

**THE EFFET OF SCRABBLE GAME TOWARDS STUDENTS' ENGLISH
VOCABULARY OF FIRST GRADE AT SMA 9 PEKANBARU**

A THESIS

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ABSTRACT

Anisa Anggraini, 2019. The Effect of Scrabble Game Towards Students' English Vocabulary of First Grade At Sman 9 Pekanbaru

Keyword : Effect, Scrabble Game And English Vocabulary.

The aim of this research is to find out The Effect of Scrabble Game Towards Students' English Vocabulary of First Grade At Sman 9 Pekanbaru. Scrabble game is a word game in which two to four players score points by placing tiles bearing a single letter onto a board divided into a 15x15 grid of squares. The tiles must form words which, in crossword fashion, read left to right in rows or downwards in columns, and be defined in a standard dictionary or lexicon. In this research, scrabble game can help the students to know the new word and understand the meaning of vocabulary. This research was experimental research. There are two variables in this research, independent and dependent variables. The independent variable is the effect of scrabble game and dependent variable is the English vocabulary. It was conducted in the period of August 2019. In conducting the data collection, the researcher gave treatment only to the student in experimental group, while the student in control group were given conventional method. Both groups were given the same material. The writer conducted treatment in learning vocabulary by using scrabble game. Before the treatment was received, the student were given pre-test, and the treatment was over, they were given post-test. The instrument of this was a vocabulary test in the form of vocabulary test. From the data analysis, it found that t table is 10.120 and df 26. To compare either at level 5%. Based on t table, it can be analyzed that t is higher than t -table at 5%. In other words, $10.120 > 0.388$. It found that there is significant effect of scrabble game towards students' English vocabulary of first grade at SMA Negeri 9 Pekanbaru.

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CHAPTER I

INTRODUCTION

1.1 Background of The Problem

Vocabulary is the basic language aspect that must be mastered before mastering English skill. Vocabulary is a set of words that we know means when people speak or read verbally and imitate vocabulary means those words mean when write or read said (Hiebert and Kamil 2003: 3). Vocabulary is the central language and is important for developing everyone's language skills and the most important is students. It means that without vocabulary, people can not say anything, people can not express their feelings if they do not know the meaning of the word. Without mastering vocabulary, students cannot communicate effectively and express their ideas in both oral and written communication. In Senior high school, students study more about texts, grammar, and etc. Ideally, they should master vocabulary to help them to have good writing skill, speaking fluently, and etc. However, they still find more difficulties in mastering the vocabulary. The students have difficulties in enriching their vocabulary. They get difficulties in memorizing new words, so they have limited vocabulary.

Based on the reseacher observation, the students are too lazy to memorize the new of vocabulary. The students are lazy because the teacher does not use appropriate strategy to motivate the students. Then, the students think that learning English is not really important. It is because English is foreign language in Indonesia. It means that English is extremely different from Indonesian

language in term of spelling, pronunciation and grammar. It is a big problem for the students that want to learn about English.

Based on the reseacher interview, another problem of the students is Bored. The students get bored in learning English because they can not follow the way of their teacher in explain the lesson in the class. So, they can not understand about the lesson. So, it influences their vocabulary mastery. That is why, the researcher would like to conduct an experimental research by using media in teaching vocabulary. The media is called Scrabble Game. The reason for choosing this strategy it can help students remember new words as well as help the students to be able to manipulate to new word. The kinds of speech are: Noun, verb, adjective, adverb, pronoun, preposition, and conjunction.

Teaching vocabulary is not easy for teachers, but the students usually get bored of learning this subject. Therefore teacher should device a good excercise or a way of teaching vocabulary so the children will enjoy and understand the learning process well. Many strategy of teaching vocabulary that can be implemented by the teachers, such as with listening to music, watching movie and playing game. According to Wright et al (1996: 1) games help and encourage students to be interested in learning languages. This means that the game can make students enjoy English class activities especially in dealing with the problem of vocabulary learning, because they learn in situations where they are given a stimulus to practice the target language vocabulary in a way that is more interesting and does not make them busy because the game is monotonous or an easy game to guess the way.

Games are great way to pick new up 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 game reduce boredom. When games are used, the situations of classroom become life and natural. Games create situations 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 media in teaching vocabulary. Scrabble game is a game that is played by 2 to 4 people. Use a board with a box above it (15x15) and a large number of letters on a small tile. Each player, when their turn arrives, they must put the word on the board, using one of the seven letters (seven tiles) they have in their hands. Their words must join what is already on the board. This study aims to determine whether scrabble games can provide differences in student vocabulary achievements.

Based on the background above, the researcher formulated the following research question: "Are there differences in student vocabulary achievements after being taught through scrabble games?" Regarding the statement of the problem above, the purpose of this study was then determined: "To find out whether scrabble games can be used to improve student vocabulary achievement.

Finally, from the explanation above, the writer is very interested in doing and offering a few related solutions to improve students' English vocabulary through the first-class Scrabble Game application at Pekanbaru SMAN 9 Pekanbaru. This research entitle: ***“THE EFFECT OF SCRABBLE***

GAMETOWARDS STUDENTS' ENGLISH VOCABULARY OF FIRST GRADE AT SMAN 9 PEKANBARU

1.2 Identification of the Problem

Based on the observation at SMAN 9 Pekanbaru Students of Senior High School mostly have difficulty to understand about English. Based on researcher observation, the indicators of the problems are as follows;

The first, the teacher does not apply various methods to teach English. The teacher just explains by herself/himself without using media or games. It makes the students lack of motivation. Then, the boring situation make the students are lazy and they do not have awareness to study.

The second, the students have difficulty to memorize new vocabulary because English words is quite different from Indonesian words. They feel bored to follow teaching learning process and they regard English is difficult subject.

The third, most of the students were less interested in studying all about English, so they are lazy to follow the teaching learning process. It is because the teacher still use traditional way to teach vocabulary. The Teacher just explains the lesson. In addition, the Teacher doesn't use any media. Learning vocabulary isn't an easy matter for the students, so many problems that faced by the students.

1.3 Focus Of The Problem

Based on the setting of the problem above, it is clear that there are many problems in involved in this research. So, the researcher only focuses on the teachers strategy in teaching vocabulary based on preposition. Media is important to support the teacher in the process teaching and learning and the researcher use

game. So many kinds of game that teacher use to teach the students. Such as flash card, puzzle and scrabble game. In this study, the researcher focus on using scrabble game in learn about daily activity.

1.4 Formulation of The Problem

Based on the limitation of the problem above, the writer would like to state the formulation of the problems in the following question:

Is there any significant effect of scrabble game towards students' English vocabulary of first grade at SMAN 9 Pekanbaru?

1.5 The General Objectives of the Problem

The objectives of the research is to find out whether or not there is significant effect of Scrabble Game on the English vocabulary of First Grade Students' at SMAN 9 Pekanbaru.

1. To find out the increase of students' vocabulary by using Scrabble game as media of The First grade students at SMAN 9 Pekanbaru.
2. To identify whether the scrabble game strategy can improve the first grade students' English vocabulary by using scrabble game of recount text at SMA NEGERI 9 Pekanbaru.

1.6 Significan of the Result

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

1. Students

This can provide motivation to students to increase their interest in learning English because they will feel that learning English is not difficult to learn.

2. Teachers

It would give them a description about how to teach and motivate the students to learn about English especially in vocabulary, they would not be stuck only in some particular teaching strategies. The use of media, in this context “scrabble game” could be a good alternative or variation in teaching vocabulary, that would make the students enjoyed following the learning activities.

3. Reseacher

The reseacher can find the effect of scrabble game in English Teaching learning process. The reseacher have to make a good technique to students will enjoy study English.

4. Other Reseacher

Other reseacher can help reseacher by using scrabble game in solving the problem in vocabulary mastery

1.7 Definition of the key terms

1. **Effect** means a result or condition produced by a cause, something that happens when one thing acts on another (Longman, 1987:79). In this

research, effect means the English vocabulary of the first grade students of SMAN 9 Pekanbaru after being taught through Scrabble Game.

2. **Scrabble Game** is a word game in which two to four players score points by placing tiles bearing a single letter onto a board divided into a 15x15 grid of squares. The tiles must form words which, in crossword fashion, read left to right in rows or downwards in columns, and be defined in a standard dictionary or lexicon (James Brunot:1938). In this research, scrabble game can help the students to know the new word and understand the meaning of vocabulary.
3. **English Vocabulary** consists of three aspects. Among them are forms, meanings, and uses, and layers of meaning connected to roots (Nation & Meara, 2010) Expansion of English vocabulary is interesting, but also means that teachers and students need to like vocabulary learning habits.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Vocabulary

2.1.1 Definition Of Vocabulary

Vocabulary is one of language elements which important in English. Vocabulary is the main element for people, especially the students, in the process of learning and using language. Vocabulary is set of words in English that used to express our ideas, feeling and information to the others.

Vocabulary is foundation and basic of language. Words come in at least two forms: oral and print (Hiebert 2005: 3). Knowledge of words also comes in at least two forms, accepting what we can understand or recognize the vocabulary we use when we write or speak. Oral vocabulary is a series of words that we know its meaning when we speak or read. Vocabulary consists of words whose meanings are known when we write or read silently. Vocabulary is a series of words that people use when they write or speak. Those are famous, familiar, and frequently used words. Conversely, receptive, or recognition, vocabulary is a collection of words that can be given meaning by an individual when listening or reading.

People use vocabulary to express my ideas, feeling and information to the people clearly. In this study vocabulary means the students' ability, any kind of words or stock of words such as: noun, verb, adjective and adverb, in teaching and learning process and the students know how to use in a particular way and regularly in their daily life.

Based on the explanation above, it can be concluded that vocabulary is knowledge the meaning of words which come in at least difference form to know the meaning of words when listening, speaking, reading and writing. Vocabulary is used to express ideas, feeling, motivation and information to the people clearly, and it is each one of English subject at school that learnt by students.

2.1.2 Types of Vocabulary

Knowing how words are described and categorized can help us understand the decisions that syllabus planners, materials writers and teachers when it comes to the teaching of vocabulary, Thorn (2002: 3). Basically, there are two types of vocabulary they are active and passive vocabulary. Active vocabulary is words that learners understand and use in speaking or writing. The active vocabulary consists of the words use in conversation and writing, while passive vocabulary is the words that they understand but do not use yet. Passive vocabulary consists of the words are only usually pointed of one's speaking vocabulary but which are recognized and understood. In other word, active vocabulary refers to vocabulary that students have learned and which they are expected to be able to use. On the other hands, passive vocabulary refers to words which students will recognize when they meet them but they will probably not able to produce.

Some experts divided vocabulary into two types: active and passive vocabulary. Distinguishes between these two types of vocabulary

(Harmer 1991). The first type of vocabulary refers to the one that the 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. Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary 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 (Stuart Webb, 2009).

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It 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 (Stuart Webb, 2005).

2.1.3 The Importance of Vocabulary

Vocabulary is foundation or a basic of a language. Vocabulary is knowledge of word meanings (Rasinski 2008: 13). Students cannot improve their English without mastering vocabulary. Words mastery is not only to support the for 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. If the learners' vocabularies are poor, they will be difficult in expressing their ideas, feeling, opinion, and they will not be able to show any expression addressed to them, and 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 important in studying English. Improving their vocabulary make the learners be easy to understand the meaning of words when they listen, speak, read and write in English.

2.1.4 The Choosing of Vocabulary

As a teacher, they have to be able to choose good technique to teach students especially in teaching vocabulary. They have to be able to make the activities which can make students improve their vocabulary. Vocabulary cannot be taught, this can be conveyed in all types of activities but basically everyone will still learn on their own, Wilga Rivers in Thornbury, (2002:144). As language teacher, we are must use interest in words and certain excitement in personal development in this area. We can help our students by giving ideas on how to learn to them, but each will finally learn a very personal selection of items, organized into relationships in an individual way.

Based on the reasons above, the choice of vocabulary is important to be given to the students. Choice of vocabulary should be determined by the major consideration, they are: students need, students language, and commonest words, Arnold (2002). Related to the students need, the teacher must teach vocabulary to the students based on their needs. If there is a student wants to know a special word, the teacher do not teach it to the whole class unless they will find that they do not need. It's better to change particular words connected with their profession. Related to the students language, if the teacher teach a class from one language group, knowledge will tell the teacher which words are similar in their language and English, and therefore easily learned. The teacher must be careful with words that sound the same in the students' language. Related to commonest word, the teachers must choose the words that commonly used or the words that students need, and based on part of speech such as noun verb adjective adverb conjunction interjection pronoun preposition, the teacher can make a list of vocabulary which is used by students in daily life.

2.1.5 The Principles of Teaching and Learning Vocabulary

In teaching, a principle is believe and theories that teacher hold concerning effective approaches to teaching and learning and which serve as the basis for some of their decision-making. Richards, et al,(2002:418a). Teachers' principles are an important aspect of their belief systems, and may be a result of teaching experience, training, or

their own experiences as learners. According to (Wallace and J Michael 1982: 27) there are four principles on which teaching learning vocabulary is to be based, they are:

- a) Aims. All objectives must be clear to the teacher. How many things listed does the teacher expect the learner to be able to achieve the vocabulary? What kind of words? The aims of vocabulary items, for both teaching vocabulary using direct method should be based on the curriculum given.
- b) Quantitative: postpositivist worldview, experimental design, and pretest and posttest measures of attitudes. In this scenario, the researcher tests a theory by specifying narrow hypotheses and the collection of data to support or refute the hypotheses. An experimental design is used in which attitudes are assessed both before and after an experimental treatment. The data are collected on an instrument that measures attitudes, and the information is analyzed using statistical procedures and hypothesis testing. The teacher may have to decide the number of vocabulary items to be learnt. How many new words in a lesson can be learnt by learners? If too many words will make students confused and will hesitate in answering. From the statement above, it means the teacher should limit the number of words that will be taught to the students. Therefore, in teaching vocabulary using direct method not all words should be learnt by students.

- c) Need, In some cases, one hopes that the choice of vocabulary will relate to the aims of a course and the objective of an individual lesson, it is also possible for the teacher to take responsibility of choosing vocabulary to be taught for her or his students. In other words, students are placed in situations where they can communicate with the words they need.
- d) Meaningful Presentation, The teacher must have a clear and specific understanding of what it denotes or refers to i.e. it is meaning involves many other things as well. This requires that the words can be presented in such a way that its denotation or reference is perfectly clear and unambiguous. Every teacher must have a good understanding in conveying words or phrases to students

2.1.6 Teaching and Learning Vocabulary

Vocabulary Strategy is important to know about learners strategies. There five essential steps in vocabulary learning they represent what learners must do, Hatch & Brown 1995: 373). The five steps are:

- 1) Having sources for encountering new words.
- 2) Getting a clear image, either visual or auditory or both, for the form of the new words.
- 3) Learning the meaning of the words.
- 4) Make a strong memory connection between the form and meaning of the words

5) Use the words.

Teaching vocabulary for public and for senior high school of course get differences.

Schmitt and McCharty (1997) divide the taxonomy of vocabulary learning strategies into four groups, namely: (a.) Discovery Strategies, in this stage, when learners do not know the words, they must discover their meaning by guessing from structural knowledge of the language, (b.) Social strategies, a second way to discover new meaning employs the social strategy of asking someone who knows. teachers are often in this position. They are expected to be able to help in many ways. For example: giving the L1 translation, giving a Synonym, definition, and paraphrase, (d.) Memory strategies, most memory Strategies involve relating the word to be retained with someone previously learners' knowledge, using some form of imagery or grouping. The strategies used in this stage are pictures/imagery, related words, grouping, etc. Cognitive strategies, language strategies in this taxonomy are similar to memory strategies, but are not focused specially on manipulative mental processing; they include classifying, distinguishing, repeating, and using the best way to learn vocabulary.

2.1.7 Teaching Vocabulary In Senior High School

Teaching vocabulary to common people is different from teaching vocabulary to student because common people have wider knowledge than student. In teaching vocabulary at senior high school a

teacher must choose some techniques which are related to the topic and curriculum.

Vocabulary is important for the students of senior high school in which having much vocabulary can help students in mastering the four language skill; reading, writing, speaking and listening. Vocabulary is the main point to understand ideas and expressions uttered by others. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best way to learn vocabulary and sometimes do not understand must start from where the form of learning emphasis on word learning (Berne & Blachowicz 2008). It's mean that the teacher should be smart and creative again.

Two ways students acquire new words, Directly and Indirectly. The direct way means that the word has a direct impact on reading comprehension of students and agreed vocabulary experts stating that to understand what they are reading, students need to understand between 90 and 95 percent of the words they will face in a text. If a student approaches a text with that level of readiness, he or she will be able to determine the main idea and make educate guesses about the meaning foreign words, namely how the student gets new vocabulary accidentally or indirectly. So, the researcher make the measuring instrument in order to know the English vocabulary of first grade of senior high school students in SMAN9 Pekanbaru.

2.2 Scrabble game

Scrabble game is very good media to teach English in classroom because it makes challenges students ability to remember vocabulary more enjoyable. According to Rosidi & Falianti, 2014 Scrabble is a branded board game, which involves the structure of words for point scores, for two or more players (or teams). In addition, Simmons (2016) states that scrabble is considered game where luck plays an important role in determining whether you have good or bad letters on your shelf.

Scrabble is owned by a game company (Hasbro, Inc.) and therefore cannot be copied or mentioned with-out its trademark. The chessboard has 64 squares and includes 32 pieces, of which 6 have different functions. In comparison, Scrabble has 225 squares and 100 tiles, of which each of the 26 letters of the alphabet is represent in direct proportion to its frequency in words in the English language. Letters are assign point values according to this framework. For example, the letter *z* is worth 10 points and shows up only once, whereas the letters *a* and *i* are each valued at 1 point and show up nine times apiece.

Scrabble Game is one of some game in teaching media. Scrabble game is a game in which the word to arrange some text of information, such as a word, a phrase, a title, or the location of an object. Scrabble game is a word game in which two to four players score points by placing tiles bearing a single letter onto a board divided into a 15x15 grid of squares. The tiles must form words which, in crossword fashion, read left to right in rows or downwards in columns, and be defined in a standard dictionary or lexicon (James Brunot:1938).

2.2.1 Teaching and Procedure Scrabble Game

To do this research, the researcher proposes the steps in teaching vocabulary through scrabble game by Nur Patmasari and friends with the title *Increasing Students' Vocabulary Trough Scrabble Game*, as follows:

- 1) Preparing the class. The teacher draws their attention by trying to ask questions. This is a way to find out the background of students' abilities about vocabulary.
- 2) The teacher gives example by the text. Next, the teacher askstudents to find some words that are not known by students.
- 3) After that the teacher and the students discuss 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 devides them into 4 groups randomly and each group consists of 7-8 students.
- 6) The teacher explains the rules of the activity and gives the example. Students should collect vocabularies to the board. For example students tell one word "run" and put the letter on the board. Then the next group will find word and connect with the "run" word, like "roar" word.
- 7) The teacher commands the students to begin the game. The students try to find new words and translate the words found and record them in the notes

- 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.

This way I took from previous researchers who have conducted research with the same media about *Increasing Students' Vocabulary Through Scrabble Game* by Nur Patmasari, Cucu Sutarsyah, Ramlan Ginting.

2.2.2 Scrabble Game as a Media of Teaching Vocabulary

The researcher found that few students still wrote the words incorrectly. Some students actually also know the object but did not know the words in English. The student also know how to read but they dont know what the meaning of the word. With their mastery of vocabulary and reading comprehension, learners will be able to catch the message of the text they read. They also can understand scientific books written in English to get information and advancement because reading comprehension is a bridge to understanding scientific books written in English either obtain information and advancement or to enjoy them or just for relaxation.

Generally many learners face some difficulties in reading comprehension due to their lack of vocabulary. They sometimes can not understand the meaning of some words and this can often cause confusion in understanding the meanings as a whole. In summary, the lack of mastery of vocabulary can cause some problems in understanding a language. Their

limited vocabulary also makes them unable to express their ideas freely. From the above explanation the writer concluded that learners' bad performance is due to their lack of vocabulary mastery.

During the game, the researcher also found that some students disturbed each other. When the teacher focused on the other students, they played by themselves. On the other hand, based on the students' individual score, the results of the test did not give a good result. It could be seen in the scoring table. The overall result can be seen on table score, it was considered poor enough and the researcher and the teacher had to think the better preparation for the next cycle. After conducting the observation about learning process, the researcher conducted the analysis and reflection over all the activities that have been done. The results of learning activities reflection in the first cycle is as follows.

At the beginning of the first cycle, the students are very enthusiastic to play the scrabble game. They learn and it feels like they're not playing a game. The class is alive but very noisy. Students arranged the words with the letter that they have, so the class looks crowded and the fear will disturb other classes. In the last meeting in the cycle I the games run smoothly, but the teacher should manage the time well in teaching learning process.

Commonly, the students felt pleased in the teaching learning process through scrabble game. But there are few students that felt bored, especially children who are clever and they could quickly arranged the words and got more points than their friends so that it makes the game not something

special. From the reflecting phase above, there must be more efforts to develop students' ability in reinforcing their vocabulary that they have learnt by using scrabble game. It needed to be improved again in the next meeting. The result of students' mean score was 78.75 categorized into average to good. During teaching and learning process, the researcher found that more than a half of the students were bringing their dictionary and the time allocation was organized well.

Based on the result of students' test, there were 15 students still faced the problem in spelling. Both the teacher and the collaborator decided to continue the action to the next cycle. In conducting the third cycle, the result of students' test in the third cycle was satisfying. The students' mean score was 92.18 that categorized into good to excellent. This result of mean score in this cycle increased from the second cycle that was from 78.75 to 92.18. The average scores of the students' understanding of words meaning and spelling the word was improved satisfyingly. The entire group did every procedure well. The players were also well organized. They enjoy the game. This time, they were busy to look dictionary for the words they did not know.

During teaching and learning process, the researcher found that more than half of the students were bringing their dictionary. The teacher gave feedback to students and asked their difficulties in playing scrabble game, group by group. After that, the teacher distributed the test for students related to the material and collected their worksheets. By the result, it was

considered great and successful so that the researcher and the teacher decided to stop the action. The teacher and the collaborator (researcher) explored what they had done in this cycle and evaluated the effects of the actions. There was the improvement on the process of teaching and learning using scrabble games.

The findings indicated the weaknesses found in teaching and learning process in cycle 1 and cycle 2 had been successfully minimized by the teacher and the students. Teaching and learning process in cycle 3 was satisfying. Most of the students were engaged well in learning the material and playing scrabble game. The students were enthusiastic in applying scrabble game. After computing students' tests, the result of mean score in cycle three was satisfying. The students' tests improved satisfyingly from the previous cycle. Scrabble game improved students; determining the meaning and spelling the word. The students' mean scores improved from 64.06 in the first cycle to 78.75 in the second cycle then improved to 92.18 in the third cycle.

2.2.3 The Advantages of Using Scrabble Game

According to Kim (1995: 35) there are many advantages of using games in the classroom:

1. By playing scrabble, students will know many vocabularies those are not known yet by them. For example, when his friend arrange the word in boards the other students will get new vocabulary that is arranged in boards.

2. By playing scrabble, students will often open the dictionary. For example, when someone doesnot believe with the word that is arranged by his friend so they will open the dictionary to know the wether the word is true or false.
3. And by playing scrabble games, students will know how the word should spelled and pronounce

There are some reasons why teachers use games in classroom:

- a. The first reason behind the use of games is that they can be a good activity from the usual routine in the classroom.
- b. Next, they motivate and challenge students. What is more, students try very hard in learning languages so they can communicate well.
- c. Furthermore, games help students to sustain this effort of learning and develop language skills such as writing, listening, speaking and reading.
- d. The last reason to use games is that students are encouraged bygames to communicate and interact, and games are a good way of creating a meaningful context for language use (Kim, 1995: 35).

There are many advantages of the using game in the classroom, game can creates relax atmosphere in the classroom so the students will more enjoy in comprehending the material. But it must be remembered, that game like any other activity can be bored when we use it too much. Therefore, the teacher should choose the game by considering about the student's needs and interests. Well chosen games are available as theygive students a break,

and allow students to practice language skills. Games are highly motivating providing they are amusing and at the same time challenging.

2.2.4 The Rules of Playing Scrabble Game

The rules of playing scrabble, needs rules to play it. The rules for playing Scrabble games are as follows:

- a. A discussion subject is determined that will be used in the game.
- b. Place each tile, face down and stir. Then, determine who is the first player, each player takes a stone and who gets the letter "A" or the one closest to him, so he is the first player. And then, return the stone and stir. Now each player needs 7 tiles.
- c. Using the tile and at the specified time, the first player creates a word on the playing board. Words can be placed from left to right or from top to bottom and the first word must pass * (middle of the board).
- d. The player completes his return by counting the numbers he reaches when returning. Then, he took as many new tiles as he had used. So, he still has 7 stones in his hand.
- e. The player using the time in the game is one minute to make a word.
- f. New words can be formed in various ways. including: 1. Add one or more letters in one word, then put on the

playing board. 2. Place the letters alternately and relate to each word or letter that is already on the playing board. 3. Place words in the same line that are already on the playing board, with results that make the complete word and the value increase.

- g. The player can use an empty tile to change the letters he wants. And he must say it.
- h. Each player can use his turn to change the tile and take the same number of new tiles. Then, he waited for his turn to play the game.
- i. Words in the dictionary can be used except special names starting with capital letters and abbreviations. Check words with dictionaries whether they are correct or not.
- j. The game lasts until all tiles are finished and one of the players has used all the tiles.
- k. Score of each player can be helped by scoring letters that are already on the playing board.

2.3 Past Study

As the comparison of this research, here are some researches of The Effect Of Scrabble Game Toward Students' English Vocabulary Of First Grade At Sman 9 Pekanbaru.

The previous studies about knowing the effectiveness of media or strategy in teaching vocabulary have been conducted by two researchers. From those previous

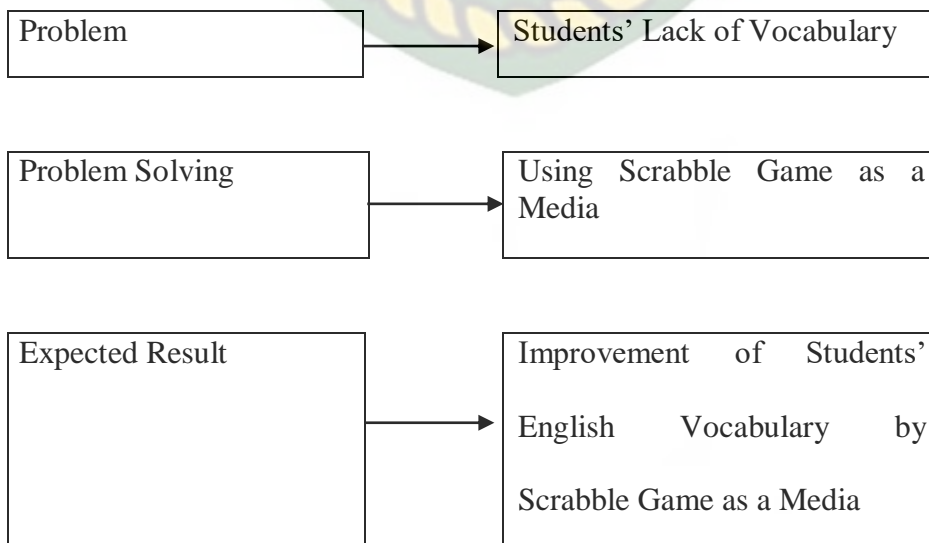
studies, the researcher can take lessons and also their discrepancies on the basis of the found gaps, the recent study is done.

The first study was conducted by Siti Shopiah and Resi Anggraeni (2018) from IKIP Siliwangi titled “Teaching Recount Text Through Scrabble Game”. She was found that the students’ achievement in vocabulary after being taught by using scrabble game better than before and the students got good achievement in vocabulary after being taught by using scrabble game.

The second study was conducted by Agie Masela (2017) with the title “The Importance of Scrabble: An Experimental Analysis of the Eighth Graders’ Vocabulary Mastery at SMP Eka Wijaya Cibinong”. The researcher taught vocabulary using Scrabble game, the student became enthusiastic to study. It was proven by the mean score resulted from the comparison between the result of pre-test and post-test result. Then, there were some students whose scores improved more after the implementation of Scrabble game.

2.4 Conceptual Framework

Figure Conceptual Framework Of This Research :



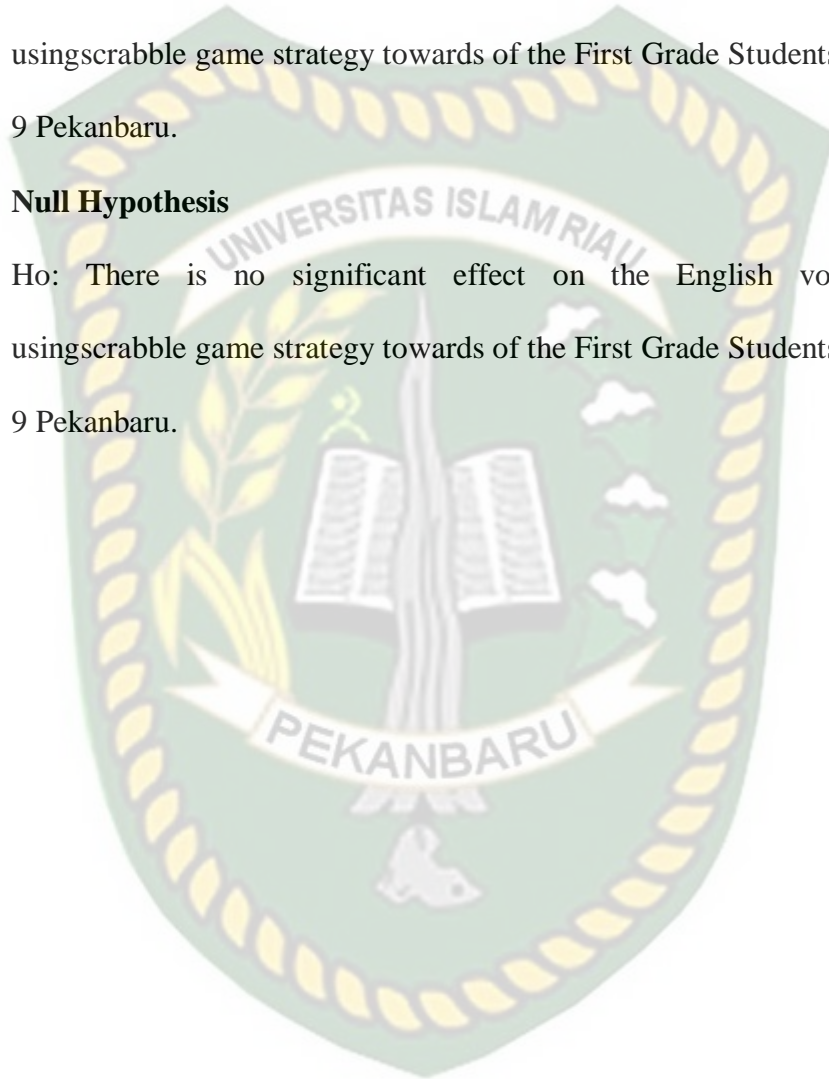
2.5 Hypothesis

1. Alternative Hypothesis

Ha: There is a significant effect on the English vocabulary by using scrabble game strategy towards of the First Grade Students of SMAN 9 Pekanbaru.

2. Null Hypothesis

Ho: There is no significant effect on the English vocabulary by using scrabble game strategy towards of the First Grade Students of SMAN 9 Pekanbaru.



CHAPTER III

RESEARCH METHOD

3.1 Research Design

This is an experimental research focused on two class. One class for focus class and another one for experimental class. There are two variables; Independent variable and dependent variable. The independent variable is a variable that is identified as a causal variable is taught to cause the dependent variable. Meanwhile, the dependent variable is a variable that identify as an effect, the result variable to be caused by the independent variable. In this case, the independent variable is scrabble game technique and dependent variable is vocabulary mastery.

3.2 Location and Time

This research will be conducted at SMAN 9 Pekanbaru which is located in Semeru street 12 Kecamatan Lima Puluh, Pekanbaru city. The time of this research would be conducted on July 2019.

3.3 Population and Sample

1. Population

Population is specific thing, which is being examined and the thing can be in the form of; (1) Human; (2) Animal; (3) Plant, or living thing and (4) non-living, object or something abstract. Population can be in the form of group, such as; a group of people, a bunch of plant etc, according to Seno (2004-2006:34)

The population of this research is all of the first grade students at SMAN9 Pekanbaru. There number of population is 315 students consist of nineclass. The reason of choosing the first years students is that they have problem to understand English. The table below show the number of the population.

Tabel3.1
The Distribution of Population of the First Year Students at SMAN9
PEKANBARU

No	Classes	Number of Students
1	X IPA 1	30
2	X IPA 2	32
3	X IPA 3	30
4	X IPA 4	29
5	X IPA 5	30
6	X IPA 6	30
7	X IPS 1	35
8	X IPS 2	35
9	X IPS 3	35

2. Sample

Sample is subset of the population or part that represent the entire population, which is select and collective randomly, structurally, or other scientific collective method. The technique used to determine the sample of this research is random sampling technique according to Seno (2004-2006:34).

Gay (1987:104) state that random sampling technique is the process of selecting a sample in such way that all individuals have an equal and independent chance of being selecting for the sample.

The researcher choose this sample because the researcher already knew the student's skill in English vocabulary and the reseacher also tried play scrabble game with several student when teacher training before in that school. The researcher use pre-experimental method as a research method. The researcher use numerical data and statistical to describe the findings of the research. This research take the first grade students of SMAN 9 Pekanbaru as the population, which consist 286 students in nine classes and take two class of first grade students as sample, which consist of 62 students. Sample of this research is consist of two classes. The students for class X IPA 1 as the exspermental group and X IPA 2 as the control group. For method, the reasearcher use One Group Pretest-Posttest design and also use control group as baselines to compare with groups subject to experimental obligation. In analyzing data, the researcher use SPSS.

Table 3.2

Sample of the Research

No	Classes	Research
1	Class X IPA 1	30
2	Class X IPA 2	32
TOTAL		62

3.4 Research Material

The materials of this research for the experimental and control groups is same but in the different way, for the experimental group is taught by the researcher by using scrabble game, but the control group is taught by teacher by using as usual technique.

The material of the test is take from a text book in the school “When English Rings a Bell” modified with the researcher by using combination among picture, text, translation. , When English Rings a Bell and the material about recount text. This is material chosen because the reseacher want to make detail information

Table 3.3
Research Material

No	Meeting	Topics
1	Meeting I	Giving Announcement
2	Meeting II	The Wright Brothers
3	Meeting III	My Idol
4	Meeting IV	The Battle of Surabaya

3.5 Research Instrument

According to Seno (2006:36) instrument is a tool that by writer to collect the data from sample, informant or object that being examined. Instrument can be classified based on form, type and variety, such as; social studies including language, literature and culture.

The instrument in the study is test. The test is given in the research about vocabulary test. A kind of vocabulary test related to vocabulary indicator; noun, verb, adjective and adverb. The test function to evaluate the students' English vocabulary. The test will give in two times; pre test and post-test. The pre test is used to determine students' vocabulary before getting the treatment, and the post-test is used to determine students' vocabulary after getting the treatment. There 20 questions in pre test and post-test.

Table 3.4
Research Instrument

No	Topic	Number of Item	Total
1	Giving Announcement	1,2,3,4,5,6,7	7
2	The Wright Brothers	8,9,10,11,12,13,14,15	8
3	My Idol	16,17,18,19,20,21,22	7
4	The Battle of Surabaya	23,24,25,26,27,28,29,30	8
	Total		30

3.6 Research Procedure

In order to get a good result in teaching vocabulary, it suggest to use guessing game. It make the students interest to study and easy to remember new vocabulary. This is a procedure of teaching vocabulary by using scrabble game :

1. Pre-test

To get the data for this research, the researcher do the pre-test. It is carry out to determine the early background ability of students select as the sample. The test in this research is the answer of vocabulary test. The test items use for the pre-test consist of 30 items. The test

is about noun, verb, adjective and adverb with appropriate with them in use curriculum.

2. Treatment

The treatment conduct only for experimental group. Scrabble game use in teaching noun, verb, adjective, adverb as indicator in this research.

The long of time on giving the strategy is about six meetings in English subject in the class. The material in teaching vocabulary is Giving Announcement, The Wright Brothers, My Idol, The Battle of Surabaya., in teaching and learning process there is procedures and material that followed:

- 1) Teacher introduces some words which relate with topic.
- 2) Teacher gives to the student clues and several words.
- 3) The students should find the clues by filling the blank words one by one.
- 4) If there is a student does not know or false about the correct words that should be on the blank words, so teacher must inform to the students the correct words.

The meeting of teaching learning for experimental group:

- a) Meeting 1: in the first meeting, researcher give pre-test. Before giving pre-test researcher introduce herself and check attendance list. Then the researcher give pre-test paper to the students. The pre-test is give to experimental and control group. There is no differences instruction and topic both two groups.

- b) Meeting 2: the second meeting, the researcher explain about material. In this meeting, researcher use scrabble game. Researcher use test involve scrabble game, text, translation and sound. Scrabble game use a board game and white board in the teaching and learning process in the class. After that, the researcher ask students to pay attention and do what the teacher ask. The goal that the students easily to memorize vocabulary of Wright Brothers. And the last, researcher ask students to answer the exercise relate to things.
- c) Meeting 3: the third meeting, the researcher explain about It's Me material. In this meeting, researcher usescrabble game. Researcher use test involvescrabble game, text, translationand sound. Scrabble game use a board game and white board in the teaching and learning process in the class. After that, the researcher ask students to pay attention and do what the teacher ask. The goal that the students easily to memorize vocabulary of things.
- d) Meeting 4: the fourmeeting, the researcher explain about My Idol. In this meeting, researcher usescrabble game. Researcher use test involveScrabble game, text, and translation. Scrabble game use a board game,and white board in the teaching and learning process in the class. After that, the researcher askstudents to pay attention

and do what the teacher ask. The goal that the students easily to memorize vocabulary of things.

- e) Meeting 5: the five meeting, the researcher explain about The Battle of Surabaya material. In this meeting, researcher useScrabble game. Researcher use test involveScrabble game, text, translationand sound. Scrabble game use a board game, and white board in the teaching and learning process in the class. After that, the researcher ask students to pay attention and do what the teacher ask. The goal that the students easily to memorize vocabulary of the things. And the last, researcher ask students to answer the exercise relate to material.
- f) Meeting 6: in the last meeting, the researcher give the post-test to the students. The test is same with pre-test. The purpose of this test is to know the effect of scrabble game to studentsvocabulary.

Table 3.5
The Blue Print of Material in Experimental Group

No	Materials	Meeting	Explanation
1	Pre-test	I	Pre-test
2	Noun(Giving Announcement)	II	Treatment
3	Adverb (The Wright Brithers)	III	Treatment
4	Adjective (My Idol)	IV	Treatment
5	Adverb (The Battle of Surabaya)	V	Treatment
6	Post-test	VI	Post-test

3. Post-test

The post-test for the experimental group administrated at the end of the experiment. The items used for this test taken from items of previous pre-test. The result of the post-test experimental group analyzed as final data for this research.

3.7 Data Collection

The researcher collected the data by distributed the test to the students. They were pre-test and post-test. First, the researcher gave pre-test to both experimnet and control group. The researcher used scrabble game in treatment to experimental group. Their English teacher taught in control group.

3.8 Data Analysis

The researcher collect the data by comparing the result of the students' work from the initial reflection (pre-test) and reflection (post-test), looking at their mean scores.

To know level of students ability in vocabulary in improving by using scrabble game, the researcher use percentage grading based on classification in table :

Table 3.6
Table of Assessment

ASPECT	LEVEL	SCORE	CRITERIA
Content	Excellent to very good	4	Knowledgeable, substantive, through development of thesis, relevant to assigned topic.
	Good to average	3	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
	Fair to poor	2	Limited knowledge of the subject, little substance, inadequate development of topic.
	Very poor	1	Does not show knowledge of subject, non- substantive, not enough to evaluate.
Organization	Excellent to very good	4	Fluent expression, ideas clearly stated/ supported, well organized, logical sequencing, cohesive.
			Loosely organized, limited support, logical but incomplete

	Good to average	3	sequencing.
	Fair to poor	2	Non- fluent, ideas confused or disconnected, lacks logical development and sequencing.
	Very poor	1	Does not communicate, no organization, not enough to evaluate.
Vocabulary	Excellent to very good	4	Sophisticated range, effective word usage, word from mastery.
	Good to average	3	Adequate range, occasional errors of word usage but meaning not obscured.
	Fair to poor	2	Limited range, frequent errors of word usage, meaning confused.

	Very poor	1	Essentially translation, little knowledge of English.
Language Use	Excellent to very good	4	Effective constructions, few errors of agreement, tense, number, word order, article, pronouns, and preposition.
	Good to average	3	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, article, pronouns, preposition.
	Fair to poor	2	Major problem in simple construction, frequent errors of negation, tense, number, word order, article, pronouns, preposition.
	Very poor	1	No mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate.
	Excellent to		Demonstrates mastery of

Mechanics	very good	4	conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	Good to average	3	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	Fair to poor	2	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	Very poor	1	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

CHAPTER IV

RESEARCH FINDINGS

This chapter presented of research findings after the research was done. It is dealing with data analyze interpreted, the data which have been taken from the pre-test and post-test of true experimental research. Furthermore, it showed the effect of scrabble game by comparing the students' score from pre-test and post-test in order to find out whether or not significant effect between the pre-test and post-test score by using scrabble game toward students' English vocabulary at the first year of SMA Negeri 9 Pekanbaru.

4.1 Data Presentation

In this research, there were two classes as the sample. They were experimental class and control class. In experimental class (X IPA 1), the researcher did apply scrabble game. Further, the researcher taught in the class in order to compare the result score with control class after the researcher giving the technique. In control class (X IPA 2), the researcher did not apply the technique. The researcher gave a test about four indicators of vocabulary; noun, verb, adverb, and adjective which consist of 35 questions. The students' score pre-test and post-test can be seen in the table below:

4.1.1 Experimental Class

4.1.1.1 Students' Scores in Pre-Test

The data of students' vocabulary comprehension using scrabble game were also taken from pre-test of class X IPA 1 as an experimental class. The number of students was 30, but only 29 students participated in the pre-test, because of sick. The scores of pre-test was to found the ability of students. The scores of pre-test can be seen in table 4.1.

Table 4.1 Students' Scores in Pre-Test

No.	Name of Students	Score Pre-Test
1	Student 1	45
2	Student 2	23
3	Student 3	38
4	Student 4	41
5	Student 5	59
6	Student 6	62
7	Student 7	4
8	Student 8	6
9	Student 9	13
10	Student 10	7
11	Student 11	16
12	Student 12	7
13	Student 13	36
14	Student 14	20
15	Student 15	18
16	Student 16	15
17	Student 17	8
18	Student 18	38
19	Student 19	26
20	Student 20	38
21	Student 21	18
22	Student 22	13
23	Student 23	31
24	Student 24	16
25	Student 25	30
26	Student 26	19
27	Student 27	22
28	Student 28	106
29	Student 29	48
	Total	775
	Mean Score	23.38

From the data above, showed the result of students' score of pre-test in English vocabulary in experimental class. From the data above, it could be seen that the result as follows in experimental class, the total of 29 students was 775. Here, it could be calculated that the mean scores of experimental class was 23.38. It means that the students' mean score classified as fair level.

For the result of indicators vocabulary pre-test can be seen as follow:

Table 4.2
Indicators of Vocabulary in Pre-Test in Experimental Class

Students	Noun	Verb	Adjective	Adverb	Total
1	2	2	1	1	6
2	4	5	5	4	18
3	4	4	3	1	12
4	5	3	5	1	14
5	2	1	2	0	5
6	5	5	5	0	15
7	3	4	3	2	12
8	4	2	0	1	7
9	4	4	5	3	16
10	5	4	5	3	17
11	3	2	2	0	7
12	5	5	5	3	18
13	4	3	1	0	8
14	5	4	5	3	17
15	5	5	5	4	19
16	5	5	5	3	18
17	4	2	2	0	8
18	3	3	3	0	9
19	5	5	5	5	20
20	1	4	3	0	8
21	2	2	0	1	5
22	5	3	5	0	13
23	2	3	1	0	6
24	5	4	3	2	14
25	5	4	5	1	15
26	2	1	1	1	5
27	4	1	5	1	11
28	5	2	3	0	10
29	2	1	5	0	5
Total	110	93	98	40	342
Average	12				

Based on the table, researcher analyzed the data on indicators of vocabulary in pre-test of experimental class. It contained about the students score from each topic; noun, verb, adjective, and adverb. The total of students' score in noun was 110, verb was 93, score in adjective was 98 and for adverb the score was 40. So, the total score for whole indicators of vocabulary was 342 and the average was 12.

4.1.1.2 Students' Scores in Post-Test

Post-test was conducted after all of the treatment implemented. The number of students was 30, but only 27 students participated in the post-test, because of some students got problem with dicipline teacher because of smoke in the school. The scores of test had been taken as data of the research and that score was compared with pre-test score from the experimental was show the table 4.2 below:

Table 4.3
Student's Scores in Post-test

No.	Name of Students	Score Post-Test
1	Student 1	91
2	Student 2	60
3	Student 3	99
4	Student 4	75
5	Student 5	80
6	Student 6	84
7	Student 7	81
8	Student 8	15
9	Student 9	46
10	Student 10	37
11	Student 11	60
12	Student 12	49
13	Student 13	104
14	Student 14	80
15	Student 15	20
16	Student 16	93
17	Student 17	110
18	Student 18	86
19	Student 19	82
20	Student 20	93
21	Students 21	102
22	Students 22	106
23	Students 23	71
24	Students 24	44
25	Students 25	95
26	Students 26	53
27	Students 27	55
	Total	1971
	Mean Score	73

The students' score in comprehending English vocabulary in post-test for experimental class showed in table 4.2. the table showed that, in experimental class

which was by using scrabble game, the 27 students gained the total as 1971, which the mean scores was 73.

In the other side, the result of indicators of vocabulary in post-test of experiment class can be seen as following table:

Table 4.4
Indicators of Vocabulary in Post-Test in Experimental Class

Students	Noun	Verb	Adjective	Adverb	Total
1	3	2	5	3	13
2	4	2	5	4	15
3	1	1	2	2	6
4	3	2	3	3	11
5	3	3	3	2	11
6	4	3	5	4	16
7	2	2	1	1	6
8	3	2	5	3	13
9	5	3	6	5	19
10	4	3	5	4	16
11	4	2	2	1	9
12	3	2	3	4	12
13	2	3	4	3	12
14	4	3	5	4	16
15	5	3	6	5	19
16	4	3	5	5	17
17	4	1	5	3	13
18	2	2	4	3	11
19	5	3	6	5	19
20	1	1	2	2	6
21	4	2	5	2	13
22	3	2	5	4	14
23	1	1	1	2	5
24	4	3	4	3	14
25	4	3	5	4	16
26	5	2	6	4	17
27	3	2	3	3	11
Total	90	59	111	89	350
Average	12.85				

4.1.1.3 Students' Scores in Experimental Class

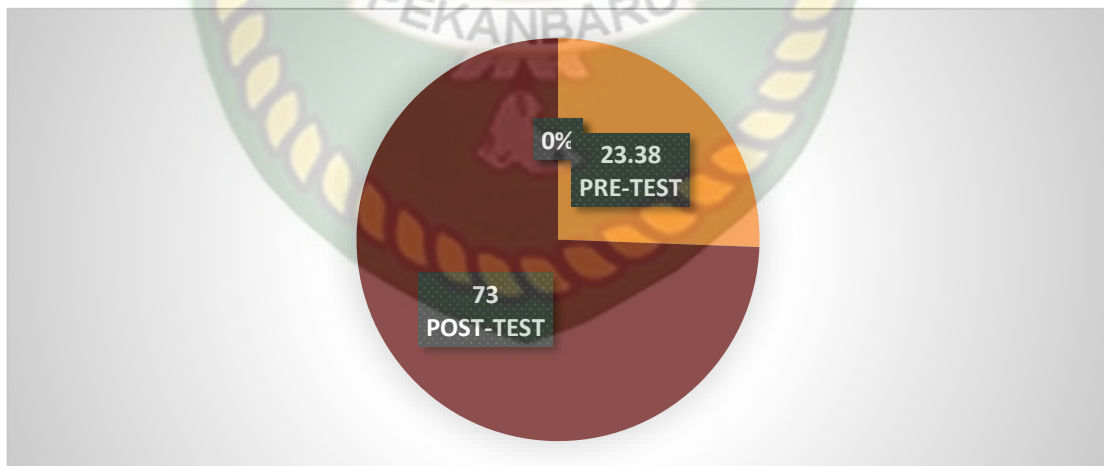
The result data of students' reading comprehension using scrabble game taken from pre-test and post-test of class experimental class. The result score can be seen from data below:

Table 4.5
Students' Scores in Experimental Class Pre-test and Post-test

	N	Mean	Std. Deviation
Pre-test	29	23.38	21.622
Post-Test	27	73	26.137

From the table 4.3 above, it can be seen that there were 29 students in experimental class. The mean of pre-test was 23.38 and post-test was 73. The standard deviation of experimental class in the pre-test 21.622 and post-test 26.137. It means that the students had little improvement in their English vocabulary, it was proved by the total score from pre-test and post-test.

Diagram 4.1
Students' Score Pre-test and Post-test Experimental Class



Based on the diagram above, it could be seen that the comparison of students in pre-test and post-test in analytical exposition text of the class experiment. The score of students in pre-test was 23.38 and score in post-test was 73. So that, the result in pre-test and post-test of diagram above was proved.

4.1.2 Control Class

4.1.2.1 Students' Scores in Pre-test

The control class was X IPA 2 class. The number of students was 32 but only 22 students participated in the pre-test, because of some students take part in volley ball selection activities. The researcher give the pre test to know the basic knowledge of students ability in English vocabulary comprehension. The score of pre-test can be seen in table 4.6.

Table 4.6
Students' Scores in Pre-Test

No.	Name of Students	Score Pre-test
1	Student 1	1
2	Student 2	32
3	Student 3	70
4	Student 4	71
5	Student 5	59
6	Student 6	64
7	Student 7	53
8	Student 8	57
9	Student 9	8
10	Student 10	14
11	Student 11	20
12	Student 12	9
13	Student 13	7
14	Student 14	11
15	Student 15	8
16	Student 16	13
17	Student 17	48
18	Student 18	10
19	Student 19	48
20	Student 20	23
21	Student 21	40
22	Student 22	17
	Total	693
	Mean Score	31.04

From the data above, showed that the mean score of pre-test in control class was 31.04 with the total score 693. It means that the students' classified in pre-test was fail.

Table 4.7
Indicators of Vocabulary in Pre-Test in Control Class

Students	Noun	Verb	Adjective	Adverb	Total
1	5	4	3	1	13
2	3	1	3	1	8
3	3	4	5	2	14
4	4	1	3	1	9
5	4	3	5	2	14
6	5	5	5	2	17
7	5	2	5	0	12
8	2	2	0	0	4
9	4	5	3	0	12
10	5	5	5	0	15
11	5	5	5	3	18
12	3	1	3	2	9
13	4	5	2	4	15
14	5	4	5	4	18
15	2	3	2	0	7
16	4	4	3	0	11
17	5	4	5	3	17
18	2	3	0	0	5
19	3	2	3	0	8
20	3	1	3	3	10
21	5	5	5	5	20
22	1	4	3	1	9
Total	80	66	76	32	265
Average	10.38				

The table showed the total number of students' score in control class by analyzing the indicators of vocabulary. in each indicators the researcher got the score such as; noun 80, verb 66, adjective 76, and adverb 32. From the data, the total result of the score was 265 while the average of the score was 10.38.

4.1.2.2 Students' Scores in Post-test

Post-test was conducted in the last meeting. the number of students was 32 but only 28 students participated in the post-test, because of some students some students played in out side. The score of test had been taken as data of the research. Score from the post-test in control class was showed as table 4.4 below:

Table 4.8
Students' Scores in Post-Test

No.	Name of Students	Score Post-test
1	Student 1	82
2	Student 2	62
3	Student 3	104
4	Student 4	75
5	Student 5	70
6	Student 6	83
7	Student 7	76
8	Student 8	75
9	Student 9	14
10	Student 10	59
11	Student 11	79
12	Student 12	110
13	Student 13	27
14	Student 14	30
15	Student 15	31
16	Student 16	34
17	Student 17	47
18	Student 18	84
19	Student 19	58
20	Student 20	48
21	Student 21	44
22	Student 22	24
23	Student 23	96
24	Student 24	73
25	Student 25	36
26	Student 26	71
27	Student 27	48
28	Student 28	55
	Total	1695
	Mean Score	60.53

Moreover, the students score in comprehending English vocabulary in post-test for the control class had showed in table 4.5. The table showed that in control class taught without scrabble game, the 28 students gained the total 1695, which the mean score 60.53. It means that the students' classified in pre-test was fairly level.

Table 4.9
Indicators of Vocabulary in Post-Test Control Class

Students	Noun	Verb	Adjective	Adverb	Total
1	3	3	4	3	13
2	3	3	5	3	14
3	1	2	5	4	12
4	1	3	2	4	10
5	2	1	3	4	10
6	4	3	5	5	17
7	2	2	2	3	9
8	2	1	1	2	6
9	4	3	4	3	14
10	3	2	4	4	13
11	4	2	4	1	11
12	2	1	3	3	9
13	1	3	2	4	10
14	4	3	6	5	18
15	1	1	2	1	5
16	3	0	2	2	7
17	4	3	6	5	18
18	2	0	1	2	5
19	1	2	2	4	9
20	1	1	1	3	6
21	4	3	5	4	16
22	1	3	4	3	11
23	4	3	6	4	17
24	1	1	2	2	6
25	4	3	6	5	18
26	4	3	3	5	15
27	1	1	2	1	5
28	4	2	4	5	15
Total	71	58	96	94	319
Average	11				

Based on the table, researcher analyzed the data on indicators of vocabulary in post-test of experimental class. It contained about the students score from each topic; noun, verb, adjective, and adverb. The total of students' score in noun was 71, verb was 58, score in adjective was 96 and for adverb the score was 94. So, the total score for whole indicators of vocabulary was 319 and the average was 11.

4.1.2.3 Students' Scores in Control Class

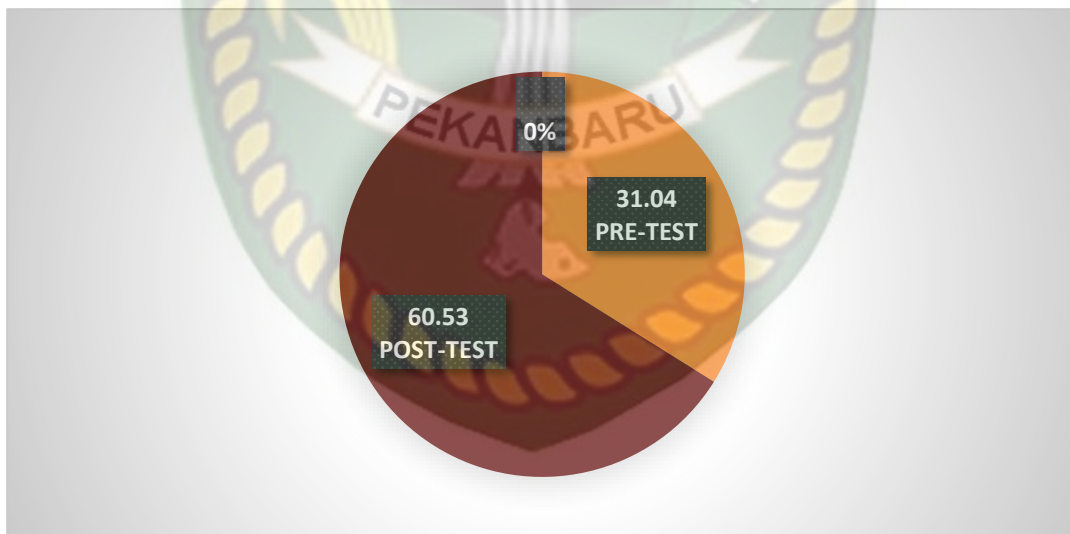
The result data of students' reading comprehension without scrabble game taken from pre-test and post-test of control class. The the result can be sen from data below:

Table 4.10
Students' Scores in Control Class Pre-test and Post-test

	N	Mean	Std. Deviation
Pre-test	22	31.04	23.571
Post-Test	28	60.53	25.101

From the table above, it can be seen that the were 22 students in control class. In the pre-test, the mean of pre-test was 31.04 and post-test was 60.53. The standar deviation of control class in the pre-test was 23.571 and post-test 25.101. It means that the students had low improvement in their English vocabulary.

Diagram 4.2
Students' Scores Pre-test and Post-test in Control Class



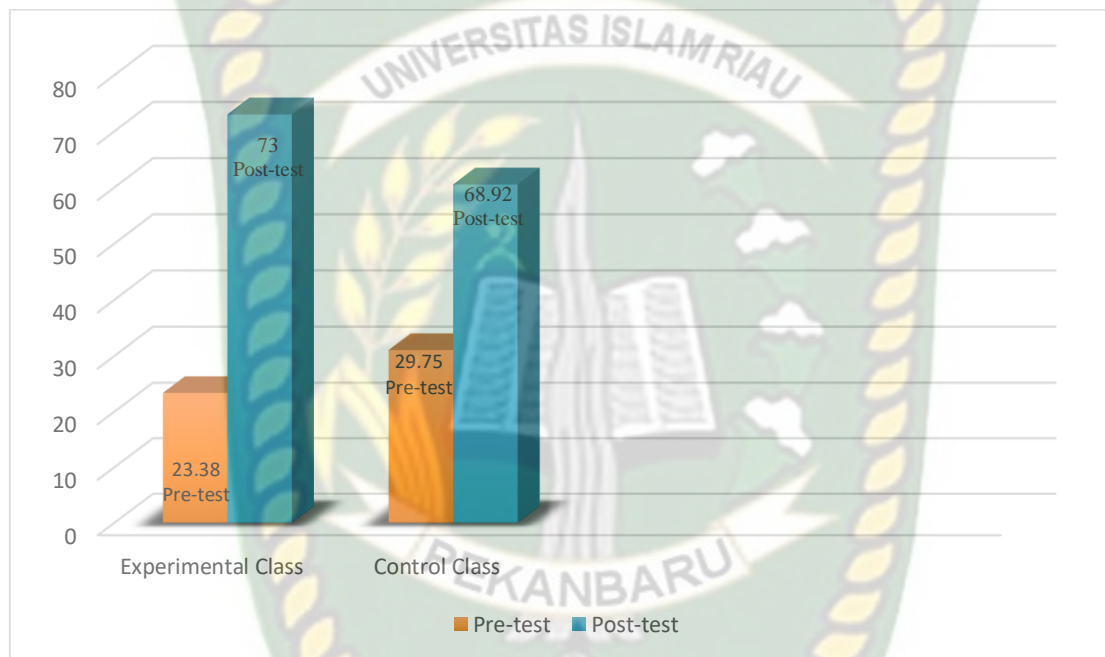
Based on the diagram above, it could be seen that the comparison of students in pre-test and post-test in analytical exposition text of the control class. The score of students in pre-test was 31.04 and score in post-test was 60.53. So the result in pre-test and post test of diagram above was increased, but the result was not significant.

4.1.3 Students' Scores in Experimental Class and Control Class

(Pre-test and Post-test)

To the determine the data analysis of the effect of using scrabble game towards students English vocabulary, the researcher used T_{Test} formula by using software SPSS 20. The result of T_{Test} can be seen as follows:

Diagram 4.3
Group Statistic Pre-test and Post-test Experimental Class and Control Class



Based on diagram 4.3, it can be known that the result experimental class and control class of pre-test and post-test in English vocabulary. The score of students in pre-test experimental class was 23.38, the score of post test was 73 there were little improvement of students' vocabulary comprehension in experimental class, it was caused the researcher teaching reading comprehension by using scrabble game. In control class, score pre-test was 29.75 and post-test was 60.53, there were improvement, but the result was not significant.

4.2 Data Interpretation

After getting the scores in pre-test and post-test the researcher found that there was the progress on students' mean score in pre-test and post-test. In Experimental class pre-test, the students' got the mean score was 23.38 and post-test got the mean score was 73. It was caused by scrabble game. In control class pre-test, the students got the mean score was 31.04 and post-test got the mean score was 60.53. it means that there is a significant improvement on English vocabulary of first grade students of SMAN 9 Pekanbaru which was taught by using scrabble game.

Based on the research, the study was done into three steps. First step is preliminary study where the writer wants to know the students' English vocabulary by pre-test. The second step is giving treatment to the students. The treatment had teaching vocabulary that these vocabulary are never taught at school. The vocabulary words that discussed in that meeting Giving Announcement, The Wright Brothers, My Idol And The Battle Of Surabaya. In while activities teacher use scrabble game to help her in teaching learning process. The teacher divided students into group again. Teacher gave a scrabble game board and students play with it based on the rules and and material. Teacher asks the students to write and read the word and find the meaning of the words. Teacher giving exercise and ask students to do it.

The effet of scrabble game in learningvocabulary helps students towards vocabulary. Where the result increase if compare the result of pre-test. It could be accepted by the students. From table 4.1 both experiment class and contol table 4.2 the result of pre-test before effect of scrabble game to experiment class and control class, so the mean score of experiment class was 23.38 and control class was 73, we can conclude that the mean of control class was lower than experiment class. The result of post-test after effect scrabble game for experimental class and without effect scrabble game or control group can be

calculated the students' score. So the mean score of experiment class was 31.04 and the control class was 60.53. We can conclude that mean score class lower than experimenta class.

Based on the data presented on experiment and control class the mean increase49% it is mean good. The result of pre-test and post-test is 73. There is improvement 49% for 6 meetings included with pre-test and post-test.

The previous studies about knowing the effectiveness of media or strategy in teaching vocabulary have been conducted by two researchers. From those previous studies, the researcher can take lessons and got many inspirations.

The first, it was conducted by Siti Shopiah and Resi Anggraeni (2018) from IKIP Siliwangi entitled *Teaching Recount Text Through Scrabble Game* . She was found that the students' achievement in vocabulary after being taught by using scrabble game better than before and the students got good achievement in vocabulary after being taught by using scrabble game.

The second one was conducted by Ahmad Rosidi and Eva Falianti (2013/2014) from English Education Study Program, Teacher Training and Education Faculty, Universitas Muhammadiyah Metro Academic entitled *The Effectiveness Of Using Scrabble And Bingo Game Technique Toward Students' Vocabulary Mastery At The Tenth Grade Of Sma N 2 Metro Academic Year 2013/2014*. They was found that Scrabble Game can make the students feel enjoy, creative and have a challenge and Bingo Game gives the student opportunity to identify the word interestingly. Based on their research before that, using scrabble game in the class is helpfull and easy to apply.

4.3 Description of Teaching and Learning Process

In order to get a good result in teaching vocabulary, it suggest to use scrabble game. It make the students interest to study and easy to remember new vocabulary. This is a procedure of teaching vocabulary by using scrabble game :

Pre-Test

To get the data for this research, the researcher do the pre-test. It is carry out to determine the early background ability of students select as the sample. The test in this research is the answer of vocabulary test. The test items use for the pre-test consist of 35 items. The test is about noun, verb, adjective and adverb with appropriate with them in use curriculum.

Treatment

The treatment conduct only for experimental group. Scrabble game use in teaching noun, verb, adjective, adverb as indicator in this research. The long of time on giving the strategy is about six meetings in English subject in the class. The material in teaching vocabulary is Giving Announcement, The Wright Brothers, My Idol, The Battle of Surabaya., in teaching and learning process there is procedures and material that followed:

- 1) Teacher introduces some words which relate with topic.
- 2) Teacher gives to the student clues and several words.
- 3) The students should find the clues by filling the blank words one by one.
- 4) If there is a student does not know or false about the correct words that should be on the blank words, so teacher must inform to the students the correct words.

The meeting of teaching learning for experimental group:

- a) Meeting 1: in the first meeting, researcher give pre-test. Before giving pre-test researcher introduce her self and check attendance list. Then the researcher give pre-test paper to the students. The pre-test is give to experimental and control group. There is no differences instruction and topic both two groups.

- b) Meeting 2: the second meeting, the researcher explain about material. In this meeting, researcher usescrabble game. Researcher use test involvescrabble game, text, translation and sound. Scrabble game use a board game and white board in the teaching and learning process in the class. After that, the researcher ask students to pay attention and do what the teacher ask. The goal that the students easily to memorize vocabulary of Wright Brothers. And the last, researcher ask students to answer the exercise relate to things.
- c) Meeting 3: the third meeting, the researcher explain about It's Me material. In this meeting, researcher usescrabble game. Researcher use test involve scrabble game, text, translation and sound. Scrabble game use a board game and white board in the teaching and learning process in the class. After that, the researcher ask students to pay attention and do what the teacher ask. The goal that the students easily to memorize vocabulary of things.
- d) Meeting 4: the four meeting, the researcher explain about My Idol. In this meeting, researcher usescrabble game. Researcher use test involveScrabble game, text, and translation. Scrabble game use a board game,and white board in the teaching and learning process in the class. After that, the researcher ask students to pay attention and do what the teacher ask. The goal that the students easily to memorize vocabulary of things.
- e) Meeting 5: the five meeting, the researcher explain about The Battle of Surabaya material. In this meeting, researcher useScrabble game. Researcher use test involveScrabble game, text, translation and sound. Scrabble game use a board game, and white board in the teaching and learning process in the class. After that, the researcher ask students to pay attention and do what the teacher ask. The goal that the students easily to memorize vocabulary of the

things. And the last, researcher ask students to answer the exercise relate to material.

- f) Meeting 6: in the last meeting, the researcher give the post-test to the students. The test is same with pre-test. The purpose of this test is to know the effect of scrabble game to students vocabulary.

Meeting 1 (Pre-Test) Teacher come to the class and ask to student to answer the question in the answer sheet. Before it, teacher introduction her self and tell the students what the purpose and why she come, Student answer the questions of pre-test. Meeting 2 (Treatment) Teacher come to the class like English teacher did. Greeting, check attendent list and open the lesson by asking about previous materi and continue with recount text material, and tell the students to bring dictionary for the next class, Students study like before they learn with their English teacher and ask some question to the reseacher about what they learn about. Meeting 3 (Treatment) Still teaching about reqount text and ask the student for the difficult word in the text and ask them to find out the meaning in the dicionary, Students did what the researcher ask and tell several question because they found a word have the same word but the meaning is different. Meeting 4 (Treatment) Still about reqount text but in the last material. Teacher show up scrabble game board to the student before the time is over. Teacher tell the purpose, rules and benefit of play this game, Students anthsias when the teacher will teach them by game. Students listen carefully and ask much questions about that game. Meeting 5 (Treatment) After greeting and literasi, teacher start the class with play this game and divide them into group. After tell the students the rules, teacher ask to the student to write what the word they get from that game and translate into bahasa the mean ing. Before the time is over, the teacher ask the student what they already got and does their enjoyed and remembered with what the word they wrote, The students play that game and really enjoy the class and the class also be noisy, effect of students enthusias. Meeting 6 (Post-Test) This is

the last meeting, teacher directly asked the students to answer the same questions were their first meet. After the students finished to answer, the teacher tell once again that this question is just for research and does not effect their grade. And on the last time, teacher thank full to the student, Student answer the questions. Most of them thing that questions is easy because remembered the answer and several student still do not understand because they not really pay attention and attendent in the class.

4.4 Hypothesis Testing

Table 4.12
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-48,222	24,761	4,765	-58,017	-38,427	10,120	26	,000

Based on the table above, it can be seen to t table is 10.120 and df 26. To compare either at level 5 %. Based on t table, it can be analyzed that to is higher than t-table at 5%. In other words, $10.120 > 0.388$ It found that there is significant effect of scrabble game towards students' English vocabulary of first grade at SMA Negeri 9 Pekanbaru.

Tabel 4.12. Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		27
Normal Parameters ^{a, b}	Mean	.0000000
	Std. Deviation	24.12919332
Most Extreme Differences	Absolute	.117
	Positive	.117
	Negative	-.080
Kolmogorov-Smirnov Z		.607
Asymp. Sig. (2-tailed)		.855

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above, it shown that significant result Asymp.Sig (2- tailed) as big 0,855 more big than 0,05. We can conclude that distribusi of data is normal. Accordingly, assumption normality in model regresi has been complited.

Tabel 4.13 Reliability Test

Case Processing Summary

		N	%
Cases	Valid	29	100.0
	Excluded ^a	0	.0
	Total	29	100.0

a. Listwise deletion based on all variables in the procedure.

The output table above provides information about the number of samples or respondents (n) analyzed in the SPSS program, namely n as many as 29 students. Because there is no data blank (in the sense that all respondents' answers are filled in) the amount is 100% valid

Tabel 4.14 Reliability Statistics

Cronbach's Alpha	N of Items
.825	4

From the output table above it is known that there are N of items (number of items or questionnaire questions) there are 4 items with a Cronbach's Alpha value of 0.825. Because the value is $0.825 > 0.60$, then as the basis for decision making in the reliability test above, it can be concluded that all 4 or all question items for the variable "the effect of scrabble game towards students" English vocabulary "are reliable or consistent.

Tabel 4. 15 Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item_1	7.97	15.320	.648	.785
item_2	8.55	14.328	.706	.758
item_3	8.38	12.244	.652	.790
item_4	10.38	14.172	.632	.788

The output table above provides an overview of the statistical values for the 4 question items. Note in the "Cronbach's Alpha if item delete" column in this table the Cronbachs 'Alpha value for the four item items is > 0.60, so it can be concluded that the 4 question items are reliable.

Tabel. 4.16. Validity Test

Correlations

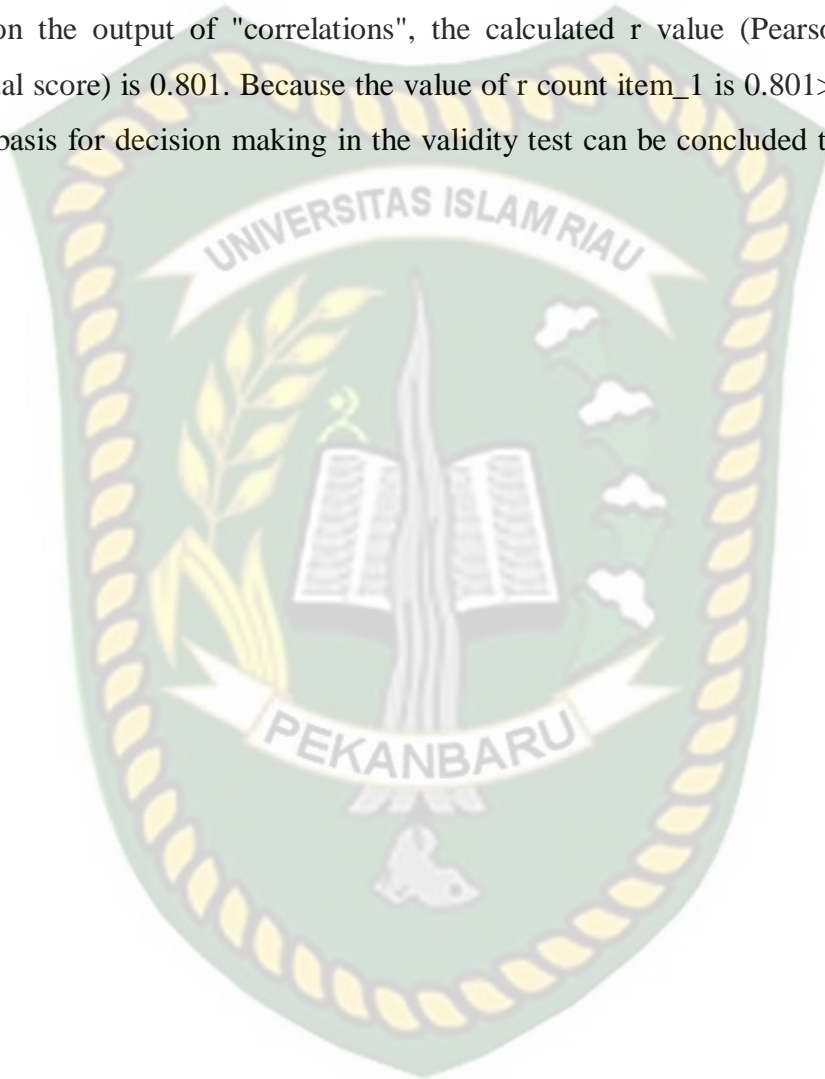
		item_1	item_2	item_3	item_4	skor_total
item_1	Pearson Correlation	1	.548**	.609**	.466*	.801**
	Sig. (2-tailed)		.002	.000	.011	.000
	N	29	29	29	29	29
item_2	Pearson Correlation	.548**	1	.551**	.655**	.849**
	Sig. (2-tailed)	.002		.002	.000	.000
	N	29	29	29	29	29
item_3	Pearson Correlation	.609**	.551**	1	.493**	.799**
	Sig. (2-tailed)	.000	.002		.007	.000
	N	29	29	29	29	29
item_4	Pearson Correlation	.466*	.655**	.493**	1	.801**
	Sig. (2-tailed)	.011	.000	.007		.000
	N	29	29	29	29	29

skor_total	Pearson Correlation	.801**	.849**	.799**	.801**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	29	29	29	29	29

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Based on the output of "correlations", the calculated r value (Pearson correlation item_1 with total score) is 0.801. Because the value of r count item_1 is $0.801 > r_{table} 0.444$ maka sebagai basis untuk pengambilan keputusan dalam pengujian validitas dapat disimpulkan bahwa item_1 valid.



CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

5.1 Conclusion

Based on the data analysis and research findings in chapter IV, finally the research about the effect of scrabble game towards students' English vocabulary of first grade at SMA Negeri 9 Pekanbaru, comes to the conclusion as follows:

1. Students' English vocabulary taught by using scrabble game in categorized good level.
2. Students' English vocabulary taught by scrabble game is categorized into fair level.
3. There is significant effect of scrabble game towards students' English vocabulary who are taught by using scrabble game of the first grade at SMA Negeri 9 Pekanbaru.

So it can be conclude that scrabble game has a possitive effect on English vocabulary of first grade at SMA Negeri 9 Pekanbaru.

5.2 Implication

This research implied the activities in teaching learning by using scrabble game. It can be considered to use in teaching learning process because from the result of the research, the research found that there was significant effect of students' English vocabulary at class X IPA 1 SMA Negeri 9 Pekanbaru.

5.3 Suggestion

Based on research findings, the research would like to give some suggestion:

5.3.1 Suggestion for Teacher

1. It is recommended to teacher to use scrabble game as media in teaching learning process.
2. It is hoped that teacher English vocabulary class from the easiest to the most difficult one.
3. The teacher should build a favorable atmosphere at time of teaching learning process because the conducive condition in teaching would become one asset to carry out the success of material taught.

5.3.2 Suggestion for Students

1. The students should try to understand the use of scrabble game in learn English vocabulary.
2. The students should pay more attention to the lesson being explained by the teacher.

Finally, the researcher considered that this still needs validation from the next researcher who has the same topic as this researchers.

5.3.3 Suggestion for other Reseacher

This study focuses on improve student English vocabulary in teaching ten grade students of SMAN9 Pekanbaru. The reseacher hope that the finding of the study will be useful for the other reseacher in the future reseach. However, this media needs more development and considering with the situation at the future.

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