

**REINFORCING EFL YOUNG LEARNERS VOCABULARY THROUGH  
SCRABBLE GAME**

**SKRIPSI**



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LEARNERS VOCABULARY  
THROUGH SCRABBLE GAME**

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### PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul “*Reinforcing EFL (English Foreign Language) Young Learners Vocabulary through Scrabble Game*” beserta seluruh isinya adalah benar-benar karya saya sendiri bukan karya hasil plagiat. Saya siap menanggung risiko, sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

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Yang membuat pernyataan

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As human being, I realize that what I have presented in this skripsi still far from perfection. So, I hope criticism and suggestion.

## ABSTRACT

**Yusran Sultan.** 2017. Reinforcing EFL Young Learners Vocabulary Through Scrabble Game. (*Supervised by A Hamzah Fansury and Restu Januaryty*).

The objective of the research was to know whether the use of scrabble game can reinforce EFL Young Learners vocabulary.

The writer has applied pre experimental with one group pre-test and post-test. This research has conducted at SMPN 35 Makassar sub-district of Biringkanaya, Makassar city. In this research, the population was the seven grade students of SMPN 35 Makassar in academic year 2016/2017. The total numbers of population are 240 students. The researcher has used total sampling technique. The total number of sample was 30 students from class VII-1. In analyzing the numerical data, the writer used SPSS for windows.

After conducting the research, the writer concludes that the use of Scramble Game in teaching English vocabulary enriches the students' vocabulary; it is proved by the mean score of the students' in pre-test and posttest. The mean score of the pre-test before the treatment was 57.40 and after the treatment the students gained score 74.67. The t-test of the students' vocabulary achievement in posttest was smaller than  $\alpha$ . The researcher found that the p-value (probability value) was lower than  $\alpha$  ( $0.00 < 0.05$ ) and the degree of freedom was 29. The t-test value of pre-test and post-test was remarked significantly different. It indicated that the alternative hypothesis ( $H_1$ ) was accepted and, of course, the null hypothesis ( $H_0$ ) was rejected. o learn autonomously and it is compulsory subject from the school.

**Keyword** : EFL Young Learners, Reinforcing, Scrabble Game, Teaching, Vocabulary

## ABSTRAK

**Yusran Sultan.** 2017. Memperkuat Kosakata Pembelajaran EFL Young Learners melalui Scrabble Game. (Dibimbing oleh Andi Hamzah Fansury dan Restu January).

Tujuan dari penelitian ini adalah untuk mengetahui penggunaan permainan scrabble dapat memperkuat kosakata EFL Young Learners.

Penulis mengaplikasikan pra eksperimental dengan satu kelompok pre-test dan post-test. Penelitian ini dilakukan di SMPN 35 Makassar, Kecamatan Biringkanaya, Kota Makassar. Populasi dalam penelitian ini adalah siswa kelas tujuh SMPN 35 Makassar pada tahun akademik 2017/2018. Jumlah populasi sebanyak 240 siswa. Peneliti menggunakan teknik total sampling. Jumlah sampel sebanyak 30 siswa dari kelas VII-1. Dalam menganalisa data numerik, penulis menggunakan SPSS for windows.

Setelah melakukan penelitian, penulis menyimpulkan bahwa penggunaan Game Scrabble dalam pengajaran kosakata bahasa Inggris memperkaya kosakata siswa. Hal ini dibuktikan dengan skor rata-rata siswa dalam pre-test dan posttest. Skor rata-rata pre-test sebelum perlakuan adalah 57,40 dan setelah perlakuan diperoleh skor 74,67. Tes-t dari prestasi kosakata siswa di posttest lebih kecil dari  $\alpha$ . Peneliti menemukan bahwa nilai p (nilai probabilitas) lebih rendah dari  $\alpha$  ( $0,00 < 0,05$ ) dan tingkat kebebasannya adalah 29. Nilai uji t pra-tes dan post-test dinyatakan berbeda. Ini menunjukkan bahwa hipotesis alternatif (H1) diterima dan, tentu saja hipotesis nol (H0) ditolak. Jika belajar secara mandiri itu merupakan subjek wajib dari sekolah.

**Kata kunci:** EFL Young Learners, Penguatan, Scrabble Game, Mengajar, Kosakata.

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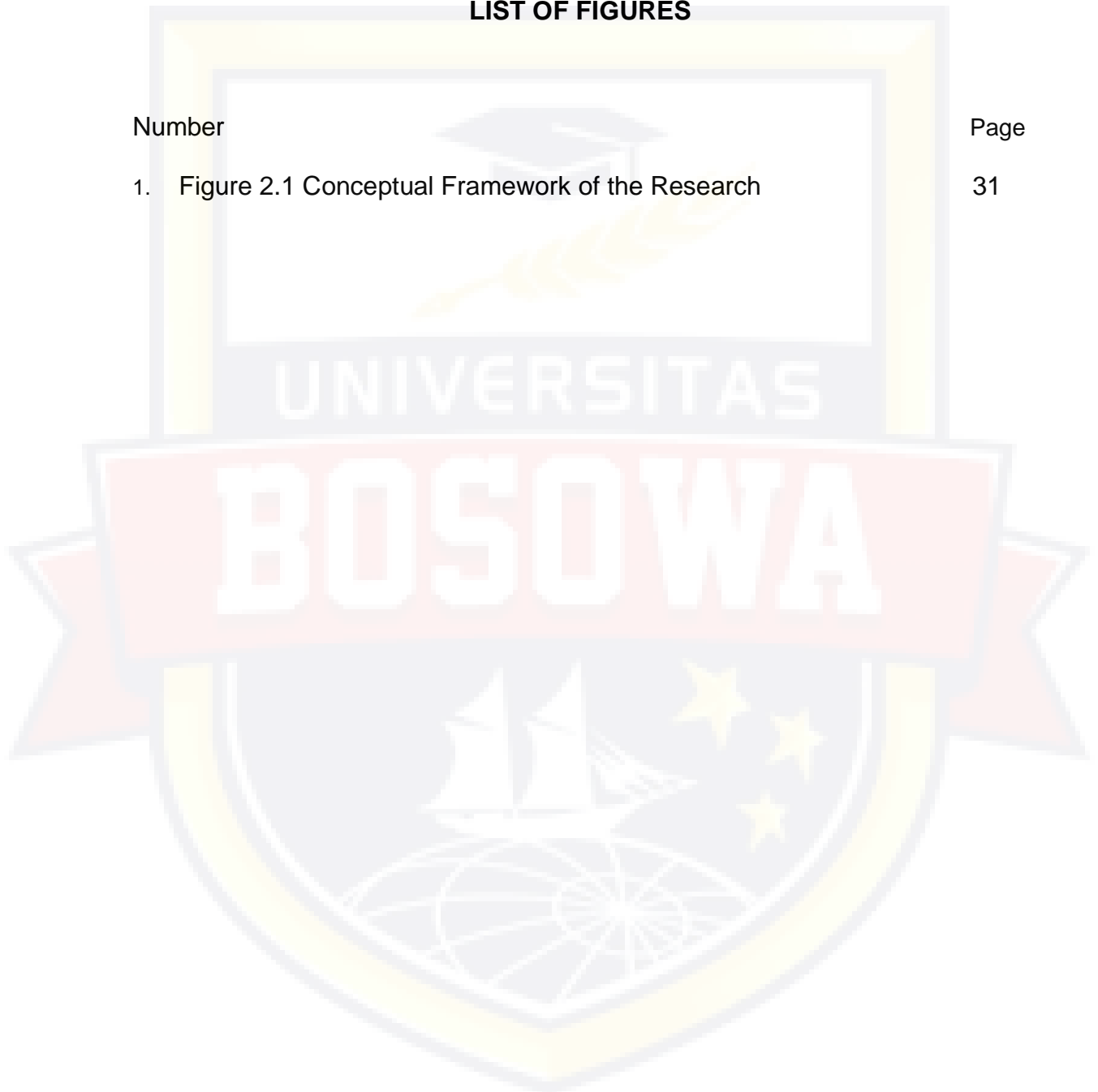
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## CHAPTER I

### INTRODUCTION

This chapter is a general outlines of what this research deals with. It describes the background, the problem statement, the objective of the research, the significant of the research and the scope of the research.

#### **A. Background**

There are many elements in language, one of them is vocabulary. Nowadays, people concern vocabulary as important element of language. As what Zimmer Man stated (in James Coady: 1997), vocabulary is considered one of the most important aspects of second language learning and priority was placed on developing a scientific and rational basis for selecting the vocabulary content of language courses

Learning vocabulary is important because to be able to speak, write, and listen we have to know adequate vocabulary first. Peoples across the world have the strong feelings that the lack of vocabulary mastery can impede the process of English learning. They found problems in learning language that related to the lack of vocabulary. The problems are: 1) cannot speak English fluently, 2) easy to forget new words learned recently, 3) tend to use the same idiomatic expressions to express different sort of things, 4) sometimes it is hard to find the correct word to say (Thornbury, 2002:13). There are also other problems occurs related to

the lack of vocabulary mastery as quoted from Handayani's thesis (2009), the problems are: 1) the problems in catching words or sentences which were said, 2) the problems in understanding meaning of words.

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>5</sup> We can improve our vocabulary such as by reading books, watching TV, or learning through internet such chatting among the country and film video. Increasing learning process the teachers are hoped to develop their students' ability to communicate to others by giving them practice pattern, which contains the vocabulary items for every day situation. 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 method, his subject matter will be more interesting and teaching learning process can be more effective and efficient, therefore the purpose can be achieved. To help drive active students in the class, teachers need games to involve in the teaching-learning process. Games in the school are sometimes viewed as an activity in which students can only get fun or

amusement without anything they can learn from it but games can also be used as one of educational aids in teaching. In teaching and learning process, the important thing is not only how much or how less teaching and learning are done in the classroom, but also how the students are active and fun in their learning process. It has formed the philosophy of learner-centered method that is divided into two focuses on the language process and the language content.

Based on the problems above, the writer tries to give a solution for the teacher to implement an English teaching strategy which can motivate and give more opportunities for the learner to contribute in English teaching process that is playing scrabble game. This strategy is designed to create students' interests to learn with pleasant. In playing scrabble game activity, the game played with two to four players with the players using their vocabulary to create words. Scrabble allows players to use any word in the English language except for words that are capitalized which need hyphens, abbreviations, prefixes or suffixes. Using scrabble game in teaching vocabulary will encourage the students to reinforce their vocabulary that they have stored in their brains. These types of activities are extremely effective in the foreign language classroom. Based on the problems above, the writer was interested in applying scrabble game to reinforce students' vocabulary and will make the teaching learning process be alive and fun. According to the preceding statement, the topic will be discussed by the writer is "REINFORCING EFL "ENGLISH

## FOREIGN LANGUAGE” YOUNG LEARNERS VOCABULARY THROUGH SCRABBLE GAME”.

### **B. The Problem Statement**

Based on the background above, the writer formulates the research questions as follow:

Does playing scrabble game reinforce EFL (English Foreign Language) Young Learners vocabulary?

### **C. The Objective of the Research**

In the accordance with the problem statements above, the objective of research is:

To know the use of scrabble game can reinforce EFL (English Foreign Language) Young Learners vocabulary.

### **D. The Significance of the Research**

The results of the research are generally expected to be:

#### 1. The student

As an input for the students to reinforce EFL (English Foreign Language) Young Learners vocabulary.

#### 2. The teacher:

It will be useful for the English teacher especially in teaching vocabulary, so that the teacher can manage classroom activities effectively.

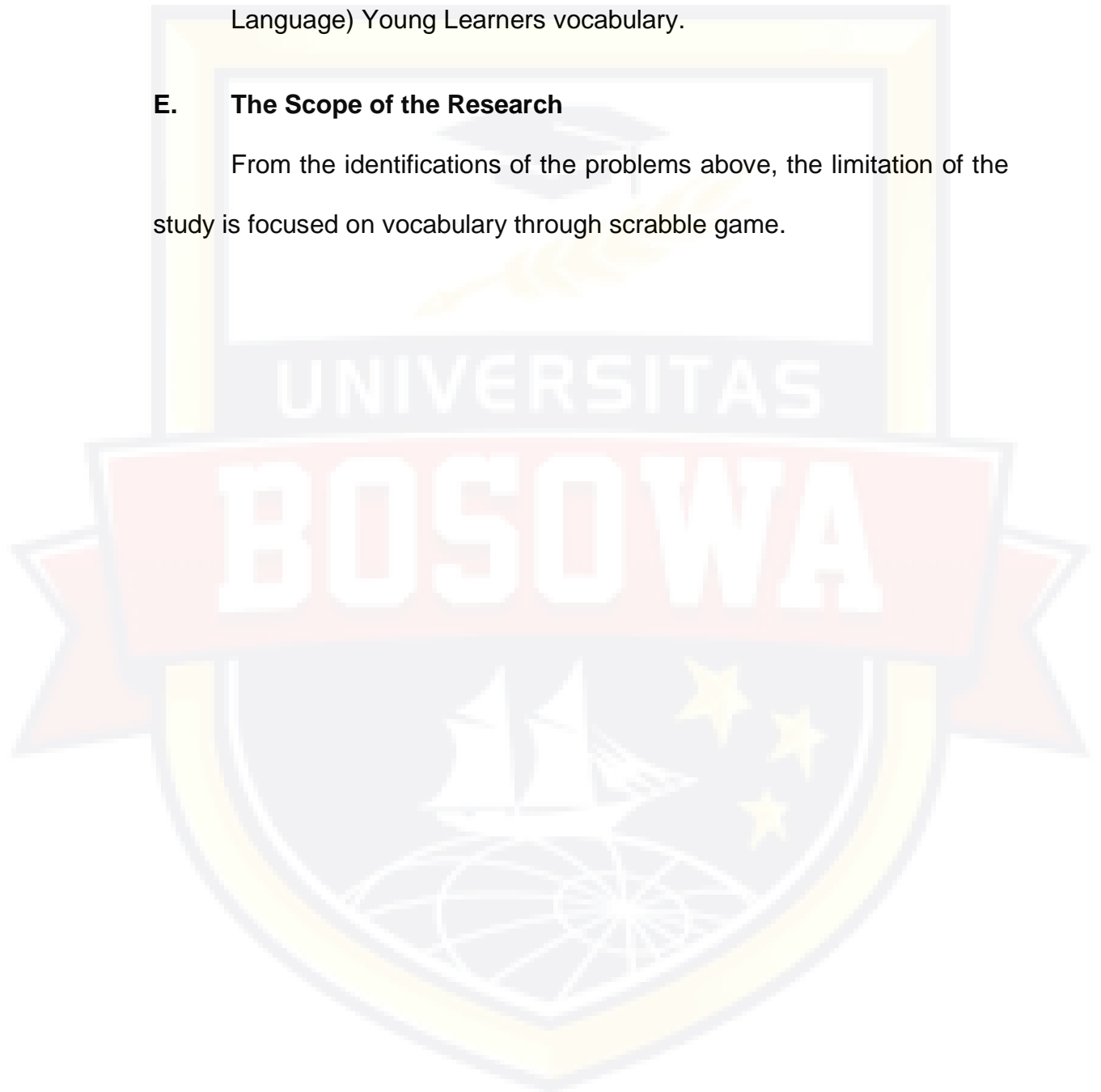


### 3. Principal

To make a policy in order to reinforce EFL (English Foreign Language) Young Learners vocabulary.

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

From the identifications of the problems above, the limitation of the study is focused on vocabulary through scrabble game.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consists of previous related research finding, pertinent ideas, conceptual framework, and hypothesis of the research.

#### A. Previous Related Studies

Wijiyanti in 2008 conducted a research dealing with the use of game. Her research, which entitles “The Effectiveness Words Game to Teach Vocabulary” The use of constructing words game for teaching vocabulary is aimed improve students’ vocabulary mastery. To achieve this, a survey was conducted with second year students in two different schools; on top of this, several interviews were conducted with students as well as an interview with a teacher. This was done to demonstrate the different attitudes towards the game. The results show that students preferred to use game. It provided them with interesting teaching learning process. The teacher also preferred to use game and agreed that game usually created an active classroom.

According to the result of the research by Mayekti which entitled “The Effectiveness of Magic Triangles Games to Teach Vocabulary Viewed from Students’ Interest”, Magic triangle game as a teaching technique to teach vocabulary is not more effective than conventional technique to teach

vocabulary and there is no interaction between teaching techniques and the students' learning Interest to teach vocabulary.

There are some similarities between the researches mentioned above and the research that will be conducted later. It is undeniable that the previous researches focused on the use of methods, techniques, and approaches to teach certain skill. In this research, the use of Matching Game will be experimented. The researcher supposed the implementing Matching Game in teaching and learning process as a technique in learning vocabulary so that it will be give a significant contribution in vocabulary enrichment.

## **B. Some Partinent Ideas**

### **1. The Concept of Vocabulary**

#### **a. Definition of vocabulary**

There are definitions of vocabulary given by experts; it is impossible, how ever, to discuss all of them in this chapter. Therefore, the writer only chooses several of them that in the writer" s opinion are very important to talk about. Vocabulary is the total number of words that make up a language.<sup>6</sup> Harimukti Kridalaksana says "vocabulary is a component of language that maintains all information about meaning and using words in a language)." And in Webster" s Dictionary, vocabulary is defined as follows:

- a. A list of collection of words and phrases usually alphabetically arranged and explained or defined.

- b. A sum or stock of words employed by a language group individual or work or in relation to a subject scope of language.
- c. A list of foreign language textbook of the words and phrases taught or used.

Grams David (1984) 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 or individual; scope of diction; command of words or range of expressions. From some opinions given above, it seems that vocabulary is a total number of words used by a person, class, profession in communication.

#### **b. Kinds of Vocabulary**

Vocabulary is obviously necessary for four language skills as well. Anyone who uses a language well has a number of different abilities, in the most general way we can classify for major skills as listening, speaking, reading and speaking. As people know, vocabulary is not skill instantly required, especially with the students who have different mother tongue or second language learner, as matter a fact in daily teaching process, students often find themselves difficult in memorizing vocabulary, and most students don't know the meaning of words when they learn English. Vocabulary very influences in to the four skills of language, listening, writing, reading and speaking. Generally, a student will absorb listening and speaking vocabulary

before coming to the reading and writing vocabulary. It's because vocabulary should be the basic knowledge to learn languages. But in real situation, the process may change, especially in a foreign language teaching. Reading vocabulary may become the first stage before processing the speaking and listening vocabulary.

According to the basis of frequency, vocabulary can be divided into two kinds; there are high frequency vocabulary and low frequency vocabulary

- a. High frequency vocabulary consists of words that are used very often in normal language, use in all four skills and across the full range of situation of use. High frequency vocabulary consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words in informal spoken texts.
- b. The low frequency vocabulary on the other hand, covers only small proportion of the running words of a continuous text, it means that low frequency vocabulary is rarely, used in common activity of English language. This group includes well over 100.000 word families. Besides, Evelyn Hatch and Charly Brown classify the vocabulary into active and passive.

- i. Active Vocabulary (Productive Vocabulary)

Active vocabulary is words which the students understand, can pronounce correctly, and uses constructively in speaking and writing. It refers to put item which the learner can use appropriately in speaking or

writing, and it is also called as *productive vocabulary*, although in fact it is more difficult to put into practice, its means that to use the productive vocabulary, the students must know how to pronounce it well, they must familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skill.

ii. Passive Vocabulary (Receptive Vocabulary)

Passive vocabulary is words that recognize and understand when they occur in a context, but which he cannot produce correctly himself. It refers to language items that can be recognized and understood in the context of reading or listening and also called as *receptive vocabulary*. Besides receptive and productive vocabulary, Jo Ann Aebersold and Marry Lee Field also classified vocabulary into topic-specific or content-specific vocabulary. Topic-specific or content-specific vocabulary is the words that appear frequently in a particular text because they are related to the topic of the text. For example, in a text on the topic of ice cream, the words flavor, texture, cone, toppings and carton might appear frequently. So, we can call those words as topic-specific or content-specific vocabulary. Fries says vocabulary is of two, namely; function and content word.

- a. The function words are a closed class, we cannot add to the preposition or auxiliaries or modals or any structure word of language.

c. The content words, on the other hand, can be added to at any times as new scientific advances make new words and communication about new inventions necessary.

Moreover, there are two kinds of vocabulary used by people for their communication, namely; general vocabulary and special vocabulary.<sup>16</sup> The general vocabulary is the words used in general; there is no limit of fields or users, general in meaning and use. And the special vocabulary is used in certain field, job, profession or special science. For example: politicians, journalist, and lawyer. All these have specialized vocabulary arising from particular circumstances of their lives and work.

In same line Menwhile, I.S.P. nations distinguished vocabulary into increasing vocabulary and establishing vocabulary. Increasing vocabulary means introducing learners to new words and thus starting their learning. Establishing vocabulary means building on strengthening this initial knowledge, that" s encouraging the knowledge of particular words to develop and expand.<sup>17</sup> From the explanation above, we get understanding that every experts in every book is different in classifying the kind of vocabulary, because every person has different perspective in showing and telling their opinions and ideas. Some of them who emphasize vocabulary to the items which the learners can use appropriately in speaking or writing and to the language items which the learners can use appropriately in speaking or writing and to the language items that can be recognized and understood in

the context of reading and listening and some of them classify vocabulary that they have made are different, but the point is the same, because their classification are based on the different sides and aspects.

**c. Principles of Teaching Vocabulary**

From time to time, learners in schools try and practice English to get wider range of vocabulary. By having wider range of vocabulary in their mind it can help them to communicate in English better. One thing we should know that words is not instantly acquired; they are gradually learned over a period of time from numerous. Before we explain about what are the principles of teaching vocabulary, first of all we must notice that there are some factors that influence vocabulary development which are divided into three aspects. The first main factors that influences is limited the ability to think or to understand word is limited too, on the other on the other hand, when the intelligence is adequate, continued growth in vocabulary can refuted. The second major factor is the family background, cultural environment and socio-economic background, for non native students this opportunity to practice English with the native speakers in real situation is the one. The third important factor in the acquisition is the students" interest. This brief review factor which plays a part in vocabulary development leads us to the conclusion that improvement as result of training is not easily achieved,



especially for non-native student students which unnaturally acquired English languages as the first language.

Because of the importance of vocabulary, it needs a serious attention in learning vocabulary from both learners and teachers. It becomes a great challenging act for the teacher to teach vocabulary, what kind of methods they use, what kind of vocabulary that they give, or how many vocabularies that they should teach. There are some key principles in teaching vocabulary:

- a. Building a large sight of vocabulary.
- b. Integrating new words with previous words.
- c. Providing a number of encounters with a word.
- d. Promoting deep level of processing.
- e. Facilitating imaging.
- f. Making new word “real” by connecting them to the student” s word in some way.
- g. Using variety techniques.
- h. Encouraging independent learning strategies

Broadly speaking, Finocchiaro says that there are several Premises and comments related to the teaching of vocabulary. Those are:

- 1) Not all of the words a student hears during any lesson need become a part of his “active” vocabulary during that lesson or even in later lessons. Some words in the new language (and in our native

language) will remain “passive”, that is, we understand them when we hear or read them, but we do not use them ourselves in speaking or in writing. The vocabulary for active use would be systematically presented and practiced.

- 2) Vocabulary would always be taught in normal speech utterances.
- 3) New vocabulary items would always be introduced in known structures.
- 4) Whenever possible, the vocabulary items would be centered about one topic.
- 5) Whenever a familiar word is met in a new context; it would be taught again and practiced.
- 6) Vocabulary items would be taught in the same way we teach everything else. We give our students an understanding of the meaning in many ways.
- 7) Vocabulary would be practiced, as structures are practiced-in substitution drills, transformational drills, transformation drills, questions and answers, etc.
- 8) Vocabulary items would be reintroduced many times with all the structures and all the situations in which they can logically be used.
- 9) Students would be encouraged to learn and use nouns, verbs, adjectives, and adverbs, which contain the same roots.

As it has already been mentioned at the beginning that there is no right or best way to teach English skill, it all depends on the type of students, the school system and curriculum, the word that are targeted and many other factors. The choice of vocabulary to teach is also limited to the learners need, experiences and interest.

To master vocabulary, the teacher follows the principles in mastering vocabulary. According to Michael J. Wallace as follows:

a) Aims

The aims have to be clear for the teacher: How many of the things listed does the teacher expect the learner to be able to achieve the vocabulary? What kinds of words?

b) Quantity

The teacher may have to decide on the number of vocabulary items to be learned how many new words in a lesson can the learner learn? If there are too many words, the learner may become confused and discouraged.

c) Need

In any case, one would hope that the choice of vocabulary will relate to the aims of a course and the objectives of individual lesson. It is also possible for the teacher, in a sense, to put the responsibility or choosing the vocabulary to be taught on the students, in other word, the students are put in a situation where they have to communicate and get the words they need, as they need them, using the teacher as an informant.

d) Frequent Exposure and Repetition

It is seldom, however, that we remember a new word simply by hearing at the first time. There has to be a certain amount of repetition until there is evidence that students have learned the target word.

e) Meaningful Presentation

The learner must have a clear and specific understanding of what it denotes or refers to, i.e. It means that although meaning involves many other things as well. The word is presented in such a way that its denotation or reference is perfectly clear and unambiguous.

f) Situation of Presentation

The choice of words can be very varied according to the situation in which we are speaking and according to how well we know the person, to whom we are speaking (from informal to formal). So that a student will learn words in the situation in which they are appropriate.

## **2. Scrabble Game**

### **a. Definition of Scrabble Game**

Scrabble is a board game played with two to four players with the players using their vocabulary to create words. They can make a word from 7 letters given to each player to put on an available scrabble board in the game. One of the players must get the highest score to win the game. In Oxford

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

**b. Rules of Playing Scrabble Game**

In playing scrabble game, there are any differences in conducting the rules due to different rules, which is made by each country or even region. To play scrabble game needs rules to play it. The rules of playing the scrabble game as follows:

- a. Determine the discussion subject that will be used in the game
- b. Place every stones, face to down and stir it. Then, determine who is the first player, every player takes a stone and who gets the letter A or the nearest of it, so he is the first player. And then, return the stone and stir it. Now every player takes 8 stones.
- c. By using that stones in the particular time, the first player creates a word on the board. The word can be placed from left to right or from above downward and the first word must pass the \* (center of the board).
- d. The player finishes his return by accounting the number that he achieves in his return. Then, he can take the new stone as many it has already used. So, he still has 8 stones on his hand.
- e. The player uses the time in the game is one minute to create the word.

- f. The new words can be formed by:
1. Adding one or more of the letter in one word or the letter has already put on the board.
  2. Putting the letters crossly in a word or letter that has already on the board.
  3. Placing a word in an equal line that has already on the board, with the result that create a complete word.
- g. The player can use the empty stones to change the letter that he wants. And he must say it.
- h. Every player can use his turn to change the stones and take the new stones in an equal number. Then, he waits his turn to play the game.
- i. All words which exists in dictionary can be used except the special name which started by capital letter and abbreviations. Check the word with dictionary whether it corrects or not.
- j. The game is going on until all of the stones finished and one of the players has used all his stones.
- k. The scores of each player can be assisted by totaling the letter's score that has already been on the board.

From the rules of playing scrabble above, it shows:

1. There are many different rules conducted by each country or region.

2. Playing scrabble game needs the techniques in making a new word from the tiles given. Making a new word needs to recognize the letter that will form a word.

**d. Reinforcing Students' Vocabulary through Scrabble Game**

Once students have mastered the fundamental grammatical pattern of a language, his next task is to master or remember its vocabulary or at least that part of its vocabulary that he needs. Nobody ever learns all the words in any language to learn new words as long as we live.

Kufaishi states that a large number of vocabulary items are necessary to success in social, professional and intellectual life; that vocabulary is a vehicle for thought, self-expression, interpretation, and communication.<sup>25</sup> It means reinforcing vocabulary should not be delayed. Scrabble can be used to get rid of the students' boredom and can serve a lot of fun. Scrabble has a great tendency to attract attention of students. It also introduces an atmosphere of gaiety, fun and informality in the classroom. In class situation, way of reinforcing students' vocabulary is mostly monotonous so, students will get bored easily. Teacher drills the words to the students and ask them to do some exercises, i.e. completing sentences using the suitable word given. Other example is students are asked to match words on column A with the suitable definition on column B. those kind of exercise will not attract

students" attention. This can cause the influence on the teaching- learning process in the classroom.

In this research, the writer teaches the students about the games topic. There are many vocabularies that the students have to remember. The writer gives the scrabble game to the students of the teaching English with the game topics. The vocabulary that has been taught by the writer, students can find it when they play the game. And the tecgnique of playing scrabble game to reinforce students" vocabulary is effective. It is based on the students" performances in the classroom and they are looks enjoy with the teaching- learning process.

### **C. Conceptual Framework**

The conceptual framework underlying this research is given in the following diagram.

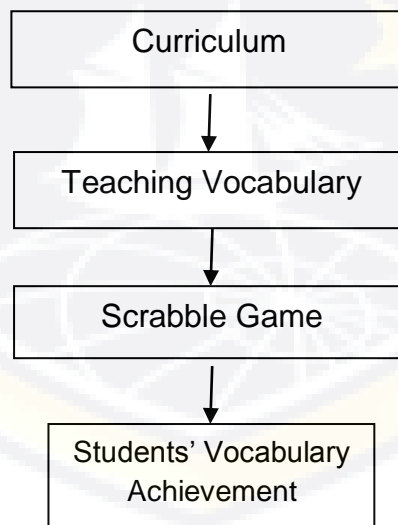


Figure 2.1 Frame of Conceptual Framework



The conceptual frameworks in this research are systematically explained below:

1. Input is instruction materials in teaching vocabulary.
2. The researcher will use scrabble game in teaching methods to enrich students' vocabulary.

The output is the result of the process of treatments. The results are the students' vocabulary mastery of the experimental group and control group.

#### **D. Hypothesis**

The researcher put forward the hypothesis that:

1.  $H_0$  : Scrabble Game can't Reinforce EFL (English Foreign Language) Young Learners Vocabulary.
2.  $H_1$  : Scrabble Game can Reinforce EFL (English Foreign Language) Young Learners Vocabulary.

## CHAPTER III

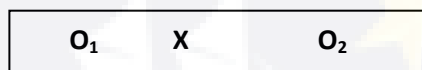
### METHOD OF THE RESEARCH

This chapter presents the description of research method, population and sample, research variables and their operational definition, research instrument, data collecting procedure and treatment as well as techniques of data analysis.

#### A. Research Design

In this research, the researcher was applied pre experimental and there is no possibility for the researcher to randomize them as the sample of the research. The consideration is relevant to the statement of (Gay, et al. 2006:258).

The research design was used pre-experimental research with one group pre-test and post-test. The diagram of the research describe as follows:



Where:  $O_1$  = pre-test

$O_2$  = post-test

$X$  = treatment

## **B. The Time and Place of Research**

This research was conducted at SMPN 35 Makassar sub-district of Biringkanaya, Makassar city. This research was conducted on February 2017

## **C. Research Variables and Operational definition**

### **1. Variables of the Research**

This research has two kinds of variables, namely independent variable and dependent variable. Independent variable was Scrabble Game, while dependent variable was EFL(English Foreign Language) young Learners vocabulary.

### **2. Operational Definition of Variables**

To prevent bias interpretation especially related to the terms used in this study, operational definitions of the involve variables are formulate as follows:

## **D. Population and Sample**

### **1. Population**

In this research, the population was the seven grade students of SMPN 35 Makassar in academic year 2016/2017. The total numbers of class were eight from VII-1 to VII-8. Each class consisted of 30 students. The total numbers of population were 240 students.

### **2. Sample**

The researcher was used total sampling technique. The researcher use this technique because all the members of the selected had similar characteristic and the same relatively baseline knowledge based on their test examination average scores. The total number of sample was 30 students from class VII-1.

#### **E. Instrument of the Research**

In collecting the data, the instrument was vocabulary test as follows:

##### **1. Vocabulary Test**

The vocabulary tests were administered in the pretest and posttest. The instrument was intended to measure the students' enrichment of vocabulary. The test vocabulary aspects in this research are: nouns, verbs, and adjectives.

#### **F. Procedure of Collecting Data**

In collecting the data, the researcher collects the data by employing these procedures:

##### **1. Pretest**

Before doing the treatment, the students are give pretest to find out the students' ability. This pretest was done in order to get data on students' prior knowledge.

##### **2. Posttest**

Posttest has given to all students, to know their vocabulary improvement. This test was administered to measure the students' progress in vocabulary after having the treatments. The question in the posttest was similar in pretest.

#### **G. Technique of Data Analysis**

## 1. Vocabulary test

The data is collect in the line with instruments and analyze by employing the following procedures:

- a. Scoring the students' correct answer of pre-test and post-test by using the following formula:

$$\text{Score} = \frac{\text{thetotalcorrect answer}}{\text{totalnumberof itemintest}} \times 100$$

(Puskur, 2006:35)

- b. Classifying the score of the students into the following measurement scale:

Table 3.1 Classification of Students' Score

Score	Classification	
81 – 100	is classified as	very good
61 – 80	is classified as	good
41 – 60	is classified as	fair
21 – 40	is classified as	poor
0 – 20	is classified as	very poor

(Puskur, 2006: 35)

- c. Calculating the mean score, finding out the standard deviation of pretest and posttest, computing the frequency and the rate percentage of the students' scores and testing the hypothesis of significant difference between pre-test and post-test

on some independent variable by calculating the value of independent t-test using SPSS version 16.0 for Windows Evaluation Version.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter elaborates the findings of the research and the discussions of the findings. The findings are correlated with the problem statements stated in the introduction part. The findings presented in this part consists of the data obtained through the test in order to see the students' vocabulary achievement after giving them the treatments, using word wall media. In this discussion section, it deals with the descriptions and interpretations of the findings in this research. The findings that the researcher reported in this chapter were based on the analysis of data collection and the application of the technique elaborated in the previous chapter.

#### **A. Findings**

##### **1. The Interpretation of the Result of Students' Achievement Test.**

This section deals with the presentation and the elaboration of data about pretest and posttest, and the students' improvement in learning vocabulary before and after employing treatments. In addition, mean score of pretest, posttest, and questionnaire and standard deviation of pretest and posttest as consideration in this research is also explored further. The detailed results are provided in the further presentation of the data.

The presentation of the data in this part is obtained through the vocabulary test interpretations. The interpretations are taken from mean

score, standard deviation, frequency, and any other supporting source of statistical elements.

a. Scoring classification of the students' pre-test.

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into six levels based on Puskur (2006:35). The following table is the students' pretest score and percentage of experimental and control group.

Table 4.1 The Percentage of Students' Pretest Score

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
Very Good	81-100	0	0
Good	61-80	10	30
Fair	41-60	15	50
Poor	21-40	5	20
Very Poor	1-20	0	0
Total		30	100

Based on the data in Table 4.1, pre-test showed that out of 30 students, there was none student of them categorized as very good. There were 10 (30%) students yielded good. In the next level categorized as fair which was by 15 (50%) students. There were 5 (20%) students positioned in category of poor and there was none student of them categorized as very poor.

b. The mean score and standard deviation of students' pretest.



Before the treatments were performed, the researcher was given pretest to know the students' prior knowledge. Furthermore, the purpose of the test was to find out whether the students at the same level or not.

After calculating the result of the students' pretest, the mean score and standard deviation are presented in the following table.

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

Mean Score	Standard Deviation
57.40	11.494

Based on the classification of vocabulary test, the mean score of the pre-test (57.40) was considered fair with the standard deviation 11.494. It indicates that the points of the classification reached by the students are still low.

c. Scoring classification of the students' post-test.

The scores of students' vocabulary achievement were classified into five levels. Those score then were tabulated and analyzed into percentage. The following table is the statistical summary of the students' posttest of both groups.

Table 4.3 The Percentage of Students' Post-test Score

Classification	Score	Frequency	Percentage
Very Good	81-100	11	37
Good	61-80	19	63
Fair	41-60	0	0
Poor	21-40	0	0
Very Poor	1-20	0	0
Total		30	100

From the classification, the scores, and the rate percentage of the post-test illustrated in the table above that out of 30 students, three of the bottom categories, fair, poor and very poor were not employed by anyone of them. There were 19 (63%) students leveled as good. In this group, there were 11 (37%) students have the ability to gain the very good level.

Based on the description above, it is clear that there is a much more significant improvement of vocabulary reached out by the students in post-test through treating those students using Scramble Game during the research.

d. The mean score and standard deviation of students' post-test.

The result of the posttest was defined to be the way to know the mean score and the standard deviation. The following table presents the mean score and the standard deviation of post-test.

Table 4.4 The Mean Score and Standard Deviation of Students' Posttest

Mean Score	Standard Deviation
74.67	7.535

It can be observed in the table above that post-test was valued 74.67 for its mean score with the standard deviation obtained 7.535. It can be referred from the description about the mean score and the standard deviation for posttest. Post-test produces a better improvement or a higher achievement that turns from 57.40 pretest to 74.67 in posttest or fair classification to good classification.

e. Test of significance (t-test).

T-test is a test to measure whether or not there is a significant difference between the results of the students' mean scores in the pretest and the posttest. By using inferential analysis of t-test or test of significance run by SPSS Version 16, the significant differences can be easier to analyze. The level of significance is  $(\alpha) = 0.05$  and the degree of freedom  $(df) = 29, N1 - 1$ , the number of students (each 30) minus 1. The following table illustrates the t-test value result:

Table 4.5 The Paired t-test Value of Students' Achievement

Variables	Probability Value	$\alpha$	Remarks
Pre-test and Post-test	0.00	0.05	Significantly different

Based on the result of data analysis as summarized in table 4.5 pretest and post-test, the researcher found that the p-value (probability value) was lower than  $\alpha$  ( $0.00 < 0.05$ ) and the degree of freedom was 29. The t-test value of pre-test and post-test was remarked significantly different. It indicated that the alternative hypothesis ( $H_1$ ) was accepted and, of course, the null hypothesis ( $H_0$ ) was rejected. It showed that the use of Scramble Game significantly enrich students' vocabulary. It is more effective, more productive and faster to enrich the students' vocabulary.

## **B. Discussion**

The discussion section deals with the interpretation of test result both pretest and posttest.

### **1. The Students' Vocabulary Achievement.**

Relating to collected data through the pretest and posttest, the comparison of the enrichment of students' achievement can be proved by analyzing the pretest and post-test result. It can be stated that after giving treatment by using Scramble Game, the mean score of the pre-test before the treatment was 57.40 and after the treatment the students gained score 74.67.

In the pretest, there was none student of them categorized as very good. There were 10 (30%) students yielded good. In the next level categorized as fair which was by 15 (50%) students. There were 5 (20%) students positioned in category of poor and there was none student of them categorized as very poor.

By noticing the result of students' pre-test, the researcher assumed that the prior knowledge of the students seem lack because the students did not have any knowledge about the test or they are not given the treatment yet by using scramble game. There are some factors that can influence students' achievement. Slameto (1988) states that factors that influence teaching and learning process can be divided into two parts namely: internal factor and external factor. External factors consist of school factor, teaching procedure, school physical condition, curriculum, school discipline, teaching media, time schedule, and peer group. While internal factors are motivation, physical condition, students interest, student intelligence, attitude, language aptitude, and concentration. Another factor that can influence students' achievement in pretest that is teaching media and students' attitude. Therefore, pretest was given to find out prior knowledge of students, so the researcher should treat the students by using word wall media as one technique to overcome the low mastery of students.

The result of posttest indicates that the use of scramble game gives progress significantly toward students' achievement. It means all the students

could enrich their vocabulary; it is proved by the students' mean score before and after the treatment gets increase as stated before. The vocabulary achievement showed better post-test.

The statistical data based on the t-test through SPSS Version 16 to test the hypothesis indicated that the probability value of the experimental group is lower than alpha ( $\alpha$ ) in which ( $0.000 < 0.05$ ). It meant that the  $H_1$  of the hypothesis was accepted.

Based on the findings of the research above, the researcher may point out that before giving the treatment (pretest), almost all of the students got fair and poor classification in mastering vocabulary. The difficulties that the students faced are especially to remember the meaning and the spelling.

Furthermore, from the researcher observation during the treatments conducted for six meetings in different topics that employed the scramble game, the students could enrich their ability to master vocabulary. Scramble game provided a really enjoyable atmosphere while learning a new vocabulary.

The procedure of the treatment has an important role for the students' vocabulary mastery. It is proved by the enhancement of students' vocabulary achievement after giving the treatment by using scramble game for four times.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion based on the findings and discussion of the data analysis.

#### **A. Conclusion**

Based on the research findings and discussion in the previous chapter, the researcher concludes that the use of Scramble Game in teaching English vocabulary enriches the students' vocabulary; it is proved by the mean score of the students' in pre-test and posttest. The mean score of the pre-test before the treatment was 57.40 and after the treatment the students gained score 74.67. The t-test of the students' vocabulary achievement in posttest was smaller than  $\alpha$ . The researcher found that the p-value (probability value) was lower than  $\alpha$  ( $0.00 < 0.05$ ) and the degree of freedom was 29. The t-test value of pre-test and post-test was remarked significantly different. It indicated that the alternative hypothesis ( $H_1$ ) was accepted and, of course, the null hypothesis ( $H_0$ ) was rejected.

#### **B. Suggestion**

Based on the conclusions above, the researcher put forwards some suggestions and recommendation as follows:

1. It is strongly suggested that teaching vocabulary through the use of scramble game be continually implemented not only in SMP Negeri 35 Makassar but also in other schools.
2. The teachers are suggested to use scramble game in the classroom; it can give a new atmosphere in teaching to avoid the students' boredom. Because teaching vocabulary by using scramble game is more attractive, entertain, enjoyable and effective. It is expected the students' interest get a very high interest classification.
3. English teacher should give attention to the teaching of English particularly the teaching of vocabulary because it is the basic and very principle requirement to learn English.



## Appendix 1

### Research Instrument for Pre-test and Post-test.

#### TEST OF VOCABULARY

**A. Match the words below in the left side with their meaning in the right side.**

- |                |              |
|----------------|--------------|
| 1. Strong      | a. Mendorong |
| 2. Tall        | b. Ribut     |
| 3. Lazy        | c. Gemuk     |
| 4. Sleep       | d. Ramah     |
| 5. Push        | e. Tidur     |
| 6. Interesting | f. Pintar    |
| 7. Noisy       | g. Kuat      |
| 8. Fat         | h. Tinggi    |
| 9. Clever      | i. Malas     |
| 10. Friendly   | j. Menarik   |

**B. Translate the underline word in the sentence below.**

11. Mr. Habibie creates a plane for Indonesia. ....
12. The price of onion is over eighty thousand. ....
13. Lion is one of wild animals. ....
14. His father is a firefighter. ....
15. I always have breakfast in the morning. ....
16. Kangaroo can jump higher than 2 meters height. ....
17. I put the dictionary in my bag. ....
18. The moon's circle is full tonight. ....
19. Today is cold, we must put on our sweater. ....

20. The man has a short black **hair** and brown eyes. :.....

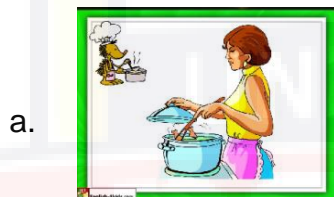
**C. Choose the correct option by crossing a, b, c, or d.**

21. What is he doing?



- a. Reading                      c. Swimming  
b. Writing                      d. Running

22. Which picture is an activity of "Brushing Teeth"?

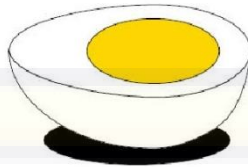


23. Which sentence belongs to this picture?



- a. I have short brown hair, brown eyes and a beard.  
b. I have blonde hair, green eyes, and a small nose.  
c. I have long black hair, blue eyes, and red lips.  
d. I have white hair and blue eyes. I wear glasses.

24. What picture is this?



- a. A half of chocolate      c. A half of cake  
 b. A half of egg              d. A half of bread
25. Here are the kinds of *Transportation*, **except**:
- a. Car                              c. Carrot  
 b. Train                            d. Plane
26. A..... is someone who puts out fires.
- a. Postal Worker              c. Waiter  
 b. Teacher                        d. Firefighter
27. The clever student is attending the English debate contest now. What is the **synonym** of the underlined word?
- a. Diligent                        c. Silly  
 b. Intelligent                    d. Hardworking
28. A..... is a place where a chef work.
- a. Office                            c. Police station  
 b. Restaurant                    d. Post office
29. Which is the correct translating of words below:  
**Panas – Cepat – Berbahaya – Besar.**
- a. Heat – Speed – Danger – Small      c. Hot – Fast – Dangerous – Big  
 b. Cold – Slow – Safe – Small      d. Good – Quick – Unsafe – Huge

30. Find the **antonym** of the words below:

*Tall – Pretty – Young – Thin*

- a. Short – Ugly – Old – Fat
- b. Happy – Beautiful – Cheap – Slow
- c. Small – Safe – Sad – Fat
- d. Short – Bad – Expensive – Fat



## Appendix 2

### The Result of Students Pre-test and Post Test


Nama kelompok = Elsa Olivia archas  
HIKARI RAHMA  
- MULFITRI. R

APPENDIX



Appendix 1. Research Instrument for Pre-test and Post-test.


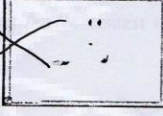
C. Choose the correct option by crossing a, b, c, or d.

21. What is he doing?


  a. Reading  b. Writing  c. Swimming  d. Running

22. Which picture is an activity of "Brushing Teeth"?

a.  c. 

b.  d. 

23. Which sentence belongs to this picture?



a. I have short brown hair, brown eyes and a beard.  
b. I have blonde hair, green eyes, and a small nose.  
c. I have long black hair, blue eyes, and red lips.  
d. I have white hair and blue eyes. I wear glasses.

24. What picture is this?



- a. A half of chocolate     A half of cake
- b. A half of egg            d. A half of bread

25. Here are the kinds of *Transportation*, **except**:

- a. Car                            c. Carrot
- b. Train                          Plane

26. A..... is someone who puts out fires.

- a. Postal Worker             Waiter
- b. Teacher                    d. Firefighter

27. The clever student is attending the English debate contest now. What is the **synonym** of the underlined word?

- a. Diligent                     Silly
- b. Intelligent                d. Hardworking

28. A..... is a place where a chef work.

- a. Office                         Police station
- b. Restaurant                d. Post office

29. Which is the correct translating of words below:

***Panas – Cepat – Berbahaya – Besar.***

- Heat – Speed – Danger – Small    c. Hot – Fast – Dangerous – Big
- b. Cold – Slow – Safe – Small        d. Good – Quick – Unsafe – Huge

30. Find the **antonym** of the words below:

*Tall – Pretty – Young – Thin*

- a. Short – Ugly – Old – Fat
- b. Happy – Beautiful – Cheap – Slow
- c. Small – Safe – Sad – Fat
- d. Short – Bad – Expensive – Fat

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B. Transfer the underlined word in the sentence below.

- 1. Mr. Habibi creates a play for school.
- 2. The voice of guitar is very beautiful.
- 3. Gung is one of well known.
- 4. His father is a professor.
- 5. I always have breakfast in the morning.
- 6. Kawarida can communicate with his friend.
- 7. I got the best result in the exam.
- 8. The most beautiful moment.
- 9. My father is a teacher.
- 10. I have a black hair.

Nama Kelompok :- Elsa Olivia arnas  
 - HIKARI RAHMA  
 - MURFITRI - P

### APPENDIX

#### Appendix 1. Research Instrument for Pre-test and Post-test.

#### TEST OF VOCABULARY

A. Match the words below in the left side with their meaning in the right side.

- |                |              |
|----------------|--------------|
| 1. Strong      | a. Mendorong |
| 2. Tall        | b. Ribut     |
| 3. Lazy        | c. Gemuk     |
| 4. Sleep       | d. Ramah     |
| 5. Push        | e. Tidur     |
| 6. Interesting | f. Pintar    |
| 7. Noisy       | g. Kuat      |
| 8. Fat         | h. Tinggi    |
| 9. Clever      | i. Malas     |
| 10. Friendly   | j. Menarik   |

B. Translate the underline word in the sentence below.

- |   |                   |
|---|-------------------|
| 11. Mr. Habibie creates a <u>plane</u> for Indonesia.     | : Pesawat ✓       |
| 12. The price of <u>onion</u> is over eighty thousand.    | : bawang bombay ✓ |
| 13. <u>Lion</u> is one of wild animals.                   | : singa ✓         |
| 14. His father is a <u>firefighter</u> .                  | : Fire fighter ✗  |
| 15. I always have <u>breakfast</u> in the morning.        | : sarapan pagi ✓  |
| 16. Kangaroo can <u>jump</u> higher than 2 meters height. | : langsung ✓      |
| 17. I put the <u>dictionary</u> in my bag.                | : kamus ✓         |
| 18. The moon's <u>circle</u> is full tonight.             | : lingkaran ✓     |
| 19. Today is cold, we must put on our <u>sweater</u> .    | : switer ✓        |
| 20. The man has a short black <u>hair</u> and brown eyes. | : rambut ✓        |



**C. Choose the correct option by crossing a, b, c, or d.**

21. What is he doing?



- a. Reading                      c. Swimming  
~~x~~ Writing                      d. Running

22. Which picture is an activity of "Brushing Teeth"?



~~x~~



b.

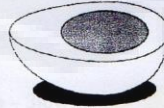
d.

23. Which sentence belongs to this picture?



- a. I have short brown hair, brown eyes and a beard.  
 b. I have blonde hair, green eyes, and a small nose.  
 c. I have long black hair, blue eyes, and red lips.  
~~x~~ d. I have white hair and blue eyes. I wear glasses.

24. What picture is this?



- a. A half of chocolate      c. A half of cake  
 A half of egg      d. A half of bread

25. Here are the kinds of *Transportation*, **except**:

- a. Car       Carrot  
 b. Train      d. Plane

26. A..... is someone who puts out fires.

- a. Postal Worker      c. Waiter  
 b. Teacher       Firefighter

27. The *clever* student is attending the English debate contest now. What is the **synonym** of the underlined word?

- a. Diligent      c. Silly  
 Intelligent      d. Hardworking

28. A..... is a place where a chef work.

- a. Office      c. Police station  
 Restaurant      d. Post office

29. Which is the correct translating of words below:

*Panas – Cepat – Berbahaya – Besar.*

- a. Heat – Speed – Danger – Small       Hot – Fast – Dangerous – Big  
 b. Cold – Slow – Safe – Small      d. Good – Quick – Unsafe – Huge

30. Find the *antonym* of the words below:

*Tall - Pretty - Young - Thin*

- a. Short - Ugly - Old - Fat
- b. Happy - Beautiful - Cheap - Slow
- c. Small - Safe - Sad - Fat
- d. Short - Bad - Expensive - Fat

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B. Transfer the underlined word to the opposite side.

11. Mr. Haldi wasn't a player for his team.

12. The judge of justice is very strict.

13. They is one of wild animals.

14. My father is a firefighter.

15. They have breakfast in the morning.

16. Someone can jump high.

17. She is the director of the company.

18. They can jump high.

19. They can jump high.

20. They can jump high.

### Appendix 3

#### The Students Score and Data SPSS 16.0

##### A. The Score of Pre-test for Students

No	Name	Score
1	Abidzar Andang	60
2	Adel Fadlia Nawir	60
3	Apriyan Albert Ranganan	55
4	Deiv Patanduk	75
5	Dhiognesa Tangkesimak	50
6	Dwi Novita	50
7	Elsa Olivia Arhas	55
8	Febriani Alda Resty Pabisa	60
9	Gabriel Pendi Lensius	40
10	Gita Halimatul Rofiah	65
11	Hasan Habiburrahman	60
12	Hikari Rahma	55
13	Hidayah Arwita	60
14	Hilarion Jevon Graciosa	76
15	Iftikarin Hartini Putri	70
16	Imelda Febiyanti	70
17	Keren Aprilia	60
18	M. Ainur	40
19	Moch. Ardiansyah	40
20	Mufliha Putri	60
21	Muh. Aqil Harman	58
22	Muh. Fathir	55
23	Muh. Fauzan	60
24	Muh. Titian	60
25	Naila Predilla	60
26	Nurfadilla	60
27	Nurfitri R.	55
28	Orisa Putri Malisan	60
29	Syita Aisyah	60
30	Yeremia Dharma Sa'pang	30

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	30	30	78	57.40	11.494
Valid N (listwise)	30				

**B. The Score of Post-test for Students**

No	Name	Score
1	Abidzar Andang	70
2	Adel Fadlia Nawir	65
3	Apriyan Albert Ranganan	65
4	Deiv Patanduk	65
5	Dhiognesa Tangkesimak	60
6	Dwi Novita	60
7	Elsa Olivia Arhas	65
8	Febriani Alda Resty Pabisa	85
9	Gabriel Pendi Lensius	75
10	Gita Halimatul Rofiah	75
11	Hasan Habiburrahman	80
12	Hikari Rahma	90
13	Hidayah Arwita	80
14	Hilarion Jevon Graciosa	75
15	Iftikarin Hartini Putri	90
16	Imelda Febiyanti	80
17	Keren Aprilia	75
18	M. Ainur	80
19	Moch. Ardiansyah	80
20	Mufliha Putri	80
21	Muh. Aqil Harman	75
22	Muh. Fathir	75
23	Muh. Fauzan	75
24	Muh. Titian	75
25	Naila Predilla	75
26	Nurfadilla	75
27	Nurfitri R.	80
28	Orisa Putri Malisan	75
29	Syita Aisyah	70
30	Yeremia Dharma Sa'pang	70

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
POSTTEST	30	60	90	74.67	7.535
Valid N (listwise)	30				

### C. Paired t-test analysis

#### Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRETEST	57.40	30	11.494	2.098
POSTTEST	74.67	30	7.535	1.376

#### Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST - POSTTEST	-17.267	12.373	2.259	-21.887	-12.646	-7.643	29	.000

## Appendix 4 Lesson Plan

### RENCANA PELAKSANAAN PEMBELAJARAN

**Nama Sekolah** : SMP .....  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/semester** : 7 / Gasal

#### **Standar Kompetensi : Menulis**

Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

**Kompetensi Dasar** : Mengungkapkan langkah retorika dalam teks tulis fungsional pendek yang sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

**Indikator** : Melengkapi teks fungsional pendek  
Menyusun urutan kata menjadi kalimat yang padu  
Membuat teks fungsional pendek sangat sederhana

**Jenis teks** : Teks fungsional pendek.

**Skill** : Menulis

**Alokasi waktu** : 2 X 40 menit

#### **A. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat :

- a. menyusun kata dalam bentuk
- b. melengkapi teks fungsional pendek dengan struktur teks yang benar.
- c. menulis teks fungsional pendek.

#### **B. Materi Pembelajaran**

Guru memberi gambar kemudian siswa menulis *short paragraph*.

- a. Guru menyuruh siswa menjodohkan kata-kata dengan artinya.

- b. Guru menyuruh siswa melengkapi teks rumpang yang diambil dari kegiatan sebelumnya.
- c. Guru menyiapkan beberapa scrabble lalu menyuruh siswa untuk menyusun beberapa kata.
- d. Guru menyuruh siswa menulis beberapa kosa kata yang dihasilkan dari permainan scrabble.

**C. Metode Pembelajaran : P P P (Presentation Practice, Production)**

**D. Langkah-langkah kegiatan**

- a. Kegiatan pendahuluan
  - Tanya jawab berbagai hal terkait kondisi siswa.
  - siswa menjawab pertanyaan yang berhubungan dengan instruksi.
- b. Kegiatan Inti:
  - 1). Membahas kata-kata sulit.
  - 2). Mendengarkan penjelasan guru
  - 3). Melakukan perintah guru.
  - 4). Melaporkan apa yang siswa telah kerjakan.
- c. Kegiatan Penutup
  - 1). Menanyakan kesulitan siswa selama PBM.
  - 2). Menugaskan siswa mencari contoh-contoh kosa kata yang diperoleh selama memainkan scrabble.

**E. Sumber belajar.**

- a. Contoh-contoh test of vocabulary
- b. Buku

**F. Penilaian**

- a. Teknik : Teks tulis.
- b. Bentuk : Tes uraian
- c. Instrumen : Terlampir

Mengetahui

Kepala Sekolah

Makassar, September 2017

Guru Mata Pelajaran



### Appendix 5. The Pictures of the Research



Picture 1. The researcher was introducing the material to students



Picture 2. The researcher was explaining about the role of playing scrabble



Picture 3. The researcher was controlling the students in the class



Picture 4. The researcher was looking to the students' work



Picture 5. The students was playing the scrabble



Picture 6. The researcher was helping to the students

## BIOGRAPHY



**Yusran Sultan.** He was born on August 23<sup>rd</sup> 1993 in Cilallang. From the marriage of her parents Sultan Gala and Ramlah Kadir. He has three brothers and one sister. She is the fifth child in his family. He started his study in 1998 at SD and graduated 2004. In 2004 he continued his study in SMP until 2007. After graduating from junior high school, he continued his study in SMA 2 Belopa and finished his study in 2010. She decided to continue her study at S1 Program English Education Department, Faculty of Teacher Training And Education Of Bosowa University and finished in 2017.