

**THE EFFECT OF USING SCRABBLE GAME ON THE SEVENTH  
GRADE STUDENTS' VOCABULARY ACHIEVEMENT  
AT MTS NEGERI SUKOWONO  
2015/2016 ACADEMIC YEAR**

**THESIS**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

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## DEDICATION

**This thesis is proudly dedicated to the following people:**

- 1. My beloved parents, Bapak Supriyadi (Almh) and Ibu Karyawati**
- 2. My beloved older sisters, Lilik Susilowati, Anik Winarsih, Sri Wahyuni Krisnawati and Endang Rahayu**
- 3. My beloved friends, Diyah Desiani Pangestu, Lailatul Hidayah, Yulia Putri Budiani, Diayu Galuh Permatasari, Diah Akmalia, Yulika Setiawati, Meisyatul Izza, Faridatul Nadlifa, Izzatun Nafsi, Ima Ismala, Moh. Fauzan**

**MOTTO**

**Life isn't about finding yourself, life is about creating yourself**



**APPROVAL SHEET**

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I do realize that my thesis is still far from being perfect. Therefore, any critics or suggestions will be retrieved.

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The Writer

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## SUMMARY

**The Effect of Using Scrabble Game on the Seventh Grade Students' Vocabulary Achievement at MTs Negeri Sukowono 2015/2016 Academic Year;** Yeni Rahmawati; 120210401016; 2016; 38 pages; English Language Education Study Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This experimental research was intended to know whether or not there was a significant effect of using Scrabble Game on the seventh grade students' vocabulary achievement at MTsN Negeri Sukowono. The design used in this research was quasi experimental research with pretest-posttest non – equivalent group design. The researcher used Scrabble Game as media in vocabulary teaching learning process.

This research was conducted to investigate the effect of using Scrabble Game on the Seventh Grade Students' Vocabulary Achievement, using two classes of the seventh grade students at MTsN Negeri Sukowono as the research respondents. Those two classes were determined based on their vocabulary test homogeneity test. To determine the both groups as the experimental group (VII-F) and the control group (VII-E), the researcher used lottery. The number of the research respondents was 80 students, with 40 students for each class. The researcher used two lesson plans to conduct the vocabulary teaching learning process in two meetings for each group. The experimental group got a treatment by using Scrabble Game and the control group did not get the treatment. The control group was taught vocabulary in conventional way, the one used by the English teacher at MTsN Negeri Sukowono.

There were two kinds of data in this research, namely primary data and secondary data. The primary data were collected from the students' scores pretest-

posttest. Then, the secondary data were collected from interview and documentation. The results of interview and documentation were used to support the primary data. The scores from the results of pretest-posttest were used to compare score deviation between the groups after giving a treatment.

Based on the results of data analysis by using Independent Sample T-test, the mean score of experimental class was 7.9250, while the mean score of control group was 3.5750. The degree of freedom was 80. The value of 80 here was the total number of students from both classes (the experimental and the control class). Moreover, in the output of Independent Sample T-test column showed that the sig. value was 0.02. It was lower than 0.05. It meant that the mean scores of two groups were different. So, it could be concluded that there was a significant difference between the mean scores of the experimental and the control groups. It proved that the null hypothesis in this research “There is no significant effect of using Scrabble Game on the seventh grade students’ vocabulary achievement at MTs Negeri Sukowono 2015/2016 Academic Year” was rejected and the alternative hypothesis “There is asignificant effect of using Scrabble Game on the seventh grade students’ vocabulary achievement at MTs Negeri Sukowono 2015/2016” was accepted.

Based on the result above, it could be recommended to the English teacher that Scrabble Game can be used as media in teaching vocabulary and to give a variation in teaching learning process of vocabulary.

## CHAPTER 1. INTRODUCTION

This chapter presents some aspects dealing with the topic of the research. They are background of the research, the problem of the research, the objective of the research, and the significances of the research.

### 1.1. **The Background of the Research.**

As an international language, English plays an important role the world. As stated by Crystal (2003:2) that English is a global language. This statement means that English is used by people all over the world. They use it as a medium of communication. Some countries such as USA, Canada, and Australia consider English as their mother tongue, but some others such as Indonesia consider it to be a foreign language.

Even though English is not our mother tongue, it is still studied by Indonesian students from the elementary levels to the university levels. Even Crystal (2003:6) notes that a quarter of the world's population is already fluent and competent in English. This means that most students in the world still need to learn English language. To master English well, they must learn not only the language skills: listening, speaking, reading and writing but also the language components covering vocabulary, pronunciation, and grammar.

Vocabulary is one of the language components which is learnt by the students. The students have to enlarge their vocabularies in order to master four language skills. In fact, many students have some problems in learning vocabulary. It is caused by 3 possible factors: Firstly, the students may learn passively because they only listen to the teacher's explanation. Secondly, the students only think and memorize meaning of the new word, therefore they ignore the functions of the words. Thirdly, the students usually acquire new vocabulary through new word in their text books. As a result, many students have less motivation in learning vocabulary. It can be seen from the students' activities in the teaching learning process.

Based on the result of interview with the English teacher, it was known that the teacher only focuses on the student's worksheet without involving the students to be more active during the teaching learning process. Therefore, they get bored and they have less motivation.

There are a number of ways that can be used to solve the problems. One of them is by using games. According to Lucas (2003:60) games are wonderful ways to relax learners while giving them a chance to review and remember topic concept. It means that game can make the students more enjoyable and fun during the teaching learning process. In this research, Scrabble Game is used as media in teaching vocabulary. It is one of the challenging board games which is easy to be used to teach vocabulary in a big class. Moreover, Lucas (2003:61) states that the use of Scrabble Game or similar word games becomes a basis for reinforcing program concepts. This statement means that game can help students in strengthening creative and mental processes. So, it can make the teaching learning process not only more enjoyable and fun but also can give some variations in the teaching learning process including the vocabulary teaching learning process.

Some researchers conducted research dealing with the use of Scrabble Game to teach vocabulary. One of the researchers who conducted the related study was Tanjung (2011). His research was about the use of Scrabble Game in teaching vocabulary to the first grade students at MTs Nurussalam Pondok Pinang. The research result showed that the use of Scrabble Game could improve the students' vocabulary mastery. Then, the effectiveness of using Scrabble Game was proven by Khotimah (2012) who conducted an experimental research related to the use of Scrabble Game in teaching vocabulary to the junior high school students. She found that there was a significant effect of using Scrabble Game on the students' vocabulary achievement. The other previous research was conducted by Patmasari (2013) who conducted an experimental research related to the use of Scrabble Game in teaching vocabulary to senior high school students. The result of her research showed that there was a significant effect of the students' vocabulary achievement after they were taught vocabulary by using Scrabble Game.



Based on the previous research findings, it could be proven that the use of Scrabble Game could give a significant effect on the students' vocabulary achievement. Then, the researcher conducted a preliminary study at MTs Negeri Sukowono. By interviewing the English teacher, it was found that the English teacher has never used the Scrabble Game in teaching vocabulary. He usually teaches vocabulary by asking the students to find the meanings of the words in a dictionary and discussing the meaning of the words with the class.

Based on the background above, the researcher used Scrabble Game as the media in teaching vocabulary, especially: nouns, verbs, adjectives and adverbs. Therefore, an experimental research entitled "The effect of using Scrabble Game on the seventh grade students' vocabulary achievement at MTs Negeri Sukowono 2015/2016 Academic Year was conducted.

### **1.2 The Problem of the Research**

Based on the background above, the problem of the research was as follow: "Was there any significant effect of using Scrabble Game on the seventh grade students' vocabulary achievement at MTs Negeri Sukowono 2015/2016 Academic Year".

### **1.3 The Objective of the Research**

The objective of this research was to know whether or not there was a significant effect of using Scrabble Game on the seventh grade students' vocabulary achievement at MTs Negeri Sukowono 2015/2016 Academic Year?

### **1.4 The Significance of the Research**

The results of the research are expected to be useful for the researcher, the English teacher, the students, and the future researchers.

a. The researcher

This result of the research is expected to be useful for the researcher to conduct an experimental research by applying the Scrabble Game in teaching vocabulary.

b. The English teacher

The result of the research is expected to be useful for the English teacher as an input and consideration to use the Scrabble Game as media in teaching vocabulary.

c. The students

The result of this research is expected to be useful for the students to make them interested in learning vocabulary. They can have a new experience in learning vocabulary by using the Scrabble Game. It was used to attract their interest in learning vocabulary.

d. The future researchers

The result of this research is expected to be useful for the future researchers as a reference or information to conduct a further research dealing with the use of Scrabble Game through classroom action research to improve the students' vocabulary mastery at different schools.

## CHAPTER 2. RELATED LITERATURE REVIEW

The related literature review in this chapter deals with the theories related to the research. It covers the definitions of vocabulary, the classification of vocabulary, the important role of vocabulary in English language learning, the definition of game, kinds of game, Scrabble Game, the benefits of using Scrabble Game in the language teaching and learning, the procedure of using Scrabble Game in teaching vocabulary, and the hypothesis of the research.

### 2.1 Vocabulary

#### 2.1.1 The Definitions of Vocabulary

In learning English language, vocabulary plays an important role for the students in understanding the material. Vocabulary cannot be separated from the four language skills. If students have a good ability in vocabulary, they can learn English well both in the spoken or written form.

According to Hatch and Brown (2001:1) vocabulary refers to a list or a set of words for a particular language or a list or a set of words that individual speakers of a language might use. Furthermore, Hiebert and Kamil (2005:3) define that vocabulary is the knowledge of meanings of words. Thornbury (2002:14) states that vocabulary is largely a collocation of items.

Based on some ideas above, it can be inferred that vocabulary deals with a group of words or a list of words which has certain meaning from the word itself, and it also can be used to convey a language meaning.

#### 2.1.2 The Classification of Vocabulary

Hatch and Brown (2001:218) state that words based on their functional categories are called parts of speech, which include nouns, verbs, adjectives and adverbs. Moreover, Thornbury (2002:4) points out that grammatical words or functional words are generally prepositions, conjunctions, determiners, and pronouns. On the other hand, there are content words, those that carry a high information.



Content words are usually nouns, verbs, adjectives and adverbs. The following part discusses more about noun, verb, adjective and adverb.

### 2.1.2.1 Nouns

Hatch and Brown (2001:219) state that noun refers to a person, a place, or a thing. According to Thomson and Martinet (1986:10), there are four kinds of nouns in English as follows.

- a. Common Nouns  
Common nouns refer to anything that we can see, touch, hear or taste. They do not need capital letters and can be identified easily by placing “a”, “an”, or “the” in front of the word. For example: a bag, an egg, the desk.
- b. Proper Nouns  
Proper nouns are name of people, place, days, months and things. They always take capital letters. For example: James, Monday, and December.
- c. Abstract Nouns  
Abstract nouns are names of feeling or qualities, things that we cannot see, feel, or touch, but still exist. For example: affection, hope, and understanding.
- d. Collective Nouns  
Collective nouns are number of persons or things considered together as a unit. For example: choir, army, and team.  
(Thomson and Martinet, 1986:10)

Based on some explanations above, it can be inferred that common nouns refer to anything which we can see, touch, hear or taste. The proper nouns refer to the name of people, days, months and things. Then, abstract nouns refer to the feeling which we cannot see, feel or touch. The last, collective nouns refer to the number of person who gathers as a unit.

This research only focused on nouns covering common nouns and proper nouns. They were mostly taught to the seventh grade students based on the material in the 2013 Curriculum.

### 2.1.2.2 Verbs

Hatch and Brown (2001:222) define that verbs are words that denote action. Thomson and Martinet (1986:100) divide verbs into two classes. They are auxiliary verbs and ordinary verbs.

a. Auxiliary verbs

Auxiliary verb is a kind of verbs that helps' to form a tense or an expression. The examples are: to have, to do, could, will.

b. Ordinary verbs

Ordinary verb is a verb that is not categorized as an auxiliary verb. They are regular verbs and irregular verbs.

(Thomson and Martinet, 1986:100)

Based on some ideas above, it can be inferred that auxiliary verbs are used to express a tense. They are usually used to company a main verb. Then, ordinary verbs can be divided into two kinds: regular verbs and irregular verbs.

This research only focused on ordinary verbs including regular and irregular verbs. They were mostly taught to the seventh grade students based on the material in the 2013 Curriculum.

### 2.1.2.3 Adjectives

Hatch and Brown (2001:228) state that adjectives are used to highlight qualities or attributes. Thomson and Martinet (1986:17) state that there are six kinds of adjectives, they are as follows.

- |                  |                                  |
|------------------|----------------------------------|
| a. Demonstrative | : this, that, those, this.       |
| b. Distributive  | : each, every, neither, either.  |
| c. Quantitative  | : some, any, little, few, many.  |
| d. Interrogative | : which, what, whose.            |
| e. Possessive    | : my, your, his, her, our.       |
| f. Quality       | : clever, dry, fat, good, heavy. |

(Thomson and Martinet, 1986:17)

From those statements above, it can be inferred that demonstrative adjectives are used to point out specific people or things. Distributive adjectives refer to each or thing separately. Quantitative adjectives are used to show the quantity of a thing. Interrogative adjectives are used when we need to ask a question. Possessive adjectives refer to the ownership of something. The last, quality adjectives are an adjective which are used to show the kind of quality

nouns or pronouns. This research only focused on adjectives of quality. They were mostly taught to the seventh grade students based on the material in the 2013 Curriculum.

#### 2.1.2.4 Adverbs

Hatch and Brown (2001:230) state that adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses, or to entire sentence rather than to nouns. Thomson and Martinet (1986:28) point that there are eight kinds of adverbs.

- a. Manner : fast, happily, quickly, hard, well, angrily.
- b. Place : here, there, down, upstairs.
- c. Time : now, soon, still, today.
- d. Frequency : always, often, seldom, sometimes.
- e. Sentence : certainly, definitely, surely, possibly.
- f. Degree : fairly, rather, quite, too, very.
- g. Interrogative : when, where, why, how, who.
- h. Relative : when, where, why.

(Thomson and Martinet, 1986:28)

From those arguments above, it can be inferred that adverb of manner tells us how something happens. It is usually formed from adjective by adding -ly. Adverb of place provides some information where something happens. Adverb of time is used not only to tell us when an action happens but also for how long the action happen. Adverb of frequency is used to describe how frequently we do an activity. Adverb of sentence is used to modify a sentence or clause. Adverb of degree tells us about the intensity or degree of an action, an adjective or other adverb. Adverb of interrogative is used for asking question. The last, adverb of relative is used to introduce a relative clause.

This research focused on adverbs of manner and adverbs of place. They were mostly taught to the seventh grade students based on the material in the 2013 Curriculum.

### **2.1.3 The Important role of Vocabulary in English Language Learning**

Vocabulary cannot be separated from four language skills. Therefore, in this research, vocabulary is taught integrated with reading skill namely reading a descriptive text. Hiebert and Kamil (2005:3) define vocabulary into two forms namely oral vocabulary and printed vocabulary. Oral vocabulary is a set of words for which we know the meanings when we speak. Then, printed vocabulary consists of those words for which the meaning is known when we write. From that explanation above, it can be inferred that both oral vocabulary and printed vocabulary are important in English language learning.

Thornbury (2002:1) states that all languages have words and language emerges first as words. Moreover, Thornbury (2002:13) also says without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that if the students only master grammar well, they cannot understand the material well. They also find some difficulties in expressing their ideas both in spoken or written form. By mastering vocabulary well, however, the students may express their ideas and understand others' idea easily. Therefore, mastering vocabulary well is important in English language learning. There are a number of ways that can be applied to learn vocabulary. One of them is by using Scrabble Game. The following part discusses more about Scrabble Game.

## **2.2 Game**

### **2.2.1 The Definitions of Game**

There are many definitions about what game is. Some experts have their own definition about games. According to Hadfield (1999:4), game is an activity with rules, a goal and an element of fun. Furthermore, Wright, et al. (2006:1) state that game is an activity which is entertaining and engaging, often challenging and an activity in which the learners play and usually interact with others. It can be said that game is an activity which is interesting and sometimes challenging and it can make the students enjoy playing and interacting with others.



A similar opinion is suggested by Susan (2001:15) who says that game is a competitive activity played according to the rules within a given context, where players meet a challenge in their attempt to accomplish a goal and win. This statement means that game is a competitive activity which has rules and involves a contest between players to reach the goal.

Based on some ideas above, it can be inferred that game is an interesting activity with rules. It can be used to learn English in a fun way. It also makes the students feel free from feeling depressed. They do not realize that they learn something while they are playing a game.

### **2.2.2 Kinds of Game**

Game can be used as a media in teaching learning process and also avoid boredom situation in the classroom. Game can be played in pairs or small groups, where all members of the group have some information. According to Hadfield (1999:5) there are seven kinds of game that can be used in the teaching learning process. They are Guessing game, Search game, Matching game, Labeling game, Exchanging game, Exchanging and Collecting game, Board game and Card game as the following.

First, Guessing Game is the game that can be played by a player which the information keep in a secret or what Hadfield (1999:5) notes as “withholds it” which other players predict or guess what it might be.

Second, Search Game is another variant of games, it involves the whole class. Each student has one piece of information which must obtain to fill in a chart, a picture or to solve a problem. As stated by Hadfield (1999:5) each student becomes a giver and a collector of information.

Third, Matching Game is the game that can be played by a player who need to matching corresponding pairs of cards or pictures. This game continues until every player finds a partner with corresponding card or picture. In this case, this game refers to card game or what Hadfield (1999:5) notes as “Snap” or the “Pelmanism” principle.

Fourth, Labeling Game is the game that can be played by players who need not only to match labels to the items but also to identify the items which related to the given picture.

Fifth, Exchanging Game is the game that can be played by players who have certain articles, cards, or ideas. Then, they need to exchange for others or what Hadfield (1999:5) notes as “barter” principle to make an exchange to both sides.

Sixth, Exchanging and Collecting Game is the extension of Exchanging game. This game can be played as the whole class activity where players can exchange articles or cards to others in order to complete a set or what Hadfield (1999:5) notes as “rummy” principle.

Seventh, Board Game and Card Game is the one of the familiar game types. As stated by Hadfield (1999:5) the aim of this game is to be the first round a board or to collect some cards. It also can be used as a media in teaching. They can be used to stimulate a communication exchange.

In this research, the researcher used Scrabble Game as a medium in teaching vocabulary because it can help the students to develop skills, such as problem solving. It refers to board game and card game with the materials in the form of card and board game to be used in group competitions.

### **2.2.3 Scrabble Game**

A Scrabble Game is a board game which is played by two players or four players. They can use their vocabularies to create words. They can create a word from left to right or from up to down. They can put a word on an available Scrabble board. This game makes players build their vocabularies further, because they need to create words using the given letter tiles that can fit on the scrabble board. The players can check whether the word is corrects or not by using a dictionary.

Scrabble Game refers to board game and card game (Hadfield, 1999:5). A similar opinion is expressed by Lucas (2003: 60) who says that Scrabble game refers to board game and card game. Besides, Lucas (2003:60) points out that the use of card is to introduce key concepts, conduct final review and provide a break from lecture or other facilitator led learning events. Moreover, Lucas (2003:61) states that Scrabble Game can help to develop and enhance skills such as problem solving, decision making, strategic planning, and interpersonal communication. This statement means that a Scrabble Game is a multiple function game which helps learners to reinforce the material. In addition, the learners can make a communication among the players.

#### **2.2.4 The Benefits of Using Scrabble Game in the Language Teaching and Learning**

The use of game in teaching learning process is important for the students and the teacher. For the students, they will not be bored during the teaching learning process. The teacher can make a variation in teaching. Many teachers can use one of the interesting games to make attractive atmosphere and avoid boredom situation in the classroom. According to Lucas (2003:55-58) some benefits of using scrabble game in language teaching and learning, such as:

First, Building action learning strategies. Lucas (2003:55) points out that scrabble game involves learner interaction, some degree of competitiveness, a set of rules of guidelines and specific outcome (eg. winners and losers).

Second, Take a mental break to challenge the creativity and review some of the key terms (Lucas, 2003:56). It means that in playing scrabble game, the player can work individually or as teams and should be given a time for completing or creating words. Every player must participate personally and use with their own participants.

Third, Awakening the creativity. As stated by Lucas (2003:58) enhancing the creativity is used to recognize and believe that players are creative persons. It means that every player needs creativity to create or to complete words.

### 2.2.5 The Procedures of Using Scrabble Game in Teaching Vocabulary

The procedures of using Scrabble Game in teaching vocabulary based on Lucas (2003:61) are as follows.

1. *Form groups of six to eight participants and give each a Scrabble kit (Lucas, 2003:61).*

In this research, the researcher makes a group which consists of four students. Each group has one playing board, 100 letter tiles, 4 tile racks, 2 tile bags and two blank tiles. All the tiles are placed in the tile bags. To make the game easier, split the letters in a set between consonants and vowels. It is used to choose whether the players want a consonant or a vowel letter. In deciding the first player, the researcher makes a lottery. Then, each player takes a rack. After that, each player in turn takes seven tiles and places them on their racks. Now, everyone is ready to play Scrabble Game. Before the players play this game, every player in turn takes some problem cards and answers some questions dealing with the materials covering noun, verb, adjective, and adverb. The answer is written on the blank sheet given.

2. *Set 30 minutes time limit and tell the group to begin playing (using a standard rules)(Lucas, 2003:61).*

In this research, the researcher sets 30 minutes and tells the groups to begin playing. They can create a word from left to right or from up to down. The first word must be in the center of the Scrabble board. Every player in each group creates the needed word. The new word can be formed by doing the following.

- a. Adding one or more tiles in one word or the letter has already been put on a Scrabble board.
- b. Putting the letter crossly in a word or letter that has already been on the Scrabble board.
- c. Placing a word in equal line that has already been on the Scrabble board with the result that creates a complete word.

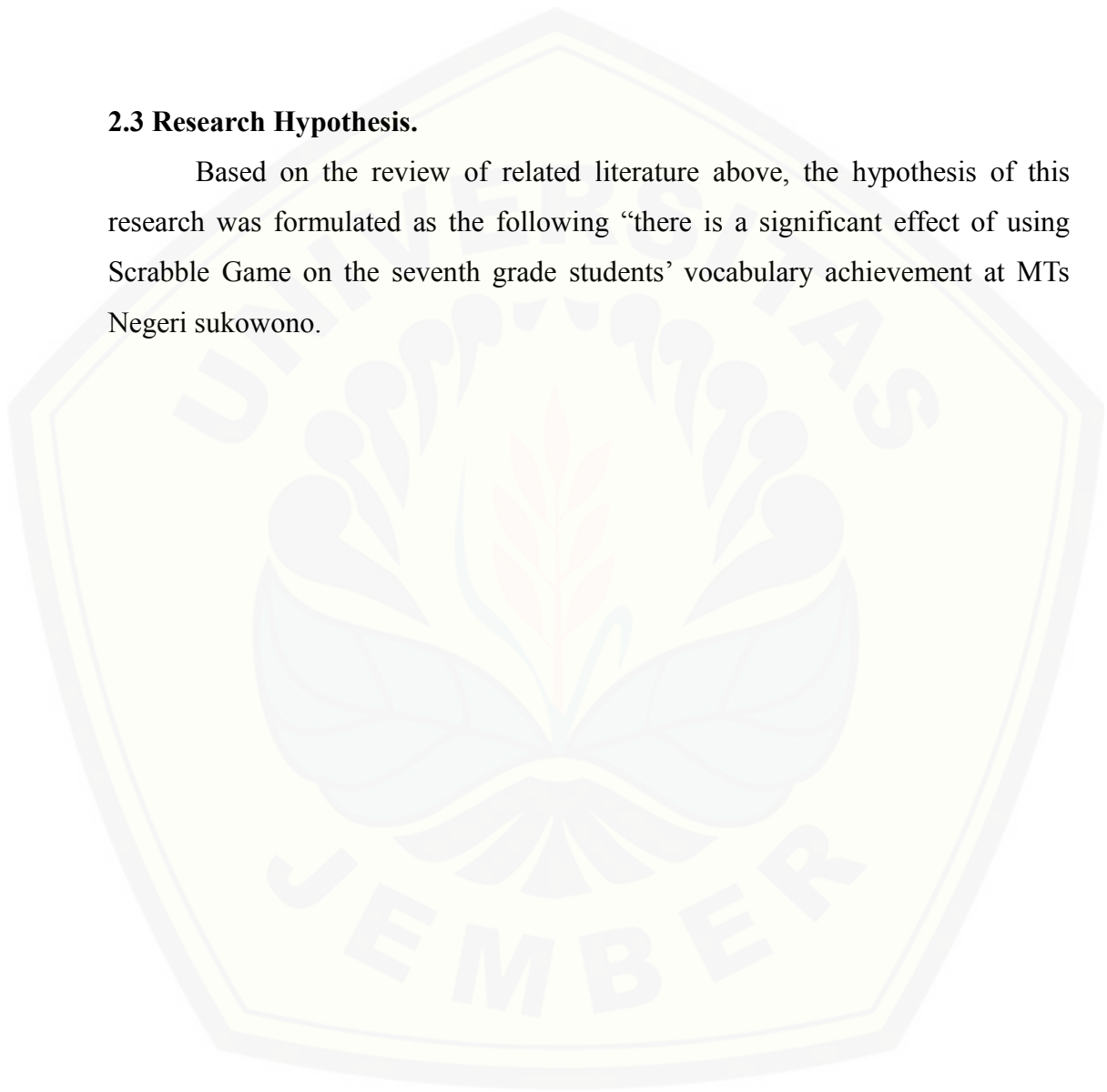
## Notes:

- a. Each of the letter tiles has score values indicated by the number to the bottom right of the letter.
  - b. The two blank tiles have no score value. It can be used as any letter desired. When a blank tile is placed on a red Triple or Double word square. The sum of the tiles in the word is doubled or tripled even though the blank itself has no score value. When it is placed on a blue Triple and Double letter square, the value of the blank tile is still zero.
  - c. When one player has used all their tiles and the tile bag is empty, the game is over. In some games, no player succeeds in using all their tiles. In this case, the game continues until all possible moves have been made. If a player is unable to move, they pass their turn. Then, if all players pass twice in consecutive turn, the game ends.
  - d. A dictionary may not be used while a game is in progress to search for words to fit the tiles on the rack. It may only be used after a word has been played and challenged.
3. *After 30 minutes, call time and have each group displays its list as someone in that group explains the term in relation to what was covered during the session(Lucas, 2003:61).*  
In this step: every player in each group lists all the words that have already been put on the Scrabble board. Then, each player gives meanings and makes sentences based on the list of words.
  4. *Add a competition and fun by rewarding the group with the most correct terms. Disqualify any incorrect terms and add key concepts missed(Lucas, 2003:61).*  
In this step: make some corrections, especially incorrect words. The winner can be seen from the scores of each player. For example: in each group consists of four students. If the student A gets the highest score compares to the student B, C, or D. So, the winner of the group is student A. Every group has one person who gets the highest score and gets a reward such as edible reward. The scores can be gained by calculating the letter's score that has already been put on the Scrabble

board. For example: the letter D has 2 score value. If it is placed on double word square, the sum of the tiles is doubled. Because each letter tiles has score value indicated by the number to the bottom right of the letter.

### **2.3 Research Hypothesis.**

Based on the review of related literature above, the hypothesis of this research was formulated as the following “there is a significant effect of using Scrabble Game on the seventh grade students’ vocabulary achievement at MTs Negeri sukowono.



## CHAPTER 3. RESEARCH METHOD

This chapter presents some methods use in this research. It covers research design, area determination research, respondent determination method, operational definition of key terms, data collection methods, and data analysis method.

### 3.1 Research Design

The design of this research was quasi experimental design with Pre-test and Post-test Non-equivalent group design. Cohen, et al. (2007:283) state that the dashed line separates the parallel rows in the diagram of the non-equivalent control group indicates that the experimental and control group have not been equated by randomization – hence the term “non-equivalent”. The research design is as follows.

O <sub>1</sub> and O <sub>3</sub>	.Pre-test
O <sub>2</sub> and O <sub>4</sub>	.Post-test
X	: Treatment

(Cohen, et.al 2007:283)

In this quasi experimental research, there were two groups, namely the control group and the experimental group. The first class was chosen as the experimental group and the second class was as the control group. According to Lodico, et al. (2006:183) the control group is a separate group that receives no treatment. It means that the control group was given no treatment, while the experimental group was given a treatment by using the Scrabble Game as media in teaching vocabulary. Then, a pretest was given to both classes to know the vocabulary achievement before being given treatment. According to Lodico, et al (2006:185), a pretest basically measures the experimental group and the control group that stated out equal. Essentially, it is a check of whether there are preexisting differences between the groups in abilities or other characteristics. If

there are preexisting differences, then one would not be able to conclude that the differences at the end of the study are due to the treatment. Then, the researcher gave vocabulary test to both groups. The result of the test was used to know the score deviation between pretest and posttest of vocabulary achievement between two groups. The procedures of the research design were as follows.

1. Administering homogeneity test. It was used to know whether the population was homogenous. In this research, the population was all the seventh grade students of MTsN Sukowono and the test dealt with the vocabulary test. Then, Anova formula was used to analyze the scores of the vocabulary test.
2. Taking two classes: one as the experimental group and the other one as control group by lottery.
3. Administering the pretest to the experimental and the control groups. It was used to measure the vocabulary achievement of the experimental and control groups before giving treatment, especially to the experimental group.
4. Giving a treatment to the experimental group by using Scrabble Game in teaching vocabulary and the control group was taught vocabulary in the conventional way, the teaching used by the English teacher. Conducting the teaching learning process to both groups. The duration of every meeting was 90 minutes.
5. Giving the posttest to both groups to measure the students' vocabulary achievement after the treatment.
6. Analyzing the score deviation between pretest and posttest of the experimental group and the control group by applying Independent Sample t-test with SPSS and it was also used to see whether or not there was a significant effect of using Scrabble Game as media on the students' vocabulary achievement.

Drawing a conclusion from the data analysis result.



### **3.2 Area Determination Research**

The area of this research was determined by using purposive method. Arikunto (2014: 183) states that purposive method is used to choose a research area based on certain purpose and condition. This research was conducted at MTs Negeri Sukowono. Based on the preliminary study, this school was chosen because the English teacher especially for grade seven had never applied Scrabble Game as media in teaching vocabulary. Moreover, there was no researcher who conducted a research dealing with the use of Scrabble Game as media in teaching vocabulary at MTs Negeri Sukowono. Besides that, the English teacher and the headmaster of MTs Negeri Sukowono gave permission to the researcher in conducting research in this school.

### **3.3 Respondent Determination Method**

There were six classes of the seventh grade students at MTs Negeri Sukowono. Overall, there were 240 students. Cluster random sampling was used to determine which one as the experimental group and another as the control group. According to Arikunto (2006:134) if the number of the respondents more than 100 persons, we can take 10% or 20% up to 25% or more of the population, meanwhile if the number of the subjects is less than 100 persons, we can take all the population. Therefore, the researcher used cluster random sampling because the population at MTsN Sukowono was more than 100 persons.

According to Fraenklen, J.R, et al. (2012:96) cluster random sampling is the selection of groups, or clusters, of subjects rather than individuals. The advantage of cluster random sampling is it can be used when it is difficult or impossible to select a random sampling of individuals, and it is frequently less time consuming. Therefore, the researcher took two classes as the research respondents by using cluster random sampling.

### **3.4 Operational Definitions of key terms**

The operational definition of key terms is clarification about some terms related to the topics of the research. It is used to avoid misunderstanding about the ideas between the researcher and the readers. The terms defined operationally were Scrabble Game and vocabulary achievement.

#### **3.4.1 Scrabble Game**

A Scrabble Game is media in teaching vocabulary. It is played by groups and each group consists of four students. This game refers to board game and card game with the materials in the form of card and board game to be used in group competitions.

#### **3.4.2 Vocabulary Achievement**

Vocabulary achievement in this research deals with the results of a vocabulary achievement test. It was shown by the students' scores of the vocabulary test that was given after the treatment given, the test items covered nouns, verbs, adjectives and adverbs.

### **3.5 Data Collection Methods**

Cohen L, et al. (2007:111) state that data refer to the kind of information that the researcher obtains from the subjects of their research. The data were divided into two kinds; they were primary data and supporting data. The following parts will discussed more about the data collection methods that were used to collect the primary data and the supporting data.

#### **3.5.1 Vocabulary test**

Brown (2003:3) states that test is a method, of measuring a person's ability, knowledge, and performance in a given domain. Furthermore, Hughes (2003:11-16) points out that there are four types of test, namely proficiency test, achievement test, diagnosis test, and placement test. In this research, achievement test was used by the researcher to know the students' vocabulary achievement.

As stated by (Hughes, 2003:13) achievement test is designed to determine how successful individual, group of students, or courses themselves have been achieving the objectives.

Test in this research deals with pretest and posttest of vocabulary. As stated by Hughes (2003:22) based on the scoring system test is divided into two kinds, objective test and subjective test. Objective test is a test which there is no judgment on the part of the scorer. If there is a judgment, it is called subjective test. Subjective test in general needs the greater agreement there will be between two different scorers. In this research, the researcher used objective test in the form of multiple choice. Moreover, Hughes (2003:76) points out that the advantage of multiple choice items in scoring is rapid and economical. It also includes more items in a given period of time. The researcher administered pretest and posttest of vocabulary having 50 test items. The purpose was to eliminate 5 items if there were inappropriate test items after conducting the try out test. The test items covered nouns, verbs, adjectives and adverb with four options in each item.

Test in this research should have high validity and reliability because it is used to know whether or not the test is appropriate as research instrument. Hughes (2003:26) states that a test is said to be valid if it measures accurately what is intended to measure. On the other hand, reliability refers to degree of a test has consistent and stable in measuring what is intended to measure. In this research, the test was designed based on the materials in curriculum 2013 for the seventh grade students of junior high school. In addition, the reliability of the test items was measured by administering a try out. It was used to know whether or not the test had validity, reliability, and the index of difficulty level of test items. Therefore, the try out test was administered to a class which did not belong to the research respondents.

In this research, the reliability of the test was established by using split half reliability. According to Hughes (2003: 39), to find out the reliability of a test by using split half reliability, the first requirement is to have two sets of scores for

comparison. The stages of estimating validity, reliability coefficient and index of difficulty (FV) were as follows.

1. Administering try out of the test and gave scores for each item.
2. Dividing the scores of test items into two parts according to odd numbers and even numbers. Then, giving sign X to the odd number and Y for the even number.
3. Analyzing the index correlation between X and Y using Product Moment formula.
4. Estimating the reliability of the whole test using the Spearman-Brown prophecy formula.
5. Estimating the index of difficulty (FV) of test items.

The Product Moment formula was as follow.

$$r_{xy} =$$

Notes:

$r_{xy}$  = correlation coefficient of a half test between X and Y

x = the deviation for each score in variable X with the average score of variable x

y = the deviation for each score in variable Y with the average score of variable y

xy = the result of multiplication between variable x and y

$x^2$  = square of x score

$y^2$  = square of y score

The Spearman-Brown prophecy formula was as follow.

Reliability of whole test =

The criteria of reliability:

0.90 – 1.00 = very high reliability

0.70 – 0.89 = high reliability

0.50 – 0.69 = fair reliability

0.30 – 0.49 = low reliability

0.00 – 0.30 = very low reliability

A good test not only had a high validity and reliability but also had the index of difficulty (FV). It was used to show how easy or difficult the particular item which is provided in a test. It was calculated by the following formula:

$$FV =$$

Notes:

FV= the index of difficulty (facility value)

R= the number of correct answer

N= the number of students taking a test

The criteria of index of difficulty (facility value):

<0.30 = difficult

0.30- 0.70 = fair

>0.70 = easy

### 3.5.2 Interview

According to Fraenklen, et al. (2012:451) structured interview consists of a series of questions designed to elicit specific answers from respondents. The researcher used the structured interview to get the supporting data from the English teacher about the curriculum used, the materials taught by the English teacher, and the books used in teaching vocabulary.

### 3.5.3 Documentation

Documentations was used to get the supporting data about the name of the research respondents, the English curriculum for junior high school, and the scores of vocabulary test from the English teacher to support the primary data.

### 3.6 Data Analysis Method

The data analysis method was used to compare the score deviation of pretest and posttest between the experimental group and the control group. The experimental group was taught vocabulary by using Scrabble Game and the control group was taught vocabulary without using Scrabble Game. They were compared whether or not there was an effect of using Scrabble Game as media in teaching vocabulary on their vocabulary achievement. The data were analyzed by using Independent Sample T-test which is available in SPSS. There were two parts in analyzing Independent Sample t-test. They were dependent variable and independent variable. They were explained as follows.

Test variable : The students' vocabulary achievement.

Independent variable : The experimental group and the control group.

The procedures of using Independent Sample t-test with SPSS based on (Pallant, 2005: 206) as follows.

1. From the menu at the top of the screen click on Analyze, click Compare Means, and then click Independent Sample T-test.
2. Move the dependent variable (Students' vocabulary achievement) into the area labeled Test variable. Move the independent variable (The experimental group and the control group) into the section labeled Grouping variable.
3. Click on Define groups and type in the numbers used in the data set to code each group. The last, click on Continue and then OK.

Based on data output of SPSS. There are two stages of analyzing Independent Sample t-test to know whether or not there was a significant effect of using Scrabble Game as media in teaching vocabulary. Each point is explained as follows.

The Equality of Variances ( $F_{test}$ )

Hypothesis:

$H_0$  = the two groups come from the population with equal variances.

$H_1$  = the two groups do not come from the population with equal variances.

The criteria of making a decision for the equality of Variances  $F_{\text{test}}$ :

- a. If the significance number is the same or higher than 0.05.  $H_0$  is accepted and  $H_1$  is rejected. It means that the experimental and the control groups come from the population with equal variances.
- b. If the significances number is lower than 0.05  $H_0$  is rejected and  $H_1$  is accepted. It means that the experimental and the control groups do not come from the population with equal variances.

The Equality of Mean Score ( $T_{\text{test}}$ )

Hypothesis:

$H_0$  = the mean score of experimental and control groups are equal.

$H_1$  = the mean score of experimental and control groups are difference.

The criteria of making a decision for the equality of Mean Score  $T_{\text{test}}$ :

- a. If the significance number is the same or higher than 0.05.  $H_0$  is accepted and  $H_1$  is rejected. It means that the mean score of experimental and control groups are equal.
- b. If the significances number is lower than 0.05  $H_0$  is rejected and  $H_1$  is accepted. It means that the mean score of experimental and control groups are difference.

## CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the research conclusion and suggestions. The research conclusions are going to be presented in the following sections.

### 5.1 Conclusion

According to the results of data analysis, hypothesis verification and discussion in the previous chapter, it could be concluded that there was a significant effect of using Scrabble Game on the seventh grade students' vocabulary achievement at MTsN Sukowono. It means that the experimental group who was taught vocabulary using Scrabble Game got better vocabulary achievement test than the control group.

### 5.2 Suggestions

Based on the conclusion above, the following points are suggested to the following people.

#### 5.2.1 The English Teacher

It is suggested to the English teacher to teach vocabulary by using Scrabble Game as media in order to give a variation in the teaching learning process of vocabulary, because the media have a significant effect on vocabulary mastery.

#### 5.2.2 The Students

The students of MTsN Sukowono are suggested to involve activity in the teaching learning process of vocabulary through Scrabble Game as media.

#### 5.2.3 The Future Researchers

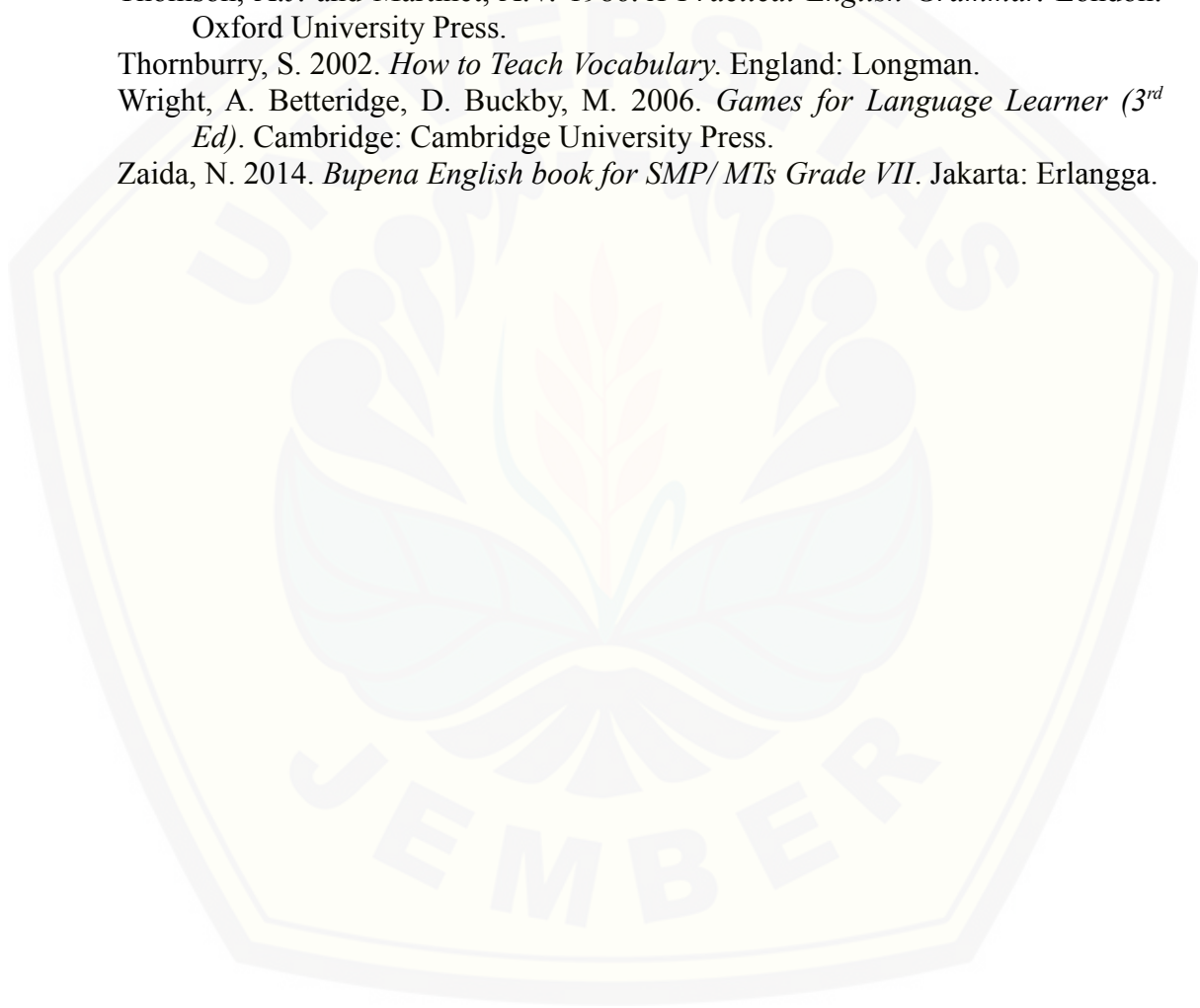
It is suggested to the future researchers who are interested in teaching vocabulary using Scrabble game to conduct a further research at different schools by using the same design or different research design such as a classroom action research.



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## Research Matrix

Title	Problem	Variable	Indicators	Data Resources	Research Method	Hypothesis
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<p>The Effect of Using Scrabble Game on the Seventh Grade Students' Vocabulary Achievement at MTs Negeri Sukowono in the 2015/2016 Academic Year</p>	<p><b>The Research problem:</b> Is there any significant effect of using scrabble game on the seventh grade students' vocabulary achievement in the 2015/2016 Academic Year?</p>	<p>1. <b>Independent variable:</b> the use of Scrabble Game in teaching vocabulary</p> <p>2. <b>Dependent variable:</b> the seventh grade students' vocabulary achievement</p>	<ul style="list-style-type: none"> <li>- The use of Scrabble game that is board game.</li> <li>- Playing by groups.</li> <li>- Each member of the group can take turn. Then, take a problem card and arrange the word.</li> <li>- The group which can arrange the word properly and gets the highest score is the winner.</li> <li>- The students' scores on vocabulary achievement test covering the materials of:             <ul style="list-style-type: none"> <li>a. Nouns</li> <li>b. Verbs</li> <li>c. Adjectives</li> <li>d. Adverbs</li> </ul> </li> </ul>	<p>1. <b>Respondents:</b> the seventh grade students of MTs Negeri Sukowono in 2015/2016 Academic year</p> <p>2. <b>Informant:</b> The English teacher of MTs Negeri Sukowono</p> <p>3. <b>Documents:</b></p> <ul style="list-style-type: none"> <li>- The students' score of vocabulary Test to know the population homogeneity</li> <li>- The</li> </ul>	<p>1. <b>Research design:</b> Quasi experimental with nonequivalent – groups Pretest- Posttest design. Cohen L, et.al (2007: 283)</p> <p>2. <b>Area Determination Method:</b> Purposive</p> <p>3. <b>Respondent Determination Method:</b> Cluster Random Sampling</p> <p>4. <b>Data Collection Methods:</b></p> <ul style="list-style-type: none"> <li>- Vocabulary test to primary data.</li> <li>- Interview to supporting data.</li> <li>- Documentation to supporting data.</li> </ul> <p>5. <b>Data Analysis Method:</b></p> <ul style="list-style-type: none"> <li>- Independent Sample t-test with SPSS.</li> </ul>	<p>There is a significant effect of using scrabble game on the seventh grade students' vocabulary achievement at MTs Negeri Sukowono in the 2015/2016 academic year.</p>
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Interview Guide

No	Researcher's Questions	The English Teacher of Seventh Grade
1.	What curriculum do you apply in teaching English at MTs Sukowono?	Curriculum 2013.
2.	How often do you teach English in a week?	Twice in a week.
3.	What book do you use to teach English for the students?	I used the students' worksheet ( <i>LKS</i> ). For the textbook, I used Bupena English book.
4.	What technique do you use in teaching Vocabulary?	I use lecturing technique and question answer.
5.	What media do you use in teaching vocabulary?	Never.
6.	Have you ever applied Scrabble Game as a media in teaching vocabulary?	Never.
7.	Do you teach vocabulary integrated with the other language skills such as listening, reading, speaking or writing?	Sometimes, I teach vocabulary integrated with reading.
8.	How do you ask the students to learn vocabulary?	I ask my students to translate a word in English or Indonesian.

**Mata Pelajaran** : Bahasa Inggris

**Kelas** : 7

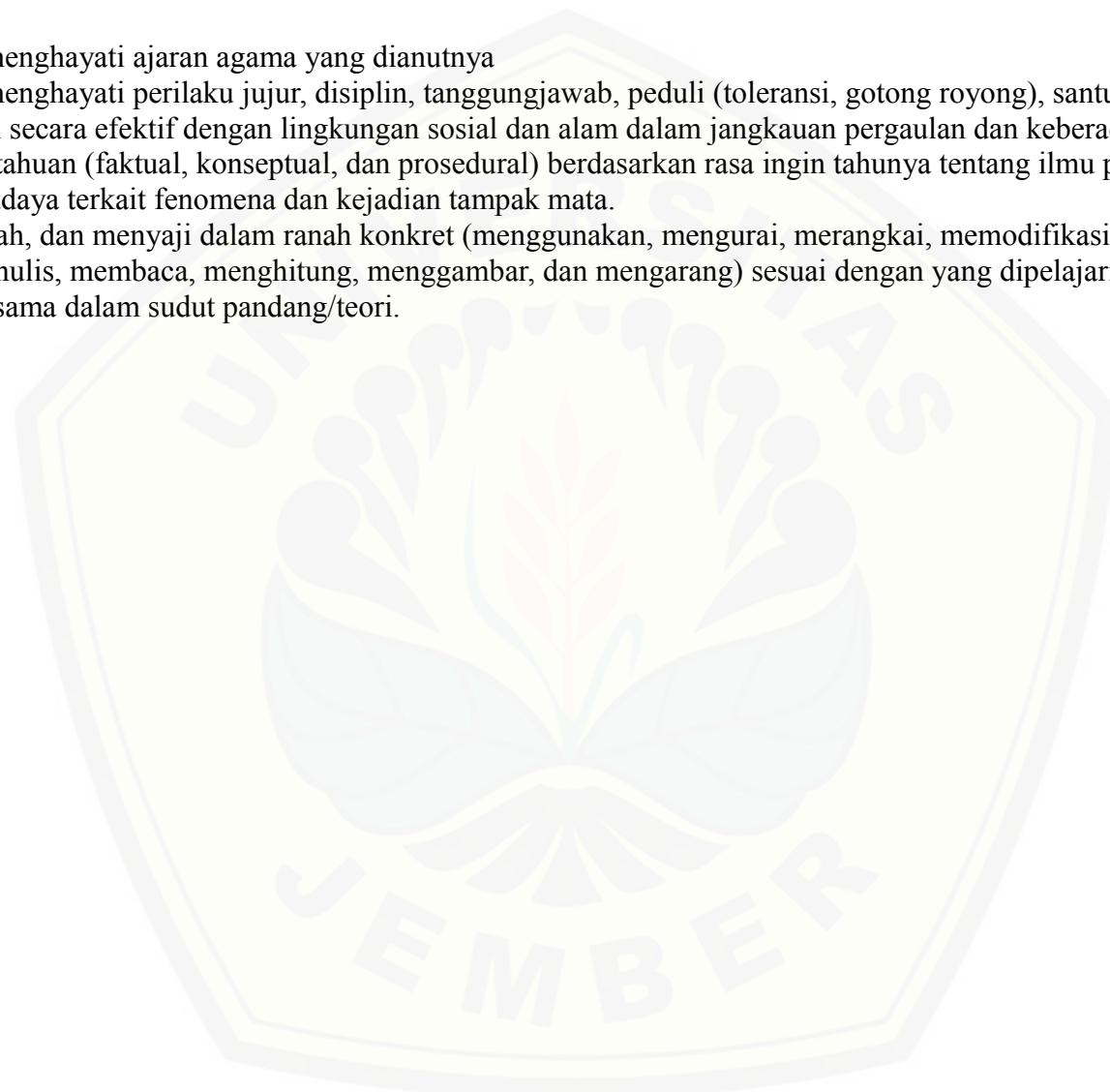
**Kompetensi Inti** :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p> <p>2.2 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</p>	<p><b>Teks lisan dan tulis untuk menyebutkan dan menanyakan nama benda, dan bangunan publik yang dekat dengan kehidupan peserta sehari-hari</b></p> <p><i>Fungsi sosial</i> Mengenalkan, Mengidentifikasi</p> <p>, Mengklasifikasi kan.</p> <p><i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p>	<p><b>Mengamati</b></p> <p><sup>35</sup>/<sub>17</sub> Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan namabenda, dan bangunan publik dalam berbagai konteks.</p> <p><sup>35</sup>/<sub>17</sub> Siswa mengikuti interaksi menyebutkan dan menanyakan nama bendadan bangunan publik selama proses pembelajarandengan bimbingan guru.</p> <p><sup>35</sup>/<sub>17</sub> Siswa menirukan contoh-contoh kalimat yang menyebutkan dan menanyakan nama bendadan bangunan publik.</p> <p><sup>35</sup>/<sub>17</sub> Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyebutkan dan menanyakan nama benda, dan bangunan publik (fungsi sosial, struktur teks,</p>	<p><b>KRITERIA PENILAIAN:</b></p> <p><sup>35</sup>/<sub>17</sub>Tingkat ketercapaian fungsi sosial menyebutkan, menanyakan nama dan jumlah benda dan bangunan publik.</p> <p><sup>35</sup>/<sub>17</sub>Tingkat kelengkapan dan keruntutan struktur menyebutkan, menanyakan nama dan jumlah benda, dan bangunan publik.</p> <p><sup>35</sup>/<sub>17</sub>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata serta intonasi.</p> <p><b>CARA PENILAIAN:</b></p>	<p>2 x 4 JP</p>	<p><sup>35</sup>/<sub>17</sub> Contoh teks tertulis.</p> <p><sup>35</sup>/<sub>17</sub> Teks atau latihan dari buku teks Bahasa Inggris</p> <p><sup>35</sup>/<sub>17</sub> Sumber dari internet.</p>







8. We use this thing to sharpen our pencil. It is a .....
- A. school bag                      C. sharpener  
B. broom                              D. scissors
9. We can .....our money in a wallet.
- A. sit                                      C. keep  
B. wipe                                  D. lend
10. The girl is ..... She studies hard every day.
- A. beautiful                            C. handsome  
B. good                                  D. diligent
11. The backyard is ..... I can plant many beautiful flowers.
- A. large                                  C. sharp  
B. small                                 D. cool
12. A ruler is used to .....lines
- A. dig                                      C. observe  
B. cut                                      D. draw
13. .... is a globe in my classroom.
- A. There                                 C. Upstairs  
B. Down                                 D. Near
14. We can put the food in the ..... to keep it fresh and cool.
- A. kitchen sink                        C. stove  
B. kettle                                 D. refrigerator
15. The sofa is ..... It is not hard.
- A. rough                                 C. fresh  
B. soft                                      D. clean
16. Microscope is used to .....tiny things.
- A. observe                                C. filter  
B. calculate                               D. cook

17. Look at the picture. What is it?



- B.i.A. a kettle  
B.i.B. a lamp  
B.i.C. a fan  
B.i.D. a vase

18. The room is big. I put a lot of furniture .....



- 6. C                      16. A
- 7. D                      17. C
- 8. C                      18. C
- 9. C                      19. B
- 10. D                     20. B

The Distribution of the Test Item

<b>No</b>	<b>Purpose of vocabulary</b>	<b>Number of Item</b>
1	Finding Nouns	1, 8, 14, 17, 19, 25
2	Finding Verbs	3, 6, 9, 12, 16, 24
3	Finding Adjectives	2, 4, 5, 10, 11, 15, 21
4	Finding Adverb	7, 13, 18, 20, 23, 22

Vocabulary test

Test item : 25

Scoring Rubric :  $25 \times 4 = 10$

**The Analysis of Homogeneity Test**

The students' scores which researcher gets from the homogeneity test (vocabulary test) are analyzed by using SPSS to make sure that two groups are homogenous. The steps of using Anova formula are as follows.

1. Opening the data file which has inserted into SPSS data Editor.
2. From the analyze menu, choosing sub-menu Compare means and then choosing sub-menu One Way Anova.
3. After that click continue and OK.

The criteria of taking decision from the results of processing data:

$H_0$ =the classes are homogeneous and the significance number is higher than 0.05

$H_1$ =the classes are not homogeneous and the significance number is less than 0.05

**The results of Analysis**

**Descriptives**

Nilai

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Kelas 7A	40	63.4500	13.68501	2.16379	59.0733	67.8267	44.00	90.00
Kelas 7B	40	63.4500	15.40554	2.43583	58.5231	68.3769	40.00	90.00
Kelas 7C	40	72.1000	14.95257	2.36421	67.3179	76.8821	40.00	90.00
Kelas 7D	40	70.2000	11.51855	1.82124	66.5162	73.8838	48.00	90.00
Kelas 7E	40	72.7000	13.82343	2.18568	68.2791	77.1209	48.00	90.00
Kelas 7F	40	72.5000	12.12541	1.91720	68.6221	76.3779	56.00	90.00
Total	240	69.0667	14.10999	.91080	67.2725	70.8609	40.00	90.00

Nilai

Levene Statistic	df1	df2	Sig.
1.856	5	234	.103

Multiple Comparisons

(I) Kelas	(J) Kelas	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Kelas 7A	Kelas 7B	.00000	3.05366	1.000	-6.0162	6.0162
	Kelas 7C	-8.65000*	3.05366	.005	-14.6662	-2.6338
	Kelas 7D	-6.75000*	3.05366	.028	-12.7662	-.7338
	Kelas 7E	-9.25000*	3.05366	.003	-15.2662	-3.2338
	Kelas 7F	-9.05000*	3.05366	.003	-15.0662	-3.0338
Kelas 7B	Kelas 7A	.00000	3.05366	1.000	-6.0162	6.0162
	Kelas 7C	-8.65000*	3.05366	.005	-14.6662	-2.6338
	Kelas 7D	-6.75000*	3.05366	.028	-12.7662	-.7338
	Kelas 7E	-9.25000*	3.05366	.003	-15.2662	-3.2338
	Kelas 7F	-9.05000*	3.05366	.003	-15.0662	-3.0338
Kelas 7C	Kelas 7A	8.65000*	3.05366	.005	2.6338	14.6662
	Kelas 7B	8.65000*	3.05366	.005	2.6338	14.6662
	Kelas 7D	1.90000	3.05366	.534	-4.1162	7.9162
	Kelas 7E	-.60000	3.05366	.844	-6.6162	5.4162
	Kelas 7F	-.40000	3.05366	.896	-6.4162	5.6162
Kelas 7D	Kelas 7A	6.75000*	3.05366	.028	.7338	12.7662
	Kelas 7B	6.75000*	3.05366	.028	.7338	12.7662
	Kelas 7C	-1.90000	3.05366	.534	-7.9162	4.1162
	Kelas 7E	-2.50000	3.05366	.414	-8.5162	3.5162
	Kelas 7F	-2.30000	3.05366	.452	-8.3162	3.7162
Kelas 7E	Kelas 7A	9.25000*	3.05366	.003	3.2338	15.2662
	Kelas 7B	9.25000*	3.05366	.003	3.2338	15.2662
	Kelas 7C	.60000	3.05366	.844	-5.4162	6.6162
	Kelas 7D	2.50000	3.05366	.414	-3.5162	8.5162
	Kelas 7F	.20000	3.05366	.948	-5.8162	6.2162
Kelas 7F	Kelas 7A	9.05000*	3.05366	.003	3.0338	15.0662
	Kelas 7B	9.05000*	3.05366	.003	3.0338	15.0662
	Kelas 7C	.40000	3.05366	.896	-5.6162	6.4162
	Kelas 7D	2.30000	3.05366	.452	-3.7162	8.3162
	Kelas 7E	-.20000	3.05366	.948	-6.2162	5.8162

\*. The mean difference is significant at the 0.05 level.

From the table above, it can be concluded that the classes are homogenous because the significance number is higher than 0.05. It means that  $H_0$  is accepted and  $H_1$  is rejected.

**The Name of Respondents**

<b>Experimental Group (VII-F)</b>		<b>Control Group (VII-E)</b>	
<b>No</b>	<b>Name</b>	<b>No</b>	<b>Name</b>
1	AN	1	ANQ
2	AKS	2	AAR
3	AH	3	ARA
4	AM	4	BMS
5	AL MR	5	DJI
6	ASD	6	DS
7	ANH	7	DF
8	ADS	8	DGP
9	BAF	9	DSA
10	CAS	10	ESF
11	CW	11	FI
12	DW	12	IF
13	DH	13	Moch. A
14	FSN	14	Moch. H
15	FA	15	Moch. Y
16	HA	16	Moh. WM
17	HM	17	Muh. HH
18	IY	18	Muh. TR
19	IRY	19	Muh. S
20	LU	20	Muh. A
21	LA	21	Muh. HA
22	LDL	22	Muh. H
23	MK	23	MI
24	MKP	24	NNM
25	Moh. H	25	NIH
26	Moh. HN	26	RD
27	Muh. F	27	RI
28	Muh. HW	28	SIB
29	Muh. IH	29	SA
30	MuH. RG	30	SFA
31	Muh. Z	31	SBA
32	NAU	32	SA
33	NJA	33	SAM
34	RM	34	UNF
35	RTW	35	UJ
36	RI	36	SAM
37	SL	37	RR
38	SNH	38	ASDZ



39	SH	39	KS
40	UH	40	KL









26. . . . . are forty tables and chairs in my classroom.  
A. Far C. Here  
B. There D. Near
27. I hang a heroic . . . . . in my classroom.  
A. shoes C. sofa  
B. slippers D. picture
28. The opposite word of useless is . . . . .  
A. big C. useful  
B. tidy D. special
29. The flower vase on the teacher's desk looks . . . . .  
A. beautiful C. warm  
B. soft D. responsible
30. My classroom . . . . . the most favorite class in my school.  
A. becomes C. gives  
B. stores D. finds
31. There is a whiteboard . . . . .  
A. in the bathroom C. in the living room  
B. in the classroom D. in the bedroom
32. Don't . . . . . rubbish in the classroom.  
A. prepare C. throw  
B. complete D. control
33. The students . . . . . some heroic pictures on the wall.  
A. learn C. hang  
B. sweep D. win
34. We need a . . . . . to removes dust from the furniture.  
A. duster C. flower vase  
B. mat D. scissor
35. The students sweep the floor . . . . . every morning.  
A. nicely C. loudly  
B. diligently D. honestly



The Key Answer

1. C	11. D	21. A	31. B	41. B
2. A	12. B	22. A	32. C	42. A
3. D	13. B	23. A	33. C	43. D
4. B	14. B	24. A	34. A	44. C
5. B	15. A	25. C	35. B	45. D
6. B	16. A	26. B	36. D	
7. C	17. A	27. D	37. D	
8. B	18. C	28. C	38. A	
9. D	19. D	29. A	39. B	
10. D	20. A	30. A	40. D	

The Distribution of the Test Item

No	Purpose of vocabulary	Number of Item
1	Finding Nouns	4, 5, 7, 9, 13, 14, 24, 25, 27, 34, 39, 43
2	Finding Verbs	8, 11, 19, 21, 30, 32, 33, 36, 38, 42, 45
3	Finding Adjectives	10, 16, 17, 18, 23, 28, 29, 37, 40, 41, 44
4	Finding Adverb	1, 2, 3, 6, 12, 15, 20, 22, 26, 31, 35

**Pretest-Posttest**

Test Item : 45

Scoring Rubric :

**LESSON PLAN 1**  
**(EXPERIMENTAL GROUP)**

School	: SMP
Subject	: English
Grade/Semester	: VII/2
Language component	: Vocabulary (Integrated with reading)
Theme	: Things around us (Home)
Time Allocation	: 2 X 45 minutes

**A. Core Competences**

- KI 1. *Menghargai dan menghayati ajaran agama yang dianutnya*
- KI 2. *Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.*
- KI 3. *Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.*
- KI 4. *Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori*



## **B. Basic Competences**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antarpribadi dengan guru dan teman.
- 2.2 Menghargai perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam berkomunikasi transaksional.
- 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan untuk menyebut nama, jumlah benda dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari.
- 4.6 Menyusun teks lisan dan tulis untuk menyebutkan nama-benda dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari dengan unsur kebahasaan yang benar dan sesuai konteks.

### **Indicators**

- 1.1.1 Praying together before starting the lesson.
- 2.1.1 Answering the teacher's question by taking turn properly.
- 2.2.1 Doing the tasks honestly, discipline and responsible.
- 2.3.1 Doing their task with high responsibilities, like collecting the task on time and doing all the tasks well.
- 3.5.1 Naming about things at home properly.
- 4.6.1 Classifying nouns, verbs, adjectives and adverbs from a descriptive text entitled my home.
- 4.6.2. Giving meanings based on the created words on the Scrabble board
- 4.6.3 Making sentences based on the created words on the Scrabble board.

**C. Learning Objective**

- 1.1.1.1 The students are able to show their spirit and seriousness in learning English.
- 2.1.1.1 The students are able to apply their turn taking properly.
- 2.2.1.1 The students are able to do the tasks honestly, discipline and responsible.
- 2.3.1.1 The students are able to do their task well.
- 3.5.1.1 The students are able to naming things at home properly.
- 4.6.1.1 The students are able to classify nouns, verbs, adjectives and adverb from a descriptive text entitled my home properly.
- 4.6.2.1 The students are able to give the meanings of the words based on the created words on the Scrabble board.
- 4.6.3.1 The students are able to make sentences based on the created words on the Scrabble board.

**D. Learning Material**

Enclosure

**E. Learning Method**

Approach : Scientific Approach

Technique : Observing, questioning, exploring, associating, and communicating.

**F. Learning Activities**

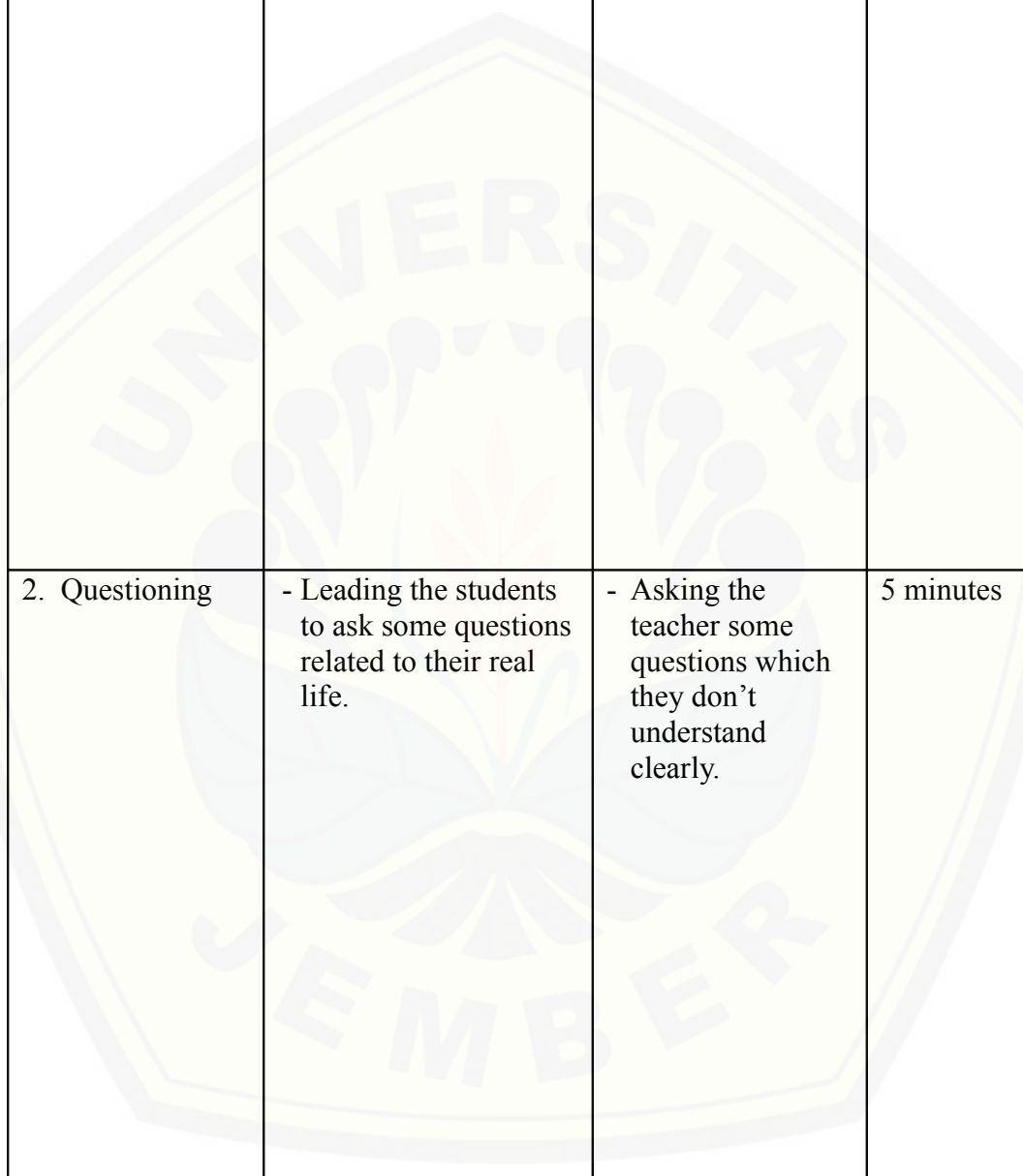
**1. Set induction**

The Teacher's Activities	The Students's Activities	Time allocation

<ul style="list-style-type: none"> <li>- Asking the students to pray together.</li> <li>- Checking the students attendance.</li> <li>- Telling the students that they are going to learn about things at home.</li> </ul>	<ul style="list-style-type: none"> <li>- Praying together.</li> <li>- Answering the teacher's question about the student who is absent.</li> <li>- Making notes.</li> </ul>	<p>5 minutes</p>
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**2. Main activities**

<b>Activities</b>	<b>The Teacher's activities</b>	<b>The Students' activities</b>	<b>Time allocation</b>



1. Observing	- Mentioning things at home and the function.	- Making notes	5 minutes
2. Questioning	- Leading the students to ask some questions related to their real life.	- Asking the teacher some questions which they don't understand clearly.	5 minutes

3.Exploring	- Explaining about nouns, verbs, adjectives and adverb. Then, giving the examples.	- Making notes	10 minutes
4.Associating	- Distributing a descriptive text entitled my home. Then, asking the students to classify nouns, verbs, adjectives and adverb from the text.	- Taking a descriptive text entitled my home from the teacher and classify nouns, verbs, adjectives and adverb from the text.	20 minutes

5.Communicating	<ul style="list-style-type: none"> <li>- Introducing Scrabble game and explaining some procedures how to play this game.</li> <li>- Before playing Scrabble game, the students take some problem cards about nouns, verbs, adjectives, and adverb.</li> <li>- Asking the students to play the game.</li> <li>- After playing the game, asking the students to list some words which are created on the scrabble board. Then giving meanings and making sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Making notes</li> <li>- Taking some problem cards and about nouns, verbs, adjectives, and adverbs from the problem cards given.</li> <li>- Playing game</li> <li>- Listing some words, giving meanings and making sentences.</li> </ul>	40 minutes
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### 3. Closure

The Teacher activities	The Students activities	Time allocation
<ul style="list-style-type: none"> <li>- Giving the feedback of the lesson.</li> <li>- Parting to the students.</li> </ul>	<ul style="list-style-type: none"> <li>- Making notes</li> <li>- Parting to the teacher.</li> </ul>	5 Minutes

### G. Learning Resources and Media

Learning resources:

- a. Internet: <http://ujiklifeline.blogspot.co.id/2013/01/example-of-description-text-about-my.html>.
- b. Book: Bupena English book for SMP/ MTs Grade VII  
Media: Scrabble Game

Researcher,

Yeni Rahmawati  
NIM. 120210401016

**Enclosure**

Learning Material  
(For the Experimental Class)

**Leading Questions**

1. How many rooms do you have at home?
2. Can you mention things at home?
3. What is the function of that thing?

## Explaining about Nouns, Verbs, Adjectives and Adverbs.

1. Nouns refer to a person, a place, or a thing.
  - a. Common Nouns  
Common nouns refer to anything that we can see, touch, hear or taste.  
For example: a wardrobe, a desk, a bed and so on.
  - b. Proper Nouns are name of people, place, days, months and things. They always take capital letters.  
For example: James, Monday, December and so on.
2. Verbs are words that denote action.  
For example: plant, do, make, gather and so on.
3. Adjectives are used to highlight qualities or attributes.  
For example: tidy, clean, lovely, soft and so on.
4. Adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses, or to entire sentence rather than to nouns.
  - a. Adverb of place  
Adverb of place is used to tell where something is.  
For example: in the bathroom, in the bedroom, in the dining room and so on.
  - b. Adverb of manner  
Adverb of manner is used to tell how things happen.  
For example: nicely, well, easily, and so on.

### **My house**

My house is a place where my family and I do some activities. In front of my house, there is a large yard. So, we can plant some mango trees and many kinds of beautiful flowers such as dahlia and rose. Behind of my house, there is a small swimming pool with warm and cool water which can control easily. We often spend our time there. In the left side, there is a flower garden which makes beautiful view surrounding the area of it. It also makes a good environment with fresh air condition.



My house has complete facilities inside. It is not big or large building, but it can be categorized between wide and narrow. There are six rooms in my house including a room for a special guest to take a rest or to have lunch. The first is my lovely bedroom. I have a desk, two beds, a dressing table and a wardrobe. On the bed, I have two bear dolls, two pink pillows, a bolster and a soft blanket. The second is in the living room, we have two sofas, a blue carpet, a wide TV, a bookcase and air conditioner which hang on the wall. It used to control the air circulation in this room. My family and I usually gather in this room and share our activities together.

The third is in the dining room. It is located far from the bedroom. My mother always serves some delicious foods which order well on the dining table. We always eat together nicely. In the kitchen, we have a kitchen cabinet to put cutlery and the kitchen tools. We also have a refrigerator to keep our meals fresh and cool. A small kitchen sink is used to wash the dishes and a stove is used to cook meals. The last is bathroom. It is located near from the kitchen. In the bathroom, we have a shower, a towel, and a bathtub. It is our responsibility to keep all the rooms clean and tidy.

Adapted from: <http://ujiklifeline.blogspot.co.id/2013/01/example-of-description-text-about-my.html>

## The Students' Worksheet

**Exercise 1:** Classify the underlined words taken from the text into the following columns (nouns, verbs, adjectives, and adverbs).

No.	Nouns	Verbs	Adjectives	Adverbs



### **The procedures of playing Scrabble Game**

The procedure of using Scrabble Game in teaching vocabulary in the teaching learning process based on Lucas (2003:61) as follows.

B.i.15.a.1. *Form groups of six to eight participants and give each a Scrabble kit* (Lucas, 2003:61).

In this research, the researcher makes a group which consists of four students. Each group has one playing board, 100 letter tiles, 4 tile racks, 2 tile bags and two blank tiles. All the tiles are placed in the tile bags. To make the game easier, split the letters in a set between consonants and vowels. It is used to choose whether the players want a consonant or a vowel letter. In deciding the first player, the researcher makes a lottery. Then, each player takes a rack. After that, each player in turn takes seven tiles and places them on their racks. Now, everyone is ready to play Scrabble Game. Before the players play this game, every player in turn takes some problem cards and answers some questions dealing with the materials covering noun, verb, adjective, and adverb. The answer is written on the blank sheet given.

B.i.15.a.2. *Set 30 minutes time limit and tell the group to begin playing (using a standard rules)* (Lucas, 2003:61).

In this research, the researcher sets 30 minutes and tells the groups to begin playing. They can create a word from left to right or from up to down. The first word must be in the center of the Scrabble board.

Every player in each group creates the needed word. The new word can be formed by doing the following.

- a. Adding one or more tiles in one word or the letter has already been put on a Scrabble board.
- b. Putting the letter crossly in a word or letter that has already been on the Scrabble board.
- c. Placing a word in equal line that has already been on the Scrabble board with the result that creates a complete word.

Notes:

- c.1.1.a.i.1.a. Each of the letter tiles has score values indicated by the number to the bottom right of the letter.
- c.1.1.a.i.1.b. The two blank tiles have no score value. It can be used as any letter desired. When a blank tile is placed on a red Triple or Double word square. The sum of the tiles in the word is doubled or tripled even though the blank itself has no score value. When it is placed on a blue Triple and Double letter square, the value of the blank tile is still zero.
- c.1.1.a.i.1.c. When one player has used all their tiles and the tile bag is empty. The game is over. In some games, no player succeeds in using all their tiles. In this case, the game continues until all possible moves have been made. If a player is unable to move, they pass their turn. Then, if all players pass twice in consecutive turn, the game ends.
- c.1.1.a.i.1.d. A dictionary may not be used while a game is in progress to search for words to fit the tiles on the rack. It may only be used after a word has been played and challenged.

B.i.15.a.3. *After 30 minutes, call time and have each group displays its list as someone in that group explains the term in relation to what was covered during the session (Lucas, 2003:61).*

In this step: every player in each group lists all the words that have already been put on the Scrabble board. Then, each player gives meanings and makes sentences based on the list of words.

B.i.15.a.4. *Add a competition and fun by rewarding the group with the most correct terms. Disqualify any incorrect terms and add key concepts missed* (Lucas, 2003:61).

In this step: make some corrections, especially incorrect words. The winner can be seen from the scores of each player. For example: in each group consists of four students. If the student A gets the highest score compares to the student B, C, or D. So, the winner of the group is student A. Every group has one person who gets the highest score and gets reward such as edible reward. The scores can be gained by calculating the letter's score that has already been put on the Scrabble board. For example: the letter D has 2 score value. If it is placed on double word square, the sum of the tiles is doubled. Because of each letter tiles has score value indicated by the number to the bottom right of the letter.

## **Exercise 2: The Problem Cards**

They are used to introduce key concepts, conduct final review and provide a break from lecture or other facilitator led learning events (Lucas, 2003:60)



**Exercise 3:** Find the meaning all the words which are placed on the scrabble board and make sentences from those words.

**Answer key of Students' worksheet:**

No.	Nouns	Verbs	Adjectives	Adverbs

1.	Blanket	Plant	Large	Easily
2.	Bookcase	Control	Cool	In the bed room
3.	Cutlery	Gather	Wide	In the living room
4.	Refrigerator	Serve	Narrow	In the dining room
5.	Stove	Keep	Lovely	Well
6.	Bathtub	Wash	Clean	Nicely
7.			Soft	In the kitchen
8.			Complete	In the bathroom
9.				Far
10.				Near

**Assessment**

**Cognitive Domain**

The calculation of scoring formula:

The calculation of scoring

The category:

Percentage of score	Category
70-80	Good
60-69	Fair
26-59	Poor

0-25	Failed
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**LESSON PLAN 1**  
**(CONTROL GROUP)**

School	: SMP
Subject	: English
Grade/Semester	: VII/2
Language component	: Vocabulary (Integrated with reading)
Theme	: Things around us (Home)
Time Allocation	: 2 X 45 minutes

**A. Core Competences**

- KI 1. Menghargai dan menghayati ajaran agama yang dianutnya*
- KI 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.*
- KI 3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.*
- KI 4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori*



## B. Basic Competences

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antarpribadi dengan guru dan teman.
- 2.2 Menghargai perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam berkomunikasi transaksional.
- 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan untuk menyebut nama, jumlah benda dan bangunan publik, yang dekat dengan kehidupan peserta didik sehari-hari.
- 4.6 Menyusun teks lisan dan tulis untuk menyebutkan nama bendadan bangunan publik, yang dekat dengan kehidupan peserta didik sehari-hari dengan unsur kebahasaan yang benar dan sesuai konteks.

### Indicators

- 1.1.1 Praying together before starting the lesson.
- 2.1.1 Answering the teacher's question by taking turn properly.
- 2.2.1 Doing the tasks honestly, discipline and responsible.
- 2.3.1 Doing their task with high responsibilities, like collecting the task on time and doing all the tasks well.
- 3.5.1 Naming about things at home properly.
- 4.6.1 Classify nouns, verbs, adjectives and adverb from a descriptive text entitled my home.
- 4.6.2 Giving meanings nouns, verbs, adjectives and adverb from the text.
- 4.6.3 Completing sentences based on the words provided in the box.

**C. Learning Objective**

- 1.1.1.1 The students are able to show their spirit and seriousness in learning English.
- 2.1.1.1 The students are able to apply their turn taking properly.
- 2.2.1.1 The students are able to do the tasks honestly, discipline and responsible.
- 2.3.1.1 The students are able to do their task well.
- 3.5.1.1 The students are able to naming things at home properly.
- 4.6.1.1 The students are able to classify nouns, verbs, adjectives and adverb from a descriptive text entitled my home properly.
- 4.6.2.1 The students are able to give the meanings of the words based on classified words from the text.
- 4.6.3.1 The students are able to complete sentences based on the words provided in the box.

**D. Learning Material**

Enclosure

**E. Learning Method**

Approach : Scientific Approach

Technique : Observing, questioning, exploring, associating, and communication

**F. Learning Activities**

**1. Set induction**

The Teacher's Activities	The Students's Activities	Time allocation
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<ul style="list-style-type: none"> <li>- Asking the students to pray together.</li> <li>- Checking the student's attendance list.</li> <li>- Telling the students that they are going to learn about things at home.</li> </ul>	<ul style="list-style-type: none"> <li>- Praying together.</li> <li>- Answering the teacher's question about the student who is absent.</li> <li>- Making notes.</li> </ul>	5 minutes
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**2. Main activities**

<b>Activities</b>	<b>The Teacher's activities</b>	<b>The Students' activities</b>	<b>Time allocation</b>
1. Observing	- Mentioning things at home and the function.	- Making notes	10 minutes
2. Questioning	- Leading the students to ask some questions related to their real life.	- Asking the teacher some questions which they don't understand clearly.	5 minutes
3. Exploring	- Asking the students to classify nouns, verbs, adjectives and adverbs from the text.	- Classifying nouns, verbs, adjectives and adverbs from the text.	10 minutes

4. Associating	- Asking the students to discuss the material with their groups.	- Discussing the material about nouns, verbs, adjectives and adverbs with their own groups.	15 minutes
5. Communicating	- Asking the each group to present their work.	- Presenting their work in front of the class.	40 minutes

### 3. Closure

The Teacher's activities	The Students's activities	Time allocation
- Giving the feedback of the lesson. - Parting to the students.	- Making notes - Parting to the teacher.	5 minutes

### G. Learning Resources

Learning resources:

b.i.1.a. Internet: <http://ujiklifeline.blogspot.co.id/2013/01/example-of-description-text-about-my.html>.

b.i.1.b. Book: Bupena English book for SMP/ MTs Grade VII

Researcher,

Yeni Rahmawati

NIM. 120210401016



## Enclosure

Learning Material  
(For the Control Class)

### Leading Questions

- B.i.15.a.5. How many rooms do you have at home?
- B.i.15.a.6. Can you mention things at home?
- B.i.15.a.7. What is the function of that thing?

### Explaining about Nouns, Verbs, Adjectives and Adverbs.

1. Nouns refer to a person, a place, or a thing.

#### B.i.D.1.a. Common Nouns

Common nouns refer to anything that we can see, touch, hear or taste.

For example: a wardrobe, a desk, a bed and so on.

#### B.i.D.1.b. Proper Nouns are name of people, place, days, months and things. They always take capital letters.

For example: James, Monday, December and so on.

2. Verbs are words that denote action.

For example: plant, do, make, gather and so on.

3. Adjectives are used to highlight qualities or attributes.

For example: tidy, clean, lovely, soft and so on.

4. Adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses, or to entire sentence rather than to nouns

#### a. Adverb of place

Adverb of place is used to tell where something is.

For example: in the bathroom, in the bedroom, in the dining room and so on.

#### b. Adverb of manner

Adverb of manner is used to tell how things happen.

For example: nicely, well, easily and so on.

## My house

My house is a place where my family and I do some activities. In front of my house, there is a large yard. So, we can plant some mango trees and many kinds of beautiful flowers such as dahlia and rose. Behind of my house, there is a small swimming pool with warm and cool water which can control easily. We often spend our time there. In the left side, there is a flower garden which makes beautiful view surrounding the area of it. It also makes a good environment with fresh air condition.

My house has complete facilities inside. It is not big or large building, but it can be categorized between wide and narrow. There are six rooms in my house including a room for a special guest to take a rest or to have lunch. The first is my lovely bedroom. I have a desk, two beds, a dressing table and a wardrobe. On the bed, I have two bear dolls, two pink pillows, a bolster and a soft blanket. The second is in the living room, we have two sofas, a blue carpet, a wide TV, a bookcase and air conditioner which hang on the wall. It used to control the air circulation in this room. My family and I usually gather in this room and share our activities together.

The third is in the dining room. It is located far from the bedroom. My mother always serves some delicious foods which order well on the dining table. We always eat together nicely. In the kitchen, we have a kitchen cabinet to put cutlery and the kitchen tools. We also have a refrigerator to keep our meals fresh and cool. A small kitchen sink is used to wash the dishes and a stove is used to cook meals. The last is bathroom. It is located near from the kitchen. In the bathroom, we have a shower, a towel, and a bathtub. It is our responsibility to keep all the rooms clean and tidy.

Adapted from: <http://ujiklifeline.blogspot.co.id/2013/01/example-of-description-text-about-my.html>.

## Exercise 1

Direction: Classify the underlined words taken from the text into the following columns (nouns, verbs, adjectives, and adverbs).

No.	Nouns	Verbs	Adjectives	Adverbs

## Exercise 2

Direction: Give the meaning of the words classified above

No	Nouns	Meaning	No	Verbs	Meaning




No	Adjectives	Meaning	No	Adverbs	Meaning


Exercise 3

Direction: Complete the following sentences with the appropriate words in the box.

1. The pillow is . . . . . It is not hard.

2. I wash the dishes in the. . . . .
3. We can find . . . . . on the dining table.
4. The opposite word of clean is . . . . .
5. They eat a bowl of chicken soup . . . . .
6. I sweep the floor to make it . . . . .
7. The bookcase is used to . . . . . some books.
8. The opposite meaning of difficult is. . . . .
9. I put my clothes in the . . . . .
10. There is a . . . . . in the bathroom.

**Answer key:**

Exercise 1

No.	Nouns	Verbs	Adjectives	Adverbs
1.	Blanket	Plant	Large	Easily
2.	Bookcase	Control	Cool	In the bed room
3.	Cutlery	Gather	Wide	In the living room
4.	Refrigerator	Serve	Narrow	In the dining room
5.	Stove	Keep	Lovely	Well
6.	Bathtub	Wash	Clean	Nicely
7.			Soft	In the kitchen
8.			Complete	In the bathroom
9.				Far
10.				Near

Exercise 2

No	Nouns	Meaning	No	Verbs	Meaning
1.	Blanket	Selimut	1.	Plant	Menanam
2.	Bookcase	Lemari buku	2.	Control	Mengatur
3.	Cutlery	Peralatan makan	3.	Gather	Berkumpul
4.	Refrigerator	Kulkas	4.	Serve	Menyajikan
5.	Stove	Kompor listrik	5.	Keep	Menyimpan
6.	Bathtub	Bak mandi	6.	Wash	Mencuci

No	Adjectives	Meaning	No	Adverbs	Meaning

1.	Large	Luas	1.	Easily	Dengan mudah
2.	Cool	Dingin	2.	In the bed room	Di kamar tidur
3.	Wide	Lebar	3.	In the living room	Di ruang tamu
4.	Narrow	Sempit	4.	In the dining room	Di ruang makan
5.	Lovely	Bagus	5.	Well	Dengan baik
6.	Clean	Bersih	6.	Nicely	Dengan enak
7.	Soft	Lembut	7.	In the kitchen	Di dapur
8.	Complete	Lengkap	8.	In the bathroom	Di kamar mandi
			9.	Far	Jauh

			10.	Near	Dekat
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### Exercise 3

- |                 |             |
|-----------------|-------------|
| 1. Soft         | 6. Clean    |
| 2. Kitchen sink | 7. Keep     |
| 3. Cutlery      | 8. Easy     |
| 4. Dirty        | 9. Wardrobe |
| 5. Nicely       | 10. Towel   |

### Assessment

Final Score = Exercise 1 + Exercise 2 + Exercise 3

The calculation of scoring

The category:

Percentage of score	Category
70-80	Good
60-69	Fair
26-59	Poor

0-25	Failed
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**LESSON PLAN 2**  
**(EXPERIMENTAL GROUP)**

School	: SMP
Subject	: English
Grade/Semester	: VII/2
Language component	: Vocabulary (Integrated with reading)
Theme	: Things around us (Classroom)
Time Allocation	: 2 X 45 minutes

**A. Core Competences**

- KI 1. Menghargai dan menghayati ajaran agama yang dianutnya*
- KI 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.*
- KI 3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.*
- KI 4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori*



## B. Basic Competences

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antarpribadi dengan guru dan teman.
- 2.2 Menghargai perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam berkomunikasi transaksional.
- 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan, untuk menyebut nama benda dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari.
- 4.6 Menyusun teks lisan dan tulis untuk menyebutkan nama benda dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari dengan unsur kebahasaan yang benar dan sesuai konteks.

## Indicators

- 1.1.1 Praying together before starting the lesson.
- 2.1.1 Answering the teacher's question by taking turn properly.
- 2.2.1 Doing the tasks honestly, discipline and responsible.
- 2.3.1 Doing their task with high responsibilities, like collecting the task on time and doing all the tasks well.
- 3.5.1 Naming about things at class properly.
- 4.6.1 Classifying nouns, verbs, adjectives and adverbs from a descriptive text entitled my classroom.
- 4.6.2. Giving meanings based on the created words on the Scrabble board
- 4.6.3 Making sentences based on the created words on the Scrabble board.

**C. Learning Objective**

- 1.1.1.1 The students are able to show their spirit and seriousness in learning English.
- 2.1.1.1 The students are able to apply their turn taking properly.
- 2.2.1.1 The students are able to do the tasks honestly, discipline and responsible.
- 2.3.1.1 The students are able to do their task well.
- 3.5.1.1 The students are able to naming things in the classroom properly.
- 4.6.1.1 The students are able to classify nouns, verbs, adjectives and adverb from a descriptive text entitled my classroom properly.
- 4.6.2.1 The students are able to give the meanings of the words based on the created words on the Scrabble board.
- 4.6.3.1 The students are able to make sentences based on the created words on the Scrabble board.

**D. Learning Material**

Enclosure

**E. Learning Method**

Approach : Scientific Approach

Technique : Observing, questioning, exploring, associating, and communicating.

**F. Learning Activities**

**1. Set induction**

The Teacher's Activities	The Students's Activities	Time allocation

<ul style="list-style-type: none"> <li>- Asking the students to pray together.</li> <li>- Checking the students attendance.</li> <li>- Telling the students that they are going to learn about things at class.</li> </ul>	<ul style="list-style-type: none"> <li>- Praying together.</li> <li>- Answering the teacher's question about the student who is absent.</li> <li>- Making notes.</li> </ul>	<p>5 minutes</p>
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**2. Main activities**

<b>Activities</b>	<b>The Teacher's activities</b>	<b>The Students' activities</b>	<b>Time allocation</b>

1. Observing	- Mentioning things at class and the function.	- Making notes	5 minutes
2. Questioning	- Leading the students to ask some questions related to their real life.	- Asking the teacher some questions which they don't understand clearly.	5 minutes

<p>3.Exploring</p>	<ul style="list-style-type: none"> <li>- Explaining about nouns, verbs, adjectives and adverb. Then, giving the examples.</li> </ul>	<ul style="list-style-type: none"> <li>- Making notes</li> </ul>	<p>10 minutes</p>
<p>4.Associating</p>	<ul style="list-style-type: none"> <li>- Distributing a descriptive text entitled my classroom. Then, asking the students to classify nouns, verbs, adjectives and adverb from the text.</li> </ul>	<ul style="list-style-type: none"> <li>- Taking a descriptive text entitled my classroom from the teacher and classify nouns, verbs, adjectives and adverb from the text.</li> </ul>	<p>20 minutes</p>

5.Communicating	<ul style="list-style-type: none"> <li>- Introducing Scrabble game and explaining some procedures how to play this game.</li> <li>- Before playing Scrabble game, the students take some problem cards about nouns, verbs, adjectives, and adverb.</li> <li>- Asking the students to play the game.</li> <li>- After playing the game, asking the students to list some words which are created on the scrabble board. Then giving meanings and making sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Making notes</li> <li>- Taking some problem cards and about nouns, verbs, adjectives, and adverbs from the problem cards given.</li> <li>- Playing game</li> <li>- Listing some words, giving meanings and making sentences.</li> </ul>	40 minutes
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### 3. Closure

The Teacher's activities	The Students's activities	Time allocation
<ul style="list-style-type: none"> <li>- Giving the feedback of the lesson.</li> <li>- Parting to the students.</li> </ul>	<ul style="list-style-type: none"> <li>- Making notes</li> <li>- Parting to the teacher.</li> </ul>	2 Minutes

### G. Learning Resources and Media

Learning resources:

1.a.a.a. Internet: <http://ranindhitya.blogspot.com/2014/03/generic-structure-of-descriptive-text.html?m=1>.

1.a.a.b. Book: Bupena English book for SMP/ MTs Grade VII

Media: Scrabble Game.

Researcher,

Yeni Rahmawati  
NIM. 120210401016

**Enclosure**

Learning Material  
(For the Experimental Class)

**Leading Questions**

1. Can you mention things in the classroom?
2. What is the function of that thing?

## Explaining about Nouns, Verbs, Adjectives and Adverbs.

1. Nouns refer to a person, a place, or a thing.
  - 2.a.a.a. Common Nouns

Common nouns refer to anything that we can see, touch, hear or taste.  
For example: a wardrobe, a desk, a bed and so on.
  - 2.a.a.b. Proper Nouns are name of people, place, days, months and things.

They always take capital letters.  
For example: James, Monday, December and so on.
2. Verbs are words that denote action.

For example: plant, do, make, gather and so on.
3. Adjectives are used to highlight qualities or attributes.

For example: tidy, clean, lovely, soft and so on.
4. Adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses, or to entire sentence rather than to nouns.
  - a.i.1.a. Adverb of place

Adverb of place is used to tell where something is.  
For example: in the bathroom, in the bedroom, in the dining room and so on.
  - a.i.1.b. Adverb of manner

Adverb of manner is used to tell how things happen.  
For example: nicely, well, easily and so on.

### My classroom

My classroom is a building which is very useful for learning. It is located far from science laboratory. It looks big, clean and tidy because we always sweep it diligently every morning. The color of the wall is white. It has very good air circulation to make us comfortable to learn there.

In the classroom, there are a lot of tables and chairs. On the students' tables, you can find a pencil case, scissors and some note books. In front of the class, there is a whiteboard which is used to write material and give explanation to



the students. Near a whiteboard, there is a teacher's desk. On the teacher's desk, there is a beautiful tablecloth, markers, an eraser, a pile of books, a globe and flower vase which order well. In the left side, there are many heroes' pictures which hang on the wall. At the corner of my classroom, there is a cabinet. It is used to store janitorial tools such as brooms, dusters, mat and so on.

My classroom always wins some competition in my school. Therefore, it becomes the most favorite class. We are very responsible to keep it clean and tidy such as we never throw some rubbish in the class.

Adapted from: <http://ranindhitya.blogspot.com/2014/03/generic-structure-of-descriptive-text.html?m=1>.

### The Students' Worksheet

**Exercise 1:** Classify the underlined words taken from the text into the following columns (nouns, verbs, adjectives, and adverbs).

No.	Nouns	Verbs	Adjectives	Adverbs

### The procedures of playing Scrabble Game

The procedure of using Scrabble Game in teaching vocabulary in the teaching learning process based on Lucas (2003:61) as follows.

1. *Form groups of six to eight participants and give each a Scrabble kit* (Lucas, 2003:61).

In this research, the researcher makes a group which consists of four students. Each group has one playing board, 100 letter tiles, 4 tile

racks, 2 tile bags and two blank tiles. All the tiles are placed in the tile bags. To make the game easier, split the letters in a set between consonants and vowels. It is used to choose whether the players want a consonant or a vowel letter. In deciding the first player, the researcher makes a lottery. Then, each player takes a rack. After that, each player in turn takes seven tiles and places them on their racks. Now, everyone is ready to play Scrabble Game. Before the players play this game, every player in turn takes some problem cards and answers some questions dealing with the materials covering noun, verb, adjective, and adverb. The answer is written on the blank sheet given.

B.i.D.2. *Set 30 minutes time limit and tell the group to begin playing (using a standard rules) (Lucas, 2003:61).*

In this research, the researcher sets 30 minutes and tells the groups to begin playing. They can create a word from left to right or from up to down. The first word must be in the center of the Scrabble board. Every player in each group creates the needed word. The new word can be formed by doing the following.

B.i.D.2.a. Adding one or more tiles in one word or the letter has already been put on a Scrabble board.

B.i.D.2.b. Putting the letter crossly in a word or letter that has already been on the Scrabble board.

B.i.D.2.c. Placing a word in equal line that has already been on the Scrabble board with the result that creates a complete word.

Notes:

- a. Each of the letter tiles has score values indicated by the number to the bottom right of the letter.
- b. The two blank tiles have no score value. It can be used as any letter desired. When a blank tile is placed on a red Triple or Double word square. The sum of the tiles in the word is doubled or tripled even though the blank itself has no score value. When it

is placed on a blue Triple and Double letter square, the value of the blank tile is still zero.

- c. When one player has used all their tiles and the tile bag is empty. The game is over. In some games, no player succeeds in using all their tiles. In this case, the game continues until all possible moves have been made. If a player is unable to move, they pass their turn. Then, if all players pass twice in consecutive turn, the game ends.
- d. A dictionary may not be used while a game is in progress to search for words to fit the tiles on the rack. It may only be used after a word has been played and challenged.

B.i.D.3. *After 30 minutes, call time and have each group displays its list as someone in that group explains the term in relation to what was covered during the session (Lucas, 2003:61).*

In this step: every player in each group lists all the words that have already been put on the Scrabble board. Then, each player gives meanings and makes sentences based on the list of words.

B.i.D.4. *Add a competition and fun by rewarding the group with the most correct terms. Disqualify any incorrect terms and add key concepts missed (Lucas, 2003:61).*

In this step: make some corrections, especially incorrect words. The winner can be seen from the scores of each player. For example: in each group consists of four students. If the student A gets the highest score compares to the student B, C, or D. So, the winner of the group is student A. Every group has one person who gets the highest score and gets reward such as edible reward. The scores can be gained by calculating the letter's score that has already been put on the Scrabble board. For example: the letter D has 2 score value. If it is placed on double word square, the sum of the tiles is doubled. Because of each letter tiles has score value indicated by the number to the bottom right of the letter.

**Exercise 2: The Problem Cards**

They are used to introduce key concepts, conduct final review and provide a break from lecture or other facilitator led learning events (Lucas, 2003:60).



**Exercise 3:** Find the meaning all the words which are placed on the scrabble board and make sentences from those words.

Answer key

No.	Nouns	Verbs	Adjectives	Adverbs
1.	Pencil case	Sweep	Useful	Diligently
2.	Marker	Find	Big	In the
3.	Eraser	Hang	Tidy	classroom
4.	Globe	Store	Beautiful	There
5.	Picture	Win	Responsible	
6.	Duster	Become	Favorite	
7.	Table cloth	Throw		
8.	Rubbish			

**Assessment**

**Cognitive Domain**

The calculation of scoring formula:

The calculation of scoring

The category:

Percentage of score	Category

70-80	Good
60-69	Fair
26-59	Poor
0-25	Failed

**LESSON PLAN 2**  
**(CONTROL GROUP)**

School	: SMP
Subject	: English
Grade/Semester	: VII/2
Language component	: Vocabulary (Integrated with reading)
Theme	: Things around us (Classroom)
Time Allocation	: 2 X 45 minutes

**A. Core Competences**

*KI 1. Menghargai dan menghayati ajaran agama yang dianutnya*

*KI 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.*

*KI 3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.*

*KI 4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori*

## B. Basic Competences

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antarpribadi dengan guru dan teman.
- 2.2 Menghargai perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam berkomunikasi transaksional.
- 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan, untuk menyebut namabenda dan bangunan publik yang dekat dengan kehidupan peserta didik sehari- hari.
- 4.6 Menyusun teks lisan dan tulis untuk menyebutkannama benda dan bangunan publikyang dekat dengan kehidupan peserta didik sehari-hari dengan unsur kebahasaan yang benar dan sesuai konteks.

## Indicators

- 1.1.1 Praying together before starting the lesson.
- 2.1.1 Answering the teacher's question by taking turn properly.
- 2.2.1 Doing the tasks honestly, discipline and responsible.
- 2.3.1 Doing their task with high responsibilities, like collecting the task on time and doing all the tasks well.
- 3.5.1 Naming about things in the classroom properly.
- 4.6.1 Classify nouns, verbs, adjectives and adverbs from a descriptive text entitled my classroom.
- 4.6.2 Giving meanings nouns, verbs, adjectives and adverbs from the text.
- 4.6.3 Completing sentences based on the words provided in the box.



**C. Learning Objective**

- 1.1.1.1 The students are able to show their spirit and seriousness in learning English.
- 2.1.1.1 The students are able to apply their turn taking properly.
- 2.2.1.1 The students are able to do the tasks honestly, discipline and responsible.
- 2.3.1.1 The students are able to do their task well.
- 3.5.1.1 The students are able to naming things at class properly.
- 4.6.1.1 The students are able to classify nouns, verbs, adjectives and adverbs from a descriptive text entitled my classroom properly.
- 4.6.2.1 The students are able to give the meanings of the words based on classified words from the text.
- 4.6.3.1 The students are able to complete sentences based on the words provided in the box.

**D. Learning Material**

Enclosure

**E. Learning Method**

Approach : Scientific Approach

Technique : Observing, questioning, exploring, associating, and communication

**F. Learning Activities**

**1. Set induction**

The Teacher's Activities	The Students's Activities	Time allocation

<ul style="list-style-type: none"> <li>- Asking the students to pray together.</li> <li>- Checking the student's attendance list.</li> <li>- Telling the students that they are going to learn about things at school.</li> </ul>	<ul style="list-style-type: none"> <li>- Praying together.</li> <li>- Answering the teacher's question about the student who is absent.</li> <li>- Making notes.</li> </ul>	5 minutes
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**2. Main activities**

<b>Activities</b>	<b>The Teacher's activities</b>	<b>The Students' activities</b>	<b>Time allocation</b>
1. Observing	- Mentioning things at school and the function.	- Making notes	10 minutes
2. Questioning	- Leading the students to ask some questions related to their real life.	- Asking the teacher some questions which they don't understand clearly.	5 minutes

3.Exploring	- Asking the students to classify nouns, verbs, adjectives and adverbs from the text.	- Classifying nouns, verbs, adjectives and adverbs from the text.	10 minutes
4.Associating	- Asking the students to discuss the material with their groups.	- Discussing the material about nouns, verbs, adjectives and adverbs with their own groups.	15 minutes
5.Communicating	- Asking the each group to present their work.	- Presenting their work in front of the class.	40 minutes

### 3. Closure

The Teacher's activities	The Students's activities	Time allocation
- Giving the feedback of the lesson.	- Making notes	5 Minutes
- Parting to the students.	- Parting to the teacher.	

### G. Learning Resources

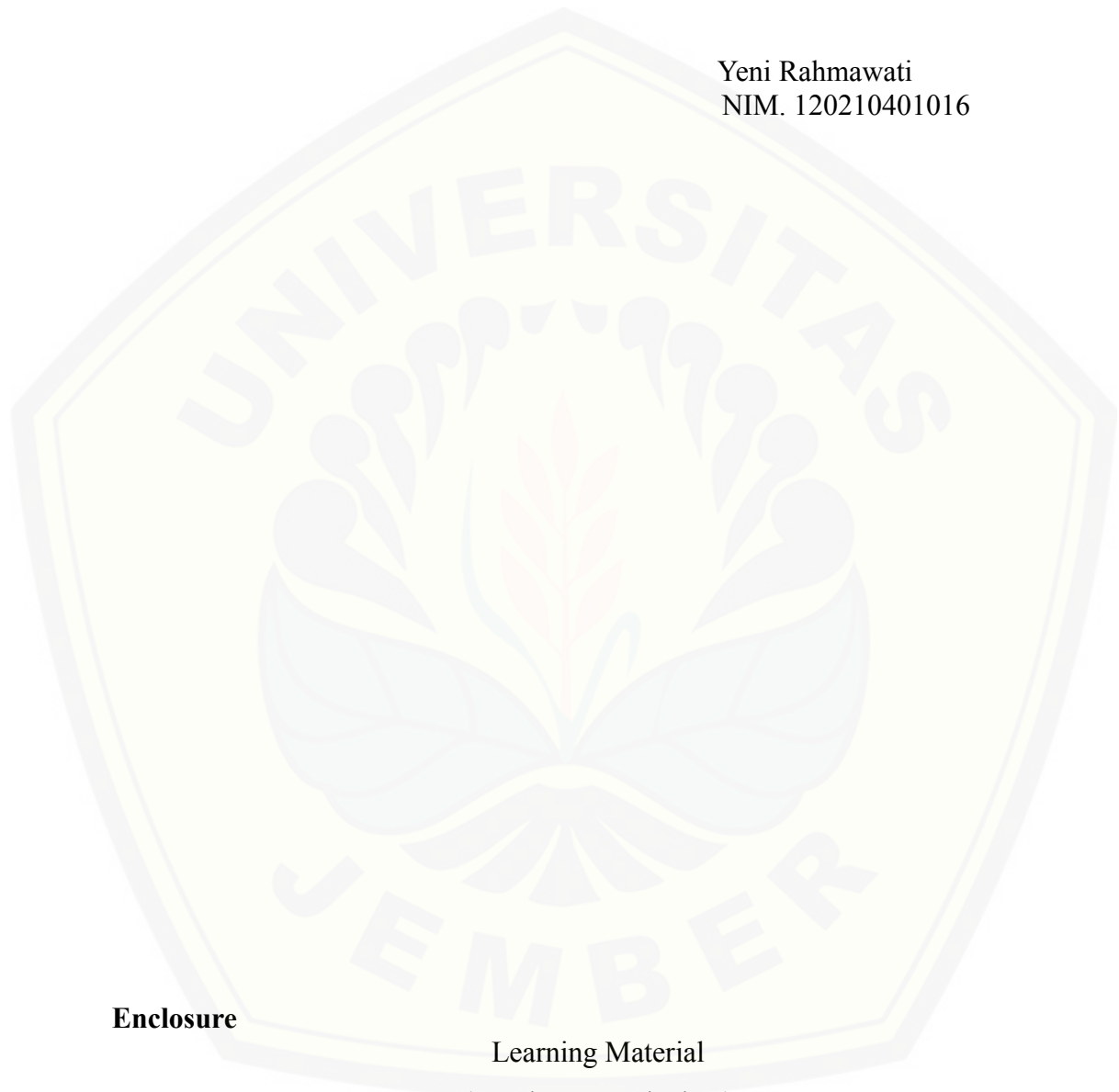
Learning resources:

a.i.1.a. Internet: <http://ranindhitya.blogspot.com/2014/03/generic-structure-of-descriptive-text.html?m=1>.

a.i.1.b. Book: Bupena English book for SMP/ MTs Grade VII

Researcher,

Yeni Rahmawati  
NIM. 120210401016



**Enclosure**

Learning Material  
(For the Control Class)

**Leading Questions**

1. Can you mention things in the classroom?
2. What is the function of that thing?

### Explaining about Nouns, Verbs, Adjectives and Adverbs.

1. Nouns refer to a person, a place, or a thing.
  - a.i.1.a.i.1.a. Common Nouns  
Common nouns refer to anything that we can see, touch, hear or taste.  
For example: a wardrobe, a desk, a bed and so on.
  - a.i.1.b. Proper Nouns are name of people, place, days, months and things.  
They always take capital letters.  
For example: James, Monday, December and so on.
2. Verbs are words that denote action.  
For example: plant, do, make, gather and so on.
3. Adjectives are used to highlight qualities or attributes.  
For example: tidy, clean, lovely, soft and so on.
4. Adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses, or to entire sentence rather than to nouns.
  - a.i.1.b.i.1.a. Adverb of place  
Adverb of place is used to tell where something is.  
For example: in the bathroom, in the bedroom, in the dining room and so on.
  - a.i.1.b.i.1.b. Adverb of manner  
Adverb of manner is used to tell how things happen.  
For example: nicely, well, dirty and so on.

### My classroom

My classroom is a building which is very useful for learning. It is located far from science laboratory. It looks big, clean and tidy because we always sweep it diligently every morning. The color of the wall is white. It has very good air circulation to make us comfortable to learn there.

In the classroom, there are a lot of tables and chairs. On the students' tables, you can find a pencil case, scissors and some note books. In front of the class, there is a whiteboard which is used to write material and give explanation to

the students. Near a whiteboard, there is a teacher's desk. On the teacher's desk, there is a beautiful tablecloth, markers, an eraser, a pile of books, a globe and flower vase which order well. In the left side, there are many heroes' pictures which hang on the wall. At the corner of my classroom, there is a cabinet. It is used to store janitorial tools such as brooms, dusters, mat and so on.

My classroom always wins some competition in my school. Therefore, it becomes the most favorite class. We are very responsible to keep it clean and tidy such as we never throw some rubbish in the class.

Adapted from: <http://ranindhitya.blogspot.com/2014/03/generic-structure-of-descriptive-text.html?m=1>.

**The Students' Worksheet**

Direction: Classify the underlined words taken from the text into the following columns (nouns, verbs, adjectives, and adverbs).

No.	Nouns	Verbs	Adjectives	Adverbs

Exercise 2

Direction: Give the meaning of the words classified above

No	Nouns	Meaning	No	Verbs	Meaning

No	Adjectives	Meaning	No	Adverbs	Meaning

Exercise 3



Direction: Complete the following sentences with the appropriate words in the box.

1. There is a ..... on the teacher's desk.
2. The room is ..... Could you turn on the lamp, please.
3. A dustbin is used to ..... rubbish.
4. The students clean the class .....
5. My classroom is ..... It is not small.
6. I put a pen ..... near a pencil case.
7. It is our responsibility to ..... our classroom clean and tidy.
8. .... is used to write in the whiteboard.
9. The students ..... the floor every morning.
10. There are twenty two ..... in my classrooms.

Answer key:

### Exercise 1

No.	Nouns	Verbs	Adjectives	Adverbs
1.	Pencil case	Sweep	Useful	Diligently
2.	Marker	Find	Big	In the
3.	Eraser	Hang	Tidy	classroom
4.	Globe	Store	Beautiful	There
5.	Picture	Win	Responsible	
6.	Duster	Become	Favorite	
7.	Rubbish	Throw		
8.				

Exercise 2

No	Nouns	Meaning	No	Verbs	Meaning
1.	Pencil case	Kotak pensil	1.	Sweep	Menyapu
2.	Markers	Spidol	2.	Find	Menemukan
3.	Eraser	Penghapus	3.	Hang	Menggantung
4.	Globe	Globe	4.	Store	Menyimpan

5.	Picture	Gambar	5.	Win	Menang
6.	Dusters	Sulak	6.	Become	Menjadi
7.	Table cloth	Taplak meja	7.	Throw	Membuang
8.	Rubbish	Sampah			

No	Adjectives	Meaning	No	Adverbs	Meaning

1.	Useful	Berguna	1.	Diligently	Dengan rajin
2.	Big	Besar	2.	In the classroom	Di ruang kelas
3.	Tidy	Rapi	3.	There	Disana
4.	Beautiful	Indah			
5.	Responsible	Bertanggung jawab			

6.	Favorite	Kesukaan			
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Exercise 3

- |                |             |
|----------------|-------------|
| 1. Flower vase | 6. Near     |
| 2. Dark        | 7. Keep     |
| 3. Throw       | 8. A marker |
| 4. Diligently  | 9. Sweep    |
| 5. Big         | 10. Tables  |

**Assessment**

**Cognitive Domain**

The calculation of scoring formula:

Final Score = Exercise 1 + Exercise 2 + Exercise 3

The calculation of scoring

The category:

Percentage of score	Category
70-80	Good

60-69	Fair
26-59	Poor
0-25	Failed



## Odd numbers as variable X

Name	1	5	7	9	11	13	15	17	19	23	25	27	29	31	33	35	37	39	41	43	45	47	49	Total	
Ahmad F	1	0	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	18
Ahmad N	1	1	0	1	0	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	18
Aliya S	1	0	1	1	1	0	0	1	1	1	1	0	0	1	0	1	1	1	1	1	1	0	1	1	17



Anis A	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	0	1	1	1	1	1	0	1	17
Dhania H	1	1	0	1	1	0	0	0	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	17
Dwi A M	1	1	0	1	0	1	1	1	1	1	1	0	1	1	0	1	0	0	1	1	1	1	1	19
Eka A A	1	1	1	1	1	1	1	0	0	1	1	1	0	0	1	0	0	1	1	1	0	1	0	16

Fadil S	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	1	1	0	0	1	1	19
Ifatul H	1	0	1	0	1	1	0	0	1	1	1	0	1	1	1	0	0	1	1	0	1	1	1	17
Ira R	1	1	0	0	1	0	0	1	0	1	1	0	1	0	1	0	0	1	1	0	0	1	1	14
Jamila W	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	0	0	1	1	1	0	1	18

M. Fajar	1	1	1	0	1	1	1	0	0	1	1	0	1	1	1	0	1	0	1	0	0	1	1	17
Moh. Suyono	0	1	1	1	1	0	0	0	1	0	1	0	1	1	1	0	1	0	0	1	1	0	0	13
Muh. Hafid	1	1	1	0	0	1	1	1	0	1	0	1	0	1	1	0	1	0	1	0	0	1	1	16
Muh. Iqbal	1	1	1	0	1	1	1	0	1	1	1	0	0	1	1	1	0	1	1	0	0	1	1	18

Muh. Lukma	0	0	0	1	0	0	0	1	1	1	1	1	1	1	0	0	1	0	0	1	1	0	0	13
Muh. Rizal	0	1	0	1	0	1	0	1	0	1	1	0	1	1	0	0	1	0	0	1	1	1	1	14
Muh. Sukron	0	0	0	1	1	1	0	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	0	15
Mustafidah	1	1	1	0	0	1	0	1	0	1	1	1	1	0	1	0	1	1	0	1	1	0	0	16

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Nenin JL	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	20
Nurdina S D	1	0	0	1	1	0	0	1	1	1	1	0	1	0	1	0	0	1	1	0	1	1	1	16
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## Digital Repository Universitas Jember

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Putri SM	0	0	1	0	1	0	1	0	1	1	0	1	0	1	0	1	1	0	1	1	1	0	15
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Rendi A	0	0	1	1	0	0	1	1	0	1	1	1	1	1	0	0	1	1	0	1	1	1	15
Reza K	1	1	0	0	1	0	1	1	0	1	1	1	1	0	0	0	1	0	1	0	1	1	16
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Sofi J	1	1	0	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	0	0	0	1	17
Suhul M	1	1	1	1	1	0	0	1	0	1	1	1	0	0	1	0	0	1	1	1	1	0	15
Tutik A	1	0	1	1	0	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	0	0	16



Even numbers as variable Y

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Ahmad N	1	1	0	1	0	0	1	0	1	0	0	1	1	1	1	0	0	1	1	1	0	0	15
Aliya S	1	1	1	0	0	1	1	1	0	1	0	1	0	1	1	0	0	0	0	1	1	1	15
Anis A	1	1	1	0	1	1	1	1	0	1	1	0	0	0	1	1	1	0	1	1	0	1	16
Dhania H	1	1	0	1	0	0	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	16
Dwi A M	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	0	1	1	1	1	1	19
Eka A A	1	1	1	1	1	1	0	0	1	1	1	1	0	1	0	0	1	0	1	1	1	0	17
Fadil S	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	20
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Ira R	0	1	0	1	0	0	1	0	1	0	0	1	0	1	0	0	1	0	1	0	1	1	13
Jamila W	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	0	0	1	1	1	0	1	17
M. Fajar	1	0	1	0	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	20
Moh. Suyono	0	1	1	1	0	0	0	1	0	0	1	1	1	0	0	1	1	0	1	1	0	0	13
Muh. Hafid	1	1	1	0	0	1	1	0	1	0	1	0	1	1	1	1	0	1	1	1	1	1	17
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Muh. Sukron	0	0	0	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	1	0	1	0	14
Mustafidah	1	1	1	0	0	1	1	0	1	1	1	0	0	1	0	1	1	0	1	0	0	0	14
Naisila	0	0	1	0	0	0	1	0	1	0	1	1	0	1	1	1	0	1	0	0	1	0	13
Nenin JL	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	20
Nurdina S D	1	0	0	1	0	1	1	1	0	1	1	1	0	0	1	0	0	0	0	1	1	1	15
Nuri I Q	0	1	0	1	1	0	1	1	0	0	1	1	1	1	1	0	0	1	0	1	1	1	16
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Prasetyo DS	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0	1	0	1	19
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Name	2	4	6	8	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	Total	
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Putri SM	1	0	1	0	1	1	1	0	0	1	1	0	1	0	1	1	1	1	1	0	1	0	1	0	15
Raden R	1	1	1	0	0	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	18
Rafi A	1	0	1	1	1	0	0	1	0	0	1	1	0	1	1	0	1	1	0	1	1	0	0	1	14
Rafli S	1	1	1	0	0	0	1	1	1	1	1	0	0	1	1	0	1	1	0	1	0	1	0	1	15
Ramli	1	1	0	1	1	0	1	0	1	1	1	1	0	1	0	1	0	1	0	0	1	0	1	1	15
Rendi A	0	0	1	1	1	0	0	0	1	0	1	0	1	1	0	0	1	1	1	0	1	1	1	0	14
Reza K	0	1	0	1	0	0	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	0	16
Rian A	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	22
Riski FR	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	17
Sofi J	1	0	1	1	1	0	1	0	0	0	1	0	1	1	1	0	0	1	1	1	1	0	1	0	15
Suhul M	1	1	1	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	0	1	19
Tutik A	1	1	1	1	0	0	0	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	0	18
Rani W	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	21
Vasthi I	1	0	0	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	0	17

**The Difficulty Index of Test Items of Pretest-Posttest**

No Soal	R	N	FV	Criteria
1	29	40	0.725	Fair
2	29	40	0.725	Fair
3	29	40	0.725	Fair
4	29	40	0.725	Fair
5	28	40	0.70	Fair
6	29	40	0.725	Fair
7	28	40	0.70	Fair
8	29	40	0.725	Fair
9	27	40	0.675	Fair
10	27	40	0.675	Fair
11	28	40	0.70	Fair
12	29	40	0.725	Fair
13	29	40	0.725	Fair
14	12	40	0.30	Difficult
15	12	40	0.30	Difficult
16	25	40	0.625	Fair
17	29	40	0.725	Fair
18	25	40	0.625	Fair
19	26	40	0.65	Fair
20	26	40	0.65	Fair
21	28	40	0.70	Fair
22	27	40	0.675	Fair
23	35	40	0.875	Easy
24	29	40	0.725	Fair
25	37	40	0.925	Easy
26	25	40	0.625	Fair
27	27	40	0.675	Fair
28	29	40	0.725	Fair
29	28	40	0.70	Fair
30	27	40	0.675	Fair

No Soal	R	N	FV	Criteria
31	26	40	0.65	Fair
32	25	40	0.625	Fair
33	26	40	0.65	Fair
34	29	40	0.725	Fair
35	11	40	0.275	Difficult
36	29	40	0.725	Fair
37	29	40	0.725	Fair
38	25	40	0.625	Fair
39	26	40	0.65	Fair
40	21	40	0.525	Fair
41	29	40	0.725	Fair
42	23	40	0.575	Fair
43	29	40	0.725	Fair
44	27	40	0.675	Fair
45	25	40	0.625	Fair
46	26	40	0.65	Fair
47	25	40	0.625	Fair
48	25	40	0.625	Fair
49	27	40	0.675	Fair
50	29	40	0.725	Fair

**The Tryout Score of VII-E**

No	Name	Pretest- Posttest
1	AF	70
2	AN	66
3	ALS	64
4	ANS	66

5	D H	66
6	DDM	76
7	EL	66
8	FS	78
9	IH	64
10	IF	54
11	JW	70
12	M. Z	74
13	M. S	52
14	M.HD	66
15	M. A	74
16	M.L	62
17	M. R	54
18	M. K	60
19	MF	60
20	NA	56
21	NJL	80
22	NNA	62
23	NIQ	66
24	PW	74
25	PDS	82
26	PR	64
27	PS	60
28	RRT	74
29	RA	64
30	RS	58
31	RI	58
32	RIA	64
33	RK	64
34	RAR	84
35	RF	68
36	SJ	64
37	SM	68
38	TA	68
39	RW	88
40	VI	66

**The Scores of the Exprimental group**

No	Name	Pretest	Posttest	Score Deviation
1	AN	71	84	13
2	AKS	64	84	20

3	AH	76	78	2
4	AM	58	67	9
5	AL MR	89	98	9
6	ASD	89	98	9
7	ANH	73	76	3
8	ADS	58	67	9
9	BAF	84	96	12
10	CAS	67	78	11
11	CW	84	91	7
12	DW	93	98	5
13	DH	71	87	16
14	FSN	76	93	17
15	FA	84	91	7
16	HA	89	98	9
17	HM	89	96	7
18	IY	84	98	14
19	IRY	87	91	4
20	LU	76	84	8
21	LA	67	76	9
22	LDL	56	73	17
23	MK	76	87	11
24	MKP	84	93	9
25	Moh. H	76	87	11
26	Moh.HN	73	87	14
27	Muh.F	71	84	13
28	Muh.HW	56	67	11
29	Muh.IH	84	93	9
30	MuH.RG	73	89	16
31	Muh.Z	80	80	0
32	NAU	73	80	7
33	NJA	89	93	4
34	RM	67	78	11
35	RTW	84	91	7
36	RI	56	71	15
37	SL	76	80	4
38	SNH	71	87	16
39	SH	76	87	11
40	UH	84	98	14

The Scores of the Control group

No	Name	Pretest	Posttest	Score Deviation
1	ANQ	89	96	7
2	AAR	73	67	-6
3	ARA	71	71	0
4	BMS	76	78	2
5	DJI	67	58	-9
6	DS	89	91	2
7	DF	71	78	7
8	DGP	67	56	-11
9	DSA	76	87	11
10	ESF	84	67	-17
11	FI	67	54	-13
12	IF	71	64	-7
13	Moch. A	76	78	2
14	Moch. H	78	54	-24
15	Moch.Y	76	78	2
16	Moh.WM	89	96	7
17	Muh. HH	76	87	11
18	Muh. TR	76	78	2
19	Muh.S	56	56	0
20	Muh.A	76	78	2
21	Muh.HA	56	64	8
22	Muh.H	87	78	-9
23	MI	84	91	7
24	NNM	76	78	2
25	NIH	89	91	2
26	RD	64	56	-8
27	RI	73	78	5
28	SIB	73	76	3
29	SA	84	91	7
30	SFA	89	96	7
31	SBA	87	87	0
32	SA	56	54	-2
33	SAM	76	76	0
34	UNF	84	78	-6
35	UJ	78	80	2
36	SAM	64	67	3
37	RR	84	96	12
38	ASDZ	87	91	4
39	KS	84	91	7
40	KL	89	96	7

**Permission Letter of Conducting Research**



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11 MAY 2016

Nomor : 3 2 5 3 / UN25.1.5 / LT / 2016  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

Yth. Kepala MTs Negeri Sukowono  
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Yeni Rahmawati  
NIM : 120210401016  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berknaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "The Effect of Using Scramble Game on the Seventh Grade Students' Vocabulary Achievement at MTs Negeri Sukowowno".

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

cc. Dekan  
Pembantu Dekan I,  
  
Dr. Sehatman, M.Pd.  
NIP. 19640123 1998812 1 001

**The Statement Letter for Accomplishing the Research from Head Master of  
MTs Negeri Sukowono**



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Nomor : B-303/Mts.13.32.06/PP.00.5/09/2016

Yang bertanda tangan di bawah ini :

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Judul penelitian : The Effect of Using Scrabble Game on the Seveth Grade  
Students' Vocabulary Achievement at MTs Negeri  
Sukowono 2015/2016 Academic Year.

Benar-benar telah melaksanakan tugas penelitian di MTs Negeri Sukowono  
mulai dari tanggal 7 Mei s/d 21 Mei 2016

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana  
mestinya,



Sukowono, 30 September 2016

Kepala,

H. MAIJOSO