

**THE EFFECTIVENESS OF SCRABBLE GAMES TOWARDS STUDENTS'
ENGLISH VOCABULARY MASTERY OF CLASS IX AT JUNIOR
HIGH SCHOOL NUMBER 2 JAMBI CITY**

A THESIS

*Submitted as a Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd) in English Education*



**Written by :
Anggi Widia Sari
(1800888203024)**

**ENGLISH LANGUAGE EDUCATION FACULTY OF TEACHER
TRAINING AND EDUCATIONAL SCIENCES
UNIVERSITY OF BATANGHARI
JAMBI
2023**

APPROVAL

The thesis with titled "The Effectiveness of Scrabble Games Towards Students' English Vocabulary Mastery of Class IX at Junior High School Number 2 Jambi City." Written by:

Name : Anggi Widia Sari

Student Number : 1800888203024

Study Program : English Language Education

Had been corrected and approved in accordance with applicable procedure, and regulations to be tested.

Jambi, March 17th 2023

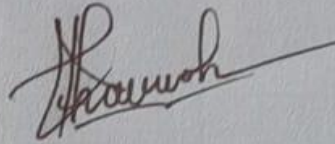
Accepted by:

First Advisor



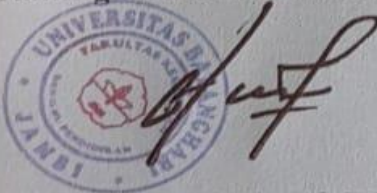
Dr. Yanti Ismiyati, M.Pd

Second Advisor



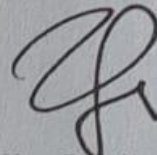
Khidayatul Munawwaroh, M.Pd.

The Dean of Teacher
Training and Education Faculty



Dr. H. Abdoel Gafar, S.Pd., M.Pd

The Head of English Education
Program



Ridho Praja Dinata, S.Pd., M.Pd.

LETTER OF RATIFICATION

A thesis entitled "The Effectiveness of Scrabble Games Towards Students' English Vocabulary Mastery of Class IX at Junior High School Number 2 Jambi City". Writing by Anggi Widia Sari with student number 1800888203024, accepted by team examiners from Faculty of Teacher Training and Education Batanghari University on:

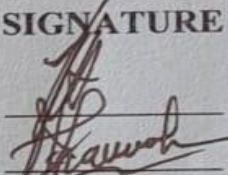
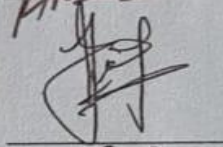
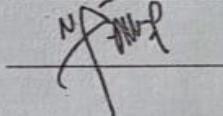
Day : Friday

Date : March, 17th 2023

Time : 11.00 – 13.00 WIB

Place : Online (Zoom Meeting)

Team of Examiner:

NAME	POSITION	SIGNATURE
Dr. Yanti Ismiyati, M.Pd	First Advisor	
Khidayatul Munawwaroh, M.Pd	Second Advisor	
Dr. Erisa Kurniati, M.Pd	Main Examiner	
Nurul Fitri, SS, M.Hum	Examiner	

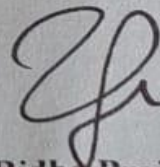
Ratified By:

The Dean of Teacher
Training and Education Faculty



(Dr. H. Abdoel Gafar, S.Pd., M.Pd)

The Head of English Education
Program



(Ridho Praja Dinata, M.Pd.)

DECLARATION

I am the undersigned belong in here:

Name : Anggi Widia Sari
NIM : 1800888203024
Place and Date of Birth : Jambi, April 24th 2000
Gender : Female
Study Program : English

Education States that:

1. The thesis that I have written with the title "The Effectiveness of Scrabble Games Towards Students' English Vocabulary Mastery of Class IX at Junior High School Number 2 Jambi City.", is original and has never been submitted for an academic degree either at Batanghari University or at any other tertiary institution.
2. This thesis is purely my own ideas, and formulation, without any unauthorized assistance from other parties, except for the direction of the Advisory Team.
3. I make this statement in truth, and if in the future there are irregularities and untruth in this statement, I am willing to accept academic sanctions in the form of revocation of the degree I obtained because of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

Jambi, March 17th 2023

Researcher



Anggi Widia Sari
1800888203024

MOTTO

"Believe in yourself and all that you are. Know that there is something inside
you that is greater than any obstacle."

(Christian D. Larson)



ABSTRACT

Sari.W.A. 2022. The Effectiveness of Scrabble Games Towards Students' English Vocabulary Mastery of Class IX at Junior High School Number 2 Jambi City. A Thesis, English Education Program Teacher Training Education Faculty Batanghari University Jambi. The First Advisor Dr. Yanti Ismiyati, M.Pd. The Second Advisor Khidayatul Munawwaroh, M.Pd.

The purpose of this study was to find out the effectiveness of the scrabble game on students' vocabulary mastery Junior High School Number 2 Jambi City. This research was conducted at Junior High School Number 2 Jambi City. In this research, the researcher use scrabble game as a media to increase students' vocabulary mastery. The research aims to determine whether or not the scrabble game is effective in improving students' vocabulary mastery and to learn about the students' responses to the scrabble game. The experimental design was used in this study. The study's subjects were ninth-grade students at Jambi City Junior High School Number 2. As a sample, the researcher attended two classes with 30 students each. The first class served as an experimental class with a scrabble game, while the second served as a control class without a scrabble game. A pretest and a posttest were used to collect the data. The scores before treatment were determined by the pretest score, and the scores after treatment were determined by the posttest score. The results of the pretest and posttest scores were analyzed using the t-test formula to determine whether or not the scrabble game is effective. The t-test was used to analyze data in this study using the Statistical Package for the Social Sciences (SPSS) for Windows version 25 program. The findings of this study revealed that the T-test was greater than the T-table ($7.224 > 2.045$) and the sig (2 tailed) result was less than the level of significance ($0.00 < 0.05$), implying that H_1 was accepted while H_0 was rejected. According to the results of the students, there was a significant improvement from the pre-test to the post-test, which was analyzed using SPSS. According to the explanation above, it is possible to conclude that scrabble games improve students' English vocabulary at Junior High School Number 2 Jambi City.

Keywords: Vocabulary Mastery, Scraabble Game

ACKNOWLEDGMENTS

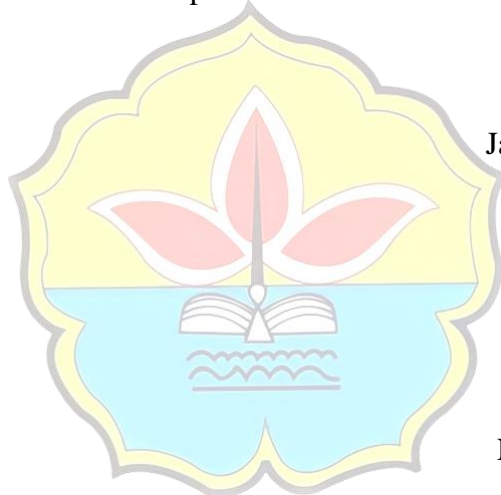
In the name Allah, the Beneficent and the Merciful. Praise to be Allah, Lord of the world who has blessed the researcher in completing this thesis entitled “The Effectiveness of Scrabble Games Towards Students’ English Vocabulary Mastery of Class IX at Junior High School Number 2 Jambi City.” This is one of requirements to get strata 1 (one) Degree of English Education Program Teachers Training and Educational Faculty Batanghari University Jambi.

The researcher realized that this thesis will not be completed on time without support and motivation from various parties who are directly or indirectly involved. Therefore, the researcher would like to give her deepest appreciation for:

1. Prof. Dr. Herri, MBA as the Pj. Rector of Batanghari University.
2. Abdoel Gafar, S.Pd., M.Pd., as the Dean of Teachers Training and Education Faculty Batanghari University.
3. Ridho Praja Dinata, .Pd., M.Pd., as the Chairman of English Language Education Department.
4. Dr. Yanti Ismiyati, M.Pd., as the first advisor thank you for your time, valuable guidance, helps, correction, suggestion, and kindness during completing this thesis.
5. Khidayatul Munawwaroh, M.Pd., as the second advisor thank you for your motivation, help, and support.
6. All the lectures on the English Department of Batanghari University who have given their knowledge during her study at English Department of Batanghari University.

7. All the teacher at Junior High School Number 2 Jambi City who have given their help during her research at Junior High School Number 2 Jambi City.
8. To my mother Rika Sari, father Wiwiyono, sisters Dwi Indriyani S and Kayla Azzura Putri, and all my friends, I am grateful for your constant encouragement and support throughout the process of writing this thesis.

Finally, as a human, the researcher who has many flaws and errors in this thesis welcome to improve it.



Jambi, March 17th 2023

The Researcher

Anggi Widia Sari
Nim. 1800888203024

DEDICATION

In the name of Allah, All Praise is to Allah, the lord of the universe, who has bestowed strength and health upon the researcher in finishing this thesis entitled, “The Effectiveness of Scrabble Game Towards Students’ English Vocabulary Mastery of Class IX at Junior High School Number 2 Jambi City”.

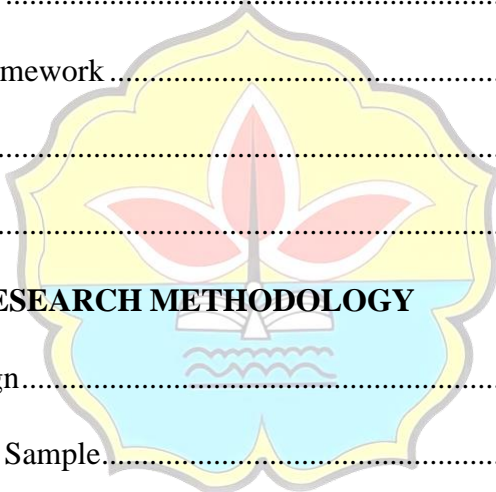
In completing this thesis, I would like to thank my beloved parents (Wiwiyono and Rika Sari), for being my inspiration, Always give me Support, praying and gave me strength when I thought of giving up, who continually provide their moral, spiritual, love, and financial support. Then I dedicate this thesis to my sisters (Indri and Kayla), and also to my friends (Meylisa, Hani, Amirah, Wiwin, Ayu, Putri adinda, kak Kristiani, meidytia, margaretha, and others) who are always there for me and helping me when I needed it. Thank you for being my friend. Maybe I will miss you all.

The last, I would like to dedicate this thesis to the lecturers and staff at Batanghari University, especially at the Faculty of Teacher Training and Education, majoring in English Education. Thank you for educating and helping me while I was studying at Batanghari University.

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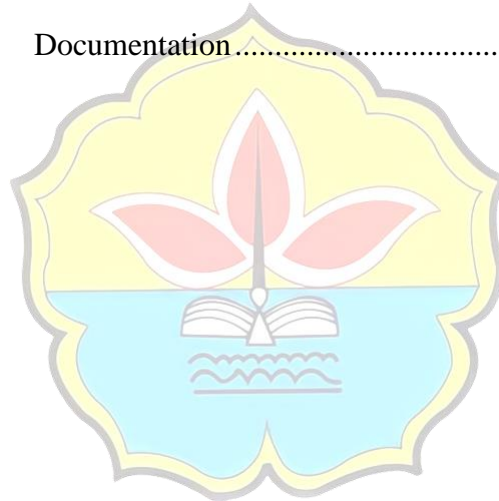
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CHAPTER I

INTRODUCTION

1.1 Background of the Research

Vocabulary is one of the language components that students must acquire when learning English. Without a sufficient vocabulary, students will struggle to understand what they hear and read, as well as to communicate their communication goals. (Kusumaningrum and Cahyono, 2011). Furthermore, vocabulary is an essential aspect that students must acquire while learning English as a foreign language. Vocabulary is essential in acquiring a language. It is well known that having a limited vocabulary limits students' ability to use English abilities such as listening, writing, speaking, and reading.

One of the most essential aspects of language is vocabulary. It is necessary to master the language in order to communicate it well. Teaching vocabulary to junior high school students is a difficult job that necessitates a great deal of creativity. It is critical to pique students' interest in vocabulary acquisition. There are several approaches that pupils can take to learn vocabulary of an unfamiliar language. Teachers should employ a variety of tactics or strategies, as well as media, to motivate students to acquire vocabulary, particularly young learners.

The researcher in this instance chose to use a game as a learning medium. According to Al Zaabi (2007), developing vocabulary through games gives students more chances to learn from one another. It implies that incorporating games into the classroom can assist students enjoy their English classes. As noted by Amaal Al Masri and Majeda Al Najjar (2014), games have been shown to benefit and be suc-

successful in vocabulary learning in several ways: For starters, games provide students with enjoyment and pleasure, allowing them to quickly grasp and remember new words. Second, games are typically competitive and keep students excited. Third, vocabulary games urge students to use English in a communicative, flexible way. Fourth, students are urged to participate in games. More chances for them to express their ideas and feelings. Fifth, games aren't just for entertainment. They are used to "break the ice" between regular classroom activities, as well as to introduce new ideas.

Based on the researcher observation, students are too lazy to memorize new vocabulary, so they have a limited vocabulary, and many students do not pay attention when the teacher explains materials. The students are lazy because the teacher doesn't employ appropriate motivational techniques. The students then believe that learning English is unimportant. It is due to the fact that English is a foreign language in Indonesia. It implies that English differs greatly from Indonesian in terms of spelling, pronunciation, and grammar. It is a major issue for students who want to learn English.

According to the researcher interviews, another issue that students face is boredom. Students become bored while learning English because they are unable to follow their teacher's method of explaining the lesson in class. As a result, they are unable to comprehend the lesson. As a result, it has an impact on vocabulary mastery. As a result, the researcher would like to conduct an experimental study using media to teach vocabulary. Scrabble Game is the name of the media. Scrabble is a simple game that can assist teachers in teaching vocabulary by assisting students in memorizing, spelling, and comprehending the meaning of words. According to

Lee (2012), scrabble is a fun way for students to improve their vocabulary, reading, and overall grammar skills by playing a popular board game. The reason for selecting this strategy is that it can help students memorize new words as well as manipulate new words. There are three types of speech: nouns, verbs, and adjectives.

Finally, as stated above, the researcher is very interested in doing and providing a few related solutions to improve students' English vocabulary through the Scrabble Game application at Junior High School number 2 Jambi city. The title of this study is "THE EFFECTIVENESS OF SCRABBLE GAME TOWARDS STUDENTS' ENGLISH VOCABULARY MASTERY OF CLASS IX AT JUNIOR HIGH SCHOOL NUMBER 2 JAMBI CITY"

1.2 Limitation of the Research

Based on identification of the research, The study focuses on the effectiveness of the scrabble game in improving english vocabulary mastery of junior high school number 2 Jambi city. The researcher limits the problem only to the class IX Junior high school number 2 Jambi. Especially class IX E and IX F.

1.3 Formulation of the Problem

Based on the background of the study above, the research question could be formulated as follow "Is there any significant effect of scrabble games towards students vocabulary mastery at 9th grade junior High School Number 2 Jambi?"

1.4 Purpose of the Research

The purpose of this research is to find out the effectiveness of the scrabble game on students' vocabulary mastery at Junior High School Number 2 Jambi City.

1.5 Significance of the Research

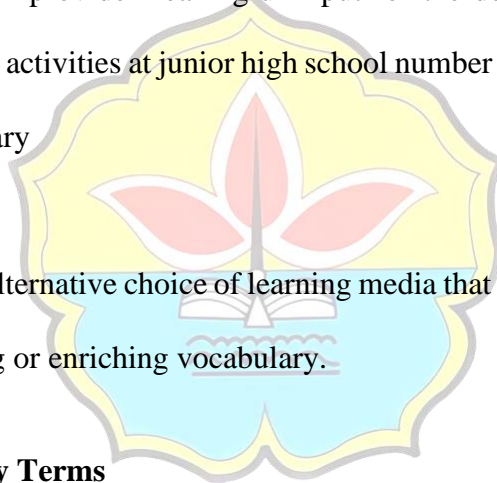
The writer hopes that the result of this study can provide benefits both practically and theoretical:

1. Theoretically

Theoretically, can provide meaningful input for the development of English teaching and learning activities at junior high school number 2 Jambi city especially in enriching vocabulary

2. Practically

Can provide an alternative choice of learning media that can be used by English teachers in improving or enriching vocabulary.



1.6 Definition of Key Terms

The researcher believes it is best to include a definition for each keyword to avoid misunderstanding and misinterpretation of the topic under discussion. The researcher clarifies the main terms as follows:

1) Effect

Effect means a result or condition produced by a cause, something that happens when one thing acts on another

2) Scrabble game

Scrabble is word game of arranging words on a board that is played by two,

three or four people.

3) Vocabulary

The vocabulary is the entirety of the words that comprise the language (along with the rules for combining them)



CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.2 Vocabulary

2.1.1 Definition of Vocabulary

Some experts have some definitions of vocabulary. According to Richards and Renandya (2002) vocabulary is a core of language proficiency and provides much of the basic for how well learners speak, read and write. Neuman and Drawyer quoted in Bintz (2011) said that vocabulary can be defined as terms that a person must know to communicate effectively: spoken terms (expressive vocabulary) and listening terms (receptive vocabulary). Hornby (2006) defines vocabulary as all the words a person knows or uses when talking about a specific topic in a specific language

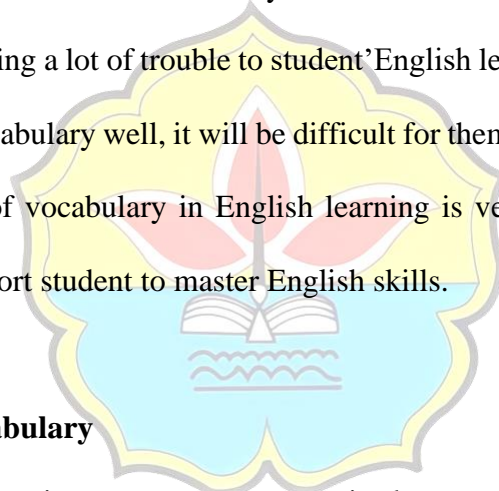
According to the definitions of vocabulary provided above, vocabulary is the fundamental element of language that someone requires when learning a language, particularly in order to communicate effectively with others. Furthermore, based on all of definitions of vocabulary presented above, the researcher concludes that vocabulary is all of the words in a specific language that an individual knows or uses to effectively communicate.

2.1.2 The Importance of Vocabulary

Vocabulary occupies an important position in English learning. It's a Elements linking the four skills of speaking, listening, reading, and writing (Huye and Nga,

2003). In order to master all these skills, student need to have a good vocabulary. A sufficient number of words that student have mastered will enable them to easily master English skills. If students have a good vocabulary, they will easily communicate their ideas in written or verbal form and understand what people are saying. However, if someone learns more words and expressions, they can see a significant improvement. Some people can say very little in grammar, but if there are no words, some people can't say anything.

These statements show that vocabulary is an important element of language learning. In this case, the role of vocabulary is no less than that of grammar. The lack of vocabulary will bring a lot of trouble to student's English learning, because if they do not master the vocabulary well, it will be difficult for them to convey their ideas. Therefore, the role of vocabulary in English learning is very important, because vocabulary will support student to master English skills.



2.1.3 Kinds Of Vocabulary

Vocabulary is an important component in language learning because it connects the four skills of listening, speaking, reading, and writing. There are so many clarifications made by language experts about the various types of vocabulary. The first, by Thornbury (2002) divided content word into four types, there are concrete noun, verbs, adjective, verb, adjectives and adverb:

1. Noun

Noun is a word that refers to a person, place, or thing, as well as a quality or activity. Nouns are classified into two types based on their form:

a) Concrete noun is the proper noun. Example: book, chair, table, and so on.

b) Abstract noun (not real) Example: friendship, faith, happiness, and so on.

There are several different types of noun as follows:

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

b) Common Noun is noun that commonly used, that name people, places, or things. Example: boy, country, bridge, city, birth, happiness, day etc

c) Collective noun refer to groups of people or things. Example: family, government, team, audience, etc.,

d) An abstract noun is a noun that refers to ideas, qualities, and conditions that cannot be seen or touched and have no physical reality. Truth, danger, happiness, time, friendship, and humour are some examples.

e) Concrete noun is a noun that refers to people or things that have physical existence and can be seen, touched, smelled, heard, or tested. For example: dog, cat, coffee, tree, rain, beach, tune, and so on.

f) Countable noun and mass noun (uncountable noun). Countable noun (count nouns) are those refer to something that can be counted. Example: book, animal, person, etc.,. Uncountable noun (mass nouns) do not typically refer to things that can be counted and so they do not regularly have a plural form. Example: Sugar, water, sand, and rice are a few examples.

2. Verb

A verb is a word or phrase that expresses an action, an event, or a state. The verb is an important part of the speech because without it, the word cannot be said as a sentence.

There are several types of verbs, such as:

- a) Auxiliary verb is a verb that is used to describe a time, a character, or another suggestion. For example, can, must, and may.
- b) Irregular verb is one that has an imperfect tense and a past participle that can change or not change, and we can add -d or -ed at the end. Pay – paid – paid is an example.
- c) Regular verb is one that forms the imperfect tense and past participle by adding – ed at the end of the word. For example, hate – hated, walk – walked.
- d) Transitive verb is one that requires an object as a complement.
- e) Intransitive verb is a verb did not needs an object.
- f) Causative verb is a verb showing a caused by the action in the words.
- g) Copulative verb is a verb or linking verb. That is verb connect the subject with the other word in sentence follow by adjective or noun as a complement.

3. Adverb

Adverb is a word that explain about how, where a thing happen. It means that adverb related with the how the process, time, and the thing happen. Examples: now, tomorrow, cwertainly, maybee and others. There are several types of adverbs expressing different meaning. The following are some of the common ones:

- a) Adverbs of Time, which explain when something should be done. For example, he collapsed and died *yesterday*.
- b) Adverb of Manner is an adverb used to describe a situation or how events occur. Example: The brothers were *badly* injured in the fight.
- c) Adverb of Place is an adverb that indicates where an event takes place. For

example, here, there, in, at, and so on.

d) Degree Adverb. An adverb of degree describes the extent to which something is done or occurs. We couldn't find our way out of the cave because it was *too* dark. or Her daughter is overweight for her age.

e) Adverb of Frequency is used to explain how frequently or infrequently something is done. As an example, consider the phrases "Almost," "always," "usually," "ever," "never," and "rarely."

e) Adverb of Degree. An adverb of degree tells the level or extent that something is done or happens. Examples: it was too dark for us to find our way out of the cave. or Her daughter is *quite* fat for her age.

4. Adjective

Adjectives are grammatical modifiers with the grammatical property of comparison. Special derivational endings or special adverbial modifiers that precede it are frequently used to identify it. Its most common position is before the noun it modifies, but it can also take other positions. That is, an adjective is a word that describes a noun. For instance, beautiful, good, small, and so on. Adjectives are classified as follows:

a) descriptive adjective

Nouns and pronouns are described using descriptive adjectives. Beautiful, silly, tall, annoying, and cute are some examples.

b) Quantitative adjective

Quantitative adjectives describe how much of something there is. The adjective of quantity refers to the adjective that shows the quantity of a noun or pronoun.

Examples:

- I didn't have *enough* clothes to last a week.
- There's still *some* wine in the bottle.
- I have got hardly *any* money

c) Numeral adjective

The adjective of number or numeral adjective is an adjective that expresses the number of people or things. Example: He's having a party on her *twenty-first*.

d) Demonstrative adjective

This adjective immediately identifies the person or thing in question. Demonstratives are the four words this, that, these, and those. Examples: I think you will find *these* more comfortable than *those*. How long have you been living in *this* city? Is *that* your pen?

e) Interrogative adjective

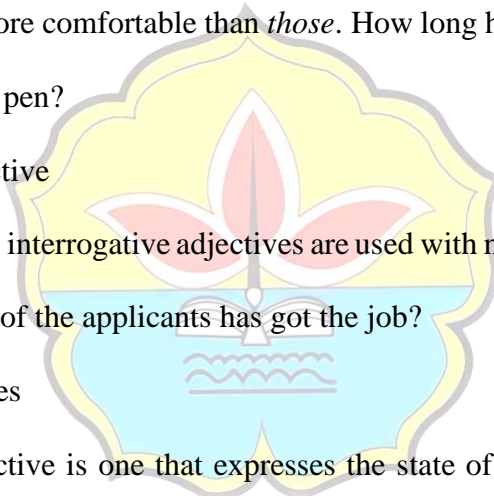
To ask questions, interrogative adjectives are used with nouns. Examples: *What* is your name? *Which* of the applicants has got the job?

f) Possessive adjectives

A possessive adjective is one that expresses the state of possession of a noun. Possessive adjectives indicate ownership or possession. Examples: My, her, his, its, our, their, your.

g) Distributive adjectives

The distributive state of nouns is expressed by these adjectives. Alternatively, distributive adjectives describe specific members of a group. These adjectives are used to distinguish one or more specific items or people. Examples include: each, every, either, neither, and any.



h) Proper Adjectives

Proper adjective is an adjective that is formed from a proper noun. Examples: I'd like to discuss *American* culture and tourists. I enjoy *Italian* cuisine. He is an *Australian citizen*.

i) Indefinite Adjective

Indefinite adjectives are adjectives that are not definite. Examples: *Some* of the players were exhausted after the game. *A few* people were interested in obtaining the tickets.

j) Article

Although articles are a separate part of speech, they are also adjectives.. Examples; A, an, and the.

Based on the explanation above, there are some classifications of vocabulary that have own importance. Furthermore, words have become a component of people's way of life or communication tools, which are utilized by a person to express and communicate their opinions and thoughts based on their needs. To put it another way, mastering a large vocabulary is a must for daily life.

2.1.4 Teaching Vocabulary

According to Harmer, the following aids can assist in the teaching of vocabulary, as follows:

A. Relia

This is the term used to describe the use of real-world objects in the classroom. Thus, showing students a book, a ruler, or a chalk can easily explain the words "book," "pencil," or "chair." This is clearly adequate for certain single words, but

the use of realia is restricted to things that can be easily taken from the classroom.

B. Pictures

Because they can be used in so many different ways, pictures are clearly indispensable for language teachers. To explain the meaning of vocabulary items, pictures can be used: the teacher can draw pens, rulers, pencils, and books on the blackboard/whiteboard, or have magazines print pictures of trucks, bicycles, trains, and buses onto cardboard. The teacher could bring in a wall picture of three people in a room to introduce the meaning of the sentence, such as: there are three people in the classroom.

C. Mime, action, and gesture

It is frequently impossible to explain the meaning of words and grammar using realia or pictures. Mime, in particular, is likely to better explain an action. Gesture is useful for explaining words like "from," "to," and so on, or for indicating that the past is being discussed (the teacher gestures backwards over his shoulder)

D. Contrast

A visual element is insufficient to explain meaning, contrast can be used. Thus, "full" is better understood in the context of "empty," "big" in the context of "small," and so on.

E. Enumeration

The word "vegetable" is difficult to explain. The meaning will become clear if the teacher quickly lists (or enumerates) a number of vegetables. The same can be said for a word like "clothes."

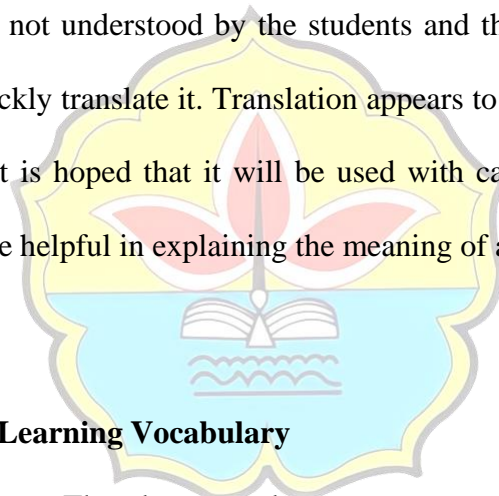
F. Explanation

Explaining the meaning of vocabulary items, like grammatical explanations,

can be extremely difficult. It will be critical to include information about when the item can be used in such explanations. For example, it would be insufficient to simply state that "mate" is a word for "friend" unless you also stated that it is colloquial informal English and should only be used in specific contexts.

G. Translation

Translation fell out of favor for many years and was regarded as sinful. Clearly, if the teacher is constantly translating, the students will be hampered in their learning because they want to hear and use the target language, not their own. Nonetheless, it seems silly not to translate if doing so can save a significant amount of time. If a word is not understood by the students and the teacher is unable to explain it, he can quickly translate it. Translation appears to be a useful measure if used sparingly, but it is hoped that it will be used with caution. These aids and measurements may be helpful in explaining the meaning of a word or sentence.



2.1.5 Problems in Learning Vocabulary

According to Scott Thornbury, students may encounter difficulties when learning vocabulary. The following are some of the most common causes of this problem:

A. Pronunciation

Words that are difficult to pronounce are more difficult to learn, according to research. Words that contain sounds that are unfamiliar to some groups of learners, such as regular and lorry for Japanese speakers, are likely to be difficult.

B. Spelling

Words with silent letters, such as foreign, listen, climbing, honest, and so on, are particularly problematic.

C. Length and complexity

Long words do not appear to be more difficult to learn than short ones. However, as a general rule, high frequency words in English are short, so the learner is more likely to encounter them, which benefits their "learn ability."

D. Grammar

The grammar associated with the word is also problematic, especially if it differs from that of its first language equivalent.

E. Meaning

When the meanings of two words overlap, students are likely to mix them up. Make and do are two examples: You *make breakfast* and *make an appointment*, but you *do the housework* and *do a questionnaire*.

F. Range, connotation, and idiomatic

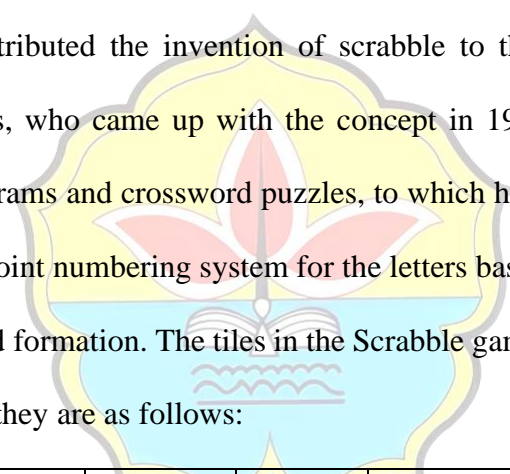
Words that can be used in a variety of contexts are perceived to be easier to use than synonyms with a narrower range.

Learning vocabulary appears to be one of the simplest aspects of learning a language, but it is also one of the most difficult. This is due to the fact that learning vocabulary entails more than just learning the definition of a word. When students learn vocabulary, they will also learn about other aspects of the word such as usage, pronunciation, grammatical structure, and so on. As a result, it frequently makes it difficult for students to understand the vocabulary.

2.2 Scrabble Game

Scrabble is a board game in which players attempt to create words out of letters printed on small plastic blocks and connect them to words already on the board. Scrabble game is a board game for two or more players (or teams) to make words from printed letters for a point score, and a good game may help students in spelling word in order to make them easy to write well. Warner and Brown define Scrabble as a proprietary board game that involves the construction of words for a point score for two or more players (or team). Scrabble is a fun way for students to improve their vocabulary, reading, and overall grammar skills.

Elliot (2009) attributed the invention of scrabble to the creative genius of Alfred Mosher Butts, who came up with the concept in 1938. It was a brilliant combination of anagrams and crossword puzzles, to which he added a competitive edge by devising a point numbering system for the letters based on how frequently they are used in word formation. The tiles in the Scrabble game have alphabets and scores on them, and they are as follows:



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

2.2.1 Advantages and Disadvantages of Scrabble Game

The advantages of using scrabble include:

1. Making vocabulary learning more enjoyable for students.
2. Students will be more enthusiastic about learning vocabulary.

The disadvantages of playing scrabble are as follows:

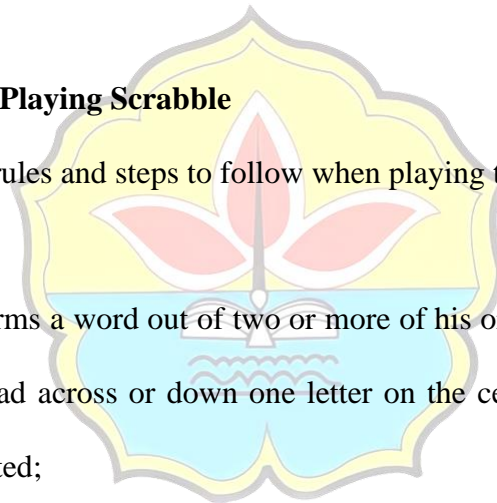
1. The class will be crowded
2. The teacher will be preoccupied with managing the class.

However, scrabble is a fun game that is appropriate for almost all ages to help students learn vocabulary.

2.2.2 Procedure for Playing Scrabble

There are some rules and steps to follow when playing this game, and they are as follows:

- a. The first player forms a word out of two or more of his or her letters and places it on the board to read across or down one letter on the center square. Diagonal words are not permitted;
- b. Finish the turn by counting and announcing the score. Then draw as many new letters as you want, always keeping seven letters on the rack as long as there are enough tiles in the bag.
- c. Play passes to the second player, who, in turn, adds one or more letters to those already played to form new words.
- d. New words can be formed by:
 - 1) Adding one or more letters to an already existing word or letters on the board
 - 2) Putting a word at an angle to another word already on the board. The new word



must incorporate one of the letters already on the board or add a new letter to it.

3) Placing a complete word parallel to a previously played word so that adjacent letters form complete words as well.

4) After a tile has been played and scored, it may not be shifted or replaced.

5) Blanks: the two blank tiles can be used to represent any letter. When you play a blank, you must state which letter it represents; that letter remains the same for the rest of the game.

6) You have the option of exchanging all, some, or none of the letters using a turn

2.2.3 Implementation of Scrabble Game in The Class

Incorporation of the scrabble game into the classroom The following are some steps in the implementation of the Scrabble game:

- a) The teacher assigns material to be taught to the students based on the syllabus.
- b) Teacher assigns vocabulary to students
- c) Teacher assigns one scrabble game to each group
- d) Students accept scrabble game from the teacher
- e) Teacher explains scrabble game, rules, and each group's role in playing scrabble game
- f) Students pay attention to the teacher's explanation
- g) Teacher demonstrates scrabble game with several students
- h) Teacher assigns one scrabble game to each group
- i) The teacher instructs the students to begin the game
- j) The students begin the game
- k) The teacher controls the game.

2.3 Previous Study

There have been several previous studies that use the scrabble game. The first study, titled "The Effectiveness of the Scrabble Game in Improving Students' Vocabulary Mastery," was conducted. Gangan Ganda Somantri and Siti Nurhayati of Bale Bandung University conducted this study. The research aims to determine whether or not the scrabble game is effective in improving students' vocabulary mastery and to learn about the students' responses to the scrabble game. This study employed a pre-experimental design. The fifth grade students of an elementary school in Pameungpeuk, Bandung, were the subjects of the study during the academic year 2017/2018. The author used one class of 32 students as a sample. The data was gathered by administering a pretest, a posttest, and a questionnaire. The pretest score was used to determine the scores before treatment, and the posttest score was used to determine the scores after treatment. To determine whether or not the scrabble game is effective, the results of the pretest and posttest scores were analyzed using the t-test formula. Based on the t-test formula computation result, with $df = N - 1 = 32 - 1 = 31$ at $p = 0.05$ of two-tailed, the critical value of t is 2.042. The results revealed that t-obtained is greater than t-table ($12.65 > 2.042$). It meant that the null hypothesis (H_0) had been rejected while the alternative hypothesis (H_a) had been accepted. According to the research findings, the scrabble game is effective for improving students' vocabulary mastery. Furthermore, the results of the questionnaires show that the majority of students responded positively to the use of the scrabble game. The Scrabble game could help students not only improve their vocabulary but also motivate them to learn English.

The second study, "Using Scrabble Game in Improving Students'

Vocabulary Mastery of SMP Negeri 1 Jawa" was conducted by Yuli Lidiasari, Sofian, and Iwan Supardi. The goal of this study was to improve students' vocabulary mastery using the Scrabble game in the academic year 2016/2017 at SMP Negeri 1 Jawa. Classroom Action Research was used in this study, and it consists of planning, acting, observing, and reflecting. This study was conducted in three stages. The seventh grade English teacher and 32 students from class VII C took part in this study. To collect data, the researcher used observation and measurement tests. In order to obtain the research findings, the researcher elaborated on the results of the observation checklist, field notes, and students' mean score. Each cycle, the mean score of students' individual test scores improved. The mean score in the first cycle was 64.06 categorized as average, increased to 78.75 categorized as average to good in the second cycle, and increased to 92.18 categorized as good to excellent in the third cycle. In conclusion, Scrabble Game improved students' vocabulary.

The final study, "Scrabble as a tool for developing engineering students' critical thinking skills" was conducted by Nadezda Kobzeva. The goal of this study was to look into how playing the board game Scrabble helps students develop their critical thinking for sciences and engineering, as well as provide them with successful communication and EFL knowledge. To investigate relationships in the study model, experimental and interview survey research methods were used. The subjects of this study were 2nd year engineering students (N=42) and EFL teachers (N=6) from the Institute of Power Engineering. There were four groups in the experiment: two experimental groups of students and one control group of teachers.

Students played Scrabble as a class and out-of-class activity for an academic

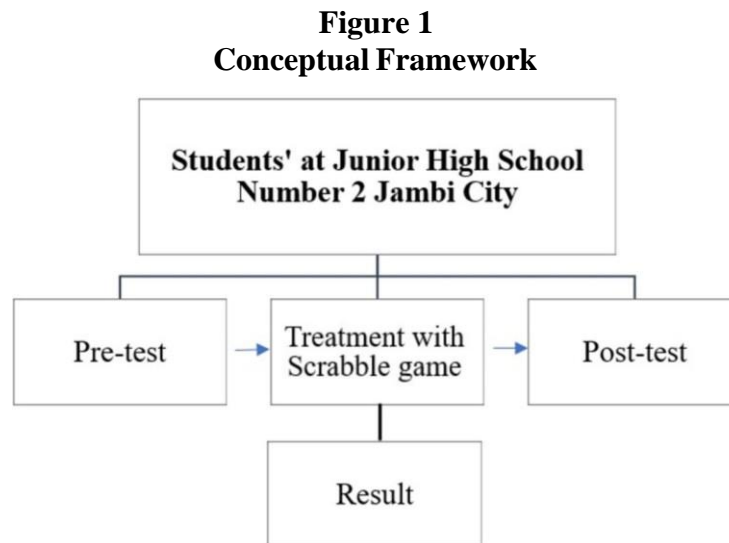
year, while teachers were newcomers with no Scrabble experience. The most successful students, Scrabble players (N=6), were then divided into two teams to compete against two teams of EFL teachers (N=6). According to the findings of this study, there was a significant tournament in which engineering students outperformed EFL teachers.

In summary, the above experiment and practice indicate that Scrabble is an effective teaching tool for developing critical thinking skills in an engineering education environment. The author summarized a research project to find out what Institute of Power Engineering students think of Scrabble as a learning tool. The respondents, students from the experimental groups, were asked to fill out an evaluation form with feedback on their assessment of the skills developed by playing the Board Game Scrabble. The current study's findings revealed that respondents rated team building, spelling, vocabulary, and spatial skills highly. Nonetheless, the majority of respondents (93%) rated their Scrabble experience as excellent for developing thinking skills.

Based on the researches above, the similarities between the first, second, and third researches and this research were about the use of the scrabble game in teaching vocabulary, while the differences between this preview study and this research were about the research method, with the first using pre-experimental, the second using Classroom Action Research, and the third using experimental and interview. In contrast to the third study, this one used an experimental method without an interview. As a result, the researcher was sure that the Scrabble Game would be effective in teaching English vocabulary, particularly at Junior High School Number 2 in Jambi City.

2.4 Conceptual Framework

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



Based on the above description of the conceptual framework, First, the researcher administered a pre-test to both the experiment and control groups. The researcher then used scrabble game in treatment to experimental group (only experimental group). Following treatment, the researcher administered a posttest to both the experimental and control groups to find out the result of student vocabulary.

2.5 Assumption

The researcher believes that teaching English through scrabble games is effective in developing students' English vocabulary mastery, particularly in learning English.

2.6 Hypothesis

The researcher hypothesis to be carried out in this research is related to the

The hypothesis of the research is formulated as follow:

H₁: Teaching vocabulary by using scrabble game is effective to improve the students' vocabulary.

H₀: Teaching vocabulary by using scrabble game is not effective to improve the students' vocabulary. Criteria of hypothesis acceptability:

- a. If P-value $\leq \alpha$ 0.05 means reject H₀
- b. If P-value $\geq \alpha$ 0.05 means accept H₀



CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

The researcher employs an experimental design in this study to determine the effect of the variable research. In this case there are two variables. Independent Variable and dependent variable. Independent variable is Scrabble game technique and dependent variable is vocabulary mastery. The purpose of this study is to determine whether scrabble is effective in improving students' vocabulary at Junior High School 2 in Jambi City. In this study, the researcher used two classes and then compared them, as shown in the table below:

Table 1
Design of Select Control Group and Select Experimental Group

Class	Pre-test		Treatment		Post-test	
	Yes	No	Yes	No	Yes	No
Control Class	√			√	√	
Experimental Class	√		√		√	

Students in the experimental class were taught using scrabble, while students in the control class were not. This study involved six meetings per class and included a pre-test, treatment, and post-test. The pre-test was used to collect data by measuring students' performance before treatment, while the post-test was used to measure students' performance after treatment.

3.2 Population and Sample

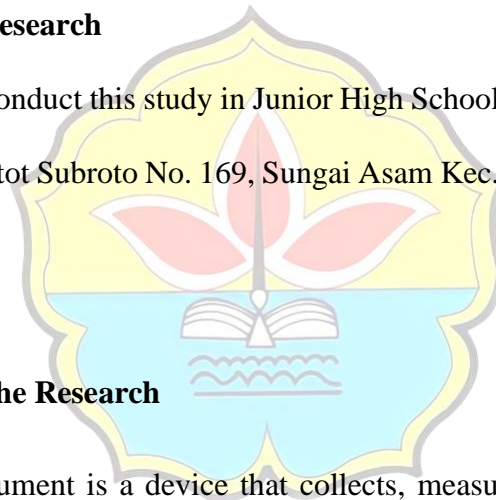
This study's population consisted of class IX students from junior high school number 2 Jambi City for the 2021/2022 academic year. While the total number of students is 354 divided into 8 classes, the sample for this study is consisting of two classes. At junior high school number 2 Jambi City, all students in class 9E with a total of 30 students as an experimental class and class 9F with a total of 30 students as a control class. The researcher chose the sample using a simple random sampling technique.

3.3 Setting of The Research

The researcher conduct this study in Junior High School Number 2 Jambi City. It is located on Jl. Gatot Subroto No. 169, Sungai Asam Kec. Ps. Jambi In academic year 2021/2022.

3.4 Instrument of The Research

A research instrument is a device that collects, measures, and analyzes data from subjects related to the research topic. In this study, the instrument used to collect data is a test. This test is designed to assess students' vocabulary mastery. In this case, the researcher used three types of tests to assess the students in the class. The researcher asked students to fill in the blank word on the text with the correct answer, part B consisted of translation and classification words items, and part C consisted of translation words items.



3.5 Trial of Research Instrument

A set of tools used by researchers to collect data or information in the form of learning outcomes test sheets is referred to as an instrument. The instrument used in this study is a test. Before using the test, it must be tested outside of the sample. The purpose of the test is to determine the students' vocabulary mastery before and after treatment with and without the scrabble game.

3.5.1 Validity

The Pearson Product Moment technique was used in this study to assess the instrument's validity. The Pearson r formula is as follows:

$$r = \frac{\Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{N}}{\sqrt{\left[\Sigma X^2 - \frac{(\Sigma X)^2}{N}\right] \left[\Sigma Y^2 - \frac{(\Sigma Y)^2}{N}\right]}}$$

where

X = any score

Σ = sum of; add them up

ΣX = the sum of all the scores

N = total number of subjects

(Gay, 1981)

In this study, the SPSS for Windows version 25 program was used to evaluate question validity, with the following decision-making criteria:

1. The item is deemed valid if the Corrected Item-Total Correlation value is positive or different from the r_{table} at a significant level ($= 0.05$).
2. The item is deemed invalid if the Corrected Item-Total Correlation value is negative or less than the r_{table} at a significant level ($= 0.05$).

3.5.2 Test Reliability

The reliability of a question is described as its degree of confidence. If the answers of a test are consistent or do not change, it is said to be reliable. To estimate the test's reliability coefficient, Sugiyono suggested the Kuder-Richardson Formula 21 or KR-21. (2008):

$$R \left\{ \frac{K}{K-1} \right\} \left\{ 1 - \frac{M(K-M)}{K(SD)^2} \right\}$$

Note:

- R : The reliability of the test
- K : The number of the test items in the test
- M : The mean of the scores
- N : The number of students
- SD : The standard deviation of the scores
- X : The Scores

3.6 Procedure of Data Collection

The procedure of data collection used the following steps :

A. Pretest

This test is given to determine students' basic competencies in mastery vocabulary before they are treated with scrabble as a learning media..

B. Treatment

a. Treatment for Experimental class

The experimental class is given treatment in some meetings which teacher will teach them with scrabble game as learning media.

C. Posttest

After doing treatments, the researcher administered a posttest to determine and

identify the students' vocabulary achievement.

3.6 Technique of Data Analysis

After collecting the data, the researcher analyzed the data to determine the formula for scoring students' work. The steps under take in quantitative analysis employing the following formula:

1. Using the formula, score the students' pre-test and post-test answer

$$\text{Score} = \frac{\text{total students}^f \text{correct answer}}{\text{total number of item}} \times 100$$

(Sudjana, 2008: 167)

2. The data then classified referring to the scoring system

There are several levels of classification, including excellent, very good, good, fair, poor, and very poor.



Tabel 2
Classifying the Students' score

No	Score	Classification
1	90-100	Excellent
2	80-89	Good
3	70-79	Fair
4	60-69	Poor
5	0-59	Very Poor

Adapted from Brown, 2004:287)

3. Computing the frequency of the rate percentage of the students' score

$$P = \frac{F \times 100\%}{N}$$

Where:

P: Percentage

F: Frequency

N: Amount of sample

(Donbul, 2012)

6. Calculating The Mean score, Standard Deviation, Normality Test, Homogeneity Test and T-test by using SPSS.



CHAPTER IV

FINDING AND DISCUSSION

4.1 Finding

This chapter explains the research findings and their interpretation. The data was obtained through an achievement test to determine the students' achievement after being taught vocabulary materials through a scrabble game in the experimental class and without a scrabble game in the control class. The students' pretest and posttest scores in each class were also used to assess students' achievement after receiving treatment using a different strategy in each class. The discussion focuses on the findings' description and interpretation.

4.1.1 Experimental Class

The experimental class is a sample that was given scrabble games to teach and learn vocabulary.

4.1.1.1. Students' Score in Pre-test

This class had a total of 30 students. A pre-test was given by the researcher. A pre-test was given to students before the treatment to gather information on their ability to increase their vocabulary. As shown in the table below:

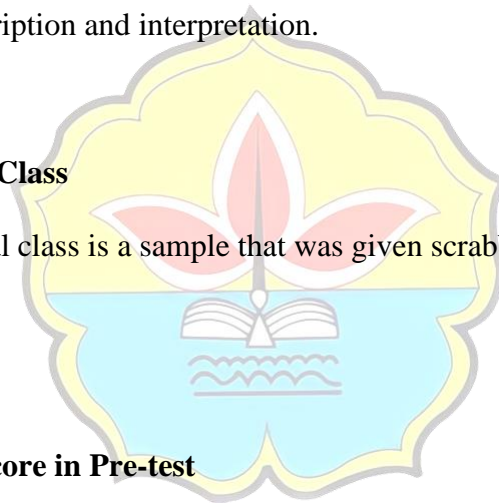


Table 3
Students' Score in Pre-test of Experimental Class at IX E at Junior High
School Number 2 Jambi City

No	Name	Score
1	A.O.F	67
2	A	23
3	A.S	63
4	A.R.C	30
5	C.P.D	40
6	D.R.R	70
7	D.I	50
8	F.S.R	50
9	H.J.S	47
10	I.J.S	60
11	I.W	43
12	J.F	57
13	H.D.A	60
14	K.N	50
15	L.G.S	57
16	M.R.A.S	67
17	M.A.F	40
18	M.F.A	43
19	M.A.N	50
20	M.A.A	77
21	M.A	37
22	M.S.R	50
23	N	60
24	N.P	60
25	R.A	37
26	R	37
27	S.A	57
28	S.A	53
29	T.P.R	60
30	Z.A	56
Total		1551

The lowest pre-test score was 23, the highest was 77, and the total pre-test score was 1551, according to the data presented above. The vocabulary indicators in the pre-test can then be seen as follows.

Table 4
Indicator of Vocabulary in Pre-test

No	Name	V	Adj	N	Total
1	A.O.F	0	3	3	6
2	A	0	0	0	0
3	A.S	0	3	1	4
4	A.R.C	0	0	0	0
5	C.P.D	1	0	1	2
6	D.R.R	2	3	2	7
7	D.I	2	2	2	6
8	F.S.R	2	3	1	6
9	H.J.S	0	0	0	0
10	I.J.S	0	2	1	3
11	I.W	0	0	0	0
12	J.F	2	1	0	3
13	H.D.A	0	0	0	0
14	K.N	2	1	3	6
15	L.G.S	0	0	0	0
16	M.R.A.S	1	2	1	4
17	M.A.F	0	0	0	0
18	M.F.A	0	0	0	0
19	M.A.N	0	2	4	6
20	M.A.A	1	3	1	5
21	M.A	0	0	0	0
22	M.S.R	0	0	0	0
23	N	2	2	0	4
24	N.P	1	0	3	4
25	R.A	0	0	0	0
26	R	0	2	1	3
27	S.A	0	2	3	5
28	S.A	0	0	0	0
29	T.P.R	1	0	3	4
30	Z.A	2	2	2	6
Total					84

The total vocabulary indicators obtained in the experimental class pre-test 84 are shown in Table 4, with the lowest total being 0 and the highest total being 7.

4.1.1.2 Students' Score in Post-test

The post-test was conducted after the experimental group had received treatment from the researcher. The purpose of the post-test was to determine the students' ability to master vocabulary after treatment. The outcomes of the posttest scores for the Experiment groups are as follows:

Table 5
Students' Score in Post-test of Experimental Class at IX E at Junior High School Number 2 Jambi City

No	Name	Score
1	A.O.F	87
2	A	77
3	A.S	73
4	A.R.C	73
5	C.P.D	87
6	D.R.R	90
7	D.I	87
8	F.S.R	90
9	H.J.S	97
10	I.J.S	80
11	I.W	90
12	J.F	83
13	H.D.A	80
14	K.N	97
15	L.G.S	83
16	M.R.A.S	87
17	M.A.F	87
18	M.F.A	87
19	M.A.N	93
20	M.A.A	93
21	M.A	43
22	M.S.R	83
23	N	87
24	N.P	85

25	R.A	90
26	R	73
27	S.A	93
28	S.A	97
29	T.P.R	90
30	Z.A	90
Total		2552

According to the above data, the lowest post-test score was 43, the highest score was 97, and the total post-test score was 2552. It shows the improvement of the students in the experimental class before and after the scrabble game treatment. As you can see the vocabulary indicator is shown in the table below.

Table 6
Indicator of Vocabulary in Post-test

No	Name	V	Adj	N	Total
1	A.O.F	2	1	2	5
2	A	0	3	1	4
3	A.S	2	1	0	3
4	A.R.C	2	1	1	4
5	C.P.D	4	1	2	7
6	D.R.R	2	1	4	7
7	D.I	3	1	1	5
8	F.S.R	5	1	4	10
9	H.J.S	4	1	3	8
10	I.J.S	2	1	0	3
11	I.W	3	1	4	8
12	J.F	3	1	3	7
13	H.D.A	3	1	3	7
14	K.N	5	1	4	10
15	L.G.S	4	1	3	8
16	M.R.A.S	4	1	2	7
17	M.A.F	3	1	3	7
18	M.F.A	4	1	2	7
19	M.A.N	3	1	3	7
20	M.A.A	5	1	4	10
21	M.A	4	0	1	5
22	M.S.R	5	1	4	10
23	N	3	1	3	7
24	N.P	2	1	4	7

25	R.A	3	1	3	7
26	R	3	0	2	5
27	S.A	5	1	4	10
28	S.A	5	1	3	9
29	T.P.R	3	1	4	8
30	Z.A	4	1	4	9
Total					211

The total vocabulary indicators obtained in the 211 experimental class post-test are shown in Table 6, with the lowest total being 3 and the highest total being 10.

4.1.1.3 The Mean Score and Standar Deviation in Experimental Class

The mean score and standard deviation indicated the outcome of the students' pretest and posttest of the experimental class. The mean score analysis was performed to determine whether there was a difference between the students' scores on the pretest and posttest of the experimental class.

Table 7
The Mean Score and Standar Deviation of Students' in Experimental Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre Experiment	30	23	77	51.70	12.352
Post Experiment	30	43	97	85.07	10.379
Valid N (listwise)	30				

Table 7 shows that there was a difference between the pretest and posttest mean scores in the experimental class. The mean post-test score was higher than the mean pre-test score ($85.07 > 51.70$). It means that there was an improvement after the scrabble game treatment. The posttest standard deviation was lower than the pretest standard deviation ($10.379 < 12.352$). It means that the post-test score range was closer to the mean score than the pretest score range.

4.1.1.4 Scoring Classification of Students' Pre-test and Post-test in Experimental Class

In this classification, the researcher grouped all scores according to the results. The researcher presents the frequency and percentage of the students' pretest and posttest of the experimental class in this classification. It shows the improvement of the students in the experimental class before and after the treatment by using the scrabble game. The table describes it as follows:

Table 8
Frequency and Percentage Pre-test and Post-test in Experimental class

No	Classification	Score	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	90-100	0	-	12	40%
2	Good	80-89	0	-	13	43%
3	Fair	70-79	2	6%	4	13%
4	Poor	60-69	8	27%	0	-
5	Very poor	0-59	20	67%	1	3%
Total			30	100%	30	100%

Table 8 shows that most of students in the experimental class are classified as very poor prior to treatment. 6% had fair classification, and 27% had poor classification. After giving the treatment there 40% were in excellent classification, 43 % were in good classification, 13% were in fair classification and 3% were in very poor classification.

4.1.2 Control Class

The control class is a sample that is not treated with scrabble games to teach and learn vocabulary.

4.1.2.1. Students' Score in Pre-test

The data obtained from the control class before and after treatment without the scrabble game are shown in the table below. This class had a total of 30 students. This class was given a pre- and post-test by the researcher. The following information was obtained by the researcher:

Table 9
Students' Score in Pre-test of Control Class at IX F at Junior High School
Number 2 Jambi City

No	Name	Score
1	A.S.M	40
2	A.A.P	33
3	A.F.R	85
4	C.P	67
5	D.H.P	60
6	F.J	57
7	F.F	68
8	G.P	73
9	G.A.C	60
10	I.D	70
11	J.D	67
12	J.C	60
13	K.V	53
14	M.F.H	57
15	M.H.N	43
16	M.R	57
17	M.H.A	40
18	M.I	63
19	M.S	76
20	N.J	55
21	N.R	67
22	N.H	60
23	R.D	80
24	R.A.P	55
25	R.G.R	67
26	R.F	63

27	R.S	70
28	S.L	80
29	V.A	55
30	Z.A.R	60
Total		1841

From to the data presented above, the lowest pre-test score was 33 and the highest score was 85 and the total post-test score was 2552. The vocabulary indicators in the pre-test can then be seen as follows.

Table 10
Indicator of Vocabulary in Pre-test

No	Name	V	Adj	N	Total
1	A.S.M	0	0	0	0
2	A.A.P	0	0	0	0
3	A.F.R	0	1	1	2
4	C.P	2	3	3	8
5	D.H.P	0	3	3	6
6	F.J	0	0	0	0
7	F.V	2	3	3	8
8	G.P	1	3	4	8
9	G.A.C	1	3	2	6
10	I.D	3	2	3	8
11	J.D	0	2	2	4
12	J.C	0	0	0	0
13	K.V	0	0	0	0
14	M.F	0	0	0	0
15	M.H.N	3	0	3	6
16	M.R	0	0	0	0
17	M.H.A	0	0	0	0
18	M.I	0	0	0	0
19	M.S	0	0	0	0
20	N.J	2	3	3	8
21	N.R	2	3	2	7
22	N.H	0	3	3	6
23	R.D	3	3	4	10
24	R.A.P	1	0	1	2
25	R.G.R	2	3	2	7
26	R.F	2	3	4	9
27	R.S	0	0	0	0
28	S.L	1	3	3	7

29	V.A	1	0	1	2
30	Z.A.R	1	2	3	6
Total					120

Table 10 shows the total vocabulary indicators obtained in the control class pre-test 120, with the lowest total being 0 and the highest total being 10.

4.1.2.2 Students' Score in Post-test

After receiving treatment from the researcher without playing Scrabble, a post-test was conducted. The aim of the post-test was to assess the students' level of vocabulary mastery after the treatment. The outcomes of the posttest scores for the control groups are as follows:

Table 11
Students' Score in Post-test of Control Class at IX F at Junior High School
Number 2 Jambi City

No	Name	Score
1	A.S.M	63
2	A.A.P	80
3	A.F.R	85
4	C.P	63
5	D.H.P	90
6	F.J	70
7	F.F	90
8	G.P	80
9	G.A.C	77
10	I.D	77
11	J.D	80
12	J.C	60
13	K.V	87
14	M.F.H	73
15	M.H.N	41
16	M.R	77
17	M.H.A	53
18	M.I	73

19	M.S	76
20	N.J	73
21	N.R	77
22	N.H	80
23	R.D	87
24	R.A.P	67
25	R.G.R	97
26	R.F	67
27	R.S	77
28	S.L	90
29	V.A	80
30	Z.A.R	67
Total		2257

From to the data presented above, the lowest post-test score was 43 and the highest score was 97 and the total post-test score was 2257. It shows the improvement of the students in the control class before and after the treatment without scrabble game. As you can see the vocabulary indicator is shown in the table below.

Table 12
Indicator of Vocabulary in Post-test

No	Name	V	Adj	N	Total
1	A.S.M	3	1	4	8
2	A.A.P	3	1	4	8
3	A.F.R	0	0	3	3
4	C.P	3	1	3	7
5	D.H.P	2	1	4	7
6	F.J	3	1	4	8
7	F.V	3	1	3	7
8	G.P	5	1	4	10
9	G.A.C	3	1	1	5
10	I.D	5	1	4	10
11	J.D	3	1	4	8
12	J.C	3	1	2	6
13	K.V	4	0	4	8
14	M.F	2	1	2	5
15	M.H.N	1	0	1	2

16	M.R	3	1	3	7
17	M.H.A	3	1	2	6
18	M.I	3	1	3	7
19	M.S	3	1	2	6
20	N.J	3	0	3	6
21	N.R	3	1	3	7
22	N.H	1	1	4	6
23	R.D	4	0	4	8
24	R.A.P	2	1	3	6
25	R.G.R	4	1	3	8
26	R.F	2	1	3	6
27	R.S	5	1	4	10
28	S.L	2	1	4	7
29	V.A	1	1	4	6
30	Z.A.R	4	1	2	7
Total					205

Table 12 shows the total vocabulary indicators obtained in the 205 control class post-test, with the lowest total being 2 and the highest total being 10.

4.1.2.3 The Mean Score and Standar Deviation in Control Class

The mean score and standard deviation indicated the outcome of the control class students' pretest and posttest. The mean score analysis was used to see if there was a difference in the control class students' scores on the pretest and posttest.

Table 13
The Mean Score and Standar Deviation of Students' in Control Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Control	30	33	85	61.37	12.093
Posttest Control	30	41	97	75.23	11.852
Valid N (listwise)	30				

Table 13 shows that there was a difference in the control class's pretest and

posttest mean scores. The mean post-test score (75,23 > 61,37) was higher than the mean pre-test score. It means that there was an improvement following treatment without the use of the scrabble game. The posttest standard deviation (11,852 <12.093) was lower than the pretest standard deviation. It means that the range of post-test scores was closer to the mean score than the range of pretest scores.

4.1.2.4 Scoring Classification of Students' Pre-test and Post-test in Control Class

In this classification, the researcher grouped all scores according to the results. The researcher presents the frequency and percentage of the students' pretest and posttest of the control class in this classification. It shows the improvement of the students in the control class before and after the treatment without scrabble game. The table describes it as follows:

Table 14
Frequency and Percentage of Students' Pre-test and Post-test in Control class

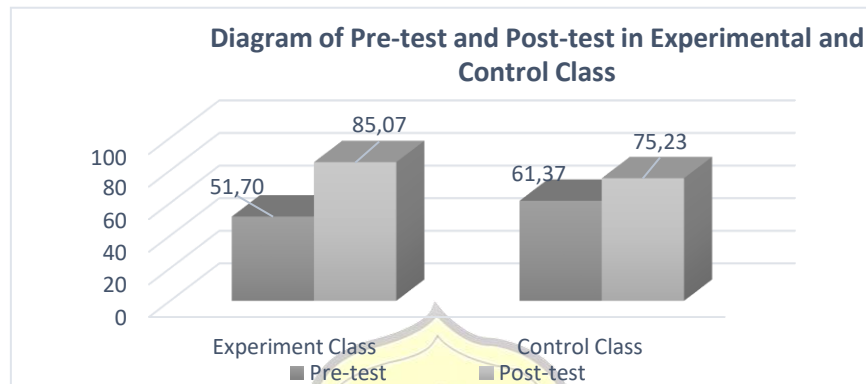
No	Classification	Score	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	90-100	0	-	4	13%
2	Good	80-89	3	10%	8	27%
3	Fair	70-79	4	13%	10	33%
4	Poor	60-69	12	40%	6	20%
5	Very poor	0-59	11	37%	2	7%
Total			30	100%	30	100%

Table 14 shows that most of students in the control class are classified as very poor. 10% had good classification, 13% had fair classification, and 37% had very poor classification. After giving the treatment without scrabble there 13% were in

excellent classification, 27% were in good classification, 33% were in fair classification, 20% were in poor classification, 7% were in very poor classification.

4.1.3 Diagram of Pre-test and Post-test in Experimental and Control Class

Figure 2



The graph above shows that the mean score of the students in the class control and experiment is different. The mean post-test score of the students in the experiment class was higher than the mean pre-test score of the students. The mean pre-test score for experimental students was 51,70, while the mean post-test score for students was 85,07. While the mean students' pre-test score in control was 61,37, the students' mean post-test score was 75,23.

4.1.4 Classical Assumption Test

4.1.4.1 Normality Test

The normality test determines whether or not the data is normally distributed. The normality test in this study used the One-Sample Kolmogorov-Smirnov test with a significant level of 0.05 (5%). If the Sig. KolmogorovSmirnov value is greater than a $> (=0.05)$, the data is normally distributed. Similarly, if the Sig.

Kolmogorov-Smirnov test value is a $< (=0.05)$, the data is not normally distributed. The following table shows the results of the One-Sample Kolmogorov-Smirnov test in this study:

Table 15
Experimental Class Normality Test

Experimental Class
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	11.62462123
	Most Extreme Differences	
	Absolute	.101
	Positive	.093
	Negative	-.101
Test Statistic		.101
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Table 16
Control Class Normality Test

Control Class
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	10.27911663
	Most Extreme Differences	
	Absolute	.080
	Positive	.050
	Negative	-.080
Test Statistic		.080

Asymp. Sig. (2-tailed)	.200 ^{c,d}
------------------------	---------------------

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the table above, it can be concluded that the experimental class's Asymp. Sig. (2-tailed) value is $0.200 > 0.05$ and the control class's value is $0.200 > 0.05$. As a result, it is possible to conclude that the research data is normally distributed.

4.1.4.2 Homogeneity Test

The homogeneity test is used to demonstrate that two or more groups of sample data come from populations with similar variation. If the value of the Sig. Levene Statistic is greater than $\alpha > (=0.05)$, the data is homogeneous. Similarly, if Sig. Levene Statistic $\alpha < (=0.05)$, the data is not homogeneous. The following table shows the results of the Levene Statistic test in this study:

Table 17
Homogeneity Test Result

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Students learning result	Based on Mean	.882	3	116	.453
	Based on Median	1.097	3	116	.353
	Based on Median and with adjusted df	1.097	3	114.479	.353
	Based on trimmed mean	1.043	3	116	.376

Based on the data in the table above, the value of the Sig. Levene Statistic is $0.453 > 0.05$. As a result, it is possible to conclude that the research data is

homogeneous.

4.1.4.3 Hypothesis Test

The hypothesis test aims to find out whether the English subject taught using the Scrabble Game affects students' English vocabulary mastery. The t test was used to test hypotheses in the SPSS for Windows version 25 program. The following table shows the t test results from this study:

Table 18
The Result of Paired Sample Test Calculation

		Paired Samples Test							
		Paired Differences							
		95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Std. Error	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PreExp - PostCon	-23.533	17.844	3.258	-30.196	-16.870	-7.224	29	.000

According to Table 18, there are two possible answers to this research's hypothesis testing. The first method shows that the sig (2 tailed) was less than the level of significance ($0.00 < 0.05$), it means H_1 was accepted while H_0 was rejected and the second method compares the t-test result with the t-table result. In this case, the t-test df was 29, so the t-table is 2,045. The t-test result was higher than the t-table result ($7.224 > 2.045$). As a result, H_0 was rejected and H_1 was accepted. It indicates that the scrabble game helped students improve their vocabulary mastery.

4.2 Discussion

The goal of this research is to investigate the effectiveness Scrabble games towards students vocabulary mastery at junior high school number 2 Jambi City during the 2021/2022 academic year. The researcher conducted an experimental study with a two-group pretest-posttest design to achieve the research objectives. The research process is divided into three steps. Part A consists of preliminary research in which the researcher determines students' vocabulary abilities by administering a pre-test to fill in the blanks in the text, Part B consists of word translation and classification items, and Part C consists of translated word items. Second, giving treatment to class IX E students as an experimental class, students were treated with scrabble game media. In this research, students were asked to assemble letters into vocabulary. The teacher invites students to play scrabble games as part of the game. The treatment was carried out by the researcher over several meetings. The final step is to administer a post-test at the final meeting. Students were given a post-test consisting of filling in the blank words in the text with the correct answers, part B consisting of word translation and classification items, and part C consisting of word translation items to determine their vocabulary abilities after treatment.

Based on the researchers' findings, the Scabble Game has an impact on improving the vocabulary skills of class IX students at SMP N2 Kota Jambi. The gap analysis of the average scores between the control class and the experimental class in the post test to determine whether the technique is effective demonstrates this. The experimental group received an average score of 85.07, while the control group received a score of 75.23. This translates to a 9.84 point difference in student

scores between the experimental and control groups. The difference between the two classes was explained by revealing that the experimental class improved more than the control class.

The researcher discovered a significant difference in the students' vocabulary mastery before and after implementing the Scrabble game in the treatment class in this study. Based on these findings, it is possible to conclude that students improved after being taught using the Scarable Game. This is demonstrated by comparing the average scores of the pretest and the posttest, where the average score of the posttest is higher than the average score of the pretest. Furthermore, if the sig (2 tailed) is less than the significance level (0.05) or the t-test is greater than the t-table, the alternative hypothesis of this study would be accepted. The t-test calculation yielded a t-test value of 7.224 and a t-table value of 2.040, both with a significant level (P) = 0.05 and (df) = 29. The t-test value exceeds the t-table value ($7.224 > 2.045$). $H_1 > H_0$ is the hypothesis. If the results show that H_1 is approved, then the hypothesis shows that the mean value of the two is significantly different. With this interpretation, teaching students to use scrabble games is better to using scrabble games previously. Thus, using scrabble games to teach is an efficient way of enhancing vocabulary skills and students' motivation to learn.

The findings of this study back up the findings of prior studies. First, Gangan Ganda Somantri and Siti Nurhayati from the English Department of Bale Bandung University performed this study, which was titled "The Effectiveness of the Scrabble Game in Improving Students' Vocabulary Mastery." Second, "Using Scrabble Game in Improving Students' Vocabulary Mastery of SMP Negeri 1 Jawa" by Yuli Lidiasari, Sofian, and Iwan Supardi. Finally, there is a paper by Nadezda

Kobzeva titled "Scrabble as a tool for developing engineering students' critical thinking skills." Because prior studies' findings are effective, the researcher adopts several previous studies. The findings of this study, as well as those of several earlier studies, show that using scrabble games increases student scores. As a result of this, it can be stated that the Scrabble Game has an impact on the vocabulary mastery of Junior High School Number 2 Jambi City .



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The researcher can conclude the following based on data analysis and findings in the previous chapter:

1. According to data gathering, the average posttest score in the experimental was greater than the mean pretest score ($85.07 > 51.70$), and the mean posttest score in the control group was higher than the pretest score ($75.23 > 61.37$). It was also improved by comparing the mean pretest and posttest scores of both classes.
2. The researcher computed the data using the T-test, which revealed that the mean score of the experiment and control classes differed. $T_t = 2,045$ was greater than $T_0 = 7,224$. It is possible to conclude that the effect of playing Scrabble was accepted.

As a result, it is possible to conclude that the scrabble game has a positive effect on the English vocabulary of ninth grade students at Junior High School Number 2 Jambi City.

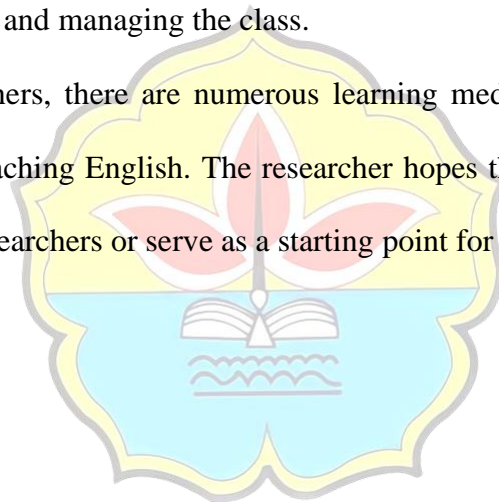
5.2 Sugestion

According to the preceding conclusion, success in learning English is dependent not only on the lesson plan, but also on how the teachers present the lesson and use various techniques to make the class more lively and enjoyable. The scrabble game also aids teachers in class management and provides numerous opportunities for students to participate in the learning process. The research makes the following recommendations for learning vocabulary through the scrabble game:

a. Students should participate in the teaching and learning process and do more practice in class. Individual and group activities are required to help students improve their vocabulary.

b. The teacher should be more selective in selecting appropriate methods, techniques, and models for teaching English in order to increase students' interest, enjoyment, and fun in learning. The researcher recommended that the teacher use the scrabble game to teach vocabulary because it increased students' motivation to learn English. It is preferable for teachers who implement the scrabble game to divide students into pairs while playing the game, giving more guidance, being good at time management, and managing the class.

c. For other researchers, there are numerous learning media that we could use, particularly when teaching English. The researcher hopes that this discovery will be useful to other researchers or serve as a starting point for future research.



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APPENDIX

The logo of the Ministry of National Education of Turkey is centered behind the text. It features a yellow and red tulip flower above an open book, which is set against a light blue background with wavy lines representing water. The entire emblem is enclosed in a yellow, scalloped-edged border.

Appendix I
Lesson Plan Experiment Class
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(KELAS EXPERIMEN)

NAMA SEKOLAH : SMP N 2 KOTA JAMBI
MATA PELAJARAN : BAHASA INGGRIS
KELAS : IX (SEMBILAN)
MATERI POKOK : VOCABULARY
WAKTU : 2 X 40 MENIT

I. Kompetensi Inti (KI) :

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

II. Kompetensi Dasar (KD)

Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan vocabulary.

III. Materi Pembelajaran

Vocabulary (Adjective, Noun, Verb)

IV. Tujuan Pembelajaran:

1. Siswa dapat mengembangkan penguasaan vocabulary dalam bahasa Inggris melalui permainan scrabble

V. Media dan Sumber Pembelajaran

1. Media: Permainan Scrabble
2. Sumber pembelajaran:
 - Buku penunjang Bahasa Inggris Think Globally Act Locally Kelas IX, Edisi Revisi 2018
 - Kamus Bahasa Inggris – Indonesia
 - Bahan ajar yang relevan
 - Internet

VI. Langkah-langkah Pembelajaran

1. Kegiatan Awal

- a. Doa
- b. Guru menyapa siswa
- c. Presensi Siswa
- d. Motivasi dengan mengarahkan siswa pada situasi pembelajaran

2. Kegiatan Inti

Pertemuan Pertama

a. Mengamati

- Guru menjelaskan materi pembelajaran mengenai vocabulary: kata benda (noun), kata sifat (adjective) dan kata kerja (verb)
- Guru membagi siswa kedalam beberapa kelompok
- Guru memberikan scrabble game kepada beberapa kelompok
- Guru menjelaskan dan memberikan contoh cara bermain permainan scrabble beserta peraturannya
- Siswa diminta untuk mencari vocabulary tentang *adjective* yang mereka ketahui
- Guru memberikan waktu bermain scrabble game selama beberapa menit

- Guru meminta kepada beberapa kelompok pertama untuk mengaplikasikan scrabble game serta menuliskan score yang mereka dapatkan selama bermain pada sebuah kertas yg disediakan
- Setelah itu, beberapa kelompok selanjutnya diminta untuk mengaplikasikan permainan scrabble seperti yang sebelumnya.

b. Konfirmasi

- Setelah semua kelompok mendapatkan giliran bermain scrabble, guru menghitung score yang didapatkan setiap kelompok

Pertemuan Kedua

a. Mengamati

- Guru menjelaskan kembali materi pembelajaran mengenai vocabulary
- Guru membagi siswa kedalam beberapa kelompok
- Guru memberikan scrabble game pada beberapa kelompok
- Guru menjelaskan dan memberikan contoh cara bermain Scrabble beserta peraturannya
- Siswa diminta untuk mencari vocabulary tentang *noun* yang berada disekitar mereka
- Guru memberikan waktu bermain scrabble game selama beberapa menit
- Guru meminta kepada beberapa kelompok pertama untuk mengaplikasikan scrabble game serta menuliskan score yang mereka dapatkan selama bermain pada sebuah kertas yang disediakan
- Setelah itu, beberapa kelompok selanjutnya diminta untuk mengaplikasikan permainan scrabble seperti yang sebelumnya.

b. Konfirmasi

- Setelah semua kelompok mendapatkan giliran bermain scrabble, guru menghitung score yang didapatkan setiap kelompok
- guru bersama siswa mendiskusikan vocabulary yang telah diterjemahkan oleh siswa sebelumnya

Pertemuan Ketiga

a. Mengamati

- Guru menjelaskan kembali materi pembelajaran mengenai vocabulary
- Guru membagi siswa kedalam beberapa kelompok
- Guru memberikan scrabble game pada beberapa kelompok
- Guru menjelaskan dan memberikan contoh cara bermain Scrabble beserta peraturannya
- Siswa diminta untuk mencari vocabulary yang mereka ketahui
- Guru memberikan waktu bermain scrabble game selama beberapa menit
- Guru meminta kepada beberapa kelompok pertama untuk mengaplikasian scrabble game serta menuliskan score yang mereka dapatkan selama bermain pada sebuah kertas yang disediakan
- Setelah itu, beberapa kelompok selanjutnya diminta untuk mengaplikasikan permainan scrabble seperti yang sebelumnya.

b. Konfirmasi

- Setelah semua kelompok mendapatkan giliran bermain scrabble, guru menghitung score yang didapatkan setiap kelompok

Pertemuan Keempat

a. Mengamati

- Guru menjelaskan kembali materi pembelajaran mengenai vocabulary
- Guru membagi siswa kedalam beberapa kelompok
- Guru memberikan scrabble game pada beberapa kelompok
- Guru menjelaskan dan memberikan contoh cara bermain Scrabble beserta peraturannya
- Siswa diminta untuk mencari vocabulary yang telah mereka pelajari
- Guru memberikan waktu bermain scrabble game selama beberapa menit
- Guru meminta kepada beberapa kelompok pertama untuk mengaplikasian scrabble game serta menuliskan score yang mereka

dapatkan selama bermain pada sebuah kertas yang disediakan

- Setelah itu, beberapa kelompok selanjutnya diminta untuk mengaplikasikan permainan scrabble seperti yang sebelumnya.

c. *Konfirmasi*

- Setelah semua kelompok mendapatkan giliran bermain scrabble, guru menghitung score yang didapatkan setiap kelompok

3. Penutup

Kegiatan Akhir:

1. Guru menanyakan kesulitan siswa dalam memahami pelajaran
2. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

Mengetahui,
Guru Mata Pelajaran,



Husnaini, S.Pd
NIP. 197201191998032003

Jambi, 1 Agustus 2022

Peneliti,



Anggi Widia Sari
NIM. 1800888203024

Appendix II
Lesson Plan Control Class
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(KELAS KONTROL)

NAMA SEKOLAH	: SMP N 2 KOTA JAMBI
MATA PELAJARAN	: BAHASA INGGRIS
KELAS	: IX (SEMBILAN)
MATERI POKOK	: VOCABULARY
WAKTU	: 2 X 40 MENIT

I. Kompetensi Inti (KI) :

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

II. Kompetensi Dasar (KD)

Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan vocabulary.

III. Materi Pembelajaran

Vocabulary (Adjective, Noun, Verb)

IV. Tujuan Pembelajaran:

1. Siswa dapat mengembangkan penguasaan vocabulary dalam bahasa Inggris

V. Sumber Pembelajaran

Sumber pembelajaran

- Buku penunjang Bahasa Inggris Think Globally Act Locally Kelas IX, Edisi Revisi 2018
- Kamus Bahasa Inggris - Indonesia
- Bahan ajar yang relevan
- Internet

VI. Langkah-langkah Pembelajaran

1. Kegiatan Awal

- a. Doa
- b. Guru menyapa siswa
- c. Presensi Siswa
- d. Motivasi dengan mengarahkan siswa pada situasi pembelajaran

2. Kegiatan Inti

Pertemuan Pertama

a. Mengamati

- Guru menjelaskan materi pembelajaran mengenai vocabulary: kata benda (noun), kata sifat (adjective) dan kata kerja (verb)
- Guru memberikan contoh Vocabulary
- Siswa diminta menuliskan vocabulary yang mereka ketahui
- Guru memberikan waktu kepada siswa
- Guru meminta siswa untuk kembali ke tempat duduknya, dan menerjemahkan vocabulary yang telah mereka buat

b. Konfirmasi

- Setelah semua siswa sudah menyelesaikan tugasnya, guru bersama siswa mengoreksi vocabulary yang telah mereka buat
- Guru meminta siswa mengumpulkan tugasnya

Pertemuan Kedua

a. Mengamati

- Guru menjelaskan kembali materi pembelajaran mengenai vocabulary: kata benda (noun)
- Guru memberikan contoh Vocabulary (*Noun*)
- Siswa diminta untuk menuliskan vocabulary (*Noun*) beserta artinya pada selembar kertas
- Guru memberikan waktu kepada siswa
- Guru meminta siswa untuk mengumpulkan vocabulary yang telah mereka buat.

b. Konfirmasi

- Setelah semua siswa sudah menyelesaikan tugasnya, guru bersama siswa mengoreksi vocabulary yang telah mereka buat

Pertemuan Ketiga

a. Mengamati

- Guru menanyakan kembali materi pembelajaran mengenai Vocabulary yang telah dijelaskan sebelumnya
- Guru membagi siswa menjadi beberapa kelompok
- Guru memberikan selembar kertas berjudul "Sangkuriang" pada setiap kelompok
- Siswa secara berkelompok diminta untuk mencari vocabulary (*noun & verb*) yang berada dalam teks yang telah diberikan lalu menerjemahkannya
- Guru memberikan waktu selama beberapa menit
Guru meminta siswa untuk mengumpulkan vocabulary yang telah mereka buat.

b. Konfirmasi

- Setelah semua kelompok sudah menyelesaikan tugasnya, guru bersama siswa mengoreksi vocabulary yang telah mereka buat

Pertemuan Keempat

a. Mengamati

- Guru menjelaskan materi pembelajaran sebelumnya yang telah dibahas
 - Guru menjelaskan kembali materi pembelajaran mengenai Vocabulary yang telah dijelaskan sebelumnya
 - Guru membagi siswa menjadi beberapa kelompok
 - Guru memberikan selembar kertas berjudul "Sangkuriang" pada setiap kelompok
 - Siswa secara berkelompok diminta untuk mencari vocabulary (*adjective*) yang berada dalam teks yang telah diberikan lalu menerjemahkannya
 - Guru memberikan waktu selama beberapa menit
 - Guru meminta siswa untuk mengumpulkan vocabulary yang telah mereka buat.
- b. *Konfirmasi*
- Setelah semua kelompok sudah menyelesaikan tugasnya, guru meminta siswa mengumpulkannya

3. Penutup

Kegiatan Akhir:

1. Guru menanyakan kesulitan siswa dalam memahami pelajaran
2. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran

Mengetahui,
Guru Mata Pelajaran,



Husnaini, S.Pd
NIP. 197201191998032003

Jambi, 1 Agustus 2022

Peneliti,



Anggi Widia Sari
NIM. 1800888203024

Appendix III
Pre-test
(Experiment Class & Control Class)

Source: English student book IX "Think globally act locally"

Name: _____

Class: _____

Instructions:

Read and understand each sentence well before filling in the paragraph below, make sure you know the meaning of the words in the paragraph. Use a dictionary to make it easier for you to answer the questions below!

A. Use the words in the box to complete the paragraph!

Sangkuriang	witch	turn	whenever	one day
father	male	weaving	tool	married
dog	son	woods	beautiful	sometimes
man	sadly			

Dayang Sumbi was a ¹ _____ and kindhearted princess, but ² _____ she was very lazy. Her hobby was ³ _____ cloth. ⁴ _____ her weaving tool fell. Tumang, a ⁵ _____ dog, came to bring her ⁶ _____ back to her. As she had promised, she ⁷ _____ him. Tumang was actually a ⁸ _____ who had been cursed by a ⁹ _____ to become a dog. But sometimes he could ¹⁰ _____ back to a normal man. Dayang Sumbi and Tumang got one ¹¹ _____. His name was Sangkuriang. He did not know that tumang was his ¹² _____ because he was a dog ¹³ _____ he was with him. Tumang always accompanied ¹⁴ _____ whenever he went hunting in the ¹⁵ _____.

B. Translate and determine the correct word class for the word below!

- | | | |
|----------------|---|---------------------------------|
| 1. Kindhearted | = | (noun, verb, adjective, adverb) |
| 2. Bring | = | (noun, verb, adjective, adverb) |
| 3. Came | = | (noun, verb, adjective, adverb) |
| 4. Beautiful | = | (noun, verb, adjective, adverb) |
| 5. Cursed | = | (noun, verb, adjective, adverb) |
| 6. Deer | = | (noun, verb, adjective, adverb) |
| 7. Lazy | = | (noun, verb, adjective, adverb) |
| 8. Tool | = | (noun, verb, adjective, adverb) |
| 9. Woods | = | (noun, verb, adjective, adverb) |
| 10. Hunting | = | (noun, verb, adjective, adverb) |

C. Translate the words below!

- | | |
|--------------|---|
| 1. Sometimes | = |
| 2. Dog | = |
| 3. Father | = |
| 4. Witch | = |
| 5. Mother | = |

Appendix III

Pre-test

(Experiment Class & Control Class)

$$B = \frac{23 \times 100}{30} = 77$$

Source: English student book IX "Think globally act locally"

Name: Muda Adia Ali
Class: IX E

Instructions:

Read and understand each sentence well before filling in the paragraph below, make sure you know the meaning of the words in the paragraph. Use a dictionary to make it easier for you to answer the questions below!

A. Use the words in the box to complete the paragraph!

Sangkuriang ✓	witch ✓	turn ✓	whenever	one day ✓
father	male ✓	weaving ✓	tool	married ✓
dog	son ✓	woods ✓	beautiful ✓	sometimes ✓
man ✓	sadly			

Dayang Sumbi was a ¹ beautiful ✓ and kindhearted princess, but ² sometimes ✓ she was very lazy. Her hobby was ³ weaving ✓ cloth. ⁴ one day ✓ her weaving tool fell. Tumang, a ⁵ male ✓ dog, came to bring her ⁶ turn ✓ back to her. As she had promised, she ⁷ married ✓ him. Tumang was actually a ⁸ man ✓ who had been cursed by a ⁹ witch ✓ to become a dog. But sometimes he could ¹⁰ _____ back to a normal man. Dayang Sumbi and Tumang got one ¹¹ son ✓. His name was Sangkuriang. He did not know that tumang was his ¹² father ✓ because he was a dog ¹³ _____ he was with him. Tumang always accompanied ¹⁴ Sangkuriang ✓ whenever he went hunting in the ¹⁵ woods ✓.

B. Translate and determine the correct word class for the word below!

- | | | |
|------------------|-------------|-----------------------------------|
| ✓ 1. Kindhearted | = baik hati | (noun, verb, adjective, adverb) |
| ✓ 2. Bring | = membawa | (noun, verb, adjective, adverb) |
| ✓ 3. Came | = datang | (noun, verb, adjective, adverb) × |
| ✓ 4. Beautiful | = cantik | (noun, verb, adjective, adverb) |
| ✓ 5. Cursed | = kutukan | (noun, verb, adjective, adverb) × |
| ✓ 6. Deer | = rusa | (noun, verb, adjective, adverb) |
| ✓ 7. Lazy | = malas | (noun, verb, adjective, adverb) |
| ✓ 8. Tool | = alat | (noun, verb, adjective, adverb) × |
| ✓ 9. Woods | = hutan | (noun, verb, adjective, adverb) × |
| ✓ 10. Hunting | = - | (noun, verb, adjective, adverb) |

C. Translate the words below!

- | | |
|----------------|-------------|
| ✓ 1. Sometimes | = Terkadang |
| ✓ 2. Dog | = Anjing |
| ✓ 3. Father | = Ayah |
| ✓ 4. Witch | = Ibu |
| ✓ 5. Mother | = Ibu |

Appendix IV
Post-test
(Experiment Class)

Source: English student book IX "Think globally act locally"

Name:

Class:

Instructions:

Read and understand each sentence well before filling in the paragraph below, make sure you know the meaning of the words in the paragraph. Use a dictionary to make it easier for you to answer the questions below!

A. Use the words in the box to complete the paragraph!

leave	brought	village	gave	asked
badly	told	a piece of	love	knew
deer's	at	woods	deer	disappoint
heart	want			

When he was twelve years old, Dayang Sumbi ¹ _____ Sangkuriang to bring her a deer's ² _____. But after many days in the ³ _____, he could not find a ⁴ _____. He did not want to ⁵ _____ his mother, so he killed Tumang and ⁶ _____ his heart home and ⁷ _____ it to his mother. Because of her ⁸ _____ to Tumang, Dayang Sumbi ⁹ _____ it was his heart, not a ¹⁰ _____ heart. She got very angry ¹¹ _____ Sangkuriang. She hit him with ¹² _____ wood on his forehead, and ¹³ _____ him to go away. ¹⁴ _____ wounded, Sangkuriang left her and the ¹⁵ _____. Many years later, Sangkuriang grew up to be a powerful man.

B. Translate and determine the correct word class for the word below!

- | | | |
|----------------|---|---------------------------------|
| 1. Angry | = | (noun, verb, adjective, adverb) |
| 2. Bring | = | (noun, verb, adjective, adverb) |
| 3. Find | = | (noun, verb, adjective, adverb) |
| 4. Mother | = | (noun, verb, adjective, adverb) |
| 5. Heart | = | (noun, verb, adjective, adverb) |
| 6. Leave | = | (noun, verb, adjective, adverb) |
| 7. Deer | = | (noun, verb, adjective, adverb) |
| 8. Wood | = | (noun, verb, adjective, adverb) |
| 9. Go | = | (noun, verb, adjective, adverb) |
| 10. Disappoint | = | (noun, verb, adjective, adverb) |

C. Arrange the letters of the words below to be correct!

- | | |
|----------------------------|------------|
| 1. K-I-I-L-E-D (.....) | = Membunuh |
| 2. G-I-E-V (.....) | = Memberi |
| 3. E-M-O-H (.....) | = Rumah |
| 4. H-T-I (.....) | = Memukul |
| 5. H-E-A-D-O-E-R-F (.....) | = Dahi |

Appendix IV

Post-test

(Experiment Class)

$$B = \frac{29 \times 100}{30} = 97$$

Source: English student book IX "Think globally act locally"

Name: HanSEM

Class: IX E

Instructions:

Read and understand each sentence well before filling in the paragraph below, make sure you know the meaning of the words in the paragraph. Use a dictionary to make it easier for you to answer the questions below!

A. Use the words in the box to complete the paragraph!

HANSEN

leave	brought	village	gave	asked
badly	told	a piece of	love	knew
deer's	at	woods	deer	disappoint
heart	want			

When he was twelve years old, Dayang Sumbi ¹ asked Sangkuriang to bring her a deer's ² heart. But after many days in the ³ woods, he could not find a ⁴ deer. He did not want to ⁵ disappoint his mother, so he killed Tumang and ⁶ brought his heart home and ⁷ gave it to his mother. Because of her ⁸ love to Tumang, Dayang Sumbi ⁹ knew it was his heart, not a ¹⁰ deer's heart. She got very angry ¹¹ at Sangkuriang. She hit him with ¹² a piece of wood on his forehead, and ¹³ told him to go away. ¹⁴ Badly wounded, Sangkuriang left her and the ¹⁵ village. Many years later, Sangkuriang grew up to be a powerful man.

B. Translate and determine the correct word class for the word below!

- | | | |
|--------------------|--------------|---|
| ✓ 1. Angry | = marah | (noun, verb, <u>adjective</u> , adverb) |
| ✓ 2. Bring | = bawa | (noun, <u>verb</u> , adjective, adverb) |
| ✓ 3. Find | = temukan | (noun, <u>verb</u> , adjective, adverb) |
| ✓ 4. Mother | = ibu | (<u>noun</u> , verb, adjective, adverb) |
| 1/2 5. Heart | = hati | (noun, verb, <u>adjective</u> , adverb) X |
| ✓ 6. Leave | = kiri | (noun, <u>verb</u> , adjective, <u>adverb</u>) |
| ✓ 7. Deer | = rusa | (<u>noun</u> , verb, adjective, adverb) |
| ✓ 8. Wood | = kayu/hutan | (<u>noun</u> , verb, adjective, adverb) |
| ✓ 9. Go | = pergi | (noun, <u>verb</u> , adjective, adverb) |
| 1/2 10. Disappoint | = kecewa | (noun, verb, <u>adjective</u> , adverb) X |

C. Arrange the letters of the words below to be correct!

- | | |
|-------------------------------------|------------|
| ✓ 1. K-I-L-L-E-D (. killed) | = Membunuh |
| ✓ 2. G-I-V-E (. Give) | = Memberi |
| ✓ 3. E-M-O-I (. Home) | = Rumah |
| ✓ 4. H-T-I (. Hit) | = Memukul |
| ✓ 5. H-E-A-D-O-E-R-F (. forehead) | = Dahi |

Appendix IV
Post-test
(Control Class)

Source: English student book IX "Think globally act locally"

Name:
Class:

Instructions:

Read and understand each sentence well before filling in the paragraph below, make sure you know the meaning of the words in the paragraph. Use a dictionary to make it easier for you to answer the questions below!

A. Use the words in the box to complete the paragraph!

leave	brought	village	gave	asked
badly	told	a piece of	love	knew
deer's	at	woods	deer	disappoint
heart	want			

When he was twelve years old, Dayang Sumbi ¹ _____ Sangkuriang to bring her a deer's ² _____. But after many days in the ³ _____, he could not find a ⁴ _____. He did not want to ⁵ _____ his mother, so he killed Tumang and ⁶ _____ his heart home and ⁷ _____ it to his mother. Because of her ⁸ _____ to Tumang, Dayang Sumbi ⁹ _____ it was his heart, not a ¹⁰ _____ heart. She got very angry ¹¹ _____ Sangkuriang. She hit him with ¹² _____ wood on his forehead, and ¹³ _____ him to go away. ¹⁴ _____ wounded, Sangkuriang left her and the ¹⁵ _____. Many years later, Sangkuriang grew up to be a powerful man.

B. Translate and determine the correct word class for the word below!

- | | | |
|----------------|---|---------------------------------|
| 1. Angry | = | (noun, verb, adjective, adverb) |
| 2. Bring | = | (noun, verb, adjective, adverb) |
| 3. Find | = | (noun, verb, adjective, adverb) |
| 4. Mother | = | (noun, verb, adjective, adverb) |
| 5. Heart | = | (noun, verb, adjective, adverb) |
| 6. Leave | = | (noun, verb, adjective, adverb) |
| 7. Deer | = | (noun, verb, adjective, adverb) |
| 8. Wood | = | (noun, verb, adjective, adverb) |
| 9. Go | = | (noun, verb, adjective, adverb) |
| 10. Disappoint | = | (noun, verb, adjective, adverb) |

C. Translate the words below!

- | | |
|-------------|---|
| 1. Killed | = |
| 2. Give | = |
| 3. Home | = |
| 4. Hit | = |
| 5. Forehead | = |

Appendix IV
 Post-test
 (Control Class)

$$B = \frac{29 \times 100}{30} = 97$$

Source: English student book IX "Think globally act locally"

Name: ratu gusti r
 Class: 9F

Instructions:

Read and understand each sentence well before filling in the paragraph below, make sure you know the meaning of the words in the paragraph. Use a dictionary to make it easier for you to answer the questions below!

A. Use the words in the box to complete the paragraph!

leave	brought	village	gave	asked
badly	told	a piece of	love	knew
deer's	at	woods	deer	disappoint
heart	want			

When he was twelve years o'd, Dayang Sumbi ¹ asked Sangkuriang to bring her a deer's ² heart. But after many days in the ³ woods, he could not find a ⁴ deer. He did not want to ⁵ disappoint his mother, so he killed Tumang and ⁶ brought his heart home and ⁷ gave it to his mother. Because of her ⁸ love to Tumang, Dayang Sumbi ⁹ knew it was his heart, not a ¹⁰ deer's heart. She got very angry ¹¹ at Sangkuriang. She hit him with ¹² a piece of wood on his forehead, and ¹³ told him to go away. ¹⁴ badly wounded, Sangkuriang left her and the ¹⁵ village. Many years later, Sangkuriang grew up to be a powerful man.

B. Translate and determine the correct word class for the word below!

- | | | |
|------------------|-----------------|---|
| ✓ 1. Angry | = Marah | (noun, verb, <u>adjective</u> , adverb) |
| ✓ 2. Bring | = membawa | (noun, <u>verb</u> , adjective, adverb) |
| ✓ 3. Find | = menemukan | (noun, <u>verb</u> , adjective, adverb) |
| ✓ 4. Mother | = Ibu | (<u>noun</u> , verb, adjective, adverb) |
| ✓ 5. Heart | = Hati, jantung | (<u>noun</u> , verb, adjective, adverb) |
| ✓ 6. Leave | = meninggalkan | (noun, <u>verb</u> , adjective, adverb) |
| ✓ 7. Deer | = rusa | (<u>noun</u> , verb, adjective, adverb) |
| ✓ 8. Wood | = kayu | (noun, <u>verb</u> , adjective, adverb) X |
| ✓ 9. Go | = pergi | (noun, <u>verb</u> , adjective, adverb) |
| ✓ 10. Disappoint | = kecewa | (noun, verb, adjective, adverb) X |

C. Translate the words below!

- | | |
|---------------|------------|
| ✓ 1. Killed | = Membunuh |
| ✓ 2. Give | = memberi |
| ✓ 3. Home | = rumah |
| ✓ 4. Hit | = memukul |
| ✓ 5. Forehead | = Dahi |

Appendix V
Score Pre-test and Post-test Experimental Class

No	Name	Pre-test	Classification	Post-test	Classification
1	A.O.F	67	Poor	87	Good
2	A	23	Very Poor	77	Fair
3	A.S	63	Poor	73	Fair
4	A.R.C	30	Very Poor	73	Fair
5	C.P.D	40	Very Poor	87	Good
6	D.R.R	70	Fair	90	Excellent
7	D.I	50	Very Poor	87	Good
8	F.S	50	Very Poor	90	Excellent
9	H.J.S	47	Very Poor	97	Excellent
10	I.J.S	60	Poor	80	Good
11	I.W	43	Very Poor	90	Excellent
12	J.F	57	Very Poor	83	Good
13	H.D.A	60	Poor	80	Good
14	K.N	50	Very Poor	97	Excellent
15	L.G.S	57	Very Poor	83	Good
16	M.R.A.S	67	Poor	87	Good
17	M.A.F	40	Very Poor	87	Good
18	M.F.A	43	Very Poor	87	Good
19	M.A.N	50	Very Poor	93	Excellent
20	M.A.A	77	Fair	93	Excellent
21	M.A	37	Very Poor	43	Very Poor
22	M.S.R	50	Very Poor	83	Good
23	N	60	Poor	87	Good
24	N.P	60	Poor	85	Good
25	R.A	37	Very Poor	90	Excellent
26	R	37	Very Poor	73	Fair
27	S.A	57	Very Poor	93	Excellent
28	S.A	53	Very Poor	97	Excellent
29	T.P.R	60	Poor	90	Excellent
30	Z.A	56	Very Poor	90	Excellent

Appendix VI
Score Pre-test and Post-test Control Class

No	Name	Pre-test	Classification	Post-test	Classification
1	A.S.M	40	Very Poor	63	Poor
2	A.A.P	33	Very Poor	80	Good
3	A.F.R	85	Good	85	Good
4	C.P	67	Poor	63	Poor
5	D.H.P	60	Poor	90	Excellent
6	F.J	57	Very Poor	70	Fair
7	F.F	68	Poor	90	Excellent
8	G.P	73	Fair	80	Good
9	G.A.C	60	Poor	77	Fair
10	I.D	70	Fair	77	Fair
11	J.D	67	Poor	80	Good
12	J.C	60	Poor	60	Poor
13	K.V	53	Very Poor	87	Good
14	M.F.H	57	Very Poor	73	Fair
15	M.H.N	43	Very Poor	41	Very Poor
16	M.R	57	Very Poor	77	Fair
17	M.H	40	Very Poor	53	Very Poor
18	M.I	63	Poor	73	Fair
19	M.S	76	Fair	76	Fair
20	N.J	55	Very Poor	73	Fair
21	N.R	67	Poor	77	Fair
22	N.H	60	Poor	80	Good
23	R.D	80	Good	87	Good
24	R.A.P	55	Very Poor	67	Poor
25	R.G.R	67	Poor	97	Excellent
26	R.F	63	Poor	67	Poor
27	R.S	70	Fair	77	Fair
28	S.L	80	Good	90	Excellent
29	V.A	55	Very Poor	80	Good
30	Z.A.R	60	Poor	67	Poor

Appendix VII
Tabel of Validity Test

Variabel	Number of Item	Corrected Item-Total Correlation	R tabel	Description
Pre Test Eskperimen	1	0,596	0.3610	Valid
	2	0,596	0.3610	Valid
	3	0,367	0.3610	Valid
	4	0,596	0.3610	Valid
	5	0,677	0.3610	Valid
	6	0,677	0.3610	Valid
	7	0,498	0.3610	Valid
	8	0,677	0.3610	Valid
	9	0,570	0.3610	Valid
	10	0,677	0.3610	Valid
	11	0,574	0.3610	Valid
	12	0,582	0.3610	Valid
	13	0,677	0.3610	Valid
	14	0,677	0.3610	Valid
	15	0,495	0.3610	Valid
	16	0,681	0.3610	Valid
	17	0,513	0.3610	Valid
	18	0,677	0.3610	Valid
	19	0,660	0.3610	Valid
	20	0,677	0.3610	Valid
	21	0,621	0.3610	Valid
	22	0,467	0.3610	Valid
	23	0,677	0.3610	Valid
	24	0,513	0.3610	Valid
	25	0,513	0.3610	Valid
	26	0,513	0.3610	Valid
	27	0,495	0.3610	Valid
	28	0,681	0.3610	Valid
	29	0,513	0.3610	Valid
	30	0,677	0.3610	Valid

Variabel	Number of Item	Corrected Item-Total Correlation	R tabel	Description
Pre Test Control	1	0,720	0.3610	Valid
	2	0,742	0.3610	Valid
	3	0,877	0.3610	Valid
	4	0,742	0.3610	Valid
	5	0,496	0.3610	Valid
	6	0,742	0.3610	Valid
	7	0,877	0.3610	Valid
	8	0,877	0.3610	Valid
	9	0,877	0.3610	Valid
	10	0,877	0.3610	Valid
	11	0,720	0.3610	Valid
	12	0,742	0.3610	Valid
	13	0,877	0.3610	Valid
	14	0,877	0.3610	Valid
	15	0,877	0.3610	Valid
	16	0,530	0.3610	Valid
	17	0,877	0.3610	Valid
	18	0,720	0.3610	Valid
	19	0,447	0.3610	Valid
	20	0,720	0.3610	Valid
	21	0,877	0.3610	Valid
	22	0,463	0.3610	Valid
	23	0,396	0.3610	Valid
	24	0,447	0.3610	Valid
	25	0,877	0.3610	Valid
	26	0,463	0.3610	Valid
	27	0,720	0.3610	Valid
	28	0,742	0.3610	Valid
	29	0,877	0.3610	Valid
	30	0,742	0.3610	Valid

Variabel	Number of Item	Corrected Item-Total Correlation	R tabel	Description
Post Test Eksperimen	1	0,968	0.3610	Valid
	2	0,968	0.3610	Valid
	3	0,968	0.3610	Valid
	4	0,968	0.3610	Valid
	5	0,534	0.3610	Valid
	6	0,512	0.3610	Valid
	7	0,733	0.3610	Valid
	8	0,641	0.3610	Valid
	9	0,641	0.3610	Valid
	10	0,968	0.3610	Valid
	11	0,968	0.3610	Valid
	12	0,968	0.3610	Valid
	13	0,968	0.3610	Valid
	14	0,733	0.3610	Valid
	15	0,641	0.3610	Valid
	16	0,707	0.3610	Valid
	17	0,733	0.3610	Valid
	18	0,641	0.3610	Valid
	19	0,365	0.3610	Valid
	20	0,968	0.3610	Valid
	21	0,968	0.3610	Valid
	22	0,968	0.3610	Valid
	23	0,381	0.3610	Valid
	24	0,968	0.3610	Valid
	25	0,968	0.3610	Valid
	26	0,968	0.3610	Valid
	27	0,968	0.3610	Valid
	28	0,968	0.3610	Valid
	29	0,733	0.3610	Valid
	30	0,409	0.3610	Valid

Variabel	Number of Item	Corrected Item-Total Correlation	R tabel	Description
Post Test Control	1	0,589	0.3610	Valid
	2	0,861	0.3610	Valid
	3	0,589	0.3610	Valid
	4	0,861	0.3610	Valid
	5	0,768	0.3610	Valid
	6	0,727	0.3610	Valid
	7	0,729	0.3610	Valid
	8	0,589	0.3610	Valid
	9	0,653	0.3610	Valid
	10	0,589	0.3610	Valid
	11	0,768	0.3610	Valid
	12	0,429	0.3610	Valid
	13	0,861	0.3610	Valid
	14	0,768	0.3610	Valid
	15	0,861	0.3610	Valid
	16	0,768	0.3610	Valid
	17	0,429	0.3610	Valid
	18	0,861	0.3610	Valid
	19	0,386	0.3610	Valid
	20	0,393	0.3610	Valid
	21	0,473	0.3610	Valid
	22	0,800	0.3610	Valid
	23	0,646	0.3610	Valid
	24	0,699	0.3610	Valid
	25	0,605	0.3610	Valid
	26	0,690	0.3610	Valid
	27	0,702	0.3610	Valid
	28	0,589	0.3610	Valid
	29	0,529	0.3610	Valid
	30	0,393	0.3610	Valid

Appendix VIII
Tabel of Reliability Test Results

Scale: Pre Test Eksperimen

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.749	30

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

Scale: Pre Test Control

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.758	30

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

Scale: Post Test Eksperimen

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.758	30

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

Scale: Post Test Control

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.755	30

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

Appendix IX

R Table

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

Appendix X T-table

Critical values of *t* for two-tailed tests

Significance level (α)

Degrees of freedom (<i>df</i>)	.2	.15	.1	.05	.025	.01	.005	.001
1	3.078	4.165	6.314	12.706	25.452	63.657	127.321	636.619
2	1.886	2.282	2.920	4.303	6.205	9.925	14.089	31.599
3	1.638	1.924	2.353	3.182	4.177	5.841	7.453	12.924
4	1.533	1.778	2.132	2.776	3.495	4.604	5.598	8.610
5	1.476	1.699	2.015	2.571	3.163	4.032	4.773	6.869
6	1.440	1.650	1.943	2.447	2.969	3.707	4.317	5.959
7	1.415	1.617	1.895	2.365	2.841	3.499	4.029	5.408
8	1.397	1.592	1.860	2.306	2.752	3.355	3.833	5.041
9	1.383	1.574	1.833	2.262	2.685	3.250	3.690	4.781
10	1.372	1.559	1.812	2.228	2.634	3.169	3.581	4.587
11	1.363	1.548	1.796	2.201	2.593	3.106	3.497	4.437
12	1.356	1.538	1.782	2.179	2.560	3.055	3.428	4.318
13	1.350	1.530	1.771	2.160	2.533	3.012	3.372	4.221
14	1.345	1.523	1.761	2.145	2.510	2.977	3.326	4.140
15	1.341	1.517	1.753	2.131	2.490	2.947	3.286	4.073
16	1.337	1.512	1.746	2.120	2.473	2.921	3.252	4.015
17	1.333	1.508	1.740	2.110	2.458	2.898	3.222	3.965
18	1.330	1.504	1.734	2.101	2.445	2.878	3.197	3.922
19	1.328	1.500	1.729	2.093	2.433	2.861	3.174	3.883
20	1.325	1.497	1.725	2.086	2.423	2.845	3.153	3.850
21	1.323	1.494	1.721	2.080	2.414	2.831	3.135	3.819
22	1.321	1.492	1.717	2.074	2.405	2.819	3.119	3.792
23	1.319	1.489	1.714	2.069	2.398	2.807	3.104	3.768
24	1.318	1.487	1.711	2.064	2.391	2.797	3.091	3.745
25	1.316	1.485	1.708	2.060	2.385	2.787	3.078	3.725
26	1.315	1.483	1.706	2.056	2.379	2.779	3.067	3.707
27	1.314	1.482	1.703	2.052	2.373	2.771	3.057	3.690
28	1.313	1.480	1.701	2.048	2.368	2.763	3.047	3.674
29	1.311	1.479	1.699	2.045	2.364	2.756	3.038	3.659
30	1.310	1.477	1.697	2.042	2.360	2.750	3.030	3.646
40	1.303	1.468	1.684	2.021	2.329	2.704	2.971	3.551
50	1.299	1.462	1.676	2.009	2.311	2.678	2.937	3.496
60	1.296	1.458	1.671	2.000	2.299	2.660	2.915	3.460
70	1.294	1.456	1.667	1.994	2.291	2.648	2.899	3.435
80	1.292	1.453	1.664	1.990	2.284	2.639	2.887	3.416
100	1.290	1.451	1.660	1.984	2.276	2.626	2.871	3.390
1000	1.282	1.441	1.646	1.962	2.245	2.581	2.813	3.300
Infinite	1.282	1.440	1.645	1.960	2.241	2.576	2.807	3.291

Appendix XI Documentation





Universitas Batanghari
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp 0741 - 667089

Nomor : /05/UBR-01/3/2022
Lampiran : -
Perihal : Izin Penelitian

Kepada Yth : Bapak/Ibu
Kepala SMP N 2 Kota Jambi
di
Tempat

Dengan hormat,

Kami mengharapkan kesediaan Bapak/Ibu untuk memberi izin kepada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :

Nama : ANGGI WIDIA SARI
NIM : 1800888203024
Program Studi : Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan skripsi mahasiswa tersebut di atas dengan judul :

**"THE EFFECTIVENESS OF SCRABBLE GAMES IN TOWARDS STUDENTS'
ENGLISH VOCABULARY MASTERY OF CLASS IX AT JUNIOR HIGH
SCHOOLNUMBER 2 JAMBI CITY"**

Demikian, atas bantuan dan kerja sama yang baik ini, kami ucapkan terima kasih.

Jambi, 29 Juli 2022

Dekan,



Dr. H. Abdoel Gafar, S.Pd., M.Pd.
NIDN. 1021036502



PEMERINTAH KOTA JAMBI
DINAS PENDIDIKAN
SMP NEGERI 2 KOTA JAMBI



NSS : 201106009010 NPSN : 10504639

Alamat : Jl. Jenderal Gatot Subroto No.169 Kec.Pasar Jambi Kota Jambi Telp. (0741) 23777

SURAT KETERANGAN

Nomor : 226/422/SMP.N 2/VIII / 2022

Yang bertanda tangan dibawah ini, kepala SMP Negeri 2 Kota Jambi menerangkan bahwa :

Nama : ANGGI WIDIA SARI
Tempat/Tgl. Lahir : Jambi, 24 April 2000
NIM : 1800888203024
Jenis Kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris

Nama yang tersebut di atas adalah benar telah melaksanakan Penelitian yang berjudul :

" THE EFFECTIVENESS OF SCRABBLE GAMES IN TOWARDS STUDENTS'
ENGLISH VOCABULARY MASTERY OF CLASS IX AT JUNIOR HIGH
SCHOOL NUMBER 2 JAMBI CITY "


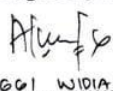

Nama tersebut diatas telah melaksanakan Penelitian terhitung tanggal 29 Juli s.d 15
Agustus 2022 di SMP Negeri 2 Kota Jambi.

Demikianlah surat keterangan ini kami berikan, untuk dapat diketahui dan dipergunakan
seperlunya, Terima kasih.

Agustus 2022
Kepala Sekolah




SMP N. 2
KOTA JAMBI
S.Si M.Pd
NIP. 19760505 200501 1 011

USULAN JUDUL DAN DOSEN PEMBIMBING SKRIPSI

I. Diajukan Kepada Yth. : Ketua Prodi : Ridho Praja Dinata, M.Pd. Prodi Pend. Bahasa Inggris FKIP Universitas Batanghari	
II. Mahasiswa yang mengusulkan	
1. Nama : ANGGI WIDIA SARI	
2. NIM : 1800888203024	
3. Prodi : Pend. Bahasa Inggris	
III. Judul Skripsi yang diusulkan	Yang di Setujui
1. USING SCRABBLE GAME IN IMPROVING STUDENTS' ENGLISH VOCABULARY MASTERY IN JUNIOR HIGH SCHOOL	✓
2. THE EFFECTIVENESS OF SCRABBLE GAMES IN IMPROVING STUDENTS' ENGLISH VOCABULARY MASTERY OF CLASS IX AT JUNIOR HIGH SCHOOL NUMBER 2 JAMBI CITY	
3. THE MOTIVATING FACTOR OF STUDENTS LEARNING ENGLISH AT IX CLASS IN JUNIOR HIGH SCHOOL NUMBER 2 JAMBI CITY	
IV. Dosen Pembimbing yang diusulkan	Yang di Setujui
1. EFA SILFIA, M.Pd.	1. TANTI ISMIYATI, M.Pd.
2. KARTIKA DEWI, M.Pd.	2. KHIDAYATUL MUNAWAROH, M.Pd.
V. Masa Pembimbing Mulai dari s.d	
VI. Menyetujui, Ka. Program Studi,  Ridho Praja Dinata, M.Pd. NIDN: 1019039401	Jambi, .. 29 .. MARET .. 2022 Mhs. Yang Mengusulkan,  .. ANGGI WIDIA SARI Nim : 1800888203024
VII. Mengetahui, Wakil Dekan I  Silvia Fitriani, M.Pd. NIDN: 1010058901	

*Gunakan huruf kapital untuk mengisinya

USULAN PERGANTIAN JUDUL SKRIPSI

I. Diajukan Kepada Yth. : Ketua Prodi : Ridho Praja Dinata, M.Pd. Prodi Pend. Bahasa Inggris FKIP Universitas Batanghari	
II. Mahasiswa yang mengusulkan	
1. Nama : ANGGI WIDIA SARI	
2. NIM : 1800888203024	
3. Prodi : Pend. Bahasa Inggris	
III. Judul Skripsi (Lama) THE EFFECTIVENESS OF SCRABBLE GAMES IN IMPROVING STUDENTS' ENGLISH VOCABULARY MASTERY OF CLASS IX AT JUNIOR HIGH SCHOOL NUMBER 2 JAMBI CITY	
IV. Judul Skripsi (Baru) THE EFFECTIVENESS OF SCRABBLE GAMES TOWARDS STUDENTS' ENGLISH VOCABULARY MASTERY OF CLASS IX AT JUNIOR HIGH SCHOOL NUMBER 2 JAMBI CITY	
V. Dosen Pembimbing yang diusulkan	Yang di Setujui
1.	1. TANTI ISMIYATI, M.Pd.
2.	2. KHIDAYATUL MUNAWAROH, M.Pd.
VI. Masa Pembimbing Mulai dari 28 MARET 2022 s.d 28 SEPTEMBER 2022	
VII. Menyetujui, Ka. Program Studi,  Ridho Praja Dinata, M.Pd. NIDN: 1019039401	Jambi, 28 JULI2022 Mhs. Yang Mengusulkan,  .. ANGGI WIDIA SARI
VIII. Mengetahui, Wakil Dekan I  Silvia Fitriani, M.Pd. NIDN: 1010058901	

*Gunakan huruf kapital untuk mengisinya