

CHAPTER II

USING SCRABBLE GAME AND TEACHING VERB

A. Theoretical Review

1. General Meaning of Vocabulary

a. Definition of vocabulary

In learning a foreign language, in this case English, we have to learn vocabulary because it is essential part of the language. There are several definitions about vocabulary. Hornby says that vocabulary is:

- 1) All the words that a person knows or uses
- 2) All the words in particular language
- 3) The words that the people use when they are talking about a particular subject.³

From the definition above, vocabulary can be concluded as a list or sum of words or term or codes that people know and use in particular language. Or with other word vocabulary is stocks of words, written or spoken that have meanings, which are used to communicate between one people to another.

b. Types of vocabulary

There are many types of vocabulary that are divided by the experts. Marianne Celce and Murcia Elite Olshtain, divide the lexicon or vocabulary into two groups. They are function and content words. The function words are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, prepositions, determiners and adverbs). The content words are those vocabulary items that belong to open word classes (words classes

³ As Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press;2000),p. 1447

that readily accept new words and discard old ones).⁴

In traditional classification that is stated by the experts in English language, there are four types of vocabulary. There are verb, adverb, noun, and adjective.

Taken from the book entitled *English Grammar*, there are eight word classes such as below:

1. Noun

A noun is a word used as the name of anything a person, an animal, an object, a place, a situation, a quality or an idea.

Example: Take your **book**, please!

Rizqi is listening to the radio.

2. Pronoun

Pronoun is word used as substitute for a noun.

Example: Tony says that **he** has finished the work.

3. Verb

Verb is a word that tells of an action or state of being and the time of when it is. ⁵

Example: Alfian **studies** grammar.

We are **walking** to school.

4. Adjective

Adjective is a word that qualifies a noun or pronoun by describing it.

⁴ Marianne Celce – Murcia Elite Olshtain, *Discourse and Context in Language Teaching: A Guide for Language Teachers*, (New York: Cambridge University Press, 2000), P. 76

⁵ The Syllabus Team of KMI Modern Islamic Boarding School “Darussalam”, *English Grammar*, (Ponorogo: Darussalam Press, t. th, pp. 1-2.

Example: Harun is a **diligent** boy.

5. Adverb

Adverb is a word that modifies or describes a verb, an adjective,, or another adverb.

Example: Ali runs **quickly**.

He speaks English **well**.

6. Preposition

Preposition is a word placed before a noun or pronoun to show its relationship to some other words in a sentence.

Example: I cut meat **with** knife.

She goes **to** cafeteria.

7. Conjunction

Conjunction is a word used to connect one word to another word, or one sentence to another sentence.

Example: Rudi **and** Ali came yesterday.

She is diligent **but** late.

8. Interjection

Interjection is an exclamatory word or phrase to express a sudden feeling of mind or emotions.

Example: Oh my God, protect me!⁶

2. Verbs

In studying language, verb is a part of word classes in learning vocabulary. It is included into important component. It is not available in Indonesian language especially in tenses system. The words of verb in English have the forms relevant to the time that they indicate.

⁶ *Ibid*, p. 2

Verb is learnt by every people in the world. It is also has important role of forming the sentences. There are definitions of verb are such as follow:

- a. Verb is an action word shows the name, action, activity, or something and shows the state of being.⁷
- b. Verb is a word which occurs as part of the predicate of a sentence, carries markers of grammatical categories such as tense, aspect, person, number, and mood, and an action or state.⁸
- c. Verb is a word that expresses an action or state of being and the time of when it is.⁹

To study verbs, we need to learn the types of verb. Luckily for us, most verbs in English are regular verbs. This means that we can be confident with the forms of verbs because it follows a predictable pattern. Those verbs that do not follow the basic rules are called irregular verb.

All [verbs](#), whether regular or irregular, have five forms [often called *principal parts*]. These forms are the [infinitive](#), simple present, simple past, past participle, and present participle. This is the explanation of regular and irregular verbs.

2.1. Regular Verbs

One types of verb is regular verbs. Taken from the book entitle *Dictionary and Language Teaching and Applied Linguistic* mention that regular verb is a verb which has the most typical forms in its language for grammatical categories such as tense or person.¹⁰

Regular verbs are forming *the past tense* (verb II) and *the*

⁷ Mun. Fika dan S. Warib, *Complete English Grammar*, (Surabaya: Apollo,t.th), p. 2.

⁸ Jack. C. Richard and Richard Schmidt, *Longman: Dictionary and Language Teaching and Applied Linguistic*, (London: Pearson Education, 2002, p. 577.

⁹ The Syllabus Team of KMI Modern Islamic Boarding School “Darussalam”, *Op. Cit*, p. 29.

¹⁰ Jack. C. Richard and Richard Schmidt, *Op. Cit*, p. 453.

past participle (verb III) by adding *-ed* from the *present infinitive* (Verb I).

There are characteristics of regular verbs; it is divided into six parts of regular verbs. The explanation of the parts of regular verbs is such as below:

- 1) Verbs are formed by adding *-ed* from the basic form (infinitive).

Example:

Verb I	Verb II	Verb III	Meaning
Abash	Abashed	Abashed	Memalukan
Ask	Asked	Asked	Bertanya
Open	Opened	Opened	Membuka

- 2) Verbs are formed by ending *-e* so the form of *past tense* (Verb II) and *past participle* (Verb III) will be added by *-d*.

Example:

Verb I	Verb II	Verb III	Meaning
Change	Changed	Changed	Merubah
Dance	Danced	Danced	Menari
Use	Used	Used	Menggunakan

- 3) Verbs are formed by ending *-y* and the first alphabet is consonant, so in *the past tense* (Verb II) and *past participle* (Verb III) will be changed by *-i* and then will be added by *-ed*.

Example:

Verb I	Verb II	Verb III	Meaning
Cry	Cried	Cried	Menang
Fry	Fried	Fried	Menggoreng
Reply	Replied	Replied	Menjawab

- 4) Verbs are formed by ending *-y* and the first alphabet is vowel, so in *the past tense* (Verb II) and *past*

participle (Verb III) from the ending *-y* will be added by *-ed*.¹¹

Example:

Verb I	Verb II	Verb III	Meaning
Destroy	Destroyed	Destroyed	Merusak
Display	Displayed	Displayed	Memamerkan

- 5) Verbs are formed by consonant in the last alphabet and vowel in the first alphabet, so *the past tense* and *past participle* will be folded then will be added by *-ed*.

Example:

Verb I	Verb II	Verb III	Meaning
Rob	Robbed	Robbed	Merampok
Stop	Stopped	Stopped	Menghentikan

- 6) Verbs are formed by ending *-c* and the first alphabet is vowel, so *the past tense* (Verb II) and *past participle* (Verb III) will be added by *-c* then *-k* and *-ed*.

Example:

Verb I	Verb II	Verb III	Meaning
Mimic	Mimicked	Mimicked	Meniru
Picnic	Picnicked	Picnicked	Bertamasya ¹²

2.2. Irregular Verbs

The other types of verb are irregular verbs. The difference between a regular and an irregular verb is the formation of the *simple past* and *past participle*. Regular verbs are dependably consistent *the simple past* ends in *-ed* as does *the past participle*. Irregular verbs are a verb which does not have regular forms for tense, person, etc.¹³

11 Mun. Fika dan S. Warib, *Op. cit* , pp. 14-15.

12 *Ibid.*

13 Jack. C. Richard and Richard Schmidt, *Op.cit*, p. 453.

Irregular verbs also has characteristics, it is supported each other. It consists of four characteristics. The explanation of the characteristics such as below:

- 1) Irregular verb is all of verbs which have similar forms, it means the *present tense* (verb I), *past tense* (verb II), and *past participle* (verb III) are similar.

Example:

Verb I	Verb II	Verb III	Meaning
Cut	Cut	Cut	Memotong
Hit	Hit	Hit	Menyerang
Hurt	Hurt	Hurt	Melukai
Let	Let	Let	Mebiarkan
Put	Put	Put	Meletakkan
Read	Read	Read	Membaca ¹⁴

- 2) The following Verbs have two similar forms.

It means that *Past Tense* (verb II) and *Past Participle* (verb III) are similar.

Example:

Verb I	Verb II	Verb III	Meaning
Bring	Brought	Brought	Membawa
Buy	Bought	Bought	Membeli
Catch	Caught	Caught	Menangkap
Feel	Felt	Felt	Merasakan
Find	Found	Found	Menemukan
Keep	Kept	Kept	Menjaga
Make	Made	Made	Membuat
Meet	Met	Met	Bertemu
Hear	Heard	Heard	Mendengarkan
Say	Said	Said	Mengatakan
Sell	Sold	Sold	Menjual
Sleep	Slept	Slept	Tidur
Spell	Spelt	Spelt	Mengeja
Spend	Spent	Spent	Menghabiskan
Teach	Taught	Taught	Mengajar

Tell	Told	Told	Menceritakan
Think	Thought	Thought	Memikirkan

3) The following verbs have three different forms.¹⁵

It means the *present tense* (Verb I), *past tense* (Verb II), and *past participle* (Verb III) are different each other.

Example:

Verb I	Verb II	Verb III	Meaning
Breake	Broke	Broken	Merusak
Do	Did	Done	Menyelesaikan
Drink	Drank	Drunk	Minum
Drive	Drove	Driven	Mengendarai
Eat	Ate	Eaten	Makan
Fall	Fell	Fallen	Jatuh
Fly	Flew	Flown	Terbang
Get	Got	Gotten	Mendapatkan
Give	Gave	Given	Memberi
Go	Went	Gone	Pergi
Know	Knew	Known	Mengetahui
Rise	Rose	Risen	Terbit/ Naik
See	Saw	Seen	Melihat
Show	Showed	Shown	Menunjukkan
Speak	Spoke	Spoken	Berbicara
Sing	Sang	Sung	Menyanyi
Take	Took	Taken	Mengambil
Wake	Woke	Woken	Bangu
Write	Wrote	Written	Menulis

4) The following verbs have two similar form (Verb I and Verb III are similar)

Example:

Verb I	Verb II	Verb III	Meaning
Come	Came	Come	Datang
Run	Ran	Run	Lari ¹⁶

3. Teaching Vocabulary at Elementary School

English at Elementary School is emphasized on four skills in order to fulfill the development era that requires English. With the four

¹⁵ *Ibid.* , pp. 20-22

¹⁶ *Ibid.*

skills in listening, speaking, reading, and writing in the simple form, the students of elementary school are expected to have language competence, which includes the language components. The students are also expected to be able to communicate with other students or people by using language systematically.

Most of students in Indonesia who have learned a second language know that some words seem easier to learn than other. Easier of all are those that are more or less identical, both in meaning and form, to their first language equivalents.

Teaching at elementary school is also emphasized on the use of English as a means of communication between the students and their environment or family, school and it is surrounding geography circumstances. There are five categories may help giving some practical approaches to teach children, which are:

3.1. Intellectual Development

An elementary school teacher once asked their students to take a piece of paper and pencil and write something. Rules, explanation, and other even slightly abstract talk about language must be approached with extreme caution. Children are centered on the here and now, on the functional purpose of language.

Some rules of thumb for the classroom that are:

- 1) Don't explain grammar using terms like "*present progressive*" or "*relative clause*".
- 2) Rules started in abstract terms (make a statement into a question by adding a *do* or *does*) should be avoided.
- 3) Some grammatical concept, especially at the upper levels of childhood, can be called to learners' attention by showing them certain patterns (notice the *-ing* at end of the word) and example: *I'm walking to the door*.
- 4) Certain more difficult concepts of patterns require more repetition than adult need. For example, repeating certain

patterns (without boring students) may be necessary to get the brain and the ear to cooperate.¹⁷

3.2. Attention Span

Short attention spans do come into play when children have to deal with material that to them are boring, useless, or too difficult since language lessons can at time be difficult for children, the teacher must try to make them interesting, lively and fun.

- 1) Because children are focused on the immediate here and now, activities should be designed to capture their immediate interest.
- 2) A lesson needs variety of activities to keep interest and attention alive.
- 3) A teacher needs to be animated, lively, and enthusiastic about the subject matter.
- 4) A sense of humor will go along way to keep children laughing and learning.
- 5) Children have to a lot of crucial curiosity.

3.3. Sensory Input

The points of stimulated for a classroom is:

- 1) Proper lessons with physical activity.
- 2) Projects and other hands on activities go a long way toward helping children to internalize language.
- 3) Sensory aids here and there help children to internalize concepts.
- 4) Remember that nonverbal language is important because children will indeed very sensitively in facial features, gestures, and touching.¹⁸

3.4. Affective Factors

Teachers need to help children to overcome such potential

¹⁷ H. Douglas. Brown, *Teaching by Principles. An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, Inc, 2001) 2nd Ed. , pp. 87.

¹⁸ *Ibid*, p. 88.

barriers to learn.

- 1) Help students to laugh with each other at various mistakes that they all make.
- 2) Be patient and supportive to build self-esteem, yet at the same time be firm in expectations of students.
- 3) Elicit as much oral participation as possible from students, especially the quieter ones, to give them plenty of opportunities for trying things out.

3.5. Authentic, Meaningful Language

There are several points of authentic and meaningful language that are:

- 1) Children are good at sensing language that is not authentic; therefore, "*canned*" or stilted language will likely be rejected.
- 2) Language needs to be firmly context embedded.
- 3) A whole language approach is essential, if language is broken into many bits and pieces, students won't see the relationship to the whole. And stress the interrelationship among the various skills (listening, speaking, reading, and writing), or they won't see important connections.¹⁹

In other opinion, Linse said that as a teacher, there are many different ways that they can make input comprehensible, here are some suggestions:

- 2.1. Set the stage. Provide context for example: if teachers are going to talk about animal, they may want to put up a bulletin board at a scene with pictures of cows, chickens, horses, and other animals.
- 2.2. Build – schema by relating a new topic to the student prior knowledge and experiences.

19 *Ibid.*, pp. 88-89.

- 2.3. Provide a variety of input. Be sure to provide visual, auditory, and tactile input. Use props, realia, and pictures. Freely boxes (boxes with tactile items inside that children can feel and touch, such as items that are *hard, soft, furry, smooth, metal, etc*) and head phones at listening centers are often neglected but good sources of input.
- 2.4. Make the classroom language rich with environmental print such a labels on the wall, posters with words and children's books.
- 2.5. Model each instruction as it is given. Be sure to give only one instruction at a time so that children can directly link the instruction with the actual directions.
- 2.6. Use the language while teachers are performing different actions.²⁰

4. Games

4.1. General Concept of Games

There is a common perception that all learning should be serious and solemn in nature. Actually, it is not really learning. This is misconception. Learning should be full of fun, hilarity and laughter. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this through games.

Games play an important role in teaching and learning process. They can often help the students understand something presented better than telling them verbally.

The enjoyment of games is not restricted by age. Some individuals, regardless of age, may be less interested in games than others. It depends on the appropriateness of the games and the role of the player. It is generally accepted that young learners and adults

²⁰ David Nuna (ed), *Practical English Language Teaching: Young Learners*, New York: Mc Graw Hill, 2006., pp. 13-14

are very willing to play games.

There are some characteristic of game such as below:

1. Clear, achievable goals, rules, measurable outcomes and rewards
2. Appropriate challenge, gradually increasing difficulty
3. Interaction and feedback
4. A safe environment to explore and in which to make mistakes
5. Collaboration and/or competition
6. A narrative or fantasy setting.²¹

4.2. Types of Games

Games usually use variety of techniques which are important in language teaching. The simplest games are sorting, ordering, or arranging games. These are usually played in pairs or small groups. According to Hadfield, there are eight types of game as follows:²²

- 1) Guessing games are familiar variant of games. The player with the information deliberately with holds it, while others guess what it might be.
- 2) Search games are another variant, involving the whole class. In these games, everyone in the class has one piece of information. Players must all or a large amount of the information available to fill in a chart or picture or to solve a problem.
- 3) Matching games are based on a different principle, but they also involve a transfer of information. These involve matching corresponding pairs of cards or pictures, and may be played as a whole class activity.

²¹ Wikipedia, "Using Game to Enhance Learning and Teaching", <http://www.slideshare.net/nicwhitto/using-games-to-enhance-learning-and-teaching>. Juny, 10th 2010.

²² Jill Hadfield, *Intermediate Vocabulary Games*, (England: Longman, 2001), p. 5.

- 4) Labelling games involve matching labels to items in a picture.
- 5) Exchanging games are based on the 'barter' principle. Players have certain article, cards or ideas which they wish to exchange for others. The aim of the game is to make an exchange which is satisfactory to both sides.
- 6) Role-play games players are given the name and some characteristics of a fictional character.
- 7) Board games and card games are familiar game types, where the aim is to be the first round a board, or to collect the most cards, or to get rid of the cards first, or to build up a story. The cards and squares on the board are used as stimulus to provoke a communication exchange.

From the types of game, scrabble is one of board game and card game. It uses cards and squares on the board game and also it has aim to provoke a communication exchange. In addition, it can be played by two, three, or four people. It consists of forming interlocking words in crossword pattern on a playing board by using letter tiles. The beneficial of game base on Ayu Rini are:

1. For teacher
 - a. To make easy the teacher before gives the material of study by implementing game in the learning process.
 - b. To help the teacher gets the class conditions will be life.
 - c. To give the teacher in the achievement of teaching and to give active participation in teaching and learning process.
2. For students
 - a. Students will be easier to understand the material of study because the material will be presented by using game.
 - b. To minimize of feeling bored for students to study.

- c. To help students memorize the material more quickly.
- d. To make students more active in the class.
- e. To grow the solidarity and sported students each other.²³

5. Scrabble Game

Scrabble is a board games and a game for arranging letter that will be played by 2 or 4 people who set the point base on the score of word which is formed by letter on board game that it is forming square word/ cross word (15 rows and 15 columns)²⁴

Scrabble is a fun way to improve the student's vocabulary, reading, and overall grammar skills. ²⁵Scrabble is also a good game may help students in spelling word in order to make them easy to write well.

The idea of scrabble game is found by Alfred Mosher Butts. Elliot said that the idea for scrabble to the creative genius of Alfred Mosher Butts who developed the idea in 1938. It was an inspired blending of anagrams and crossword puzzles to which he added a more competitive edge by devising a point numbering system for the letters based on how frequently they are used in forming words.²⁶

Taken from the book entitle The Oxford A to Z of Word Games, the number letters in a scrabble set and their scores are as follow: ²⁷

²³ Ayu Rini, *Excellent English Games*, (Jakarta: Kesaint Blanc, 2009), p. 6.

²⁴ Christopher, "The Scrabble", [http: / www.history.com/exhibits/toys/scrabble](http://www.history.com/exhibits/toys/scrabble.html) .html, June 2nd 2009, p. 1.

²⁵ Scrabble, "An Entertaining Way to Improve Your' Child Vocabulary and Spelling Skills", http://math-and-reading-help-for-kids.org/articles/Scrabble%3A_An_Entertaining_Way_to_Improve_Your_Child%27s_Vocabulary_and_Spelling_Skills.html. Juny, 20th 2010.

²⁶ S. Elliot, "The History of Scrabble", [http: /americanhistory.suite.101.Com/article.c/the history of_ scrabble](http://americanhistory.suite.101.Com/article.c/the%20history%20of%20scrabble), p.1. October 23nd 2009

²⁷ Tony Augarde, *The Oxford A to Z of Word Games*, (London: Oxford University Press, 1994), p. 187.

Letter	Number of Tiles	Letter	Number of Tiles
A	9	O	8
B	2	P	2
C	2	Q	1
D	4	R	6
E	12	S	4
F	2	T	6
G	3	U	4
H	2	V	2
I	9	W	2
J	1	X	1
K	1	Y	2
L	4	Z	1
M	2	Blank	2
N	6		

5.1. Procedure for Playing Scrabble Game

Scrabble is a great educational game to play with kids, but sometimes the games go on for way too long. Even though playing scrabble can help a child perfect spelling skills, the slow pace can turn off many kids. Here is the way to speed up the scrabble game:

a. Step 1

Place all of the tiles face down on the table and have each person takes their tiles. After we have tiles, each person should turn their tiles over and quickly try to form words with our tiles as shown here.

b. Step 2

The first person uses all of the tiles would call “draw”. Each person would pick up a new tile. This new letter must be

integrated into the existing puzzle rearranging their puzzles if necessary. Once again, the first person uses all of the tiles would yell “draw”.

c. Step 3

Keep working the new letter into the individual puzzles until all of the words are used up. Each hand can last a number of seconds or minutes, and if everyone is stuck, we need to decide to draw again.²⁸

6. Using Scrabble Game for Teaching English at Elementary School

English words relate to science and scientific concepts that can be the most of difficulties to spell and memorize it. Teachers are always in need of additional ways to help students learn and retain science of vocabulary. Children learn on average 10 to 15 new word meanings each day, but only one of these words can be accounted for by direct instruction. The other nine to 14 word meanings need to be picked up in some other way. It has been proposed that children acquire these meanings with the use of processes modeled by latent semantic analysis; that is, when they meet an unfamiliar word, children can use information in its context to correctly guess its rough area of meaning. Many people build their English vocabulary through a blend of methods by taking English classes, reading books, watching movies in English, and studying English with English language software. Playing word and vocabulary games is a valuable part of learning English.

There is a lot of learn about teaching and learning English and the more fun that can be had in the process will be better. Learning the alphabet can be made more exciting by singing, chanting or game. Cameron said that simple games may help interest and motivation, for

²⁸ Andrea Hermit, "How to Speed up Your Scrabble Game", <http://www.ehow.com/members/ahermitt.html>, September 15th 2009, p. 1. September 15th 2009.

the example, the teacher says a letter at random from the alphabet and children shout out the next letter (or the next but one, or the one before).²⁹

Scrabble is a great educational game to play for students; especially in elementary school. It helps students to spell the letter of vocabulary. They can spell together after arrange the letter of word on the board game. But sometimes the games go on for way too long. Even though playing scrabble can help students to spell, write and memorize vocabulary, the slow pace can turn off many students.

Hopefully it would make the students excited in the teaching learning process especially in teaching English verb because there are many words of verb and it is consists of regular and irregular verbs which we learn. We need much time to memorize the verb. So by using scrabble game, the teachers may help students easy to memorize the verb. To get the students do not feel bored, the teacher can provides the full color of letters. By arranging letter to be word of verb, automatically they learn how to write well and the students know how to spell it, especially about verb.

B. Previous Research

There is some researcher done the research in English verb such as below:

1. The first is a study by Hanifudin (22014306470), Faculty of Language and Art, Semarang State University, 2003. He made a "The English Verbs needed by the Students of SDN Roworejo Kebumen related to SD Curriculum in the Academic Year of 2003/2004.

He did this study because he wanted to analyze the relationship between the needed Indonesian verbs and the English verbs suggested by SD curriculum.

²⁹ Cameron, *Op. Cit.* , p. 143.

The result of this research, it showed that out of 365 verbs proposed in the questionnaire, 205 verbs were familiar to the respondents. There were 69 verbs out of the 205 verbs which fit with the verbs included in the curriculum which contained 95 verbs. Based on the result of the study, he suggested that 136 verbs should be included in the curriculum, while 26 verbs, included in the curriculum but were not needed by the students, should be omitted as complementary material.³⁰

The similarities between his research and the researcher were on the data participant that he observed the fourth grades of elementary school and the material of the study which was about regular and irregular verbs. The differences were on the research approach. The previous researcher used descriptive study in his research and the researcher used descriptive quantitative. The researcher also applied action research to do this research. Then second differences, it was on the objective of study, he analyzed the relationship between the needed Indonesian verbs and the English verbs suggested by curriculum, and the researcher wanted to describe the implementations of scrabble game in teaching verb and to find out the improvement of students' mastery of verb by using scrabble game. The third differences, it was on the data analysis. He analyzed the data by tallying, omitting the column, percentage of user, categorizing, finding result and comparing with curriculum. Here, the researcher analyzed the data of students' participation by mean formula; calculate the pre test, first test and second test, and the result from achievement of study. The last differences were on the method of collecting data whereas the previous researcher used questionnaire and the researcher used documentation, observation, and test.

2. Second researcher is Lia Rizkiana (2201404553), Faculty of Languages

³⁰ Hanifudin, "*The English Verbs needed by the Students of SDN Roworejo Kebumen related to SD Curriculum in the Academic Year of 2003/2004*", Semarang: State University, p. 58.

and Art, Semarang State University, 2007. She made a “The Correlation between Students’ Ability in Playing Scrabble Game and Their Achievement in Spelling Test” (A Case of Eight Grade Students of SMP N 02 Batang in the Academic Year of 2008-2009).

She did this study because many junior high school students had difficulties in English spelling class. So she wanted to know the correlation between students' ability in playing scrabble game and their achievement in spelling test.³¹

The similarity between her research and the researcher were on the material of study that was about scrabble game as media to study English. The differences were on the data participants, that the previous researcher observed eight grade students of junior high school and the researcher observed fourth grade of elementary school. Then the previous researcher used experimental research in conducting material and the researcher used action research in applying scrabble. Then the last differences were on the method of collecting data where as the previous researcher used correlation formula and the researcher used observation, documentation, and test.

C. Action Hypotheses

In this research, the researcher proposes the hypotheses that scrabble game can improve students’ mastery of English verb with the fourth grade students of SD Al Azhar 25 Semarang in the academic year of 2009/2010 by using scrabble game.

³¹ Lia Rizkiana, “*The Correlation between Students’ Ability in Playing Scrabble Game and Their Achievement in Spelling Test (A Case of Eight Grade Students of SMP N 02 Batang in the Academic Year of 2008-2009)*”, Semarang: State University, p. 6.