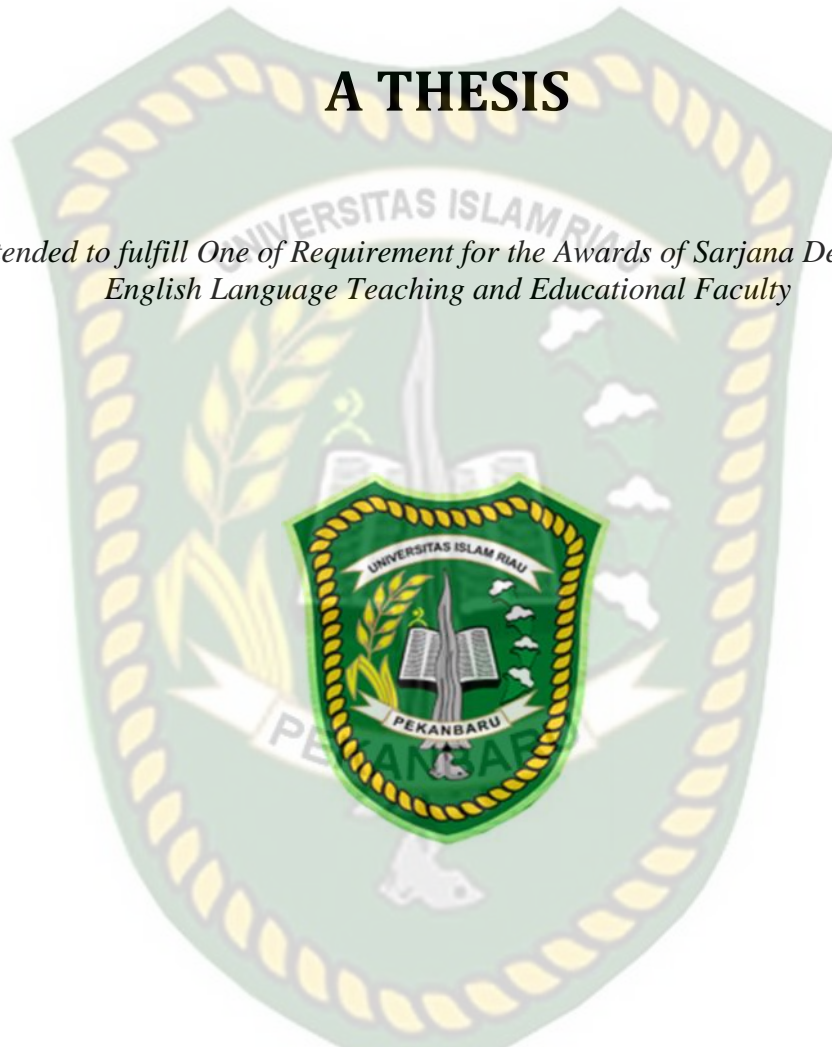**THE EFFECT OF USING SCRABBLE GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT SMPN 35 PEKANBARU**

A THESIS

Intended to fulfill One of Requirement for the Awards of Sarjana Degree in English Language Teaching and Educational Faculty

NINING DESFRIYANTI
NPM 156310796

ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU
2020

THESIS AGENDA

THE EFFECT OF USING SCRABBLE GAME TOWARDS STUDENTS'
VOCABULARY MASTERY AT SMPN 35 PEKANBARU

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on Monday, 20th of April 2020

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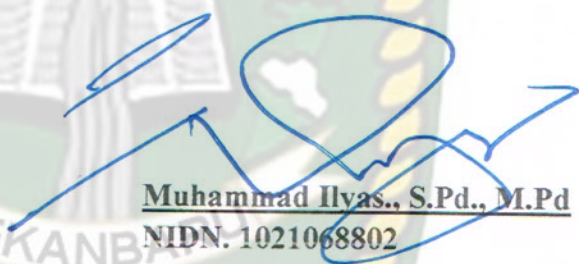
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THESIS APROVAL

Title

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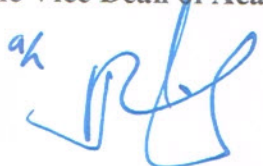
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"The Effect of Using Scrabble Game Towards Students' Vocabulary Mastery

at SMPN 35 Pekanbaru"

It is ready to be examined. This letter is made to be used, as it is needed
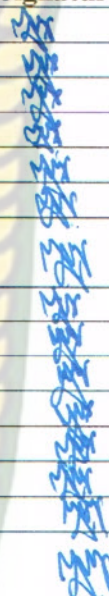
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THESIS GUIDANCE AGENDA

Thesis guidance has been implemented to :

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Title	:**The Effect of Using Scrabble Game Towards Students' Vocabulary Mastery at SMPN 35 Pekanbaru**	

No	Date	Guidance Agenda	Signature
1	10th January 2019	Chapter I	
2	25th January 2019	Revised Chapter I	
3	14th February 2019	Chapter II	
4	21st February 2019	Revised Chapter II	
5	11th March 2019	Chapter III	
6	10th April 2019	Revised Chapter III	
7	10th April 2019	Approval to Join Seminar Proposal	
8	15th April 2019	Seminar Proposal	
9	6th August 2019	Took the Data	
10	3rd December 2019	Chapter IV	
11	11th December 2019	Revised Chapter IV	
12	23rd December 2019	Chapter V	
13	6th January 2020	Revised Chapter V	
14	19th January 2020	Checking All Chapters	
15	19th January 2020	Approval to Join Thesis Examination	

Pekanbaru, January 2020
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LETTER OF NOTICE

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DECLARATION

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Study Program : English Education

Faculty : Teacher Training and Education

I admit this thesis from my own work and my own words, except some theories which quoted or taken from some various sources included in references. I am responsible for the rightness of the data and its content

Pekanbaru, January 2020
The Researcher

<u>Nining Desfriyanti</u>
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By the name of Allah SWT, who has given blessing, grace, mercy and healthy to complete this study and to finish this thesis entitled "The Effect of Scrabble Game towards students; Vocabulary mastery at SMPN 35 Pekanbaru".

In writing this thesis, the researcher believes that without having directed guidance, meaningful advice, love, and support from the people around me, this thesis would never been finished. Therefore, the researcher would like to give them sincere and deep gratitude to :

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2. **Dr. Sri Amnah. S.Pd., M.Si** The Dean of Education and Teacher Training Faculty and all staffs of Islamic University of Riau.
3. **Muhammad Ilyas, S.Pd., M.Pd,** The Head of English Education Department for his patience, constructive, time and comments in improving this thesis for its finalization.
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7. My beloved parents, who always support everything in my life, ask more finish this study as a soon as possible, and big thanks for all their sacrifice to make sure I had everything I have ever needed or wanted and so that I'm forever grateful.

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Finally the researcher really realizes that there are many weakness on this paper. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the lord of universe blesses you all. Amiiiin.

Pekanbaru, January 2020

The researcher

Nining Desfriyanti
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ABSTRACT

NINING DESFRIYANTI, 2020. *The Effect of Scrabble Game Towards Students'*
Vocabulary Mastery at SMPN 35 Pekanbaru.

Keywords: Effect, Scrabble Game, Vocabulary Mastery

One of teaching media that can help students learning English is Scrabble
Game. Most of students had difficulty to learn English, they did not know how to
make English a more fun enjoyable subject. They also did not know that Vocabulary
is important in English. They cannot speak if they did not understand Vocabulary.
The researcher thought that it was necessary to find the solution to the problems in
the teaching and learning process. The objective of this research was to find out
students' Vocabulary mastery at SMPN 35 Pekanbaru and to know how Scrabble
Game improve students' Vocabulary of second year student at SMPN 35 Pekanbaru.

This research was an experimental research involved two groups of students,
they were experimental group and control group. The research subjects were the
second year students at SMPN 35 Pekanbaru. The sample of this research was taken
randomly. The experimental group included 20 students of VIII.4 while control group
was 20 students of VIII-3. Both classes were given pre-test at the beginning, then the
students of experimental group were taught by using Scrabble Game activity while
the control group was taught without Scrabble Game activity.

The research findings showed that : the analysis result of experimental class for
the mean score of pre-test was 65,25 and the mean score of post-test was 97,25.
Meanwhile, the analysis result of control class showed that the mean score of pre-test
was 66,25 and the mean score of post-test was 78,5. The hypothesis testing at t-test
table indicated that the score of the experimental class students were higher than the
control class. So, Scrabble Game made the students' Vocabulary mastery more
coherent and well organized.

TABLE OF CONTENT

CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION

THESIS AGENDA

THE EFFECT OF USING SCRABBLE GAME TOWARDS STUDENTS'
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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Language is a tool of communication that is made up of sentences that has meaning. It means that vocabulary takes an important part in language. In fact, the vocabulary cannot be separated from other language aspect.

According to Webster (1988 : 110), vocabulary is a list of words that arranged alphabetically and defined, explained, or translated into the range of language, the stock of word a person's command the word used in particular, the branch of object language referring to vocabulary definition. It is understood that vocabulary is the basic element of language which will make human communication passive. So, by knowing vocabularies, the children will be able to develop the skill of language.

In junior high school, students study more about texts, grammar, and etc. Ideally, they should master vocabulary to help themselves to have good skill in writing, speaking, and etc. However, they still find difficulties in mastering of vocabulary. The students have difficulties in enriching their vocabulary and memorizing new words. So, they have limited vocabulary. The teacher can also apply some techniques to improve vocabulary of students. Many techniques of teaching vocabulary that can be implemented by teachers, such as listening to music, watching movie and playing game.

In this case, the researcher played a game to make students enjoy while studying vocabulary. As a teacher, the researcher cannot just ask students to

remember each new vocabulary by write it down in their book. It would makes them uncomfortable and forget what they had learning.

The researcher decided to play scrabble game in the class. The students were so enthusiastic and prefer learning English. Most of them were still lack vocabularies. Based on the researcher experience in the second grade of SMPN 35 Pekanbaru, the students complained that English was so hard to study and the teacher was so monotonous either in the classroom.

Games are a great technique to pick up new vocabulary and play with the vocabulary that has already familiar. Games consist of fantasy, ritual, competition, and luck that are interesting for students. It means that games reduce boredom. When games are used, the situation of classroom will become life and natural. Games create situation that make students need and want to use English.

The benefits of applying games are the students become more enjoy in learning English, they can learn while playing a games, games can motivate the students to be more active in process of learning, and games also help the teacher to improve their skill to teach the students in fun way.

Based on the explanation above, the researcher was interested in conducting a research entitled "**The Effect of Using Scrabble Game Towards Students' Vocabulary Mastery at SMPN 35 Pekanbaru."**

1.2 Setting of the Problem

Based on the explanation of the background above, the mastery of the English vocabulary in the second grade students at SMPN 35 Pekanbaru was still low, it can be seen from :

The first, the students difficult to memorized new words, it cause of spelling of the words was complicated. English are quite different from Bahasa. So, the students cannot easily memorize the words in English language learning.

The second, the students felt bore to followed teaching learning process and they regard English was difficult subject. Most of the students did not have a good will in process of English teaching and learning.

The third, the students lack of vocabulary. The students did not know on choosing the vocabulary that was suitable if they want to communication anytime.

Therefore, to overcome that the problem, the researcher applied a technique to gives significant effects on students' vocabulary mastery by using scrabble game.

1.3   Limitation of the Problem

Based on the setting of the problem above, it was clear that there were many problems involved in this research. The researcher had focus on usage game in increasing students' vocabulary mastery. To solve the problem, the researcher applied Scrabble Game. This strategy focus on composing words from that the letters were available.

The researcher limited the problem in this research such as; the students may understand the meaning of the words they use and may understand how to use it. Indicators of vocabulary are four such as; pronunciation, spelling, grammar and meaning, but the researcher only focus on 2 indicators, grammar and meaning.

1.4   Formulation of the Problem

Is there any significant effect of using scrabble game towards students'
vocabulary mastery at SMPN 35 Pekanbaru?

1.5   Objective of the Research

To find out the effect of using scrabble game towards students' vocabulary
mastery at SMPN 35 Pekanbaru.

1.6   Significant of the Research

The result of this study can help students and teachers. Such as :

1.6.1 Students

It may motivate students to improve their skill in English since they would
find out that English is not always difficult to study. Their improvement of
interest in learning English would help them master English well. They would not
felt bored anymore in learning English.

1.6.2 Teachers

It would give them a description about how to teach and motivate the
students to study about English in the new way. Especially in vocabulary, they
would not be stuck only in some particular teaching strategies and school books.
The use of technique, in this context "Game" could be a good variation in
teaching vocabulary that would make the students enjoy following the learning
activities.

1.7   Definition of the Key Terms

In order to give more detail information and avoid misunderstanding about the meaning of the terms in this research, the researcher was explained that the terms used in this research :

1.7.1 Vocabulary Mastery

Vocabulary mastery is always being an essential part of English. Lewis and Hill (1990: 12) mentioned that vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic word.

1.7.2 Scrabble Game

Game which players build words with small tiles containing letters of varying point values (Sheppard, 2002:241). In this study, scrabble is a learning media to improve and help students to master students' vocabulary skills. Gagne, as cited in Arief S. Sadiman (1986, p. 6) and Rasibah (2006, p. 18), mentioned that media is some kind of components around students which stimulate them to study.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1   Relevance Theories

2.1.1   Definition of Vocabulary Mastery

There are many dissimilarity of vocabulary advance by some experts. It is very important to understand of vocabulary mastery before discussing it. Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, foreign language learners will get some difficulties in developing the four language skills.

According to Hatch and Brown (1995:1), the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. Since vocabulary is a list, the only system involved is that alphabetical order. The choice in vocabulary selection and methods used in teaching vocabulary are important factors. It needs the process of learning on context to get the meaning of words as stated by Allen French (1983:4).

Vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meaning of the words. It is needed to communicate successfully in the second language. Hornby (1975:295) mentioned that vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language. Burns and Broman (1975:205) define that vocabulary is the stock of words used by a person, class of professional, all having much in common, yet each distinctly different.

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The primary thing in learning a language is the acquisition of a vocabulary. Therefore, success in learning English requires vocabulary acquisition. A large vocabulary cannot guarantee the learner's competence in learning English but in adequacy of vocabulary will obstruct their chances to make success in Learning English. Rivers in Nunan (1998: p, 117), argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, one will be unable to use the structures and functions one may have learned for comprehensible communication. The importance of mastering vocabulary in learning is also stated by Nunan. Nunan (1998: p. 118) says that, the development of a rich vocabulary is an important element in the acquisition of a second language.

From the definition above, it can be concluded that vocabulary is the total numbers of words, a list or set of words in a particular language that a person knows or uses.

Vocabulary is of primary importance to language teaching and learning because it plays four language skills : reading, writing, speaking, and listening (Widaningsih, 2009 by Njoroge, 2013). According to Kreidler, vocabulary is defined as a stock of words in language that can support the learners to learn the skills of the language in terms of reading, writing, speaking, and listening skill (1958, p. 21). Dedi Suryana, in *Teaching Vocabulary* (1990) states that; vocabulary is one of language components. It supports the teaching and learning of the four language skills in English. As the language component, vocabulary must be taught in a poper way.

Dedi Suryana states that; vocabulary divided in to :

a) Vocabulary skill involved deducing meaning from the context, use of dictionary, word formation coining, and ignoring unfamiliar words

b) Vocabulary activities, involved word guessing, word association, crossword puzzle, cline, word-classification, and rid dies.

Vocabulary is crucial to be mastered by the learner in order to understand the language. Vocabulary mastery is needed to express our ideas and to be able to understand other people's saying. Hornby (1995) as cited in Alqahtani (2015) defined the mastery of vocabulary as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. Vocabulary mastery refers to the great skill in processing words of a language (Susanto & Fazlinda, 2016). It is an individual achievement and possession (Alqahtani, 2015). Due to that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language. As in conclusion, vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interest needs and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language (Susanto & Fazlinda, 2016).

2.1.2 Purpose of Vocabulary

Vocabulary is very important in studying a foreign language, because without having vocabularies someone cannot speak English well. Its affects not only for students' vocabulary, but speaking, reading, listening and writing, either. In speaking, someone chooses the word that effect how well she/he understand in class, speeches and class discussion. In writing, vocabulary can determine how clearly and accurately can express her/his idea. It means that vocabulary can develop of the students' ability.

Vocabulary helps students with language production. Hubbard (1983) states that the more words a student knows the more precisely that student can express the exact meaning he/she wants to. Based on this view, to communicate effectively students need to know a large number of word meanings. Likewise, Cardenas (2001) states that vocabulary is used to determine the proficiency a student has in oral context. This is to say that vocabulary is an essential component to determine how much a student is able to communicate successfully. So, students have to overcome the lack of vocabulary knowledge in order to communicate effectively. Language teachers should focus on effective instruction to teach vocabulary to help students to develop their vocabulary knowledge in order to communicate successfully. However, the focus of the instruction was not always on the vocabulary. So, the net section is intended to provide a brie background of vocabulary instruction.

Based on the explanation, it can be conclude that knowing vocabulary items is very important in learning foreign language especially for beginners. Communication will not run well or will not finish any longer if the person who involve in a communication does not apply the appropriate word.

2.1.3 Kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. The first type of vocabulary refers to the one that students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.

Haycraft, quoted by Hatch and Brown (1995) cited by Al-Qatani (2015), indicate two kinds of vocabulary, namely receptive and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. In involves what is needed for receptive vocabulary plus the ability to speak or write at the

appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

2.1.4 Indicators of Vocabulary

Table of Indicators of Vocabulary

No	Indicators
1	Pronunciation
2	Spelling
3	Grammar
4	Meaning

Adopted from Cameron (2001:81)

According to Cameron (2001:78), vocabulary skill includes : pronunciation, spelling, grammar and meaning.

1. Pronunciation

Pronunciation is one of the aspects that have a great influence of vocabulary. "Pronunciation is the way in which a particular person pronounces the word of language" (Wehmeler, 2003:1057). Children need to hear a new word in foreign language in order they can notice the sound at the beginning and at the end, the stress pattern of the word. There is different pronunciation between English and Indonesia vocabularies, as it is stated by Sailun (2001:24) : "Every language has special phonemes, English has different sound with Indonesia/Malaysia sound. Therefore, students have problems in pronunciation.

The students have difficulties for some reasons. The first, some sounds of English do not exist in Indonesia/Malaysia. The phoneme / o / (thin) and / θ / (this) are found of course, it is not appear both English and Indonesia. Thus, in learning pronunciation, one must learn or not only to form sound correctly, but also to use them in the correctly place."

Ur (1997:54) gives his ideas in helping pronunciation of students :

1. Imitating teacher or recorded model of sound word and sentence
2. Recording of leaner speech, contrasted with native model
3. Systematic explanation and instruction (including detail of the structure and movement of part of the mouth)
4. Imitation drill, repetition of sound, word and sentences
5. Choral repetition of drill
6. Varied repetition of drill
7. Tongue twister
8. Learning and performing dialog
9. Self-correction through listening to recording of own speech

2. Spelling

Children also need to know the letters and syllables that make up the word that is called spelling. "Spelling is the act of forming words correctly from individual letter or the way that a word is spelt" (Wehmeler, 2003 : 1293).

3. Grammar

Grammatical information is tied into words, and learning words can take students along the way into grammar. This suggests that if we give a high priority

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to vocabulary, we are not thereby abandoning grammar. (Cameron, 2001:72). Ur (1997:61) also points out that : the grammar of vocabulary need to be taught if this is not obviously covered by the grammatical rules. When teaching a new verb, for example, we might give also its past form. If this is irregular (think, thought) and we might note if transitive or intransitive is. Similarly, when teaching a noun teacher may wish to presents its plural form, if irregular (mouse, mice) or draw student attention to the fact that it has no plural at all (advice, information). Teacher may present verb such as want and enjoy together with the verb form that follows them (want to, enjoying) or adjectives or verb together with their following prepositions.

4. Meaning

Nation and Cameron (2001:85) argue ways to explain the meaning of new words in the young learner classroom that is by using an object, a cut-out figure, gesture, preforming and action, photograph, drawing or diagram on the board, and picture from story book. Actually, finding the meaning for the new foreign language word is the amount of mental work done by the learners affects well a new word is engraved in memory, the students gave to think it's about word and meaning, the more likely they are to remember it. Ur (1997:62) says that to find the meaning it can be done through translation that is word in learners' mother tongue that are equivalent in meaning to the item being taught.

It can be concluded that pronunciation, spelling, grammar and meaning are the indicators of vocabulary mastery.

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2.1.5 Importance of Vocabulary

Vocabulary is one element of the language that should be learnt and taught. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspects of language. Zimmerman in Coady and Huckin (1997:5) states that vocabulary in central to language and critical importance to the typical language learner. McCharty (1990 : Viii) states that the importance of vocabulary in language learning is as follows : "no matter how successfully sounds of L_2 are mastered, without words to express a wider range of meanings, communication in an L_2 just cannot happen in any meaningful way. According to Burns and Broman (1975:295) the position of an individual in society may be determined by the extent of his knowledge of words and how use them in manner appropriate to a particular place, time, and situation.

Wilkins (1982:111) says that without grammar very little can be conveyed; without vocabulary nothing can be conveyed. It has to be realized that the student's ability to read, to write, to listen, and to speak in conditioned by their vocabulary. In reading ability, vocabulary helps learners in comprehending the text. In writing, it helps them to expand their ideas based on the topic sentence that they want. In listening, they comprehend and understand what other person speaks. In speaking ability, vocabulary facilities the learners to explain their ideas orally. In addition, Coady and Huckin (1997:50 argue that vocabulary is central and critical importance typical language learner. It makes vocabulary becomes the basic element to master the four language skills, namely listening, speaking,

reading and writing. Without having adequate vocabulary, a language learner will not be able to master the language skills. The meaning shows that vocabulary mastery has important roles in communication.

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language".

Vocabulary is foundation or a basic of a language. They cannot improve our English without mastering vocabulary. Words mastery is not only to support the four skills namely : listening skill, speaking skill, reading skill, and also writing skill, but also the existence of words mastery is very crucial in learning English as a foreign language. Students with poor mastery of vocabulary cannot communicate in the target language well; consequently they will not be able to infer any ideas transmitted to them. In learning English as a foreign language, vocabulary as one of the aspects of foreign language components is seemed to the big problem. If the learners' vocabularies are poor, they will be difficult in expressing their ideas, feeling, opinion, and they will not be able to grasp any expression addressed to them, and also they will be difficult to comprehend words that heard or content of reading.

Based on the fact, it can be concluded that vocabulary is the most importation studying English. Mastering vocabulary make the learners be easy to

understand the meaning of words when they listen, speak, read and write in English.

2.1.6   Definition of Scrabble Game

According to Warner and Brown (2005:47), scrabble is a proprietary board game, which involves the building of words for point scores, for two or more players (or teams).

In Cambridge Advanced Learner's dictionary Third edition, scrabble is a game played on a board covered in squares in which players win points by creating words from letters with different values and connecting these words with ones already on the board.

In Oxford Advanced dictionary (1985:1191), scrabble is a board game in which players try to make words from letters printed on small plastic blocks and connect them to words that have been already placed on the board.

According to Christopher (2009:1), scrabble is a board games and a game for arranging letter that will be played by 2 or 4 people who set the point base on the score of word which is formed by letter on board game that it is forming square word/cross word (15 rows and 15 columns).

2.1.7 Procedure for Playing Scrabble Game

To play scrabble game needs some steps to play it. The steps of playing the scrabble game as follows (Andrea Hermitt, 2009:1) :

a Step 1

Place all of the tiles face down on the table and make sure that each person takes their tiles. After their have tiles, each person should turn their tiles over and quickly try to form words with their tiles.

b 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 is corrects or not. Next, each person would pick up a new tile. This new letter must be intergrade into the existing puzzle rearranging their puzzles if necessary. Once again, the first person uses all of the tiles would yell "draw".

c 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.

2.1.8 Using Scrabble Game for Learning English Vocabulary

English words relate to science and scientific concepts that can be the most of difficulties to spell and memorize it. Teachers are always in need of additional ways to help students learn and retain science of vocabulary. Many people build their English vocabulary through some technique, such as through a bland od

methods by talking English classes, reading books, watching movies and studying English with English language software. Playing word and vocabulary game is a valuable part of learning English, because you approve of them and want them to be successful.

There is a lot of learn about teaching and learning English and the more fun that can be had in the process will be better. Learning the alphabet can be made more exciting by singing, chanting or game. Cameron said that simple games may help interest and motivation, for the example, the teacher says a letter at random from the alphabet and children about out the next letter (or the next but one, or the one before) (Cameron, 2001:143).

According to Cruickshank and Telfer, (2001:75 as cited in Warner and Brown, 2005:48) stated that, The former includes many type of game commonly used in second language learning. The latter includes Scrabble and puzzles, 'in which players use principles of a subject or discipline and solve related problems, as in math or spelling'.

Scrabble can be used in developing problem-solving skill and is motivating for students. Petersen-Perlman et al (1999:255) as cited Warner and Brown, (2005:48) present Up Words, the three-dimensional Scrabble-type board game, as a 'prototypical partnership model'. Whose rules can also apply in classroom generally. There is reasonable case to be made that the standard game needs to be adapted, the rules changed, so scrabble can be used more effectively as a linguistic aid.

Hopefully scrabble would make students excited in teaching learning process of vocabulary, because all skill of language related with vocabulary. the students need much time to memorize some vocabularies. 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 provides the full color of letters. By arranging letter to be word, automatically they learn how to write well and the students know how to spell it.

2.1.9   Teaching by Using Scrabble Game towards Students' Vocabulary Mastery at SMPN 35 Pekanbaru

Nur Patmasari, Cucu Sutarsyah, Ramlan Ginting (2013/2014), "Increasing Students' Vocabulary through Scrabble Games". The students always improvement in learning vocabulary score from pre-test to post-test. Students' ability in finding out all the meaning of words that the teachers asks. The student' mean score of pre-test 57.24 and the mean score of post-test is 71.15 The score increase to 13.91. The result after the students study using scrabble game, their English score pre-test higher than post-test and scrabble game is recommended to be used by the teacher in increasing the student' vocabulary achievement.

To do the research, the researcher proposes the steps in teaching vocabulary mastery through scrabble game as follows :

1. Preparing the class. The teachers tried to attract their attention by,

2. Asking some question. It is the way to stimulate students' background of knowledge about vocabulary,

3. The teacher gives example by the text. Then the teacher asks the students to find some unknown words. After that the teacher and the students discusses the unknown word together,

4. The teacher tells the students that they are going to study about the vocabulary through scrabble game,

5. The teacher divides them into 4 groups randomly and each group consists of 7-8 students. Each group has eight letters and each group has one leader,

6. The teacher explains the rules of the activity and gives the example. Students should collect vocabularies to the board. For example students mentions 1 word (run) and put the letter on the board. Then the next griup will find word and connect with the 'run' word,

7. The teacher commands the students to begin the game. The students try to find new word and translate the words found,

8. The teacher calculates the score and announces the winner which has the highest points after finishing their scrabble game using their words given,

9. At the end, the teacher gives the evaluation.

2.1.10   Advantages of the Games

Philips (1993) cited by Rohani et al (2013) states "the best way to learn vocabulary is when the meaning of the word is illustrated for example by picture or real object". Ghada Sari list several main advantages when games are used in the classroom, including :

a. Games bring in relaxation and fun for students, thus help them learn and retain new words more easily. In other words, students will enjoy and more active at the learning process.

b. Games usually involve friendly competition and they deep learners interested. It means game is attractive technique to make the students to be active.

c. Games are highly motivating and they give students more opportunity to express their opinion and feelings. It means that, the students more active to express their feeling in process of learning.

d. Vocabulary games bring real word context into the classroom. It means, the students can make differences between real object and is not real object in their life.

2.2   Relevance Studies

The have been several studies and teaching language using game. The first research was conducted by Wulansari (2010). This research used *quasi experimental* which aimed to gain data about the difference of students' France vocabulary before and after being taught scrabble media and also to find the advantages and disadvantages scrabble media in increasing France Vocabulary. There was any difference of students' France Vocabulary before and after being taught scrabble game. The method was *quasi experimental* with *one group pre-test and post-test* design. This method used to answer the problem and to test the hypothesis in this research. The sample of this research was 25 students from 50 minutes of XII IPS I and XII IPS II at SMAN 13 Bandung. The instruments for collecting data were test and questioner.

The researcher gave pre-test, treatment by using scrabble game media and post-test during process of the research. Then the researcher gave questioner for the students. After analyzing the data, the result showed that the average score of students' pre-test was 5,88 and post-test was 7,80. The was an increase of students' score. The hypothesis testing also shows *t-count* 4,14 with *significant* 0,01 and *degree of freedom* was 24 and *t-table* 3,84. This testing states that *t-count* was bigger than *t-table* and proves that the hypothesis accepted. It can be conclude that his research has proved that the scrabble media can be used to increase France Vocabulary effectively.

Al Zaabi (2007:85) advocated that learning vocabulary through games give students more chances to learn something from one other. It means that using games will help students to enjoy English lesson in class. A game that the researcher will use in this research is called Scrabble. Scrabble is a simple game that can help the teacher in teaching vocabulary especially in memorizing, spelling and understanding the meaning of the words. Scrabble game is a very good media to teach English in the classroom because make it challenges student's ability to remember the vocabulary more enjoyable. Scrabble is also a board game which the player draw letter tiles and take turns to make interlocking words like a crossword. The scoring points are according to the letters played and their positions on the board.

In learning English, vocabulary is one of some important parts for mastering (BinTahir, 2012). Students can describe everything what they think without using grammar, but they can express nothing without vocabulary. Lewis as cited by Wu

(2009) says that vocabulary acquisition is the main task of Second Language Acquisition and the language skills such as listening, speaking, reading, writing and even translating. It means that all cannot go without vocabulary. In line the Lewis's statement, learning vocabulary is an important instructional aim for teachers in all content are as in middle grades schools (Harmon, Wood, & Kiser, 2009).

Teaching vocabulary is not an easy task for the teachers. The teachers must be creative to teach vocabulary when they teach their students. To help the students understand vocabulary easier and help in teaching learning process, the teacher needs games to be involved in teaching learning process. Learning vocabulary by games is one of the effective and interesting ways which can be implemented in any classroom (Huyen & Nga: 2003:14).

Klimova (2015) Scrabble is one of the most popular boards that specifically highlight language. The purpose of the game is to build words with a higher score as possible. Scrabble is indirect learning. When the students play the game, they don't realize that they are learning. Students also get new words or vocabulary naturally. Through this game, the students will give their full attention and concentration to study.

Games are a great technique to pick up new vocabulary and play with the vocabulary that has already familiar. Games consist of fantasy, ritual, competition, and luck that are interesting for students. It means that games reduce boredom. When games are used, the situation of classroom will become life and natural. Games create situation that make students need and want to use English. Lee

(1994) explained it occurs because in games language is linked by action. Thus, games are appropriate to the principle of language accompanying action.

This research use scrabble game as a technique in teaching vocabulary. Scrabble is a word games for 2, 3, or 4 players. To play it, consists of forming interlocking words, crossword fashion on the scrabble playing board using letter tiles with various score values. 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.

Napa (1991), there are many ways that can be used to develop students' vocabulary achievement. It can be taught by using many different techniques, such as picture, crossword puzzle, song, game, text, scrabble and translation. One of the techniques for teaching English vocabulary is by using game.

Sanchez et.al (2007:65) mentions that a game can make learners get repeated exposure to an aspect of language without being too boring. It can be concluded that games help the students to learn vocabulary easier.

Mastery of vocabulary is very important because vocabulary can improve many subjects. Vocabulary is deemed important for student academic achievement, particularly for EFL learners with limited exposure to the target language (Suwantarathip, Ornprapat & Wiwat, 2015: 164). In English class, the students should have good ability in English vocabulary because it can support all skill in English. The first, the students must have many vocabularies in English that can help them to know the meaning of what they learn in English.

2.3 Conceptual Framework

In the conceptual framework, the researcher showing the direction of the study on the problems to be investigated. These are below the conceptual framework.

```
Vocabulary ──────────────────────── Game
    │ ╲ ╲ ╲                              │
    ▼  ▼  ▼  ▼                           ▼
  Noun  Adjective  Verb  Adverb    Scrabble Game
    │                    │              │
    └────────┬───────────┘              ▼
             ▼                        Words
  The Effect of students'
    vocabulary mastery
             │
             ▼
  The effect of Scrabble Game
  Towards Students' Vocabulary
  Mastery at SMPN 35 Pekanbaru
```
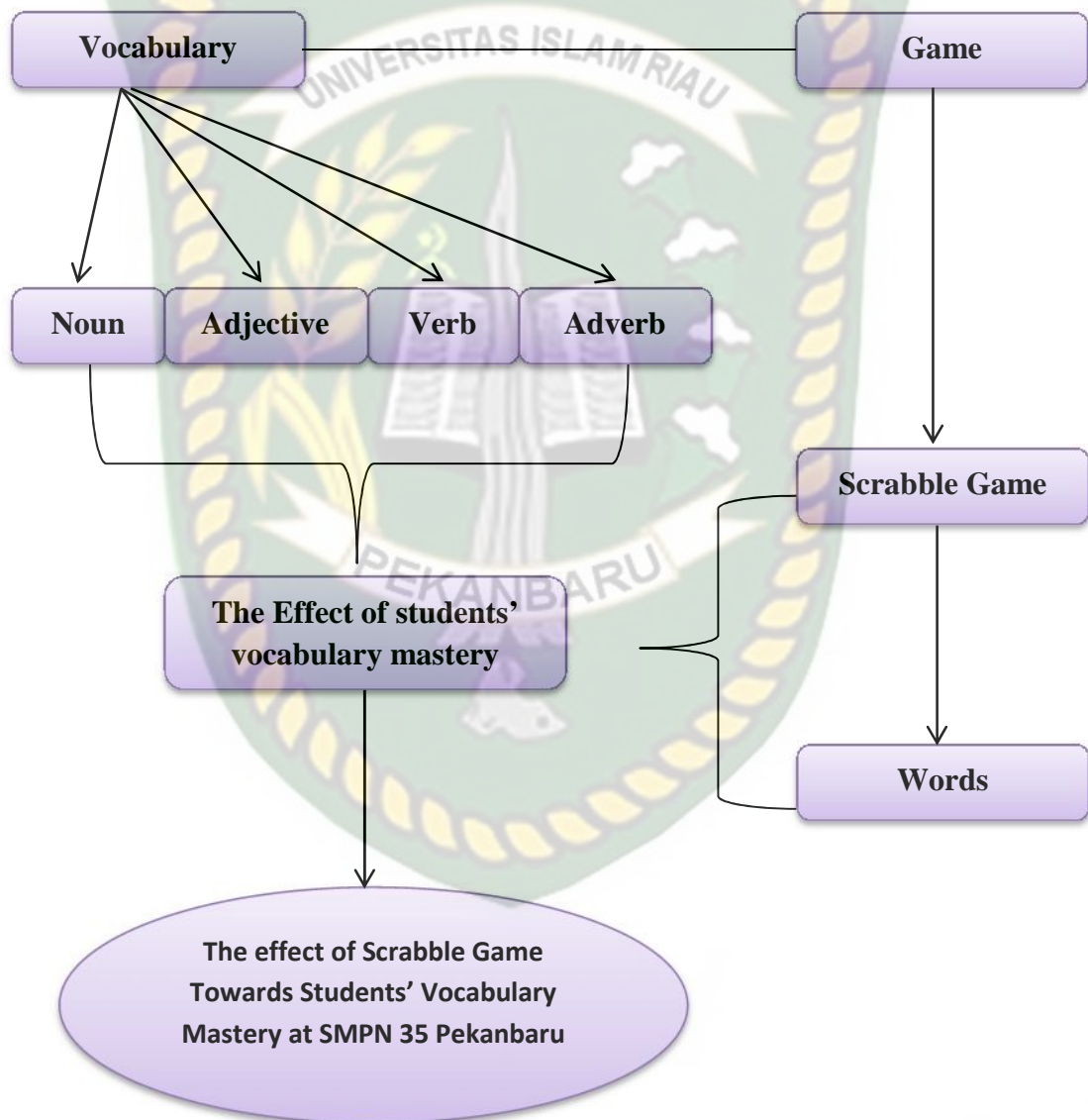
2.4   Hypothesis

The following hypothesis of the study is as follows :

2.4.1   The null hypothesis

Ho : there is no a significant effect of guessing game towards students'

vocabulary mastery

2.4.2   The alternative hypothesis

Ha : there is a significant effect of guessing game towards students'

vocabulary mastery.

CHAPTER III

RESEARCH METHODOLOGY

3.1   Research Design

The researcher called this research "Experimental Research". Gay (2012) stated that experimental research is the only type of research can test hypothesis to establish cause-effect relations. In other words, the research will be focused on one class to see the effect of the scrabble game to the students.

Table of Research Design

Class	Pre-Test	Treatment	Post-Test
VII.4	T_1	X	T_2

Note :

T   : Pre-Test

T_2 : Post-Test

X   : Treatment

3.2   Location and Time of the Research

This research was conducted at SMPN 35 Pekanbaru which located at Jalan T. Bey/ Reformasi II, Simpang Tiga, Bukit Raya, Kota Pekanbaru, Riau, on 12th August, 2019.

3.3 Population and Sample of the Research

3.3.1 Population

The population of this research was conducted some of the second grade students SMPN 35 Pekanbaru in academic year 2019/2020. There were classes of the second grade SMPN 35 Pekanbaru.

Table of Distribution of Population of the Second Grade SMPN 35 Pekanbaru

No	Classes	Number of Students
1	VIII.1	20
2	VIII.2	20
3	VIII.3	20
4	VIII.4	20
5	VIII.5	20
	Total	**100**

They were five classes of second grade SMP 35 Pekanbaru. So, the researcher only took two classes for this research. They were experimental and control class.

3.3.2 Sample

According to Seltman (2012) stated that random sampling technique is sample of size number which indicates that they randomly and independently choose number of subjects from a large of infinite population for our experiment. In addition, sample of this research was consists of two classes. They were students class VIII.3 as the control group and VIII.4 as the experimental group. Numbers of students were 20 in the class :

Table of Sample of the Research

No	Classes	Sample	Group
1	VIII-3	20	Control Class
2	VIII-4	20	Experimental Class
	Total	**40**	

3.4 Instrument of the Research

The instrument in this research was Vocabulary test. A kind of Vocabulary test was related to Vocabulary indicator; noun, adjective, verb, adverb. The function of the test was to evaluate the students' Vocabulary mastery. The test was given in two times; pre-test and post-test. The pre-test used to determine students' Vocabulary before getting the treatment. The post-test used to determine students' Vocabulary after getting the treatment. There were 20 questions of pre-test and post-test.

3.4.1 The Indicators of Variable X (Scrabble Game)

There were two variables of this research, which consists of independent variable and dependent variable. According to Sugiyono (2013) the independent variable is a variable that identify as a casual is teach to cause the dependent variable. Independent variable (X) was scrabble game.

1. The researcher teaches students using Scrabble Game.

2. The researcher divided students into five groups.

3. The researcher gives some questions to students which stated on scrabble game.

4. The researcher asked students to work in group to find words by scrabble game.

3.4.2 The Indicators of Variable Y (Vocabulary Mastery)

According to Sugiyono (2013) the dependent variable is a variable that identify as an effect, the result variable to be caused by the independent variable. In this research, dependent variable (Y) was students' Vocabulary mastery.

1. Students understand the meaning of the words they read

2. Student more enjoyed to learning Vocabulary in English.

3. Student may found many Vocabularies.

4. Students understand how to make a simple sentence.

Table of Blue Print of Pre-Test

No	Topics	Indicators	Item
1	Fill the blank	Grammar	1-10
2	Find the correct answer from text	Meaning	11-20

3.4.3 Validity of the Instrument

This research validated by researcher advisor. The test had validated to second grade student, the result of validity of test was valid from 20 students.

3.4.4 Reliability of the Instrument

The reliability of the instrument was reliable in process of teaching vocabulary in the classroom for the purpose of this research.

3.5 Data Collecting Technique

The treatment was conducted for the experimental group only. The treatment of teaching through Scrabble Game as follows :

1. Pre-Test

Before give a treatment. Students were given a pre-test to know students' ability of Vocabulary mastery. Pre-test took one meeting in the first meeting. The researcher gave pre-test were multiple choice.

2. Treatment

The treatment was conducted for the experimental class only, the treatment use Scrabble Game. In this meeting, the students should bring their dictionary.

The researcher explained to the students about how learn vocabulary mastery through scrabble game.

a. **Meeting 1**

In this meeting, the researcher explained to students about Vocabulary Mastery and how to learn Vocabulary by playing a game. The game was Scrabble Game. The researcher asked students to bring dictionary until the last meeting because they would check the words they got in dictionary. The researcher was divided the student into some groups to play scrabble game and choose one of the members to being a leader. During treatment, the students were sitting based on groups. The researcher asked students to write all vocabularies in English and along with the meaning of Bahasa that they have known before start playing Scrabble Game to know about students' ability of vocabulary mastery. After that, the researcher asked students to sitting with their groups, set the scrabble game and asked the leader of the groups to put first word in the middle of the board and the others player would following him to found a words out.

b. **Meeting 2**

The students were still sitting in their groups. The students set the scrabble game. The researcher gave the students 20 minutes to play scrabble game. After that, the researcher asked students to check the words in dictionary. If they cannot find that some words in dictionary, its mean they put wrong words. So, they need to change it to the right one. Then, the researcher asked the students to make five simple sentences by using five words they have.

c. Meeting 3

The students were still sitting in their groups. The students set the scrabble game. The researcher gave the students 20 minutes to play scrabble game. After that, the researcher asked students to check the words in dictionary. If they cannot find that some words in dictionary, its mean they put wrong words. So, they need to change it to the right one. Then, the researcher asked the students to make five simple sentences by using five words they have.

d. Meeting 4

In the last meeting, the students were still sitting in their groups. The students set the scrabble game. The researcher gave the students 20 minutes to play scrabble game. After that, the researcher asked the students to check the words in dictionary, its mean they put wrong words. So, they need to change it to the right one. Then, the researcher asked the students to make five simple sentences by using five words they have.

3.   Post-Test

After treatment, the researcher gave post-test that had different question from pre-test. The test in this research was multiple choices. The item of the questions consists of 20 items. The test was about grammar and meaning. After distributing the test to the students, it analyzed the result of their answer at the pre-test and post-test to find out whether or not significant improvement made by the students after teaching Vocabulary used Scrabble Game.

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3.6 Data Analysis Technique

In analysis data, the researcher used a score of pre-test and post-test of the students. The scores were analyzed by using statistical tests variance, and homogeneity. The homogeneity test used to found out whether the two classes were a homogenous variance or not. This researcher was conducted six times. During applied the Scrabble Game, the researcher and the collaborator cooperated to observe what happened in the classroom by using field notes and observation checklist table.

To collecting the data, the researcher used the following formula :

$$M = \frac{X}{Y} \; x \; 100$$

M = Individual Score

X = Number of correct answer

Y = Number of items

(Adopted from Anggoro, 2008:11)

The level of students' vocabulary mastery

No	Classification	Score
1	Good to Excellent	80-100
2	Average to good	60-79
3	Poor to Average	50-59
4	Poor	0-49

(Adopted from Haris, 1974)

CHAPTER IV

RESEARCH FINDINGS

4.1   Data Presentation

This research was conducted to know the effect of using Scrabble Game towards students' Vocabulary mastery at SMPN 35 Pekanbaru. A set of test to found out the score of the students' achievement is vocabulary text.

This research used two classes to assume to be equal and homogenous statistically in order was conducted the research. Then, the researcher explained into the classroom and gave the same material, for length of the time, but different treatments.

4.1.1   Pre-Test

The first meeting was conducted on Aug, 12th 2019. In early minutes, introduction, gave motivation, and check attendance list. The researcher gave some questions related with Vocabulary and game. After that, the researcher explained what they had to do on that day. The pre-test carried out to determine the early background ability of the students who were selected as the sample. It was held to find out whether the experimental group and control group at the same level before applied a new strategy for the experimental group and the material was the test. The objective in this meeting was to make the students understand about Vocabulary by giving examples of a vocabulary test. The researcher gave pre-test were multiple choices.

4.1.2   Treatment

The treatment was conducted for the experimental group only. The treatment of teaching through Scrabble Game as follows :

1.   Treatment 1

The second meeting, the first treatment was on August, 14th 2019. In early minutes, greeting, check attendance, gave motivation. In this meeting, the students should bring their dictionary. The researcher explained to the students how to learn vocabulary mastery through scrabble game.

a. Process of teaching scrabble game

Scrabble game is a word game for 2, 3, or 4 players. To play it, consist of forming interlocking words, cross-word fashion on the scrabble playing board using letter tiles with various score values. Scrabble is generally define as a board game in which players try to make words from letter printed on small plastic blocks and connected them to words that have been already placed on the board. Scrabble game can helps students to learn vocabulary in English. They can more enjoy study vocabulary in English. The researcher explained about mastery vocabulary and the reason using scrabble game to make more enjoy in learning vocabulary, the researcher gave students some words, the researcher divide some groups, the teacher explained how to play scrabble game.

b. Instruction to play scrabble game in the class

a. Make sure that you have everything you need to play Scrabble. Before you begin your game, make sure that you have everything that you need to play Scrabble. You will need a game board, 100 letter tiles, one letter rack for each player, and a cloth bag to hold the letter tiles. You will also need 1-3 other people to play with.

b. Choose a dictionary to use for challenges. It is possible that during the course of your game, someone will play a word that another player believes is invalid. In a situation like this, you will need to look up the word in a dictionary. Make sure that you have a dictionary on hand to deal with challenges.

c. Put the tiles in the bag and shake them. To make sure that the letters are distributed fairly, put them into the bag, close it, and shake them around a bit.

d. Determine who goes first. Pass the bag around the table and allow each player to draw one tile. Then, place your tiles face up on the table. The player with the letter that is closest to the letter "A" gets to go first. Put these letters back into the bag and shuffle them again before drawing tiles.

e. Draw your tiles. Beginning with the person who drew the tile closest to "A", allow the players to take seven tiles. Hold the bag above eye level so that you can't see the tiles. Do not show these tiles to your fellow players. Just put them onto your tile rack and pass the bag to the next player until everyone has drawn their letters.

c. How to play Scrabble Game

a Play the first word. The player who chose the letter closest to "A" gets to play the first word. The word must use at least two tiles and it must be placed across the star square in the center of the board. The word can be laid out in a vertical or horizontal fashion, but it cannot be diagonal.

- When calculating the first word score, keep in mind that the player who places the first word gets to double his or her total score because the star counts as a Premium Square with a double word bonus. For example, if the total value of the first word played was 8, then the player would receive a score of 16.

b Count up your points. After you have put down a word, make sure that you count up your points. Add up the points on the lower right corner of each of the tiles you laid down. If you placed a tile on a Premium Square, adjust your score as indicated by the Premium Square.

- For example, if you place a word over a square that says "Double Word" on it, then you should double the total value of your word. If you place a tile over a square that says "Double Letter", then you should double the value of that letter tile only when you calculate your score.

c Draw new tiles. After each of your turns, you will need to draw as many new tiles as you just played. For example, if you played three of your tiles to form a word during your turn, then you need to draw three new tiles at the end of your turn. Place these new tiles on your rack and pass the bag to the next player.

d   Build on other players' words. On your next turn, you will have to add onto the words that your opponents have just played. That means that you cannot just create a freestanding word on the board, all of the tiles must be connected.

- As you build onto the words that your opponents have played, make sure that you consider all of the connected tiles. Your addition to the board must create at least one new word, but if you connect to other tiles, from other directions, then you need to make sure that you are creating valid words with these connections.

e   Use your tiles to get the highest score possible per turn. It is a good idea to consider multiple plays during each of your turns and to go with the play that will gain you the most points. Look for opportunities to incorporate Premium Squares and high value letters like "Z" and "Q" into your plays. Available Premium Squares include:

- *Double Letter Score*: This means that a letter placed on this square receives double the number of points that are shown on the letter.

- *Double Word Score*: This means that a word that is made that includes the letter that is placed on this square receives double the number of points that it otherwise would.

- *Triple Letter Score*: This means that a letter placed on this square receives three times the number of points that are shown on the letter.

- *Triple Word Score*: This means that a word that is made that includes the letter that is placed on this square receives triple the number of points that it otherwise would.

f Challenge other players to dispute a word. If you think that a player has played a word that does not exist or that another player has misspelled a word, then you can challenge that player. When you challenge a player, you look up the word in the dictionary.

- If the word is in the dictionary and the player has spelled it correctly, then the word stays and the player gets the points. The challenger loses his or her turn.

- If the word is not in the dictionary or the player has spelled it incorrectly, then the player must remove the word from the board. The player gains no points and loses that turn.

g Exchange tiles you don't want. At some point during the game, you may decide that you want to exchange some or all of your tiles for new ones. You can use a turn to get new tiles. Just discard the tiles that you no longer want into the bag, shuffle the bag and draw the number of tiles that you discarded. Just keep in mind that you cannot play a word in addition to drawing new tiles, this will count as your turn.

d. Scoring

Keep score as you go. It is important to keep a careful tally of each player's scores as you play. Each player should announce his or her score after adding it up and then the score keeper should write it down right away.

a. Watch for Premium Score squares. Premium Squares will alter your word scores, so pay attention to these when you play words. You can only use the bonus from a Premium Square if you laid the tile over that square during the current turn. You cannot incorporate bonuses from Premium Squares that you already counted in a different turn or that were counted by a different player.

- When adding the bonuses for plays with multiple Premium Squares, add the letter bonuses in before the word bonuses. For example, if you spell a word that has a double letter bonus and a triple word bonus, add the double letter bonus to your total before multiplying the total by three.

b. Get 50 points added to your word score if you get a bingo, also known as a bonus. A bingo is when you use all seven of your tiles to play a word. When this happens, you should add up the total value of your word plus any bonuses gained from Premium Squares and then add 50 points.

c. Add up each player's scores at the end of the game. After all of the players have exhausted their tiles or cannot play any more words, add up each player's points total. As the score keeper adds the totals, each player should let him or her know the points value (if any) of the tiles he or she has left over. Deduct this value from each player's points total to determine each player's final score.

d. Announce the winner. After the score keeper has added each player's scores and deducted the values of any unused tiles, he or she may announce the

winner. The person who has the highest score wins the game. Second place goes to the person with the second-highest score, and so on.

e. After that the researcher was asked the students to play scrabble game for 20 minutes and write sentence using one of the words they got.

2.   Treatment 2

The third meeting, second treatment was on August, 19th 2019. In activity the researcher gave greeting, checked attendance, gave motivation. In this meeting, the students were still bringing their dictionary. The researcher asked the students about previous meeting. The students explained about Vocabulary and Scrabble Game. After that, the researcher asked students to play Scrabble Game based on the groups that have been determined for 20 minutes.

a. Process of teaching scrabble game

Scrabble game is a word game for 2, 3, or 4 players. To play it, consist of forming interlocking words, cross-word fashion on the scrabble playing board using letter tiles with various score values. Scrabble is generally define as a board game in which players try to make words from letter printed on small plastic blocks and connect them to words that have been already placed on the board.

Scrabble game can helps students to learn vocabulary in English. They can more enjoy study vocabulary in English. The researcher explained about mastery vocabulary and the reason using scrabble game to make more enjoy in learning vocabulary, the researcher gave students some words, the researcher divide some groups, the teacher explained how to play scrabble game.

b. Instruction to play scrabble game in the class

a. Make sure that you have everything you need to play Scrabble. Before you begin your game, make sure that you have everything that you need to play Scrabble. You will need a game board, 100 letter tiles, one letter rack for each player, and a cloth bag to hold the letter tiles. You will also need 1-3 other people to play with.

b. Choose a dictionary to use for challenges. It is possible that during the course of your game, someone will play a word that another player believes is invalid. In a situation like this, you will need to look up the word in a dictionary. Make sure that you have a dictionary on hand to deal with challenges.

c. Put the tiles in the bag and shake them. To make sure that the letters are distributed fairly, put them into the bag, close it, and shake them around a bit.

d. Determine who goes first. Pass the bag around the table and allow each player to draw one tile. Then, place your tiles face up on the table. The player with the letter that is closest to the letter "A" gets to go first. Put these letters back into the bag and shuffle them again before drawing tiles.

e. Draw your tiles. Beginning with the person who drew the tile closest to "A", allow the players to take seven tiles. Hold the bag above eye level so that you can't see the tiles. Do not show these tiles to your fellow players. Just put them onto your tile rack and pass the bag to the next player until everyone has drawn their letters.

c. How to play Scrabble Game

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- When calculating the first word score, keep in mind that the player who places the first word gets to double his or her total score because the star counts as a Premium Square with a double word bonus. For example, if the total value of the first word played was 8, then the player would receive a score of 16.

b. Count up your points. After you have put down a word, make sure that you count up your points. Add up the points on the lower right corner of each of the tiles you laid down. If you placed a tile on a Premium Square, adjust your score as indicated by the Premium Square.

- For example, if you place a word over a square that says "Double Word" on it, then you should double the total value of your word. If you place a tile over a square that says "Double Letter", then you should double the value of that letter tile only when you calculate your score.

c. Draw new tiles. After each of your turns, you will need to draw as many new tiles as you just played. For example, if you played three of your tiles to form a word during your turn, then you need to draw three new tiles at the end of your turn. Place these new tiles on your rack and pass the bag to the next player.

d. Build on other players' words. On your next turn, you will have to add onto the words that your opponents have just played. That means that you cannot just create a freestanding word on the board, all of the tiles must be connected.

- As you build onto the words that your opponents have played, make sure that you consider all of the connected tiles. Your addition to the board must create at least one new word, but if you connect to other tiles, from other directions, then you need to make sure that you are creating valid words with these connections.

e. Use your tiles to get the highest score possible per turn. It is a good idea to consider multiple plays during each of your turns and to go with the play that will gain you the most points. Look for opportunities to incorporate Premium Squares and high value letters like "Z" and "Q" into your plays. Available Premium Squares include:

- *Double Letter Score*: This means that a letter placed on this square receives double the number of points that are shown on the letter.

- *Double Word Score*: This means that a word that is made that includes the letter that is placed on this square receives double the number of points that it otherwise would.

- *Triple Letter Score*: This means that a letter placed on this square receives three times the number of points that are shown on the letter.

- *Triple Word Score*: This means that a word that is made that includes the letter that is placed on this square receives triple the number of points that it otherwise would.

f. Challenge other players to dispute a word. If you think that a player has played a word that does not exist or that another player has misspelled a word, then you can challenge that player. When you challenge a player, you look up the word in the dictionary.

- If the word is in the dictionary and the player has spelled it correctly, then the word stays and the player gets the points. The challenger loses his or her turn.

- If the word is not in the dictionary or the player has spelled it incorrectly, then the player must remove the word from the board. The player gains no points and loses that turn.

g. Exchange tiles you don't want. At some point during the game, you may decide that you want to exchange some or all of your tiles for new ones. You can use a turn to get new tiles. Just discard the tiles that you no longer want into the bag, shuffle the bag and draw the number of tiles that you discarded. Just keep in mind that you cannot play a word in addition to drawing new tiles, this will count as your turn.

d. Scoring

Keep score as you go. It is important to keep a careful tally of each player's scores as you play. Each player should announce his or her score after adding it up and then the score keeper should write it down right away.

a. Watch for Premium Score squares. Premium Squares will alter your word scores, so pay attention to these when you play words. You can only use the bonus from a Premium Square if you laid the tile over that square during the current turn. You cannot incorporate bonuses from Premium Squares that you already counted in a different turn or that were counted by a different player.

- When adding the bonuses for plays with multiple Premium Squares, add the letter bonuses in before the word bonuses. For example, if you spell a word that has a double letter bonus and a triple word bonus, add the double letter bonus to your total before multiplying the total by three.

b. Get 50 points added to your word score if you get a bingo, also known as a bonus. A bingo is when you use all seven of your tiles to play a word. When this happens, you should add up the total value of your word plus any bonuses gained from Premium Squares and then add 50 points.

c. Add up each player's scores at the end of the game. After all of the players have exhausted their tiles or cannot play any more words, add up each player's points total. As the score keeper adds the totals, each player should let him or her know the points value (if any) of the tiles he or she has left over. Deduct this value from each player's points total to determine each player's final score.

d. Announce the winner. After the score keeper has added each player's scores and deducted the values of any unused tiles, he or she may announce the

winner. The person who has the highest score wins the game. Second place goes to the person with the second-highest score, and so on.

e. After that the researcher was asked the students to play scrabble game for 20 minutes and write sentence using one of the words they got.

3. Treatment 3

The fourth meeting, the third treatment was on August 21st 2019. In early minutes, greeting, check attendance, gave motivation. In this meeting, the students were still bringing their dictionary. The researcher asked the students to write noun, verb and adjective in English that they knew as much as possible even though they did not know the meaning of it in Indonesia before they play scrabble game.

a. Process of teaching scrabble game

Scrabble game is a word game for 2, 3, or 4 players. To play it, consist of forming interlocking words, cross-word fashion on the scrabble playing board using letter tiles with various score values. Scrabble is generally define as a board game in which players try to make words from letter printed on small plastic blocks and connect them to words that have been already placed on the board.

Scrabble game can helps students to learn vocabulary in English. They can more enjoy study vocabulary in English. The researcher explained about mastery vocabulary and the reason using scrabble game to make more enjoy in learning vocabulary, the researcher gave students some words, the researcher divide some groups, the teacher explained how to play scrabble game.

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b. Instruction to play scrabble game in the class

a. Make sure that you have everything you need to play Scrabble. Before you begin your game, make sure that you have everything that you need to play Scrabble. You will need a game board, 100 letter tiles, one letter rack for each player, and a cloth bag to hold the letter tiles. You will also need 1-3 other people to play with.

b. Choose a dictionary to use for challenges. It is possible that during the course of your game, someone will play a word that another player believes is invalid. In a situation like this, you will need to look up the word in a dictionary. Make sure that you have a dictionary on hand to deal with challenges.

c. Put the tiles in the bag and shake them. To make sure that the letters are distributed fairly, put them into the bag, close it, and shake them around a bit.

d. Determine who goes first. Pass the bag around the table and allow each player to draw one tile. Then, place your tiles face up on the table. The player with the letter that is closest to the letter "A" gets to go first. Put these letters back into the bag and shuffle them again before drawing tiles.

e. Draw your tiles. Beginning with the person who drew the tile closest to "A", allow the players to take seven tiles. Hold the bag above eye level so that you can't see the tiles. Do not show these tiles to your fellow players. Just put them onto your tile rack and pass the bag to the next player until everyone has drawn their letters.

c. How to play Scrabble Game

a. Play the first word. The player who chose the letter closest to "A" gets to play the first word. The word must use at least two tiles and it must be placed across the star square in the center of the board. The word can be laid out in a vertical or horizontal fashion, but it cannot be diagonal.

- When calculating the first word score, keep in mind that the player who places the first word gets to double his or her total score because the star counts as a Premium Square with a double word bonus. For example, if the total value of the first word played was 8, then the player would receive a score of 16.

b. Count up your points. After you have put down a word, make sure that you count up your points. Add up the points on the lower right corner of each of the tiles you laid down. If you placed a tile on a Premium Square, adjust your score as indicated by the Premium Square.

- For example, if you place a word over a square that says "Double Word" on it, then you should double the total value of your word. If you place a tile over a square that says "Double Letter", then you should double the value of that letter tile only when you calculate your score.

c. Draw new tiles. After each of your turns, you will need to draw as many new tiles as you just played. For example, if you played three of your tiles to form a word during your turn, then you need to draw three new tiles at the end of your turn. Place these new tiles on your rack and pass the bag to the next player.

d. Build on other players' words. On your next turn, you will have to add onto the words that your opponents have just played. That means that you cannot just create a freestanding word on the board, all of the tiles must be connected.

- As you build onto the words that your opponents have played, make sure that you consider all of the connected tiles. Your addition to the board must create at least one new word, but if you connect to other tiles, from other directions, then you need to make sure that you are creating valid words with these connections.

e. Use your tiles to get the highest score possible per turn. It is a good idea to consider multiple plays during each of your turns and to go with the play that will gain you the most points. Look for opportunities to incorporate Premium Squares and high value letters like "Z" and "Q" into your plays. Available Premium Squares include:

- *Double Letter Score*: This means that a letter placed on this square receives double the number of points that are shown on the letter.

- *Double Word Score*: This means that a word that is made that includes the letter that is placed on this square receives double the number of points that it otherwise would.

- *Triple Letter Score*: This means that a letter placed on this square receives three times the number of points that are shown on the letter.

- *Triple Word Score*: This means that a word that is made that includes the letter that is placed on this square receives triple the number of points that it otherwise would.

f. Challenge other players to dispute a word. If you think that a player has played a word that does not exist or that another player has misspelled a word, then you can challenge that player. When you challenge a player, you look up the word in the dictionary.

- If the word is in the dictionary and the player has spelled it correctly, then the word stays and the player gets the points. The challenger loses his or her turn.

- If the word is not in the dictionary or the player has spelled it incorrectly, then the player must remove the word from the board. The player gains no points and loses that turn.

g. Exchange tiles you don't want. At some point during the game, you may decide that you want to exchange some or all of your tiles for new ones. You can use a turn to get new tiles. Just discard the tiles that you no longer want into the bag, shuffle the bag and draw the number of tiles that you discarded. Just keep in mind that you cannot play a word in addition to drawing new tiles, this will count as your turn.

d. Scoring

Keep score as you go. It is important to keep a careful tally of each player's scores as you play. Each player should announce his or her score after adding it up and then the score keeper should write it down right away.

a. Watch for Premium Score squares. Premium Squares will alter your word scores, so pay attention to these when you play words. You can only use the bonus from a Premium Square if you laid the tile over that square during the current turn. You cannot incorporate bonuses from Premium Squares that you already counted in a different turn or that were counted by a different player.

- When adding the bonuses for plays with multiple Premium Squares, add the letter bonuses in before the word bonuses. For example, if you spell a word that has a double letter bonus and a triple word bonus, add the double letter bonus to your total before multiplying the total by three.

b. Get 50 points added to your word score if you get a bingo, also known as a bonus. A bingo is when you use all seven of your tiles to play a word. When this happens, you should add up the total value of your word plus any bonuses gained from Premium Squares and then add 50 points.

c. Add up each player's scores at the end of the game. After all of the players have exhausted their tiles or cannot play any more words, add up each player's points total. As the score keeper adds the totals, each player should let him or her know the points value (if any) of the tiles he or she has left over. Deduct this value from each player's points total to determine each player's final score.

d. Announce the winner. After the score keeper has added each player's scores and deducted the values of any unused tiles, he or she may announce the winner. The person who has the highest score wins the

game. Second place goes to the person with the second-highest score, and so on.

e. After that the researcher was asked the students to play scrabble game for 20 minutes and write sentence using one of the words they got.

4. **Treatment 4**

The fifth meeting, the last treatment was on August, 26th 2019. In early minutes, greeting, check attendance, gave motivation. In this meeting, the students were still bringing their dictionary. The researcher re-explained about Vocabulary, Scrabble Game. After that the researcher asked the students to play Scrabble Game for 20 minutes and write sentence using one of the words they got.

a. **Process of teaching scrabble game**

Scrabble game is a word game for 2, 3, or 4 players. To play it, consist of forming interlocking words, cross-word fashion on the scrabble playing board using letter tiles with various score values. Scrabble is generally define as a board game in which players try to make words from letter printed on small plastic blocks and connect them to words that have been already placed on the board.

Scrabble game can helps students to learn vocabulary in English. They can more enjoy study vocabulary in English. The researcher explained about mastery vocabulary and the reason using scrabble game to make more enjoy in learning vocabulary, the researcher gave students some words, the researcher divide some groups, the teacher explained how to play scrabble game.

b. Instruction to play scrabble game in the class

a. Make sure that you have everything you need to play Scrabble. Before you begin your game, make sure that you have everything that you need to play Scrabble. You will need a game board, 100 letter tiles, one letter rack for each player, and a cloth bag to hold the letter tiles. You will also need 1-3 other people to play with.

b. Choose a dictionary to use for challenges. It is possible that during the course of your game, someone will play a word that another player believes is invalid. In a situation like this, you will need to look up the word in a dictionary. Make sure that you have a dictionary on hand to deal with challenges.

c. Put the tiles in the bag and shake them. To make sure that the letters are distributed fairly, put them into the bag, close it, and shake them around a bit.

d. Determine who goes first. Pass the bag around the table and allow each player to draw one tile. Then, place your tiles face up on the table. The player with the letter that is closest to the letter "A" gets to go first. Put these letters back into the bag and shuffle them again before drawing tiles.

e. Draw your tiles. Beginning with the person who drew the tile closest to "A", allow the players to take seven tiles. Hold the bag above eye level so that you can't see the tiles. Do not show these tiles to your fellow players. Just put them onto your tile rack and pass the bag to the next player until everyone has drawn their letters.

c. How to play Scrabble Game

a. Play the first word. The player who chose the letter closest to "A" gets to play the first word. The word must use at least two tiles and it must be placed across the star square in the center of the board. The word can be laid out in a vertical or horizontal fashion, but it cannot be diagonal.

- When calculating the first word score, keep in mind that the player who places the first word gets to double his or her total score because the star counts as a Premium Square with a double word bonus. For example, if the total value of the first word played was 8, then the player would receive a score of 16.

b. Count up your points. After you have put down a word, make sure that you count up your points. Add up the points on the lower right corner of each of the tiles you laid down. If you placed a tile on a Premium Square, adjust your score as indicated by the Premium Square.

- For example, if you place a word over a square that says "Double Word" on it, then you should double the total value of your word. If you place a tile over a square that says "Double Letter", then you should double the value of that letter tile only when you calculate your score.

c. Draw new tiles. After each of your turns, you will need to draw as many new tiles as you just played. For example, if you played three of your tiles to form a word during your turn, then you need to draw three new tiles at the end of your turn. Place these new tiles on your rack and pass the bag to the next player.

d. Build on other players' words. On your next turn, you will have to add onto the words that your opponents have just played. That means that you cannot just create a freestanding word on the board, all of the tiles must be connected.

- As you build onto the words that your opponents have played, make sure that you consider all of the connected tiles. Your addition to the board must create at least one new word, but if you connect to other tiles, from other directions, then you need to make sure that you are creating valid words with these connections.

e. Use your tiles to get the highest score possible per turn. It is a good idea to consider multiple plays during each of your turns and to go with the play that will gain you the most points. Look for opportunities to incorporate Premium Squares and high value letters like "Z" and "Q" into your plays. Available Premium Squares include:

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- *Triple Letter Score*: This means that a letter placed on this square receives three times the number of points that are shown on the letter.

- *Triple Word Score*: This means that a word that is made that includes the letter that is placed on this square receives triple the number of points that it otherwise would.

f. Challenge other players to dispute a word. If you think that a player has played a word that does not exist or that another player has misspelled a word, then you can challenge that player. When you challenge a player, you look up the word in the dictionary.

- If the word is in the dictionary and the player has spelled it correctly, then the word stays and the player gets the points. The challenger loses his or her turn.

- If the word is not in the dictionary or the player has spelled it incorrectly, then the player must remove the word from the board. The player gains no points and loses that turn.

g. Exchange tiles you don't want. At some point during the game, you may decide that you want to exchange some or all of your tiles for new ones. You can use a turn to get new tiles. Just discard the tiles that you no longer want into the bag, shuffle the bag and draw the number of tiles that you discarded. Just keep in mind that you cannot play a word in addition to drawing new tiles, this will count as your turn.

d. Scoring

Keep score as you go. It is important to keep a careful tally of each player's scores as you play. Each player should announce his or her score after adding it up and then the score keeper should write it down right away.

a. Watch for Premium Score squares. Premium Squares will alter your word scores, so pay attention to these when you play words. You can only use the bonus from a Premium Square if you laid the tile over that square during the current turn. You cannot incorporate bonuses from Premium Squares that you already counted in a different turn or that were counted by a different player.

- When adding the bonuses for plays with multiple Premium Squares, add the letter bonuses in before the word bonuses. For example, if you spell a word that has a double letter bonus and a triple word bonus, add the double
- letter bonus to your total before multiplying the total by three.

b. Get 50 points added to your word score if you get a bingo, also known as a bonus. A bingo is when you use all seven of your tiles to play a word. When this happens, you should add up the total value of your word plus any bonuses gained from Premium Squares and then add 50 points.

c. Add up each player's scores at the end of the game. After all of the players have exhausted their tiles or cannot play any more words, add up each player's points total. As the score keeper adds the totals, each player should let him or her know the points value (if any) of the tiles he or she has left over. Deduct this value from each player's points total to determine each player's final score.

d. Announce the winner. After the score keeper has added each player's scores and deducted the values of any unused tiles, he or she may

announce the winner. The person who has the highest score wins the game. Second place goes to the person with the second-highest score, and so on.

e. After that the researcher was asked the students to play scrabble game for 20 minutes and write sentence using one of the words they got.

4.1.3 Post-Test

After treatment, the researcher gave post-test that had different questions from pre-test. The test in this research was multiple choices. The item of the questions consists of 20 items. The test was about grammar and meaning. After distributing the test to the students, it analyzed the result of their answer at the pre-test and post-test to find out whether or not significant improvement made by the students after teaching Vocabulary used Scrabble Game.

4.1.4 Data Presentation of Pre-test in Control Class

The first analysis was the students' score of pre-test in control group which has done to know the students' ability in Vocabulary test. The researcher showed the students' Vocabulary on pre-test, the result as follows; the highest average score was 90 and lowest average score was 35. In control class, the total score that 20 students were 1.325 and the mean score were 66,25 (See appendix 11)

4.1.5 Data Presentation of Pre-test in Experimental Class

The result of students' Vocabulary test, in pre-test of experimental class, as follows; the highest average score was 100 and lowest average score was 40. The total score that 20 students were 1.305 and the mean score were 65,25. (See appendix 13).

### 4.1.6 Data Presentation of Post-Test in Control Class

The result of students' Vocabulary test, in post-test of control class, as follows; the highest average score was 95 and lowest average score was 65. In control class, the total score that 20 students were 1.570 and the mean score were 78,5. (See appendix 12).

4.1.7 Data Presentation of Post-Test in Experimental Class

The result of students' Vocabulary test, in post-test of experimental class, as follows; the highest average score was 100 and lowest average score was 90. In experimental class, the total score that 20 students were 1.945 and the mean score were 97,25. (See appendix 14).

4.1.8 The Increasing Students' Mean Score of Pre-Test and Post-Test in Control and Experimental Class

Based on the above calculation, the researcher got the mean score of pre-test and post-test in control and experimental class. Furthermore, the increased of students score between control and experiment class can be seen in the diagram below :
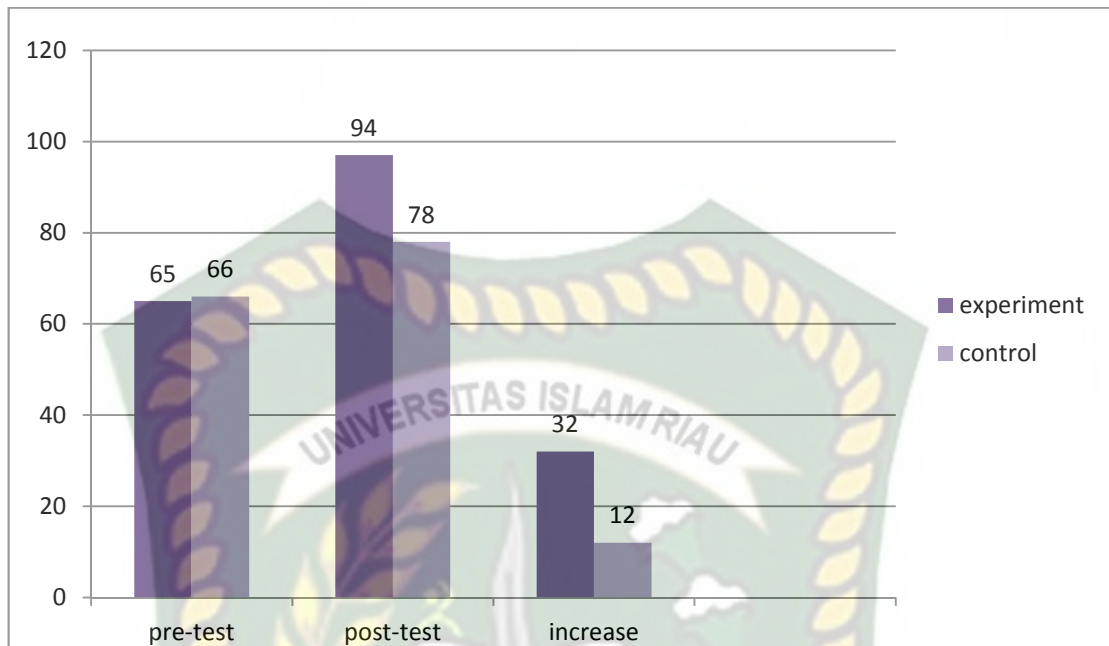
From the frequency graph above, it can be seen the mean of pre-test in control class was 66 and mean score of post-test was 78. While the mean score of pre-test in experimental class was 65 and after the students were given the treatment using Scrabble Game the mean of post-test become 94. It can be summarized that there was significant effect of Scrabble Game in students' Vocabulary mastery at SMPN 35 Pekanbaru.

4.1.9 Descriptive Statistic

Descriptive Statistics					
	N	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
Pre-Test Experimental	20	40	100	65.25	16.660
Post-Test Experimental	20	90	100	97.25	4.128
Pre-Test Control	20	35	90	66.25	17.311
Post-Test Control	20	65	90	78.50	8.288
Valid N (listwise)	20				

Based on the table of the research, it can be seen there were two classes, experimental and control class. Experimental class has 20 students and mean score of pre-test was 65,25 and post-test was 97,25, standard deviation of pre-test was 16,66 and post-test was 4,12, while control class has 20 students and mean score of pre-test was 66,25 and post-test was 78,50, standard deviation of pre-test was 17,31 and post-test was 8,28

Based on explanation above, it can be concluded between experimental class and control class has different score. The mean score of experimental class was highest than control class.

4.2   Data Interpretation

It can be analyzed that the increasing of the students' Vocabulary mastery in the experimental class which was taught by using Scrabble Game. The mean score was 97,25. On the other hand, the control class was 78,50. In brief, the Scrabble Game increase students' Vocabulary Mastery.

4.3   Hypothesis Testing

After the researcher analyzed the data of the students, the researcher found out the compare average between pre-test and post-test of experimental and control class by using independent t-test.

The compares average be seen as follow :

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil belajar siswa	Equal variances assumed	6.156	.018	9.057	38	.000	18.750	2.070	14.559	22.941
	Equal variances not assumed			9.057	27.881	.000	18.750	2.070	14.508	22.992

Based on output SPSS 24 version of the research, Independent Sample T-Test

Showed Levene's Test to know the same variance

Ho = Variance Population Identic.

Ha = Variance Population not Identic.

If Sig $F_{calculate}$ > 0,05, Ho is accepted.

If Sig $F_{calculate}$ < 0,05, Ha is accepted.

Based on the data of SPSS of the research, it can be seen sig $F_{calculate}$ in Equality of

Variances is 0,018. It can be summarized that Ha is accepted because 0,018<0,05.

In brief, it means the variance population not identic.

On the other hand, from the data can be seen that $t_{calculated}$ obtained -9057 will be

compare to t_{table}, df = 38 to compare either at level 5% is 2.024. It can be

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concluded that t_{table} is higher than $t_{calculate}$. In other word, it can be read -9.057 > 2.024. Based on the score the researcher concluded that Ho is rejected and Ha is accepted. In brief, there is significant effect of Scrabble Game towards students' Vocabulary mastery of the second year students at SMPN 35 Pekanbaru.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

The last chapter presents the conclusion drawn from the research. It also presents suggestion for teachers, students, and future researchers as well. This chapter is divided in to two parts; conclusion, implication and suggestion.

5.1 Conclusion

The students' Vocabulary mastery of class which was taught by using Scrabble Game shows significant improvement. As the finding result shows in pre-test to post-test, the students in the class were more enthusiastic and more interested in the teaching learning process because the teacher used Scrabble Game. The researcher concluded the mean score of pre-test control group was 66,25 and pre-test experimental group was 65,25. The mean score of post-test control group was 78,5 and experimental group was 97,25. It can be summarized that by using Scrabble Game gave any significant effect towards students' Vocabulary mastery at SMP 35 Pekanbaru. In brief, there was significant effect between control and experimental group.

5.2 Implication

Implications were drawn from the research finding. The research came with a finding that there was a significant effect of Scrabble Game towards students' Vocabulary mastery at SMP 35 Pekanbaru. Moreover, this research implies that Scrabble Game was needed in teaching Vocabulary in English. Students were

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motivated and relaxed in the learning process of Vocabulary in English by Scrabble Game. It helps the students to more fun in the class.

5.3   Suggestion

5.3.1   For Teachers

The researcher was suggested that teacher have to use another way to teach English, especially in Vocabulary, not just following school book because it's very boring, but the teacher can also apply a game to make the students more enjoy in the teaching and learning process in the class. Teacher should be more than creatively and always gave the students support.

5.3.2   For Students

Through the use Scrabble Game in teaching vocabulary, it was expected that students were able to master vocabulary. In addition, it was also expected that the students were be highly motivated to learn vocabulary that was interesting for them. The researcher was also suggested the students to use Scrabble Game, because through this technique, the students was enjoyed in learning. At last, the use Scrabble Game was expected to help the student to improve their vocabulary mastery.

5.3.3   For Future Researcher

It was expected that this research gave general knowledge of how to improve students' vocabulary mastery. It was expected the research was gave a

reference to others researcher to improve this research. Therefore, this research was be better for the next researcher.

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