



**IMPROVING THE STUDENT'S VOCABULARY MASTERY BY USING  
SCRABBLE GAMES AT SMP NEGERI 2 BATANG KUIS  
IN THE ACADEMIC YEAR 2018/2019**

***A SKRIPSI***

**Submitted to the Faculty of Tarbiya and Teachers Training State Islamic University of  
North Sumatra Medan as a Partial Fulfillment of Requirements for the Degree of  
*Sarjana Pendidikan***

By :

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**USING SCRABBLE GAMES AT SMP NEGERI 2 BATANG KUIS**

**IN THE ACADEMIC YEAR 2018/2019**

Maka Kami berpendapat bahwa skripsi ini sudah dapat diterima untuk dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikianlah kami sampaikan atas perhatian saudara kami ucapkan terimakasih.  
Wassalamu'alaikum Wr.Wb.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, November 2019

Yang Membuat Pernyataan,

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## ABSTRACT



**KHAIRINA 2019. Improving the Vocabulary Mastery by Using Scrabble Games at SMP Negeri 2 Batang Kuis in the Academic Year 2018/2019**  
**Adviser I : Dr. Didik Santoso, M.Pd, Adviser II : Utami Dewi, M.Hum**

This research was aimed to improve the students' vocabulary mastery by using scrabble games. The subjects of this study were 25 students at 10th grade in smp n 2 batangkuis in academic year 2018/2019. This research was conducted by using classroom action research that consist of 2 cycles. The technique of analyzing data for quantitative data was the students' score of test. While for qualitative data, the researcher used the technique by Miles and Huberman. The result of this research showed that the mean of the students score was 56,8 in which there were 5 from 25 students who passed the standart minimum score or KKM. In the post test I, there were 10 or 20% who improved and the score mean was 72,2. Meanwhile, in the post test II, the mean score was 85,2. There were 22 students or 88% passed the standart minimum score. It indicated that scrabble game could improve the students' vocabulary. This result is strength by the observation and the interview result that students were more active in the class and enjoy the learning process.

***Keywords: vocabulary mastery, using scrabble game***

## ACKNOWLEDGEMENT

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**Assalamu ‘alaikum Wr.Wb**

Praise to Allah Swt. The cherisher and sustainer of the world, the beneficant and the merciful. Peace and his glassing, mercy is unto beloved and our dear the holly prophet Muhammad Saw (Peace be Upon Him) and his family.

The aim of finishing this thesis is partial fulfillment of therequirement for S-1 program English Department. Tarbiyah and Teachers Training, The State Islamic Uuniversity of North Sumatera. The writer conducts this thesis under the tittle “**Improving the Vocabulary Mastery by Using Scrabble Games at SMP Negeri 2 Batang Kuis**”.Writing this thesis is not easy. It spends much time and energy to complete it. Without helping and encouragement from the people, this thesis would not be completed. I realized that would never finish this thesis without helping of some people around me therefore, I would like to express my sincere grattitude to:

1. The Dean of Tarbiyah Faculty and Teachers Training and staff in department of English Education.
2. **Dr. Sholihatul Hamidah Daulay, M.Hum** as the Head of English Education Department and **Maryati Salmiah, M.Hum** also as the secretary English Education Department.
3. **Prof.Dr. Didik Santoso, M.Pd**, as my fisrt advisor who has given me suggestion, guidance, motivations, corrections during writing this thesis.
4. **Utami Dewi M.Hum** as my second advisor who has given me corrections, suggestion and helpful to improvement of my thesis.

5. My beloved parents, Mr. **Thamrin S.Ag** and Mrs. **Jaimah Panjaitan S.Ag**, who have given me suggestion, motivation, and everthing that I cannot mention them one by one. I don't know how to thanks.
6. My belovedd Twin, **Khairani** who have given me motivation, support and and entertain me during writing this thesis.
7. My Beloved young Brother **Muhammad Farhan and Muhammad Khairul Amri** always support me to writing this thesis
8. My great Family **Drs Yahya Siregar & Dra Nuraida Panjaitan** who always support me to have graduation on time.
9. My beloved sister and brother ,**Nurhasanah siregar M.Pd , Dr. Nurfadillah Siregar M.Pd, Atika Naisyah Lubis M.Hum, M. Ibrahim Siregar S.Pd, SH, Saddam Siregar S.Pd**who have given me motivation, support and and entertain me during writing this thesis.
10. My classmates in **PBI-4/2015**, Thanks for the time that we spend together during studied at PBI 4. I really love u all.
11. My beloved Friends especially for **Yuli Ardiansyah lubis, Dewi Ratna Sari Hsb, Nikma Darisa Sinaga, Eli sriningsih, Mawarni Nasha**who have made me strong in trouble and confusing and also helped me in the condition.
12. My friends until Jannah from LDK Al IZZAH UINSU especially **Rizky Amelia HafniS.Pd, Nela Putri S.Pd, Pebri Ade SafitriS.Pd, Putri Karina Tarigan, NurAzizah, Wamroh Adina S.Pd** always support me to write thesis.
13. My Friends from Aliyah **Desi Wulandari, Siti Suarni, Dewi Kumala Sari, Sarifah sundari, Anita. And my friend Aliyah Nurul Hikmah Tinjown** always support me to write thesis
14. My friend **SMP NEGERI 2 MERANTI** always support me to make thesis

15. For all people who helped and gave a struggle in making this thesis that cannot mentioned the name by me. Thanks a lot.

The words are not enough to say appreciations for your help and contributions on this thesis. May Allah guide you always and give you happiness in your life.

The writer would be pleasure to accept some critics and corrections to this thesis because the writer realize that it is not perfect. Hopefull this thesis useful for those who read and experiences in the field of education.

Medan, November 2019

**Khairina**  
**34.15.3.3113**

## TABLE OF CONTENT

<b>TABLE OF CONTENT</b> .....	
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of the Problem .....	1
B. The Identification of the problem .....	2
C. Limitation of Problem.....	3
D. The Research Problem .....	3
E. The Objective of the Problem.....	4
F. The Significance of the Peoblem .....	4
<b>CHAPTER IILITERATURE REVIEW</b> .....	<b>5</b>
A. Theoretical Framework .....	5
1. Vocabulay Mastery .....	5
2. Scrabble Game .....	11
a. Definition of scrabble .....	11
b. The principle of Scrabble.....	12
c. The prosedur of Scrabble .....	15
d. The Advantages and Disadvantages of scrabble.....	16
B. Related Study.....	17
C. Conceptual Framework.....	19
D. Actional Hypothesis.....	20
<b>CHAPTER IIIRESEARCH METHOD</b> .....	<b>21</b>
A. Research Setting .....	21
B. Data and Data Source .....	21
C. Research Method .....	21

<b>D.</b>	Technique of Collecting Data .....	24
1.	Test .....	25
2.	Observation .....	25
3.	Interview .....	25
4.	Documentation .....	25
<b>E.</b>	Technique of Analyzing the Data .....	26
<b>F.</b>	Trustworthiness .....	27
 <b>CHAPTER IV RESEARCH FINDING AND DISCUSSION .....</b>		<b>31</b>
A.	Research Finding .....	31
B.	Discussion.....	43
 <b>CHAPTER V CONCLUSIONS AND SUGGESTIONS .....</b>		<b>45</b>
A.	Conclusion .....	45
B.	Suggestion.....	46
 <b>REFERENCES.....</b>		<b>48</b>
 <b>APPENDIXES .....</b>		<b>49</b>

## LIST OF DIAGRAM

Diagram	Title	Pages
1	The Percentage of Students .....	34

## LIST OF FIGURE

Figure	Title	Pages
1	Classroom Action Research .....	20

### LIST OF APPENDIX

Appendix	Title	Pages
1	Lesson Plan .....	42
2	Interview sheet .....	49
3	Interview for English teacher .....	51
4	Interview for students before class room action research .....	52
5	Interview for students after class room action research .....	53
7	Observation sheet Cycle 2 .....	60
8	Test of pre test .....	61
9	Key of Pre test .....	65
10	Student Score pre test .....	66
12	Test of Post test 1 .....	68
17	Key word .....	73
13	Students of post test II .....	74
14	Key word .....	78
15	Student Score of Cycle I .....	79
16	The students' score on Pre-Test, Post-Test I, and Post Test II .....	80
17	The Statistic Analysis of the Students' Score Post Test in pre-test and post test I .....	82
18	The Statistic Analysis of the Students' Score Post Test in First and Second Cycle .....	85
19	Nilai Signifikasi .....	87
20	Documentasi .....	88

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

The objectives of teaching English vocabulary for the second grade students of Junior High School based on curriculum 2013, the students are expected to be able to master vocabulary that is common in academic text, to attain vocabulary to comprehend academic and social reading and listening texts, to become familiar with different spelling patterns for part of speech, to learn strategies to understand vocabulary in the text, to use correct form of the words in the oral and written language production, to develop an understanding of collocations, to understand separate meaning of the word as it is used in a reading and listening text

However, in the reality, the objectives above are not achieved yet. It can be proven from the fact that the students still have low mastery of vocabulary, by using incorrect words. For example a student wrote a sentence as follows “I wake up and pray to god” the word “god” is not correct because the first letter of “God” should use capital letter. Another example the student wrote “siesta”, the student mean afternoon sleep, the word “siesta” is not correct because it has no meaning. The correct word to describe afternoon sleep is “take a nap”.

The low level mastery of the students vocabulary is caused by many factors internal and external. Internally, the factors that can influence the students vocabulary are motivation, self confident, interest in learning English and etc. Externally the factors that can influence the student vocabulary are strategy, technique, as well as media. Media can be improved the students' vocabulary because media is anything that is used by sender to receiver in order to

grab student' thought, feeling, and interesting in learning.<sup>1</sup> The learning media must be suitable with the condition and the learning material. It can be interpreted that using in teaching vocabulary is really important and truly recommended since to help student improving vocabulary mastery.

There are many media that can be used to teach vocabulary such as picture, video as well as games. Games can improve the students vocabulary because games can encourage creative behaviour and divergent thought.<sup>2</sup>

There are many games of English teaching vocabulary such as sweater game, rolling game, including scrabble game. In this case, the researcher use a scrabble game to improve vocabulary because this media has some advantages, one of them is to help the students in learning vocabulary because while playing this game the students are able to spell, understand, and use the words.

Based on the explanation above the researcher would like to conduct a research by title **“IMPROVING THE STUDENTS’ VOCABULARY MASTERY BY USING SCRABBLE GAMES AT SMP NEGERI 2 BATANG KUIS**

## **B. Identification of the Problem**

The low level of the students' in vocabulary mastery is caused by several factors, internal and external factors. Internal factors such as motivation, Interesting, personality. While the external factors are the teacher's technique, strategy, including media.

Media can improve the students vocabulary mastery because it can stimulate students' thought, feeling, action, interest and concerns in such a way that the learning process occurs in students.

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<sup>1</sup>Rina Lestyaningsih. (2017). *The Effectiveness of Using Video For Teaching Prosedur Text Writing*. (Malang: Universitas Negeri Malang,) p.24

<sup>2</sup> Susan boylon, *Teaching Toolkit an Introduction to Games based Learning*. (Bandung: UCD Teaching,) p. 3

Related to the vocabulary, there are some problems that can be identified : Do the motivation of students affect the students vocabulary? Do the students interest of effect the students vocabulary mastery ? Does the teacher know about the students learning strategy in vocabulary ? Is the learning technique chosen by the teacher improve the students' in vocabulary ? How can the technique applied by the teacher able to improve students' vocabulary mastery?

From the explanation above, many problems can be identified about the students' vocabulary mastery. Therefore, it needs to do the limitation of problem.

### **C. Limitation of The Problem**

Based on identification of the problem above, in this reseach the reseacher focuses on improving the students' vocabulary mastery by using scrabble games for the second grade of SMP NEGERI 2 BATANG KUIS.

### **D. The Reseach Problem**

Based on the limitation of the problem above, the research problem of this study is "How can scrabble game improve the students' vocabulary at SMP Negeri 2 Batang Kuis ?"

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

Based on the statement above. The objective of the research is to know how can scrabble game improve the students' vocabulary at SMP Negeri 2 Batang Kuis.

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

The findings of this study are supposed to be useful: For the students, thisgame can enrich their knowledge of learning vocabulary in an easy and fun way. For English teacher, who

wants to adopt this way in teaching vocabulary, as one of the alternative strategies and get the new experience of teaching vocabulary by using game. For other researchers who are interested in this study to do the some research in different focus or sub focus.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Vocabulary Mastery

Mastery is comprehensive knowledge or use of the subject or instrument. Mastery derived from the word master which mean to become skilled or proficient in the use of, to gain complete knowledge thought understanding.<sup>3</sup> So in this case vocabulary collection of the word in a particular language that an individual meaning.

Mastery is a simple process to able increasing particular concept. He say there are three major distinct faces: apprise ship, the creative active and then mastery.<sup>4</sup> In this case vocabulary part of the language system.

Mastery is a construct that cannot be observed directly but can be inferred from observable performance on the set of the items or tasks related to a particular concept, skill, or subject.<sup>5</sup> Based pm the definition, mastery is complete knowledge thought understanding.

Vocabulary is commonly defined as "all the words known and used by a particular person". however, is not as simple as merely being able to recognize or use it. There are several aspects of word knowledge that are used to measure word knowledge.

Vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words.<sup>6</sup> Moreover, averil stated that vocabulary is a central part of language<sup>7</sup>. The

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<sup>3</sup> William Collin, (1979), *Webster's New Twentieth Century Dictionary*, (America: United Stated of America, ) p, 604

<sup>4</sup> Robert Greence,(2012), *Mastery*, *Penguin*,p,352

<sup>5</sup> Thomas R. Guskey n Eric M, (2013), *In Search of a Useful Definition of Mastery*, (London: university of kentucky,) p, 21

<sup>6</sup> Elfrieda H. Hiebert and Michael L. Kamil, (2005), *Teaching and Learning Vocabulary: Bringing Research to Practice*, USA: Lawrence Erlbaum Associates, Inc., p. 3

<sup>7</sup> Averil Coxhead, (2006), *Essentials of Teaching Academic Vocabulary*, USA: Houghton Mifflin Company, p. 1.

more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances.

Vocabulary is a set of words. The use of words itself differentiated according to the field, person, class, or profession. It means that beggar use set of words to ask for some money to rich people. The teacher also use set of word when their students command. The writer has opinion that vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is use in communication.

According to Linse, “Vocabulary is the collection of words consist of nouns, verbs, adjectives, adverbs, and prepositions that an individual knows.”<sup>8</sup> In other definition, Hiebert and Michael L. Rina stated that “Vocabulary is set of words for which an individual can assign meanings when listening or reading.”<sup>9</sup> That is the some of the word to get a meaning having the part of skills.

Vocabulary represent ideas that are communicated by someone. If the vocabulary of someone is limited, an idea that can be expressed also limited. Thus, if one studies the language for communication purposes, he needs to master the vocabulary studied adequately. Vocabulary should not be regarded as long list of words that should be defined and memorized. In contrast, the vocabulary should be an integral role in the use of language is contextual and meaningful. Allah SWT. tells about vocabulary in Al-Baqarah 31:

عَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

“And He taught Adam the names of all things; then he placed them before the Angels, and said “Tell Me the names of these if you are right”<sup>10</sup>

<sup>8</sup> Caroline T. Linse and David Nunan, *Practical Language Teaching: Young Learners* (New York: McGraw-Hill, 2006), p. 123-127

<sup>9</sup> Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (New Jersey: Lawrence Erlbaum Associates, Inc., 2005), p. 3.

<sup>10</sup> Lajnah Pentashih Mushaf Al-Qur'an, *Al-Jumanatul Ali Al-Qur'an dan Terjemahan*, (Bandung: CV Penerbit J-Art, 2004), p. 6.

From the explanation above, the researcher concludes that vocabulary means the total number of words including nouns, verbs, adjectives, adverbs, and prepositions for which an individual can assign meanings, and it can be argued that vocabulary not only contains list of words but also it become a basic for people to communicate.

There are many types of vocabulary and the people need a lot of practice when learning vocabulary including to store the vocabulary in the memory and recall it when speaking or writing. Thus, there are two types of vocabulary, namely receptive (passive) vocabulary and productive (active) vocabulary.<sup>11</sup> Receptive vocabulary (passive) includes words which can be recognized by someone when it is hear or seen but he or she can not produce it appropriately in speaking or writing. Meanwhile productive (active) vocabulary includes words that come up in persons' mind automatically when he or she produce spoken or written sentence. In short, receptive vocabulary includes those words that we recognize when we hear or see them. Productive vocabulary, on the other hand, includes those words that we use when we speak or write.

Based on their functional categories, classify words become parts of speech, which include nouns, verbs, adjectives, and adverbs. In addition to these major classes, there are pronouns, conjunctions, articles, and interjections.

A noun refers to a person, place, or thing.<sup>12</sup> Further, it is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb. Nouns can be divided into subclasses. They are: proper nouns (ex: Indonesia, J. K. Rowling, oreos, etc) differ from the common nouns (ex: country, writer, cookies, etc). Abstract nouns (ex: friendship, happiness, romance, etc) differ from such concrete nouns (ex: house, flower, garden, etc). Countable nouns (ex: children, dresses,

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<sup>11</sup> John Read, (2000), *Assessing Vocabulary*, Cambridge UK: Cambridge University Press, p. 154.

<sup>12</sup>*Ibid.*, p. 219

guitars, etc) differ from uncountable nouns (water, sugar, sand, etc). Collective nouns ( ex: team, flock, committee, fleet, etc), which represent a group of people, animals, or thing. In this case nouns can be divided into subclasses.

Verbs are words that denote or describe an action, experience or state. Vendleras cited in places verbs into four classes: activities (run, walk, listen to), accomplishment (paint a picture, kill, put), achievement (recognize, understand, hear), and states (desire, love, have).

Adjectives are used to highlight qualities and attributes. The types of adjective are proper adjective (ex: Indonesian, Australian, Iraqi), Descriptive Adjective (ex: clever, new, beautiful), Quantitative Adjective (ex: much, some, enough). Numeral Adjective (ex: one, two, third, fourth, single, double, many, few), Demonstrative adjective (ex: this, that, these, those), distributive adjective (each, every, either, neither) the concluding of adjective is there are many fact from adjective to knowing.

Adverb is a word that adds to the meaning of a verb, adjective, another adverb or a whole sentence. Adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clause, or to entire sentences rather than to nouns. Adverbs of place like here, there, everywhere are used as ways of pointing to the location of objects. Adverb of time like now, today, and yesterday are used as an initial to mark time. Adverb of manner, for example slowly, quickly, cheerfully are used to tell the manner or way in which something happens. Adverb of frequency, for instance, almost, always, never are used to tell us how often something is done or happens.

Pronoun word which functioned to replace a person or thing.<sup>13</sup> In short, pronouns refer to nouns. They have already been mentioned in the discourse of point ahead to a noun that we are about to mention. It means that noun is a word that is used in place of a noun or a phrase.

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<sup>13</sup> Tien Rafida, (2014), *Basic English*, Singapore International Press, p. 15.

Conjunction is a word that connects sentences, phrase, or clause. Conjunctions have many different types, but when we hear the term we usually think of *and*, *or*, *but*. These are called coordinating conjunctions. Adverbial conjunctions (*because*, *while*, *unless*) are sometimes called logical connectors because they clarify the relation between the linked clause.

Prepositions are all those words that help locate items and actions in time and space. In this sense they share much with adverbs.

Articles (*a*, *an*, *the*) and demonstratives (*this*, *that*) are important because they help us to point our objects to bring them to the attention of our listeners.

Nouns, verbs, adjectives, and adverbs are considered to be the major word classes. They are also typically content words that have semantic qualities that can be described. In contrast, pronouns, prepositions, conjunctions, and determiners are often called function word because their meaning show how we are to determine relation between words in utterances.

For instance, there will be vocabulary that a learner is capable of recognizing and understanding but finds it difficult to appropriately use the vocabulary in speaking and writing context. Therefore, it is called receptive vocabulary. In another case, there will also be vocabulary which a learner can recall and use correctly in the context of speaking and writing; it is what Ruth Gairns and Stuart Redman mean as productive vocabulary.

Teachers and students should concentrate on the acquisition for production of those lexical items that will be most useful for everyone. Another kind of attention should be given to the acquisition of receptive vocabulary which can often be comprehended through the use of contextual and collocation clues.<sup>14</sup> The basic productive and receptive vocabulary does not include specialized lexical items that are needed for a particular job or profession.

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<sup>14</sup>Betty W. Robinett, *Teaching English to Speakers of Other Language* (New York: University of Minnesota Press, 1987), p. 132

In conclusion vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be use by particular person, class, profession. Vocabulary mastery is one of component to mater English as foreign language in elementary, intermediate and advance, levels. In learning four language skill, vocabulary os one basic component to be mastered. It is reasonable, remembering that four language skill need knowledge of words because they will get nothing without vocabulary. the larger of the student master vocabulary, the better they form their language. By having too limited vocabulary, the student will find difficulties is mastering reading and other skills.

## **B. Scrabble Game**

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

Scrabble is a [word game](#) in which two to four players score points by placing tiles bearing a single letter onto a [board](#) divided into a 15×15 grid of squares. The tiles must form words that, in [crossword](#) fashion, read left to right in rows or downward in columns, and be included in a standard [dictionary](#) or lexicon.<sup>15</sup> In this case scrabble is standard for students to mastery vocabulary.

scrabble is a proprietary board game, which involves the building of words for point scores, for two or more players (or teams).

Scrabble is generally define as a board game in which players try to make words from letters printed on small plastic blocks and connect them to words that have been already placed on the board. This research has aim to find out whether scrabble game can give difference vocabulary achievement.

### **2. The Principle of Scrabble**

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<sup>15</sup><https://en.wikipedia.org/wiki/Scrabble>, Monday, 21 january 2019

There are five basic principles presented by this learning model learning principle of active learners, cooperative learning group, Joy full Learning, design English language vocabulary learning based on scrabble.

Learning principles of active learner in the principle of scrabble game, can be taught, not told learning is not an automatic consequence of delivering information to the students' heads. Learning requires the student's mental involvement and actions. Their own explanations and demonstrations will not lead to real and lasting learning. Only active learning will lead to this understanding. To learn something well, active learning helps to listen to it, see it, ask questions about a particular lesson, and discuss it with others. Most importantly, students need to "do it" solve their own problems, find examples, try skills, and do tasks that depend on the knowledge they already have or what they have to achieve.<sup>16</sup>

The learning process by using a learner-centered scrabble based learning model. Thus this model adheres to the learning principles of active students. Student activities almost throughout the learning process.

Cooperative learning groups, the learning process with this model also applies the principle of cooperative learning, which is a collaborative learning process. Students work together in making assignments with an emphasis on mutual support between members.<sup>17</sup> Scrabble based learning requires students to repeat the material presented in the classroom, so they have the ability to remember vocabulary and put it in written form. a) Participatory learning, the scrabble based learning model also follows the basic principles of participatory learning, because through this model learners learn while learning (doing by)<sup>18</sup>. b) Reactive teaching. to implement a scrabble based learning model educators need to create appropriate

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<sup>16</sup> Mel Silberman, *Active Learning 101 Cara Peserta didik Belajar Aktif ...*, p. 17

<sup>17</sup> Ahmad Fuad Efendi, *Metodologi Pengajaran....*, p. 195.

<sup>18</sup> Ibid., hlm.16-17.

strategies so that students have high learning motivation. Such motivation will be created if educators can convince students of the usefulness of subject matter for real life. Likewise, educators must be able to create situations so that subject matter is always interesting, not boring. Educators must have a high sensitivity to immediately find out whether learning activities have boring students. If this happens the educator must immediately find a way to deal with it.

Joyfull learning is one learning theory confirms that as difficult as any subject matter when studied in a atmosphere these lessons could be easily understood. Conversely, although the subject matter is not too difficult to learn, but if the atmosphere is boring, not interesting, especially students learn under pressure, then the lesson will be difficult to understand. On the basis of these thoughts, so that students easily understand the subject matter, they must learn in an atmosphere that is fun, full of attraction, and full of motivation<sup>19</sup>.

Scrabble based learning model adheres to the basic principle that learning must be in a pleasant atmosphere (joyful learning). Through this model the students are given the freedom to choose a theme that interests them.

Design english language vocabulary learning based on scrabble,there same design of vocabulary: a) Preparation phase. Educators determine the theme to be delivered. Educators set competency standards, basic competencies, objectives, materials, methods / strategies, evaluations. Educators collect vocabulary according to the theme and then parse each letter. This activity is done to prepare the letters that will be installed on the scrabble board and complete the play guide. Design scrabble boards as attractive as possible manually. Make a game guide.b) Implementation phase. educators conduct a pre test. then deliver the material in the form of vocabulary according to the topic of discussion. Educators say verbally over and over again. Educators ask students to replicate repeatedly. Educators give meaning by

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<sup>19</sup>Ibid., hlm. 19-20

pointing to original / artificial objects that have been prepared, pictures, drawing on the board and translation. Educators write with scrabble letters with separate letters / loose letters or with continuous letters that have been prepared. Educators divide students into several groups and determine the tasks of each student. Educators explain how to make words with a scrabble system, using the theme title as the base of the word. Consider the ways of forming words as follows: (1) horizontally or declining, (2) Starting with ending and inserting the letters that are available. Educators remind students not to combine one word with another, if two words have to be spaced. The spelling used must be correct and in accordance with the guidebook or collection of vocabulary provided by the educator. Educators set the time to arrange as many words as they can. The words made by students are words that correspond to the theme of learning at that time. Educators advise students to make division of work assignments so that some students take notes, and some students look for new words. Educators say the word "start!" And instruct students to count the words and give a big round of applause as a tribute to the vocabulary they get. Educators ask each group to read the vocabulary successfully arranged. Educators and other groups correct if something goes wrong. Variation in implementation. If the size of the group does not allow or is quite difficult for this activity, the Educator will divide the students into small sub-groups, each of which gets a scrabble board and letter pieces. display the results and count the words produced by each group.

Activities are simplified by writing lessons down and asking students to write in a flat way according to the vocabulary they have learned<sup>20</sup>

### 3. The Procedure of Scrabble Games.

To play scrabble game needs some steps to play it. The steps of playing the scrabble game as follows.<sup>21</sup> Step 1 Place all of the tiles face down on the table and make sure that each

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<sup>20</sup>Melvin L. Silberman. *Active Learning* .....p. 293-294

person takes their tiles. After they have tiles, each person should turn their tiles over and quickly try to form words with their tiles. Step 2 The person who gets the letter “A” or the nearest of it, so he/she is the first player and uses all of the tiles to create a word and check the word with dictionary whether it is correct or not. Next, each person would pick up a new tile. This new letter must be integrated into the existing puzzle rearranging their puzzles if necessary. Once again, the first person uses all of the tiles would yell “draw”. Step 3 keep working the new letter into the individual puzzles until all of the words are used up. Each hand can last a number of seconds or minutes, and if everyone is stuck, the player needs to decide to draw again.

Hopefully, scrabble would make students excited in teaching learning process of vocabulary, because all skill of a language related with vocabulary. The students need much time to memorize some vocabulary. So by using scrabble game, the teachers may help students easy to memorize the vocabulary. To get the students do not feel bored, the teacher can provide the full colour of letters. By arranging letter to be word, automatically they learn how to write well and the students know how to spell it.

#### 4. The Advantages and Disadvantages of Scrabble

The advantages of the scrabble game are, 1) Students are skilled in listening, reading and writing because the students get a lot of imitation, especially on topics that have been trained in the classroom. 2) Students master the writing well. 3) Learners know a lot of vocabulary. 5) This strategy is suitable for applying to advanced students. 6) This strategy has principles that are more appropriate for use in large and small classes.

The disadvantages of Scrabble game are, 1) The ability of students to speak weakly, because the material and training provided emphasizes written language skills. 2) This

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<sup>21</sup>Andrea Hermit,2009. *The Procedure of Scrabble*, p.11

strategy requires ideal educators in terms of language skills and agility in the presentation to students.

### C. Related Study

A study related about improving student vocabulary mastery, found by Ika<sup>22</sup> showed that there was a development on the students' vocabulary mastery by using fly swatter game. The study was an action research. It can be seen from the mean score of pre-test were 53.3, the mean score of post-test 1 was 70.9, and the mean score of post-test cycle 2 was 83.5. In addition, there were 4 students (8.16%) who passed minimum mastery criterion – *minimum passing grade*) in the pre-test. Meanwhile, in the cycle 1, there were 27 students (55.1%) who passed minimum mastery criterion, and it gained which was in the post-test cycle 2 there were 42 students (85.7%) who minimum passing grade criterion, so the criteria of success was achieved. Then, from the result of questionnaire it showed that there was improvement of positive responses in the teaching-learning process of vocabulary through fly swatter game. The mean of pre-questionnaire was 47.09%. Then, the mean of post-questionnaire was 94.8%. It is improved 47.71%. Furthermore, the results of observation and interview showed that the students were motivated in teaching-learning process during the implementation of fly swatter game.

This result about improving vocabulary but this media by Sutarsyah<sup>23</sup> it's not same this like my result but the gave its some because same using improving and media I'ts so interesting same like scrabble and the student motivated to increasing vocabulary.

The purpose of this study is to find out whether there are differences that occur in student vocabulary after learning to use scrabble. This study uses design of one group pretest posttest.

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<sup>22</sup>Ika Rahmadani, 2017, *Improving Students' Vocabulary Mastery by Using Fly Swater Game in The Grade Of Mts persatuanbakti*. Medan,

<sup>23</sup>Cucu Sutarsyah, Ramlan Ginting, 2010, *Increasing Students' Vocabulary Through Scrabble Game*

The sample used in this study is eleventh grade students in the 2013/2014 school year. The results of the study show that the average pre-test scores of students are 57.24 and the post-test mean is 71,15. Thus a significant increase of 13.91 was found. Researchers use a significant level of 0.05. The calculation results show that the value of two is significant which is 0,000. So the hypothesis in this study is accepted. That proving that the scores of students increased significantly ( $p < 0.05$ ,  $p = 0.000$ ). In other words there is a significant difference in the vocabulary of students after learning through Scrabble. Therefore, scrabble games are recommended to be used by teachers to improve student vocabulary achievement.

The second related is about experimental research but same like my research the media about scrabble but so many test to do the value in scrabble.

The research was conducted based on the problems found in teaching and learning process. By Lidiasari<sup>24</sup> students had problem in 2 aspects of vocabulary. They had the difficulties in determining the meaning of words and spelling the word correctly. The purpose of this research was to improve students' vocabulary mastery by using Scrabble game to the class VII C students of SMP Negeri 1 Jawai in academic year 2016/2017. The method used in this research is classroom action research which consists of planning, acting, observing, and reflecting. This research was done in three cycles. The participants of this research were the seventh grade English teacher and 32 students in class VII C. The researcher used observation and measurement test to collect the data. The researcher elaborated the result of observation checklist, field note and students' mean score in order to get the research findings. The mean score of students' individual test score improved in each cycle. In the first cycle, the mean score was 64.06 categorized into average, it increased to 78.75 categorized

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<sup>24</sup>YuliLidiasari,sofian, iwansupardi,(2016) *Using Scrabble Game in Improving Student Vocabulary Mastery*. p.1

into average to good in the second cycle, and it increased to 92.18 categorized into good to excellent in the third cycle. In conclusion, Scrabble Game improved students' vocabulary.

#### **D. Conceptual Framework**

Scrabble game can improve the vocabulary mastery because this media make the students learn by memorize and interesting to do at class room. Scrabble game is considered as an effective, interesting, and enjoyable ay to teach vocabulary, because it can give students enjoyment or challenge in studying vocabulary. Scrabble game must have hard focus and good memorizing for answer the teacher instruction. From the discussion above, the researcher proposed that scrabble in teaching vocabulary in English language can improve students' vocabulary mastery, so in this case the researcher make the technique to improve because have a advantages 1) Students are skilled in listening, reading and writing because the students get a lot of imitation, especially on topics that have been trained in the classroom. 2) Students master the writing well. 3) Learners know a lot of vocabulary. 4) Students have the courage and spontaneity in writing because from the beginning they have been trained to think about the vocabulary that has been taught. 5) This strategy is suitable for applying to advanced students. 6) This strategy has principles that are more appropriate for use in large and small classes.

#### **E. Actional Hypothesis**

The hypothesis of this research is that the scrabble game can improve the students' vocabulary mastery

## CHAPTER III

### RESEACH METHODOLOGY

#### **A. Research Setting**

The subject of this research are the students' of eight grade of SMP N 2 Batang Kuis Dusun III, Mesjid Kec. Batang Kuis Kab. Deli Sedang. The researcher chose this school because of some reasons. Those are: 1) the school is not too far from the house of researcher 2) the English teacher never using scrabble game in teaching English vocabulary.

#### **B. Data and Data Source**

The data of the research consists of qualitative data and quantitative data. Data that are in from of information are gotten by researcher from : 1) interview transcript ( result of interview with English teacher ), 2) lesson plan and syllabus 3) list of score 4) some observation .These data are the important aspect in conducting in qualitative research. On the other side the quantitative data uses pre-test and post-test. The data source used taken from students SMP N 2 Batang Kuis

#### **C. Research Method**

The researcher design that would use in this study class room action research. In the classroom action research, the teacher gives action to students. According to Arikunto and Suharjo class action research is a form of accurate learning activity against an act, deliberately raised and occur in a class together.<sup>25</sup> while Murni & Ali stated that "class action

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<sup>25</sup> Suharsimi Arikunto, (2006), *Class Room Action Research*, PT Bumi Aksara, p.3

research is defined as efforts or actions taken by the teacher or researchers to solve problems learning through research.<sup>26</sup>

According to Ekawara, classroom action research is action research carried out by the teacher in the classroom. Action research is essentially a series of "research-action-research-action." carried out in a cycle in order to solve problems, until the problem is solved.<sup>27</sup>

To define the class action research clearly and concretely, then there are three elements or concepts that we must understand, namely as follows: (1) Research is the activity of looking at a particular object through scientific methodology by collecting data and analyzing it to solve a problem, (2) Action is an activity that is intentionally carried out with a specific purpose in the form of an activity cycle with the aim of improving or improving the quality of the teaching and learning process, (3) Class is a group of students who at the same time receive knowledge from a teacher. The term "class" in class action research is not a room consisting of only walls, chairs and tables. But in the CAR "class" is a group of students who are studying together under the guidance of a teacher.<sup>28</sup>

From some of the explanations above, class action research can be defined as a form of study or scientific activity and method carried out by the teacher / researcher in the classroom using actions to improve processes and results learning. Scientific is something that is of the nature or are in science and methods namely ways of thinking, objective, rational, systematic based on facts to find, prove, develop and evaluate a knowledge. Research action is a series of steps (cycles) consisting of planning, continuous action, observation and reflection flowing produces a new cycle class action research was stopped.

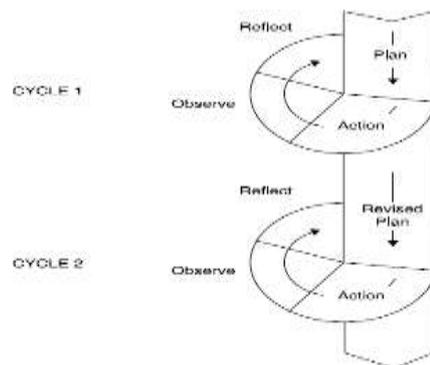
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<sup>26</sup> Muhamad Afandi, (2014), *Pentingnya Penelitian Tindakan Kelas Bagi Guru Dalam Pembelajaran Di Sekolah Dasar*, Vol. 1 Universitas Islam Sultan Agung, p.5

<sup>27</sup> Ekawara, (2009), *Classroom Action research*, Jakarta : GP Press, p.43

<sup>28</sup> Istarani, (2014), *Penelitian Tindakan Kelas*, Media Persada, p. 44

The researcher used a classroom action research designed by kemmis and Mc Taggart model that consist of four steps namely, planning, action, observation, and reflecting. Improvement the problem in this research is brought about by the series of cycle. The figure is bellow :



**Figure 3.1 : Action Research Spiral, Model from Kemmis and Mc Taggart**

The procedure of classroom action research consist of four main components of the namely : (1) Planning, (2) Acting, (3) Observing, (4) Reflecting. Classroom action research (CAR) is conducted in some cycles. The cycle has some steps: planning, the action, observation, and reflection.

Planning in this phase, I would conduct several meetings, teacher as friend to collaborate and cooperate discuss in action planning technique with make learning program activity. As for that do as follows: a). Make the implementation plan of learning in accordance with the material will be taught, b). Preparing instructional media in accordance that relate with this method, c). Making the question that will be given to each students based on the basic competence of the learning material.

Acting is the implementation of planning. I did everything that had been planned. Acting means a process of activity that do implementation of planning, in action. I taught how to improve the students' vocabulary mastery through scrabble game as the process of teaching and learning. At the end of action, speak orally and write vocabulary measure how the students to be able to

Mastery by using scrabble game.

Observing in this stage conduct an observation of how the learning process conduct by teacher. Implementation activities carry out during the learning process takes place, and after the learning takes place, when the implementation learning takes place that observed is the behavior of teachers and student behavior in learning process.

Reflecting in this stage of reflection, the reseacher performed data analysis about the learning process. The data obtained would be assessed, what happen and the cause of the occurrence. And then I would look for solution to resolve problem encountered so that action can run effectively and efficiently in the next cycle.

#### **D. Technique of Collecting Data**

Technique of collecting data in this research using qualitative data (experience-based) and quantitative data (number-based). The qualitative data consist of observation within the physical activity in the classroom and interview to be presented for the teacher. On the other side, the quantitative data used pre-test and post-test. The completely explanation as follows:

##### 1. Test

The test used in this research is pre-test and post-test. The pre-test was done beforeimplementing scrabble game in vocabularyIt is to measure students' vocabulary comprehension at first. Meanwhile, the post-test is implemented after using scrabble game in vocabulary. In this research, the test was done in form of memorizing the vocabulary .

##### 2. Observation

In this case, the researcher uses the unstructured or opened observation to know the occurrences within learning process. It may be about the teacher's performance during

Classroom Action Research (CAR), class situation in the classroom activity, and students' response concerning the use of vocabulary by scrabble game.

### 3. Interview

The researcher asks the teacher to know the students' difficulties in English vocabulary, students' condition involving in English class activity, and the scrabble game used by the teacher in teaching English vocabulary.

### 4. Study Documentation

Study documentation use to show the teaching and learning process by using the photograph. The research take the picture when they were studying. It can show them that are serious or not when learning and teaching process and document in this research.

## E. Technique of Analysing the Data

### 1. The Quantitative Data

The data of this research will be analyse by using t-test for quantitative. T-test use to compare the two mean from primaliry study from cycle one and cycle two. The formula of the t-test as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

$\bar{D}$  = Mean of difference of pre-test and post-test

D = Difference

N = Subject of Students

## 2. The Qualitative Data

While the qualitative data will be analyzed by Miles and Huberman. Qualitative data analysis consists of three components that constitute concurrent flows and activity: data Condensation, data display, and conclusion drawing and verification.<sup>29</sup>

## 3. Data Condensation

Data Condensation is the process of selecting, focusing simplifying, abstracting and transforming the data that appear in written –up fields notes or transcriptions. It means that reduced the data before, during, after the data as well as analyzing the data. The data would reduce in this study, the data would find in the interview transcript.

## 4. Data Display

The next step is analyzing the data is data display. It is an organized, compressed assembly of information the permits conclusion drawing and action. By displaying the data, to make understand and to analyzed what happen with the data presented. In this study, I would used the multiple choices in displaying the data, because it is most common data display would be used in qualitative research.

## 5. Conclusion Drawing and Verification

The last step of analysis that would draw conclusion and verification. From the start of the data collection, the qualitative data analysis is beginning to decide what things mean is

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<sup>29</sup>Andrea Daniel, (2010), *Perception Gaps between Headquarters and Subsidiary Managers: Differing Perspectives on Subsidiary Roles and Their Implications*, Wiesbaden: Gabler, p.138

nothing regulation, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion is in the form description of the object of this study. Finally, in this step I was got the result and conclusion of the research.

## 6. Trustworthiness

It's important to establish that the findings of study are validity, there are various ways to establish a sense of trustworthiness and validity according to Lincoln and Guba, the trustworthiness of the following of component credibility, transferability, dependability, confirmability.<sup>30</sup>

*Credibility* in qualitative research the research of qualitative study of believable and trustworthy from the perspective of a participant or subject in the research self. The following provisions may be made by researchers to promote confidence that they have accurately recorded the phenomena under scrutiny: 1) The adoption of research methods well established both in qualitative investigation in general and in information science in particular. Yin recognises the importance of incorporating "correct operational measures for the concepts being studied"<sup>31</sup>. Thus, the specific procedures employed, such as the line of questioning pursued in the data gathering sessions and the methods of data analysis, should be derived, where possible, from those that have been successfully utilised in previous comparable projects. In terms of investigation of information-seeking behaviour, the work of Dervin has proved particularly influential in this regard. 2) Triangulation may involve the use of different methods, especially observation, focus groups and individual interviews, which form themes or data collection strategies for much qualitative research. 3) Random sampling

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<sup>30</sup> Y.S. & Guba, E.G, (1985), *Naturalistic inquiry*, Newbury Park: CA Sage, p.289

<sup>31</sup> R.K. Yin, *Case study research: design and methods*, 2nd ed., Thousand Oaks: Sage, 1994, Applied Social Research Methods Series, Vol. 5.

of individuals to serve as informants.<sup>32</sup> Although much qualitative research involves the use of purposive sampling, a random approach may negate charges of researcher bias in the selection of participants. As Process notes, random sampling also helps to ensure that any “unknown influences are distributed evenly within the sample.

*Transferability* Merriam writes that external validity “is concerned with the extent to which the findings of one study can be applied to other situations”<sup>33</sup>. In positivist work, the concern often lies in demonstrating that the results of the work at hand can be applied to a wider population. Since the findings of a qualitative project are specific to a small number of particular environments and individuals, it is impossible to demonstrate that the findings and conclusions are applicable to other situations and populations.

*Dependability* the positivist employs techniques to show that, if the work were repeated, in the same context, with the same methods and with the same participants, similar results would be obtained.

*Confirmability* The concept of confirmability is the qualitative investigator’s comparable concern to objectivity. Here steps must be taken to help ensure as far as possible that the work’s findings are the result of the experiences and ideas of the informants, rather than the characteristic and preferences of the researcher. The role of triangulation in promoting such confirmability must again be emphasised, in this context to reduce the effect of investigator.

The researcher only limited of the technique of establishing the trustworthiness on credibility though source and methodological triangulation.

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<sup>32</sup>R. Preece, *Starting research: an introduction to academic research and dissertation writing*, London: Pinter, 1994

<sup>33</sup>S.B. Merriam, *Qualitative research and case study applications in education*, San Francisco: Jossey-Bass, 1998

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Finding

In this study, the researcher would like to describe the result of preliminary study, cycle I and cycle II, as follows:

##### 1. Preliminary Study

In the preliminary study, the researcher administered the vocabulary in order to see the students' ability before using scrabble games was applied. The result showed that the ability of students in vocabulary was still low, they were still confused what is vocabulary and most of them could not know vocabulary. The Minimum Passing Grade in that school was 75. The number of students who followed the test was 25 students.

The result of pre-test, the total score of the students was 1.420 and the mean of students' score was 56.8. The quantitative data above indicated that the students' vocabulary was low. It could be seen from the mean score of the students was 56.8 and the percentage of the students' score of the test was 20% or only 5 students who succeeded or got score up to 75. On the other hand, 20 students unsuccessful or didn't get score up to 75. This data can be seen in the appendix .

To support the quantitative data, it can be seen from the qualitative data that was taken by using observation and interview. The observation was done before the researcher applied the method in learning process. The result of observation could be seen from the following data: when the researcher observed some students, I saw that the students got difficult in vocabulary and the students could not write and memorize yet that given by researcher. This data showed that the students' ability in vocabulary was not good yet. Because the students could not write many vocabulary and memorize. And the interview was done before the first

cycle. The interview also informed that the students' ability in vocabulary was still low. I interviewed the students. It can be proven from the following data:

*“Kurang suka, karena saya kurang tau bagaimana caranya menulis dalam bahasa Inggris dan apa yang di tulis beda yang di ucapkan.”*

From the data above, it showed that he could difficult to write and talk yet. Therefore, he was not motivated in learning English especially in write in memorize vocabulary

*“Tidak semangat, karena dalam bahasa Inggris sulit di ucapkan dan di tulis.”*

From the second students' information above, she said that she got difficult in vocabulary English, it made her not motivated in learning English, especially vocabulary

*“Tidak, karena belum terbiasa membaca dan menulisnya jadi tidak semangat dan menyukai bahasa Inggris.”*

From the answer of the third student, it was almost the same with the previous students, writing was not their habitual activity yet. So, it made them not motivated in vocabulary.

*“Kadang, karena saya tidak suka dengan pelajaran bahasa Inggris, makanya saya tak hafal dan tak punya banyak kosa kata, saya juga baru tahu kalau ada pelajaran vocabulary”*

The last student said that he was sometimes motivated in learning vocabulary, because he did not learn English. It happened because he could not catch the explanation from the teacher or he did not like the matter and understand the teacher's explanation, it made the students did not like the lesson of writing especially vocabulary.

From the result of the interview above, the students' ability for vocabulary was not good yet. Because when the researcher interviewed some students, they did not motivated in learning of vocabulary and the students had not a habitual in study in English. Therefore, it made them got difficult to memorize vocabulary and understand vocabulary. To support the data above, the researcher has done interview the English Teacher. It could be seen from the following data:

*“Sebenarnya banyak siswa yang ketika pelajaran bahasa Inggris tak serius dan banyak takut. Dan di kelas juga jarang ada diajarkan tentang vocabulary yang khusus, jadi siswa banyak tak tahu apa itu vocabulary, apa lagi menggunakan media yang khusus seperti itu”*

From the result of interview with the English teacher, it showed that the student not yet understood the process English in vocabulary to improve studying but they still got confused, and have lack of the vocabularies. All the factors caused the students' vocabulary mastery.

From the data qualitative above, it can be proven that the reason why the students did not motivate in learning of vocabulary they could not understand write and difficult to memorize and put the alphabet the true, the lack of vocabularies.

Based on the result of analysis above, it can be concluded that the students' vocabulary mastery was low. Therefore, the researcher would like to improve the students' vocabulary mastery by using scrabble game. So, the researcher continued to the first cycle.

## **2. Cycle I**

The researcher have done some steps in the first cycle. They were planning, action, observating, and reflecting. The activities have been done in some steps, they are:

### **Planninng**

In this step, the researcher had prepared all of the materials about the fairy tale that was used in the learning process, such as: (1) preparing observation guide, (2) interview guide, (3) conducting the test, (4) preparing the material that was used scrabble game and (5) preparing the camera to take the photograph.

There were some points that had been done by the researcher, all the points are put in the lesson plan, they were: competency standard, basic competences, indicator, the objectives of learning, prepare the text in subject matter, learning method, steps of learning activities, learning sources, assessment.

## **Action**

In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities that had done by the researcher, they were: (1). The researcher did appreciation by greeting the students , instructing to praying before start the learning process , checking the students' attendance list, and checking the cleanness of the classroom. (2) The researcher explained the objectives of learning.

All plan that had arranged were conducted in teaching learning process in vocabulary mastery by using scrabble game (1) The teacher give the students ten word (2)the teacher give instruction to divide some group. (3) The teacher give instruction how to use the scrabble (4) show the leader (5) The teacher around the class. Before teacher gave them a test in cycle I, teacher and students' concluded the material together. And the last activity of the action was closing part. In closing there were some activities that had done by the researcher, they were: (1) The researcher gave the conclusion about the lesson, (2) The researcher closed the meeting by saying the greetings.

## **Observation**

From observation sheet for the teacher In this research, the researcher observed that teacher have explained all of the steps in observation sheets such as: firstly, The teacher also commanded students to make four table of reciprocal teaching which was consisted of prediction, questioning, clarifying and summarizing. The researcher saw that students got enthusiast in this session. Then in the last meeting, teacher distributed the questions sheet and commanded students to answer it.

The next observation sheet for the student In this research, the researcher found out after reciprocal teaching technique was implemented, the students become more active and enthusiast in following teaching and learning activity. It could be seen by students' respond

in during teaching and learning activity. Almost of students also gave their paid attention to teacher's explanation about vocabulary enthusiastically. Besides that the students also followed all of the teacher's command such as make four tables as one of steps of the implementation teaching technique.

In the end of meeting, the students also did the teacher's instruction to make multiple choise. Then the researcher observed that students did the test that given by the researcher happily and enjoy.

### **Reflection**

The researcher has done reflection at the end of teaching and learning process in cycle I. The researcher asked students about the way researcher taught in the class. The researcher asked the students about how they are felling in writing the text by using scrabble game, the problems in vocabulary, all of it that would be asked by the researcher in the end of meeting.

Through the reflection, the researcher knew the result of the students after did the test. The researcher was remake the new materials in the second cycle to make the students focus on study writing, and the researcher would change the steps in activities while learning to make students not only focus on researcher's anthusiastic but focus on the material and explanation. It could be seen in the students' observation sheet (appendix 5) and the score of the test in the post test in first cycle (appendix 15)

In this research also used the hypothesis in this research from compilation of pre-test and post-test I. It could be seen that the coefficient of t-observed and t-table to  $df=N-1=25-1=24$ , with fact  $\alpha=0.05$  was 0,515 in the coefficient of t-observed (6,03) > t-table (0,515). Thus, alternative hypothesis ( $H_a$ ) cannot be received. Based on finding, alternative hypothesis ( $H_a$ ) stated that beyond center and circle time method could not improve the students' writing skills of narrative text yet. This data could be seen in the appendix.

From the students' information and score above, the researcher stated that to continue in cycle II in hoping to be better than before. The second cycle was held to achieve the improvement score of the students in vocabulary.

### **3. Cycle II**

The researcher chosen to continue the research in the second cycle. The aim of second cycle was to improve the students' score in vocabulary in the post test of the first cycle. Then, the researcher added some activities in the second cycle that have done while teaching vocabulary in four steps: planning, action, observing, and reflecting.

#### **Planning**

In this step, the researcher prepared lesson plan and emphasized the teaching learning process in teaching at vocabulary. In this cycle, the researcher explained more deeply about the material in supposed the students' could improve and knew well about explanation at memorize vocabulary from the researcher. Besides that, the researcher as the teacher used the method to make the students more interested and developed their creativity and also more focused on the material. The researcher also created the active situation in the class during teaching learning process.

#### **Action**

In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities had done by the researcher, they were: (1). The researcher did appreciation by greeting the students, instructing the praying before start in the learning process, checking the students' attendance list, and checking the cleanness of the classroom. (2) the researcher explained the objectives of learning.

In the main activity, there were some activities had done by me, they were: (1)The researcher explained about vocabulary(2) Give some example to make the students' more

understood, (3) Guide them to know the trick how to know vocabulary mastery, (4) The researcher applied the scrabble game as a media to increase their mastery to vocabulary, (5) The researcher asked the students' to make group and do the game in each their group.

The last activity of action was closing. In closing there were some activities that had done by me, they were: (1) The researcher gave appreciation to the efforts and result of students, (2) The researcher closed the meeting by saying the greetings.

### **Observation**

From the observation sheet for the students in the research. The researcher saw that students' motivation and participation in teaching and learning process was increased. It could be proven by students who began to write and using vocabulary good, when they did not understand yet about the material. It was meant that students began interest in learning in vocabulary.

Besides that the students also looked enthusiastic in doing post test in cycle II. It could be proven by the class' condition being more composed in doing post test in cycle II than pre test in cycle I. It is indicated that almost students have understood about the vocabulary and can memorize. So they were not made noise or disturbed their friends.

The next for the teacher in this research, the researcher observed that teacher give vocabulary from student. In this case, teacher would more focus on writing and memorize after that put on the scrabble. This activity done based on students' answer in interview session. They said that they still got confused in finding the students got the many vocabulary and can do the scrabble as a games for them.

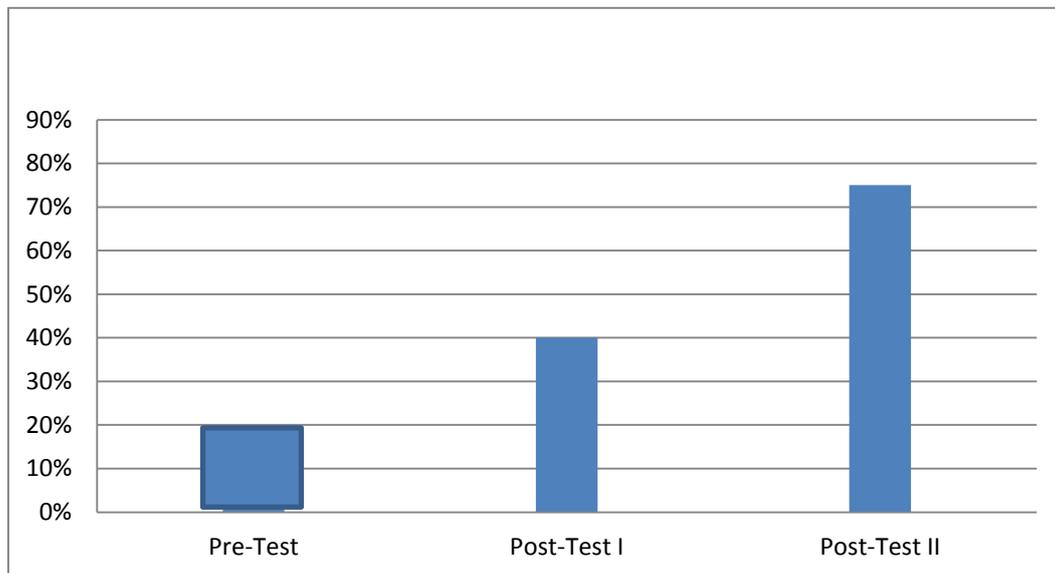
### **Reflection**

The purpose of observation was to find out the information about the students' motivation, enthusiastic, participation and all activities during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

In this phase, the result of observation were collected by the qualitative, the researcher gave them the post test in the second cycle. The result of the post test showed that the total score of the students was 1.953 and the students' mean was 78,12. The percentage of the students' score was 72% consist of 18 students succeeded and achieved score 75% or up. So, the post test in second cycle was categorized successful. The data can be seen in the appendix 17.

Based on the data above, the result showed the improvement of the students' score from the pre-test to the post-test I and post-test II. In the pre-test, the students who got the score of 75 was 5 from 25 students (20%). In the post-test I who got the score of 75 or up was 11 students (76%) and the post-test II who got the score of 75 was 18 students (76%). It means that that was improvement about 28%. In the third test there was 88% (22 students) who got the score 75 or more. There was improvement about 45% from the second test, and about 54% from the first test to third test. Most of students' score improved from the first to the third test.

**Diagram 1.1**  
**The Percentage of Students**



In this research also used to test the hypothesis in this research from this research from the compilation, it could be seen that the coefficient of t-observed and t-table to  $df = N - 1 = 25 - 1 = 24$ , with fact  $\alpha = 0.05$  was 0,515 in the coefficient of t-observed (7,32) > t-table (0,515). Thus, alternative hypothesis ( $H_a$ ) can be received. Based on finding, alternative hypothesis ( $H_a$ ) stated that scrabble games could improve the students' mastery vocabulary . This data could be seen in the appendix .

The data above was also supported by the data taken by the interview. Interview have done when the researcher applying the method to the students who got the low and high score during learning process. The result of interview with the students could be seen in appendix 14 "Iya miss, saya sangat suka jadi belajar bahasa Inggris, apalagi dengan menggunakan permainan ini. permainan ini membuat saya senang dan lebih mudah mengingat kosakata"(Int-Post-S1). This says that the students felt easy to understand the text. Consequently, He stated that the teacher explained it and studied by group made him easy to understand. From the result of the interview the student 1 above, he got easy to understand

the text. It was supported from the student 2 “Ya, karena kami diberikan kesempatan untuk bekerja dalam kelompok yang berpusat pada aktivitas siswanya .”(Int-Post-S2). This says that the students statement above, she stated that she can understanding about improve vocabulary, because the students were give a chance to study together in a group and focus on students activity. Consequently, the students easy to understand the text.

From the result of the interview the student 2 above, she stated that she could write text. It is supported from the student 3“Ya, karena belajar dengan group sangat menyenangkan dan revisi membuat kami tahu tentang kesalahan tulisan kami” (Int-Post-S3). From the statement of the student above, she stated that she could understand and write the text, because the students studied in group and having revision each others made them know about their mistakes in writing.

From the result of interview with students above, the students’ vocabulary mastery to increased and they could achieve the target. Because the students could understand the text, they could memorize and the researcher explained it detail. So, the students understand about that. Beside that, the researcher interviewed the English teacher. It was taken from the result of interview with English teacher, teacher said “Iya ada, keaktifan siswa sangat meningkat pada siklus II ini dan ada peningkatan yang signifikan, terlihat cara siswa mengerjakan soal dengan kemampuan mereka masing-masing. Motivasi, partisipasi dan antusias mereka juga meningkat dalam belajar writing dengan menggunakan metode ini, karena metode ini juga mempermudah siswa untuk belajar.”

The researcher motivated the students, it made the students’ score improved. Most of students’ score improved from the first test to the third test. It made the researcher felt to stop until this cycle (cycle II) because the students’ score in the second cycle had improved than in the first cycle.improved using scrabble game.

## **B. Discussion**

The research was conducted to find out the improving of students' vocabulary mastery. This method was one of many steps can be used by the researcher in teaching English especially to help the students to improve the vocabulary mastery.

Scrabble is a proprietary board game, which involves the building of words for point scores, for two or more players (or teams). In this case, the students have more time to learn. Besides, they can learn something, they can make association with others.

By using scrabble game may certainly be an effective way for students in teaching-learning English. Through experience and students center the teachers did not necessary to teach longer because the students have had a background of knowledge and did many activities in process of learning.

Based on the data qualitative, it was taken from the result of observation and interview. It was found that the class ran effectively and the students more active while learning. The students focused and paid attention to the researcher when the researcher explained about the lesson and the students were enthusiastic and interested in learning English. Then, there was the improvement of the researcher in teaching English especially vocabulary. It could be proven from the result of observation that the researcher could active the students in learning. It made the students' score improved and achieved the target minimum passing grade. It indicated that the implementation of scrabble game can help the students in vocabulary.

From the explanation above, the research could be concluded that the implementation of scrabble game can improve the students' vocabulary. It could be seen from the quantitative data which the students' score got better in every test: pre-test, post test I, and post test II. And also it could be showed by the qualitative data which prove the researcher could control the class and the students were active and interested in learning English and easy to write and memorize the vocabulary.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the data, it could be concluded that:

The result of preliminary study showed that skills of students in vocabulary mastery was low, they got confusion in vocabulary. The number of students who followed the test was 25 students. The result of pre-test, the total score of the students was 1.420 and the mean of students' score was 65,8 and the percentage was 20% or only 5 students who succeeded or got score up 75. On the other hand, 25 students unsuccessed or did not get score up to 75. It means that the students' vocabulary were low. Therefore the researcher would like to improve the students' vocabulary through scrabble game.

In the cycle I, the result of observation were collected to get the qualitative data, based on the data observation, there was improvement in teaching learning process but still low. It can be seen from the hypothesis of the research from compilation of pre-test and post-test I was  $df=N-1=25-1=24$ , with fact  $\alpha=0.05$  was 0,515 in the coefficient of t-count (73,2) > t-table (0,515). Thus, alternative hypothesis ( $H_a$ ) cannot be received. Based on finding, alternative hypothesis ( $H_a$ ) stated that scrabble game already increased the students' scrabble game text but not significant yet.

In the cycle II, the students were motivated, participated and enthusiastic in learning vocabulary. It could be seen from the result of interview and observation. while the hypothesis post-1 and post-2 was  $df= N-1= 25-1=24$ , with fact  $\alpha=0.05$  was 0,515 in the coefficient of t-count (73.2) > t-table (13,2). Thus, alternative hypothesis ( $H_a$ ) can be received. Based on finding, alternative hypothesis ( $H_a$ ) stated that scrabble game could improve the students' mastery vocabulary of significant. So, the post test II was categorized successful.

Finally, the researcher has done and two cycles because the research had solved the problems which found problem during teaching learning process.

## **B. Suggestions**

Based on the result of this research, the following suggestions that researcher addressed for :

1. The students

Students should always be active in teaching learning process. When the teacher explains the material, students should pay attention to the explanation. The students should study hard and feel motivated to develop their writing skill. They should practice writing either inside or outside of the class without hesitating and being afraid of making mistakes.

2. The English teacher.

The beyond centers and circle time method could increase students' scrabble game of vocabulary. It is recommended that English teacher implement such strategy in the For The Future Researcher.

3. The headmaster

The headmaster can suggest the English teacher to apply the scrabble game in teaching vocabulary because the result of this research showed that the scrabble game can improve the students' mastery vocabulary

4. Other researchers

They have been known from the result of the study that using scrabble game could improve the students' vocabulary mastery. The researcher would like to suggest upcoming researcher, the result of the study can be used as additional reference for further research with the different sample and occasion.

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## Appendix I

### LESSON PLAN

School	: SMP NEGERI 2 BATANG KUIS
Subject	: English
Class/sem	: VIII/ II
Aspect/ Skill	: Vocabulary
Time Allocation	: 2 X 40 Minutes
Topic	: Practice game in vocabulary

#### A. Core Competence

K 1: Respect and appreciate the teachings of the religion he adheres to and

K 2: Respect and appreciate honest, disciplined, courteous, confident, caring, and responsible behavior in interacting effectively in accordance with the development of children in the environment, family, school, community and surrounding environment, nation, country and regional region

K 3: Understand and apply factual, conceptual, procedural, and metacognitive knowledge at a simple technical and specific level based on the curiosity about science, technology, art, culture with humanity, nationality and state-of-the-art insights related to the phenomena and occurrences of the eye.

K 4: Demonstrate the skills of reasoning, processing, and presenting creatively, productively, critically, independently, collaboratively, and communicatively, in the realm of concrete and abstract realm in accordance with what is learned at school and other similar sources in a theoretical perspective

#### B. Basic Competence and Indicators of Achievement

Basic Competence	Indicators
1.1 Imitating speech in very simple	1. Students say the vocabulary that is

expressions in detail	<p>given by the teacher.</p> <p>2. Students are able to respond to meaning and say vocabulary</p>
1.2. Respond by acting in accordance with the instructions actively in the context of the class and outside the classroom and in the game.	<p>1. active to write the students in classes with intrusion given by the teacher</p> <p>2. Students are able to be creative and logical in class.</p>

### **C. Learning Objectives**

2. At the end of learning students can:

- The students are able to express, ideas, and statements systematically, logically and creatively, according to the context and situation
- Students can compile words from scrabble games with vocabulary that has been given.
- Students can have new media in learning vocabulary by using scrabble.
- Students can have new vocabulary and are easy to remember.
- Active and creative students in learning vocabulary with scrabble games.

## **C. Main Material**

## VOCABULARY

1. Hotel : Penginapan
2. Hospital : RumahSakit
3. School : sekolah
4. Library perpustakaan
5. Bag : Tas
6. Uniform : pakaian seragam
7. Classroom :ruang Kelas
8. Canteen : kantin
9. Bike : sepeda
10. Plane : pesawat
11. Doctors : dokter
12. Glue : pelek kertas
13. Party : pesta
14. Wall : dinding
15. Belt : ikapinggang
16. Chalk : kapur
17. Marker : spidol
18. Floor : lantai
19. Noticeboard : papan tulis kecil
20. Magazine : majalah
21. News paper : Koran
22. Pillow : bantal
23. Help : bantu
24. Easy : mudah
25. Busy : sibuk
26. Shoes : sepatu
27. Give : member
28. Jumped : lompat
29. Lost : hilang
30. Sad : sedih
31. Chili : Cabai
32. Confuse : bingung
33. Finger : jari
34. Salt : garam
35. Grind : giling
36. Bring : membawa
37. Dirty : kotor
38. Large : besar
39. Fast : cepat





## E. Metode

### Scrabble Game



## F. Teaching Learning Process

### 1. Opening(10 minute)

- a. Say greetings kindly to students when entering the classroom
- b. Check the presence of students
- c. The teacher motivates learning to students

### 1. Main activity(60 minute)

#### Observe

- a. The teacher gave the pre test
- b. He teacher explained then material about vocabulary
- c. Teachers Provide a stimulus in the form of giving material about the use of scrabble to students
- d. Teachers preach students to scrabble games

- e. Teachers familiarize active and creative students in playing scrabble
  - f. Teachers accustom them to memorizing vocabulary according to the vocabulary they have classified before Ask
  - g. Teachers provide opportunities for students to ask what information they want to know about scrabble games Associate
  - h. The teacher starts dividing 4 people in 1 group to students
  - i. Provide time for discussion groups that the teacher determines
  - j. The teacher prepares scrabble boards on the table
  - k. The teacher starts the game with one group that advances first with 10 minutes
  - l. The teacher looks at the scrabble game reactions of students with the vocabulary they already have
  - m. The teacher secures students who have not played by memorizing the vocabulary that has been recorded on the board.
  - n. After finishing the game and finishing the tile one will calculate the score that is already on the board.
  - o. After the game is finished the teacher continues for the next group.
- Confirmation
- p. Teachers provide feedback to students by giving reinforcement in oral form to students who have been able to complete their assignments.
  - q. Facilitating students to reflect to gain the learning experience that has been done.
  - r. Giving motivation to students who are lacking and cannot yet participate in material about vocabulary
- Final Activity (10 ')
- a. The teacher gives conclusions
  - b. The teacher closes the learning with prayer

### G. Source

- Dictionary
- Scrabble
- Picture
- etc

### H. Assessment

- Technique : Writing test
- The form of instrument : Multiple choice
- Contoh Instrument : Test
- **Manual Assessment**

Cara penilainan ini menggunakan rumus = 
$$S = \frac{R}{N} \times 100$$

Dimana :

**S = NILAI TES**

**R = JUMLAH BENAR**

**N = JUMLAH SOAL**

## APPENDIX II

### INTERVIEW SHEET

#### Interview for the English teacher in the Preliminary Study

#### (Before Classroom Action Researcher)

#### Interview Kepada Guru Bahasa Inggris (SMP NEGERI 2 BATANG KUIS)

**Interviewer** : **KHAIRINA**

**Interviewee** : **Mam. Rasmi Marbun**

**Profession** : **English Teacher**

R : Researcher

T : Teacher

R : Apa sajakah kegiatan belajar mengajar bahasa Inggris didalam kelas?

T : Proses pembelajaran bahasa Inggris dikelas adalah memberikan materi dan test.

R : Skill dan sub-skill apa yang anda gunakan dalam pengajaran *vocabulary*?

T : Dalam pengajaran sub- skill *vocabulary*

R : Tehnik mengajar apa saja yang anda gunakan dalam pengajaran *vocabulary*?

T : Metode penghapalan

R : Aktivitas apa saja yang dilaksanakan dalam proses pengajaran *Vocabulary*?

T : Menulis *vocabulary* dan mengingat *vocabulary* bahasa inggris

R : Media apa yang anda gunakan dalam pengajaran *vocabulary*?

T : Menggunakan Kamus

R : Sarana/fasilitas apa saja yang tersedia disekolah ini yang bisa mendukung pembelajaran bahasa inggris?

T : Tidak ada sarana yang tersedia.

R : Apa kendala dalam pengajaran *vocabulary*?

T : Anak-anak sulit menghafal kosa kata baru

R : Bagaimana partisipasi siswa ketika pengajaran *vocabulary* berlangsung?

T : kadang baik, kadang tidak. Tak mau membawa kamus.

R : Tugas apa yang biasa Ibu berikan dikelas?

T : Membaca teks

R : Berapa KKM untuk mata pelajaran bahasa inggris untuk kelas VIII di SMP N 2 BATANG KUIS ?

T : KKM kita 75

R : Apakah Ibu pernah mendengar tehnik pengajaran *Team up the Words*?

T : pernah

R : Apakah media pengajaran *SCRABBLE* efektif diterapkan pada pengajaran sub skill *vocabulary*?

T : saya belum pernah menggunakannya.

### APPENDIX III

#### Interview for the English Teacher After Classroom Action Research

##### Interview Kepada Guru Bahasa Inggris SMP N 2 BATANG KUIS

**Interviewer** : **KHAIRINA**

**Interviewee** : **Mam. Rasmi Marbun**

**Profession** : **English Teacher**

R : Researcher

T : Teacher

R : Bagaimana kemampuan siswa kelas VIII-1 dalam pembelajaran vocabulary setelah menggunakan media scrabble?

T : Kondisi sangat senang dan sangat santai

R : Bagaimana penguasaan vocabulary siswa setelah menerapkan media scrabble?

T : Lebih mudah menghafal dan mengetahui kosa kata yang baru

R : Bagaimana partisipasi siswa ketika pembelajaran vocabulary menggunakan scrabble berlangsung?

T : Partisipasi anak-anak sangat baik, mereka aktif dan mau mengerti pelajaran yang diberikan

R : Masalah apa sajakah yang terlihat ketika belajar vocabulary menggunakan scrabble?

R : Setelah melihat pembelajaran vocabulary dengan menggunakan scrabble, apakah strategi ini efektif diterapkan pada pembelajaran vocabulary?

T : Ya

R : Menurut Ibu, apakah startegi pembelajaran scrabble dapat memperkaya vocabulary siswa dalam bahasa inggris?

T : Ya dan dapat mempertahankan vocabulary yang telah dipelajari sebelumnya

## APPENDIX IV

### Interview the Students Before Classroom Action Research

R : Researcher

S : Student

R : Apa yang kamu pikirkan tentang bahasa Inggris?

JR : Menurut saya, sangat susah belajar bahasa Inggris. Bahasanya sulit dimengerti

YN : Bahasa Inggris sangat menarik jika kita tahu, dan saya sangat suka pelajaran ini

DH : Bahasa Inggris sangat penting karena ini bahasa Internasional

R : Apa yang kamu pikirkan tentang kemampuan *vocabulary* kamu?

JR : Menurut saya, *vocabulary* sangat banyak, tapi saya susah menyebutkannya

YN : Saya bisa sedikit sedikit Miss

R : Baiklah, mungkin sekarang saya tahu apa masalah dan kesulitan dalam belajar *vocabulary*. Dapatkah kamu menceritakannya?

YN : Menurut saya, saya rasa sulit dalam mengingatnya Miss. Ini sangat berbeda bacaan dan tulisan dalam bahasa Inggris

DH : Bahasa Inggris itu rumit karena ada tenses. Selanjutnya, juga rumit untuk menerjemahkan teks karena memiliki banyak arti

R : Jadi, bagaimana kamu meningkatkan *vocabulary*mu sampai saat ini?

YN : Menghafal miss

DH : Menghafal miss

**APPENDIX V****Interview the Students After Classroom Action Research  
(Using Scrabble Game)**

R : Reseacher

S : Students

R : Apakah kamu menyukai belajar bahasa Inggris menggunakan teknik permainan scrabble?

YN : Saya menyukai belajar kosakata dalam bahasa Inggris dengan menggunakan permainan ini miss, karena sebelumnya saya juga suka belajar bahasa Inggris

RR : Iya miss, saya sangat suka jadi belajar bahasa Inggris, apalagi dengan menggunakan permainan ini. permainan ini membuat saya senang dan lebih mudah mengingat kosakata

NS : Saya jadi suka belajar bahasa inggris setelah miss memberikan permainan ini, karena ini mudah dan tidak membosankan

R : Apa yang kamu pikirkan tentang kemampuan *vocabulary* kamu setelah belajar menggunakan permainan scrabble?

YN : Permainan Scrabble ini dapat meningkatkan *vocabulary* saya lebih banyak lagi. Mengetahui kata-kata baru yang awalnya saya tidak tahu.

DH : Menurut saya miss, kosakata saya meningkat, karena saya dapat mengingatnya saat miss ajarkan dan setelah itu tetap bisa mengingatnya

JR : Kalau saya Miss, saya suka saat sir menjelaskan dan Miss selalu memberikan kosakata baru dan jika saya tidak mengerti, saya tak perlu mencarinya dikamus karena saya langsung bertanya dengan Miss

## APPENDIX VI

## OBSERVATION SHEET

## CYCLE I

**Teacher Name** : Mam. Rasmi Marbun

**Observation Activity** : Teacher Activities

**Note** : Give Thick (√) in the Category Column, where 4

(Very Good), 3 (Good), 2 (Enough), 1 (Bad)

No	Points will be observed	Category			
	The teacher comes on time				
	Teacher's capability in opening the class (How the teacher greets the students)				
	Teacher giving motivation in the teaching and learning process (how the teacher gives the apperception before starting the teaching and learning process)				
	The teacher gives warming up activities to the students, such as giving students some questions about the topic that will be discussed in the classroom				
	The teacher tells the students the aims of the study				
	The teacher introduces about Team up the Words Technique				
	Teacher's mastery (It is about the teacher's capability in mastering the material taught)				

	The systematically teaching performance (It is about appropriateness with the lesson plan)				
	Teacher's ability in organizing the class (It is about the class management performed by the teacher)				
	Teacher teaching material clearly ( the clearness of the teacher's teaching)				
	The students give attention to teachers' explanation during learning process				
	Motivation and enthusiasm of students in teaching learning process. (It is about the curiosity and the enthusiasm of the students during the learning process)				
	Teacher asks to the students how far they understand about the materials have taught				
	Interaction and communication between students and teacher in teaching learning process (Good communication between teacher and students to support to students' understanding)				
	Teacher ability in closing the class (It is about how the teacher closes the class,gives summary and solve the students' problem)				

**APPENDIX V****OBSERVATION SHEET****CYCLE II****Teacher Name : Mam.Rasmi Marbun****Observation Activity : Teacher Activities****Note : Give Thick (√) in the Category Column, where 4****(Very Good), 3 (Good), 2 (Enough), 1 (Bad)**

No	Points will be observed	Category			
	The teacher comes on time				
	Teacher capability in opening the class (How the teacher greets the students)				
	Teacher giving motivation in the teaching and learning process (how the teacher gives the apperception before starting the teaching and learning process)				
	The teacher gives warming up activities to the students, such as giving students some questions about the topic that will be discussed in the classroom				
	The teacher tells the students the aims of the study				
	The teacher introduces about Team up the Words Technique				
	Teacher mastery (It is about the teacher's capability in mastering the material taught)				
	The systematically teaching performance (It is about appropriateness with the lesson plan)				
	Teacher ability in organizing the class (It is about the				

	class management performed by the teacher)				
	Teacher teaching material clearly ( the clearness of the teacher's teaching)				
	The students give attention to teachers' explanation during learning process				
	Motivation and enthusiasm of students in teaching learning process. (It is about the curiosity and the enthusiasm of the students during the learning process)				
	Teacher asks to the students how far they understand about the materials have taught				
	Interaction and communication between students and teacher in teaching learning process (Good communication between teacher and students to support to students' understanding)				
	Teacher ability in closing the class (It is about how the teacher closes the class,gives summary and solve the students' problem)				

**APPENDIX VII****OBSERVATION SHEET****CYCLE I****Teacher Name : Mam. Rasmi Marbun****Observation Activity : Students Activities****Note : Give Thick (√) in the Category Column, where 4****(Very Good), 3 (Good), 2 (Enough), 1 (Bad)**

	Points will be observed	Category			
	The students pay attention to teacher explanation				
	The students are interest and enthusiast in studying scrabble game.				
	The students participate in learning process				
	The students do task given				
	The students use dictionary to help them knowing the content of the words				
	The students mark the difficult words				
	The students ask the feedback after doing he activity related to the topic				

**APPENDIX VII****OBSERVATION SHEET****CYCLE II****Teacher Name : Mam. Rasmi Marbun****Observation Activity : Students Activities****Note : Give Thick (√) in the Category Column, where 4 (Very Good), 3 (Good), 2 (Enough), 1 (Bad)**

	Points will be observed	Category			
	All of the students come on time				
	The students pay attention to teacher explanation				
	The students are interest and enthusiast in studying scrabble game				
	The students participate in learning process				
	The students do task given				
	The students use dictionary to help them knowing the content of the words				
	The students mark the difficult words				
	The students ask the feedback after doing he activity related to the topic				

## APENDDIX VIII

### TEST OF PRE TEST

Name :

Class :

**Choose the correct answer with crossing (X)a,b,c and d!**

1. My teacher writes in the. . . by using a marker
 

a. Whiteboard	c. Chalk
b. Floor	d. Map
2. The students sit on the . . .
 

a. Table	c. Chair
b. Cupboard	d. Wall
3. There is a . . . of Indonesia on the class wall.
 

a. Map	c. Globe
b. Book	d. Noticeboard
4. The . . . in the library is used to placed the books based on type of it.
 

a. Table	c. Bookshelf
b. Book	d. Chair
5. Beside reading a book, the students also can read . . . in the library.
 

a. Magazine	c. Map
b. Book	d. Globe
6. The uses of the . . . is to know location of countries.
 

a. Globe	c. Magazine
b. Book	d. Newspaper
7. A . . . works in the library
 

a. Teacher	c. Librarian
b. Security	d. Headmaster
8. The students usually have an experiment in . . .
 

a. Classroom	c. Laboratory
b. Library	d. Office
9. . . . is the place to borrow some books at school.
 

a. Canteen	c. Library
b. Classroom	d. Teacher Office

10. Rani is a student. She bring . . .
- a. Book
  - b. Ice cream
  - c. Belt
  - d. Televison
11. Mr. Dedi is a teacher. He works in . . .
- a. Hotel
  - b. Hospital
  - c. Teacher Office
  - d. School
12. . . . is the place for the students to study.
- a. Canteen
  - b. Classroom
  - c. Teacher Office
  - d. Library
13. We needs . . . to bring our school books.
- a. Wallet
  - b. Bag
  - c. Pencil Case
  - d. Uniform
14. There are pencil, pen, eraser and sharpener in the . . .
- a. Pencil Case
  - b. Bag
  - c. Book
  - d. Wallet
15. Budi needs . . . to remove his wrong writing.
- a. Pencil
  - b. Pen
  - c. Eraser
  - d. Ruler
16. Ceremonies on Monday do at . . .
- a. Classroom
  - b. Teacher Office
  - c. Canteen
  - d. Field
17. I go to school by . . .
- a. Bike
  - b. Ship
  - c. Plane
  - d. Helicopter
18. We are . . . MTs. Al- Hasanah
- a. Students
  - b. Teachers
  - c. Doctors
  - d. Artists
19. Students have to wear uniform to go to . . .
- a. Party
  - b. Bed
  - c. Mall
  - d. School
20. Students need . . . to write a letter
- a. Stamp
  - b. Pen
  - c. Coin
  - d. Glue

21. 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 |
| a. b. Go | d. Give |

22. The carpet is ..... I want to clean it.

- |          |          |
|----------|----------|
| a. Large | c. Dirty |
| b. Shiny | d. Soft  |

23. We often watch .... In the evening.

- |              |               |
|--------------|---------------|
| a. Newspaper | c. Magazine   |
| b. Radio     | d. Television |

24. My father always reads ..... every morning.

- |              |               |
|--------------|---------------|
| a. Radio     | c. Computer   |
| b. Newspaper | d. Television |

25. Ana is a tailor. She makes .....

- |            |              |
|------------|--------------|
| a. Clothes | c. Bag       |
| b. Belt    | d. Ice cream |

26. Andi reads the English book in the....

- |            |             |
|------------|-------------|
| a. Library | c. Canteen  |
| b. Market  | d. Bathroom |

27. Diana's barbie is broken. Diana is very ..... now.

- |            |          |
|------------|----------|
| a. Confuse | c. Sad   |
| b. Happy   | d. Charm |

28. I went to dentist yesterday because .... Were in pain

- |          |            |
|----------|------------|
| a. Hands | c. Fingers |
| b. Teeth | d. Ears    |

29. 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. Help | c. Give  |
| b. Has  | d. Bring |

30. This exercise was too ..... for me. I got score 100.

- |              |         |
|--------------|---------|
| a. Difficult | c. High |
|--------------|---------|



**APPENDIX IX****Pre Test Answer Key**

1. A
2. C
3. A
4. A
5. A
6. A
7. C
8. C
9. C
10. A
11. D
12. B
13. B
14. A
15. C
16. D
17. A
18. A
19. D
20. B
21. C
22. C
23. D
24. B
25. A
26. A
27. C
28. B
29. D
30. D
31. C
32. C
33. A
34. A
35. B
36. B
37. B
38. A
39. C



## APPENDIX X

### Students' Score In Cycle I ( Pre Test )

#### The Result of Students Vocabulary in the 1<sup>st</sup> Cycle

N o	Respondents	Score	Passing Grade of Students ( $\geq 75$ )
1.	AL	60	Unsuccessful
2.	AN	50	Unsuccessful
3.	AR	30	Unsuccessful
4.	AL	40	Unsuccessful
5.	DH	75	<b>Successful</b>
6.	JR	75	<b>Successful</b>
7.	MR	60	Unsuccessful
8.	DA	40	Unsuccessful
9.	MC	70	Unsuccessful
10.	MA	70	Unsuccessful
11.	MR	80	<b>Successful</b>
12.	NV	45	Unsuccessful
13.	HM	75	<b>Successful</b>
14.	SM	60	Unsuccessful
15.	ST	55	Unsuccessful
16.	RM	55	Unsuccessful
17.	RH	45	Unsuccessful
18.	YN	80	<b>Successful</b>
19.	MS	40	Unsuccessful
20.	MI	30	Unsuccessful
21.	SN	70	Unsuccessful
22.	WD	45	Unsuccessful
23.	NL	50	Unsuccessful
24.	MS	70	Unsuccessful
25.	SA	50	Unsuccessful
Total		1420	
Mean		56,8	



**APPENDIX XI****TEST OF POST TEST I****Name :****Class :****Choose the correct with crossing (X) a, b,c, and d!**

1. Mr. Dedi is a teacher. He works in . . .
 

a. Hotel	c.School
b. Hospital	d. . Teacher Office
2. . . . is the place for the students to study.
 

a. Canteen	c. Teacher Office
b. Classroom	d. Library
3. We needs . . . to bring our school books.
 

a. Wallet	c. Pencil Case
b. Bag	d. Uniform
4. There are pencil, pen, eraser and sharpener in the . . .
 

a. Pencil Case	c. Book
b. Bag	d. Wallet
5. Budi needs . . . to remove his wrong writing.
 

a. Pencil	c. Eraser
b. Pen	d. Ruler
6. Ceremonies on Monday do at . . .
 

a. Classroom	c. Canteen
b. Teacher Office	d. Field
7. I go to school by . . .
 

a. Bike	c. Plane
b. Ship	d. Helicopter
8. We are .. . MTs. Al- Hasanah
 

a. Students	c. Doctors
b. Teachers	d. Artists
9. Students have to wear uniform to go to . . .
 

a. Party	c. Mall
b. Bed	d. School
10. Students need . . . to write a letter
 

a. Stamp	c. Coin
----------	---------

- b. Pen  
d. Glue
11. My teacher writes in the . . . by using a marker  
c. Whiteboard  
c. Chalk  
d. Floor  
d. Map
12. The students sit on the . . .  
a. Table  
c. Chair  
b. Cupboard  
d. Wall
13. There is a . . . of Indonesia on the class wall.  
a. Map  
c. Globe  
b. Book  
d. Noticeboard
14. The . . . in the library is used to placed the books based on type of it.  
a. Table  
c. Bookshelf  
b. Book  
d. Chair
15. Beside reading a book, the students also can read . . . in the library.  
a. Magazine  
c. Map  
b. Book  
d. Globe
16. The uses of the . . . is to know location of countries.  
a. Globe  
c. Magazine  
b. Book  
d. Newspaper
17. A . . . works in the library  
a. Teacher  
c. Librarian  
b. Security  
d. Headmaster
18. The students usually have an experiment in . . .  
a. Classroom  
c. Laboratory  
b. Library  
d. Office
19. . . . is the place to borrow some books at school.  
a. Canteen  
c. Library  
b. Classroom  
d. Teacher Office
20. Rani is a student. She bring a . . .  
a. Book  
c. Belt  
b. Ice cream  
d. Televison
21. Dedi : I', hardly to sleep ....., Solah. Can you help me?

Wira : Well, actually too much sleeping is not very good also. But, you know it's easy to fall asleep soon.

- |           |           |
|-----------|-----------|
| a. Lately | c. Easily |
| b. Hardly | d. Fastly |

22. The pillow is .... I want to sleep there.

- |          |          |
|----------|----------|
| a. Large | c. Dirty |
| b. Shiny | d. Soft  |

23. We often watch ... in the evening.

- |              |               |
|--------------|---------------|
| a. Newspaper | c. Magazine   |
| b. Radio     | d. Television |

24. My grandmother always calls my father by....

- |              |               |
|--------------|---------------|
| a. Radio     | c. Television |
| b. Telephone | d. Computer   |

25. Ridho is barber. He cut....

- |           |          |
|-----------|----------|
| a. Leaves | c. Shoes |
| b. Hair   | d. Belt  |

26. Rita buys the medicine ...

- |            |               |
|------------|---------------|
| a. Library | c. Dispensary |
| b. Mall    | d. School     |

27. 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. Help | c. Give  |
| b. Has  | d. Bring |

28. Indah ... the match in National Olimpiade. She is very happy.

- |           |               |
|-----------|---------------|
| a. Jumped | c. Lost       |
| b. Won    | d. Celebrated |

29. If you study hard, you will be ....in your examination.

- |              |            |
|--------------|------------|
| a. Unsuccess | c. Success |
| b. Sad       | d. Stupid  |

30. Cut up onion and chilli into small pieces. Kata bergaris bawah bermakna ....

- |           |            |
|-----------|------------|
| a. Daging | c. Bawang  |
| b. Cabai  | d. Kentang |

31. Andi reads the English book in the....
- |            |             |
|------------|-------------|
| a. Library | c. Canteen  |
| b. Market  | d. Bathroom |
32. Diana's barbie is broken. Diana is very ..... now.
- |            |          |
|------------|----------|
| a. Confuse | c. Sad   |
| b. Happy   | d. Charm |
33. I went to dentist yesterday because .... Were in pain
- |          |            |
|----------|------------|
| a. Hands | c. Fingers |
| b. Teeth | d. Ears    |
34. 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. Help | c. Give  |
| b. Has  | d. Bring |
35. This exercise was too ..... for me. I got score 100.
- |              |         |
|--------------|---------|
| a. Difficult | c. High |
| b. Expensive | d. Easy |
36. If you study hard , you will be .... In your examination.
- |              |            |
|--------------|------------|
| a. Unsuccess | c. Success |
| b. Sad       | d. Stupid  |
37. Cut up meatballs and chicken fillet into small pieces. Kata bergaris bawah bermakna...
- |           |            |
|-----------|------------|
| a. Daging | c. Bakso   |
| b. Sate   | d. Kentang |
38. Grind together garlic, paper, and salt. Kata Grind bermakna...
- |                |              |
|----------------|--------------|
| a. Uleg/Giling | c. Cincang   |
| b. Campurkan   | d. Tambahkan |
39. This room is dark, please turn on the...
- |         |         |
|---------|---------|
| a. Lamp | c. Door |
| b. Fan  | d. AC   |
40. The students write their lesson on the....
- |          |               |
|----------|---------------|
| a. Chair | c. Blackboard |
| b. Table | d. Cupboard   |



**APPENDIX XII****Post test I Answer Key**

1. D
2. B
3. B
4. A
5. C
6. D
7. A
8. A
9. D
10. B
11. A
12. C
13. A
14. A
15. A
16. A
17. C
18. C
19. C
20. A
21. A
22. A
23. D
24. B
25. B
26. C
27. D
28. D
29. B
30. C
31. A
32. C
33. B
34. D
35. D
36. C
37. C
38. A
39. A
40. B

## APPENDIX XII

### Students' Score In Cycle I ( Post Test I )

#### The Result of Students Vocabulary in the 1<sup>st</sup> Cycle

<b>N o</b>	<b>Respondents</b>	<b>Score</b>	<b>Passing Grade of Students (<math>\geq 75</math>)</b>
1.	AL	70	Unsuccessful
2.	AN	70	Unsuccessful
3.	AR	75	<b>Successful</b>
4.	AL	60	Unsuccessful
5.	DH	85	<b>Successful</b>
6.	JR	85	<b>Successful</b>
7.	MR	70	Unsuccessful
8.	DA	70	Unsuccessful
9.	MC	75	<b>Successful</b>
10.	MA	75	Unsuccessful
11.	MR	85	<b>Successful</b>
12.	NV	80	<b>Successful</b>
13.	HM	90	<b>Successful</b>
14.	SM	75	<b>Successful</b>
15.	ST	60	Unsuccessful
16.	RM	65	Unsuccessful











**APPENDIX XIV****Post 1 Keyword**

- |       |       |
|-------|-------|
| 1. B  | 33. D |
| 2. B  | 34. D |
| 3. A  | 35. C |
| 4. C  | 36. C |
| 5. D  | 37. A |
| 6. A  | 38. A |
| 7. A  | 39. B |
| 8. D  |       |
| 9. B  |       |
| 10. A |       |
| 11. C |       |
| 12. A |       |
| 13. A |       |
| 14. A |       |
| 15. A |       |
| 16. C |       |
| 17. C |       |
| 18. C |       |
| 19. A |       |
| 20. A |       |
| 21. A |       |
| 22. D |       |
| 23. B |       |
| 24. B |       |
| 25. C |       |
| 26. D |       |
| 27. D |       |
| 28. B |       |
| 29. C |       |
| 30. A |       |
| 31. C |       |
| 32. B |       |

**APPENDIX XV****Students' Score In Cycle II ( Post Test II )****The Result of Students Vocabulary in the 2<sup>nd</sup> Cycle**

<b>No</b>	<b>Respondents</b>	<b>Score</b>	<b>Passing Grade of Students (<math>\geq 75</math>)</b>
1.	AL	80	Successful
2.	AN	70	Unsuccessful
3.	AR	90	Successful
4.	AL	85	Successful
5.	DH	95	Successful
6.	JR	90	Successful
7.	MR	70	Unsuccessful
8.	DA	90	Successful
9.	MC	85	Successful
10.	MA	90	Successful
11.	MR	95	Successful
12.	NV	90	Successful
13.	HM	95	Successful
14.	SM	90	Successful
15.	ST	80	Successful
16.	RM	90	Successful
17.	RH	75	Successful
18.	YN	100	Successful
19.	MS	90	Successful
20.	MI	60	Successful
21.	SN	90	Successful
22.	WD	85	Successful
23.	NL	75	Unsuccessful
24.	MS	90	Successful
25.	SA	80	Successful

Total	2130	
Mean	8.5	

### Appendix XV

#### The students' score on Pre-Test, Post-Test I, and Post Test II

No	Initial Name	Values		
		Pre –Test	Post – Test I	Post – Test II
1	AL	60	70	80
2	AN	50	70	70
3	AR	30	75	90
4	AL	40	60	85
5	DH	75	85	95
6	JR	75	85	90
7	MR	60	70	70
8	DA	40	70	90
9	MC	70	75	85
10	MA	70	75	90
11	MR	80	85	95
12	NV	45	80	90
13	HM	75	90	95
14	SM	60	75	90
15	ST	55	60	80
16	RM	55	65	90
17	RH	45	60	75
18	YN	80	85	100
19	MS	40	70	90
20	MI	30	50	60
21	SN	70	85	90
22	WD	45	65	85
23	NL	50	60	75
24	MS	70	75	90
25	SA	50	65	80

<b>TOTAL</b>	$\Sigma X = 1420$	$\Sigma X = 1805$	$\Sigma X = 2130$
	M = 56,8	M = 72.2	M = 85,2

**Appendix XVI**

**The Statistic Analysis of the Students' Score Post Test in pre-test and  
post test I**

Number	Pre-test	Post test I	D	D <sup>2</sup>
1	60	70	10	100
2	50	70	20	400
3	30	75	35	1225
4	40	60	20	400
5	75	85	10	100
6	75	85	10	100
7	60	70	10	15
8	40	70	30	900
9	70	75	5	25
10	70	75	5	25
11	80	85	5	25
12	45	80	5	25
13	75	90	20	400
14	60	75	5	25
15	55	60	5	25
16	55	65	10	100
17	45	60	15	225

18	80	85	5	25
19	40	70	30	900
20	30	50	20	400
21	70	85	15	225
22	45	65	20	400
23	50	60	10	100
24	70	75	5	25
25	50	65	15	225
	<b>Total</b>		<b>ΣD=</b>	<b>ΣD<sup>2</sup>=</b>
			<b>340</b>	<b>6415</b>

From the last computation have been found that :

$$\bar{D} = \frac{340}{25} = 13.6$$

As follow :

As follow :

$$T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$T = \frac{13.6}{\sqrt{\frac{\sum 6415 - \frac{(\sum 340)^2}{25}}{25(25-1)}}$$

$$T = \frac{13,6}{\sqrt{\frac{\sum 6415 - 115.600}{25 \cdot 600}}}$$

$$T = \frac{13.6}{\sqrt{\frac{\sum 6415 - 462,4}{600}}}$$

$$T = \frac{13,6}{\sqrt{9.921}}$$

$$T = \frac{13,6}{99.60} = 7.32$$

From the computation above, it could be seen that the coefficient of t-observation = 7.32

## Appendix XVII

### The Statistic Analysis of the Students' Score Post Test in First and Second Cycle

Nu mber	Post Test 1	Post Test 2	D	D <sup>2</sup>
1	70	80	10	100
2	70	70	-	-
3	75	90	15	225
4	60	85	25	620
5	85	95	10	100
6	85	90	5	25
7	70	70	-	-
8	70	90	20	400
9	75	85	10	100
10	75	90	15	225
11	85	95	10	100
12	80	90	10	100
13	90	95	5	25
14	75	90	15	225
15	60	80	20	400
16	65	90	25	225
17	60	75	15	225
18	85	100	15	225
19	70	90	20	400

20	50	60	10	100
21	85	90	5	25
22	65	85	10	100
23	60	75	15	225
24	75	90	15	225
25	65	80	15	225
<b>Total</b>			<b><math>\Sigma D =</math></b>	<b><math>\Sigma D^2 =</math></b>
			<b>250</b>	<b>3550</b>

From the last computation have been found that :

$$D = \frac{250}{25} = 10$$

As follow :

As follow :

$$T = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$T = \frac{10}{\sqrt{\frac{\Sigma 3.550 - \frac{(\Sigma 250)^2}{25}}{25(25-1)}}$$

$$T = \frac{10}{\sqrt{\frac{\Sigma 3.550 - \frac{62.500}{25}}{600}}$$

$$T = \frac{10}{\sqrt{\frac{\Sigma 3.550 - 2.500}{600}}$$

$$T = \frac{10}{\sqrt{1.75}}$$

$$T = \frac{10}{1.32} = 13.2$$

## APENDDIX XVIII

## Nilai – Nilai Signifikansi

N	Taraf Signifikan		N	Taraf Signifikan		N	Taraf Signifikan	
	5 %	1 %		5 %	1 %		5 %	1 %
3	0,9 97	0,9 99	2 7	0,3 81	0,4 87	55	0,2 66	0,3 45
4	0,9 50	0,9 90	2 8	0,3 74	0,4 78	60	0,2 54	0,3 30
5	0,8 78	0,9 59	2 9	0,3 67	0,4 70	65	0,2 44	0,3 17
6	0,8 11	0,9 17	3 0	0,3 61	0,4 63	70	0,2 35	0,3 06
7	0,7 54	0,8 74	3 1	0,3 55	0,4 56	75	0,2 27	0,2 96
8	0,7 07	0,8 34	3 2	0,3 49	0,4 49	80	0,2 20	0,2 86
9	0,6 66	0,7 89	3 3	0,3 44	0,4 42	85	0,2 13	0,2 78
10	0,6 32	0,7 65	3 4	0,3 39	0,4 36	90	0,2 07	0,2 70
11	0,6 02	0,7 35	3 5	0,3 34	0,4 30	95	0,2 02	0,2 63
12	0,5 76	0,7 08	3 6	0,3 29	0,4 24	100	0,1 95	0,2 56
13	0,5 53	0,6 84	3 7	0,3 25	0,4 18	125	0,1 76	0,2 30
14	0,5 32	0,6 61	3 8	0,3 20	0,4 13	150	0,1 59	0,2 10
15	0,5 14	0,6 41	3 9	0,3 16	0,4 08	175	0,1 48	0,1 94
16	0,4 97	0,6 23	4 0	0,3 12	0,4 03	200	0,1 38	0,1 81
17	0,4 82	0,6 06	4 1	0,3 08	0,3 98	300	0,1 13	0,1 48
18	0,4 68	0,5 90	4 2	0,3 04	0,3 93	400	0,0 98	0,1 28
19	0,4 56	0,5 75	4 3	0,3 01	0,3 89	500	0,0 88	0,1 15
20	0,4 44	0,5 61	4 4	0,2 97	0,3 84	600	0,0 80	0,1 05
21	0,4 33	0,5 49	4 5	0,2 94	0,3 80	700	0,0 74	0,0 97
22	0,4 23	0,5 37	4 6	0,2 91	0,3 76	800	0,0 70	0,0 91

**APPENDIX XX**  
**DOKUMENTASI**

**Picture 1 : The researcher give a pre test**



**Picture 2 : the researcher give explanation and vocabulary**





**Picture 4 : the Research give instruction to make group**



**Picture 5 : The researcher apply scrabble**



**Picture 6 : the researcher give post test**



### **Autobiography**

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 Student Number : 34.15.3.113  
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#### **Kab.Batu Bara**

Name of Father : Thamrin S.Ag  
 Name of Mother : Jaimah Panjaitan S.Ag  
 Motto : Manjadda Wajada  
 Activity : Owner kripik Twin, owner khairin Hijab

#### **Education Background**

1. Primary School at SD Negeri 016407
2. Junior High School at SMP NEGERI 2 MERANTI
3. Senior High School at MAS NURUL HIKMAH TINJOWAN
4. Student of English Department Faculty of Tarbiya Science and TeacherS'

#### **Training**









