

**THE EFFECTIVENESS OF USING SCRABBLE
GAME TO IMPROVE STUDENTS
VOCABULARY MASTERY**

(An Experimental Research at the Eight Grade of
SMP Hj. Isriati Semarang)

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining the
Bachelor's Degree in English Language Education



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(An Experimental Research at the Eight Grade of SMP Hj. Isriati Semarang)

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ABSTRACT

Title : **The Effectiveness of Using Scrabble Game to Improve Students Vocabulary Mastery (An Experimental Research at the Eight grade of SMP Hj. Isriati Semarang).**

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Vocabulary mastery is crucial for individuals to effectively use language in verbal and written communication. This study aims to find out the effectiveness of using Scrabble games in improving the vocabulary mastery of eighth-grade students at SMP Hj. Isriati Semarang. Additionally, it seeks to explore the impact of implementing Scrabble games on vocabulary mastery and evaluate students' responses to this approach. The research employed a quasi-experimental design with a nonequivalent control group. The research instruments comprised tests and questionnaires. The findings revealed that the average pre-test score for the experimental class was 55.04, while the control class scored an average of 56.50. In the post-test, the experimental class obtained a mean score of 69.92, whereas the control class scored 54.83. The students' performance significantly improved from the pre-test to the post-test. Whereas the p-value (Sig. (2-tailed)) .000 less than alpha (0.05) or $p < 0.05$. It led to rejecting the null hypothesis (H_0) and accepting the alternative hypothesis (H_a). Furthermore, the questionnaire results indicated that most students strongly agreed or agreed with all statements, reflecting a positive attitude toward learning vocabulary through the Scrabble game method. It can be concluded that using Scrabble games effectively improves vocabulary mastery among Eighth-Grade students at SMP Hj. Isriati Semarang.

Keywords: *Vocabulary Mastery, Scrabble Game.*

MOTTO

وَمَنْ يَتَّقِ اللَّهَ يَجْعَلْ لِمَنْ أَمْرُهُ سَهْلًا

“And whoever fears Allah - He will make for him of his matter ease.”

(Q.S At-talaq 65:4)

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Semarang, 31 Mei 2023

The Researcher,

A handwritten signature in black ink, appearing to be 'Gio Afandi', written in a cursive style.

Gio Afandi

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, the research question, the study's objective, and the study's Significance.

A. Research Background

In today's globalized world, English is considered a crucial foreign language that holds significant importance. It is widely believed that mastering English is crucial for survival and success in the future. Nevertheless, learning English has proven challenging for many individuals, particularly Indonesians, given the significant difference in vocabulary usage between English and their mother tongue, which is the Indonesian language.

Mastering English subject matter in SMP/SMA encompasses four language skills: listening, speaking, reading, and writing. The essential language elements such as vocabulary, grammar, and pronunciation. Proficiency in language demands not only a vast vocabulary but also sound grammatical structure. An extensive vocabulary without proper grammar undermines the comprehensive grasp of English skills, and conversely, good grammar without a rich vocabulary impedes reading and writing proficiency.¹ Vocabulary mastery impacts the ability to construct sentences and comprehend English.

¹ Yusran Pora, *Enrich Our Vocabulary through : Reading and Idioms*, 2nd edn (Yogyakarta : Pustaka Pelajar, 2002).

Vocabulary mastery refers to a person's competence in comprehending and using a language's lexicon through spoken and written communication.² It entails recognizing, comprehending, and utilizing words appropriately and accurately when speaking, listening, reading, and writing. Vocabulary is a crucial aspect of language development, and when students have a more extensive vocabulary, their language abilities improve. Learning new words is essential for mastering a second or foreign language and can lead to better performance in related English language skills and academic success.³

According to the 2013 curriculum, the goals of teaching English vocabulary in the second grade of junior high school or Senior high school are for students to become proficient in common vocabulary found in academic texts, be able to comprehend the vocabulary in both academic and social texts through reading and listening, familiarize themselves with various spelling patterns in the phonetic section, and learn comprehension strategies for readers. This includes using appropriate word forms in spoken and written language production, understanding collocations, and recognizing different meanings of words in reading and listening to texts.

² Purwo, *Pembelajaran Bahasa* (Jakarta IKIP Yogyakarta: Remaja Rosdakarya, 1993).

³ Anjel Tozcu and James Coady, 'Successful Learning of Frequent Vocabulary through CALL Also Benefits Reading Comprehension and Speed', *Computer Assisted Language Learning*, 17.5 (2004), 473–95 <<https://doi.org/10.1080/0958822042000319674>>.

However, based on preliminary research conducted by the researcher at SMP Hj. Isriati Semarang, the researcher, found that many students struggle with vocabulary mastery, a deficiency of interest in studying English. It suggests that students' ability to memorize vocabulary, their practice of vocabulary exercises, and the methods used by teachers still rely on traditional techniques. Students' limited vocabulary is due to various factors, including internal factors such as motivation, interest, and IQ, and external factors such as teaching methods, parents, friends, resources, and the surrounding environment.⁴

One solution for addressing this issue is to incorporate games into English instruction. By using games in teaching English, students are expected to learn, be engaged, and enjoy learning the language, specifically in terms of vocabulary mastery. Various games such as crossword puzzles, Scrabble, Word Square, Anagram, and Text Twist Games can be used. This approach can help to achieve the desired learning outcomes.⁵ The game that the researcher plans to use in this research is Scrabble. Scrabble is a board game and word arrangements game that 2 or 4 players can play. They collect points based on the value

⁴ Ali Roohani and Maryam Heidari Vincheh, 'Effect of Game-Based, Social Media, and Classroom-Based Instruction on the Learning of Phrasal Verbs', *Computer Assisted Language Learning*, 0.0 (2021), 1–25 <<https://doi.org/10.1080/09588221.2021.1929325>>.

⁵ Mu hsuan Chou, 'Assessing English Vocabulary and Enhancing Young English as a Foreign Language (EFL) Learners' Motivation through Games, Songs, and Stories', *Education 3-13: International Journal of Primary, Elementary and Early Years Education*, 42.3 (2014), 284–97 <<https://doi.org/10.1080/03004279.2012.680899>>.

of the word they compose using the letters on the board (15 columns and 15 rows). It can support the importance of English teachers in teaching English. The problems can be addressed promptly by improving the teaching-learning process, and students can learn English quickly.

Based on the problem above, the researcher is interested in conducting research under the title “The Effectiveness of Using Scrabble Game to Improve Students Vocabulary Mastery (An Experimental Research at the Eight grade of SMP Hj. Isriati Semarang).

B. Research Questions

The research problem stated above gives rise to the following research questions to be answered in this study:

1. How is the effectiveness of using Scrabble games to improve the English Vocabulary of Eight-Grade students for SMP Hj. Isriati Semarang?
2. How is the student’s response toward the Scrabble game in learning vocabulary?

C. Research Objective

The research objectives, in accordance with the problem statement, are outlined as follows:

1. To find out the effectiveness of using Scrabble games in improving the vocabulary mastery of eighth-grade students at SMP Hj. Isriati Semarang.

2. To evaluate students' responses to using Scrabble games to improve vocabulary mastery of eighth-grade students at SMP Hj. Isriati Semarang.

D. Research Significance

This study's findings are meant to provide helpful theoretical and practical contributions:

1. Theoretical Significance

The study's findings are intended to be utilized as a reference for other researchers and additional information for the readers about the effectiveness of using the Scrabble game to improve students' vocabulary mastery, especially Junior High School Students.

2. Practical Significance

The researcher aims for the findings of this investigation to have practical applications for themselves, educators, learners, and future researchers for the following objectives:

- a. For the Students

The expected result of this research is to foster increased student engagement and motivation toward enhancing their vocabulary mastery.

b. For the teachers

The potential value of this research is its ability to offer English teachers an alternative pedagogical approach to imparting vocabulary knowledge.

c. For other researchers

The present research will be expected to be of utility to individuals who possess an interest in conducting pertinent investigations involving diverse research subjects.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three major points: Firstly, qualitatively and quantitatively, the research discusses using the Scrabble game method or technique to teach vocabulary written by the researcher in Indonesia and foreign countries. Secondly, the review of related literature scientifically discusses vocabulary and the Scrabble game. Lastly, the theoretical and conceptual frameworks.

A. The Previous Research

Several studies have been conducted and are pertinent to this topic of study are:

First, research by Sulaiman entitled “The impact of teaching vocabulary for junior high school students using Scrabble game.” One of the problems addressed in this research is the lack of motivation and vocabulary among first-grade students in junior high school, where Scrabble Scrabble Game serves as a tool to overcome these problems. The study's objective is to investigate the use of teaching vocabulary using the Scrabble Game on the student’s achievement. The research employed a pre-experimental design with a one-group pre- and post-test methodology.

The assessment tool employed in this investigation comprises a pre-test and post-test. The study relies on the test as the primary source of data. According to this research, using the Scrabble game as a teaching tool for vocabulary has been found to enhance students'

performance in this area. The utilization of Scrabble as an instructional tool for vocabulary acquisition has been proposed and deemed highly effective and suitable.⁶

Second, research by Agie Masela entitled “The Importance of Scrabble Game: An Experimental Analysis of the Eighth Graders’ Vocabulary Mastery at SMP Eka Wijaya Cibinong.” In this study, the main problem in students' reading comprehension is the lack of vocabulary, which leads to demotivation and inactiveness in the English class. The research aims to investigate the effectiveness of the Scrabble Game Technique (SGT) in improving the vocabulary mastery of eighth-grade students in reading comprehension.

The research method used in this study was a quasi-experimental quantitative research with a one-group pre-test and post-test design. The study utilized pre-tests and post-tests in the form of tests consisting of 30 questions, including multiple-choice questions, fill-in-the-blanks, and matching words. The study was conducted with 30 eighth-grade students of MTsN Rukoh in Banda Aceh, who were purposively selected based on their urgent need for vocabulary improvement compared to other eighth-grade students in other school classes.

The data collection was conducted through the pre-test and post-test, and the treatment process consisted of teaching English using the

⁶ Sulaiman Sulaiman, ‘The Impact of Teaching Vocabulary for Junior High School Students Using Scrabble Game’, *International Journal of English Education and Linguistics (IJoEEL)*, 1.2 (2019), 1–9 <<https://doi.org/10.33650/ijoeel.v1i2.704>>.

Scrabble Game Technique (SGT) in three consecutive meetings. The research also used planning, main activity, and evaluation procedures in implementing the SGT. The study found that the Scrabble Game Technique (SGT) effectively improved the vocabulary mastery of eighth-grade students in reading comprehension.

The results showed that the student's vocabulary mastery significantly increased after implementing the SGT. The study also found that the students mastered the adjectives category better after using SGT. The study concluded that the SGT could be an effective technique for teachers to use in improving students' vocabulary mastery in reading comprehension.⁷

Third, a thesis by Anisa Angraini entitled “The Effect of Scrabble Game Towards Students' English Vocabulary of First Grade at SMA N 9 Pekanbaru”. This study aimed to know the impact of playing Scrabble on the English vocabulary of first-grade students at SMA N 9 Pekanbaru. The research design employed was Experimental Research, utilizing Independent and Dependent Variables. Data collection involved administering pre-tests and post-tests, with vocabulary tests as the assessment instruments.

The study results indicate that the t-table value was 10.120, with a degree of freedom (df) of 26 and a significance level of 5%. Upon

⁷ Sari, D. F., Sahardin, R., Yani, V., & Yusuf, Y. Q. (2022). Scrabble game technique: A game changer for English vocabulary learning. *Englisia: Journal of Language, Education, and Humanities*, 10(1), 1-15. <https://doi.org/10.22373/ej.v10i1.12388>.

comparison of the values above, it has been ascertained that the t-value (10.120) has surpassed the critical t-value (0.388) at the 5% significance level. Based on the data presented, one may conclude that the Scrabble game statistically significantly impacted the English vocabulary acquisition of primary school students enrolled at SMA N 9 Pekanbaru.⁸

Fourth, research by Indi Sabila and Khairun Niswa, "Using Scrabble Word Game to Improve Students' Vocabulary Mastery." In this study, the Classroom Action Research approach was employed to explore applying the Scrabble game to enhance the vocabulary of first-grade students at SMPN 1 Bahorok. A mixed method involving qualitative and quantitative data collection methods was utilized. Qualitative data were gathered through observations and interviews with teachers and students, while quantitative data were derived from pre-test and post-test assessments.

The study's findings indicate that using the Scrabble game in vocabulary learning for VII students at SMPN 1 Bahorok proved to be effective in improving their vocabulary skills. The feedback received from students demonstrated their engagement and interest in the activity. Additionally, there was a significant improvement in students' achievement, as evidenced by a substantial increase in the mean score from 56.42 in the pre-test to 74.82 in the post-test, reflecting a rise of 18.4 points. In conclusion, it can be inferred that incorporating the

⁸ Anisa Angraini, "The Effect of Scrabble Game Towards Students' English Vocabulary of First Grade at SMA N 9 Pekanbaru", *Thesis* (Universitas Islam Riau, 2019).

Scrabble game into vocabulary instruction enhances students' vocabulary learning.⁹

Research by Rui Li, “Does Game-Based Vocabulary Learning APP Influence Chinese EFL Learners’ Vocabulary Achievement, Motivation, and Self-Confidence?”. The increasing fascination with game-based vocabulary acquisition, which has undergone extensive scrutiny and demonstrated efficacy in augmenting students' vocabulary acquisition outcomes, has elicited considerable interest. There is a lack of agreement among scholars regarding the effects of game-based vocabulary learning applications (APP) on the attainment of vocabulary learning, the drive to learn, and self-assurance among Chinese students learning English as a foreign language.

It is a significant demographic that warrants further investigation. A quasi-experimental study encompassing two groups of 70 college students investigated this issue. The experimental group was subjected to a game-based approach to acquire vocabulary, whereas the control group employed the conventional paper-based wordlist learning technique. Each group was comprised of 35 college students. The primary objective of the investigation was to evaluate the impact of game-based vocabulary learning on the student's academic performance, motivation, and self-assurance.

⁹ Indi Sabila and Khairun Niswa, ‘Using Scrabble Word Game to Improve Students’ Vocabulary Mastery’, *English Teaching and Linguistics Journal (ETLiJ)*, 4.1 (2023), 35–38 <<https://doi.org/10.30596/etlij.v4i1.13064>>.

Furthermore, a regression analysis was conducted to investigate the impact of motivation and self-confidence on vocabulary attainment. The study's results suggest that a game-based vocabulary learning application influenced the students' vocabulary attainment, drive, and self-assurance. Moreover, the study has disclosed that the acquisition of self-assurance and impetus did not foretell an enhancement in academic accomplishment. The implications of the study were also deliberated upon.

The principal objective of this study was to compare the effectiveness of a control group, who employed the traditional paper-based wordlist learning method, with the experimental group, who utilized the game-based vocabulary learning approach, amidst Chinese EFL students, concerning their vocabulary learning accomplishment, motivation, and self-assurance. Furthermore, a regression analysis was performed using the game-based learning methodology to ascertain the impact of motivation and self-assurance on academic attainment.

The findings indicate that Chinese students who employed game-based methods for vocabulary acquisition in their English as a Foreign Language studies exhibited positive outcomes. The results indicate that the employment of APP led to superior vocabulary acquisition, drive, and self-assurance in contrast to the conventional wordlist learning method. In addition, it was observed that the enhancement of students' learning achievement was not significantly influenced by their

motivation to acquire new vocabulary and their level of self-confidence.¹⁰

B. Literature Review

1. Vocabulary

a. Definition of Vocabulary

In the realm of English Language learning, vocabulary holds significant importance as a vital component that must be acquired in conjunction with phonology and grammar to facilitate learners in acquiring the four language skills. Experts in the field have presented diverse definitions of vocabulary. According to Hatch and Brown's definition, a vocabulary is either a collection or inventory of words unique to a particular language or a set of terms that particular language users employ.¹¹ Additionally, Penny defines vocabulary as the words foreign language teachers impart to their students.¹² Then, Richard argues that Vocabulary is a crucial aspect of fluency and

¹⁰ Rui Li, 'Does Game-Based Vocabulary Learning APP Influence Chinese EFL Learners' Vocabulary Achievement, Motivation, and Self-Confidence?', *SAGE Open*, 11.1 (2021) <<https://doi.org/10.1177/21582440211003092>>.

¹¹ Cheryl Hatch, Evelyn; Brown, *Vocabulary, Semantics, and Language Education* (New York: Cambridge University Press., 1995).p.1

¹² Penny Ur, *A Course in Language Teaching: Practice of Theory* (New York: Cambridge University Press., 1999).p.60.

plays a significant role in determining a learner's proficiency in speaking, listening, reading, and writing.¹³

However, Various expert perspectives exist when discussing Vocabulary, but a standard definition is a collection of words that individuals have attained mastery of and utilize in communication.¹⁴ Vocabulary can be defined as the collection of words used in a language, including single words and parts of a phrase or expression that convey a specific meaning.¹⁵

William Morris describes vocabulary as a compilation of words and phrases, typically organized alphabetically and accompanied by definitions or translations, resembling a dictionary.¹⁶ Vocabulary skills encompass various aspects such as pronunciation, spelling, grammar, and understanding of meanings.¹⁷ It is a collection of words arranged alphabetically, emphasizing

¹³ Jack C. Richards, *Methodology In Language Teaching* (Cambridge University Press, 2002), p.255.

¹⁴ Mofareh Alqathani, 'The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education*, III.3 (2015), 21–34 <<https://doi.org/10.20472/te.2015.3.3.002>>.

¹⁵ Dhea Fery and others, 'The use of Scrabble Game in Improving Students Vocabulary Mastery', *EEAL Journal (English Education and Applied Linguistics Journal)*, 1.3 (2018), 203–8 <<https://doi.org/10.31980/EEAL>>.

¹⁶ Miftahul Jannah, "Using Games in Improving Students' Vocabulary", *Thesis* (Jakarta: UIN Syarif Hidayatullah, 2011), p.6.

¹⁷ Lynne Cameron, *Teaching Language Young Learners* (Cambridge University Press, 2001), p.73.

pronunciation, spelling, grammar, and significance. Another definition of vocabulary can be defined as a collection of words that are typically organized alphabetically and accompanied by definitions, explanations, or translations.¹⁸

According to Virginia French Allen, Vocabulary is a crucial aspect of language. English textbooks contain a lot of vocabulary that must be studied to speak or understand the language.¹⁹ Individuals cannot express themselves effectively in writing or conversation without sufficient vocabulary. Vocabulary is essential in communicating ideas, and an individual's restricted vocabulary limits their ability to express themselves. For those who study the language for communication purposes, gaining a comprehensive understanding of vocabulary is vital. It is not sufficient to memorize a list of terms and their meanings. Instead, vocabulary should be integrated into language use contextually and meaningfully. The importance of vocabulary is also mentioned in Al-Baqarah 31:

¹⁸ J. Oliver, 'The Scramble Game in Improving Students' Vocabulary At the Seventh Grade of Mts Lkmd Sawa', *Journal of Chemical Information and Modeling*, 53.9 (2013), 1689–99 <<https://www.researchgate.net/publication/324942343>> [accessed 7 November 2022].

¹⁹ Miftahul Jannah.

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ
هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

“And He taught Adam the names of all of them. Then He showed them to the angels and said, "Inform Me of the names of these if you are truthful.” (QS al-baqarah/2:31).²⁰

Based on the provided explanation, the researcher concludes that vocabulary encompasses a comprehensive range of words, including nouns, verbs, adjectives, adverbs, and prepositions, which individuals employ to express their ideas effectively. It is worth arguing that vocabulary goes beyond being a mere list of words and is the fundamental foundation for human communication.

b. Definition of Vocabulary Mastery

Robert Greene defines mastery as high skill and knowledge in a particular field or domain. Mastery involves natural ability, discipline, persistence, and a willingness to engage in deliberate and focused practice.²¹ Mastery is a continuous and prolonged process that involves striving to enhance and perfect one’s skills and knowledge over time, which can be achieved through actively engaging with the

²⁰ Kementerian Agama, ‘Qur’an Kemenag’, *Lajnah Pentashihan Mushaf Al-Qur’an*, 2020 <<https://quran.kemenag.go.id/about>> [accessed 21 February 2023].

²¹ Robert Greene, *Mastery* (Penguin Group, 2012).p.1.

subject matter, deliberate practice, seeking feedback, and guidance from professionals in the relevant field.²²

The term “vocabulary mastery” refers to the extent of a person’s knowledge of words. This concept is not limited to mere recognition of the meaning of certain words. Instead, it is more accurately defined as “knowing the word,” as learners with vital vocabulary mastery recognize the meaning and process knowledge of the words form, grammar, collocation, meaning, and word formation.²³

Concerning writing subskills, vocabulary mastery can be defined as the amount of vocabulary or words that learners have stored in their memory. Acquiring vocabulary mastery is not an effortless task and requires a persistent effort. Vocabulary mastery is typically their mother tongue. Children gradually acquire vocabulary through exposure to simple words spoken by others. It is widely recognized that the successful acquisition of English vocabulary is closely tied to English proficiency, as both are critical components in teaching and learning the language.

²² Benjamin S. Bloom, *Developing Talent in Young People* (New York: Ballantine Books, 1985).

²³ Penny Ur.p.23.

c. Kind of Vocabulary

Language acquisition is facilitated by vocabulary, which interconnects the four fundamental skills of listening, speaking, reading, and writing. Linguistic scholars have proposed multiple interpretations regarding the diverse facets of Vocabulary. Paul Nation has identified four discrete categories of vocabulary ²⁴:

1) Listening Vocabulary

Vocabulary in spoken languages, such as that used in conversations and lectures, is called "listening vocabulary." It encompasses the complete collection of words an individual can recognize and comprehend when heard, thereby understanding their meanings.

2) Speaking Vocabulary

"Speaking Vocabulary" pertains to an individual's lexicon to communicate with precision and efficacy in various communication contexts. Speaking Vocabulary includes all the words a person can pronounce correctly and accurately.

3) Reading Vocabulary

²⁴ I. S. P. Nation, *Learning Vocabulary in Another Language*, 2nd edn (Cambridge University Press., 2001).

Reading Vocabulary encompasses the lexicon of words essential for comprehending written materials such as books, articles, or newspapers. It encompasses all the words an individual can read and comprehend, thereby understanding their meanings.

4) Writing Vocabulary

The term "Writing Vocabulary" pertains to the lexicon that an individual must possess to effectively articulate their ideas in writing. Writing Vocabulary includes all the words a person can write correctly and appropriately according to the context.

Based on Michael McCarthy and Felicity O'Dell divide two categories of vocabulary²⁵:

1) Productive (Active) Vocabulary

Productive (Active) Vocabulary is the set of words that a person can use effectively in speech or writing. These are the words a person has learned and can recall and use independently without much effort.

2) Receptive (Passive) Vocabulary

²⁵ Michael McCarthy and Felicity O'Dell, *English Vocabulary in Use: Advanced* (Cambridge University Press, 2017) p.4.

Receptive (Passive) Vocabulary is a set of words that a person can understand when they hear (listening) or read (reading), but they may not be able to use these words themselves. Receptive (Passive) Vocabulary is essential for effective communication, but it differs from productive Vocabulary.

d. The Importance of Vocabulary

The term "vocabulary" pertains to the words that an individual possesses and employs to interact with others, and it serves as a pivotal factor in the advancement of language and the facilitation of communication. There exist several rationales as to why vocabulary is deemed significant:

1) Communication

A good vocabulary helps individuals to communicate more effectively, clearly, and precisely. A wide range of vocabulary allows individuals to express their ideas and thoughts more nuanced and accurately and to understand others more fully.²⁶

2) Comprehension

Understanding vocabulary is crucial to understanding what is being read and heard. A good vocabulary helps

²⁶ Nation.p.121.

individuals to comprehend and analyze texts and information and to make sense of complex ideas.²⁷

3) Academic Success

A strong vocabulary is essential for academic success and is often a critical factor in academic achievement. Students with a broader range of vocabulary are better equipped to understand and analyze academic texts and to express their ideas in writing and speech.²⁸

4) Career Prospects

A good vocabulary is essential for success in many professions. For example, lawyers, journalists, and teachers must use precise and sophisticated language to communicate effectively in their respective fields.²⁹

5) Cognitive Development

Learning a new vocabulary helps to stimulate cognitive development, as it challenges the brain to process

²⁷ Y Lee, C. S., Liu, 'The Relationship Between Vocabulary Knowledge and Reading', *Journal of Educational Psychology*, 107.3 (2015), 609–29.

²⁸ Michael D. Coyne and others, 'Teaching Vocabulary During Shared Storybook Readings: An Examination of Differential Effects', *Exceptionality*, 12.3 (2004), 145–62 <https://doi.org/10.1207/s15327035ex1203_3>.

²⁹ H. Douglas Brown, *Principles of Language Learning and Teaching*, 6th edn (Pearson Education, 2014).p.142.

and remember new information. Additionally, research has shown that individuals with a good vocabulary are likelier to have higher cognitive abilities, such as critical thinking, problem-solving, and creativity.³⁰

The researcher's conclusion from the above explanation is that Vocabulary is a crucial component of language development and communication and plays an essential role in academic and professional success. Developing a rich and varied vocabulary is essential for individuals wishing to succeed personally and professionally.

e. The Principles of Vocabulary Teaching and Learning

The principles of teaching and learning vocabulary refer to the best practices and methods for teaching new words and phrases to language learners. Here are several fundamental principles that guide the teaching and learning of vocabulary:

- 1) Focusing on High-frequency words: Teachers should focus on teaching words frequently used in the language, as these words will be more helpful to learners.³¹

³⁰ Stuart Webb, *The Routledge Handbook of Vocabulary Studies*, *The Routledge Handbook of Vocabulary Studies* (Routledge, 2019) <<https://doi.org/10.4324/9780429291586>>.

³¹ Nation.p.21

- 2) Teaching Vocabulary in context: Vocabulary should be taught in context, so learners can understand how the words are used and relate to other words in the language. It can involve using authentic materials and real-life situations to teach vocabulary.³²
- 3) Using different strategies to teach vocabulary: Teachers should use various strategies, including visual aids, games, and repetition. It helps learners to remember the words and use them correctly.³³
- 4) Encouraging active use of vocabulary: Learners should be encouraged to use vocabulary actively in speaking and writing rather than just memorizing the words. It helps reinforce learning and make it more meaningful.³⁴

³² Norbert Schmitt, *Researching Vocabulary: A Vocabulary Research Manual* (Palgrave Macmillan, 2010).p.90.

³³ Scott Thornbury, *How to Teach Vocabulary* (Pearson Education, 2002).

³⁴ Paribakht, T. S., & Wesche, M. B. *Vocabulary enhancement activities and reading for meaning in second language vocabulary acquisition*. (1997). In J. Coady & T. Huckin (Eds.), *Second language vocabulary acquisition*. (Cambridge University Press.) pp. 174-200 <<https://doi.org/10.1017/cbo9781139524643.013>>.

2. Scrabble Game
 - a. Definition of Scrabble Game



Figure 2. 1 Scrabble Game

Scrabble is a popular word game that involves players using letter tiles to construct words on a game board. This game was initially designed in 1938 by American architect Alfred Moshier Butts and has gained widespread popularity across the globe.³⁵ Typically played by two to four participants, players take turns using letter tiles to form words on the game board. Each tile has a point value, and the objective is to create words that earn the most points

³⁵ ‘Scrabble History | Making of the Classic American Board Game’ <<https://scrabble.hasbro.com/en-us/history>> [accessed 23 February 2023].

possible. The game ends when all the letter tiles have been exhausted, or a player decides to resign.³⁶

The game board comprises a grid of squares, and players take turns strategically positioning their letter tiles on the board to construct words. The Words can be created horizontally or vertically and must connect to existing words on the board. “Scrabble” is categorized as a board game. Players use letter tiles to create words on a game board with squares. Players try to create words that earn the highest score and beat their opponents.³⁷

Meanwhile, according to Tuti and Linawati, a Scrabble game involves creating words on a game board using letter tiles. It is a game that can be played individually or in teams, requiring players to have a good command of vocabulary and spelling skills.³⁸ According to the previously provided definition, it can be understood that Scrabble is a board game that entails the formation of words

³⁶ ‘Official Rules - NASPAWiki’ <https://www.scrabbleplayers.org/w/Official_Rules> [accessed 23 February 2023].

³⁷ ‘Scrabble Definition & Meaning - Merriam-Webster’ <<https://www.merriam-webster.com/dictionary/scrabble>> [accessed 23 February 2023].

³⁸ Tuti Tuti and Ilinawati Ilinawati, ‘Scrabble Game: Boosting Vocabulary Mastery of English Foreign Language (EFL) Students’, *Journal of English Education and Teaching*, 6.2 (2022), 271–82 <<https://doi.org/10.33369/jeeet.6.2.271-282>>.

utilizing lettered tiles to accumulate points, as pursued by individual players or teams. Additionally, a well-executed game of Scrabble may assist students in improving their ability to spell words correctly and write them quickly.

b. The principle of the Scrabble Game

The main principle of using Scrabble is to provide a fun and interactive method by which the students may apply and gain new vocabulary. In this study, the basic principles of using the Scrabble game to improve students' vocabulary mastery are:

1) To provide relevant context.

Scrabble game provides relevant context for students to practice and remember new vocabulary. In this game, students must form words related to specific topics or themes taught in class.³⁹

2) To provide a fun learning

Scrabble is a fun and interactive game. Therefore, its use in the classroom can motivate students to learn and

³⁹ Gangan Ganda and Somantri -Siti Nurhayati, 'The Effectiveness of Scrabble Game To Improve Students' Vocabulary Mastery', *ELang | An English Language Education Journal*, 2.2 (2017), 41–48 <<https://ejournal.unibba.ac.id/index.php/elang/article/view/457>> [accessed 24 February 2023].

practice new vocabulary.⁴⁰ So, this approach emphasizes the importance of creating a positive and supportive learning environment that encourages exploration, experimentation, and creativity.

3) Encouraging Student Engagement

In the game of Scrabble, the active involvement of students is essential during the learning process, as they are responsible for actively selecting the appropriate letter tiles and strategically placing them on the game board for optimal results. It can help students become more engaged in learning and practicing new vocabulary.⁴¹

4) To develop critical and strategic thinking skills.

Scrabble game encourages students to think critically and strategically when choosing suitable letter tiles and placing them on the game board optimally. It can help students develop critical and strategic thinking skills that can be applied in other fields of study.⁴² So, to achieve the goal of using Scrabble in the classroom, teachers must provide appropriate guidance and feedback so that students can understand and master vocabulary effectively. In

⁴⁰ John Williams Joe Edley, *Everything Scrabble : Crossword Game*, 3rd edn (Pocket Books, 2009).p.215.

⁴¹ Joe Edley.p.215.

⁴² Bell Hooks, *Teaching Critical Thinking: Practical Wisdom* (Routledge, 2010).

addition, selecting relevant words suitable for students' comprehension levels is crucial in enhancing the effectiveness of using the Scrabble game is made up of tiles that contain letters and points, which include⁴³:

Table 2. 1

The letter and points in the game of Scrabble

Letter	Score of Tiles	Letter	Score of Tiles	Letter	Score of Tiles
A	1	J	8	S	1
B	3	K	5	T	1
C	3	L	1	U	1
D	2	M	3	V	4
E	1	N	1	W	4
F	4	O	1	X	8
G	2	P	3	Y	4
H	4	Q	10	Z	10
I	1	R	1	Blank	0

⁴³ 'National Scrabble Association - Official Scrabble Association - NSA' <<https://www.scrabblepages.com/scrabble/national-association/>> [accessed 26 February 2023].

c. The Rules of Playing Scrabble Game

The registration for Scrabble varies among regions and countries. To engage in the game, being aware of the rules is imperative. Here are the basic rules of Scrabble⁴⁴:

- 1) Objective: The game aims to score more points than the opponent by forming words on the game board using letter tiles.
- 2) Game Board: The game board consists of a 15x15 grid of squares. Some squares are marked with unique colours or symbols that affect the value of the letter played on them.
- 3) Letter Tiles: The game comprises 100 letter tiles, each bearing a specific letter and assigned a corresponding point value. The point value for each letter is displayed on the tile.
- 4) Starting the Game: The game begins with each player drawing seven letter tiles from a bag. The player who goes first is determined by randomly drawing tiles, which are returned to the bag before the game begins.
- 5) They are making a Word: A player must form a word on the game board using one or more of their last tiles on each turn. The words must be made up of letters adjacent to each other, horizontally or vertically.

⁴⁴ Nurjamah, 'Improving Student's Competence of Vocabulary through Scrabble Game' (UMP, 2015).

- 6) Scoring: The score for each word is based on the points value of the letter played and any particular square on the game board that affects the word's score.
- 7) Turn Structure: After playing a word, the player must draw new tiles to replace the ones they used. Play, then passes to the next player.
- 8) End of the Game: The game ends when all letter tiles have been drawn from the bag, one player has used all their remaining tiles, or when both players pass on their turn in succession. The player with the highest score at the end of the game is the winner.

Meanwhile, according to Grundy, there are several rules in the game of Scrabble, namely⁴⁵:

- 1) Set up the Scrabble board and put all the letter tiles in the assigned area.
- 2) Every player randomly selects seven tiles from the bag and arranges them on their tile rack.
- 3) The player who picks the letter that appears in the alphabet goes first. If several players have the same starting letter, the decision is made by randomly drawing the same letter tiles.

⁴⁵ Peter Grundy, *Beginners* (Oxford University Press, 1994).p.119.

- 4) The first player puts their initial word on the board by placing their tiles horizontally or vertically, ensuring that at least one letter of their word is connected to a letter tile already on the board.
 - 5) The next player repeats this process by placing new words that connect to at least one letter already on the board.
 - 6) When a player places a new word on the board, they get points based on the value of each letter in the word.
 - 7) Players who use all seven letter tiles to form a single word get an extra 50 points.
 - 8) The game ends when all letter tiles have been used or players cannot place a new word on the board for three consecutive turns.
 - 9) The player with the highest score at the end of the game is the winner.
- d. The advantages and disadvantages of using the Scrabble game.

The advantages of using the Scrabble game to improve vocabulary mastery are:

- 1) Increasing learning motivation: Scrabble game that is challenging and fun can help increase students' motivation to learn new vocabulary.

- 2) Collaborative Learning: Scrabble games can be played in teams. Thus, it can improve collaboration and students' involvement in the learning process.
- 3) They improve critical thinking, analysis, reasoning, communication, reading, and writing.⁴⁶

However, there are also some disadvantages of using the Scrabble game to improve vocabulary mastery, such as:

- 1) A limited number of vocabulary: Scrabble game only covers a certain number of vocabulary, so students may be unable to learn a wider in learning.
- 2) Not suitable for all students: Not all students may enjoy and benefit from playing the Scrabble game, and some students may feel pressured or have difficulties participating.

C. Conceptual Framework

Firstly, the input component involves the Scrabble games as a teaching tool, which includes the game board, letter tiles, and game rules. The teacher's ability to explain the game's rules and facilitate the activity is also considered an input factor.

⁴⁶ Priyanka Parekh and others, 'Board Game Design: An Educational Tool for Understanding Environmental Issues', *International Journal of Science Education*, 43.13 (2021), 2148–68 <<https://doi.org/10.1080/09500693.2021.1956701>>.

The second component is the process, which involves using the Scrabble game in the classroom. It includes the teacher's instructions, the student's participation, and collaborative learning during the game.

The third component is the output, which involves the students improved vocabulary mastery. Pre-test and Post-test, observation, and other assessments method can measure this.

The fourth component is the feedback mechanism, which involves the teacher's assessment of the effectiveness of the Scrabble game as a teaching tool and a student's feedback on their enjoyment and perceived effectiveness in improving their vocabulary.

D. Hypothesis

A hypothesis is an initial proposed statement or explanation put forward by a researcher to address a research problem. It represents a tentative solution, a theoretical possibility, or a potential truth. However, in order to establish its validity, a hypothesis needs to be tested and supported with evidence.⁴⁷ The hypotheses employed in this study are as follows: The Null Hypothesis (H_0) posits that the research object has no significant impact and is also known as the Negative Hypothesis. On the other hand, the Alternative Hypothesis (H_a) asserts

⁴⁷ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (United States of America: SAGE Publications, 2016).p.191.

that the research object has a significant effect and is also known as the Positive Hypothesis.⁴⁸

The criteria for a hypothesis test are as follows:

- a. If $P\text{-value} > \alpha (0.05)$ means accept H_0
- b. If $P\text{-value} < \alpha (0.05)$ means reject H_0

H_a : Using the Scrabble game is effective in improving Students' Vocabulary Mastery.

H_0 : Using the Scrabble game is ineffective in improving Students' Vocabulary Mastery.

⁴⁸ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (United States of America: SAGE Publications, 2022).

CHAPTER III

RESEARCH METHOD

A. Research Design

The study uses a quantitative methodology, and the research design is experimental. Experimental research aims to determine whether or not a given treatment caused a given effect. Consequently, this method involves creating both treatment (Experimental) and control groups.⁴⁹

This research utilized a quasi-experimental design, specifically the nonequivalent control group design, where two groups were selected in a non-random manner. One group functions as the control group, while the other serves as the experimental group, which is given a specific treatment. Conversely, the group that does not receive the treatment is labeled the control group.⁵⁰

Subsequently, the experimental group received the treatment for a set duration. Upon completion of the treatment, measurements were obtained from both groups, and a comparison of the outcomes was conducted to assess the impact of the treatment. The control group, which did not receive the treatment during a specific time frame, was

⁴⁹ Marla H. Mallette Nell K. Duke, *Literacy Research Methodologies* (Guilford Press, 2004).p.117.

⁵⁰ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education, Research Methods in Education*, 5th edn, 2017. p.214. <<https://doi.org/10.4324/9781315456539>>.

utilized as a benchmark for comparison against the experimental group.⁵¹

Table 3. 1 Experimental Research Design

Pre-test	Treatment	Post-test
O ₁	X	O ₂
O ₃	-	O ₄

Where:

O₁ : Pre-test experimental group

O₂ : Post-test experimental group

O₃ : Pre-test control group

O₄ : Post-test control group

X : Treatment

- : Non-treatment

B. Research Setting

1. Place and Time of research

The writer conducted the research at SMP Hj. Isriati Semarang. This research was conducted during a specific time frame to ensure

⁵¹ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd edn (SAGE Publications, 2009).p.137. <<https://doi.org/10.1093/nq/s4-I.25.577-c>>.

accurate and reliable data collection. The study was carried out from 31 March to 5 Mei 2023. This duration allowed sufficient time to implement the treatment, administer the pretest and posttest and questionnaires, and analyze the results. Conducting the research within this timeframe ensured consistency and minimized potential external factors that could influence the outcomes. Additionally, conducting the study within this designated time frame enabled the researcher to manage the research process effectively and meet the set data collection and analysis.

C. Subject of Research

1. Population

A population generally refers to individuals, animals, plants, or objects that are naturally, geographically, or politically related.⁵² The population is all members of any well-defined class of people, events, or objects.⁵³ The concept of population is not just limited to the quantitative aspect of the subjects being studied but also encompasses their overall characteristics. The population represents a group of individuals with the researcher's aim to generalize their findings.⁵⁴ The researcher at SMP Hj will carry out the study. Isriati Smearang for the

⁵² S Dowdy, S Weardon, and D Chilko, *Statistics For Research*, 3rd edn (New York: Wiley Interscience, 2004).p.25.

⁵³ Keith Punch F., *Introduction to Research in Methods Education* (Los Angeles: SAGE Publications, 2009).p.210.

⁵⁴ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (United States of America: SAGE Publications, 2014).p.204.

academic year 2022/2023. The total number of populations is 252 students.

2. Sample

The researcher in this study used "purposive sampling" to choose the sample. According to Muijs, quasi-experimental research requires that the control and experimental groups be as comparable as feasible concerning gender, accomplishment, and ability.⁵⁵ So, the sample of this study consisted of 49 students, with 24 students from VIII A and 25 from VIII B. Because both classes have similar characteristics and English scores.

D. Data Collection Technique

1. Test

A test is a set of questions to evaluate an individual's or a group's skill level, knowledge, intelligence, or aptitude.⁵⁶ The research instrument used in this study was a vocabulary test that assessed noun vocabulary related to animals and schools, adjective and noun vocabulary related to transportation, and verbs related to daily activities. Before treatment, a pre-test was given to both the experimental and control groups to determine their vocabulary skills. Subsequently, a post-test was conducted for both groups after the

⁵⁵ Daniel Muijs, *Doing Quantitative Research in Education with SPSS, Doing Quantitative Research in Education with SPSS* (SAGE Publications, 2004).p.26.

<<https://doi.org/10.4135/9781849209014>>.

⁵⁶ Cohen, Manion, and Morrison.p.317.

treatment to evaluate and quantify their respective vocabulary improvement. The test consisted of simple questions about Vocabulary that included verbs, nouns, adjectives, and adverbs.

2. Questionnaire

A questionnaire is a set of questions posed to individuals to gather statistically relevant information about a specific subject.⁵⁷ The term “questionnaire” pertains to a written tool that solicits respondents to provide their answers and choose from a set of pre-established options in reaction to a series of statements.⁵⁸ The questionnaire gathered information about students' perspectives and attitudes toward learning using Scrabble games. It aimed to determine if students were interested in this method of learning.

E. Variables of research

A variable is any entity selected for study and analyzed to obtain information and draw conclusions. The researcher determines the form and nature of the variable.⁵⁹ The present investigation involves two distinct variables: dependent (Y) and independent (X). A dependent variable is a variable that is subject to the influence of an independent variable and is thereby affected or produced as a consequence. Independent variables impact or are responsible for the alterations or

⁵⁷ Punch F.p.248.

⁵⁸ Tatsuya Taguchi Zoltán Dörnyei, *Questionnaires in Second Language Research: Construction, Administration, and Processing*, *Questionnaires in Second Language Research*, 2nd edn (London & New York: Taylor and Francis., 2009),p.3. <<https://doi.org/10.4324/9781003331926-2>>.

⁵⁹ Dowdy, Weardon, and Chilko.p.211.

appearance of dependent variables. In this study, the independent and dependent variables are:

1. Independent Variable (X)

Scrabble Game: Using Scrabble as a teaching tool to improve students' vocabulary mastery.

Indicators:

- a. Frequency of Scrabble game sessions: The number of times Scrabble games are conducted during the treatment.
- b. Duration of each Scrabble game session: The time allocated for playing Scrabble in each session.
- c. Scoring system: The method used to evaluate and assign students' scores based on their Scrabble games performance.

2. Dependent Variable (Y)

Students' Vocabulary Mastery: Students demonstrate proficiency and knowledge in vocabulary acquisition.

Indicators:

- a. Pre-test scores: Students' initial performance on a vocabulary assessment administered before the Scrabble treatment.
- b. Post-test scores: Students' performance on a vocabulary assessment conducted after the Scrabble treatment.

- c. Vocabulary size: The number of words students can correctly define, spell, and use in context.
- d. Word recognition speed: Students' time to recognize and comprehend new vocabulary words.
- e. Word usage accuracy: The precision with which students incorporate new vocabulary words in spoken and written language.

F. Validity and reliability of the instruments

1. Validity

A validity test can assess the reliability of an instrument. A *validity test* is a method used to determine whether or not the information collected is reliable.⁶⁰ The moment product correlation between the score of each question item and the total score is also known as the inter-item-total correlation. The validity of an instrument is determined based on whether it meets the established criteria or not:

- a. If $r_{count} > r_{table}$ means valid.
- b. If $r_{count} < r_{table}$ means invalid

The following formula is used to calculate the value of the correlation coefficient:

$$R_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X^2)][N\sum Y^2 - (\sum Y^2)]}}$$

⁶⁰ Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.p.223.

Where:

R_{xy} = Correlation coefficients of variables X and Y

N = Number of test samples

X = Item score X

Y = Item score Y

Below is the classification of interpretation of the validity coefficient:

Table 3. 2

The Interpretation of the validity coefficient

Coefficient validity	Interpretation
.800 – 1	Very high
.600 - .799	High
400 - .599	Enough
.200 - .399	Low
.000 - .199	Very low

In this study, researchers used IBM SPSS 25 software to obtain the validity results of the instruments provided, namely tests and questionnaires. The test validity tests (pre-test and post-test) and questionnaires can be seen in Appendices 2, 3, and 4, as the results for the pre-test were 92% or 23 valid questions and 8% or 2 invalid questions. In comparison, the post-test results were 96% or 24 valid questions and 4% or 1 invalid. Finally, the questionnaire is as much as 14 or 93% valid and 1 or 7% invalid. So based on the results of the

instrument validity test, researchers use valid questions only, namely for the pre-test, as many as 23 questions; post-test, 24 questions; and the questionnaire, 14 questions.

2. Reliability

The concept of instrument reliability pertains to the degree to which an assessment instrument accurately measures the construct it is intended to measure or the extent to which students provide consistent responses to the assessment instrument.⁶¹ The Alpha Crobach formula can be utilized to compute the reliability coefficient Reliability.

$$r_{11} = \frac{k}{k-1} \left[1 - \frac{\sum si^2}{st^2} \right]$$

Where:

r_{11} = Reliability of instruments

k = Total of questions valid

$\sum si^2$ = Number of grain score variances

St^2 = Varians Total

⁶¹ G. David Garson, *Validity and Reliability, Statistical Publishing Associates* (Statistical Associates Publishing, 2013).p.33.

Below is the classification of interpretation of the reliability coefficient:⁶²

Table 3. 3

The Interpretation of the reliability coefficient

Coefficient Reliability	Interpretation
1	Perfect reliability
.90	Excellent reliability
>80	Good reliability
>70	Acceptance reliability
0	No reliability

An instrument is considered reliable or not if it satisfies the following criteria:

- a. If Cronbach's Alpha value is $> .70$ means reliable.
- b. If Cronbach's Alpha value is $< .70$ means not reliable.

From the above criteria, researchers get the results of instrument reliability tests that show that all instruments are reliable, as the results are attached to Appendix 5.

⁶² Garson.p.38.

G. Data Analysis Techniques

1. Descriptive Statistical Analysis

Before Proceeding with the t-test and hypothesis testing, it is essential to determine the mean of each test conducted (pretest-posttest) and the standard deviation (std. deviation). These calculations can be carried out using the IBM SPSS Statistics 25 software application.

- a. The formula for finding the percentage of the test.

$$\frac{\text{True answer}}{\text{Total Score}} \times 100$$

- b. The formula for finding the percentage of a questionnaire.

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

Where:

P : Percentage

F : Frequency

N : Total number of

- c. The students' scores were classified according to the following classification:⁶³

Interval Score	Classification
96-100	Excellent

⁶³ Susan M. Brookhart and James H. McMillan, *Classroom Assessment and Educational Measurement, Classroom Assessment and Educational Measurement* (Taylor & Francis, 2019) <<https://doi.org/10.4324/9780429507533>>.

86-95	Very good
76-85	Good
66-75	Average
56-65	Fair
36-55	Poor
0-35	Very poor

2. Normality Test

Conducting a normality test is a necessary step to be taken prior to carrying out a T-test. The following are the criteria for determining whether the data is normally distributed or not:

- a. If sig. value $> \alpha$ (0.05) = normal.
- b. If sig. value $< \alpha$ (0.05) = normal not.

The researchers employed the Sahiro-Wilk test in the present investigation because the sample size was less than 50.

3. Homogeneity Test

The homogeneity test is a statistical procedure utilized to determine whether the variance of the data obtained from the research sample in both the experimental and control groups is equivalent. This examination is conducted as a requirement prior to conducting the t-test. Data can be classified as either homogeneous or not.

- a. If sig. value $> \alpha$ (0.05) = Homogenous.
- b. If sig. value $< \alpha$ (0.05) = Not Homogenous.

4. Hypothesis Test

After the prerequisite test is fulfilled, the next step is to test the research hypothesis by doing a t-test.

Where:

- a. If the data is normally distributed and has a homogeneous variance, the test is carried out using the t-test.
- b. If the data is normally distributed and has an inhomogeneous variance, the test is carried out using the t-test.
- c. If the data is not normally distributed, a non-parametric statistical test is used, the Mann-Whitney test.

The t-test differentiates learning outcomes, namely students' vocabulary mastery, where the experimental class received treatment with Scrabble games while the control class did not.

CHAPTER IV FINDING AND DISCUSSION

This chapter focuses on presenting and analyzing the research findings.

A. Finding

The results presented in this chapter are based on examining information gathered utilizing tests and questionnaires.

1. The Analysis of Students' Grades in the Experiment and Control Class.
 - a. The Classification of experimental and control classes

The classification was used to present the experimental class students' before and after test frequencies and percentages. The data may be tabled to compare students' performance before and after treatment. By comparing the students' performance before and after the treatment, it becomes possible to determine the impact of the treatments on their learning outcomes. The classification of the two classes can be seen in Tables 4.1 and 4.2 below.

Table 4. 1

The Classification of experimental classes based on pre-test and post-test results

No	Classification	Score	Pre-test		Post-test	
			N	Percentage	N	Percentage
1	Excellent	96-100	0	0%	0	0%
2	Very good	86-95	0	0%	3	12%
3	Good	76-85	2	8%	6	24%
4	Average	66-75	3	12%	7	28%
5	Fair	56-65	8	32%	8	32%
6	Poor	36-55	10	40%	1	4%
7	Very poor	0-35	2	8%	0	0%
	Total		25	100%	25	100%

Table 4.1 shows that most students in the experimental class were categorized as poor in their pretest scores before the implementation of the treatment. Specifically, 2 students (8%) were classified as good, 3 students (12%) as average, 8 students (32%) as fair, 10 students (40%) as poor, and 2 students (8%) as very poor. However, after receiving the treatment, 3 students (12%) were classified as very good, 6 students (24%) as good, 7 students (28%) as average, 8 students (32%) as fair, 1 student (4%) as poor, and none were classified as very poor.

Table 4. 2

The Classification of control classes based on pre-test and post-test results

No	Classification	Score	Pre-test	Post-test
----	----------------	-------	----------	-----------

			N	Percentage	N	Percentage
1	Excellent	96-100	0	0%	0	0%
2	Very good	86-95	0	0%	0	0%
3	Good	76-85	3	13%	3	13%
4	Average	66-75	5	21%	5	20%
5	Fair	56-65	7	29%	6	25%
6	Poor	36-55	8	33%	7	29%
7	Very poor	0-35	1	4%	3	13%
Total			24	100%	24	100%

Table 4.2 shows that most students in the control class were categorized as poor in their pretest scores before the implementation of the treatment. Specifically, 3 students (13%) were classified as good, 5 students (21%) as average, 7 students (29%) as fair, 8 students (33%) as poor, and 1 student (4%) as very poor. However, after receiving the treatment, 3 students (13%) was classified as good, 5 students (20%) as average, 6 students (25%) as fair, 7 students (29%) as poor, and 3 students (12%) as very poor.

- b. The Descriptive Statistics of the Experimental and Control Classes

Table 4. 3

The Mean Scores and Standard Deviations

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Eksperimen	25	28	80	55.04	13.281
Post-test Eksperimen	25	48	92	69.92	11.262
Pre-test Kontrol	24	32	80	56.50	15.393
Post-test Kontrol	24	16	76	54.83	17.633
Valid N (listwise)	24				

Based on Table 4.3, researchers found the following results:

- 1) The mean value of the post-test in the experimental class (69.92) > pre-test (55.04) means there are indicating a positive impact of the Scrabble game treatment.
- 2) The standard deviation value of the post-test in the experimental class (11.262) < pre-test (13.281) means scores were closer to the mean score.
- 3) The mean value of the post-test in the control class (54.83) < pre-test (56.50) means there was no improvement in the student's achievement in the control class after treatment without the addition of the Scrabble game.
- 4) The std. Deviation value of the post-test in the control class (17.633) > pre-test (15.393).

2. The Results of Data Analysis
 - a. Normality test

The researcher utilized IBM SPSS 25 to conduct the normality test.

Table 4. 4

The Pre-test Normality Test Results

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Class		Statistic	Df	Sig.	Statistic	df	Sig.
Pre-test		.086	25	.200*	.979	25	.864
Result of	Experimental						
Pre-test							
Pre-test	Control	.150	24	.174	.917	24	.050

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The research data (pre-test) can be concluded to exhibit a normal distribution based on the obtained significance values (Sig.) from the Shapiro-Wilk test, which are all greater than 0.05.

Table 4. 5

The Post-test Normality Test Results

Tests of Normality							
Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Result of	Post-test	.095	25	.200*	.974	25	.757
Post-test	Experimental						
	Post-test	.157	24	.131	.918	24	.053
	Control						

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The research data (post-test) can be concluded to exhibit a normal distribution based on the obtained significance values (Sig.) from the Shapiro-Wilk test, which are all greater than 0.05. The pretest in the experimental class resulted in a significance (sig.) value of 0.757, while the control class had a significance value of 0.053. Given that the pre-test and post-test data demonstrate a normal distribution, it allows for conducting a homogeneity test.

b. Homogeneity test

The data utilized for the homogeneity test of the assessment instrument is identical to the data used in the previous normality test. The homogeneity test was

conducted using IBM SPSS 25, and the results are presented below:

Table 4. 6

The Pre-test Homogeneity Test Results

		Test of Homogeneity of Variance			
		Levene			
		Statistic	df1	df2	Sig.
Result of Pre-test	Based on Mean	1.399	1	47	.243
	Based on Median	1.391	1	47	.244
	Based on Median and with adjusted df	1.391	1	46.975	.244
	Based on trimmed mean	1.401	1	47	.243

Based on the homogeneity test results presented in Table 4.6, it can be observed that the significance levels of 0.243 are greater than the alpha value ($\alpha=0.05$). So it indicates that the data used in the research is homogeneous.

Table 4. 7

The Post-test Homogeneity Test Results

		Test of Homogeneity of Variance			
		Levene			
		Statistic	df1	df2	Sig.

Result of	Based on Mean	6.200	1	47	.016
Post-Test	Based on Median	5.083	1	47	.029
	Based on Median and with adjusted df	5.083	1	41.298	.030
	Based on trimmed mean	5.636	1	47	.022

Based on the homogeneity test results presented in Table 4.18, it can be observed that the significance levels of 0.016 are less than the alpha value ($\alpha=0.05$). So, it indicates that the data used in the research is inhomogeneous.

Based on the homogeneity test results, it was determined that the pre-test data is homogeneous, while the post-test data is not homogeneous. Despite the lack of homogeneity in the post-test data, it is still possible to proceed with the next test, the hypothesis test using the T-test in IBM SPSS 25.

c. Hypothesis test

Table 4. 8
The paired Sample Test of Pre-test and Post-test for the
Experimental and Control Classes

	Paired Differences	t	df
--	--------------------	---	----

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Sig. (2-tailed)		
					Lower	Upper			
Pair 1	Pre Eks- Post Eks	-14.880	10.802	2.160	-19.339	-10.421	-6.887	24	.000
Pair 2	Pre Kon- Post Kon	1.667	13.130	2.680	-3.878	7.211	.622	23	.540

Based on the analysis of pair 1 in the output:

- 1) The value of sig. (2-tailed) $.000 < \alpha (0.05)$
- 2) The value of t-count (6.887) $>$ t-table (2.064)

Based on the results above, it can be concluded that H_0 is rejected and H_a is accepted. There was a significant difference in the students' scores between the pre-test and post-test of the experimental class after the treatment with the Scrabble games was administered.

Based on the analysis of pair 2 in the output:

- 1) The value of sig. (2-tailed) $.540 > \alpha (0.05)$
- 2) The value of t-count ($.622$) $<$ t-table (2.064)

The above results indicate limited variation in the scores of the students in the control class between the pre-test and post-test when no

treatment involving the Scrabble game was administered (H_0 is accepted and H_a is rejected).

3. The Analysis of the Questionnaire

In order to obtain data regarding the efficacy of utilizing the Scrabble game technique as a means of teaching vocabulary to students, the researcher developed a questionnaire. The formula mentioned below was utilized to compute the proportion of students who completed the questionnaire evaluation.

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

Where:

P : Percentage

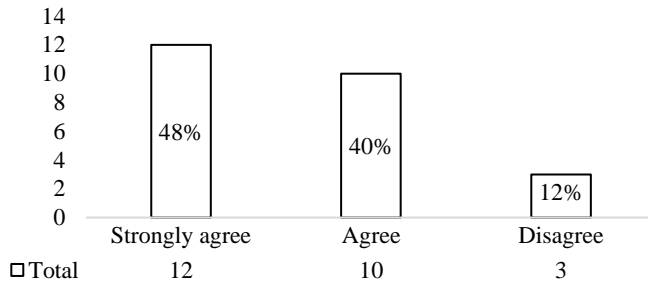
F : Frequency

N : Total number of students.

The chart will show the scores and percentages of the students in the experimental class and control classes. Described sequentially by the indicators of interest, as shown in the figure below:

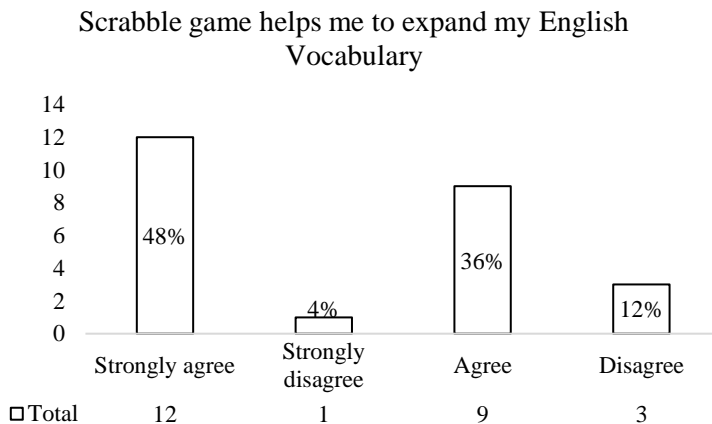
Figure 4. 1 Questionnaire number 1

I feel more motivated to learn Vocabulary through playing Scrabble



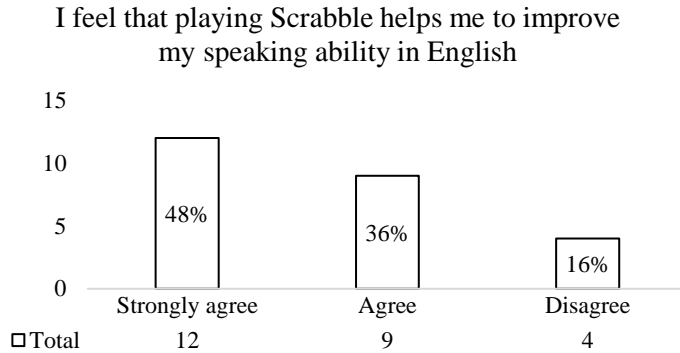
According to Figure 4.1, 48% (12 students) of the experimental class strongly agreed, 40% (10 students) agreed, and 12% (3 students) disagreed when asked about their attitude towards learning vocabulary through the Scrabble game technique. None of the students chose the "Strongly Disagree" option. Most students chose the positive options, suggesting they had a favorable inclination towards learning vocabulary through Scrabble.

Figure 4. 2 Questionnaire number 2



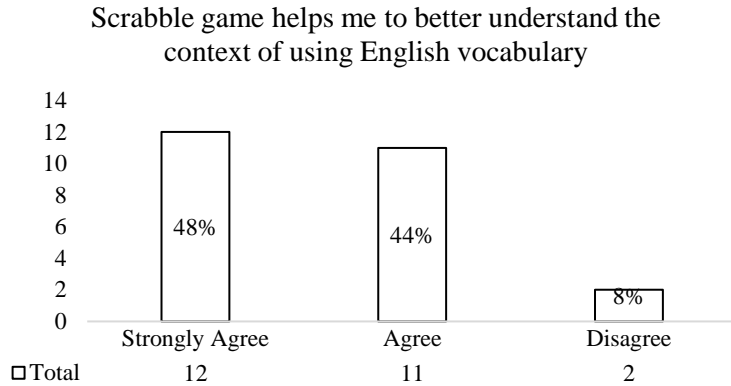
Based on Figure 4.2 above indicates that 48% (12 students) of the experimental class strongly agreed, and 36% (9 students) agreed with the statement about learning vocabulary through Scrabble. 12% (3 students) disagreed, and 1 student chose the "Strongly Disagree" option. Most students chose the positive options, suggesting they had a favorable inclination towards learning vocabulary through Scrabble.

Figure 4.3 Questionnaire number 3



Based on Figure 4.3 above indicates that 48% (12 students) of the experimental class strongly agreed, and 36% (9 students) agreed with the statement about learning vocabulary through Scrabble. 16% (4 students) disagreed, and none selected the "Strongly Disagree" option. Most students chose the positive options, suggesting they had a favorable inclination towards learning vocabulary through Scrabble.

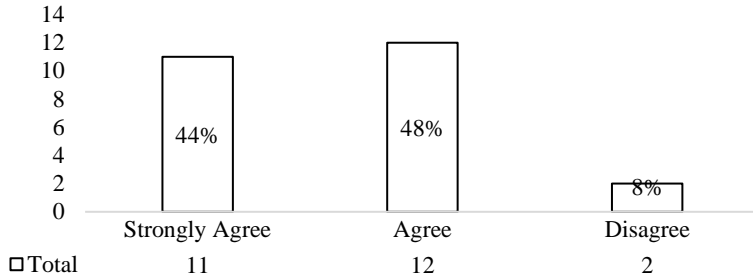
Figure 4. 4 Questionnaire number 4



Based on Figure 4.4 above indicates that 48% (12 students) of the experimental class strongly agreed, and 44% (11 students) agreed with the statement about learning vocabulary through Scrabble. 8% (2 students) disagreed, and none selected the "Strongly Disagree" option. Most students chose the positive options, suggesting they had a favorable inclination towards learning vocabulary through Scrabble.

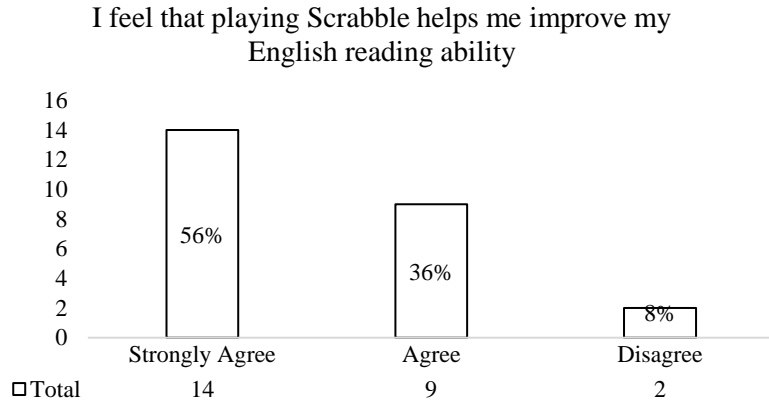
Figure 4. 5 Questionnaire number 5

I feel that playing Scrabble helps me to improve my writing ability in English



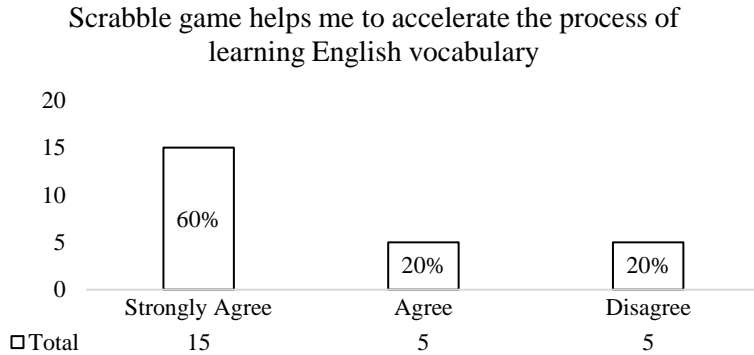
Based on Figure 4.5 above indicates that 44% (11 students) of the experimental class strongly agreed, and 48% (12 students) agreed with the statement about learning vocabulary through Scrabble. 8% (2 students) disagreed, and none selected the "Strongly Disagree" option. Most students chose the positive options, suggesting they had a favorable inclination towards learning vocabulary through Scrabble.

Figure 4. 6 Questionnaire number 6



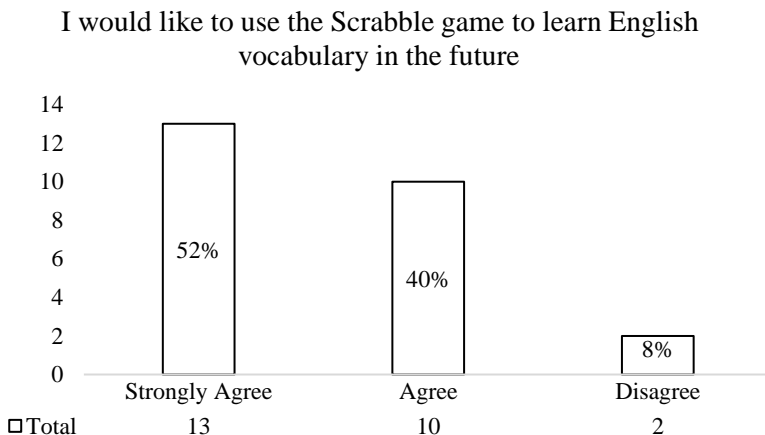
Based on Figure 4.6 above indicates that 56% (14 students) of the experimental class strongly agreed, and 36% (9 students) agreed with the statement about learning vocabulary through Scrabble. 8% (2 students) disagreed, and none selected the "Strongly Disagree" option. Most students chose the positive options, suggesting they had a favorable inclination towards learning vocabulary through Scrabble.

Figure 4. 7 Questionnaire number 7



Based on Figure 4.7 above indicates that 60% (15 students) of the experimental class strongly agreed, and 20% (5 students) agreed with the statement about learning vocabulary through Scrabble. 20% (5 students) disagreed, and none selected the "Strongly Disagree" option. Most students chose the positive options, suggesting they had a favorable inclination towards learning vocabulary through Scrabble.

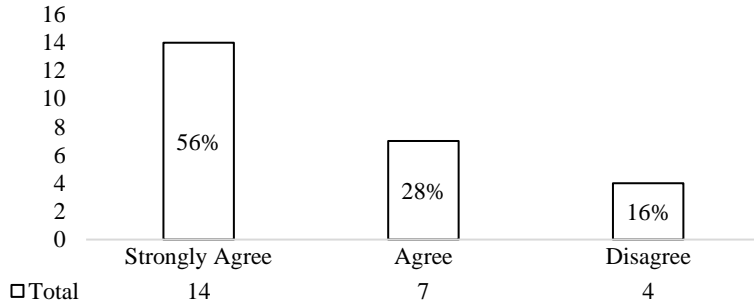
Figure 4. 8 Questionnaire number 8



Based on Figure 4.8 above indicates that 52% (13 students) of the experimental class strongly agreed, and 40% (10 students) agreed with the statement about learning vocabulary through Scrabble. 8% (2 students) disagreed, and none selected the "Strongly Disagree" option. Most students chose the positive options, suggesting they had a favorable inclination towards learning vocabulary through Scrabble.

Figure 4. 9 Questionnaire number 9

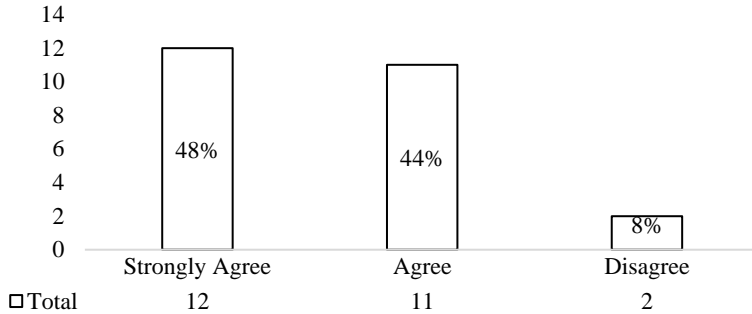
Playing Scrabble helps reduce boredom in learning English vocabulary



Based on Figure 4.9 above indicates that 56% (14 students) of the experimental class strongly agreed, and 28% (7 students) agreed with the statement about learning vocabulary through Scrabble. 16% (4 students) disagreed, and none selected the "Strongly Disagree" option. Most students chose the positive options, suggesting they had a favorable inclination towards learning vocabulary through Scrabble.

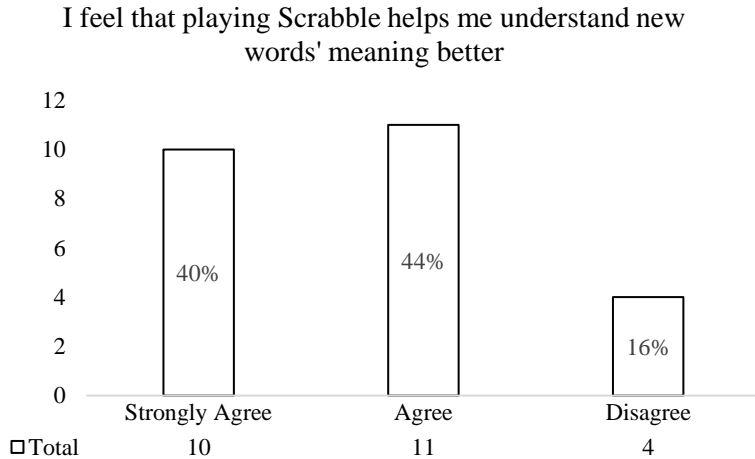
Figure 4. 10 Questionnaire number 10

Scrabble game helps me to identify words that I didn't know before



Based on Figure 4.10 above indicates that 48% (12 students) of the experimental class strongly agreed, and 44% (11 students) agreed with the statement about learning vocabulary through Scrabble. 8% (2 students) disagreed, and none selected the "Strongly Disagree" option. The majority of students chose the positive options, suggesting that they had a favorable inclination towards learning vocabulary through Scrabble.

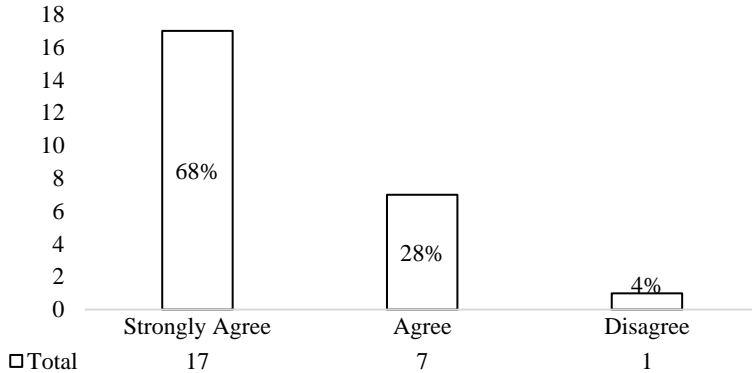
Figure 4. 11 Questionnaire number 11



Based on Figure 4.11 above indicates that 40% (10 students) of the experimental class strongly agreed, and 44% (11 students) agreed with the statement about learning vocabulary through Scrabble. 16% (4 students) disagreed, and none selected the "Strongly Disagree" option. The majority of students chose the positive options, suggesting that they had a favorable inclination towards learning vocabulary through Scrabble.

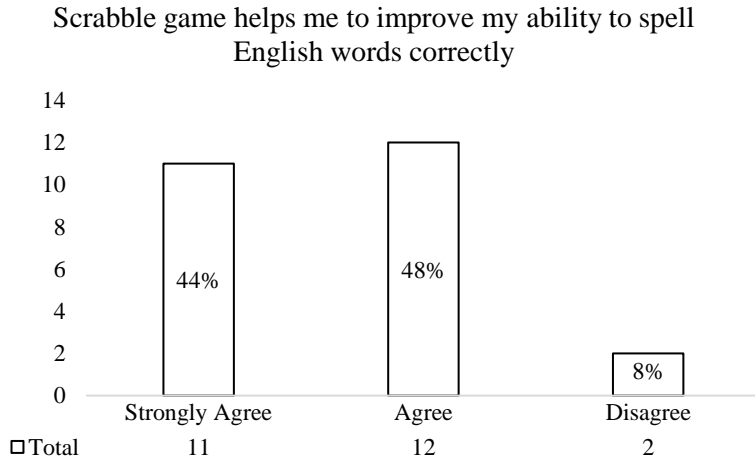
Figure 4. 12 Questionnaire number 12

I feel that playing Scrabble helps me to improve my ability to remember new words learned



Based on Figure 4.12 above indicates that 68% (17 students) of the experimental class strongly agreed, and 28% (7 students) agreed with the statement about learning vocabulary through Scrabble. 4% (1 student) disagreed, and none selected the "Strongly Disagree" option. The majority of students chose the positive options, suggesting that they had a favorable inclination towards learning vocabulary through Scrabble.

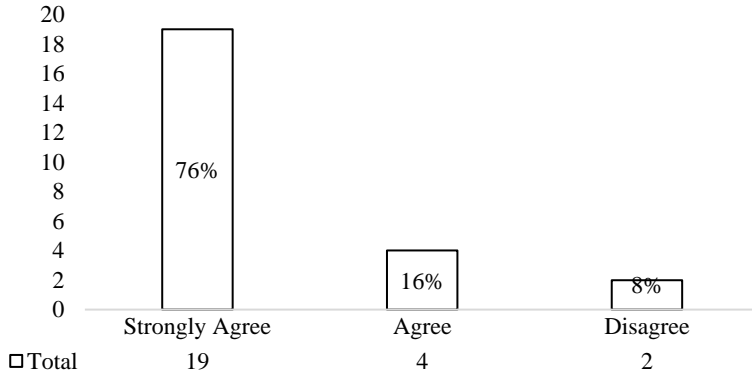
Figure 4. 13 Questionnaire number 13



Based on Figure 4.13 above indicates that 44% (11 students) of the experimental class strongly agreed, and 48% (12 students) agreed with the statement about learning vocabulary through Scrabble. 8% (2 students) disagreed, and none selected the "Strongly Disagree" option. The majority of students chose the positive options, suggesting that they had a favorable inclination towards learning vocabulary through Scrabble.

Figure 4. 14 Questionnaire number 14

I feel that playing Scrabble helps me to improve my ability to think creatively in using English vocabulary



Based on Figure 4.14 above indicates that 76% (19 students) of the experimental class strongly agreed, and 16% (4 students) agreed with the statement about learning vocabulary through Scrabble. 8% (2 students) disagreed, and none selected the "Strongly Disagree" option. Most students chose the positive options, suggesting they had a favorable inclination towards learning vocabulary through Scrabble.

B. Discussion

1. Test

The study's findings indicate that the academic performance of students in the experimental group surpassed those in the control group during the post-test assessment. The study revealed a notable distinction in enhancing students' vocabulary mastery between the experimental group that incorporated Scrabble games and the control group that did

not utilize such games. It can be demonstrated through an analysis of the academic performance of students prior to and after the implementation of the treatment.

Before the treatment, the mean score of the experimental group was 55.04, while the control group had a mean score of 56.50. The analysis of the pre-test scores of both classes reveals that the experimental group obtained a comparatively lower mean score than the control group. The use of Scrabble games as a tool for vocabulary instruction was implemented in the experimental group to enhance the student's proficiency in vocabulary.

After being given the treatment, a comparison was made between the mean post-test scores in the experimental and control groups to strengthen the findings. A t-test was conducted specifically on the pre-test and post-test scores. The results indicated that students in the experimental class achieved a mean score of 69.92 on the post-test, while those in the control class attained a mean score of 54.83.

The t-test results revealed a significant difference between the experimental and control classes, as indicated by a probability value lower than the predetermined alpha level ($0.000 < 0.05$) in the experimental class. This finding suggests that employing the Scrabble game as a vocabulary instruction tool was more effective than not utilizing it. On the other hand, in the control class, the p-value was higher than the predetermined alpha level ($0.540 > 0.05$), indicating no

significant difference in vocabulary achievement when the Scrabble game was not used.

According to the data analysis results, the researcher concluded that the Scrabble game is a highly recommended tool for improving students' vocabulary mastery. Using Scrabble games to teach vocabulary offers several advantages that can meet different learning goals. The game helps integrate new knowledge, offers opportunities for practicing applying that knowledge, and promotes interaction with spelling and pronunciation. Moreover, it facilitates a better understanding of word definitions and fosters creative thinking among students.

2. The Analysis of the Questionnaire

The study analyzed a questionnaire to gauge students' interest inclination toward acquiring new vocabulary through the Scrabble game method. The findings indicated that most students showed a high level of interest in this approach, with some demonstrating moderate interest. The questionnaire responses provided evidence of the student's enthusiasm to learn vocabulary through the Scrabble game technique. Moreover, upon analyzing students' feedback on the method used in the study, most of them chose the "Strongly Agree" and "Agree" options, signifying their positive attitude towards learning vocabulary using the Scrabble game technique.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis using IBM SPSS 25, the findings of this study support several conclusions. Firstly, the mean score of the experimental group significantly improved from the pretest score of 55.04 to the posttest score of 69.92, indicating a noteworthy enhancement in students' vocabulary mastery. This improvement can be attributed to implementation of the Scrabble game as a vocabulary teaching tool. Secondly, the results of hypothesis testing further strengthen the conclusions.

In the experimental group, the obtained p-value of 0.000 was lower than the predetermined significance level ($\alpha = 0.05$), leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a). It signifies that using the Scrabble game in the experimental group significantly enhanced students' vocabulary achievement. Conversely, in the control group, the p-value of 0.540 was higher than the predetermined significance level ($\alpha = 0.05$), indicating the acceptance of the null hypothesis (H_0).

It implies that the control group, which did not utilize the Scrabble game, did not experience a significant improvement in vocabulary mastery. The findings suggest that using the Scrabble game as a vocabulary teaching tool effectively enhanced students' vocabulary mastery. The experimental group demonstrated a significant

improvement, as supported by the analysis of pretest and posttest scores and the results of hypothesis testing. These results highlight the importance of employing interactive and engaging methods, such as the Scrabble game, in vocabulary instruction to promote effective learning outcomes.

Additionally, the questionnaire results revealed that most students strongly agreed or agreed with all statements, indicating a positive attitude towards learning vocabulary using the Scrabble game method. Consequently, it can be concluded that the Scrabble game significantly improves vocabulary mastery among eighth-grade students at SMP Hj. Isriati Semarang.

B. Suggestions

Based on the study, the researcher presents several valuable suggestions based on the research conducted. These recommendations aim to benefit teachers, students, and other researchers interested in the specific field. The following suggestions are provided:

1. For Students

To enhance Students' vocabulary skills, students are advised to engage in Scrabble games both in and out of the classroom, as these games can serve as a practical learning tool.

2. For Teachers

Teachers are essential facilitators of students' acquisition of English language skills. To enhance classroom activities, teachers

should consider using innovative methods like Scrabble games to teach vocabulary. It is recommended that teachers use the Scrabble game format, which has been proven effective in teaching vocabulary. Scrabble games offer an alternative strategy to teach vocabulary and improve students' mastery effectively.

3. For Further Researches

To provide valuable insights and improve the quality of future research, it is recommended that researchers use larger sample sizes, incorporate various learning methods, explore different types of research outcomes, and utilize quasi-experimental methods to ensure valid conclusions and consistent findings.

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APPENDICES

Appendix 1 Lesson Plan

LESSON PLAN

School : SMP Hj. ISRIATI BAITURRAHMAN

SEMARANG

Subject : Practice game in vocabulary

Class/ Semester : VIII/2

Time Allocation : 2 x 40 menit (4 pertemuan)

Aspect/Skill : Vocabulary

Academic Year : 2022/2023

A. Core Competence

1. Respect and Live the teachings of the religion they adhere to
2. Appreciate and live honest behavior, discipline, responsibility, care (tolerance, mutual assistance), politeness, and confidence in interacting effectively with the social and natural environment within reach of association and existence.
3. Understand and apply knowledge (factual, conceptual, and procedural) based on curiosity about science
4. knowledge, technology, art, and culture related to phenomena and events visible.
5. Processing, presenting, and reasoning in the concrete realm (using, decomposing, arranging, modifying, and creating) and

abstract realm (writing, reading, calculating, drawing, and composing) according to what is learned in school and other similar sources in point of view/theory

B. Basic Competence and Indicators

Basic Competence

3.5 Apply social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve action efforts to provide information.

Indicators

3.5.1 Identify the function of a given vocabulary.

3.5.2 Able to interpret, interpret, and understand the meaning of the vocabulary given and able to pronounce it.

C. Learning Materials

1. Noun

A noun is a word that can function as the subject or object in a sentence and can refer to a wide range of things, such as people, animals, objects, ideas, and emotions. Examples of nouns include

People	Animals	Things	Places
Mother	Lion	Table	Gym
Father	Tiger	Chair	School
Doctor	Bear	Pen	Airport
Teacher	Dog	Pencil	Hospital
Student	Cat	Computer	Zoo
Police	Bat	Marker	Park
Child	Bird	Paper	Restaurant

2. Adjective

An adjective is a word that modifies or describes a noun or pronoun by providing more information about its qualities, characteristics, or attributes. In other words, an adjective adds details to a sentence by indicating the size, color, shape, taste, texture, quantity, or any other quality of the noun or pronoun it modifies.

Cute	Short	Handsome	Awful
Beautiful	Happy	High	Hairy
Angry	Sweet	Clever	Classy
Brave	Tiny	Chubby	Faint
Crazy	Warm	Hard	Helpful
Lazy	Ugly	Noise	Elegant
Diligent	Easy	Patient	Friendly
Busy	Tall	Tough	Strong
Perfect	Small	Weak	Romantic
Poor	Smart	Scary	Unique

D. Learning Objectives

Through a series of activities, learners can:

1. Students can express ideas and statements systematically, logically, and creatively according to the context and situation.
2. Students can construct words from the game of Scrabble with the vocabulary that has been given.
3. Students can have a new medium for learning vocabulary by using Scrabble.
4. Students can have new vocabulary and be easy to remember.

5. Students are active and creative in learning vocabulary with Scrabble games.

E. Learning Method

Learning Approach : Scientific Approach

Strategy : Game-Based Learning

F. Learning Activities

Introduction (School Culture-Based PPK)

1. The teacher gives greetings; (*PPK religious*)
2. The teacher invites students to start learning activities by praying together. (*PPK religious*)
3. The teacher checks the attendance of students.
4. Teachers prepare students psychologically and physically to follow the learning process;
5. Teachers motivate students' learning contextually according to the benefits and applications of teaching materials in everyday life by providing examples and comparisons locally, nationally, and internationally;
6. The teacher recalls the concepts that have been learned by students that relate to the new material to be learned;
7. Ask questions related to the material to be studied (*4 C; critical thinking*)
8. The teacher appreciates through questions and answers about the material.

9. The teacher conveys the essential competencies and learning objectives to be achieved.
10. The teacher guides students through questions and answers about the benefits of the learning process.
11. The teacher explains the material and learning activities that students will do.

Core Activities

Observing

1. Learners listen to the teacher read a vocabulary (Noun, Adjective, Daily Activities, etc.) with correct pronunciation and intonation (*literacy*).
2. Students repeat reading the vocabulary with the correct pronunciation and intonation.
3. Students copy or rewrite vocabulary that they do not understand its meaning.
4. The teacher explains the material on vocabulary and how to play Scrabble.
5. The teacher provides stimulation by providing material on the use of Scrabble.
6. Teachers allow students to ask what information they want about Scrabble.

Questioning

1. Learners and teachers question the meaning of vocabulary (Nouns, Adjectives, Daily Activities, etc.) (*critical thinking*).
2. Learners and teachers question the meaning of one of the vocabulary words that are considered ignorant of its meaning.

Experimenting

1. The teacher gave instructions to form groups of 5 people in each group.
2. Learners sit in groups (*cooperation*).
3. The teacher set up a Scrabble board on the table.
4. The teacher starts the game with one group advancing first, with a time of 10 minutes.
5. Students start playing Scrabble according to the rules the teacher has conveyed.

Associating

1. Learners analyze what strategies they will use in order to create a vocabulary that produces high points (*critical thinking*).

Communicating

1. Teachers and Learners calculate the final score of their play (*confidence*).
2. Learners read out the results of other groups' work.
3. Teachers and Learners calculate the final score of their play (*confidence*).
4. Learners read out the results of other groups' work.

Closing

1. Students and teachers make lesson summaries/conclusions. (*Literacy*)
2. Students and teachers reflect on the activities that have been carried out.
3. Teachers provide feedback on learning processes and outcomes. (*PPK honestly*)
4. The teacher conducts assessments.
5. The teacher presents the lesson plan at the next meeting.
6. Students greet according to the school culture

G. Media, Tools, and Learning Resources

Media : Scrabble game

Tools : Hp, Proyektor, Laptop

Learning Resources:

- Nurzaida, 2013. Bright “An English Course for Junior High School Students. Jakarta: Erlangga
- Dictionary.

H. Assessment

Technique : Writing test
The form of instrument : Multiple-choice
Contoh Instrument : Test

Semarang, March 2023

Guru Mata Pelajaran

Penyusun

Sri Harjati, S.Pd

NIY.05012

Gio Afandi

NIM:1903046023

Mengetahui
Kepala Sekolah

Eka Putranto Hadi, M.Pd

NIY.05004

Appendix 2 The results of a validity test on the pre-test

Item	Pearson Correlation	Sig. (2-tailed)	Conclusion	Interpretation
Q1	.468	.018	Valid	Enough
Q2	.474	.017	Valid	Enough
Q3	.522	.007	Valid	Enough
Q4	.531	.006	Valid	Enough
Q5	.192	.358	Invalid	
Q6	.616	.001	Valid	High
Q7	.447	.025	Valid	Enough
Q8	.501	.011	Valid	Enough
Q9	.552	.004	Valid	Enough
Q10	.522	.007	Valid	Enough
Q11	.615	.001	Valid	High
Q12	.354	.083	Invalid	
Q13	.555	.004	Valid	Enough
Q14	.447	.025	Valid	Enough
Q15	.412	.041	Valid	Enough
Q16	.622	.001	Valid	High
Q17	.615	.001	Valid	High
Q18	.412	.041	Valid	Enough
Q19	.623	.001	Valid	High
Q20	.474	.017	Valid	Enough
Q21	.615	.001	Valid	High
Q22	.592	.002	Valid	Enough
Q23	.412	.041	Valid	Enough
Q24	.474	.017	Valid	Enough
Q25	.425	.034	Valid	Enough

Appendix 3 The results of a validity test on the post-test

Item	Pearson Correlation	Sig. (2-tailed)	Conclusion	Interpretation
Q1	.655	.000	Valid	High
Q2	.454	.023	Valid	Enough
Q3	.474	.017	Valid	Enough
Q4	.652	.000	Valid	High
Q5	.435	.030	Valid	Enough
Q6	.500	.011	Valid	Enough
Q7	.474	.017	Valid	Enough
Q8	.483	.014	Valid	Enough
Q9	.474	.017	Valid	Enough
Q10	.392	.053	Invalid	
Q11	.526	.007	Valid	Enough
Q12	.468	.018	Valid	Enough
Q13	.468	.018	Valid	Enough
Q14	.546	.005	Valid	Enough
Q15	.540	.005	Valid	Enough
Q16	.521	.008	Valid	Enough
Q17	.570	.003	Valid	Enough
Q18	.521	.008	Valid	Enough
Q19	.494	.012	Valid	Enough
Q20	.524	.007	Valid	Enough
Q21	.494	.012	Valid	Enough
Q22	.573	.003	Valid	Enough
Q23	.548	.005	Valid	Enough
Q24	.472	.017	Valid	Enough
Q25	.449	.024	Valid	Enough

Appendix 4 The results of a validity test on the questionnaire

Item	Pearson Correlation	Sig. (2-tailed)	Conclusion	Interpretation
S1	.147	.483	Invalid	
S2	.731	.000	Valid	High
S3	.818	.000	Valid	Very High
S4	.887	.000	Valid	Very High
S5	.639	.001	Valid	High
S6	.828	.000	Valid	Very High
S7	.824	.000	Valid	Very High
S8	.790	.000	Valid	High
S9	.707	.000	Valid	High
S10	.744	.000	Valid	High
S11	.694	.000	Valid	High
S12	.870	.000	Valid	Very High
S13	.746	.000	Valid	High
S14	.794	.000	Valid	High
S15	.801	.000	Valid	Very High

Appendix 5 The results of a reliability test

1. Pre-test

Reliability Statistics	
Cronbach's	
Alpha	N of Items
.860	25

2. Post-test

Reliability Statistics	
Cronbach's	
Alpha	N of Items
.876	25

3. Questionnaire

Reliability Statistics	
Cronbach's	
Alpha	N of Items
.944	15

Appendix 6 Pre-test Question

Choose the correct answer by crossing (X) for a, b, c, or d!

1. What is the noun for a female deer?

- A. Buck B. Doe
C. Fawn D. Stag

Answer: B. Doe

2. What is the adjective form of the noun "bus"?

- A. Busful B. Busable
C. Busish D. Busing

Answer: C. Busish

3. Which of the following is an animal noun?

- A. Chair B. Fish
C. Notebook D. Pet

Answer: B. Fish

4. What is the verb for the act of writing with a pen or pencil?

- A. Draw B. Write
C. Paint D. Scribble

Answer: B. Write

5. Which of the following is a transportation noun?

- A. Bench B. Boat
C. Pen D. Stapler

Answer: B. Boat

6. What is the verb for the act of moving your body in water to stay afloat or swim?

- A. Float B. Dive

C. Swim D. Sink

Answer: C. Swim

7. What is the noun for a small, soft animal with fur that is kept as a pet?

A. Cat B. Dog
C. Rabbit D. Hamster

Answer: D. Hamster

8. What is the adjective form of the noun "train"?

A. Training B. Trainer
C. Trained D. Trainable

Answer: D. Trainable

9. Which of the following is an animal noun?

A. Computer B. Giraffe
C. Pencil D. Chair

Answer: B. Giraffe

10. What is the verb for the act of walking quickly or running for a short period of time?

A. Jog B. Walk
C. Run D. Skip

Answer: A. Jog

11. Which of the following is a transportation noun?

A. Desk B. Airplane
C. Notebook D. Pen

Answer: B. Airplane

12. What is the noun for a person who operates a vehicle?

- A. Driver B. Rider
- C. Cyclist D. Pilot

Answer: A. Driver

13. What is the adjective form of the noun "bike"?

- A. Biking B. Bikeish
- C. Bikeable D. Bikes

Answer: C. Bikeable

14. Which of the following is an animal noun?

- A. Calculator B. Giraffe
- C. Backpack D. Pencil sharpener

Answer: B. Giraffe

15. What is the verb for the act of making food hot by applying heat?

- A. Eat B. Cook
- C. Bake D. Fry

Answer: B. Cook

16. What is the noun for a small, flying insect that can sting and often makes honey?

- A. Bee B. Ant
- C. Fly D. Mosquito

Answer: A. Bee

17. What is the adjective form of the noun "train"?

- A. Training B. Trainer
- C. Trained D. Trainable

Answer: C. Trained

18. Which of the following is a transportation noun?

- A. Tree
- B. Train
- C. Desk
- D. Eraser

Answer: B. Train

19. What is the noun for a place where books and other materials are kept for people to read and borrow?

- A. Library
- B. Museum
- C. Gallery
- D. Park

Answer: A. Library

20. What is the verb for the act of moving on a bicycle or motorcycle?

- A. Cycle
- B. Ride
- C. Drive
- D. Walk

Answer: A. Cycle

21. What is the noun for a large, powerful vehicle used for carrying goods over long distances?

- A. Truck
- B. Car
- C. Van
- D. Bike

Answer: A. Truck

22. What is the noun for a small, furry animal that is often kept as a pet and is known for its ability to climb trees?

- A. Cat
- B. Dog
- C. Ferret
- D. Guinea pig

Answer: C. Ferret

23. What is the verb for the act of cutting something with a sharp tool such as a knife or scissors?

- A. Cut
- B. Chop
- C. Slice
- D. Carve

Answer: A. Cut

Appendix 7 Post-test Question

Choose the correct answer by crossing (X) for a, b, c, or d!

1. My mom is a doctor. She works in.....

- A. Hospital B. Hotel
C. School D. Teacher Office

Answer: A. Hospital

2. What is the noun for a place where people go to learn or study?

- A. Park B. Zoo
C. School D. Library

Answer: C. School

3. What is the noun for a large, gentle animal with a long neck that is often found in Africa?

- A. Lion B. Tiger
C. Elephant D. Giraffe

Answer: D. Giraffe

4. What is the adjective that describes something that is able to move quickly?

- A. Slow B. Fast
C. Smooth D. Rough

Answer: B. Fast

5. What is the noun for a vehicle that is used for carrying goods or people over long distances?

- A. Car B. Bike
C. Train D. Bus

Answer: D. Bus

6. Tessa reads the English book in the....
A. Bedroom B. Canteen
C. Library D. Mall
Answer: C. Library
7. This exam was too..... for me, because I got a score of 50.
A. Easy B. Hard
C. Difficult D. Expensive
Answer: C. Difficult
8. What is the noun for a place where planes take off and land?
A. Port B. Station
C. Airport D. Terminal
Answer: C. Airport
9. What is the verb for the act of cooking something on a grill or over an open flame?
A. Fry B. Boil
C. Roast D. Grill
Answer: D. Grill
10. There is a . . . of Indonesia on the class wall.
A. Map B. Globe
C. Noticeboard D. Book
Answer: A. Map
11. The use of the . . . is to know the location of countries.
A. Globe B. Magazine
C. Book D. Radio
Answer: A. Globe

12. What is the verb for the act of writing something down quickly or briefly?

- A. Write B. Jot
C. Scribble D. Draw

Answer: B. Jot

13. What is the noun for a large, heavy vehicle that is used for moving goods and materials in factories or on construction sites?

- A. Loader B. Tractor
C. Bulldozer D. Forklift

Answer: D. Forklift

14. What is the verb for the act of making something smooth and shiny by rubbing it?

- A. Polish B. Clean
C. Dust D. Scrub

Answer: A. Polish

15. What is the noun for a small, slimy creature that lives in the ground and often comes out after rain?

- A. Ant B. Worm
C. Spider D. Snail

Answer: B. Worm

16. What is the verb for the act of moving something from one place to another using a vehicle?

- A. Carry B. Move
C. Transport D. Shift

Answer: C. Transport

17. What is the noun for a small, nocturnal animal with large ears and known for its ability to fly?

- A. Bat
- B. Mouse
- C. Rat
- D. Squirrel

Answer: A. Bat

18. The students at the were excited to see the new in the Library.

- A. Zoo, Animals
- B. School, Animals
- C. School, Books
- D. School, Transportation

Answer: C. School, Books

19. The classrooms are.... because there's a lot of trash.

- A. Dirty
- B. Clean
- C. Fresh
- D. Noise

Answer: A. Dirty

20. An example of very expensive transportation is.....

- A. Taxi
- B. Plane
- C. Private Jet
- D. Boat

Answer: C. Private Jet

21. The mountains look if you see them from far away.

- A. Big
- B. Near
- C. High
- D. Small

Answer: D. Small

22. Andre is.... student because he never comes late to go to school.

- A. Diligent
- B. Tidy
- C. Smart
- D. Active

Answer: A. Diligent

23. Rachel is..... to go to school so that she is.....

- A. Lazy and Smart
- B. Smart and Cute
- C. Diligent and Smart
- D. Smart and Diligent

Answer: C. Diligent and Smart

24. My brother is an architect. He likes to..... a building.

- A. Design
- B. Copy
- C. Create
- D. Imitate

Answer: A. Design

Appendix 8 Questionnaire

QUESTIONNAIRE

Respondent Identity:

Name :

Class :

Student Number :

A. Instructions for filling out the questionnaire

- 1) Read each statement in the questionnaire carefully.
- 2) Choose one answer option that best reflects your opinion or experience related to the statement given.
- 3) Make sure you get all the statements and provide honest and appropriate answers based on your opinion.
- 4) After completing the questionnaire, click the "Submit" button to send your answers.
- 5) Thank you for your participation in this research.

B. Statements

1. I feel more motivated to learn Vocabulary through playing Scrabble.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
2. Scrabble game helps me to expand my English Vocabulary.

- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
3. I feel that playing Scrabble helps me improve my English speaking ability.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
4. Scrabble game helps me to understand better the context of using English vocabulary.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
5. I feel that playing Scrabble helps me improve my English writing ability.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
6. I feel that playing Scrabble helps me improve my English reading ability.
- a. Strongly agree

- b. Agree
 - c. Disagree
 - d. Strongly disagree
7. Scrabble game helps me to accelerate the process of learning English vocabulary.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
8. I feel that playing Scrabble helps me to reduce boredom in learning English vocabulary.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
9. I want to use the Scrabble game to learn English vocabulary in the future.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
10. Scrabble game helps me to identify words that I did not know before.
- a. Strongly agree
 - b. Agree

- c. Disagree
 - d. Strongly disagree
11. I feel that playing Scrabble helps me understand new words' meanings better.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
12. I feel that playing Scrabble helps me to improve my ability to remember new words learned.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
13. Scrabble game helps me to improve my ability to spell English words correctly.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
14. I feel that playing Scrabble helps me to improve my ability to think creatively in using English vocabulary.
- a. Strongly agree
 - b. Agree
 - c. Disagree

d. Strongly disagree

Appendix 9 Research Letter of permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: 950/Un.10.3/D1/TA.00.01/03/2023 Semarang, 27 Maret 2023

Lamp : -

Hal : Mohon Izin Riset

a.n. : Gio Afandi

NIM : 1903046023

Yth.

Kepala Sekolah SMP HJ. ISRIATI
di Tempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama : Gio Afandi
NIM : 1903046023
Alamat : Ringin sari 1 RT 04 RW IX No: 7, purwoyoso, Ngaliyan, Kota Semarang, Jawa Tengah
Judul Skripsi : THE EFFECTIVENESS OF USING SCRABBLE GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY (An Experimental Research at the Eight Grade of SMP Hj. Isriati Semarang)
Pembimbing : Nadiyah Ma'mun M. Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 1 bulan, mulai tanggal 31 Maret 2023 sampai dengan tanggal 5 Mei 2023.

Demikian atas perhatian dan terkasulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.

Dekan,
Wakil Dekan Bidang Akademik

AHMAD JUNAEDI

Tembusan :

Dekan FITK UIN Walisongo Semarang (sebagai laporan)

Appendix 10 Advisor Appointment Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

Semarang, 6 Desember 2022

Nomor: 5743 /Un.10.3/15/DA.04.09/12/2022

Lamp : -

Hal : **Penunjukan Pembimbing Skripsi**

Kepada Yth.

Nadiyah Ma'mun, M.Pd.

Assalamu'alaikum Wr.Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di jurusan Pendidikan Bahasa Inggris (PBI) maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Gio Afandi
NTM : 1903046023
Judul : **THE EFFECTIVENESS OF USING SCRABBLE GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY (An Experimental Research at The Eight Grade of SMP H. Isriati Semarang)**

Dan Menunjuk saudara : **Nadiyah Ma'mun, M.Pd** Sebagai Pembimbing

Demikian Penunjukan Pembimbing Skripsi ini disampaikan dan atas kerjasamanya yang diberikan kami ucapkan terima kasih.

Wassalamualaikum Wr.Wb.

A.n. Dekan,
Mengetahui,
Ketua Jurusan PBI



Nadiyah Ma'mun, M.Pd.
NIP. 19810908 200710 2 001

Tembusan :

1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arsip

Appendix 11 Documentation

Picture 1: The researcher gives a pre-test in the control class



Picture 2: The researcher gives a pre-test in the Experimental class



Picture 3: The researcher gives treatment and explains how to play the Scrabble game



Picture 4: The Researcher instructs to make a group and apply the Scrabble game



Picture 5: The researcher gives a post-test in the control class



Picture 6: The researcher gives a post-test in the experimental class



**Appendix 12 Distribution of r values of the table Product Moment
Sig. 5% and 1%**

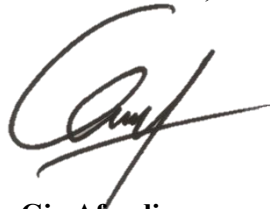
N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

CURRICULUM VITAE

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3. SMPN 05 Kapur IX
4. SMAN 1 Kapur IX

Semarang, 31 Mei 2023

The Researcher,



Gio Afandi
1903046023