	Fair to good; non-fluent, ideas confused or disconnected, lack logical sequencing and development.



7-9	Very poor; does not communicate, no organization, or not enough to evaluate.
-----	--

### 3. Vocabulary

18-20	Very good to excellent; exact word, effective words idioms choice and usage, word form mastery appropriate register.
-------	--

14-17	Average to good; adequate range, occasional errors of words/ idioms for choices and usages but meaning not obscured.
-------	--

10-13	Fair to poor, limited range, frequent error of words/ idioms for choices and usages but meaning not obscured.
-------	---

---

7-9	Very poor; essentially translation, little knowledge of English vocabulary, idioms and words forms, not enough to evaluate.
-----	---

### 4. Language Use

22-25	Very good to excellent; effective complex, construction few errors of agreement tense, number, word order/ function, articles, pronouns, prepositions.
-------	--

18-21	Average to good; simple construction minor problems and complex instruction several errors of agreement, tense number of word order/ function, article pronoun, preposition and or fragments meaning confused or obscured.
-------	--

11-17	Fair to good; major problem in simple complex construction frequent errors of negotiation, agreement, tense number of word order/ function, article pronoun, preposition and or fragments meaning confused or obscured.
-------	---

5-10	Very poor, virtually no mastery of sentence construction rules, dominated by errors, does not communicate, and not enough to evaluate.
------	--

### 5. Mechanic Skill

5	Very good to excellent; demonstrated mastery of convention, few errors of spelling punctuation, few errors of spelling punctuation, capitalization, writing sentences.
---	--

4	Average to good; occasional errors of spelling punctuation, capitalization, writing sentences, but meaning not obscured.
---	--

- 3 Fair to good; major problem in simple complex construction frequent errors of negotiation, agreement, tense, number of word order/ function, article pronoun, preposition and or fragments meaning confused or obscured.
- 2 Very poor; no mastery convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

Medan, September.... 2019

English Teacher

Researcher



Rahayu Nur Syahri, S.Pd Jaidah Sitompul

### Appendix 3

**Please, Choose the right answer !!!!**

1) Lina ..... the match in Olympic Games. She is so sad.

- a. won                      c. jumped
- b. lost                      d. celebrated

2) I went to dentist yesterday because my ..... were in pain.

- a. hands                    c. teeth
- b. fingers                  d. ears

3) A : Can you help me?

B : Yes, of course. What can I do for you?

A : Please, ..... this bag to my room.

B : Yes, Sir.

- a. bring                    c. give
- b. help                      d. Has

4) This exercise was too ..... for me. I got score 100.

- a. difficult                c. expensive
- b. easy                      d. high

5) Diana's barbie is broken. Diana is very ..... now.

- a. confuse                c. happy
- b. sad                        d. charm

6) Luna is celebrating her birthday.

Now Luna feels .....

- a. angry                    c. easy
- b. dusty                    d. happy

7) Mia : Adi, your shoes are so fit in your ..... . You look georgeous.

Adi : Thank you.

- a. finger                    c. hand
- b. lip                        d. feet

8) The clown is so ..... . He makes all kids laugh and happy.

- a. funny                    c. noisy
- b. quiet                     d. disgusting

9) I am so hungry. So, I ..... a meal .

- a. prepare                c. kick
- b. walk                     d. wear

10) Rina : I want to wear my white gown to Amanda's party. What do you think?

Lisa : I think the red one is better.

Rina : Ok. I will ..... the red gown

- a. wrap                    c. wear
- b. go                        d. give

11) A : When did you get up in this morning?

B : .....

- a. I got up at 5.00      c. I was sleepy  
b. I had my breakfast    d. I went to school

12) Where do you want move?

Dikta : I want to ..... to Australia with my parents.

- a. come      c. move  
b. find      d. run

13) Katherine didn't study hard. He didn't ..... the exam.

- a. study      c. pass  
b. give      d. break

14) The gardener ..... the grass every Monday and Thursday.

- a. cuts      c. trains  
b. plans      d. comes

15) Kathy is a ..... . She teaches Math in our class. Every students love her.

- a. kind teacher      c. arrogant teacher  
b. ugly teacher      d. emotional teacher

16) Lili ..... : Do you have a ..... ?

Shopkeeper : Yes, we do. The fruit rack is right there.

- a. persian cat      c. running shoes  
b. green apple      d. drawing book

17) My mother is a nurse. She works in Harapan Bunda Hospital. She ..... the

- a. thinks      c. helps  
b. ignores      d. finds

18) Teguh : This fried chicken is my favourite.

Hilda : I like it too. This fried chicken is very .....

- a. delicious      c. salty  
b. bitter      d. dangerous

19) In spite of his many faults, Paul is very dedicated to his mother.

- a. Polite      c. agreeable  
b. Devoted      d. Considerable

20) This course focuses Primarily on the history of early civilizations.

- a. objectively      c. Actively

b. mainly      d. subjectively

21) some tall people often feel  
clumsy.

a. superior      c. noticed

b. ignored      d. awkward

22) all typing errors must be deleted  
from this memo

a. erased      c. circled

b. corrected      d. Determined

23) animals in the wild seem more  
ferocious than they really are.

a. hairy      c. silly

b. fierce      d. callous

23) Doctors discourage massive doses  
of drugs for infants

a. light      c. Repetitive

b. huge      d. infrequent

24) History has shown that rules do  
not relinquish power easily.

a. Abandon      c. Control

b. Hold      d. Gain

25) Modern music is usually  
characterized by a remarkable  
dissonance.

a. Melody      c. Discord

b. Clarity      d. Volume

## Appendix 4

Please, choose the right answer!!!!

1. When I say that I get there at ten o'clock. I mean that at ten o'clock I ....

- A. Left there                      C. Stayed there  
B. arrived there                  D.        Waited there

2. When one makes good time, he ....

- A. Travels at a good speed  
B. Has lot of time  
C. Is contented  
D. Enjoys his time

3. If I say Hilda is making out well in his work, I mean that she ....

- A. Likes his work                  C. Is leaving  
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4. The Borobudur temple is the world's largest temple. The .... of this temple begin in 1973.

- A. Addition                          C. Information  
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5. A library .... contains a list of all the books in the library.

- A. Article                              C. Edition  
B. Catalogue                          D. Reference

6. Talita likes telling the truth.

From the information above we know that Talita is a very .... girl.

- A. Dishonest                          C. Naughty  
B. Honest                                D. Disobedient

7. Dika always studies well, so he is a .... boy.

- A. Diligent                              C. Friendly  
B. Careful                                D. Polite

8. We often see thie animal in the zoo. It is a big animal but has small eyes, two tucks and a long trunk. It is a/an ....

- A. Elephant                              C. Rhinoceros  
B. Bear                                      D. Crocodile

9. If we have a toothache, we go to the ....

- A. Surgeon                                C. Dentist  
B. Pediatrician                          D. Internist

10. We can find pearl in the ....

- A. Sea                                        C. Ground  
B. Forest                                    D. Air

11. Most of the Balinese people are Hindus. They make .... to the Hyang Widhi Wasa in the temple there.

- A. Offerings
- B. Sculptures
- C. Handicrafts
- D. Carvings

12. Ratna: "What is Rona?"

Juwita: "She is a ....?"

She serves food and drink to the guests in the restaurant.

- A. Stewardess                      C. Servant
- B. Cook                              D. Waitress

13. Indonesia has a .... climate, because it lies in the equator line.

- A. Hot                                  C. Winter
- B. Tropical                          D. Summer

14. Budi: "Do you know the cheapest sport?"

Agung: "Of course."

Budi: "What is it?"

Agung: "...."

- A. Running                          C. Swimming
- B. Cycling                          D. Boxing

15. Sandra: "What's that?"

Dewi: "Oh, it's cotton."

Sandra: "Do we need it?"

Dewi: "Yes, we need it to make ...."

- A. Roads                              C. Food
- B. House                              D. Clothes

16. These are parts of the body we use to see something.

- A. Lungs                              C. Eyes
- B. Heart                              D. Ears

17. Andre: "How did you go to Paris, Le?"

Sule: "By plane."

Andre: "Was the .... kind?"

Sule: "Yes, he was. He helped what we needed aboard the plane."

- A. Steward                          C. Pilot
- B. Passenger                        D. Porter

18. X: "I want to make a .... for my daughter. It is for her uniform."

Y: "What is the colour?"

X: "Blue."

- A. Blouse                              C. Shirt
- B. Shorts                              D. Skirt

19. Dion: "What do we call a very large and dry land covered with hot sand?"

Yeni: "We call it a ...."

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24. An inexperienced driver is a potential danger.

- A. Possible
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- C. Actual
- D. Definite

25. When the wind died, the sailboat drifted toward the beach.

- A. Collapsed
- B. Floated
- C. Hurried
- D. Returned



**Appendix 5**

Answer Key of Try-out Test, Pre-test, and Post-test

Pre-Test and Cycle 1

1.B	6.D	11. A	16. B	21. D
2. C	7.D	12. C	17.C	22. A
3.B	8.A	13.C	18.A	23. B
4.B	9.A	14. A	19.B	24. A
5.B	10.C	15.A	20.B	25. C

Cycle 2

1.B	6.B	11. D	16. C	21. D
2.D	7.A	12. D	17.A	22. C
3.B	8.A	13.B	18.D	23. D
4.D	9.C	14. A	19.C	24. A
5.B	10.A	15.D	20.D	25. B

Nama : Masythah <sup>PRATIKA</sup>  
Kelas : X MIPA 1

50

Choose the right answer !!!

1) Lina ..... the match in Olympic Games.  
She is so sad.

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2) I went to dentist yesterday because my .....  
were in pain.

- a. Hands                       c. Teeth  
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~~3) A : Can you help me?~~

B : Yes, of course. What can I do for you?

A : Please, ..... this bag to my room.

B : Yes, Sir.

- a. Bring                       c. Give  
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4) This exercise was too ..... for me. I got  
score 100.

- a. Difficult                      c. Expensive  
 b. Easy                      d. High

5) Diana's barbie is broken. Diana is very  
..... now.

- a. Confuse                       c. Happy  
b. Sad                      d. Harm

~~6) Luna is celebrating her birthday.~~

Now Luna feels .....

- a. Angry                      c. Easy  
b. Dusty                      d. Happy

7) Mia : Adi, your shoes are so fit in your .....

You look georgeous.

Adi : Thank you.

- a. Finger                      c. Hand  
b. Lip                       d. Feet

8) The clown is so ..... He makes all kids  
laugh and happy.

- a. Funny                      c. Noisy  
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9) I am so hungry. So, I ..... a meal.

- a. Prepare                      c. Kick  
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10) Rina : I want to wear my white gown to  
Amanda's party. What do you think?

Lisa : I think the red one is better.

Rina : Ok. I will ..... the red gown

- a. Wrap                       c. Wear  
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11) A : When did you get up in this morning?

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M. Fathir al hadid

X - IPA 1

B = 16  
S = 09

Grade 1



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Nama : Athifah Dzhnifah Harahap  
Kelas : X Mipa 1

cycle=2

92

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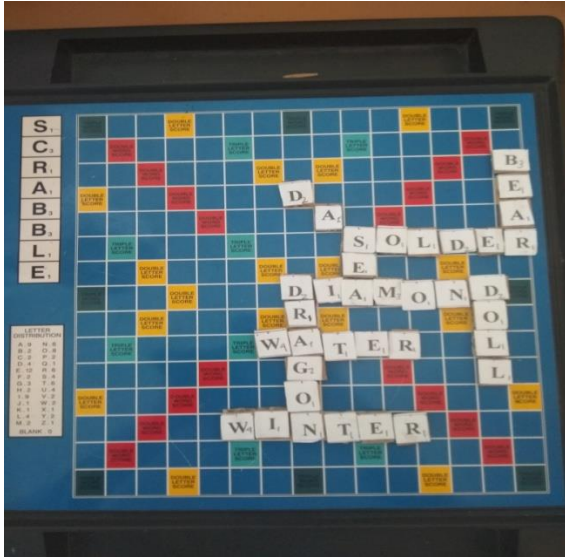


Picture 3 and 4. Playing Scrabble game





Picture 5 and 6. Playing Scrabble



Picture 7. did Post-test 1



## 8. Playing Scrabble Game



Picture 9. Doing post-test 2







**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN**  
**FAKULTAS ILMU TARBİYAH DAN KEGURUAN**

Jl. Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683  
Website : [www.fitk.uinsu.ac.id](http://www.fitk.uinsu.ac.id) e.mail : [fitk@uinsu.ac.id](mailto:fitk@uinsu.ac.id)

Nomor : B-5305/ITK/ITK.V.3/PP.00.9/05/2019  
Lampiran : -  
Hal : **Izin Riset**

Medan, 06 Mei 2019

**Yth. Ka. MADRASAH ALIYAH TAHFIZHIL QUR'AN MEDAN**

*Assalamu'alaikum Wr Wb*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sumatera Utara Medan, adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

NAMA : JAIDAH SITOMPUL  
T.T/Lahir : Batang Sepongol, 01 Agustus 1996  
NIM : 34154171  
Sem/Jurusan : VIII / Pendidikan Bahasa Inggris

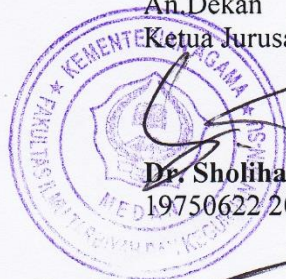
untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksana Riset di MADRASAH ALIYAH TAHFIZHIL QUR'AN MEDAN guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

**"IMPROVING STUDENT'S VOCABULARY ACHIEVEMENT BY USING SCRABBLE GAME AT TENTH GRADE STUDENT'S OF MADRASAH ALIYAH TAHFIZHIL QUR'AN MEDAN."**

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

*Wassalam*

An. Dekan  
Ketua Jurusan PBI



**Dr. Sholihatul Hamidah Dly, M.Hum**  
19750622 200312 2 002

Tembusan:  
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan





مؤسسة المركز الإسلامي للدراسات والبحوث  
الشمالية

# YAYASAN ISLAMIC CENTRE SUMATERA UTARA MADRASAH ALIYAH TAHFIZHIL QUR'AN-MEDAN

Status Terdaftar NSM: 131212710027 NPSN: 69734232

Sekretariat: Jl. Willem Iskandar/Pancing Telp. 061-6627322-6627332 Medan-20222

## SURAT KETERANGAN

NO : 1708/MA/YIC-SU/VIII/2019

Saya yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah Tahfizhil Qur'an Medan Yayasan Islamic Centre Sumatera Utara dengan ini menerangkan bahwa :

Nama : Jaidah Sitompul  
T.Tgl Lahir : Batang Sepongol, 01 Agustus 1996  
NIM : 34154171  
Sem / Jurusan : VIII / Pendidikan Bahasa Inggris

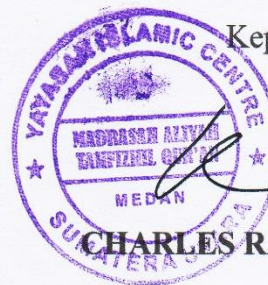
Adalah benar nama tersebut di atas telah melaksanakan riset di Madrasah Aliyah Tahfizhil Qur'an Medan Yayasan Islamic Centre Sumatera Utara pada tanggal 23 Juli s/d 20 Agustus 2019 dengan judul **"IMPROVING STUDENT'S VOCABULARY ACHIEVEMENT BY USING SCRABBLE GAME AT TENTH GRADE STUDENT'S OF MADRASAH ALIYAH TAHFIZHIL QUR'AN MEDAN"**

Demikian Surat keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Medan, 23 Agustus 2019

Madrasah Aliyah Tahfizhil Qur'an Medan

Kepala,



*[Handwritten Signature]*  
CHARLES RANGKUTI, M.Pd.I