

**THE INFLUENCE OF USING SCRABBLE GAME TOWARDS STUDENTS'  
VOCABULARY MASTERY AT THE EIGHTH GRADE OF THE FIRST  
SEMESTER OF SMP BUDAYA BANDAR LAMPUNG  
IN THE ACADEMIC YEAR OF 2018/2019**



**A Thesis**

Submitted as a Partial Fulfillment of the requirements for S1 -Degree

By

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2019**

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**BY:  
YOPI PRASETYA**

This research was conducted based on the preliminary research. The students had lack vocabulary and got difficult to arrange a sentence. The students' vocabulary scale was poor. The objective of this research was to find out whether there was a significant influence of scrabble game towards students' vocabulary mastery.

The quasi experimental design was used to find the influence of scrabble game towards students' vocabulary mastery. With the treatments held in 6 meetings, 2 x 40 minutes for each meeting. The sample of this research was the eighth grade. The total sample was taken from two classes by used cluster random sampling, VIII A and VIII B which consist of 45 students. Pre-test and post-test instruments were used in collecting the data. This research used test to get the data about students' vocabulary mastery. The test was objective test, which was multiple choice tests consisting of 20 items after validity.

From the data analysis, it was found that the result of Sig. (2-tailed) of the equal variance was 0.044 and  $\alpha = 0.05$ .  $H_a$  is accepted if Sig (P value)  $< \alpha = 0.05$  and  $H_o$  is accepted if Sig (P value)  $> \alpha = 0.05$ . So  $H_a$  is accepted. Based on the computation, it can be concluded that there was influence of using scrabble game towards students' vocabulary at the first semester of the eighth grade of SMP Budaya Bandar Lampung in academic year of 2018/2019.

**Key words:** *Vocabulary Mastery, Scrabble Game, Quasi Experimental Design.*



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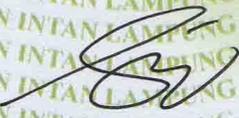
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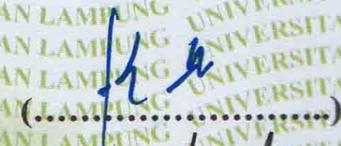
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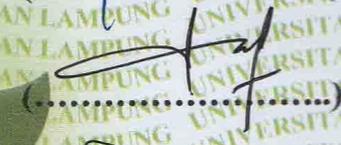
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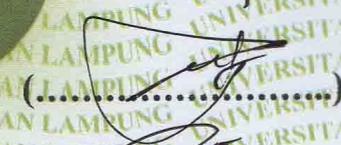
**ADMISSION**

A thesis entitled: **THE INFLUENCE OF USING SCRABBLE GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF THE FIRST SEMESTER OF SMP BUDAYA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019**, by: **Yopi Prasetya**, NPM: 1311040119, Study Program: English Education was tested and defended in the examination session held on: **Thursday, December 21<sup>st</sup>, 2018**.

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## DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Scrabble Game Towards Students’ Vocabulary Mastery at Eight Grade of SMP Budaya Bandar Lampung in 2018/2018” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, 13 August 2018  
Declared by,

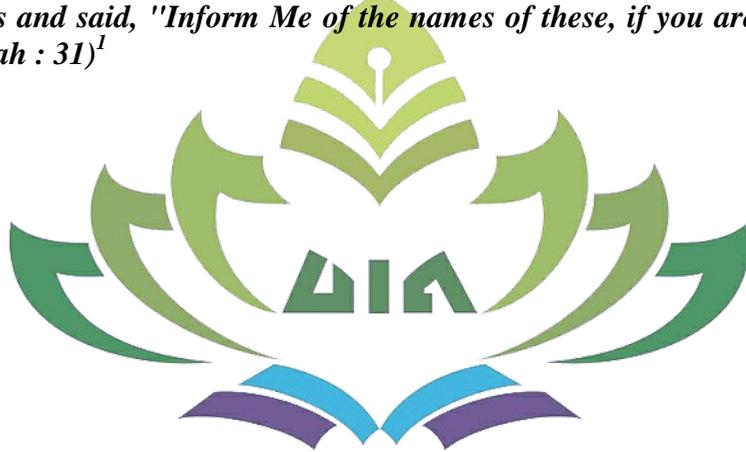
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## MOTTO

رَقِيبٌ كُنْتُمْ إِن هَتُّوْا بِأَسْمَاءِ أَنْعُوْنِي فَقَالَ الْمَلٰٓئِكَةُ عَلٰى عَرَضِهِمْ ثُمَّ كُلَّهَا ۗ اَلْاَسْمَاءِ ۗ اَدَمَ وَعَلَّمَ

صَد

*Meaning: "And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful." (Q.S Al-Baqarah : 31)<sup>1</sup>*



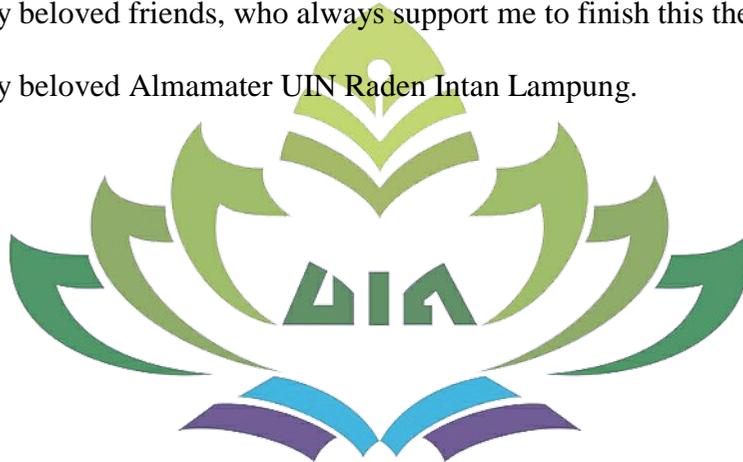
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<sup>1</sup> Abdullah Yusuf Ali, *The Meaning of Holy Qur'an*, New Edition Revised Translation, Beltsville, Amana Publication, 2004. P.31

## DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Istamar and Mrs. Lismayanti who always pray for my success and give me motivation to study hard until now. I love them so much.
2. My beloved young brother and young sister; Annisa Adelia Putri and Ahmad Wildan Salisawho always give me spirit and suggestion for my success.
3. My beloved friends, who always support me to finish this thesis.
4. My beloved Almamater UIN Raden Intan Lampung.



## CURRICULUM VITAE

The writer's name is YopiPrasetya. He was born in Bandar Lampung on November 23<sup>th</sup>, 1995. He is the first child of three children of Mr. Istamar and Mrs. Lismayanti. He has one young sister whose names is AnnisaAdeliaPutri and one young brother, whose names is Ahmad WildanSalisa.

He began his study at elementary school of SD NEGERI 4Kotabumiand graduating in 2007. Then, he continued at Junior High School of SMPBhayangkari. After graduating from Junior High School in 2010, he continued again at Senior High School at SMA Muhammadiyah 2 Bandar Lampung in 2010 and graduated in 2013. Then, in 2013, he continued his study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

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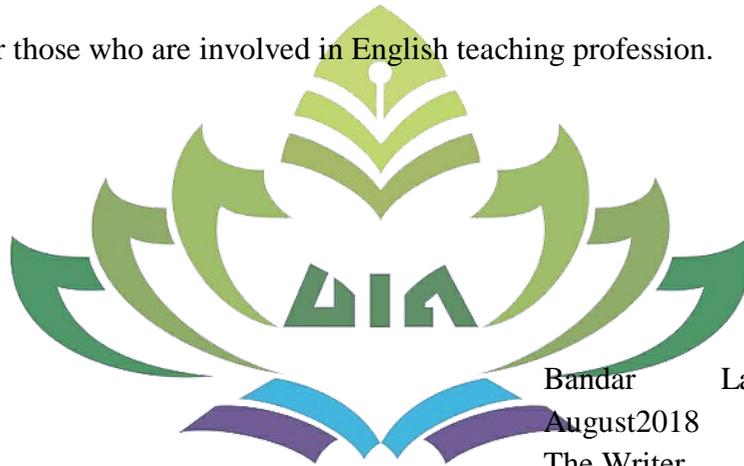
Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Scrabble Game towards Students’ Vocabulary Mastery at Eight Grade of SMP Budaya Bandar Lampung in 2017/2018” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thank:

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Finally, it has to be admitted that nobody is perfect and the writer is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the writer sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the writer expects that the thesis is useful for the writer particularly and the readers generally, especially for those who are involved in English teaching profession.



Bandar Lampung, 13  
August 2018  
The Writer,

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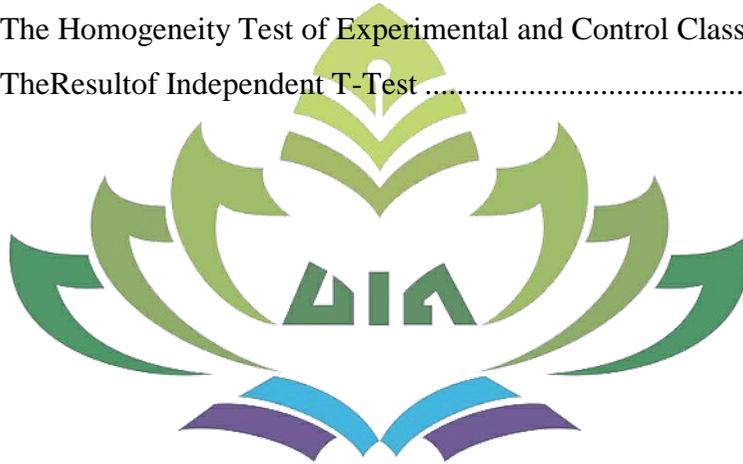
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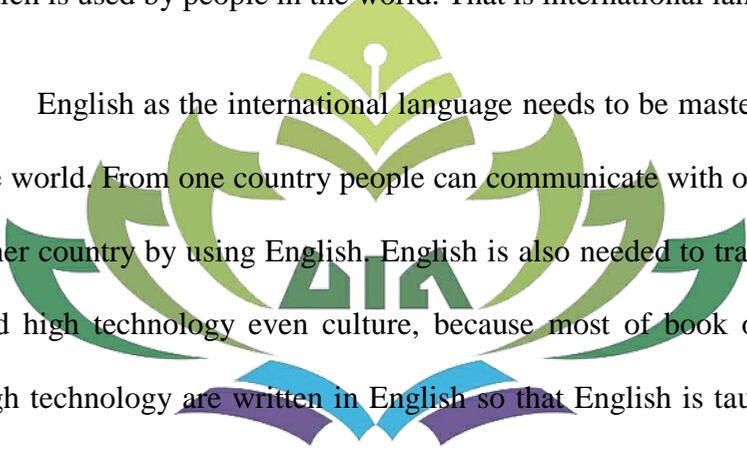
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## CHAPTER I INTRODUCTION

### A. Background of the Study

Language is a tool of communication used to express ideas, feeling, and experiences with other people in social life. The language of a certain country cannot be used to communicate with people from one to other countries. They need some language in order to communicate one another, the same language which is used by people in the world. That is international language.



English as the international language needs to be mastered by people in the world. From one country people can communicate with other people from other country by using English. English is also needed to transfer knowledge and high technology even culture, because most of book of knowledge of high technology are written in English so that English is taught in school of almost all countries in the world.

English is taught in Indonesia as a foreign language and it is a compulsory subject that should be given to students' of junior high school up to university or even elementary school. That is why, English is very important in our country. In learning English language, students are expected to be mastered three essential components of English language Development. They are vocabulary, pronunciation, and grammar. Vocabulary as the most

important components to be mastered as Prator said that “Vocabulary is considered more important than grammatical skill.”<sup>1</sup>

The importance of learning new vocabulary has encouraged language teachers of English today to move from passive learning to active learning, to find better ways of engaging students’ in the English language learning process, because students’ need something fun and easy to access the vocabulary quickly when is required for use. By using a suitable Technique, his subject matter will be more interesting and teaching learning process can be more effective and efficient, therefore the purpose can be achieved.

Inreal life, many students, feel difficult to memorize the vocabularies are given from the teacher. The factors are commonly found among the students’ in learning vocabulary may be classified into:

1. Lack of motivation

Motivation determines how far the students learn and understand the subject being learned. The students’ who have strong motivation in learning vocabulary will be more successful than who do not. In other words, learning vocabulary also depends on the students’ motivation

Slameto added that strong motivation is very necessary in study.<sup>2</sup> So

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<sup>1</sup>C.H Prator, *Language Teaching Approach*, Michigan: Michigan Press, 1973, p. 11

<sup>2</sup>Slameto, *Belajar dan Faktor-faktor yang mempengaruhinya*, Jakarta: PT. Rineka Cipta, 1995, p. 58

without having strong motivation someone will not be successful in learning English.

## 2. Lack of repetition

Repetition is a significant factor which makes the students' get difficulty or not to have vocabulary. The teacher ought to try to see those words be repeated as many times as possible. The students' should repeat the words also in isolation until they have difficulties in pronouncing it. The memories of students' are not loyal, that is why they should be repeated and they are not easy to forget. A difficult word should be repeated often enough so that most of students' can say it correctly.

## 3. Lack of environment

The students' environment seldom supports their need to speak English in their daily life. They usually use Indonesian or Malay language as a mean of communication in their daily life. If the students' try to practice English, they often get ridicule from their environment. Slameto added that the environment can influence the students' to study.<sup>3</sup> In other words, the students' environment does not support them to learn English.

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<sup>3</sup>Ibid., hlm. 5

#### 4. Lack of using dictionary

To build an extensive vocabulary, the students' must know how to look up a word in the dictionary and how to use them.

Four factors above are important to help students' to overcome whatever blocking them in mastering vocabulary items. If they cannot be overcome as soon as possible, they will not increase the students' ability in English. Because the skill in speaking English is highly needed, both in educational and working fields as well as in social gathering. And remember that English is used by many people in all over the world in various countries. Mastering vocabulary is not easy, yet other aspects of the language are considered as sound, and structure. Vocabulary is one of the most important elements in a language. To speak the language well needs to master it. No matter how well you learn grammar, how successfully the sound of the foreign language just cannot happen in any meaningful way.<sup>4</sup>

Meanwhile the researcher wants to conduct a study that is use scrabble to improve students' vocabulary in SMP Budaya grade 8 that according to Hughes the criteria of vocabulary scale of score is still poor if the students' vocabulary scale of score get 5,6 – 6,5.<sup>5</sup> Based on the data from the English

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<sup>4</sup>Norbert Schmit and Michael Mc. Chartey, *Vocabulary: Description, Acquisition and Pedagogy*, London: Cambridge University Press, 1997, p. 140

<sup>5</sup>Arthur Hughes, *Testing for Language Teacher*, Cambridge: Cambridge University Press, 2003, p. 131

teacher at SMP Budaya Bandar Lampung, the writer is found some problems that the students' have lack of vocabulary and they are getting difficult to arrange a sentence. Furthermore, the English teacher also said that the most of students' at SMP Budaya Bandar Lampung have lack of vocabulary and they are worried about making a mistake. Moreover, the students' also got difficult to developing their ideas and also lazy to bring dictionary. The states above are supporting by followed information from the data obtaining of writing score of the eight grades at SMP Budaya. From 66 students', there are only 19 (30%) students' who got score above criteria and 47 (70%) students' got under criteria.

The previous studies related to the effectiveness of technique in teaching vocabulary have been conducted by three researchers. The first study was conducted by Djanti Dwi Ningtyas entitled "The Effectiveness of Scrabble Game Towards Students' Vocabulary Mastery of the Fifth Grade At SDN 1 Prigi Watulimo Trenggalek in The Academic Year of 2014/2015".<sup>6</sup> It was found that the students' achievement in vocabulary after being taught by using scrabble game better than before and the students' got good achievement in vocabulary after being taught by scrabble game.

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<sup>6</sup>Djanti Dwi Ningtyas, *The Effectiveness of Scrabble Game Towards Students Vocabulary Mastery*, IAIN Tulung Agung, 2015.

The second study was conducted by Andi Saputra with the title “Reinforcing Students’ Vocabulary through Scrabble Game at the First Grade Students’ of MTs Narussalam Pondok Pinang in The Academic Year of 2010/2011”.<sup>7</sup> And had result that scrabble game can reinforce students’ vocabulary mastery.

And the last is by Gilang Panji Sadewo with the tittle “Using Scrabble Game to improve the 10 Grade Students’ Vocabulary Mastery at SMA N 2 Purworejo in The Academic Year of 2015/2016”<sup>8</sup> and it had result that scrabble game can improve students’ vocabulary mastery. By these it hasproventhat by scrabble there is a significant difference of students’ achievement in mastering vocabulary.

Based on background of problem above the writer was conduct the research by using scrabble entitles: *The Influence of Using Scrabble Game towards Students’ Vocabulary Mastery at Eight Grade of SMP Budaya Bandar Lampung in 2018/2019.*

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<sup>7</sup>Andi Saputra, *Reinforcing Students Vocabulary Through Scrabble Game*, UIN Syarif Hidayatullah, 2011.

<sup>8</sup>Gilang Panji Sadewo, *Using scrabble game to improve the 10 grade students vocabulary mastery at SMA N 2 Purworejo*, Universitas Sunata Darma 2016.

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

Based on the background of the problem above, the writer identified the problems as follows:

1. The students don't have high motivation to study English
2. The students' vocabulary mastery is low

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

From the problem above, the writer limited the problem only on The Influence of Using Scrabble Game towards Students' Vocabulary Mastery especially about "countable noun, uncountable noun, regular verb and illegurel" to the Eighth grade of SMP Budaya Bandar Lampung in academic year of 2018/2019.

## **D. Formulation of the Problem**

The writer limited the research as follows: Is there a significant Influence of Using Scrabble Game towards Students' Vocabulary Mastery at Eight grade of SMP Budaya Bandar Lampung in academic year 2018/2019.

## **E. Objective of the Research**

Based on the research problems above, the objectives of the research are to know whether there is a significant influence of using scrabble game towards students' vocabulary mastery at eighth grade of SMP Budaya Bandar Lampung in academic year 2018/2019.

## **F. The Use of the Research**

The uses of the research are as follows:

1. For the Students'
  - a. To motive students' in learning vocabulary.
  - b. To give information of students about scrabble game in teaching learning vocabulary.
2. For The Teacher
  - a. To give information of English teacher about the influence of scrabble game of students' vocabulary mastery.
  - b. It is expected as an alternative teaching learning for English teacher to help the students' learn English, especially in learning vocabulary through game activity.
3. For the Other Research
  - a. As a contribution for education research development
  - b. To give information for further research development in game techniques

## **G. The Scope of the Research**

The Scopes of the research are as follows:

### 1. Subject of the research

The subject of the research was the students at Eighth grade of SMP Budaya Bandar Lampung in academic year 2018/2019.

## 2. Object of the research

The object of the research was the use of scrabble game and students' vocabulary mastery.

## 3. Place of the research

This research was conducted at Eighth grade of SMP Budaya Bandar Lampung in academic year 2018/2019.

## 4. Time of the research

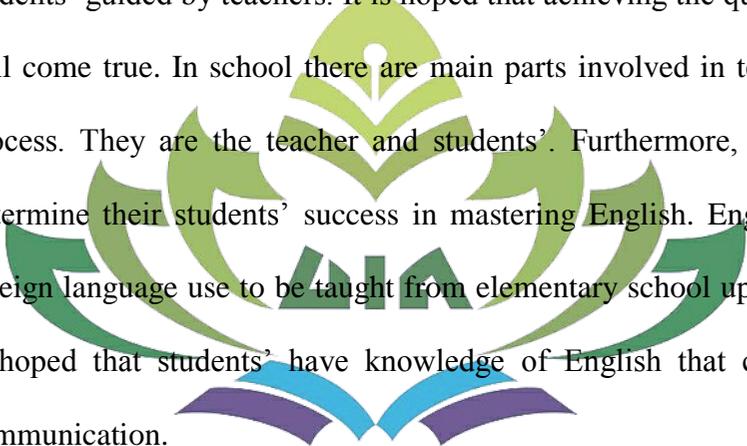
This research was conducted at the Eighth grade of SMP Budaya Bandar Lampung in academic year 2018/2019.



## CHAPTER II CONCEPT OF THEORY

### A. Concept of Teaching English

English is spoken all over the world. It means that a lot of countries in the world communication among them by using an international language, English. Seeing and understanding how important English is, English has been a compulsory subject in any level of school in Indonesia to be learnt by students' guided by teachers. It is hoped that achieving the qualified students' will come true. In school there are main parts involved in teaching learning process. They are the teacher and students'. Furthermore, the teacher will determine their students' success in mastering English. English as the first foreign language use to be taught from elementary school up to university. It is hoped that students' have knowledge of English that can be used for communication.



English is a foreign language, so it is no familiar yet for the beginner to learn. We need an accurate method that gives enjoyable feeling for the students', so it can give the motivation for the students', to learn English with the strong motivation, it can give best result of learning yet, teachers have to know many kinds of teaching techniques, and they must know how to implement the techniques in the class.

Supported by Douglass who states that teaching shows helping someone to learn how to do something, giving instruction in the study of something providing with language, and causing to know or understand.<sup>1</sup>

Based on the statements above the writer assumed that teaching English as foreign language the teacher prepare the material instruction and the application of new techniques well. Because language learning and teaching can be regarded as process, the first role is facilitating the communication process between participant and the various activities.

## B. Definition of Vocabulary

There are so many definitions of vocabulary given by experts; it is impossible to discuss all of them in this chapter. There for, the writer only chooses several of them that in the writer opinion are very important to talk about. The first is Hornby defined vocabulary is the total number of words that make up a language.<sup>2</sup> Kridalaksana says “vocabulary is a component of language that maintains all information about meaning and using words in a language.”<sup>3</sup> David defined vocabulary as a list of words defined and alphabetically as in dictionary or specialized glossary; complete word stock of language: Some corpus of word used in a sub language or by a group, class

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<sup>1</sup>Douglas Brown, *Principle of Language And Teaching*, New Jersey: Longman, 1994, p. 7

<sup>2</sup>A.S. Hornby, *Oxford Advance Learner's Dictionary*, Oxford: Oxford University Press, 1985, p. 956

<sup>3</sup> Harimukti Kridalaksana, *Kamus Linguistik*, Jakarta: PT. Gramedia Pustaka Utama, 1993, p. 27

or individual; scope of diction; command of words or range of expressions.<sup>4</sup>

And in Webster's dictionary define vocabulary as follows:<sup>5</sup>

1. A list of collection of words and phrases usually alphabetically arranged and explained
2. A sum or stock of words employed by a language group individual or work or in relation to a subject scope of language
3. A list foreign language textbook of the words and phrase taught or used

From the statement above, we can conclude the vocabulary is the total number of words that maintains all information about meaning to make up a language that used by a person, class, or group in communication. A list of vocabulary of words and phrase usually alphabetically arranged and explained or defined. Without vocabulary it's impossible for someone to learn English, there is no doubt that vocabulary is important to be mastery, because with vocabulary students' can convey their ideas and can communicate with each other.

### **C. Aspect of Vocabulary**

According to Harmer there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, they are as follow.<sup>6</sup>

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<sup>4</sup>David Grams, *Words About Words*, New York: Mc. Graw Hill Book Company, 1984, p. 133

<sup>5</sup>Noah Webster, *Webster's Collage Dictionary*, New York: MacMillan, 1997, p. 1368

## 1. Word Meaning

According to Harmer word meaning include:

### a. Polysemy

Polysemy is only resolved when we see the word in context, that allows to say which meaning of the words in the particular instance is being used. For example the village is at the foot of the mountains.

### b. Antonym

The term of antonym is used for opposite meaning of a word. For example: “low” is an antonym of “high”.

### c. Synonyms

The term of synonyms is used for the same meaning of a word. For example: “clever” is an antonym of “smart”.

### d. Hyponyms

It means that serve as specific example of a general concept. For example: hyponyms of vegetable are carrot, spinach, and tomato.

### e. Connotation

Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual content.

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<sup>6</sup>Jeremy Harmer, *The Practice of English Language Teaching*, London: Cambridge 1988. p.18

## 2. Extending Word Use

Words do not just have different meanings, however. They can also be stretched to fit different context and different uses. It means that, words that somebody says. It sometimes contains expression and interpretation of the speaker. It explains what the speaker feeling about something that can be imagined for example: My mother waters her flowers in the garden. “Water” in this sentence doesn’t mean something to drink, but it means that pours or splash water. So, we can interpret something depend on the context of the sentence itself.

## 3. Word Combination

Words can be combined in a sentence; they also can in two or more item group. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another. It means that, the words can be combined of two or more words in sentence. For example: fireman, football, businessman, etc

## 4. Word Grammar

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. Example: Mr Budi is a postman. He sends the letter every day.

From those statements, it can be concluded there are some aspect of vocabulary they are word meaning, word use, word combinations and word grammar. In this research researcher will focus word use.

#### **D. Definition of Vocabulary Mastery**

Vocabulary is one of important parts in learning language. If the students' vocabulary mastery is limited they will find some difficulties in using English for the aim of communication in English. The students' should master adequate personal English vocabulary that covers their need for communication. Meanwhile, according to Grolir, vocabulary is list of words usually arrange alphabetically and defined explained or translated the range of language the stock of word at a person's command or used in particular word branch of a subject, language, and etc. a list of collection of the word phrases of language branch of science or the like usually arranged in alphabetical order, defined and collection or symbol which are consisting a means or symbol of non-verbal communication. Here having vocabulary means having knowledge of making word needed in communication.<sup>7</sup>

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<sup>7</sup>Grolir, *The New Lexicon Webster Dictionary of English Language Encyclopedia Edition Lexion*, Publication: in Mustika Nuraini, 1988, p. 1101

Further, Cameron states that vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because to able to speak, write, and listen nicely we have to know vocabulary first.<sup>8</sup>

### E. Types of Vocabulary

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by the experts. One of explanation is explained by Thornbury. He explained that there are at least eight types of vocabulary.<sup>9</sup> There are, noun, verb, adverbs, adjective, pronouns, preposition, conjunction, and determiner. Those can be described as follows:

#### 1. Noun

There are some definitions about noun that proposed by the expert. Frank states that noun is one of the most important parts of speech.<sup>10</sup> It's arrangement with the verb helps to form the sentence core which is essential to every complete sentence. While Sjah and Enong states that noun is a word used to name people, place, plant, object, animal, quality, and abstract concepts.<sup>11</sup> It means that noun is relates with name of something like place, plant, people, and others. For example: Jhon, student, house, chair, nose, cat, etc.

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<sup>8</sup>Lynne Cameron, *Teaching Language to Young Learner*, Cambridge: Cambridge University Press, 2011, p.75

<sup>9</sup>Scott Thornbury, *How to Teach Vocabulary*, England: Pearson Education Limited, 2002, p4

<sup>10</sup>Marcella Frank, *Op. Clt*, p.6

<sup>11</sup>Djalinus Sjah and Enong, *Modern English Grammar*, Jakarta: Cv Simplex, p.30

From the statements before it can conclude that noun is of the most important parts of speech that can use to name people, place, plant, and object.

## 2. Verb

A verb is the part of (or word class) that describes an action or occurrence or indicate a state of being. It means that verb is kind of language component that has important role. According to Frank states that verb is the most complex part of speech.<sup>12</sup> Its arrangements with nouns determine the different kinds of sentences, statements, questions, commands, exclamation; like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject. While Sjah and Enong states that verb is a word that is showed measured and condition of a thing.<sup>13</sup> There are some definitions about verb that proposed by the expert. Frank states that verb is the most complex part of speech.<sup>14</sup> While Sjah and Enong state that verb is a word that is showed and condition of a thing.<sup>15</sup> It means that verb can use to show the measure and condition of a thing. For example: write, read, listen and others. From the Statements before, it can concluded that verb is a word that the most complex part of speech and show measure and condition of a thing. Verb

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<sup>12</sup>Marcella Frank, *Op Cit*, p.15

<sup>13</sup>Djalinus Sjah and Azimar Enong, *Op Cit*, p.30

<sup>14</sup>Marcella Frank, *Op Cit*, p.47

<sup>15</sup>Djalinus Sjah and Azimar Enong, *Op Cit*, p.30

has the grammatical properties of person and number, properties which require agreement with the subject.

### 3. Adverb

There are some definitions of adverb that proposed by the experts. Frank states that adverbs are words that describe or modify verbs, adjectives, and other adverbs.<sup>16</sup> It means adverb can be used to describe or modify verb, adjectives, and others adverbs. While Sjah and Enong that adverb is a word that explain about how, where and when a thing happen.<sup>17</sup> It means that adverb related with the how process, time, and where the thing happen. Example: now, tomorrow, certainly, maybe, and other.

From the statements before, it can be concluded that adverb is a word that modify verbs, adjectives, and other adverbs and can explain how, when and where a thing happen. For example: now, tomorrow, certainly, maybe and others.

### 4. Adjective

There are some definitions of adjective that proposed by the experts. Frank states that adjective is modifier that has the grammatical property of comparison.<sup>18</sup> It is often identified by special derivational endings or by

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<sup>16</sup>Marcella Frank, *Modern English a Practical Reference Guide*, New York University: Pretice Hall InC, 1972, P.141

<sup>17</sup>Djalinus Sjah and Enong, *Modern English Grammar*, Jakarta: Cv Simplex, p.72

<sup>18</sup>Marcella Frank, *Op Clt*, p 109

special adverbial modifiers that precede it. While Sjah and Enong states that adjective is a word that use to expand and narrow the meaning of noun.<sup>19</sup> It means that adjectives are word that describe noun. For example beautiful, good, small, and others,

From the statements before, it can be concluded that adjectives is a word that describe noun and has the grammatical property of comparison. For example: smart, beautiful, small etc.

#### 5. Pronoun

Pronoun make up a small of very high frequency. The traditional definition of a pronoun as “a word that takes the place of a noun is applicable to some types of pronouns but not to others. Those pronouns that are actual substitutes may refer not only to a preceding noun- its antecedent- but to a large part of discourse that precedes. Those pronouns that are not substitutes may simply have indefinite reference or express indefinite quantity.<sup>20</sup>

#### 6. Preposition

The preposition is classified as part of speech in traditional grammar. However, preposition as well as conjunctions differ from other parts of

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<sup>19</sup>Djalinus Sjah and Enong, *Op Clt*, p. 27

<sup>20</sup> Marcella Frank, *Op Clt*, p 18

speech in that (1) Each is composed of a small class of words other that have no formal characteristic endings (2) Each signal syntactic structures that function as one of the other parts of speech. Prepositions range in meaning from such definite semantic nations as time, place, etc., to such purely structural meanings as those shaped by the subject-verb-complement relationship.<sup>21</sup>

#### 7. Conjunction

The coordinate conjunction joins structural units that are equal grammatically. It means that the term compound means consisting of two independent elements that have been joined together to form a larger unit. This term is a source of difficulty in grammar because it is applied not only to separate grammatical items joined by a coordinate conjunction (men and women), but to word groups combined into a single vocabulary unit. In addition, the term compound sometimes also refers to phrasal prepositions, phrasal conjunctions or verb phrases.<sup>22</sup>

#### 8. Determiner

The two articles are *the* and *a*. *The* may be used with a singular or plural noun; *a* is generally used a singular countable noun. Each of the articles undergoes a change before a word beginning with a vowel sound. The chief structural a change function of articles is as determiners that precede

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<sup>21</sup>ibid. p162

<sup>22</sup>ibid. p 206

nouns. The signals a particular person or thing that has been singled out from others: the student sitting next to you. A signal an unspecified one of others: a student sitting in the front row.<sup>23</sup>

So from the theories above the writer concludes that vocabulary mastery is the ability to comprehend and use the word in English language. If the vocabulary mastery is limited it will be difficult in communication in a certain language, in this case English language.

## F. Concept of Noun

There are four kinds of nouns according to Plathottam, such as:<sup>24</sup> In this research the writer only focuses on countable and uncountable noun.

### 1. Common Nouns

Word for people, place and things are called common nouns. These are names of everyday things that we can see, hear or touch.

a) These common nouns are words for things.

Ruler, chair, train, bus, printer, computer, dictionary, lamp, etc.

b) These common nouns are words for animals.

Dog, giraffe, elephant, tiger, frog, horse, sheep, goat, etc.

c) These common nouns are words for places.

Bank, Airport, zoo, school, mosque, supermarket, etc.

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<sup>23</sup>Ibid, p. 125

<sup>24</sup>Fr. George Plathottam, *Grammar way 4*, New Delhi: Cholar Publishing House 2007, p.12

d) These common nouns are words for people who do certain things.<sup>25</sup>

Singer, Athlete, lawyer, farmer, brother, pilot, etc.

## 2. Proper Nouns

The names of particular people, place, and things are proper nouns; they always begin with a capital letter. For example: January, Sunday, New Year's Day, Monas, Japan, Japanese, etc.

## 3. Material Nouns

Material nouns name such things as are used to make different articles of use. Materials include wood, iron, gold, plastic, silvers, etc. A material noun is the name given to substance of which various things are made.<sup>26</sup>

## 4. Collective Nouns

Words for groups of people, animals or things are called collective nouns. Based on number, noun divided into two classified:

### a. Countable Nouns

Countable nouns can be singular or plural: book(s), hotel(s), boat(s), day(s), job(s), piece(s). We use uncountable nouns for separate, individual things such as books and hotels, thing we can count.

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<sup>25</sup>Howard Sargeant, *Basic English Grammar*, United States of America: Saddleback Educational Publishing, 2007, p.22-27

<sup>26</sup>Fr. George Plathottam, *Op Clt.*, p.20

## b. Uncountable Nouns

Uncountable nouns are neither singular or plural: water, sugar, salt, music, electricity, money. We use uncountable that nouns for things do not naturally divide into separate units, such as water and sugar things we cannot count.<sup>27</sup>

## G. Concept of Verb

### 1. Definition of Verb

There are some definitions about verb that proposed by the expert. According to Frank verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences, statements, questions, commands, exclamations, like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject.' It means that verb is a basic component in English grammar. While Sjah and Enong state that verb is a word that is showed measured and condition of a thing.' It means that verb can used to show. The measure and condition of thing. For example: write, read, listen, and others. Steinberg says that a verb is a word that expresses an action,

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<sup>27</sup>John Eastwood, *Oxford Gulde to Englsh Grammar*, New York : Oxford University Press, 1994, p.179

event or state of being.<sup>28</sup> In other words verb **is** one kinds of English word that show an action or event. From those theories it can be concluded that verb is the basic component in English grammar that used to show the measure and condition of action or event.

## 2. Types of Verb

There are many kinds of English verbs that should be mastered by the students. In this research the writer only focuses on the regular verb and irregular verb.

### a. Action Verbs

Action verbs are words that express action (give, eat, walk, etc.) or possession (have, own, etc.). Action verbs can be either transitive or intransitive. These verbs talk about what the subject is doing in the sentence. Action Verbs are one of the most easily identifiable types of verbs. Example; give, eat, walk, go, drink, etc. There are two types of Action Verbs which describe the Verb and the Subject doing the action and the Object on which the action is done, they are:

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<sup>28</sup>Evelyn Steinberg, *Canadian Writers in Action Handbook*, Toronto: Gage Learning, 2003, p 113

## 1. Transitive Verbs

These Action Verbs have a definite object on which, or for which the action is being performed. That means that the action has a definite recipient or object. To identify them we can ask the question what is the/did the subject -verb-?

Example:

Rose is **painting** the kitchen walls.

Here the verb is **painting** and the subject is Rose.

If we form the question **-what is Rose painting?**

The answer is **-The kitchen walls.**

Thus, we see that there was a specific object on which the action of painting was being done.

## 2. Intransitive Verbs

These verbs also show an action but here there is no specific object on which the action is being done. To recognize these verbs, we ask the question what is the/did the subject -verb- ? If there is no answer present, then the verb in the sentence is an Intransitive Verb.

Example:

Rose is **painting** right now

Here, if we ask the question what is Rose painting? There is no answer which means that in this sentence painting is an Intransitive Verb. It is telling us about the action of the subject but there is no specific object for the action.

### 3. Ditransitive

The types of verb in English are the ditransitive verb.

Ditransitive verbs are English verbs that take both direct objects and indirect objects. Some common ditransitive verbs in English include: bring, buy, catch, give, pass, trade.

For example:

- Maureen gave Dan the pencil.
- My husband bought me some flowers.
- The police caught themselves a criminal.
- Please pass me the rice.
- She showed the doctor her rash.
- I lent him some money.

Another type of ditransitive verb is the attributive ditransitive verb. Attributive ditransitive verbs also take two objects: a direct object and an object complement.

For example:

- The committee named me the new president.
- The clown got the children too excited.
- We all consider her unworthy.
- The guards painted the roses red.
- The judge ruled her out of order.
- My coworkers call Rachelle the boss.

#### 4. Copular

Copular verbs are English verbs that link the subject complementing the predicate to the grammatical subject. Some common copular verbs in English include: be, become, feel, seem, smell, taste.

For example:

- His father is a locksmith.
- Your brother appears ill today.

- The result of the test remains unknown.
- That pumpkin pie smells delicious.
- I felt sad yesterday.
- Her soup tastes like burnt socks.

Some grammars refer to the copular verbs as a copula verb, copula, or linking verb.

#### 5. Ambitransitive Verbs

The fifth type of verb in English is the ambitransitive verb.

Ambitransitive verbs are English verbs that may be either transitive/ditransitive or intransitive depending on the context.

Some common ambitransitive verbs in English include: break, drink, open, pay, sink, and read.

For example:

- The little boy broke the lamp. (transitive)
- My oven broke yesterday. (intransitive)
- Some man opened the window. (transitive)
- The store opens early today. (intransitive)

The majority of verbs in English are ambitransitive rather than purely intransitive, transitive, or ditransitive.

b. Base Form of the Verb (V1)

In English grammar, the base form of the verb is the simplest form of a verb, without a special ending (or suffix). It is the form that appears in dictionary entries. Also known as the plain form, simple form or stem. The base form of a verb function as the present tense form for the first and second person singular (e.g I walk, you walk) and the first, second- and third-person plural (We walk, you walk, They walk). In the other words, the base form serves as the present tense form for all persons and numbers except the third –person singular, which has the – s ending ( He walks, She walks, She walks, It walks). The base form also function as the infinitive (with or without to) and as the present subjunctive for all persons including the third –person singular. In addition, the base form is used for the imperative mood.

c. Past Simple of the Verb (V2)

Past tense verb is a verb used to express an action or state having already taken place or existed. Past tense verb is a verb tense expressing action or state in or as if in the past: a) a verb tense expressive of elapsed time ( as wrote in on arriving I wrote a letter).b) a verb tense expressing action or state in progress or continuance or habitually done or customarily occurring at a past time ( as was

writing in “I was writing while he dictated” or loved in “ their sons loved fishing).

d. Past Participle of the Verb (V3)

Past Participle of the Verb (V3) The past participle is the form of verb that appears with have or be. It often in –ed, but there are also many irregular past participles in English. For many verbs, including –ed verbs, the simple past tense and the past participle are the same and can be easily confused. The –ed form of the verb can be (1) the simple past, (2) the past participle of a verb, or (3) an adjective.<sup>29</sup>

e. Regular and Irregular Verb

1. Regular Verb

Most verbs are regular verbs. Regular verbs are those whose past tense and past participles are formed by adding a -d or an -ed to the end of the verb. "To roll" is a good example of a regular verb:

•roll, rolled, rolled

Sometimes the last consonant must be doubled before adding the -Ed ending. For example: plan, planned, planned.

2. Irregular Verb

There is no formula to predict how an irregular verb will form its past-tense and past-participle forms. There are over 250 irregular

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<sup>29</sup>Deborah Phillips, *Longman Complete Course for the TOEFL Test*, London: Addison-Wesley Longman, Inc, 2001, p 102-104

verbs in English. Although they do not follow a formula, there are some fairly common irregular forms. Some of these forms are:

- break, broke, broken

- cut, cut, cut

- run, ran, run

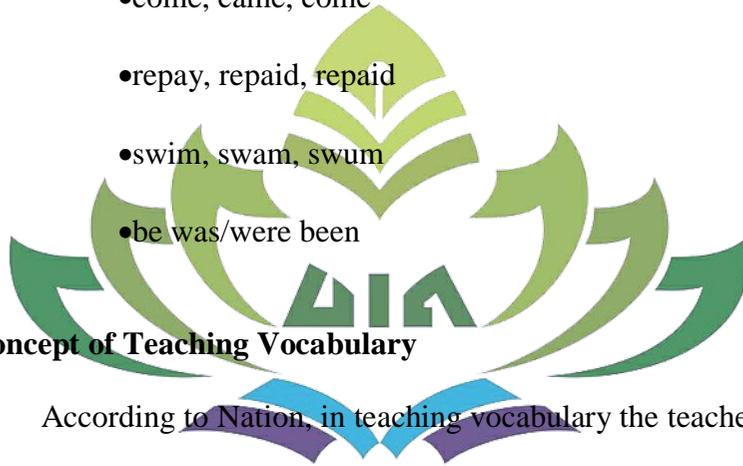
- meet, met, met

- come, came, come

- repay, repaid, repaid

- swim, swam, swum

- be was/were been



## H. Concept of Teaching Vocabulary

According to Nation, in teaching vocabulary the teacher tell the learners to remember the word, from, and its meaning. This statement indicates that as a language teacher must be a technique which draws the situation attention.<sup>30</sup>

According to Nunan there is a set of guiding principles that can be applied in a variety of teaching and learning situation:

- a. Focus on the most useful vocabulary first

The most useful vocabulary that every language learner needs whether they use the language for listening, speaking, reading or writing or

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<sup>30</sup>Paul Nation, *Language Technique*, English Language Institute, New Zealand, Victoria University of Wellington Press, 1990, p.94

whether they use the language in formal and informal situations is the most frequent 1000 word families of English.

- b. Focus on the vocabulary in the most appropriate way

The teacher need to clearly distinguish the way they treat high frequency words from the way they treat low frequency words.

- c. Give attention to the high frequency words across the four strands of a course. High frequency vocabulary should get deliberate attention through teaching and study and should be met and used in communication messages in listening, speaking, reading and writing.

- d. Encourage learners to reflect on and take responsibility for learning

The learners need to realize that they must be responsible for their own learning.<sup>31</sup>

There are various teaching technique for teaching vocabulary. One of those is by using language game. Rixon states that game helps students' build vocabulary, games that bring in structure and function and so on.<sup>32</sup>

Based on statements above the writer concluded that teaching vocabulary is helps students', build vocabulary, structure. Meaning and its form by using some principles in teaching vocabulary for students'. Moreover

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<sup>31</sup>David Nunan, *Practical English Language Teaching*, New York: McGraw Hill ELT, 2003, p. 135

<sup>32</sup>Hill Rixon, *How to Use Games in Teaching English Essential Language Teaching Series*, London: Modern English Publications, 1981, p.128

in teaching vocabulary games make the teaching learning more enjoyable and make the students' are interested in learning vocabulary.

### I. Game in Language Teaching

Fountain states that game is competition among player which the students' can learn to play to get information make creative motivation and make students' interest. Game are activities with rules, goal in teaching and learning English and learning the teacher may use the game to get goals in teaching English process because all of game can motivate students' in learning English and avoid tedious.<sup>33</sup> Harmer said that games are vital teacher equipment not only for the language practice to provide but also for the beauty. The statement about is really reasonable because we know that teaching by using game, it is very challenging despite of other activity. By using games, they will more creative, can motivate the students' in teaching learning process and also it is very helping the teacher as a tool to distribute their knowledge in the other side.<sup>34</sup> And also Heinich says "A game is an activity in which participants follow prescribed rules the differ from those of reality as they strive to attain a challenging goal."<sup>35</sup>

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<sup>33</sup>Fountain R, *Word Making and Word Taking: A Game to Motivate Language Learning*. RECL journal: Guidelines 1:76-80. 1990, p.125

<sup>34</sup>Harmer Jeremy, *The Practice of Teaching English*, England: Longman, 2001, p. 101

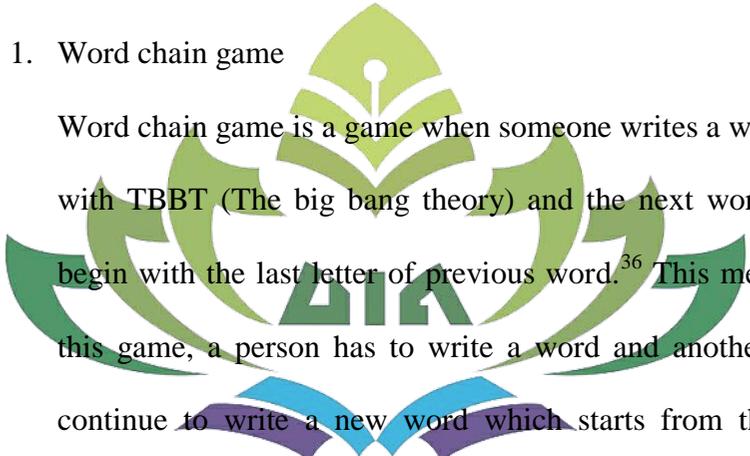
<sup>35</sup>Heinich, *Instructional Media and the New Technologies of Instruction*, New York: Macmillan Publishing Company, 1990, p.330

From the theories above it can be concluded that game is one of teaching technique that helps the teacher to make a conducive learning atmosphere in the classroom which enables the students' to be more active in learning English.

### J. Kinds of Game in Teaching English

There are kinds of game in teaching English:

#### 1. Word chain game



Word chain game is a game when someone writes a word having to do with TBBT (The big bang theory) and the next word posted has to begin with the last letter of previous word.<sup>36</sup> This means that to play this game, a person has to write a word and another person has to continue to write a new word which starts from the last letter of previous word mad by the first person.

#### 2. True or False Chairs Game

True or false chairs game is kind of educational media which is used to present the teaching material. The way of its presentation is easier than teaching learning way the teacher used to teach in every class meeting. True or false chairs game can be defined of game which are certainly perform with pleasure. Lewis said that true or false chairs

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<sup>36</sup> Scoot Thornburry, *How to Teach Vocabulary*, London: Longman, 2002, p.103

game is the activity that can be involves all students in class to add their vocabulary with the use flashcard and descriptions from the teachers.<sup>37</sup> It means that true or false chairs game one kind of game that can make students' more active and this game can improve the students' vocabulary.

### 3. Board Game

According to Thornburry, board game is a game that used board as a media with a set of rules such as scrabble, crossword puzzle etc. Scrabble is a board game in which which players draw letter tiles and take turns to make interlocking words like a crossword, scoring points according to the letters played and their position on the board.<sup>38</sup>

### 4. Ball game

Ball game is a game that passes the ball around in a circle as fast as possible and shows students' vocabulary mastery.

## K. Concept of Scrabble Game

Scrabble is a board game in which word a formed from letters in patterns similar to a crossword puzzle; each letter has a value and those values are used to score the games.<sup>39</sup>

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<sup>37</sup>Lewis Gordon, *Games for Children*, Oxford: Oxford University Press, 2004, p. 100

<sup>38</sup>En, [Wictionary.org/wiki/Scrabble](http://Wictionary.org/wiki/Scrabble),2007,p.2

<sup>39</sup>Tania Alves, *NJCU Students (Main Campus)*, 2001,p.5

Scrabble is also board games in which players draw letter tiles and take turns to make interlocking words like a crossword, scoring points according to the letters played and their position on the board.<sup>40</sup>

Scrabble is indirect learning. When the students', play the game, they don't realize that they are learning. Students' also got new vocabulary in nature. This competition is aimed at making the learners use dictionary and improve their vocabulary. Scrabble is not only a fun game, but also a fantastic educational tool. Scrabble makes learning fun. Obviously, it requires and builds strong vocabulary and spelling, strategy, and if you play in teams, you have to work together.<sup>41</sup>

The English language has so much to offer especially through a variety of well-known games that can help establish a sense of understanding, not only of the game but the words learned within the concept of the game. Word game like crossword and scrabble have been around for many centuries, Stephey states on time.com that “More than 150 million scrabble sets have

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<sup>40</sup>En, Wictionary.org/wiki/Scrabble,2007,p.2

<sup>41</sup>Lawrence A, *Game for Extending Vocabulary and Knowledge of Allusions*, Journal of reading 13:367-369, 1970, p.22

been sold in 121 countries since its creation in 1931.”<sup>42</sup> So this game has been around for quite some time and has been a successful sell.

Scrabble, along with crossword puzzle are two of the most popular games that are still played today. Exposure to these types of games expands one's vocabulary and keeps the mind working. Through this game especially scrabble, one can see how new words are discovered. This is because in scrabble, people are left with letters that may not make any sense when put together.

In scrabble, one can see how the words that seem to make no sense actually have meaning although it might not look like it at first. In other words, it forces people to refer to the dictionary, again and again, thus exponentially expanding their vocabulary. Great examples of some odd entries include words like *ate*, *raj*, *eau*, *etwee*, *jiao*, *invar*, *oompah*, *phph*, and *vestee*. Does anyone really know what these words mean?

So, the writer believes that through scrabble we can understand not only words in the English language but possible meanings of cognate words in the other language too. People who have not yet played scrabble should try it. In many cases a person learns more through fun activities such as board games

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<sup>42</sup> Stephey, MJ, "A Brief History of Scrabble", <http://content.time.com/time/arts/article/0,8599,1867007,00.html?iid=sr-link>, May 5<sup>th</sup> 2017, 10:48 pm

rather than by simply reading text. Besides it can be more fun to create words in a game than struggle through a textbook with dense vocabulary.

Based on statements above. The writer may assume that scrabble is a teaching technique used for teaching vocabulary to make it fun and effective which is for 2, 3, or 4 players about forming interlocking words.

#### **L. Advantages and Disadvantages of Scrabble Game**

The advantages of using scrabble:

1. Make students' more enjoyable to learn vocabulary.
2. Students' will be more exited in learning vocabulary.

The disadvantages of using scrabble:

1. The class will be crowded
2. The teacher will be busy to manage the class

But however scrabble is a fun game, and a game that is suitable for almost all ages to help students' learning vocabulary.

#### **M. The Procedure of Teaching Vocabulary Through Scrabble Game**

In conducting scrabble game, Gordon Lewis proposes the follow steps.<sup>43</sup>

1. Split class into teams of 2, 3, or 4 students'
2. Teacher explain the scrabble.
3. Students' play the scrabble.

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<sup>43</sup>Lewis Gordon, *Games for Children*, Oxford: Oxford University Press, 2004, p.111-112

4. After playing game, the students' write a new vocabulary on their paper.
5. The students determine kind of word and translate the vocabulary.
6. And then the students' make a sentence.

## N. Concept of Translation Technique

Hurtado defines that translation techniques as procedures to analyze and classify how translation equivalence works.<sup>44</sup> The translation techniques have five basic characteristics:

1. They affect the result of the translation
2. They are classified by comparison with the original
3. They affect micro unit of text
4. They are by nature discursive and contextual
5. They are functional obviously

## O. Advantages and Disadvantage of Translation Technique

The Advantages of Translation Technique:

1. Understandable. For instance, if we translate an English text to Bahasa, it is much more understandable for us.
2. Widen vocabulary.
3. Discipline your mind.

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<sup>44</sup>Amparo Hurtado, *Translation Technique Revisited: A Dynamic and Functionalist Approach*, available at <http://www.Trans-Teach-Molina-Hurtado.com>

### The Disadvantages of Translation Technique:

1. Inaccurate words, somehow, we tend to translate it into languages, but the words that we use are sometimes inaccurate that it does not have in our vocabulary or is slightly different with our language.
2. Lack of originality, we do think it will be lack of originality as we tend to change the words, thus the meaning of the text itself is marginally or slightly different.
3. Take time to interpret. It does take time we to interpret, learn, search and finally translate the whole text.

### **P. Procedure of Teaching Vocabulary through Translation Technique**

1. In class translation activities will be introduced explicitly at the beginning and included discussion on the definition of translation and what the translator needs to translate from one language to another.
2. Translation will be integrated reading activities to find the new word.
3. Translation will be conducted at both sentence/word (English to Indonesia) and passage (Indonesia to English) levels.
4. Several short Indonesia text translations (around 400 characters) were integrated progress-safely into class activities.

5. Feedback will be providing in the following week by correcting individual translation work and presenting common mistakes in class.<sup>45</sup>

### **Q. Frame of Thinking**

There are some ways of scrabble in improving vocabulary mastery. First by playing scrabble, students' will know many vocabularies those are not known yet by them. For example, when his friend arrange the word in boards the other students' will get new vocabulary that is arranged in boards. Second students' will often open the dictionary. For example, when someone doesn't believe with the word that is arranged by his friend so they will open the dictionary to know whether the word is true or false. It is believe that using scrabble through teaching vocabulary will make the students' interest, fun and enjoyable and it can improve the students' vocabulary mastery.

### **R. The Hypothesis**

Based on the frame of thinking above, the writer would like to make hypotheses as follows:

$H_0$  : there is no a significant influence of using scrabble game towards students' vocabulary mastery.

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<sup>45</sup>Sayuki Machida, *A Step to Using Translation to Teach A Foreign Language*, Melbourne: University of Melbourne, 2008, p.143

$H_a$  : there is a significant influence of using scrabble game towards students' vocabulary mastery.



## CHAPTER III RESEARCH METHODOLOGY

### A. Research design

Experimental research was used in this research. According to Creswell experimental design is the traditional approach to conducting quantitative research.<sup>1</sup> According to Sugiyono, experimental research is a research method used to looking for the influence of a certain treatment towards others in a controlled condition and this research there is treatment.<sup>2</sup> He also states “There are four kinds of experimental design, namely: Pre experimental, True experimental, Factorial experimental, and Quasi experimental.”<sup>3</sup> Particularly, In conducting this research Quasi experimental was used to randomized experimental design in that they involve manipulation of an independent variable but differ in that subject are not randomly assigned to treatment groups.<sup>4</sup> It means that the quasi experimental design was used because in this research the class was random. In this case two classes was used, first class as an experimental class and second class as a control class.

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<sup>1</sup>John Creswell, *Educational Research : Planning, conduting and evaluating quantitative and qualitative research*, Boston: Pearson Education, 2012, p. 294

<sup>2</sup>Sugiyono, *Metode Penelitian Pendidikan (pendekatan kuantitatif, dan R & D)*, Bandung: Alfabetha, 2013, p. 107

<sup>3</sup>Sugiyono, *Ibid.* p. 73

<sup>4</sup>Donald Ary, *Introduction to research in Education, 8<sup>th</sup> Ed*, Canada: Cengage Learning, 2010, p.316

Pre-test and post-test group design was used in this research.<sup>5</sup> The research design can be presented as follows:

**Table 3**  
**The Research Design**

Experimtal class	Pre-test	Treatment by using scrabble	Post-test
Control class	Pre-test	Treatment by using translation technique	Post-test

Two classes were used in this research, one as experimental class and another as a control class. The students' was given pre-test to know their score vocabulary mastery before treatment. In the experimental class that was given treatment by using scrabble game and control class that was taught by using the translation technique. The post-test was given to know their score vocabulary mastery after the treatment was done. The pre-test and post-test were conducted for experimental class and control class.

## **B. The Variable of Research**

A variable was characteristic or attribute of an individual or an organization that the writer can measure or observe and varies among individuals or organization study.<sup>6</sup> There are two variables in this research namely: independent variable and dependent variable. Independent variable is

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<sup>5</sup>*Ibid*

<sup>6</sup>John Creswell, *Op.Cit.*, p. 112

selected in this research to determine their effect on the relationship with the dependent variable. The dependent variable is a variable which is observe and measure to determine the effect of the independent variable.<sup>7</sup> There were two variables in this research, they were:

a. Independent Variable

The independent variable in this research is scrabble game as variable (X).

b. Dependent Variable

The dependent variable in this research is students' vocabulary mastery as variable (Y).

**C. Operational Definition of Variable**

The operational definition of variable used to describe the characteristics of the variable investigated of follows:

1. The independent variable (X)

Scrabble is a kind of technique for teaching vocabulary by asking the students' draw letter tiles and take turns to make interlocking words like a crossword, scoring points according to the letters played and their position on the board.

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<sup>7</sup>Jack R. Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education*, New York: McGraw Hill, 2008, p. 42

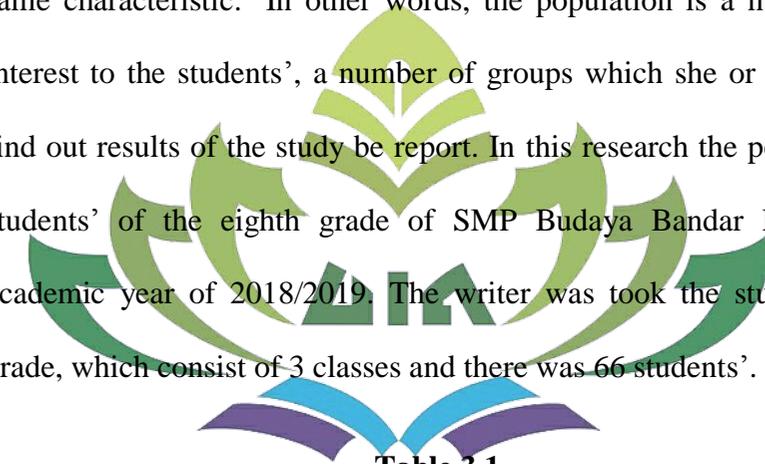
2. The dependent variable (Y)

The students' vocabulary mastery is the students' ability to comprehend and use the word in English language, including noun and verb.

**D. The Population, Sample and Sampling technique of the Research**

**1. Population of the Research**

According to Creswell, population is group of individuals who had the same characteristic.<sup>8</sup> In other words, the population is a number of groups interest to the students', a number of groups which she or he would like to find out results of the study be report. In this research the population was all students' of the eighth grade of SMP Budaya Bandar Lampung in the academic year of 2018/2019. The writer was took the students' of eighth grade, which consist of 3 classes and there was 66 students'.



**Table 3.1**  
**Total number of The Eighth Grade Students' of SMP Budaya Bandar Lampung in academic year 2018/2019**

No	Class	Genders		Number
		Male	Female	
1.	VIIIA	14	7	21
2.	VIIIB	15	9	24
3.	VIIIC	13	8	21
<b>Total</b>		42	24	66

*Source: documentation at the eighth-grade student' of SMP Budaya Bandar Lampung in academic year 2018/2019*

<sup>8</sup>Jhon Creswell, *Op. Cit.*, p. 142

## 2. Sample of the Research

A sample is a sub-group of the target population that the plans was to study for generalizing about the target population.<sup>9</sup> It can be elaborated that sample is a group of individuals as a part of population which is choose as representative data of the whole population. Based on the definition above, sample is the several of population that represents the population that was used in this research. In this research that were take two classes, one as experimental class and the other as control class.

## 3. Sampling Technique

In this research, cluster random sampling technique was used. Cluster random sampling is a probability sampling technique that randomly selects and uses whole naturally occurring groups such as intact classrooms or entire voting precincts as the samples (clusters).<sup>10</sup> The writer used this sampling because all the classes are homogeneous and the writer taken two classes. One class was experimental class and one class was control class. There were three procedures to take the classes as sample:

1. First, the name of each class was written in small piece of paper.
2. Then, these pieces of paper was rolled and put into a box

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<sup>9</sup>*Ibid*

<sup>10</sup>Donald Ary, et.al., *Op.Cit.*, p.637

3. After that, the box shakes until two of the rolled-paper out of box to experimental class and to control class.

#### **E. Data Collecting Technique**

In collecting the data, this research was used test as a technique to collecting the data. According to Donald a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.<sup>11</sup> Based on the definition, test was use to collect the data. The test was pre-test and post-test. To know about the students' vocabulary mastery through scrabble game, vocabulary test was used where the students' answer the multiple choices questions given. To collect the data this research was conducted several tests. The test for tryout is multiple choice consist of 40 items with 4 options (a, b, c, or d) and for the pretest and posttest the test items are determined by the validity and reliability analysis of the tryout.

#### **F. Instrument of the Research**

According to Margono, the research instrument is defined as a tool of data collecting that has to be planned well and designed in various form to get empirical data as it is in reality.<sup>12</sup> Research Instrument is anything will use to

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<sup>11</sup>*Ibid*, p. 201

<sup>12</sup>S. Margono, *Metodologi Penelitian Pendidikan*, Jakarta: Rineka Cipta, 2014, p. 155

collect data.<sup>13</sup> In this research, the instrument is vocabulary test. The writer gave test in form of multiple choice tests to get the data about vocabulary mastery in this case noun and verb

**Table 3.2**  
**The Specification of Try Out for Pre Test and Post Test for Vocabulary Mastery Before Validity Test**

No	Aspects	Subjects	Odd	Even	Total	Distribution	
						Odd	Even
1	Noun	Countable	10		10	1,3,5,7,9,11,13,15,17,19	
		Uncountable		10	10		2,4,6,8,10,12,14,16,18,20
2	Verb	Regular	10		10	21,23,25,27,29,31,33,35,37,39	
		Irregular		10	10		22,24,26,28,30,32,34,36,38,40
Total			20	20	40	20	20

**Table 3.3**  
**The Items of The Test for Pre Test After Validity Test**

No	Aspects	Subjects	Odd	Even	Total	Distribution	
						Odd	Even
1	Noun	Countable	7		7	1,3,5,9,11,17,19	
		Uncountable		5	5		2,12,14,16,18
2	Verb	Regular	4		4	21,25,27,31	
		Irregular		4	4		24,26, 32, 40
Total			11	9	20	11	9

**Table 3.4**  
**The Items of The test for Post Test After Validity Test**

No	Aspects	Subjects	Odd	Even	Total	Distribution	
						Odd	Even
1	Noun	Countable	7		7	5,7,9,11,13,15,19	

<sup>13</sup>James B. Schreiber, Kimberley Asner-Self, *Educational Research*, NewBakerville: John Wiley and Sons Inc, 2011, p. 126

		Uncountable		5	5		6,10,14,16,20
2	Verb	Regular	5		5	25,27,29,31,33	
		Irregular		3	3		28,30,34,
Total			12	8	20	12	8

Based on table 1.4 and 1.4 the total of the pretest and posttest after validity are both 20 items.

## G. Research Procedure

There were three procedures that was done in this research, they were:

### 1. Planning

Before applying the research procedure, some planning's were made to run the application well. There were some steps that should be planned in this reserach. The procedure of making planning of this research can be seen as follows:

#### a. Determining the subject of the research

Determined the subject, in this phase the eighth-grade students' of SMP Budaya Bandar Lampung as the subject of the research were chosen, one class as the experimental class and the other one was as the control class. Experimental class was taught by scrabble game and control class was taught by translation technique.

#### b. Preparing the Tryout

The try out administered to know the quality of the test. A kind of test (called try-out test) was prepared. The total number of the test was 40 items.

Then, to get good items that will use in pre-test and post-test the test items the test items was evaluated.

c. Preparing the Pre-test

A kind of test (called pre-test) was prepared that was given to the students. The pre-test is given to know the students' vocabulary mastery before being given the treatment. The test instrument which has already been tried out and validated was used.

d. Determining the material to be Taught

After giving pre-test to the students, to determine the material that was taught to the students. The writer chose the appropriate materials based on the syllabus.

e. Preparing Post-test

A kind of test (called post-test) was prepared that was given to the students. The post-test was given to know the students' vocabulary mastery after being given the treatment.

## 2. Application

After making the planning, the writer was tried to apply the research procedure. There were four steps in doing this research:

a. In the first meeting, the writer gave try-out to the class that not chosen.

The test was multiple choices that consist of 40 items with four alternative

options answers are a, b, c, and d, to evaluate the test items before will use to pre-test and post-test items.

- b. In the second meeting, the writer was the pre-test to the experimental class and control class. This test was multiple choice with 4 options (a, b, c, and d). The total number of the test items was determined by the validity and reliability analysis of the try-out.
- c. In the third meeting, the writer was conducted the treatment in experimental class and control class; twice in experimental class and twice in control class; in experimental class the writer was conduct treatment by using Scrabble Game and control class using Translation Technique.
- d. In the last meeting, the writer was giving post-test to the experimental class and control class. The test was multiple choice with 4 options (a, b, c, and d). The total number of the test items is determined by the validity and reliability analysis of the try-out. It means that only the valid and reliable test items that are will use in the pre-test.

### **3. Reporting**

The last point was done the research procedure in reporting. They were three steps were done in reporting. The steps were as follows:

- a. Analyzing the data from try-out test.
- b. Analyzing the data from pre-test and post-test.

c. Making a report.

## H. Scoring System

Before getting the score, the writer determined the procedure to be used in scoring the students' work. In order to do that, the writer used Arikunto's formula. The ideal highest score is 100. The score of pre-test and post-test calculated by using the following formula:

$$S = \frac{r}{n} 100$$

Notes:

S : the score of the test

r : the total of the right answer

n : the total items

## I. Validity and Reliability of the Test

### 1. Validity of the Test

Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations.<sup>14</sup> It means that validity is a measurement which shows the levels of validity or the real of the instrument. A valid instrument has a good validity. To measure that the test has good validity, the researcher used the content validity and construct validity.

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<sup>14</sup>Donald Ary, at.al., *Op.Cit.*, p. 224

a. Content validity

Best and Khan said that content validity refers to the degree to which the test actually measure or is specifically related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.<sup>15</sup> It means that the content validity is based on the material, and the material is agreement with the objectives of learning in the school which it is based on the syllabus, because the test must be able to measure the students' vocabulary mastery ability at the eighth grade of junior high school

b. Construct validity

Construct validity is needed to the measuring instrument that have some indicators to measure on aspect or construct.<sup>16</sup> In other word, construct validity is just like a concept, both of them are abstraction and generalization that need to be define so clearly that can measure and examine. Therefore, construct validity is focus on kind of the test that will use to measure the ability.

c. Item Validity

The researcher gave some questions to know valid or not the questions that gave the students'. The item validity used to measure the validity of the

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<sup>15</sup>John W. Best and James V. Khan, *Research in Education Seventh Edition*, New Delhi: PrenticeHall, 1995, p. 219

<sup>16</sup>*Ibid*

test items. In this case, the researcher used ANATES to calculate the data obtained from the try-out to find the item validity of each item.

## 2. Reliability of the test

Reliability is a measuring instrument. Ary states that reliability of a measurement is the degree of consistency with which it measures whatever it is measuring.<sup>17</sup> A good test must have high validity. This can be done by examining the students' vocabulary test to know the reliability of the test. The next step is to compute the reliability of the test.

According to Fraenkel and Wallen, reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.<sup>18</sup> Reliability refers to the consistency of the test. This research used *Anates* to reliability of test. *Anates* can help analysis of item quickly, easy and accurately. *Anates* is necessary in the research to assess the good instrument or not. The criteria of reliability test are:<sup>19</sup>

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<sup>17</sup>DonalAry, *Op.Cit.*, p.236

<sup>18</sup>Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh Edition*, New York: McGraw Hill, 2009, p. 154

<sup>19</sup>Suharimi Arikunto, *Prosedure Penelitian Suatu Pendidikan Praktik*, Jakarta: Rineka Cipta, 2010, p. 310

**Table 3.4**  
**The Level of Reliability**

0.00 – 0.200	Very low reliability
0.200 – 0.400	Reliability is low
0.400 – 0.600	Medium reliability
0.600 – 0.800	Reliability is high
0.800 – 1.00	Reliability is very high

## **J. Data analysis**

To analyze the data, the writer used parametric statistic. In the parametric statistic, there were assumptions which must be fulfilled.

### **Fulfillment of the Assumptions**

#### **a. Normality Test**

The normality test is used to know whether the data in the experimental class and control class are normally distributed or not. In this research, Statistical computation by using SPSS (*Statistical Package for Social Science*) was used for normality.

The hypotheses for the normality test are formulated as follows:

$H_0$  : The data are normally distributed.

$H_a$  : The data are not normally distributed.

While the criteria for acceptance of the normality test is as follows:

$H_0$  is accepted if  $\text{Sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig} < \alpha = 0.05$

### **b. Homogeneity Test**

Homogeneity test used to determine whether the data obtained from the sample homogeneous or not. In this research, the researcher will use statistical computation by using SPSS for homogeneity of test. The test of homogeneity employing Levene statistical test.

The hypotheses for the homogeneity tests are formulated as follows:

$H_0$  : The variances of the data are homogeneous

$H_a$  : The variances of the data are not homogeneous

While the criteria for acceptance of the homogeneity test is as follows:

$H_0$  is accepted if  $\text{Sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig} < \alpha = 0.05$

### **K. Hypothetical Test**

If the fulfillment of the assumption normally tests and homogeneity test are fulfilled, the writer used independent sample t-test. In this case, the writer used statistical computation by using SPSS for hypothetical of test. The purpose of using SPSS in this research is to practicality and efficiency in the study.

The hypotheses are:

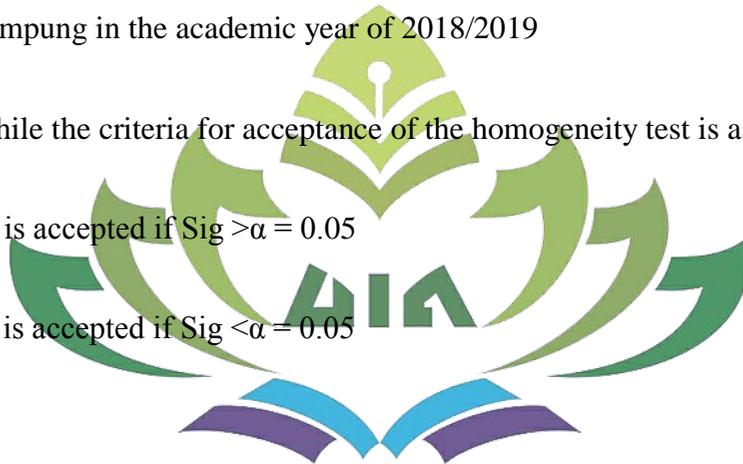
$H_o$  = There is no any significant influence of using scrabble game towards students' vocabulary mastery at eighth grade students' of SMP Budaya Bandar Lampung in the academic year of 2018/2019

$H_a$  = There is significant influence of using scrabble game towards students' vocabulary mastery at eighth grade students' of SMP Budaya Bandar Lampung in the academic year of 2018/2019

While the criteria for acceptance of the homogeneity test is as follows:

$H_o$  is accepted if  $\text{Sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig} < \alpha = 0.05$



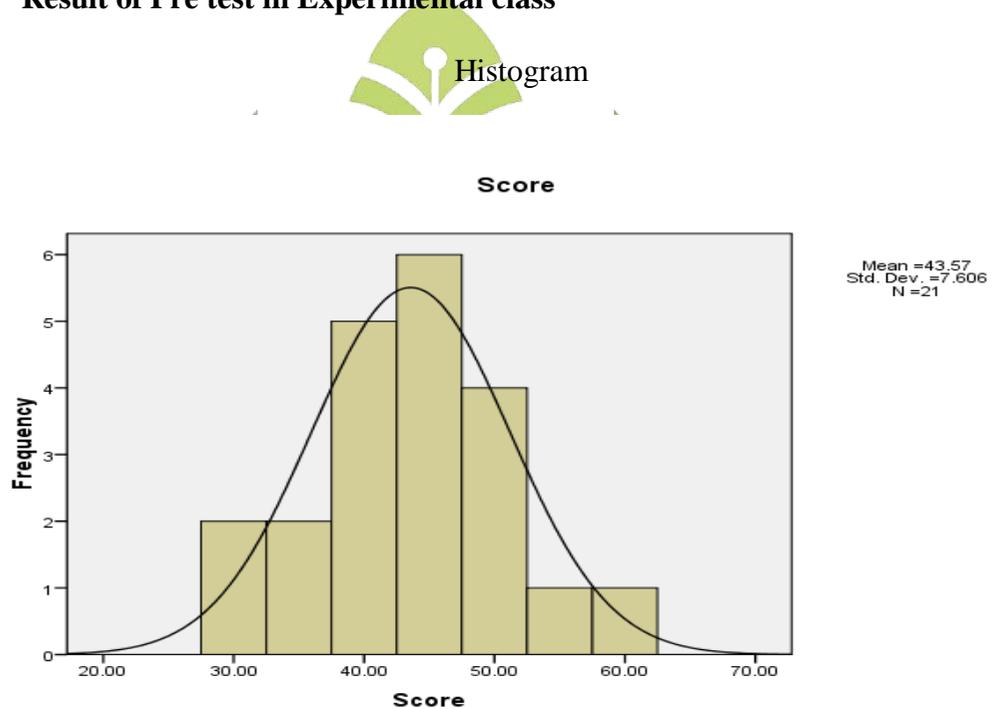
## CHAPTER IV RESULT AND DISCUSSION

### A. Result of the Research

#### 1. Result of Pre test

The writer conducted pre-test in order to see students' vocabulary mastery before the treatment. The scores of the students' vocabulary mastery that were tested in pre-test can be seen in Figure 1 and Figure 2

##### a. Result of Pre test in Experimental class

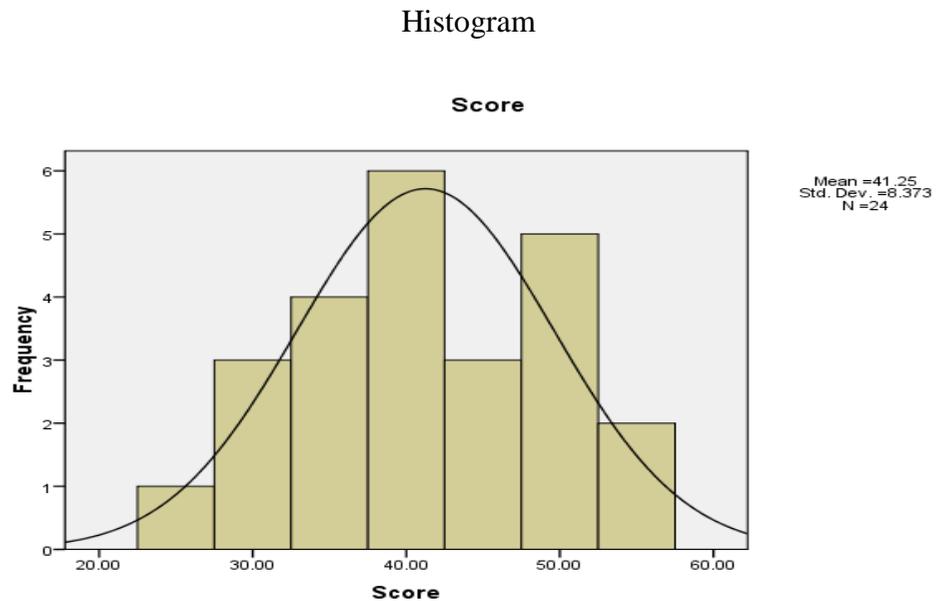


**Figure 1**

#### **The Result of the Pre-test of VIII A**

Based on the figure 1, it could be seen that there was mean of the pretest in experimental was 43.57, deviation standard 7.606, N = 21, median 45, variance 57.857, minimum score = 30 and maximum score = 60.

**b. Result of Pre test in Control class**



**Figure 2**

**The Result of the Pre-test of VIII B**

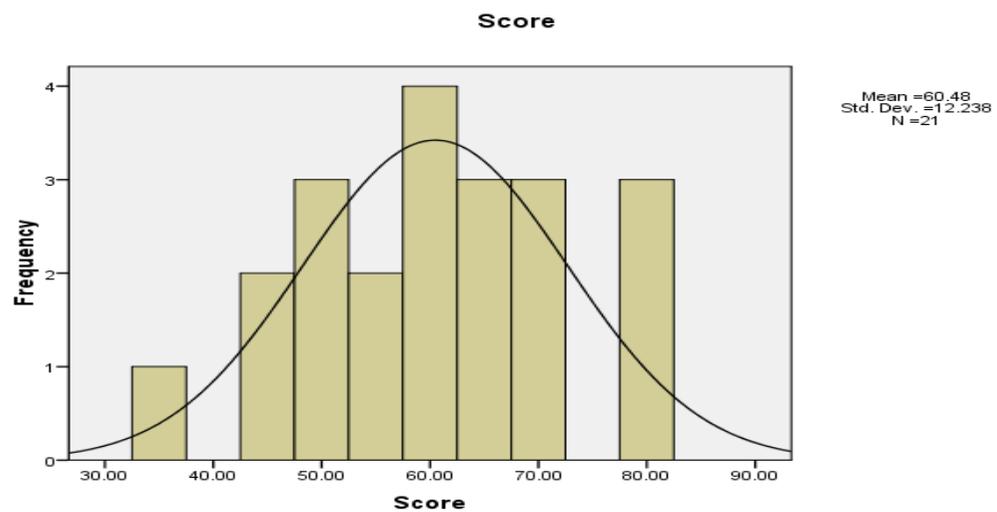
Based on the figure 2, it could be seen that there was mean of the pretest in control was 41.25, deviation standard 8.373, N = 24, median 40, variance 70.109, minimum score = 25 and maximum score = 55.

**2. Result of Post test**

The writer also conducted post-test in order to know students' vocabulary mastery after the treatment. The scores of the students' vocabulary mastery that were tested in post-test can be seen in Figure 3 and Figure 4

**a. Result of Post test in Experimental class**

Histogram

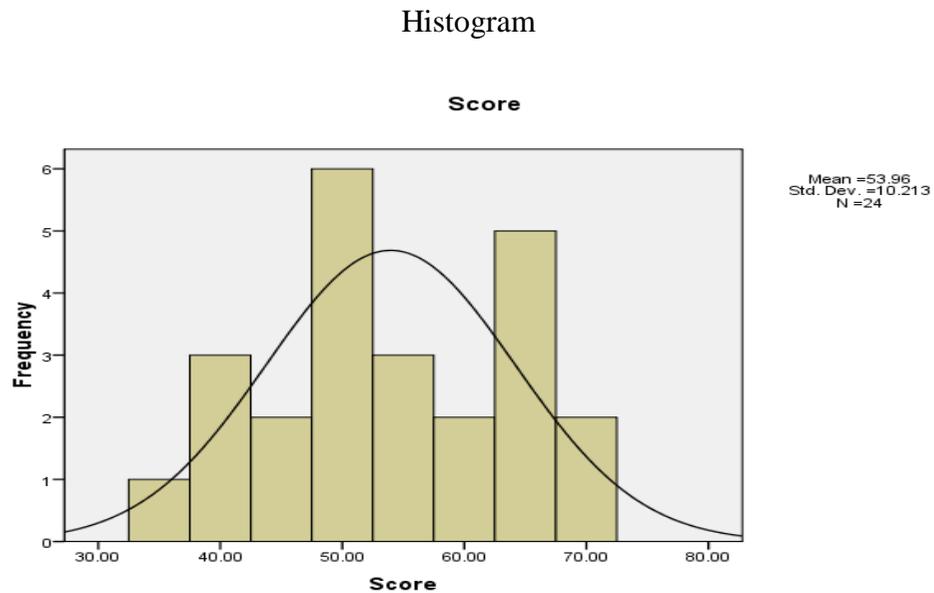


**Figure 3**

**The Result of the Post-test of VIII A**

Based on the figure 3, it could be seen that there was mean of the posttest in experimental was 60.48, deviation standard 12.238, N = 21, median 60, variance 149.762, minimum score = 35 and maximum score = 80.

**b. Result of Post test in Control class**



**Figure 4**  
**The Result of the Post-test of VIII B**

Based on the figure 4, it could be seen that there was mean of the pretest in control was 53.96, deviation standard 10.213, N = 24, median 52.5, variance 104.303, minimum score = 35 and maximum score = 70.

**3. Gain Score**

The writer got gain score from pretest score – posttest. Gain score was used to analyze normality, homogeneity and independent T-test. If gain score in this manner positive gain score indicates that posttest score was higher than pretest score, a negative gain score indicates that the posttest score was less than the pretest. This is the detail score pretest, posttest and gain in experimental class and control class.

## B. Result of Data Analysis

### 1. Fulfillments of the Assumption

#### a. Result of Normality test

The writer did this normality test to know whether the data has normal distribution or not. The hypotheses for the normality test is are formulated as follows:

$H_0$  : The data are normally distributed.

$H_a$  : The data are not normally distributed.

While the criteria for acceptance of the normality test is as follows:

$H_0$  is accepted if  $\text{Sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig} < \alpha = 0.05$

**Table 4**

### The Normality Test of Experimental and Control Class

#### Test of Normality

Technique	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
S Experimental	.144	21	.200*	.944	21	.264
Control	.163	24	.097	.945	24	.206

Based on table 4, it can be seen that Sig for control class was 0.097 and Sig for experimental class was 0.200 and  $\alpha = 0.05$ . It means that  $\text{Sig} > \alpha$  and  $H_0$  is accepted. The conclusion is the data are in the normal distribution. It is calculated based on the gain of the experimental and control class.

## 2. The Result of Homogeneity test

The writer did this homogeneity test to know whether the data is homogeneity or not. The writer used Levene test using SPSS 16. The hypotheses for the homogeneity test are formulated as follows:

$H_0$  : The variances of the data are homogeneous

$H_a$  : The variances of the data are not homogeneous

While the criteria for acceptance of the homogeneity test is as follows:

$H_0$  is accepted if  $\text{Sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig} < \alpha = 0.05$

**Table 4.1**  
**The Homogeneity Test of Experimental and Control Class**  
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
S	Based on Mean	.279	1	43	.600
	Based on Median	.173	1	43	.680
	Based on Median and with adjusted df	.173	1	40.803	.680
	Based on trimmed mean	.276	1	43	.602

Based on table 4.1 it can be seen that Sig based on mean was 0.600, and  $\alpha = 0.05$ . It means that  $\text{sig} > \alpha$  and  $H_0$  is accepted. The conclusion is that the data have same variance or homogenous. It is calculated based on the gain of the experimental and control class.

### 3. The Result of the Hypothetical Test

After the writer knew the data are normal and homogeneous, the data was analyzed by using independent sample test in order to know the significant of the treatment effect. The hypotheses are:

$H_0 =$  There is no any significant influence of using scrabble game towards students' vocabulary mastery at eighth grade students' of SMP Budaya Bandar Lampung in the academic year of 2018/2019

$H_a =$  There is significant influence of using scrabble game towards students' vocabulary mastery at eighth grade students' of SMP Budaya Bandar Lampung in the academic year of 2018/2019

While the criteria for acceptance of the homogeneity test is as follows:

$H_0$  is accepted if  $\text{Sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig} < \alpha = 0.05$

**Table 4.2**  
**The Result of Independent T-test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		f	Sig.	T	Df	Sig.(2-tailed)	Mean difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	.279	.600	2.073	43	.044	4.19643	2.02393	.11479	8.27807
	Equal variances not assumed			2.058	40.598	.046	4.19643	2.03882	.07772	8.31514

Based on results obtained in the table 4.2 it is clear that the value of significant generated Sig. or Sig (2 tailed) of the equal variance assumed = 0.044 and  $\alpha = 0.05$ . It means that  $\text{Sig} < \alpha = 0.05$ . so  $H_0$  is rejected and  $H_a$  is accepted. Based on computation, it can be concluded that there was any influence of using of using scrabble game towards students' vocabulary mastery at eighth grade students' of SMP Budaya Bandar Lampung in the academic year of 2018/2019.

### C. Discussion

At the beginning of the research, the pretest of experimental class and control class were administered. The research has been conducted on July 2018. This research has been carried through five steps. They involved tryout test, pretest, twice treatments and posttest. To find out the influence of using

scrabble game, the writer identified several result, they were; the score of the students before treatments, the score of the students after treatments, the difference between students' score in pretest and posttest and the difference of students' atmosphere between the students who taught by using scrabble game and those taught by using translation technique in vocabularies teaching and learning process, especially in SMP Budaya Bandar Lampung.

Before the test was used as an instrument to collect the data, it has been tried out in students in tryout class. In the try out the writer prepared 40 items as the instrument of the test for pretest and posttest. From 40 items of the try out, they were 20 items were valid and 20 items invalid, likewise the test items of post test, they were 20 items valid and 20 items invalid. The writer only chooses the valid items of pretest and posttest to be use as instrument to collect the data. The choosing of the instrument had been done by considering two categories, validity and reliability. After being tryout the writer used 30 items test for pretest and posttest. The test given before and after the students followed the learning process was providing by the writer. This test was given for control class and experimental class before the activities were conducted. The writer determined the materials and lesson plans. The experimental class learnt by using scrabble game while the control class used translation technique.

The first treatment was conducted on August 6<sup>th</sup>, 2018 at 7.15 A.M. In the first treatment the students felt surprised for the new teacher. Before applying the game, the writer explains about material and scrabble. The writer gave the material about countable noun, uncountable noun, regular verb and irregular verb. The students asked the students to make a groups, one group consisted 5-6 students. After the students finished make groups, the writer give explanation about the rule of scrabble game. After ensuring that the students have been understood about scrabble game. The writer began the game and the students start to arrange the word by using the tile. In the first treatment the students were understand how to play scrabble but sometimes they also confuse about the rule and asking the writer.

The second treatment was conducted on August 13<sup>th</sup>, 2018 at 7.15 A.M. In the second treatment was better than the first. In this meeting the writer gave the same game to the students. Before start the lesson and game the writer tried to revive about vocabulary that they have been arrange and learned in the first treatment and then the writer asked the students to make a groups, one group consist of 5-6 students. After the students finished make groups, the writer reminds the students about the rule and how to play scrabble. After they were playing scrabble the writer asked for each group to make a sentence based on the word that appearance in scrabble they played before.

Based on the finding of the research, it was found that the students who were taught by using scrabble game had increased their vocabulary mastery. It might be due to in scrabble game the students were highly involve in arrange the word, students more competitive with the other groups and its make students more exited in learning process.

Based on the result of the pretest, it showed that the students' vocabulary mastery was lower. After scrabble game was implemented, students' vocabulary mastery was higher than before. After getting the treatments and post test, it found that there was significant difference between the experimental class and control class where the post test score of the experimental class was higher. It could be seen from the mean in pre test score of experimental class was 43.57 and in the post test was 60.47 while the mean of pre test score in control class was 41.25 and in the posttest was 53.95.

After the writer analyzed pretest and posttest score, the writer used the data to find out gain score. Gain score obtained from post test minus pre test. Gain score was used to analyze the data of normality test score and it showed that the data were normal. After the normality test, the writer analyzed the data of homogeneity test based on gains core and it showed that the data were homogeneous. According to the result of the students' pretest score and posttest score, it showed that the students' post test is higher than pre test.

Scrabble game was implemented in teaching vocabulary. The game made the students more excited in learning vocabulary besides scrabble game make students felt more fun and they were not bored in the classroom during the process of teaching learning.

In general, the teaching learning process ran well, the students' cooperative well throughout the two treatments. Based on the analysis of the data and the testing of hypothesis, the result of the calculating by SPSS version 16 found that the hypothesis null ( $H_0$ ) was rejected and the hypothesis alternative ( $H_a$ ) was accepted. From the analysis above, we knew that the students were using scrabble game in teaching vocabulary could improve students' vocabulary mastery.

From the explanation above, it can be concluded that there is an influence of using scrabble game towards students' vocabulary mastery at the first semester of the eighth grade of SMP Budaya Bandar Lampung in the academic year of 2018/2019. It was supported by the previous research conducted by Dianti Dwi Ningtyas about the effectiveness of scrabble game towards students' vocabulary mastery at the fifth grade for elementary school.

## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the research that was carried out in SMP Budaya Bandar Lampung in the academic year of 2018/2019, the writer might draw conclusion as follows:

In the previous chapter the writer had analyzed the data statistically. Based on the statistically analysis, there is significant influence of using scrabble game towards students' vocabulary mastery at the eighth grade of SMP Budaya Bandar Lampung in the academic year of 2018/2019. The significant influence can be seen from Sig (2-tailed) of the equal variance assumed in the independent sample test table where the Sig (2-tailed) is 0.044. It is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted.

### B. Suggestion

Based on the result of this research, the writer proposed suggestion as follows:

1. For the teacher
  - a. The writer suggests the English teacher to apply the scrabble game as one of the ways in teaching vocabulary because it can help the students in improving the students' vocabulary mastery.

- b. The teacher should be able to use varied techniques in learning process and to improve students' vocabulary mastery.
  - c. The teacher should not be afraid to use new technique in teaching process as a reason that the students will be difficult to be controlled, whereas the students can be more relaxed, motivated and active. If the teacher uses a new technique in teaching process especially by using scrabble game.
2. For the students
- a. The students should learn harder and more seriously in learning English in order to develop their vocabulary mastery and to improve motivation in learning English
  - b. The students should be more active and practice their English regularly to improve their vocabulary mastery even with their friend or teacher.
3. For the other researcher
- a. The writer applied scrabble game to increase students' vocabulary mastery. Other researcher can find out the appropriate more technique to increase students' vocabulary mastery.
  - b. In this research, the writer used scrabble game to help students for junior high school, especially in the teaching vocabulary. Further other researchers should conduct this technique on different level students.

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