

**IMPROVING STUDENTS' VOCABULARY BY USING
SCRABBLE GAME AT THE SEVENTH GRADE OF SMPN 5
PALOPO**



A THESIS

*Submitted to the English Study Program of S1 Tarbiyah and Teacher
Training Faculty of State Institute for Islamic Studies of Palopo in
Partial Fulfillment of Requirement for S.Pd
Degree in English Education*

By

SITI HARTINA

REG. NUM: 14.16.3.0129

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2019**

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STATE ISLAMIC INSTITUTE OF PALOPO
2019**

THESIS APPROVAL

This thesis entitled **"Improving Students' Vocabulary by Using Scrabble Game at the Seventh Grade of SMPN 5 Palopo"** which is written by **Siti Hartina**, Reg. Number **14.16.3.0129**, English S1 Study Program of Tarbiyah and Teacher Training Faculty of The State Institute for Islamic Studies (IAIN) Palopo, and has been examined and defended in **MUNAQASYAH** session which is carried out on **Monday, February 4th 2018 M**, coincided with **JumadilAwwal 29th 1440 H**, it is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

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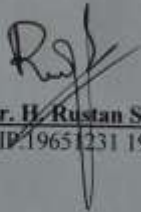
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ACKNOWLEDGEMENT

أَلْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى
آلِهِ وَأَصْحَابِهِ أَجْمَعِينَ. (أَمَّا بَعْدُ)

Alhamdulillah Rabbil ‘Alamin, praise and thanks to the Almighty God Allah SWT without His blessing and mercy, the researcher would have never been able to start and finish this thesis as the requirement for degree of Sarjana Pendidikan (S.Pd) at the State Institute for Islamic Studies (IAIN) Palopo on the title “*Improving Student’s Vocabulary by Using Scrabble Game at the Seventh Grade of SMPN 5 Palopo*”. Shalawat and tasleem always be given to our beloved prophet, Muhammad SAW. Who has guided us from the stupidity era to the cleverness era namely Islam Religion.

The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragements, and comments from many people. Therefore, the writer would like to express thankful to:

1. Dr. Abdul Pirol, M.Ag. as the Rector of IAIN Palopo.
2. Dr. Kaharuddin, M.Pd.I. as the Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Taqwa, S.Ag., M.Pd.I. as the Head of Teacher Training Department of IAIN Palopo.
4. Amalia Yahya, S.E., M.Hum as the Chief of English Education Study Program, who always gave support and advise in writing this thesis.

5. Wahibah S.Ag., M.Hum and Syamsudarni S.Pd.,M.Ed as the first and the second researcher's consultants who have given guidance, explanation, correction, suggestions, and some ideas until the reasearcher can finish this thesis.
6. Dr. H. Rustan S, M.Hum and Amalia Yahya, S.E.,M.Hum as first and second examiner who has given correction, and suggestion and some ideas until the writer finish this thesis.
7. All the lecturers of English Education Study Program IAIN Palopo who have given the researcher knowledge, motivations, skill development, and attention in learning English.
8. Mrs. Imelda Reskiwati Rupa' S.Pd as the English teacher of SMPN 5 Palopo who has helped the researcher in conducting the research.
9. The seventh grade students are as the participants of this research. Thanks for your good cooperation during the research.
10. The entire researcher's family, special thanks to her beloved parents (*Abu Nawas BA and A. Hariani S.Pd*) her beloved brothers (*Resa Pahlevi, Arief Nugraha, and M. Rabiul Fajar*). Thanks for giving love, prayer, support, advice, and everything.
11. All of the researcher friends in English Education Study Program. Specially for class BIG.D. who always along from the beginning until finish the last study. Special thanks for my best friends, *ST. Aisyah, Tadzkiratul Husna, Siti Hartina, Uswatun Hasanah, Weli, Zakina, Siti Hardiah Nengsi, Susanti, Sulviayana Ramli, and Yulianti Wulan*. For the endless spirit and affection.

The researcher also thanks to the others who cannot be mentioned one by one, who have helped and supported the researcher to finish this thesis. The researcher realized that this would not be created without their participation.

The researcher admits that this thesis is far from being perfect. Hence, constructive critics and advices are really expected. The researcher hopes that this thesis would be helpful and beneficial to everyone. Aamiin.

Finally, the researcher dedicates this thesis may Allah SWT, bless us. Aamiin.

Palopo, 1th February 2019

The Researcher

Siti Hartina

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ABSTRACT

Siti Hartina, 2019, *“Improving Students’ Vocabulary by Using Scrabble Game at the Seventh Grade of SMP Negeri 5 Palopo”*. A Thesis., English Study Program. Tarbiyah and Teachers Training Faculty, State Islamic Institute of Palopo. Advise by Wahibah, S.Ag.,M.Hum and Syamsudarni, S.Pd.I.,M.Pd.

Keywords: Vocabulary, Scrabble Game

This thesis was conducted to improve students’ vocabulary by using scrabble game at the seventh grade of SMPN 5 Palopo. The problem statement of this thesis is “Is the use scrabble game effective to improve students’ vocabulary at the seventh grade of SMPN 5 Palopo?”. The objective of the research was to find out whether or not scrabble game can improve students’ vocabulary at the seventh grade of SMPN 5 Palopo.

The researcher applied Quasi-experimental method. The total number of population was 120 students. The samples were class VII B consisted of 25 students as experimental group and class VII C consisted of 25 students as control group. The research used purposive sampling technique. The instrument of the research was vocabulary test. The data collected through gave pre-test, treatment, and post-test. After collected the data the research analyzed the data by using SPSS 20 to computed independent sample t-test.

The result showed that the mean score of posttest in experimental group was higher than the mean score of pre-test ($82.44 > 54.60$). While the mean score of posttest in control group was 58.48 and the mean score of pretest was 54.44 The result of statistical analysis the experimental group for level of significance 0.05 with degree of freedom ($df = 24$); the probability value was smaller than α ($0.00 < 0.05$) and the result of statistical analysis the control class in which the probability value was higher than α ($0.00 > 0.05$). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that there was a significant difference between pre-test and post-test in teaching students’ vocabulary by using scrabble game.

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of the English components taught to the learners and it has primary role for all language skills. Vocabulary is important for adult's learners, since it is the one area of the language learning that does not appear to be showed down by age.¹ It is mean, without a proportional amount of vocabulary anyone will get trouble in speaking, reading, listening, and writing.

Vocabulary is not a developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies are something that for lifetime. It holds a special place among the components.² In other hand, vocabulary was the first step for all learners to learn English. Vocabulary is not a single process, because many aspects of the language is related, such us the sound and the structure. All the aspects are related, they are attached one another.

Problem in learning and teaching English still exist in school, because English language is completely different from Indonesian language. As we know, one of the important components languages is vocabulary. But now days, there are many technique and methods of language teaching that can be selected for teaching vocabulary. Game is one of suitable way to help the students learn more

¹Misbahuddin, *The Correlation Between Students Mastery of Vocabulary and Their Reading Ability*, (Thesis UIN Syarif Hidayatullah, Jakarta, 2011)p. 1

²Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary*, (London : Mahwa new Jersey), p.2.

effectively. Besides that, game allows students to work more cooperatively, and allow the students to have fun.

Based on the observation did by researcher at the seventh grade students of SMPN 5 Palopo, It can be assumed that class VII B need to improve their vocabulary, because the students have poor vocabulary. In teaching vocabulary, the teacher just asks the students to memorize the words from the textbook. It caused the students felt bored during teaching and learning process. Besides that, the students had difficulty in memorizing a large number of words, had low motivation, and participation in English class.

In this case, those problems of vocabulary must be solved, because it can be difficulties for the students to continue the next level of grade. A Teacher should pay attention about the level of the students, materials, media, method, and technique. Based on the problem above, the researcher purpose one media in teaching vocabulary, that can give more opportunities for the learner. The media is scrabble game.

As we know, Game is a wonderful way to break the routine of classroom drill, because it provides fun and relaxation.³ It means that the game is one of way to relax, make students enthusiastic to play, fun, enjoy in the classroom during the learning process.

Scrabble game is one of game that can use in teaching vocabulary. It provided board contains of word that consisted of different score in every word,

³Maja Roginska, *Game-based Language Teaching-Chapter II*, (Adam Mickiewicz University: Poznan, www.wordscientificnews.com, 2013) p. 17

it can be played by two players or teams. The scrabble game is very useful, easy and entertaining game to practice any set of vocabulary. The students had to arrange the letters that they get and gives meaning to every word. Playing Scrabble Game enable students to apply their vocabularies to learn the spell and makes students memorize vocabularies easily.

According to Warner and Brown, Scrabble Game is very proprietary board game, which involves the building of words for point score, for two or more players.⁴ Michael Lampis et all, stated that Scrabble Game is a board game that consist of two or more players. In this game, the players arrange the word from the lettered tiles, and tries to forming words on a board.⁵ Therefore, after knowing those research results, the researcher find out further information about whether or not Scrabble Game can improve students' vocabulary for the seventh grade of SMPN 5 Palopo.

B. Problem Statement

Based on the background above, the researcher formulated the research question as follow: Is the Scrabble Game effective to improve students' vocabulary at the seventh grade of SMPN 5 Palopo?

⁴H. Warner and Pascal Brown T, *Adult ESL Students' Perception of Scrabble as a Classroom Learning Tool*, Macquarie University Journal. Retrieved from http://is.muni.cz/th/153068/pedf_b/Game_like_activities_FINAL.pdf (17th January 2013).

⁵Michael Lampis et all, *Scrabble is PSPACE-Complete*, (Journal information Processing Vol.23 No. 3. 2015) p. 1

C. Objective of the Research

Based on the problem above, the objective of the research is to find out whether or not Scrabble Game is effective to improve students' vocabulary at the seventh grade of SMPN 5 Palopo.

D. Significance of the Research

This research hopefully would be useful both theoretically and practically to field of teaching. In theoretically, the result of this research would develop the knowledge of the previous theories about English vocabulary. In practically, this research is expected to be useful for teachers to improve their vocabulary teaching process and to choose the most appropriate teaching based on the students' problem. And to be reference for the next researcher who will take on similar or related topic as materials in their research.

E. Scope of the Research

The research was conducted at SMPN 5 Palopo, to know whether or not the Scrabble game can improve students' vocabulary. This research focused on vocabulary of members of family, adverb of time, names of days and months, and names of things in the classroom.

F. Definition of Terms

Based on the title, the researcher will clarify some terms as follows:

1. Vocabulary

Vocabulary is a most important part of language learning, in communicating we need vocabularies, without vocabulary no one can speak or understand the language.⁶

2. Scrabble Game

Scrabble is a board game in which players try to make words from letters printed on small plastic blocks and connect them to words that have already been placed on the board.⁷

⁶ Miftahul Jannah. *Using Games in Improving Students' Vocabulary*, (Thesis UIN Syarif Hidayatullah, Jakarta 2011) p. 6

⁷ Oxford Advanced Learners Dictionary of Current English, (Oxford University Press, Eighth Edition, 2010) p. 1370

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

In writing this research, which discussed about learning by using games, the researcher found some related research that using game in teaching vocabulary. As follows:

Zainab, entitled: "*Teaching Vocabulary by Using Reordering Word Games to the Eighth Years Students of SLTP N 1 Wasuponda*", stated that the use of reordering words games is effective in teaching the students' vocabulary mastery at SLTP Neg. 1 Wasuponda in the academic year 2011/2012. It was proved by mean score of the students' posttest (8,273), which was greater than mean score of the students' pretest (6,46). And the t-test value, that was (13,43), which was greater than t-table (2,045).⁸

Ratih Sriwulan Sari, entitled: "*The Effect of Scrabble Game to the Eighth Grade Students' Vocabulary Mastery at SMPN 1 SEMEN in Academic Year 2016/2017*", stated the use Scrabble Game was effective in teaching students' vocabulary at SMPN 1 SEMEN. It was showed from the mean score of students' posttest (79, 39), and the pretest (70,3). And t-test value, that was (13,587), which was greater than t-table (2,042).⁹

⁸ Zainab, *Teaching Vocabulary by Using Rordering Word Games to the Eighth Years Students of SLTP Neg. 1 Wasuponda*. A Thesis S1 (Palopo : 2011). P. 60.

⁹ Ratih Sriwulan Sari, *The Effective of Scrabble Game to the Eighth Grade Students' Vocabulary Mastery at SMPN 1 SEMEN in the Academic Year 2016/2017*.(Universitas Nusantara PGRI, Kediri. 2017)p. 7

Sulfia Syamsul, entitled: “*Improving Students’ Vocabulary through Scrabble Words Game at the Eighth Year of SMP Negeri 8 Palopo*”. Stated that the use scrabble game words game was effective way to improve students’ vocabulary skill, it was showed from the t-value was greater than t-table. It means that there was a different significant between pretest and posttest of experimental class.¹⁰

Based on the researches above, the similarity from the second and the third research with this research was about the use of scrabble game in teaching vocabulary, while the different this preview study with this research was about the method of the research, both of the second and the third research, applied pre-experimental and this research applied quasi-experimental method. So, the researcher was sure that Scrabble Game would be effective in teaching English vocabulary especially teaching vocabulary at SMPN 5 Palopo.

B. Vocabulary

1. The Definition of Vocabulary

Talking about vocabulary, there are many definitions of vocabulary according to some experts. Vocabulary is a list of words that a person knows and use in speaking.¹¹ Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, write, and read.¹² According to some explanations, it can be concluded that vocabulary is a

¹⁰ Sulfia Syamsul, *Improving Students’ Vocabulary through Scrabble Words Game at the Eighth Year of SMP Negeri 8 Palopo*. (A Thesis IAIN Palopo, 2015)

¹¹ Mofareh Alqahtani, *The Importance of Vocabulary in Language Learning and How to be Taught*, (International Journal of Teaching and Education, vol.III, No. 3. 2015). p. 25

¹² Jack C Richards and Renandya Willy A, *Methodology in Language Teaching*, (Cambridge: Cambridge University Press, 2002).

collection of words that have been used in communicating, and it is part of language competent. So, it is very essential when people communicate each other.

William Morris stated that, vocabulary is defined as a list of words and often phrases, usually arranged alphabetically and defined or translate; a lexicon or glossary.¹³ Vocabulary skills included: pronunciation, spelling, grammar, and meaning.¹⁴ So, vocabulary is a list of words usually arranged alphabetically and the people use according to pronunciation, spelling, grammar, and meaning.

Other definition by Djalinusyah and Azimarenong “vocabulary is classification of the words; those are list and total of words that we know”.¹⁵ Vocabulary is all the words that a person knows or uses.¹⁶ From some definitions above, it can argue that vocabulary is lists of the words that we knows and uses in communicating.

Virginia French Allen stated that, vocabulary is one the most important elements in language. Many of the vocabulary in English text books have to be learned. Without it, no one can speak or understand the language.¹⁷ It means, if people do not master of vocabulary then they cannot write and communicate well.

From some definitions above, it can be concluded that vocabulary is very important in language learning, because without vocabulary they cannot dispense their idea.

¹³ Miftahul Jannah, *Using Games in Improving Students' Vocabulary*, (UIN Syarif Hidayatullah, Jakarta). p. 6

¹⁴ Lynne Cameron, *Teaching Language to Young Learners*, (UK: Cambridge University Press, 2001).

¹⁵ Miftahul Jannah, *op. cit.* p. 7

¹⁶ Oxford Advanced Learners Dictionary of Current English, (Oxford University Press, Eighth Edition, 2010) p. 1722

¹⁷ Miftahul Jannah, *op. cit.* p. 6

2. Types of Vocabulary

In language learning, vocabulary is an essential component that links the four skills of listening, speaking, reading, and writing all together. There are many clarifications made by the experts in language area about the kinds of vocabulary. The first, Evelyn Hatch and Cheryl Brown divides vocabulary into two categories:

a. *Active vocabulary* is word which the students understand, can pronounce correctly, and uses constructively in speaking and writing. Active vocabulary, it refers to language items which the learners can use appropriately in speaking and writing. Active vocabulary also called as productive vocabulary.

b. *Passive vocabulary* is words that recognize and understand when they occur in a context. It refers to language items that can be recognize and understood in the text of reading or listening and also called as receptive vocabulary.¹⁸

Besides active and passive vocabulary, Fries also classified vocabulary into content and function word:¹⁹

1) Content words

The content words, on the other hand, can be added to at any times as new scientific advances make new words and communication about new inventions necessary. In learning vocabulary we know the content words or class words. There are noun, verb, adjective and adverb.

¹⁸ Luis Cohen, *Research Method in Education*, (Fifth Edition. London and New York: Routledge-Falmer is an imprint of Taylor & Francis Group, 2005).

¹⁹ Misbahudin, *The Correlation Between Students Mastery of Vocabulary and heir Reading Abiliti*, (UIN Syarif Hidayatullah. Jakarta, 2011)

a. Noun

Noun is a word that refers to a person, a place, or a thing, a quality or an activity.²⁰

Based on the form, noun can be divided into two kinds, as follow:

a) Concrete noun is the real noun

Example: book, chair, table, etc

b) Abstract noun (nor real)

Example: friendship, faith, happiness, etc.²¹

Based on kinds of noun, concrete noun can be divided into four kinds. As follow:

a) Proper noun

Proper noun is that begin by capital letter and the specific names of person, place, and thing. Example name: people name, town, country, school, etc.

b) Common Noun

Common noun is noun that commonly used, that name people, places, or things. Example: boy, school, pen, etc

c) Collective noun

Collective noun is community noun or noun is gathered in one group of people or thing. Example: staff, team, band.

²⁰Oxford Advanced Learners Dictionary of Current English, (Oxford University Press, Eighth Edition, 2010) p. 1042

²¹I Didimus Manulang, *Tangkas 16 Tenses*, (Kelompok KARISMA Publishing, Tangerang Selatan, 2012). p. 92

d) Material Noun

Material noun is noun that from mining source and also from the other sources are used to make something. Example: wood, paint, gold, sand.²²

Based on can or can account classified in two kinds, as follow:

a) Countable noun

Example: book, girl, glass.

b) Uncountable noun

Example: sugar, water, sand, rice.²³

b. Verb

Verb is a word or phrase that expresses an action, an event, or a state.²⁴

Verb is important part of the speech, because without verb, word cannot be said as a sentence.

There are many kinds of verbs, these are:

a) *Auxiliary verb* is a verb using to describe the time, the character or other suggestion. Example: can, must, may.

b) *Irregular verb* is a verb form imperfect tense and past participle is change or not change and we can add-d or – ed at the end word.

Example: pay – paid – paid.

c) *Regular verb* is a verb forming imperfect tense and past participle adding by – ed at the end of word. Example: hate – hated, walk – walked

d) *Transitive verb* is a verb needs an object as complement.

²² *Ibid.* p. 92

²³ *Ibid.* p. 93.

²⁴ Oxford Advanced Learners Dictionary of Current English, (Oxford University Press, Eighth Edition, 2010) p. 1713

- e) *Intransitive verb* is a verb did not needs an object.
- f) *Causative verb* is a verb showing a caused by the action in the words.
- g) *Copulative verb* is a verb or linking verb. That is verb connect the subject with the other word in sentence follow by adjective or noun as a complement.²⁵

c. Adverb

Adverb is the word that explains noun or pronouns. The kinds of adverb are:

- a) Adverb of Time, that explain the time when something to do. Example: yesterday, tomorrow.
- b) Adverb of Manner is an adverb which used to explain the situation or to explain how the activities happen. Example: past, hard, well, late.
- c) Adverb of Place is the adverb which shown the place of something happen. Example: here, there, in, at, etc.
- d) Adverb of Frequency is explain seldom or not something to do. Example: always, usually, and seldom.
- e) Adverb of Degree, explain about level a job to do. Example: very, rather, enough.
- f) Adverb of Sentence, explain about all sentence and put begin of sentence. Example: actually, the last, in fact, generally.²⁶

²⁵ Sulfia Syamsul, Improving Students' Vocabulary through Scrabble Words Game at the Eighth Year of SMPN 8 Palopo, (Thesis IAIN Palopo). p.13.

²⁶ Azhar Arsyad. *Dasar-dasar Penguasaan Bahasa Inggris*, (Yogyakarta: Pustaka Pelajar, 1997), p. 110

d. Adjective

Adjective is words that describes a noun and give in information about a noun or pronoun that comes at beginning of sentence. Adjective often follow a form of be (am, is, are).

Example: - Balls are round - I am hungry
 - Mary is intelligent - They are happy

In English, adjective located before noun.

Example: - Beautiful girl - New car
 - Wise man - Big town.²⁷

2) Function Word

The function of vocabulary is inseparable from the language skills. In speaking, the people need words to communicate their thought, ideas, feeling to the other people. Choosing words accurately, and impressed as well as how people react them. Among the function words are:

- a) Preposition; of, at, in, without, between
- b) Pronouns; he, they, anybody, it, one
- c) Determiners; the, a, that, my, more, much, either, neither
- d) Conjunctions; and, that, when, while, although, or
- e) Auxiliary verbs; be, (am, is, are), have, got, do.
- f) Particles; no, not, nor, as.²⁸

²⁷I. Didimus Manulang, *Tangkas 16 Tenses*, (Kelompok KARISMA Publishing, Tangerang Selatan). p. 104

The second, dealing with frequency and range vocabulary often occur in the language. Nation, it can be divided into four levels as follow:²⁹

a) High frequency words

High frequency words are the 2000-2003 most frequent word families. The first, priority is in vocabulary learning because these word in account for 80% or more of the running words in any written or spoken text.

b) Low frequency words

All the rest of the word families which of these words are known or are worth learning depend on learner's personal interest, educational background or current studies, area of employment; social, cultural natural environment and so on, the words just occur rarely.

c) Academic words

Words families occur much more frequently in academic texts (textbook, lectures, handout, journal article, reference manual, seminar presentation) than in non-academic usage, across of different disciplines.

d) Technical words

Low frequency word families which are use in particular discipline, professional, sport, culture or other special field. They are normally known only by the people with an interest or expertise in relevant area.

²⁸ Sukirman, *English Morphology*, (Alauddin University Press, Makassar, 2013). p. 115

²⁹ Nation I.S.P, *Teaching and Learning Vocabulary*, (USA: Heinle & Heinle Publishers, 1990).

In addition, identifies the categories of knowledge about vocabulary:

- a. Form: readers recognize the word in print and distinguish it are various grammatical forms (noun, verb, adjective, adv).
- b. Position: readers know the grammar patterns and structures in which a word can occur and the word that frequently appear before or after it, the collocations.
- c. Function: readers know how to common or rare the word is and what type of situations and texts it would most likely occur.
- d. Meaning: readers know the various meaning and nuances of a word as well as it is synonyms.³⁰

Based on the explanation above, there are some classifications of vocabulary that have own importance. Furthermore, words become part the people's way of living or tools in communicating which is used by a person for showing and telling their opinion and ideas based on their need. In other words, by mastering much vocabulary is necessity for daily life.

3. Teaching vocabulary

In teaching vocabulary, the teachers expected to apply some techniques in order to make students understand new word and memorize it easily. According to Harmer mentioned that the following aids can help in teaching vocabulary, as follow:³¹

³⁰ *Ibid*

³¹ Miftahul Jannah, *Using Games in Improving Students' Vocabulary*.(Thesis UIN Syarif Hidayatullah, Jakarta. 2011) p. 10

a. Realia

This is the word to refer the use of real objects in the classroom. Thus the words “book”, “pencil”, or “chair”, can be easily explained by showing students a book, a ruler, or a chalk. This is clearly satisfactory for certain single words, but the use of realia is limited to things that can be taken easily from the classroom.

b. Pictures

Pictures are clearly indispensable for the language teacher since they can be used in so many ways. Pictures can be used to explain the meaning of vocabulary items: the teacher can draw pens, rulers, pencils, and books in the blackboard/whiteboard, or have magazines picture of trucks, bicycle, train, or bus onto cardboard. The teacher might bring in a wall picture showing three people in a room that could be used for introducing the meaning of the sentence, for instance: there are three people in the classroom.

c. Mime, action, and gesture

It is often impossible to explain the meaning of words and grammar either with realia or in picture. An action, in particular, is probably better explained by mime. Gesture is useful for explaining words like “from”, “to”, etc. or indicating that the past is being talked about (the teacher gestures backwards over his shoulder)

d. Contrast

A visual element sometime may not be sufficient to explain meaning and contrast can be used. Thus, the meaning of “full” is better understood in the context of “empty”, “big” in the context of “small”, etc.

e. Enumeration

The word “vegetable” is difficult to be explained visually. If, however, the teacher rapidly lists (or enumerates) a number of vegetables, the meaning will become clear. The same is true of a word like “clothes”.

f. Explanation

Explaining the meaning of vocabulary items can be extremely difficult just as grammatical explanations. It will be important in giving such explanations to make sure that the explanations include information about when the item can be used. For example, it would be unsatisfactory just to say that “mate” is a word for “friend” unless you point out that it is colloquial informal English and only be used in certain context.

g. Translation

For many years, translation went out of fashion and was considered as something of sin. Clearly, if the teacher is always translating, this will impede the students’ learning since they want to hear and use the target language, not their own. Nevertheless, it seems silly not to translate if by doing so; a lot of time can be saved. If the students do not understand a word and the teacher cannot think how to explain it, he can quickly translate it.

Translation then, seems a useful measure if it is used sparingly, but it is hoped to be used with caution. These aids and measure may be useful for explaining the meaning of a word or a sentence.

4. Vocabulary teaching strategy

There are some strategies to teach vocabulary:

- a) Verbal Strategy, use of illustrative situations, use synonym and definition, contracts and opposites, scales.
- b) Visual strategy: flash cards, photographs, relia, mine, and gesture.
- c) Using dictionary
- d) Translation
- e) Contextual guesswork
- f) Asking others (friend or teacher) and
- g) Thematic vocabulary.³²

5. Problems in learning vocabulary

In learning vocabulary, Scott Thornbury states that students might get some difficulties. Some factors that often cause this problem are:³³

a. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners such as *regular* and *lorry* for Japanese speakers.

³² Sulfia Syamsul, *Improving Students' Vocabulary through Scrabble Words Game at the Eighth Year of SMPN 8 Palopo*, (Thesis IAIN Palopo). p.29.

³³ Fandi Ahmad, *The Effect of Direct Method on Students' Vocabulary Mastery*, (Thesis UIN Syarif Hidayatullah., Jakarta. 2014) p. 20

b. Spelling

Words that contain silent letters are particularly problematic, such as *foreign, listen, climbing, honest, etc.*

c. Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their “learn ability”.

d. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its first language equivalent.

e. Meaning

When two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point: You *make breakfast* and *make an appointment*, but you *do the housework* and *do a questionnaire*.

f. Range, connotation and idiomatic

Word that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range.

Learning vocabulary seems to be one of the easiest things about learning a language, but it is also one of the hardest things to do. It is because learning vocabulary does not only learn about the meaning of word. When learning vocabulary, students will also learn about other aspects of word such as usage, pronunciation, grammatical, and so on. So it often makes difficulties for the students to comprehend the vocabulary.

6. Assessing Vocabulary

The assessment is part our research study in finding the object of data. Assessment is collecting information about the quality or quantity of a change in a student, group, teacher or administrator.³⁴ Assessment is a process of measuring, and one formal method of measuring is to test. It can be done by carry out a series of test during teaching learning process, as a good teacher never ceaseless to assess students.³⁵ In other definition by Brown that “test are a subset of assessment, they are certainly not the only form of assessment that a teacher can make”.³⁶ So, to get information about the quality or quantity of a change in student, the teacher can measuring it by test, but the test certainly not the only form of assessment that a teacher can make.

According to Brown, there are two assessments, as follows:

- a. Informal assessment can take a number of forms, starting which incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the students.
- b. Formal assessment is exercises or procedures specific planned sampling technique constructed to give teacher and students an appraisal of students

³⁴ David W. Johnson and Roger T. Johnson, *Meaningful Assessment: A Manageable and Cooperative Process* (Boston: A Pearson Education Company, 2002), p.6

³⁵ Tony Dudley-Evans, *A Multi-disciplinary Approach* (New York: Cambridge University Families, 2009), p. 210

³⁶ H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York: Pearson Education,2004), p. 4

achievement. All of tests are formal assessment, but not all of formal assessment testing.³⁷

According to Brown, that whenever a student responds to a question, makes offers a comment, or tries out a new word or structure, the teacher subconsciously an assessment of the student's performance.³⁸

Functions of an assessment divided in two types, there are:

- a. Formative test is evaluating students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process.
- b. Summative test aims to measure or summarize what students have grasped, and typically occurs at the end of a course or unit instruction.³⁹

Assessing the vocabulary knowledge from the learners is very important. The purpose for assessing is to determine students' present level of knowledge and skills, monitor toward learning goals to help from the instructional program and provide assessment data at the final level of students' learning.

Some types of vocabulary tests proposed by Heaton include: word formation, synonyms, rearrangement, definition, and completion. These types of test are more productive instead of the common vocabulary test which is receptive where the test takes only choose the best answer from the given

³⁷ *Ibit*, p. 5

³⁸ H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York: Pearson Education, 2004), p. 4

³⁹ *Ibit*, p. 6

options.⁴⁰ Some similar types of vocabulary test also proposed by Hughes that including synonyms, definition, gap filling (multiple choice) as passive vocabulary tests and as active vocabulary tests.⁴¹ From some definitions above, there are many types of vocabulary tests, which teachers can use to measure students' level knowledge.

Vocabulary assessment seems straightforward in the sense that word lists are readily available to provide a basis for selecting a set of words to be tested. In addition, there is a range of well-known item types that are convenient to use for vocabulary testing. Here are some examples:⁴²

a. Multiple-choice (Choose the correct answer)

The principal was irate when she heard what the students had done.

- a) Surprised
- b) Interested
- c) Proud
- d) Angry

b. Completion (Write in the missing word)

At last the climbers reached the s_____ of the mountain.

c. Translation (Give the L1 equivalent of the underlined word)

They worked at the mill.

⁴⁰ Heaton, J. B, *Writing English Language Test* (Hongkong: Longman Group, 1988), p. 61-62

⁴¹ Hughes, A, *Testing for Language teachers* (London: Cambridge University Press, 1989), p. 147-149

⁴² John, Read, *Assessing Vocabulary* (London: Cambridge University Press, 2000), p. 2

d. Matching (Match each word with its meaning)

- | | | |
|----------------|-------|---------------------------------|
| 1. Accurate | _____ | a. Not changing |
| 2. Transparent | _____ | b. Not friendly |
| 3. Constant | _____ | c. Related to seeing things |
| 4. Visual | _____ | d. Greater in size |
| 5. Hostile | _____ | e. Careful and exact |
| | | f. Allowing light to go through |
| | | g. In the city |

C. Game

1. Definition of Game

While Byrne, further stated may be defined as a form of play governed by certain rules of convention. In other words games are not meant to be enjoyed, wherever they are played.⁴³ A game is an activity or sport usually involving skill, knowledge, or chance in which you follow fixed rules and try to win against an opponent or to solve a puzzle.

Games in learning activity are learning media that is used by the teacher as a strategy or technique to catch students' attention in creating fun and challenge learning. It makes the teaching learning process can run well. According to Freeman as cited in Warmer and Brown, games are important because they have certain feature in common with real communication events – there is a purpose to

⁴³ Sartina, *Improving English Vocabulary through Logico Game at the Sixth Year Students of Elementary School of 20 Cimpu*, (Thesis, IAIN Palopo).

exchange.⁴⁴ By using game, learning becomes more fun, interesting and also helps for teacher creativity in using language and the meaning of it. The proposed of the games is makes the students understand the subject easier and they can interpret the meaning easily when asked to communicating, speak up or write something.

When the use of education game in the wise way, it can have benefits such as:

1. As the Stress Removal in teaching learning process
2. Can involve people to join full together
3. Have to improve the quality in learning
4. Build up the self creativity
5. Focused on students as the object of learning.⁴⁵

Carner in Tangguk, provides some reasons for you who use the games in language teaching as follow:⁴⁶

- a) Game can be used to change the phase of the lesson and so mountain the learners' motivation.
- b) Game can be used to punctuate long formal teaching units and review students' energy before returning to more formal learning.
- c) Game can give hidden practice of specific language point without students being aware of this.

⁴⁴ H. Warner and Pascal Brown T, *Adult ESL Students' Perception of Scrabble as a Classroom Learning Tool*, Macquarie University Journal. Retrieved from http://is.muni.cz/th/153068/pedf_b/Game_like_activities_FINAL.pdf (17th January 2013).

⁴⁵ Woro Esthi Hartiwi, *Permainan Kartu pada Bahasa Jepang untuk Meningkatkan Keterampilan dalam Berbahasa Jepang*, Article (Widyaiswara LPMP D.I. Yogyakarta)

⁴⁶ Zainab, *Teaching Vocabulary by Using Reordering word Games to the Eighth Years students of SLTPN 1 Wasuponda*, (Thesis, IAIN Palopo).

- d) Game can courage students' participation and can remove the feeling of being intimidated by formal classroom situation.
- e) Game can change the rules of the teacher from the formal instructor to manager or organize of activities the students enjoying participates in this consider useful reducing teacher students distance conflict.
- f) Game can and increase students' communication and also produces the domination of the teacher.
- g) Game can act as a testing mechanism, in sense that it can expose weakness and the needs for remedial works.

2. Types of Game

Games usually use variety of technique which is important in language teaching. The simplest games are sorting, ordering, or arranging games. These are usually played in pairs or small groups.

According to Hadfield, there are eight types of games as follows:⁴⁷

1) Matching games are based on a different principle, but they also involve a transfer or information. These involve matching corresponding pairs of card or picture, and maybe played as a whole class activity.

2) Guessing games are familiar variant of games. The player with the information deliberately with holds it, while others guess what it might be.

3) Search games are another variant, involving the whole class. In these games, everyone in the class has one piece of information. Players must all or a

⁴⁷ Jill Hadfield, *Intermediate Vocabulary Games*, (England: Longman, 2001), p.5.

large amount of the information available to fill in a chart or picture or to solve a problem.

4) Exchanging games are based on the 'barter' principle. Players have certain article, cards or ideas which they wish to exchange for others. The aim of the game is to make an exchange which is satisfactory to both sides.

5) Labeling games involve matching labels to items in a picture

6) Role-play games players are given the name and some which characteristics of a fictional character.

7) Board games and card games are familiar game types, where the aim is to be the first round a board, or to collect the most cards, or to get rid of the cards first, or to build up a story. The cards and squares on the board are used as stimulus to provoke a communication exchange.

From the types of game, Scrabble is the kind of board game. It uses squares on the board games and also it has aim to provoke a communication exchange. In addition, it can be played by two people (or team).

If the teacher chooses to use game in teaching, they should have essential things that need to be done to make the games can run well in the class. There are some steps that are needed to be remembered in leading the games, they are:⁴⁸

- 1) Choosing a good time to show the games in teaching
- 2) Mastering and understanding well the games materials that will be taught
- 3) Focusing to achievements while doing the games
- 4) Giving spirit and motivation to the games

⁴⁸ Susanto, E, *60 Games Untuk Mengajar Pembuka Penutup Kelas*, (Yogyakarta: Lumbung Kita, 2012).

- 5) Giving reward to winner
- 6) Ending the games while the students feel anxious.

3. Function of Games

Mr. Luu Trong stated that are three functions of games, as follows:

- 1) Using games is a good way to increase exposure to vocabulary which enhances students' vocabulary acquisition.
- 2) Games can maintain students' motivation in vocabulary learning because they are amusing and interesting faster and better.
- 3) Games can provide student with intensive and meaningful practice of language.⁴⁹

4. Advantages of Games

There are many advantages of using games in the classroom:⁵⁰

- a) Games are a welcome break from the usual routine of the language class.
- b) They are motivating and challenging.
- c) Learning requires and great deal of the effort. Games help students to make and sustain the effort learning.
- d) They encourage students to interact and communicate
- e) They create a meaningful context for language use.

Based on the explanation before, it is obvious that games are very useful in teaching language.

⁴⁹ Risma Rasidin, *Teaching Vocabulary by Using Not Belong Games at the Tenth Year Students of SMKN 3 Palopo*, (Thesis, STAIN Palopo)

⁵⁰ Sartina, *Improving English Vocabulary through Logico Game at the Sixth Year Students of Elementary School of 20 Cimpu*. (Thesis, IAIN Palopo)

D. Scrabble Game

1. Definition of Scrabble Game



Scrabble is one of board games, Warner and Brown state that scrabbles is proprietary board game, which involves the building of words for point score, for two or more players (or team). Scrabble is a fun way to improve the student's vocabulary, reading, and overall grammar skills.⁵¹ Scrabble is a board game in which players try to make words from letters printed on small plastic blocks and connect them to words that have already been placed on the board.⁵² According to some definition above, it can be concluded that scrabble game is a board game for two or more players (or team) to make word from letters printed for point score, and a good game may help students in spelling word in order to make them easy to write well.

⁵¹ Scrabble, *An Entertaining Way to Improve Your' Child Vocabulary and Spelling Skills*. [http://math-and-reading-help-for-kids.org/articles/Scrabble%3A An Entertaining Way_to_Improve_Your_Child%27s_Vocabulary_and_Spelling_Skills.html](http://math-and-reading-help-for-kids.org/articles/Scrabble%3A%20An%20Entertaining%20Way%20to%20Improve%20Your%20Child%27s%20Vocabulary%20and%20Spelling%20Skills.html), (Juny, 20th 2010).

⁵² Oxford Advanced Learners Dictionary of Current English, (Oxford University Press, Eighth Edition, 2010) p. 1370

The idea of scrabble game is found by Alfred Mosher Butts. Elliot said that the idea for scrabble to the creative genius of Alfred Mosher Butts who developed the idea in 1938. It was an inspired blending of anagrams and crossword puzzles to which he added a more competitive edge by devising a point numbering system for the letters based on how frequently they are used in forming words.⁵³

Scrabble game consists of tiles, where the tiles have alphabets and score in them, they are:

Letter	Score of Tiles	Letter	Score of Tiles
A	1	O	1
B	3	P	3
C	3	Q	10
D	2	R	1
E	1	S	1
F	4	T	1
G	2	U	1
H	4	V	4
I	1	W	4
J	8	X	8
K	5	Y	4
L	1	Z	10
M	3		
N	1		

⁵³ Elliot S, *The History of Scrabble*, [http://americanhistory.suite.101.Com/article.c/the history of_ scrabble](http://americanhistory.suite.101.Com/article.c/the%20history%20of_%20scrabble), p.1, (October 23nd 2009).

2. Procedure for Playing Scrabble Game to Teach Vocabulary

Scrabble is a great educational game to play with kids, but sometimes the games go on for way too long. Even though playing scrabble can help a child perfect spelling skills, the slow pace can turn off many kids. Scrabble game is a popular game in the world, even there is a champion world that is held for this game. There are international rules for this game, but the teacher can use their own rule and steps to makes the students are comfort in following the game without ignoring the main rule and steps of scrabble.

There are some rules and steps in playing this game, they are:⁵⁴

- a) The first player combines two or more of his or her letters to form a word and place it on the board to read either across or down one letter on the center square. Diagonal words are not allowed,
- b) Complete the turn by counting and announcing the score for that turn. Then draw as many new letters, always keep seven letters on the rack, as long as there are enough tiles left in the bag.
- c) Play passes to the second player, and the each in turn, adds one or letters to those already played to form new words.
- d) New words may be formed by:
 - 1) Adding one or more letters to a word or letters already on the board
 - 2) Placing a word at right angles to a word already on the board. The new word must use one of the letter already on the board or must add letter to it

⁵⁴ Nurjamah. *Improving Student's Competence of Vocabulary through Scrabble Game*. (Universitas Muhammadiyah Purwokerto. 2015) p. 19

- 3) Placing a complete word parallel to a word already played so that adjacent letters also form complete words
- 4) No tile may be shifted or replaced after it has been played and scored.
- 5) Blanks: the two blank tiles may be used as any letters. When playing a blank, you must state which letter it represents, it remains that letter for the rest of the game.
- 6) You may use a turn to exchange all, some, or none of the letters.
- 7) Any play may be challenged before the next player starts a turn.
- 8) The game ends when all letters have been drawn and one player uses his or her last letter; or when possible plays have been made.

3. Advantages of scrabble game

The advantages of scrabble game, there are:⁵⁵

a) Scrabble help to improve the language

This is most obvious and very well-known benefit of playing scrabble. The scrabble can help one to improve the language in the following two ways.

- It builds vocabulary
- It helps one to improve the spellings

⁵⁵ *Ibit.* p. 21.

b) Scrabble is good for the brain

Playing scrabble game can prove to be good stimulant for the memory. It can help a person to keep the brain cells active. The scrabble can also help in showing down the aging of the brain cells. So playing scrabble can be great for the elderly too.⁵⁶

According to Warner & Brown explain that Scrabble can be used in developing problem-solving skills and is motivating for students. Besides that, educators have praised the scrabble game for helping to improve a wide range of skills, including vocabulary, spelling, dictionary skills, cooperative learning, conflict resolution and creative problem solving.⁵⁷ Thus based advantages described above, scrabble game can be used a very good technique for teaching vocabulary.

4. Implementation of scrabble game in the class

There are some steps in implementation of Scrabble game, as follows:⁵⁸

- a) Teacher gives material that will be taught to the students based in the syllabus.
- b) Teacher gives vocabulary that should be achieved by students
- c) Teacher gives 1 scrabble game for each group
- d) Students accept scrabble game from the teacher

⁵⁶ Sulfia Syamsul, *Improving Students' Vocabulary through Scrabble Words Game at the Eighth Year of SMPN 8 Palopo*, (Thesis IAIN Palopo). p.36.

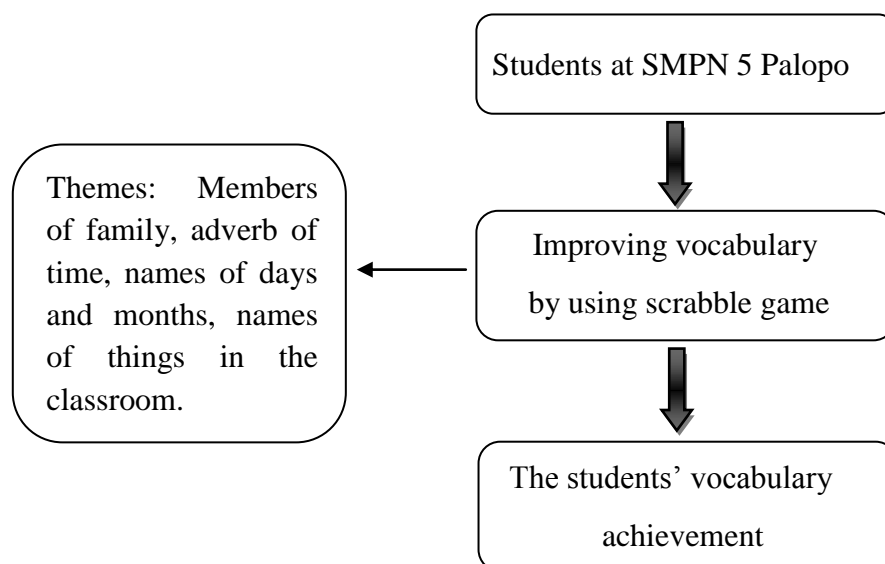
⁵⁷ H Warner, and Brown T. Pascal, *Adult ESL Students' Perception of Scrabble as a Classroom Learning Tool*. Macquarie University Journal. Retrieved from http://is.muni.cz/th/153068/pedf_b/Game_like_activities_FINAL.pdf, (17th January 2013).

⁵⁸ Nurjamah. *Improving Student's Competence of Vocabulary through Scrabble Game*. (Universitas Muhammadiyah Purwokerto. 2015) p. 22

- e) Teacher explain to the students about scrabble game, the rules and each group's role in playing scrabble game
- f) Students pay attention to the teacher's explanation
- g) Teachers demonstrates scrabble game with several students
- h) Teacher ask students to from many words, it is better for them if they make the words that they get before
- i) Teacher asks students to begin the game
- j) Students begin the game
- k) Teacher controls the game.

E. Conceptual Framework

The conceptual framework underlying in this research was given in following diagram:



The researcher used scrabble game in teaching vocabulary at SMPN 5 Palopo. Scrabble game in learning process can prove to be good stimulate for the students' memory, improve students' spelling, and also motivate students to be

active in learning process. The students learn vocabulary by using scrabble game can improve students' vocabulary.

F. Hypothesis

The hypothesis of the research is formulated as follow:

H_1 : Teaching vocabulary by using scrabble game is effective to improve the students' vocabulary.

H_0 : Teaching vocabulary by using scrabble game is not effective to improve the students' vocabulary.

Criteria of hypothesis acceptability:

- a. If P-value $\leq \alpha$ 0.05 means reject H_0
- b. If P-value $\geq \alpha$ 0.05 means accept H_0

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied quasi experimental method with pretest and posttest design. It was involved two classes; there were experimental class and the control class. Experimental class was the class that got treatment and the control class was class that did not get the treatment.

B. Population and Sample

The population of this research consisted of two classes, namely VII B and VII C. The total numbers of population in seventh grade of SMPN 5 Palopo in academic year 2018 / 2019 consisted of 120 students. The sample of the research was 50 students (25 students of experimental class and 25 students of control class).

C. Instrument of the Research

The instrument of the research was vocabulary test which consisted of vocabularies members of family, adverb of time, names of days and months, and names of things in classroom. Before applied the treatment, both of class experimental and class control was given a pretest which to know the condition before treatment. After doing treatment, the experimental class and control class gave a posttest to know the condition after treatment.

There were some type's questions that the researcher used here; the test consisted of 30 questions. In pretest, part A was translation and classification

words items, part B and part D was matching words items, part C was translation words items. In posttest, part A and part B was matching words items, part C was translation words items, and part D was translation and classification words items.

The design of the research could be described as follows:

O ₁	X	O ₂
O ₃	-	O ₄

Notes:

O₁ : Pretest experimental group

O₂ : Posttest experimental group

O₃ : Pretest control group

O₄ : Posttest control group

X : Treatment

- : Non treatment

D. Procedure of Collecting Data

To collect the data, the researcher would use some procedures as follow:

1) Pretest

Before doing treatment, the researcher gave pretest to the students which aimed to know and to identify the students' ability of vocabulary before treatment.

2) Treatment

The treatment was done the class in four meeting. The steps were as follows:

a) First Meeting

1. The researcher explained about the materials; members of family
2. The researcher divided students into 6 groups (group 1, group 2, group 3, group 4, group 5, group 6)
3. The researcher provided two scrabble game
4. The researcher explained about scrabble game and the rules of scrabble game.
5. The researcher asked each group to look for vocabularies about members of family
6. Each group have turn to play the scrabble game and given 11 minutes
7. The researcher asked the 1st and 2nd group to apply the scrabble game, while applying the game; the researcher asked them to write down the vocabulary which they got.
8. After that, the researcher asked them to seat back and looking for the meaning of the vocabulary that they got before.
9. Next, it is turn for 3rd and 4th groups and followed by 5th and 6th groups with the same instructions.
10. After the groups have finished, the researcher count up the score of each group and discussed it together.

b) Second Meeting

1. The researcher explained about the materials; telling time
2. The researcher divided students into 6 groups (group 1, group 2, group 3, group 4, group 5, group 6)
3. The researcher provided two scrabble game
4. The researcher explained about scrabble game and the rules of scrabble game.
5. The researcher asked each group to look for vocabularies about adverb of time
6. Each group have turn to play the scrabble game and given 11 minutes
7. The researcher asked the 1st and 2nd group to apply the scrabble game, while applying the game; the researcher asked them to write down the vocabulary which they got.
8. After that, the researcher asked them to seat back and looking for the meaning of the vocabulary that they got before.
9. Next, it is turn for 3rd and 4th groups and followed by 5th and 6th groups with the same instructions.
10. After the groups have finished, the researcher count up the score of each group and discussed it together.

c) Third Meeting

1. The researcher explained about the material; to tell the day and month
2. The researcher divided students into 6 groups (group 1, group 2, group 3, group 4, group 5, group 6)

3. The researcher provided two scrabble game
4. The researcher explained about scrabble game and the rules of scrabble game.
5. The researcher asked each group to look for vocabularies about names of days and months
6. Each group have turn to play the scrabble game and given 11 minutes
7. The researcher asked the 1st and 2nd group to apply the scrabble game, while applying the game; the researcher asked them to write down the vocabulary which they got.
8. After that, the researcher asked them to seat back and looking for the meaning of the vocabulary that they got before.
9. Next, it is turn for 3rd and 4th groups and followed by 5th and 6th groups with the same instructions.
10. After the groups have finished, the researcher count up the score of each group and discussed it together.

d) Fourth Meeting

1. The researcher explained about the material; to state things around us
2. The researcher divided students into 6 groups (group 1, group 2, group 3, group 4, group 5, group 6)
3. The researcher provided two scrabble game
4. The researcher explained about scrabble game and the rules of scrabble game.

5. The researcher asked each group to look for vocabularies about names of things in classroom
6. Each group have turn to play the scrabble game and given 11 minutes
7. The researcher asked the 1st and 2nd group to apply the scrabble game, while applying the game; the researcher asked them to write down the vocabulary which they got.
8. After that, the researcher asked them to seat back and looking for the meaning of the vocabulary that they got before.
9. Next, it is turn for 3rd and 4th groups and followed by 5th and 6th groups with the same instructions.
10. After the groups have finished, the researcher count up the score of each group and discussed it together.

3) Posttest

After doing treatments, the researcher gave posttest which aimed to know and identify the students' vocabulary achievement.

E. Method of Data Analysis

Data analysis was the last step in the procedure of quasi experiment. The researcher collected the data and analyzed them by using procedures as follows:

1. Scoring the students' answer of pretest and posttest by using the formula :

$$\frac{\text{true answer}}{\text{total score}} \times 100 \text{ (interval of the score level)}$$

2. To find out the percentage of students in questionnaire by used formula as follow:

$$P = \frac{f}{N} \times 100$$

Where:

P : Percentage

F : The frequency

N : Total number of students

3. Classification the students score based on the following classification

- The score 96 – 100 is classified as excellent
- The score 86 – 95 is classified as very good
- The score 76 – 85 is classified as good
- The score 66 – 75 is classified as average
- The score 56 – 65 is classified as fair
- The score 36 – 55 is classified as poor
- The score 0 – 35 is classified as very poor.⁵⁹

4. Calculating the mean score, standard deviation, frequency table and test between vocabulary achievements of the experimental by using SPSS 20.

⁵⁹ Suharsimi Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktis*, (Jakarta: Rineka Cipta, 1998), p.185

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the findings of the research and discussion of the findings. The data obtained through achievement test to see the students' achievement after being taught the materials of vocabulary through scrabble game in experimental class and without scrabble game in control class. The students' score in pretest and posttest of each class also to see the students' achievement after giving the treatments by using the different strategy in each class. The discussion deals with the description and interpretation of the findings.

A. Findings

The findings that the research reports in this chapter are based on the analysis of data collected by using tests, they are pretest and posttest for experimental and control class.

1. The Analysis of Students' Score of Experimental Class and Control Class

The researcher found the score for pretest and posttest of both classes on the students' vocabulary achievement results. In this part, researcher reports the result of each class by comparing pretest and posttest and the result of both classes by comparing the pretest and posttest of both classes.

a. Students' Score of Experimental Class

1) Scoring Classification of Students' Pretest and Posttest of Experimental Class

In this classification, the researcher presents the frequency and percentage of the students' pretest and posttest of experimental class. It shows the improvement of the students in experimental class before giving treatment by using scrabble game and after the treatment.

Table 4.1
Frequency and Percentage of Students' Pretest and Posttest of Experimental class

NO	Classification	Score	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	0	0	0	0
2	Very Good	86-95	0	0	12	48%
3	Good	76-85	1	4%	11	44%
4	Average	66-75	5	20%	1	4%
5	Fair	56-65	7	28%	1	4%
6	Poor	36-55	12	48%	0	0
7	Very Poor	0-35	0	0	0	0
Total			25	100	25	100

Table 4.1 shows that most of students in experimental class are classified fair and poor before giving the treatment. 7 students or 28% were in fair classification, 12 students or 48% were in poor classification, 5 students or 20% were in average classification, 1 students or 4% were in good classification, and there is no student in were very good, and excellent classification. After giving the treatment, there 1 student or 4% were in fair classification, 1 student or 4% were in average classification, 11 students or 44% were in good classification, and 12

students or 48% were in very good classification, and none of them were in poor classification.

2) The Mean Score and Standard Deviation of Students' Pretest and Posttest of Experimental Class

The result of the students' pretest and posttest of experimental class was indicated by the mean score and standard deviation. The analysis of the mean score meant to know if there was a difference between the students' score in pretest and posttest of experimental class.

Table 4.2
The Mean Score and Standard Deviation of Students' Pretest and Posttest of Experimental class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Experimental	25	40	77	54,60	10,966
PostTEst Experimental	25	57	90	82,44	7,275
Valid N (listwise)	25				

Table 4.2 shows that there was a different between the mean score of pretest and posttest in experimental class. The mean score of posttest was higher than the mean score of pretest ($82.44 > 54.60$). It means that there was an improvement after giving the treatment by using scrabble game. The standard deviation of posttest was lower than the standard deviation of pretest ($7.275 < 10.966$). It means that the score range of posttest was closer than the score range of pretest to the mean score.

3) The Calculation of t-test Pretest and Posttest for Experimental Class

The data shown in the table 4.3 below indicates the students' score of experimental class before conducting the treatment (pretest) and after treatment (posttest).

Table 4.3
The Paired Sample Test of Pretest and Posttest for Experimental Class

		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	-27,840	10,423	2,085	-32,142	-23,538	13,35 5	24	,000

Table 4.3 indicates that the statistical hypothesis was based on statistic test of pretest and posttest in probability value (significant 2-tailed), probability value was lower than alpha ($0.00 < 0.05$). It means that there was a statistically significant difference between students' score in pretest and posttest of experimental class giving treatment by using scrabble game have to improve students' vocabulary of experimental class.

b. Students' Score of Control Class

1) Scoring Classification of Students' Posttest and Pretest of Control Class

The following table was the data obtain from the control class before and after treatment without scrabble game.

Table 4.4

Frequency and Percentage of Students' Pretest and Posttest of Control Class

NO	Classification	Score	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	0	0	0	0
2	Very Good	86-95	0	0	0	0
3	Good	76-85	1	4%	2	8%
4	Average	66-75	5	20%	6	24%
5	Fair	56-65	8	32%	8	32%
6	Poor	36-55	9	36%	9	36%
7	Very Poor	0-35	2	8%	0	0
Total			25	100	25	100

Table 4.4 shows that most of students in control class were classified, average, fair and poor. Before giving treatment 2 students or 8% were in very poor classification, 9 students or 36% were in poor classification, 8 students or 32% were in fair classification, 5 students or 20% were in average classification, and 1 student or 4% were in good classification, and none of them were in very good, and excellent classification. After giving the treatment without scrabble game, most of students were still in fair and poor classification, 9 students or 36% were in poor classification, 8 students or 32% were in fair classification, 6 students or 24% were in average classification, and 2 students or 8% were in good classification.

2) The Mean Score and Standard Deviation of Students' Pretest and Posttest of Control Class

The result of the students' pretest and posttest of control class was indicated by the mean score and standard deviation. The analysis of the mean score was meant to know if there was a difference between the students' score in pretest and posttest of control class. The standard deviation was needed to know how closer the scores to the mean score.

Table 4.5.
The Mean Score and Standard Deviation of Students' Pretest and Posttest of Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Control	25	24	77	54,44	13,370
PostTest Control	25	40	80	58,48	11,773
Valid N (listwise)	25				

Table 4.5 shows that the mean score of posttest was higher than the mean score of pretest of control class ($58.48 > 54.44$) and the standard deviation in posttest was lower than the standard deviation of pretest ($11.773 < 13.370$). It means that there was improvement of the students' score in control class after giving the treatment without scrabble game.

3) The Calculation of t-test Pretest and Posttest for control class

The data shown in the table 4.6 below indicates the students' score of control class before conducting the treatment (pretest) and after the treatment (posttest).

Table 4.6
The Paired Sample Test of Pretest and Posttest of Control Class

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	-4,040	10,941	2,188	-8,556	,476	-1,846	24	,077

Table 4.6 indicates that probability value was higher than alpha (.077 > 0.05). It means that there was no statistically significant improvement of students' score of control class after giving the treatment without scrabble game.

c. Students' Score of Experimental and Control Class

1) Scoring Classification of Students' Pretest Result of Experimental and Control Classes

The researcher found the pretest results of the students in frequency and percentage for experimental class and control class as shown below:

Table 4.7
Frequency and Percentage of Students' Pretest of Experimental and Control
Classes

NO	Classification	Score	Experimental		Control	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	0	0	0	0
2	Very Good	86-95	0	0	0	0
3	Good	76-85	1	4%	1	4%
4	Average	66-75	5	20%	5	20%
5	Fair	56-65	7	28%	8	32%
6	Poor	36-55	12	48%	9	36%
7	Very Poor	0-35	0	0	2	8%
Total			25	100	25	100

Table 4.7 shows that most of the students' pretest results for experimental class were in fair and poor classification, the data showed that those 12 students or 48% out of 25 students got poor classification, and 7 students or 28% were in fair classification, 5 students or 20% were in average classification, and 1 student or 4% were in very good classification.

In control class, table 4.7 indicates that most of students were in poor and fair classification. 9 students or 36% were in poor classification, 8 students or 32% were in fair classification, 2 students or 8% were in very poor classification, and 5 students or 20% were in average classification, and 1 student or 4% were in good classification. In experimental class, there was none belonged to the excellent classification. It was found the same like in the control class that there was none in excellent classification.

2) Scoring Classification of Students' Posttest Results of Experimental and Control Classes

Table 4.8 shown below describes that the frequency and percentage of the students' posttest score taught by scrabble game was different from those who taught without scrabble game.

Table 4.8
Frequency and Percentage of Students' Posttest of Experimental and Control Classes

NO	Classification	Score	Experimental		Control	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	0	0	0	0
2	Very Good	86-95	12	48%	0	0
3	Good	76-85	11	44%	2	8%
4	Average	66-75	1	4%	6	24%
5	Fair	56-65	1	4%	8	32%
6	Poor	36-55	0	0	9	36%
7	Very Poor	0-35	0	0	0	0
Total			25	100	25	100

Table 4.8 indicates that out of 25 students in experimental class, 12 students or 48% were in very good classification, 11 students or 44% were in very good classification, 1 student or 4% were in average classification, 1 student or 4% were in fair classification and no one of them in poor and very poor classification.

In control class, no one of student was in excellent and very good classification, most of them were still in poor classification (9 students or 48%), 8 students or 32% were in very fair classification, 6 students or 24% were in average classification, 2 students or 8% were in good classification.

3) The Mean Score and Standard Deviation of students' Pretest of Experimental and Control Classes

Before the treatment conducted both of the experimental and control classes were given pretest to know the students achievement on their vocabulary. The purpose of the test was to find out whether both experimental and control class were in the same level or not. The standard deviation was meant to know how close the scores to the mean score.

Table 4.9
The Mean Score and Standard Deviation of Students' Pretest of Experimental and Control Classes

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Experimental	25	40	77	54,60	10,966
PreTest Control	25	24	77	54,44	13,370
Valid N (listwise)	25				

Table 4.9 above shows that the mean score of students' pretest of experimental class was 54.60 and control class was 54.44. Based on the table 4.9 shown above, it was concluded that the students' mean score of experimental class was statistically the same with control class.

4) The Calculation of t-test Pretest for Experimental and Control Classes

The data shown in the table 4.10 below indicates the achievement of experimental and control class before giving the treatment.

Table 4.10

The Paired Samples Test of Pretest for Experimental and Control Classes

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 Experimental – Control	,160	14,531	2,906	-5,838	6,158	,055	24	,957

Based on the statistics test of pretest in probability value (significant 2-tailed), probability value was higher than alpha ($.957 > 0.05$). It means that there was no a statistically significant difference between the average score of the students' pretest in both experimental and control classes. In other words, the students' score of both classes before conducting the treatments was almost the same.

5) The Mean Score and Standard Deviation of Students' posttest of Experimental and Control Classes

In this section, the researcher presents the difference of the students' score after treatment of experimental and control classes. The result of posttest was shown in table below:

Table 4.11
The Mean Score and Standard Deviation of Students' Posttest of
Experimental and Control Classes

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PostTest Experimental	25	57	90	82,44	7,275
PostTest Control	25	40	80	58,48	11,773
Valid N (listwise)	25				

Table 4.11 shows that mean scores of both experimental and control class were different after treatment. The mean score of experimental class was higher than control class ($82.44 > 58.48$) and the standard deviation for experimental class was 7.275 and control class was 11.773.

It shows that after giving treatment, the result of experimental class on the mean score was higher than the control class. It proves that scrabble game improve students' vocabulary rather than without scrabble game.

6) The Paired Sample of t-test Posttest for Experimental and Control Classes

The data were shown in the table 4.12 below indicated the achievement of experimental and control classes after the treatment.

Table 4.12

The Paired Sample Test Posttest for Experimental and Control Class

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 Experimental – Control	23,96 0	12,953	2,591	18,613	29,307	9,249	24	,000

Table 4.12 above indicates that the statistical hypothesis was based on statistic test in probability value (significant 2 tailed), the probability value was lower than alpha ($0.00 < 0.05$). It means that H_1 was accepted and H_0 was rejected. It was concluded that after giving the treatment to the both classes, using scrabble game in experimental class and without scrabble game in control class, the students' score of both classes was statistically different. It indicates that scrabble game was more effective rather than without scrabble game in improving students' vocabulary.

7) Students' Score Achievement of Experimental and Control Classes

The tabulation data for the students' score achievement can be seen as follows:

Table 4.13

Students' Vocabulary Achievement for Experimental and Control Classes

	Pretest		Posttest	
	Experimental	Control	Experimental	Control
Respondents	25	25	25	25
Mean	54.60	54.44	82.44	58.48
SD	10.966	13.370	7.275	11.773

Table 4.13 above shows that the total number of respondents for each class which experimental class were 25 students and control class were 25 students. The mean score and standard deviation showed difference in pretest and posttest to both classes.

From the data shown in the table 4.13 the mean score pretest of experimental class and control class was statistically the same before giving the treatment. After giving the treatment, the posttest score of both classes; experimental and control classes shows a difference mean score.

B. Discussion

The discussion deals with argument and further interpretation of the research findings in students' score both pretest and posttest results of experimental and control class.

In this section, the discussion deals with scrabble game and without scrabble game in teaching vocabulary. Although both strategies, scrabble game and without scrabble game could be applied in teaching vocabulary, the application of scrabble game in teaching vocabulary improve students' vocabulary significantly. It was proven by the result of students' score of pretest and posttest of each class, the mean score of posttest and standard deviation were analyzed in this case. In experimental class, the mean score of posttest was higher than the mean score of pretest ($82.44 > 54.60$) and the difference was statistically significant because of t-test of posttest where probability value was lower than alpha ($0.00 < 0.05$). While in control class, the mean score of posttest was also higher than the mean score of pretest ($58.48 > 54.44$) but the difference was not statistically significant because probability value was higher than alpha ($.077 > 0.05$). It was also strengthen by comparing the mean score of posttest of both classes and then by calculating t-test of posttest. The mean score of students' posttest in experimental was 82.44. While the mean score of students' posttest in control class were 58.48. The t-test of the posttest shown that there was a significant difference where probability value was lower than alpha ($0.00 < 0.05$). Thus, if both strategies were compared in the implementation of teaching vocabulary, the scrabble game was better than without scrabble game.

Based on students' score in pretest, both experimental and control class have the same ability in English vocabularies before giving treatment. Nevertheless, students' score of both classes in posttest are significant difference.

The students' score achievement taught vocabulary by using scrabble game was higher than without scrabble game.

The comparison of the students' score both of class could be supported by analyzing the result posttest. In pretest result, no one of students either experimental class or control class was classified excellent classification (Table 4.7). After giving treatment in experimental class with scrabble game, the result of posttest was 12 students (48%) got very good classification, 11 students (44%) got good classification, 1 student (4%) got average classification, 1 student (4%) got fair classification, and none of them was in poor and very poor classification. Otherwise, no one of students got excellent in result of posttest in control class.

The questions in pretest and posttest were about vocabulary members of family, adverb of times, names of the days and the months, and names of thing in the classroom. And the result of the students' work in most of students were easy to answer question part A about adverb and noun in numbers 2, 3, 4, 5, 6, 7, 8, part B about noun in numbers 2, 3, 4, 7, 8 and part C about noun in numbers 1, 3 because that was common word that they hear in daily life and most of students were difficult to answer the other questions because the students never hear the words before for example the question in number 9 and 10 the students cannot choose the right one word to correct to the other word, but after treatment there was significance progress to the students' score, because most of the students get very good classification.

This research was line with previous researches by Ratih Sriwulan Sari and Sulfia Syamsul who found that the scrabble game was effective to improve

students' vocabulary. The students who were taught through scrabble game could achieve a better and the students fell motivated and interested in learning process.

Based on the result of data analysis, researcher concluded that scrabble game was enough recommended as one of media to improve students' vocabulary because in teaching vocabulary by using scrabble game has great benefits that may serve a variety of learning purpose. Through the scrabble game, the students could get integrate new knowledge, simulate them in using that knowledge, and interact with the spelling, pronunciation. It also can provide students with clear understanding about the definition of the words.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the findings, data analysis and the discussion in the previous chapter, the researcher came to the research conclusion and suggestion as follows:

A. Conclusion

Having analyzed the data findings, analysis and the discussion in the previous chapter, the researcher had come to the following conclusion:

1. Based on the data which had been analyzed the use of scrabble game improve the students' vocabulary. Procedures showed that there were significant differences between before and after giving treatment by using scrabble game.
2. Based on data analysis in experimental class, the mean score of posttest was higher than the mean score of pretest ($82.44 > 54.60$) and there was statistically significant because of the t-test of posttest where probability value was lower than alpha ($0.00 < 0.05$). While in control class, the mean score of posttest was also higher than the mean score of pretest ($58.48 > 54.44$) and there was no statistically significant because probability value was higher than alpha ($0.077 > 0.05$). It was also strengthen by comparing the mean score of pretest and posttest of both classes and then by calculating t-test of pretest. The mean score of students' pretest in experimental class was 54.60 and control class was 54.44. The t-test of pretest shown that there was no significant difference, where probability value was higher than alpha ($0.957 >$

0.05). Thus, if both techniques were compared in the implementation of improve students' vocabulary using scrabble game was better than without scrabble game.

B. Suggestion

Based on the conclusion above, the success in learning English does not depend on the lesson plan only, but more important is how the teachers present the lesson and use various techniques to manage the class more lively and enjoyable. The scrabble game also helps the teachers to manage the class well and gives much opportunity for the students to be active in learning process. Regarding to learning in vocabulary through scrabble game, the research gives some suggestions as follow:

- a. To the students, the students should be active in the teaching in learning process and do more practice in the class. The students have to improve their vocabulary with various activities individually and in classes.
- b. The teacher should be more selective in choosing suitable methods, techniques, and model in teaching English to make students more interested, enjoyable and fun in learning. The researcher suggested the teacher to use the scrabble game in teaching vocabulary because it encouraged students' motivation in learning English. For the teachers who implement the scrabble game, it is better for the teacher to divide students in pairs while playing the game, giving more guidance, good in time management and handling the class.

c. The researcher realized that this thesis so far from being perfect thesis and because of that constructive critics and advice really expected for the perfection of the thesis. The researcher hoped that the result of this research could be useful for the readers. It is hope that the readers have more information about using scrabble game. This research could be one of the references for the next researcher activities to improve students' vocabulary skill.

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С П О - Д З П П А

Appendices 1. Lesson Plan

(RPP 1)

Satuan Pendidikan : SMP NEG. 5 Palopo

Kelas / Semester : VII / 1

Mata Pelajaran : Bahasa Inggris

KOMPETENSI DASAR

- 3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosakata terkait hubungan keluarga; pronoun (subjective, objective, possessive).
- 4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks..

INDIKATOR PENCAPAIAN KOMPETENSI

- Menjelaskan fungsi sosial teks
- Mengidentifikasi struktur teks
- Menggunakan unsur bahasa yang benar
- Menggunakan kosakata yang benar
- Mengucapkan kalimat dengan intonasi yang benar
- Berkomunikasi secara lisan untuk menggali dan memberikan informasi untuk menyatakan dan menanyakan jati diri, pendek dan sederhana, secara lancar, akurat dan berterima
- Berkomunikasi secara tertulis untuk memberikan informasi melalui teks fungsional pendek tentang jati diri, pendek dan sederhana yang meliputi aspek originalitas, isi, organisasi, tata bahasa, kosa kata dan mekanika.

TUJUAN PEMBELAJARAN

Siswa terampil berkomunikasi secara lisan dan tertulis untuk menggali dan atau memberikan informasi melalui percakapan transaksional tentang jati diri, pendek

dan sederhana secara bersungguh sungguh, jujur, didiplin, percaya diri dengan menggunakan struktur teks yang runtut dan unsur kebahasaan yang benar.

MATERI PEMBELAJARAN

Teks lisan dan tulis menyebutkan dan menanyakan jati diri, pendek dan sederhana.

Fungsi sosial

Menyadari pentingnya jati diri, pendek dan sederhana untuk mengelola kehidupan manusia

Struktur teks

- a. *My name is ..., I'm ..., I live in ... , What's your name?, Where do you live?, Nice to meet you, How do you do, ...*
- b. *When were you born? Nineteen ninety eight. Two thousand and three.* dan semacamnya.
- c. *There are people in my family : my father, my mother, my elder brother, my little sister, and myself.* dan semacamnya.

Unsur kebahasaan:

- 1) Kosa kata,
- 2) Tata bahasa (*be, have*, kata ganti I, he, she, they; kata ganti kepunyaan, my, your, his, their)
- 3) ucapan,
- 4) tekanan kata,
- 5) dan intonasi.

Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.

MODEL/METODE PEMBELAJARAN

1. Pendekatan : Scientific
2. Strategi : Observe – Practice
3. Metode : Inquiry/Experiential

KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> ☞ Salam dan doa ☞ Memberikan motivasi kepada siswa ☞ Menyampaikan tujuan, manfaat pelajaran, dan kegiatan pembelajaran. 	
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Guru menjelaskan materi pembelajaran (member of family) • Siswa dibagi dalam 6 kelompok • Guru menyediakan scrabble game • Guru menjelaskan dan memberikan contoh cara bermain Scrabble beserta peraturannya • Siswa diminta untuk mencari vocabulary tentang member of family • Guru memberikan waktu bermain scrabble game selama 11 menit • Guru meminta kelompok pertama dan kedua untuk mengaplikasikan scrabble game, dan menuliskan vocabulary yang didapatkan • Guru meminta siswa untuk kembali ketempat duduknya, dan menerjemahkan vocabulary yang telah mereka tulis. • Selanjutnya kelompok 3 dan 4 dan diikuti kelompok 5 dan 6 dengan langkah-langkah dan peraturan yang sama • Setelah semua kelompok mendapatkan giliran bermain scrabble, guru menghitung score yang didapatkan setiap kelompok dan mendiskusikannya. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan kalimat menyebutkan dan menanyakan <i>members of our family</i> dan perbedaan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menyebutkan dan menanyakan nama <i>members of our family</i> dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur. • Siswa berusaha menyebutkan dan menanyakan <i>members of our family</i>, dalam 	

	<p>bahasa Inggris dalam proses pembelajaran.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> ☞ Siswa membandingkan antara menyebutkan dan menanyakan <i>members of our family</i> dalam bahasa ibu atau bahasa Indonesia. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> ☞ Siswa menyebutkan dan menanyakan <i>members of our family</i>, dengan bahasa Inggris, di dalam dan di luar kelas. 	
Penutup	<ul style="list-style-type: none"> ☞ Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi. ☞ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas. ☞ Menyimpulkan materi pembelajaran ☞ Siswa diberi tugas berupa Pekerjaan Rumah. 	

SUMBER/MEDIA PEMBELAJARAN

1. Sumber : Buku Paket “When English Rings A Bell”
2. Media : Scrabble Game

PENILAIAN:

Teknik Penilaian

No	Aspek yang dinilai	Tehnik Penilaian	Penilaian
1.	Pengetahuan	Tes	Individu
2.	Menyelesaikan terstruktur	Tugas Tertulis/Penugasan	Kelompok/Individu

Satuan Pendidikan : SMP NEG. 5 Palopo

Kelas / Semester : VII / 1

Mata Pelajaran : Bahasa Inggris

KOMPETENSI DASAR

- 3.3 Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teksinteraksi, terintegrasi lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait *day, month, and time*, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya.
- 4.3 Menyusun teks interaksi transaksional lisan dan tulisan sangat pendek dan sederhana yang melibatkan tindakan member dan menerima informasi terkait nama *day, month, and time*, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

INDIKATOR PENCAPAIAN KOMPETENSI

- Menjelaskan fungsi sosial teks
- Mengidentifikasi struktur teks
- Menggunakan unsur bahasa yang benar
- Menggunakan kosakata yang benar
- Mengucapkan kalimat dengan intonasi yang benar
- Berkomunikasi secara lisan untuk menggali dan memberikan informasi untuk menyatakan dan menanyakan nama hari, tanggal, bulan, dan tahun, secara lancar, akurat dan berterima
- Berkomunikasi secara tertulis untuk memberikan informasi melalui teks fungsional pendek tentang nama hari, tanggal, bulan dan tahun yang meliputi aspek originalitas, isi, organisasi, tata bahasa, kosa kata dan mekanika.

TUJUAN PEMBELAJARAN

Siswa terampil berkomunikasi secara lisan dan tertulis untuk menggali dan atau memberikan informasi melalui percakapan transaksional tentang nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun secara bersungguh-sungguh, jujur, disiplin, percaya diri dengan menggunakan struktur teks yang runtut dan unsur kebahasaan yang benar.

MATERI PEMBELAJARAN

Teks lisan dan tulis menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.

Fungsi sosial

Menyadari pentingnya nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun untuk mengelola kehidupan manusia

Struktur teks

- a. *What day is it today? It's Monday today.*

It is Tuesday tomorrow. When do we have English?, dan sebagainya.

- b. *What month is it?*

What month is before July?

After March is April.

I was born in January, dan sebagainya

- c. *in the morning, at noon, in the afternoon, in the evening, at night, at midnight*

- d. *What time is it?*

What time do we have English on Tuesday? one to thirty, half past eight, a quarter to five, dan seterusnya

- e. *What date is it?*

What date is the Kartini Day?

When were you born? the first, the second, the third, the fourth, the fifth, the twenty first dan seterusnya

- f. *What year is it?*

When were you born? Nineteen ninety eight. Two thousand and three. dan sebagainya.

Unsur kebahasaan:

- (1) Kata terkait hari, bulan, waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun
- (2) Kata kerja dalam simple present tense: *be, have*.
- (3) Kata tanya *What, When*
- (4) Kata ganti *it* dan artikel *the*.
- (5) *Cardinal number* dan *ordinal number*
- (6) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi.

Topik

Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.

MODEL/METODE PEMBELAJARAN

4. Pendekatan : Scientific
5. Strategi : Observe – Practice
6. Metode : Inquiry/Experiential

KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	☞ Salam dan doa ☞ Memberikan motivasi kepada siswa ☞ Menyampaikan tujuan, manfaat pelajaran, dan kegiatan pembelajaran.	
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Guru menjelaskan materi pembelajaran (telling time) • Siswa dibagi dalam 6 kelompok • Guru menyediakan scrabble game • Guru menjelaskan dan memberikan contoh cara bermain Scrabble beserta peraturannya • Siswa diminta untuk mencari vocabulary tentang adverb of time • Guru memberikan waktu bermain scrabble game selama 11 menit • Guru meminta kelompok pertama dan kedua untuk mengaplikasikan scrabble game, dan menuliskan vocabulary yang didapatkan • Guru meminta siswa untuk kembali ketempat duduknya, dan menerjemahkan vocabulary yang telah mereka tulis • Selanjutnya kelompok 3 dan 4 diikuti kelompok 5 dan 6 dengan langkah-langkah dan peraturan yang sama • Setelah semua kelompok mendapatkan giliran bermain scrabble, guru menghitung score yang didapatkan setiap kelompok dan mendiskusikannya. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa 	

	<p>mempertanyakan kalimat menyebutkan dan menanyakan <i>telling time</i> dan perbedaan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menyebutkan dan menanyakan <i>telling time</i> dalam konteks <i>simulasi</i>, dan kegiatan lain yang terstruktur. • Siswa berusaha menyebutkan dan menanyakan <i>telling time</i>, dalam bahasa Inggris dalam proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> ☞ Siswa membandingkan antara menyebutkan dan menanyakan <i>telling time</i> dalam bahasa ibu atau bahasa Indonesia. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> ☞ Siswa menyebutkan dan menanyakan <i>telling time</i>, dengan bahasa Inggris, di dalam dan di luar kelas. 	
Penutup	<ul style="list-style-type: none"> ☞ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas. ☞ Menyimpulkan materi pembelajaran ☞ Siswa diberi tugas berupa Pekerjaan Rumah. 	

SUMBER/MEDIA PEMBELAJARAN

3. Sumber : Buku Paket “When English Rings A Bell”

4. Media : Scrabble Game

PENILAIAN:

Teknik Penilaian

No	Aspek yang dinilai	Tehnik Penilaian	Penilaian
1.	Pengetahuan	Tes	Individu
2.	Menyelesaikan terstruktur	Tugas Tertulis/Penugasan	Kelompok/Individu

(RPP 3)

Satuan Pendidikan : SMP NEG. 5 Palopo

Kelas / Semester : VII / 1

Mata Pelajaran : Bahasa Inggris

KOMPETENSI DASAR

- 3.3 Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teksinteraksi, terintegrasi lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait *day, month, and time*, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya.
- 4.4 Menyusun teks interaksi transaksional lisan dan tulisan sangat pendek dan sederhana yang melibatkan tindakan member dan menerima informasi terkait nama *day, month, and time*, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

INDIKATOR PENCAPAIAN KOMPETENSI

- Menjelaskan fungsi sosial teks
- Mengidentifikasi struktur teks
- Menggunakan unsur bahasa yang benar
- Menggunakan kosakata yang benar
- Mengucapkan kalimat dengan intonasi yang benar
- Berkomunikasi secara lisan untuk menggali dan memberikan informasi untuk menyatakan dan menanyakan nama hari, tanggal, bulan, dan tahun, secara lancar, akurat dan berterima
- Berkomunikasi secara tertulis untuk memberikan informasi melalui teks fungsional pendek tentang nama hari, tanggal, bulan dan tahun yang meliputi aspek originalitas, isi, organisasi, tata bahasa, kosa kata dan mekanika.

TUJUAN PEMBELAJARAN

Siswa terampil berkomunikasi secara lisan dan tertulis untuk menggali dan atau memberikan informasi melalui percakapan transaksional tentang nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun secara bersungguh-sungguh, jujur, disiplin, percaya diri dengan menggunakan struktur teks yang runtut dan unsur kebahasaan yang benar.

MATERI PEMBELAJARAN

Teks lisan dan tulis menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.

Fungsi sosial

Menyadari pentingnya nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun untuk mengelola kehidupan manusia

Struktur teks

g. *What day is it today? It's Monday today.*

It is Tuesday tomorrow. When do we have English?, dan sebagainya.

h. *What month is it?*

What month is before July?

After March is April.

I was born in January, dan sebagainya

i. *in the morning, at noon, in the afternoon, in the evening, at night, at midnight*

j. *What time is it?*

What time do we have English on Tuesday? one to thirty, half past eight, a quarter to five, dan seterusnya

k. *What date is it?*

What date is the Kartini Day?

When were you born? the first, the second, the third, the fourth, the fifth, the twenty first dan seterusnya

l. *What year is it?*

When were you born? Nineteen ninety eight. Two thousand and three. dan sebagainya.

Unsur kebahasaan:

(7) Kata terkait hari, bulan, waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun

(8) Kata kerja dalam simple present tense: *be, have.*

(9) Kata tanya *What, When*

(10) Kata ganti *it* dan artikel *the.*

(11) *Cardinal number* dan *ordinal number*

(12) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi.

Topik

Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.

MODEL/METODE PEMBELAJARAN

7. Pendekatan : Scientific
8. Strategi : Observe – Practice
9. Metode : Inquiry/Experiential

KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> ☞ Salam dan doa ☞ Memberikan motivasi kepada siswa ☞ Menyampaikan tujuan, manfaat pelajaran, dan kegiatan pembelajaran. 	
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Guru menjelaskan materi pembelajaran (to tell the days and months) • Siswa dibagi dalam 6 kelompok • Guru menyediakan scrabble game • Guru menjelaskan dan memberikan contoh cara bermain Scrabble beserta peraturannya • Siswa diminta untuk mencari vocabulary tentang nama-nama hari dan bulan • Guru memberikan waktu bermain scrabble game selama 11 menit • Guru meminta kelompok pertama dan kedua untuk mengaplikasikan scrabble game, dan menuliskan vocabulary yang didapatkan. • Guru meminta siswa untuk kembali ketempat duduknya, dan menerjemahkan vocabulary yang telah mereka tulis. • Selanjutnya kelompok 3 dan 4 diikuti kelompok 5 dan 6 dengan langkah-langkah dan peraturan yang sama. • Setelah semua kelompok mendapatkan giliran bermain scrabble game, guru menghitung score yang didapatkan setiap kelompok dan mendiskusikannya. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan kalimat menyebutkan dan menanyakan nama-nama hari dan bulan, dan perbedaan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. 	

	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menyebutkan dan menanyakan nama-nama hari, bulan dalam konteks <i>simulasi</i>, dan kegiatan lain yang terstruktur. • Siswa berusaha menyebutkan dan menanyakan nama-nama hari dan bulan, dalam bahasa Inggris dalam proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> ☞ Siswa membandingkan antara menyebutkan dan menanyakan nama-nama hari dan bulan dalam bahasa ibu atau bahasa Indonesia. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> ☞ Siswa menyebutkan dan menanyakan nama-nama hari dan bulan, dengan bahasa Inggris, di dalam dan di luar kelas. 	
Penutup	<ul style="list-style-type: none"> ☞ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas. ☞ Menyimpulkan materi pembelajaran ☞ Siswa diberi tugas berupa Pekerjaan Rumah. 	

SUMBER/MEDIA PEMBELAJARAN

5. Sumber : Buku Paket “When English Rings A Bell”

6. Media : Scrabble Game

PENILAIAN:

Teknik Penilaian

No	Aspek yang dinilai	Tehnik Penilaian	Penilaian
1.	Pengetahuan	Tes	Individu
2.	Menyelesaikan terstruktur	Tugas Tertulis/Penugasan	Kelompok/Individu

(RPP 4)

Satuan Pendidikan : SMP NEG. 5 Palopo

Kelas / Semester : VII / 1
Mata Pelajaran : Bahasa Inggris

KOMPETENSI DASAR

- 3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosakata terkait *article a* dan *the*, plural dan singular).
- 4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks..

INDIKATOR PENCAPAIAN KOMPETENSI

- Menjelaskan fungsi sosial teks
- Mengidentifikasi struktur teks
- Menggunakan unsur bahasa yang benar
- Menggunakan kosakata yang benar
- Mengucapkan kalimat dengan intonasi yang benar
- Berkomunikasi secara lisan untuk menggali dan memberikan informasi untuk menyatakan dan menanyakan terkait nama dan jumlah benda, binatang, dan bangunan public yang dekat dengan kehidupan peserta didik sehari-hari, secara akurat, dan berterima
- Berkomunikasi secara tertulis untuk memberikan informasi melalui teks fungsional pendek tentang nama dan jumlah benda, binatang, dan bangunan public yang dekat dengan kehidupan peserta didik sehari-hari, meliputi aspek originalitas, isi, organisasi, tata bahasa, kosa kata dan mekanika.

TUJUAN PEMBELAJARAN

Siswa terampil berkomunikasi secara lisan dan tertulis untuk menggali dan atau memberikan informasi melalui percakapan transaksional tentang nama dan

jumlah benda, binatang, dan bangunan public yang dekat dengan kehidupan peserta didik sehari-hari secara bersungguh sungguh, jujur, didiplin, percaya diri dengan menggunakan struktur teks yang runtut dan unsur kebahasaan yang benar.

MATERI PEMBELAJARAN

Teks lisan dan tulis menyebutkan dan menanyakan nama dan jumlah benda, binatang, dan bangunan public yang dekat dengan kehidupan peserta didik sehari-hari.

Fungsi sosial

Menyadari pentingnya nama dan jumlah benda, binatang, dan bangunan public yang dekat dengan kehidupan peserta didik sehari-hari untuk mengelola kehidupan manusia

Struktur teks

- a. *It's my cricket.*
- b. *They are my cats. There are many fireflies in the farm., What is it?*
- c. *Are they your toys? Which one is your book?*
- d. *How many cows do you have?*
- e. *The hospital is near the post office.*
- f. *The police station is in the corner.* dan sebagainya.

Unsur kebahasaan:

- 1) Nama benda dan binatang di sekitar rumah dan sekolah siswa: *hen, chicks, house lizard, dragon fly, cockroaches, mosquitoes.*
- 2) Nama bangunan umum: *the post office, the bank, the hospital.*
- 3) Kata tanya *What?Which one? How many?*
- 4) Penyebutan kata benda singular dengan *a* dan *the*, dan plural *(-s)*.
- 5) Kata ganti *it, they, this, that, those, these.*
- 6) Ungkapan *There is/are..., Are there ...?*
- 7) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.

Topik

Nama dan jumlah benda, binatang, dan bangunan public, dsb., yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.

MODEL/METODE PEMBELAJARAN

1. Pendekatan : Scientific
2. Strategi : Observe – Practice
3. Metode : Inquiry/Experiential

KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	☞ Salam dan doa ☞ Memberikan motivasi kepada siswa ☞ Menyampaikan tujuan, manfaat pelajaran, dan kegiatan pembelajaran.	
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Guru menjelaskan materi pembelajaran (to state things around us) • Siswa dibagi dalam 6 kelompok • Guru menyediakan scrabble game • Guru menjelaskan dan memberikan contoh cara bermain Scrabble beserta peraturannya • Siswa diminta untuk mencari vocabulary tentang nama-nama benda yang terdapat dalam kelas • Guru memberikan waktu bermain scrabble game selama 11 menit • Guru meminta kelompok 1 dan 2 untuk mengaplikasikan scrabble game, dan menuliskan vocabulary yang didapatkan • Guru meminta siswa untuk kembali ketempat duduknya, dan menerjemahkan vocabulary yang telah mereka tulis. • Selanjutnya kelompok 3 dan 4 diikuti kelompok 5 dan 6 dengan langkah-langkah dan peraturan yang sama • Setelah semua kelompok mendapatkan giliran bermain scrabble game, guru menghitung score yang didapatkan setiap kelompok dan mendiskusikannya. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa 	

	<p>mempertanyakan kalimat menyebutkan dan menanyakan nama-nama benda dalam kelas dan perbedaan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menyebutkan dan menanyakan nama-nama benda dalam kelas dalam konteks <i>simulasi</i>, dan kegiatan lain yang terstruktur. • Siswa berusaha menyebutkan dan menanyakan nama-nama benda dalam kelas, dalam bahasa Inggris dalam proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan antara menyebutkan dan menanyakan nama-nama benda dalam kelas dalam bahasa ibu atau bahasa Indonesia. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyebutkan dan menanyakan nama-nama benda dalam kelas, dengan bahasa Inggris, di dalam dan di luar kelas. 	
Penutup	<ul style="list-style-type: none"> ☞ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas. ☞ Menyimpulkan materi pembelajaran ☞ Siswa diberi tugas berupa Pekerjaan Rumah. 	

SUMBER/MEDIA PEMBELAJARAN

1. Sumber : Buku Paket “When English Rings A Bell”
2. Media : Scrabble Game

PENILAIAN:

Teknik Penilaian

No	Aspek yang dinilai	Tehnik Penilaian	Penilaian
1.	Pengetahuan	Tes	Individu

2. Menyelesaikan Tugas Tertulis/Penugasan Kelompok/Individu terstruktur

Appendices 2. Pretest and Posttest

PRETEST

Nama:

Kelas:

A. Terjemahkan dan tentukan kelas kata yang tepat untuk kata dibawah ini !

1. Weekend = (noun, verb, adjective, adverb)
2. Monday = (noun, verb, adjective, adverb)
3. Yesterday = (noun, verb, adjective, adverb)
4. Book = (noun, verb, adjective, adverb)
5. Clock = (noun, verb, adjective, adverb)
6. Friday = (noun, verb, adjective, adverb)
7. January = (noun, verb, adjective, adverb)
8. Sunday = (noun, verb, adjective, adverb)
9. Tomorrow = (noun, verb, adjective, adverb)
10. Today = (noun, verb, adjective, adverb)

B. Susunlah huruf dibawah ini menjadi kata yang baik dan benar !

1. G-A-R-N-D-A-F-H-E-T-R (.....) = Kakek
2. A-P-E-N-R-T (.....) = Orang Tua
3. O-T-H-M-E-R (.....) = Ibu
4. S-S-I-E-T-R (.....) = Saudara Perempuan
5. O-S-N (.....) = Anak Laki-laki

C. Terjemahkanlah kata dibawah ini !

1. Cousin = (.....)
2. Uncle = (.....)
3. Friend = (.....)
4. Miss = (.....)
5. Sibling = (.....)

D. Jodohkanlah kata pada kolom A dengan jawaban yang benar pada kolom B

!

1. Door	a. To sweep
2. Ruler	b. To sit on
3. Table	c. To make a line
4. Chair	d. To exit and enter
5. Calendar	e. To put some flower
6. Dictionary	f. To know the date, day and month
7. Map	g. To read and borrow books
8. Library	h. To look up the meanings of words
9. Broom	i. A picture to know the city and place
10. Vase	j. To put our school bag and write on

POST – TEST

Nama :

Kelas :

A. Jodohkanlah kata pada kolom A dengan jawaban yang benar pada kolom B

!

A	B
1. Pen	a. To exit and enter
2. Ruler	b. To sit on
3. Table	c. To make a line
4. Chair	d. To write
5. Calendar	e. To write something on
6. Dictionary	f. To know the date, day and month
7. Map	g. To read and borrow books
8. Library	h. To look up the meanings of words
9. Door	i. A picture to know the city and place
10. Book	j. To put our school bag and write on

B. Susunlah huruf dibawah ini menjadi kata yang baik dan benar !

1. G - A - R - N - D - A - O - M - T - H - E - R (.....) =
Nenek
2. B - O - R - H - T - R - E (.....) = Saudara Laki-laki
3. B - Y - A - B (.....) = Bayi
4. U - A - N - T (.....) = Bibi
5. U - N - C - L - E (.....) = Paman

C. Terjemahkanlah kata dibawah ini !

1. Monday = (.....)
2. October = (.....)
3. Sunday = (.....)
4. March = (.....)
5. Orphan = (.....)

D. Terjemahkan dan tentukan kelas kata yang tepat untuk kata dibawah ini !

1. Bag = (noun, verb, adjective, adverb)
2. Morning = (noun, verb, adjective, adverb)
3. Everyday = (noun, verb, adjective, adverb)
4. Today = (noun, verb, adjective, adverb)
5. Window = (noun, verb, adjective, adverb)
6. Clock = (noun, verb, adjective, adverb)
7. January = (noun, verb, adjective, adverb)
8. Marker = (noun, verb, adjective, adverb)
9. Tomorrow = (noun, verb, adjective, adverb)
10. Holiday = (noun, verb, adjective, adverb)

Appendix 3. Students' Achievement on Vocabulary Test

Scoring of the Students' Correct Answer in Pretest Class Experiment

Respondent	Correct Answer	Score
R1	12	40
R2	17	57
R3	13	43
R4	12	40
R5	20	67
R6	21	70
R7	17	57
R8	14	47
R9	20	67
R10	15	50
R11	17	57
R12	13	43
R13	18	60
R14	17	57
R15	23	77
R16	13	43
R17	15	50
R18	18	60
R19	18	60
R20	20	67
R21	14	47
R22	21	70
R23	13	43
R24	16	53
R25	12	40

Scoring of the Students' Correct Answer in Posttest Class Experiment

Respondent	Correct Answer	Score
R1	17	57
R2	23	77
R3	21	70
R4	24	80
R5	26	87
R6	27	90
R7	26	87
R8	26	87
R9	26	87
R10	23	77
R11	26	87
R12	25	84
R13	26	87
R14	26	87
R15	24	80
R16	25	84
R17	23	77
R18	26	87
R19	27	90
R20	25	84
R21	25	84
R22	24	80
R23	23	77
R24	26	87
R25	26	87

Scoring of the Students' Correct Answer in Pretest Class Control

Respondent	Correct Answer	Score
R1	12	40
R2	11	37
R3	7	24
R4	17	57
R5	15	50
R6	11	37
R7	13	43
R8	17	57
R9	21	70
R10	17	57
R11	14	47
R12	16	53
R13	19	64
R14	18	60
R15	20	67
R16	14	47
R17	21	70
R18	18	60
R19	17	57
R20	20	67
R21	23	77
R22	18	60
R23	16	53
R24	22	73
R25	10	34

Scoring of the Students' Correct Answer in Posttest Class Control

Respondent	Correct Answer	Score
R1	15	50
R2	14	47
R3	15	50
R4	17	57
R5	16	53
R6	12	40
R7	13	43
R8	20	67
R9	22	73
R10	12	40
R11	23	77
R12	17	57
R13	21	70
R14	17	57
R15	21	70
R16	15	50
R17	24	80
R18	19	63
R19	12	40
R20	19	63
R21	21	70
R22	18	60
R23	17	57
R24	21	70
R25	17	57

PRE-TEST

77

Nama: Wardi

Kelas: VII-B

A. Terjemahkan dan tentukan kelas kata yang tepat untuk kata dibawah ini !

1. Weekend = hari libur (noun, verb, adjective, adverb) ✓
2. Monday = Senin (noun, verb, adjective, adverb) ✓
3. Yesterday = kemarin (noun, verb, adjective, adverb) ✓
4. Book = buku (noun, verb, adjective, adverb) ✓
5. Clock = jam (noun, verb, adjective, adverb) ✓
6. Friday = (noun, verb, adjective, adverb)
7. January = Januari (noun, verb, adjective, adverb) ✓
8. Sunday = (noun, verb, adjective, adverb)
9. Tomorrow = Besok (noun, verb, adjective, adverb) ✓
10. Today = hari ini (noun, verb, adjective, adverb) ✓

B. Susunlah huruf dibawah ini menjadi kata yang baik dan benar !

1. G-A-R-N-D-A-F-H-E-T-R (Grandfather) = Kakek ✓
2. A-P-E-N-R-T (.....) = Orang Tua
3. O-T-H-M-E-R (Mother) = Ibu ✓
4. S-S-I-E-T-R (Sister) = Saudara Perempuan ✓
5. O-S-N (Son) = Anak Laki-laki ✓

C. Terjemahkanlah kata dibawah ini !

1. Cousin = (Sepupu) ✓
2. Uncle = (Paman) ✓
3. Friend = (Teman) ✓
4. Miss = (.....)
5. Sibling = (.....)

D. Jodohkanlah kata pada kolom A dengan jawaban yang benar pada kolom B!

1. Door	a. To sweep
2. Ruler	b. To sit on
3. Table	c. To make a line
4. Chair	d. To exit and enter
5. Calendar	e. To put some flower
6. Dictionary	f. To know the date, day and month
7. Map	g. To read and borrow books
8. Library	h. To look up the meanings of words
9. Broom	i. A picture to know the city and place
10. Vase	j. To put our school bag and write on

Nama: Aidil

Kelas: VII^B

A. Terjemahkan dan tentukan kelas kata yang tepat untuk kata dibawah ini !

1. Weekend = akhir pekan (noun, verb, adjective, adverb)
2. Monday = Senin (noun, verb, adjective, adverb)
3. Yesterday = kemarin (noun, verb, adjective, adverb)
4. Book = Buku (noun, verb, adjective, adverb) ✓
5. Clock = jam (noun, verb, adjective, adverb) ✓
6. Friday = Jumat (noun, verb, adjective, adverb)
7. January = Januari (noun, verb, adjective, adverb)
8. Sunday = Minggu (noun, verb, adjective, adverb)
9. Tomorrow = Besok (noun, verb, adjective, adverb) ✓
10. Today = hari ini (noun, verb, adjective, adverb)

B. Susunlah huruf dibawah ini menjadi kata yang baik dan benar !

1. G-A-R-N-D-A-F-H-E-T-R (.....) = Kakek
2. A-P-E-N-R-T (.....) = Orang Tua
3. O-T-H-M-E-R (Mother) = Ibu ✓
4. S-S-I-E-T-R (Sister) = Saudara Perempuan ✓
5. O-S-N (Son) = Anak Laki-laki ✓

C. Terjemahkanlah kata dibawah ini !

1. Cousin = (.....)
2. Uncle = (paman) ✓
3. Friend = (teman) ✓
4. Miss = (.....)
5. Sibling = (.....)

D. Jodohkanlah kata pada kolom A dengan jawaban yang benar pada kolom B !

1. Door	a. To sweep
2. Ruler	b. To sit on
3. Table	c. To make a line
4. Chair	d. To exit and enter
5. Calendar	e. To put some flower
6. Dictionary	f. To know the date, day and month
7. Map	g. To read and borrow books
8. Library	h. To look up the meanings of words
9. Broom	i. A picture to know the city and place
10. Vase	j. To put our school bag and write on

Name : Nancang
Kls : VII 2

A

Ulangan harian

Pen → ~~To write~~ To write
Ruler → To make a line
Table → To write something on
Chair → To sit ~~back~~ on
calendar → To know the date-day and month
Dictionary → To put our school books on write on
map → To A picture
library → To read and barrow book
Door → To exit and enter
Book → ~~To write~~ ~~To write~~
to look up the meaning of words

B.
Grand mother = Nenek
Brother = Saudara laki-laki
Baby = bayi
aunt = bibi
Uncle = Paman

C.
Monday = Senin
October = Oktober
Sunday = Minggu
March = Maret
Orphan = Yatim Piatu

Tanggal : 05 oktober 2018

Nama : SINDI AULIA

Mapel : Bahasa Inggris

Kelas : VII^B

Soal

A.

1. Pen : To write
2. Ruler : To make a line
3. Table : To read and borrow books
4. chair : To sit on
5. calendar : To know the date, day and month
6. Dictionary : To look up the meanings of words
7. Map : To know the city and place
8. Library : To put our school bag and write on
9. Door : To exit and enter
10. Book : To write something on

B.

1. Grand Mother : Nenek
2. Brother : Saudara laki-laki
3. Baby : Bayi
4. Aunt : Bibi
5. Uncle : Paman

C.

1. Monday : Senin
2. October : Oktober
3. Sunday : Minggu
4. March : Maret
5. Orphan : Yatim Piatu

D.

1. Bag = noun
2. Morning = adverb
3. Everyday = adverb
4. Today = adverb
5. window = noun
6. clock = noun
7. January = adverb
8. Marker = noun
9. Tomorrow = adverb
10. Holiday = adverb

Pretest

Nama : ~~Rika~~
Kelas : VII C

24

- | | | | |
|---|----|-------------|---------|
| A | 1 | | D. 1. b |
| | 2 | Senin | 2. |
| | 3 | Kemarin | 3. |
| | 4 | Buku | 4. |
| | 5 | Jam | 5. e |
| | 6 | | 6. |
| | 7 | Januari | 7. |
| | 8 | | 8. |
| | 9 | Besok | 9. |
| | 10 | | 10. |
| B | 1 | | |
| | 2 | | |
| | 3 | Mother | |
| | 4 | Sister | |
| | 5 | | |
| C | 1 | Grandfather | |
| | 2 | | |
| | 3 | Teman | |
| | 4 | | |
| | 5 | | |

POST - TEST

80

Nama : Marsah

Kelas : VII^c

A. Jodohkanlah kata pada kolom A dengan jawaban yang benar pada kolom B!

A	B
1. Pen	a. To exit and enter
2. Ruler	b. To sit on
3. Table	c. To make a line
4. Chair	d. To write
5. Calendar	e. To write something on
6. Dictionary	f. To know the date, day and month
7. Map	g. To read and borrow books
8. Library	h. To look up the meanings of words
9. Door	i. A picture to know the city and place
10. Book	j. To put our school bag and write on

B. Susunlah huruf dibawah ini menjadi kata yang baik dan benar!

1. G-A-R-N-D-A-O-M-T-H-E-R (.....) = Nenek

2. B-O-R-H-T-R-E (.....) = Saudara Laki-laki

3. B-Y-A-B (.....) = Bayi

4. U-A-N-T (.....) = Bibi

5. U-N-C-L-E (.....) = Paman

C. Terjemahkanlah kata dibawah ini !

1. Monday = (...Senin...)

2. October = (...Oktober...)

3. Sunday = (...Minggu...)

4. March = (... Maret ...)

5. Orphan = (...Yatim...)

D. Terjemahkan dan tentukan kelas kata yang tepat untuk kata dibawah ini !

1. Bag = ...Tas... (noun, verb, adjective, adverb)

2. Morning = ...Pagi... (noun, verb, adjective, adverb)

3. Everyday = ...Setiap hari... (noun, verb, adjective, adverb)

4. Today = (noun, verb, adjective, adverb)

5. Window = ...Jendela... (noun, verb, adjective, adverb)

6. Clock = ...Jam... (noun, verb, adjective, adverb)

7. January = ...Januari... (noun, verb, adjective, adverb)

8. Marker = (noun, verb, adjective, adverb)

9. Tomorrow = ...Besok... (noun, verb, adjective, adverb)

10. Holiday = ...Liburan... (noun, verb, adjective, adverb)

POST-TEST

Nama : ASRI

Kelas : VIII c

$$\frac{12}{30} \times 100 = 40$$

A. Jodohkanlah kata pada kolom A dengan jawaban yang benar pada kolom B!

A	B
1. Pen	a. To exit and enter
2. Ruler	b. To sit on
3. Table	c. To make a line
4. Chair	d. To write
5. Calendar	e. To write something on
6. Dictionary	f. To know the date, day and month
7. Map	g. To read and borrow books
8. Library	h. To look up the meanings of words
9. Door	i. A picture to know the city and place
10. Book	j. To put our school bag and write on

B. Susunlah huruf dibawah ini menjadi kata yang baik dan benar!

1. G - A - R - N - D - A - O - M - T - H - E - R (GARNAMET...) = Nenek
2. B - O - R - H - T - R - E (BORHRE...) = Saudara Laki-laki
3. B - Y - A - B (BYAB...) = Bayi
4. U - A - N - T (UANT...) = Bibi
5. U - N - C - L - E (UNCLE...) = Paman ✓

C. Terjemahkanlah kata dibawah ini !

1. Monday = (...SENIN...) ✓
2. October = (...OKtober...) ✓
3. Sunday = (...minggu...) ✓
4. March = (...Harit...) ✓
5. Orphan = (...Yatim...) ✓

D. Terjemahkan dan tentukan kelas kata yang tepat untuk kata dibawah ini !

1. Bag = ...TAS... (noun) verb, adjective, adverb) ✓
2. Morning = ...selamat Pagi... (noun, verb, adjective, adverb) ✓
3. Everyday = ...Jumat... (noun, verb, adjective, adverb)
4. Today = ...selasa... (noun, verb, adjective, adverb) HARI
5. Window = ...tangga... (noun, verb, adjective, adverb) ✓
6. Clock = ...Jam... (noun) verb, adjective, adverb)
7. January = Bulan ! (noun, verb, adjective, adverb)
8. Marker = (noun, verb, adjective, adverb)
9. Tomorrow = (noun, verb, adjective, adverb)
10. Holiday = (noun, verb, adjective, adverb)

Appendix 4. The Students' Score in Playing Scrabble Game

Konsep 1

1. Friday - June
411214 13
2. Monday - Sun
31124 12
3. Friends - Ten
411121 10
4. Sun - Sun
111 7
5. March - Mar
31134 12
6. Yesterday - Now
41111214 16
7. Aunt - Aunt
1111 4

Konsep 2

1. Monday - Sun
31114 12
2. OCTOBER - October
151131 18
3. DECEMBER - December
2131531 20
4. FRI - Fri
1311 7
5. MARCH - Mar
31134 12
6. SUNDAY - Sun
1141311 16
7. WEDNESDAY - Wednesday
41111214 16
8. SUN - Sun
1111 4

Konsep 3

MOTHER (10)
 DAD (4)
 SON (4)
 WIFE (4)
 MOM (4)

1. MOTHER - Sun
3111314 16
2. DAD - Dad
21111 7
3. SON - Son
11211 7
4. TURKEY - Turkey
11111214 16
5. WIFE - Wife
1111 4

Konsep 3

MOTHER (10) SON (4) WIFE (4)
 DAD (4) MOM (4)

MOTHER (10) DAD (4) WIFE (4)
 SON (4) MOM (4)

**THE RESULT OF REVISION OF RESULT SEMINAR
ENGLISH STUDY PROGRAM OF TARBIAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN) PALOPO**

Title of Thesis : Improving Students' Vocabulary by Using Scrabble Game at The Seventh Grade of

SMPS 5 Palopo

Name : Siti Hartina

Reg. Number : 14.16.03.012/9

Chairman of session : Dr. Taqwa, S.Ag., M.Pd.I

	Name	Signs
Consultant I	Wahibah, S.Ag, M.Hum	
Consultant II	Syamyudarni, S.Pd, M.Ed	
Examiner I	Dr. H. Rustan S, M.Hum	
Examiner II	Amalia Yabya, S.E, M.Hum	

Num	Examiners	Suggestion	Page before revision	Result of Revision	Page of Revision	Done / not Done
1	Dr. H. Rustan S, M.Hum	<ul style="list-style-type: none"> Fix misspelling words in discussion 	55	<ul style="list-style-type: none"> The misspelling words has fixed 	56	Done
2	Amalia Yabya, S.E, M.Hum	<ul style="list-style-type: none"> Fix misspelling words in problem statement 	3	<ul style="list-style-type: none"> The misspelling words has fixed 	3	Done
		<ul style="list-style-type: none"> Fix misspelling words in scope of the research Add some explanation in treatment 	4	<ul style="list-style-type: none"> The misspelling words has fixed Some explanation have been added 	4	
			36		37	

Num	Consultants	Suggestion	Page before revision	Result of Revision	Page of Revision	Done / not Done
1	Wahibah, S.Ag, M.Hum	<ul style="list-style-type: none"> Fix misspelling words in discussion Add some explanation in suggestion Bibliography should be in alphabetical order Fix misspelling words in objective of the research Add conceptual framework in chapter II Picture need some information about what kind of activity on that picture 	<p>54</p> <p>59</p> <p>61</p> <p>4</p>	<ul style="list-style-type: none"> The misspelling words has fixed Some explanation have been added Bibliography has changed in alphabetical order The misspelling words has fixed Conceptual framework have been added The information have been added 	<p>55</p> <p>60</p> <p>62</p> <p>4</p> <p>33</p>	<p>Done</p>
2	Syamyudarni, S.Pd, M.Ed	<ul style="list-style-type: none"> Add picture of scrabble game in chapter II Fix the bibliography 	61	<ul style="list-style-type: none"> The picture have been added The bibliography has fixed 	28	Done



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
PROGRAM MATRIKULASI

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SURAT KETERANGAN

Nomor: In.19/PP.00.9/686/2018

Yang bertanda tangan di bawah ini Pengelola Program Matrikulasi IAIN Palopo, menerangkan dengan sebenarnya bahwa:

Nama : Siti Hartina
NIM : 14.16.3.0129
Jurusan : Prodi Bahasa Inggris D
Tahun Akademik : 2014

Benar telah mengikuti secara aktif perkuliahan Program Matrikulasi IAIN Palopo dan telah mengikuti ujian serta dinyatakan lulus pada semua mata kuliah Program Matrikulasi semester 1 dan 2 Tahun Akademik 2014/2015.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan seperlunya.

Palopo, 12 Desember 2018
Pengelola Program Matrikulasi

Mawardi, S.Ag., M.Pd.I.
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**FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS**

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SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : Siti Hartina
Nim : 14.16.3.0129
Program Studi : Tadris Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP : Jl.Agatis / 085 351 113350

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n. Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan

Dr. Muhaemin, M.A
NIP. 19790203 200501 1 006

Palopo, 26 November 2018
Ketua Prodi
Tadris Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006

Catatan = perlu banyak latihan.



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpom : (0471) 23662



IZIN PENELITIAN

NOMOR : 1138/IP/DPMPPTSP/VIII/2018

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK,
2. Peraturan Menteri Nomor 54 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Menteri Nomor 7 Tahun 2014,
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo,
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Penetlelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: SITI HARTINA
Jenis Kelamin	: Perempuan
Alamat	: Jl. Tupai Balandi Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 14.16.3.0129

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

IMPROVING STUDENTS' VOCABULARY BY USING SCARABBLE GAME AT THE SEVENTH GRADE OF SMPN 5 PALOPO

Lokasi Penelitian	: SMPN 5 PALOPO
Lamanya Penelitian	: 27 Agustus 2018 s.d. 27 Oktober 2018

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 27 Agustus 2018
Kepala Dinas Penanaman Modal dan PTSP

FARID KASIM J.S., SH., M.Si
Pangkat : Pembina Tk. I
NIP : 19630309 200312 1 004

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel
2. Walikota Palopo
3. Dikoran 1402 0340
4. Disiplinas Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo



PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SMP NEGERI 5 PALOPO
Jalan Domba Telepon (0471) 23349 Palopo

SURAT KETERANGAN PENELITIAN

Nomor : 421.2/114/SMP5/X/2018

Yang bertanda tangan di bawah ini :

Nama : **BAHRUM SATRIA, S.Pd., MM**
NIP : 19670616 199503 1 007
Pekerjaan : Kepala SMP Negeri 5 Palopo

Menerangkan bahwa yang tersebut namanya di bawah ini :

Nama : SITI HARTINA
NIM : 14.16.3.0129
Tempat/ Tgl Lahir : Palopo, 28 September 1996
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswi
Jurusan : Bahasa Inggris

Benar telah melakukan penelitian kepada kami selama dalam penelitiannya dimulai tanggal 20 September s/d 5 Oktober 2018 di SMP Negeri 5 Palopo. Dalam rangka penulisan Skripsi yang berjudul ***"Improving Students Vocabulary By Using Scarabble Game At The Seventh Grade Of Smpn 5 Palopo"***.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.



Palopo, 10 Oktober 2018

Kepala Sekolah

BAHRUM SATRIA, S.Pd., MM
NIP 19670616 199503 1 007

Documentation



Giving Pretest for experimental group



Giving Posttest for experimental group



Giving Pretest for control group



Giving Posttest for control group



The Students Applied the Scrabble Game in class experiment



The Researcher Though in Class Control

AUTOBIOGRAPHY



The Researcher, Siti Hartina was born on 28th September 1996 in Palopo city, Central Sulawesi. She is the fourth child of Abu Nawas, Ba and Hariani S.Pd. She has three brothers and no sister.

She started her education at SDN 212 Bungadidi in 2008. In same year, she continued her study at SMPN 3 Bone-Bone and graduated in 2011. Then she continued her study at SMAN 1 Bone-Bone and graduated in 2014. After graduated from senior high school, next year in 2014 she continued her study at IAIN Palopo, she took English Education Department and she finished her study in 2019.