REINFORCING STUDENTS’ VOCABULARY THROUGH SCRABBLE GAME

(A Classroom Action Research at the First Grade Students of MTs Nurussalam Pondok Pinang)

A “Skripsi”
Presented to the Faculty of Tarbiyah and Teacher’s Training in a Partial Fulfillment of the Requirements for the Degree of S.Pd in English Language Education

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The Writer
ABSTRACT

Saputra Tanjung, Andi. “Reinforcing Students’ Vocabulary through Scrabble Game (A Classroom Action Research at first Grade of MTs Nurussalam Pondok Pinang)”. Presented to the English Education Department Faculty of Tarbiyah and Teachers’ Sciences. Syarif Hidayatullah State Islamic University Jakarta 2011.

Advisor: Drs.A.M. Zainuri, M.Pd

Key words: Reinforcing, vocabulary, scrabble game

The research is conducted in order to describe the application of reinforcing students’ vocabulary through scrabble game at the first grade students of MTs Nurussalam Pondok Pinang.

A Classroom Action Research (CAR) used as the research method in this study in overcoming students’ problem of learning English especially in vocabulary. Kemmis and McTaggart design is used in this research, in which consists of four phases; planning, acting, observing, and reflecting per cycle. In sustaining the research result, two types of data are collected; qualitative data that derived from observation and interview toward the students and the teacher as well. On the other hand, the quantitative data that derived from the test result; pre-test and post test result. Then, those data analyzed by the researcher by using descriptive analysis and statistic analysis to know the final result of the implementation scrabble game toward students English language learning in the Classroom Action Research (CAR).

The result of this research shows that using scrabble game activities in teaching vocabulary at first grade of MTs Nurussalam Pondok Pinang can motivate the students to learn English and reinforce their vocabulary ability. The students’ responses showed that they were interested to learn English vocabulary because they thought that the activities were interesting. Moreover, the students’ achievement in pre-test and post-test which are analyzed that showed a significant improvement. The students’ average score in pre-test was 62.84 and the average score in post-test was 76.38 while the improvement of students’ average score in pre-test and post-test was 13.54. From this result, the researcher concluded that teaching vocabulary using scrabble game activities at first grade of MTs Nurussalam Pondok Pinang can improve students’ vocabulary ability.
ABSTRAK


Advisor: A.M. Zainuri, M.Pd

Key Words: Reinforcing, vocabulary, scrabble

Penelitian ini dilaksanakan untuk menggambarkan sekitar aplikasi penguatan kosa-kata siswa melalui permainan scrabble pada kelas VII MTs Nurussalam Pondok Pinang.

Dalam mengatasi permasalahan pembelajaran bahasa Inggris khususnya dalam kosakata yang dihadapi oleh siswa, penulis menggunakan metode Penelitian Tindakan Kelas (PTK). Model penelitian tindakan yang digunakan adalah model penelitian Kemmis dan McTaggart dimana dalam setiap siklusnya terdiri dari empat fase; fase pertama yaitu perencanaan, kemudian pelaksanaan, pengamatan dan yang terakhir adalah refleksi. Untuk mendukung hasil dari penelitian ini, si penulis mengumpulkan dua macam data yakni data yang bersifat kualitatif yaitu data yang diperoleh melalui observasi dan interview terhadap siswa dan guru yang bersangkutan. Dan atau data yang bersifat kuantitatif yakni data yang diperoleh dari hasil test baik pre test maupun post test. Kemudian data-data tersebut dianalisa dengan menggunakan analisis deskripsi dan analisis secara statistik untuk mengetahui hasil akhir dari penerapan permainan scrabble terhadap pembelajaran Bahasa Inggris dalam Penelitian Tindakan Kelas tersebut.

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CHAPTER I
INTRODUCTION

This chapter presents the general account of the present study. It covers background of study, limitation and research question, objective of study, and significance of study.

A. Background of Study

The globalization era has caused no distance between countries in this world; people decide an international language to overcome the communication problems when people from different countries with different languages meet in some occasions. Today, the first international language is English.

Communication is an essential need for human being. Language as a means of communication has an important role to reveal an intention to someone else. Since language is a means of communications, it is not enough for students to learn words, phrase and grammatical features if they want to produce language in their daily communication or to interact with others in English. Therefore, we are hoped to consider the goal of English teaching today, that is to develop what Hymes in Jack C. Richard's referred to as “communicative competence”. Communicative competence
is a definition of what a speaker needs to know in order to be communicatively competent in a speech community.¹

The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world.² Millions of people today want to improve their command of English or to ensure that their children achieve a good command of English. The opportunities to learn English are provided in many different ways such as through formal instruction, travel, and study abroad, as well as through media and Internet.

One of English components taught to the learners is vocabulary because it has primary role for all language skills as Linda said “vocabulary may have special importance for adult’s learners, since it is the one area of the language learning that does not appear to be showed down by age.”³ Vocabulary makes good students’ performances in all aspects in English language. But it does not mean the other components are ignored such as: phonology and syntax. All of these aspects are learned together, they are attached one to another.

Vocabulary is important in learning a foreign language. It is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire a sufficient number of words and know how to use them accurately.⁴

Mastering vocabulary is not easy, yet other aspects of the language are considered as sound, and structure. Vocabulary is one of the most important elements in a language. To speak the language well needs to master it. No matter how well you

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⁴ Anonymous, Kurikulum 2004 SMA; Pedoman Khusus Silabus Berbasis Kompetensi (Jakarta: PT. Binatama Raya), p. 2
learn grammar, how successfully the sound of the foreign language just cannot happen in any meaningful way.\(^5\)

We can improve our vocabulary such as by reading books, watching TV, or learning through internet such chatting among the country and film video. Increasing learning process the teachers are hoped to develop their students’ ability to communicate to others by giving them practice pattern, which contains the vocabulary items for every day situation.

The importance of learning new vocabulary has encouraged language teachers of English today to move from passive learning to active learning, to find better ways of engaging students in the English language learning process, because Students need something fun and easy to access the vocabulary quickly when is required for use. By using a suitable method, his subject matter will be more interesting and teaching learning process can be more effective and efficient, therefore the purpose can be achieved.

To help drive active students in the class, teachers need games to involve in the teaching-learning process. Games in the school are sometimes viewed as an activity in which students can only get fun or amusement without anything they can learn from it but games can also be used as one of educational aids in teaching.

In teaching and learning process, the important thing is not only how much or how less teaching and learning are done in the classroom, but also how the students are active and fun in their learning process. It has formed the philosophy of learner-centered method that is divided into two focuses on the language process and the language content.

The writer finds teaching vocabulary at first grade of MTs Nurussalam Pondok Pinang, that teacher asks the students to read a text in the textbook together. Then, the teacher asks the students to look up the words in dictionary to check the

meaning of the word and to ask them to memorize that vocabulary. And sometimes, the teacher asks the students about that vocabulary that they are taught by the teacher.

According to the strategy those are applied by the teacher, the writer finds the some problems. First, students are lazy to memorize vocabulary. Second, some of students get boring of that teaching process. Third, most of students are not able to memorize many vocabularies, because of low Intelligence Quotient (IQ).

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

Based on the problems above, the writer was interested in applying scrabble game to reinforce students’ vocabulary and will make the teaching learning process be alive and fun. According to the preceding statement, the topic will be discussed by the writer is “REINFORCING STUDENTS’ VOCABULARY THROUGH SCRABBLE GAME”.

B. Limitation and Research Question

The writer limits the research in discussing reinforcing students’ vocabulary through scrabble game. The subject of study is students of the first grade of MTs Nurussalam Pondok Pinang.

The writer makes a question to do this research, how effective does playing scrabble game to reinforce students’ vocabulary?
C. Objective of Study

This Classroom Action Research (CAR) is conducted in order to get an easy way to reinforce students’ vocabulary by playing scrabble game.

D. Significance of Study

The writer hopes this research will give significant advantage in reinforcing vocabulary for students who reads his research paper. He also hopes that it will be useful for the English teacher in MTs Nurussalam Pondok Pinang especially in teaching vocabulary, so that the teacher can manage classroom activities effectively.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter covers some theories related to the study. The discussion focuses on vocabulary, and scrabble game.

A. VOCABULARY

We are hoped to have some vocabularies in learning a language. They are very important elements in language besides other elements. Whether we need to understand every word in a text or it depends on why we are reading that particular text. Unless the students understand about these, they may find the vocabulary load of some of the text rather daunting, or when we want to speak, listen or write, we need vocabulary.

1. Definition of Vocabulary

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

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

If we look it up in the Oxford Advance Dictionary, we find that; 1. Vocabulary can simply be defined as the total number of words that make up a language. 2. (range of) words know to or used by a person, class, or profession.

“Vocabulary is central to language and critical importance to the typical language learner”.

“Vocabulary is central to both a system and the use of language. Words are pronounced and written and organized into sentences and other grammatical combinations, being the fundamental units of meaning.”

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8 Noah Webster, *Webster’s Collage Dictionary*, (United States of America, 1997) p. 1368


Grams David (1984) defined vocabulary as a list of words defined and alphabetically as in dictionary or specialized glossary; complete word stock of language: Some corpus of word used in a sub language or by a group, class or individual; scope of diction; command of words or range of expressions.  

From some opinions given above, it seems that vocabulary is a total number of words used by a person, class, profession in communication.

2. Kinds of Vocabulary
Vocabulary is obviously necessary for four language skills as well. Anyone who uses a language well has a number of different abilities, in the most general way we can classify for major skills as listening, speaking, reading and speaking.

As people know, vocabulary is not skill instantly required, especially with the students who have different mother tongue or second language learner, as matter a fact in daily teaching process, students often find themselves difficult in memorizing vocabulary, and most students don’t know the meaning of words when they learn English.

Vocabulary very influences in to the four skills of language, listening, writing, reading and speaking. Generally, a student will absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. It’s because vocabulary should be the basic knowledge to learn languages. But in real situation, the process may change, especially in a foreign language teaching. Reading vocabulary may become the first stage before processing the speaking and listening vocabulary.

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

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High frequency vocabulary consists of words that are used very often in normal language, use in all four skills and across the full range of situation of use. High frequency vocabulary consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words in informal spoken texts.

b. The low frequency vocabulary on the other hand, covers only small proportion of the running words of a continuous text, it means that low frequency vocabulary is rarely, used in common activity of English language. This group includes well over 100,000 word families.

Besides, Evelyn Hatch and Charly Brown classify the vocabulary into active and passive.¹⁴

1) Active Vocabulary (Productive Vocabulary)
Active vocabulary is words which the students understand, can pronounce correctly, and uses constructively in speaking and writing.
It refers to put item which the learner can use appropriately in speaking or writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice, its means that to use the productive vocabulary, the students must know how to pronounce it well, they must familiar with collocation and understand the connotation meaning of the word.
This type is often used in speaking and writing skill.

2) Passive Vocabulary (Receptive Vocabulary)
Passive vocabulary is words that recognize and understand when they occur in a context, but which he cannot produce correctly himself.
It refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.

¹⁴ Jo Ann Aebersold and Mary Lee Field, From Reader to Reading Teacher, (Cambridge: Cambridge University Press, 1997), p. 139
Besides receptive and productive vocabulary, Jo Ann Aebersold and Marry Lee Field also classified vocabulary into topic-specific or content-specific vocabulary. Topic-specific or content-specific vocabulary is the words that appear frequently in a particular text because they are related to the topic of the text. For example, in a text on the topic of ice cream, the words flavor, texture, cone, toppings and carton might appear frequently. So, we can call those words as topic-specific or content-specific vocabulary.

Fries says vocabulary is of two, namely; function and content word.

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

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

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

In same line Meanwhile, I.S.P. nations distinguished vocabulary into increasing vocabulary and establishing vocabulary. Increasing vocabulary means introducing learners to new words and thus starting their learning. Establishing

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vocabulary means building on strengthening this initial knowledge, that’s encouraging the knowledge of particular words to develop and expand.\textsuperscript{17}

From the explanation above, we get understanding that every experts in every book is different in classifying the kind of vocabulary, because every person has different perspective in showing and telling their opinions and ideas. Some of them who emphasize vocabulary to the items which the learners can use appropriately in speaking or writing and to the language items which the learners can use appropriately in speaking or writing and to the language items that can be recognized and understood in the context of reading and listening and some of them classify vocabulary that they have made are different, but the point is the same, because their classification are based on the different sides and aspects.

3. Principles of Teaching Vocabulary

From time to time, learners in schools try and practice English to get wider range of vocabulary. By having wider range of vocabulary in their mind it can help them to communicate in English better.

One thing we should know that words is not instantly acquired; they are gradually learned over a period of time from numerous. Before we explain about what are the principles of teaching vocabulary, first of all we must notice that there are some factors that influence vocabulary development which are divided into three aspects. The first main factors that influences is limited the ability to think or to understand word is limited too, on the other on the other hand, when the intelligence is adequate, continued growth in vocabulary can refuted.

The second major factor is the family background, cultural environment and socio-economic background, for non native students this opportunity to practice English with the native speakers in real situation is the one.

\textsuperscript{17}I.S.P Nation, \textit{Teaching and Learning Vocabulary}, (USA:Heinle & Heile Publisher, 1990), p.6
The third important factor in the acquisition is the students’ interest. This brief review factor which plays a part in vocabulary development leads us to the conclusion that improvement as a result of training is not easily achieved, especially for non-native student students which unnaturally acquired English languages as the first language.

Because of the importance of vocabulary, it needs a serious attention in learning vocabulary from both learners and teachers. It becomes a great challenging act for the teacher to teach vocabulary, what kind of methods they use, what kind of vocabulary that they give, or how many vocabularies that they should teach. There are some key principles in teaching vocabulary.18

a. Building a large sight of vocabulary.

b. Integrating new words with previous words.

c. Providing a number of encounters with a word.

d. Promoting deep level of processing.

e. Facilitating imaging.

f. Making new word “real” by connecting them to the student’s word in some way.

g. Using variety techniques.

h. Encouraging independent learning strategies

Broadly speaking, Finocchiaro says that there are several premises and comments related to the teaching of vocabulary.19 Those are:

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

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

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

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

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

a) Aims

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

b) Quantity

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

c) Need

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

d) Frequent Exposure and Repetition

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

e) Meaningful Presentation

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

f) Situation of Presentation

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

1. Definition of Scrabble Game

Scrabble is a board game played with two to four players with the players using their vocabulary to create words. They can make a word from 7 letters given to each player to put on an available scrabble board in the game. One of the players must get the highest score to win the game. In Oxford Advance dictionary (1985), scrabble is a board game in which players try to make words from letters printed on small plastic blocks and connect them to words that have been already placed on the board.

2. Rules of Playing Scrabble Game

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

a. Determine the discussion subject that will be used in the game

b. Place every stones, face to down and stir it. Then, determine who is the first player, every player takes a stone and who gets the letter A or the nearest of it, so he is the first player. And then, return the stone and stir it. Now every player takes 8 stones.

c. By using that stones in the particular time, the first player creates a word on the board. The word can be placed from left to right or from above downward and the first word must pass the * (center of the board).

d. The player finishes his return by accounting the number that he achieves in his return. Then, he can take the new stone as many it has already used. So, he still has 8 stones on his hand.

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21 www.gamehouse.com


23 http/www.gamehouse.com
e. The player uses the time in the game is one minute to create the word.

f. The new words can be formed by:
   1. Adding one or more of the letter in one word or the letter has already put on the board.
   2. Putting the letters crossly in a word or letter that has already on the board.
   3. Placing a word in an equal line that has already on the board, with the result that create a complete word.

g. The player can use the empty stones to change the letter that he wants. And he must say it.

h. Every player can use his turn to change the stones and take the new stones in an equal number. Then, he waits his turn to play the game.

i. All words which exists in dictionary can be used except the special name which started by capital letter and abbreviations. Check the word with dictionary whether it corrects or not.

j. The game is going on until all of the stones finished and one of the players has used all his stones.

k. The scores of each player can be assisted by totaling the letter’s score that has already been on the board.

From the rules of playing scrabble above, it shows:
- There are many different rules conducted by each country or region.
- Playing scrabble game needs the techniques in making a new word from the tiles given. Making a new word needs to recognize the letter that will form a word.

3. Reinforcing Students’ Vocabulary through Scrabble Game

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

Before the writer discusses how to reinforce vocabulary through scrabble game, the most important one is we must know the meaning of reinforcing. The writer found it refers to wikipedia, reinforcing is defined as describing something used to reinforce while other defines reinforcing as something reinforces.²⁴

Kufaishi states that a large number of vocabulary items are necessary to success in social, professional and intellectual life; that vocabulary is a vehicle for thought, self-expression, interpretation, and communication.²⁵ It means reinforcing vocabulary should not be delayed. Scrabble can be used to get rid of the students’ boredom and can serve a lot of fun. Scrabble has a great tendency to attract attention of students. It also introduces an atmosphere of gaiety, fun and informality in the classroom.

In class situation, way of reinforcing students’ vocabulary is mostly monotonous so, students will get bored easily. Teacher drills the words to the students and ask them to do some exercises, i.e. completing sentences using the suitable word given. Other example is students are asked to match words on column A with the suitable definition on column B. those kind of exercise will not attract students’ attention. This can cause the influence on the teaching- learning process in the classroom.

In this research, the writer teaches the students about the games topic. There are many vocabularies that the students have to remember. The writer gives the scrabble game to the students of the teaching English with the game topics. The vocabulary that has been taught by the writer, students can find it when they play the game. And the technique of playing scrabble game to reinforce students’ vocabulary


²⁵ Adil Al- Kufaishi, A Vocabulary Building Program is Necessary not a Luxury, (English: 1989)p. 87
is effective. It is based on the students’ performances in the classroom and they are looks enjoy with the teaching-learning process.
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the subject of study, place and time of the study, research instrument, technique of data collecting, the role’s of the writer, techniques of data analyzing, the Classroom Action Research (CAR) procedures, research design, and the criteria of the action success.

A. Subject of Study

The subject of this study is first grade students of MTs Nurussalam Pondok Pinang. The first grade consists of two classes with 26 students for each class. For this study the researcher just took out 1 class from the classes above as the subject to be applied for this study.

B. Place and Time of the Research

The writer did his research at junior high school namely MTs Nurussalam Pondok Pinang. This school is located on Jl. Ciputat Raya, Kebayoran Lama, Pondok Pinang Jakarta Selatan. The research was held from December, 12\textsuperscript{th} 2010 to January 20\textsuperscript{th}, 2011.
C. Research instrument

The research instruments in this research are pre-test and post-test, were conducted in order to know how the students’ scores after they are taught using scrabble game. To complete and support the data, the writer did the observation, documents of teaching-learning process and interview.

D. Technique of Data Collecting

There are three techniques of data collecting applied in this study; they are observation, test, and interview:

1. Observation

The writer did the observation directly toward English teaching and learning-process in first grade of MTs Nurussalam Pondok Pinang 2009/2010 Academic Year. In this research, the writer acted as an active observer. The writer interacted with the students as well as the teacher. In vocabulary lesson, the writer observed their vocabulary. The writer observed how far the students could remember the vocabulary that has taught by their teacher.

2. Test

The test is used to compare students’ vocabulary achievements before conducting the research and after conducting the research. The form of the test is the written test. Pre-test and post test are kind of the test that will measure the students’ scores in reinforcing their vocabulary. Both of pre-test and post-test are presented in translating the text and essay form. From this test the writer will know the students’ progress in remembering the vocabulary before and after teaching and learning vocabulary process through scrabble game.
3. Interview

One of the ways to get deep and more information in the classroom is by using interview. The writer interviewed the students of first grade of MTs Nurussalam Pondok Pinang. The interview was conducted structurally by using interview guide and it was conducted after finishing teaching and learning process in each of cycle. Here, the researcher took 8 samples of 26 students. The interview was about problem in vocabulary lesson before and after using scrabble game activities in vocabulary lesson.

E. The Writer’s Role on the Study

In this research, the writer is as the researcher and the teacher as well. As the researcher, he took data’s to be analyzed to sustain the validity of the research result. While as a teacher, he taught the students with materials and techniques that have been planned before in the planning phase. Through the teaching and learning process throughout of the data would be taken. In this case, he is helped by the real English teacher to guarantee the validity of the data gained.

F. Techniques of Data Analyzing

In order to be easy in analyzing the data, the writer tends to use techniques as follow:

a. Qualitative data are about the information which gives a description of students’ expression about comprehension level toward the subject (cognitive), students’ respond toward new method (affective), and students’ activity toward learning a subject, their attention, their enthusiastic in learning, their response; their motivation of learning that can be analyzed qualitatively. The writer uses descriptive analysis to analyze this qualitative data, which consists of the observation of students’ activities and teacher’s
performance during the teaching learning process, the interview before and after Classroom Action Research (CAR).

b. Quantitative data comprises students’ score of learning outcome. This research can be considered success when they have achieved the criteria of action success of this CAR. The increasing of their achievement can be shown with increasing score which is gotten by students from pre-test to post-test. The writer used three techniques in analyzing the numerical data as follow:

1) The writer seeks the average of students’ vocabulary score within pre-test and post-test of every cycle by using the formula:\(^26\)

\[
\bar{X} = \frac{\sum x}{n}
\]

\(\bar{X}\) : mean  
\(x\) : individual score  
\(n\) : number of students

2) The writer seeks the class percentage which passes the KKM score (70) by using the formula:\(^27\)

\[
P = \frac{F}{N} \times 100\%
\]

\(P\) : the class percentage  
\(F\) : total percentage score  
\(N\) : number of students

3. To know the improvement of students’ vocabulary pre-test and post-test, the writer used the standard of six by Gronlund and presented the data of the


comparison between students’ score in pre-test and post-test 2 in the table below:\(^{28}\):

<table>
<thead>
<tr>
<th>Mark</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;9</td>
<td>Very good</td>
</tr>
<tr>
<td>8</td>
<td>Good</td>
</tr>
<tr>
<td>7</td>
<td>More than enough</td>
</tr>
<tr>
<td>6</td>
<td>Enough</td>
</tr>
<tr>
<td>5</td>
<td>Bad</td>
</tr>
<tr>
<td>4</td>
<td>Very bad</td>
</tr>
</tbody>
</table>

**Standard of Six by Gronlund**

G. Action Research Procedure:

This research is Classroom Action Research (CAR), which is done to solve the instructional problems. Classroom Action Research (CAR) is a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of: (a) their own social or educational practices; (b) their understanding practices; and (c) the situation in which practices are carried out.\(^ {29}\)

CAR is the type of research that could offer a procedure to improve and enhance the professionalism of teachers in teaching and learning in the classroom by looking at various indicators of the success of learning processes and outcomes that occur in the students. In other words, through the CAR teachers can improve learning practices to become more effective.\(^ {30}\)


\(^ {29}\) Kunandar, *Langkah Mudah Penelitian Tindakan Kelas (Sebagai Pengembangan Profesi Guru)*, (Jakarta: Rajagrafindo Persada, 2008), pp. 45-46

Action research is classroom-based research conducted by teachers in order to reflect upon and evolve their teaching. It is a systematic, documented inquiry into one aspect of teaching and learning in a specific classroom. The purpose of teacher research is to gain understanding of teaching and learning within one’s classroom and to use that knowledge to increase teaching efficacy or student learning. Reflective teachers do this every day, only not as carefully and systematically. With training and support, you can learn how to systemize your inquiry from informal reflection and teacher story sharing to formal research.\(^{31}\)

It means that classroom action research is an on-the job problem, problem-solving, action and improvement-oriented. Cohen and Manion said that it’s a situational, contextual, small scale, practice, flexible, adaptive, self-evaluation and participatory research.\(^{32}\) The writer concludes that classroom action research is formative, subjective, interpretive, reflective, and experiential model of an education research based on an inquiry that arises during teaching learning activities.

Dave Ebbutt (cited in Hopkins, 1985) said that action research is about the systematic study of attempts to improve educational practice by group of participants by means of their own practical action and by means of their own reflection upon the effects of those actions\(^ {33}\). So, the researcher can see the improvement from the action that he does, the result of what he did whether it is successful or not. While, Jhon Elliot defines action research as:

“Action research is the process through which teachers collaborate in evaluating their practice jointly; raise awareness of their personal theory; articulated a shared conception of values; try out new strategies to render the values expressed in their practice more consistent with educational values they espouse; record their work in a form which is readily available to and

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\(^{32}\) Kunandar, *Langkah Mudah Penelitian Tindakan Kelas (Sebagai Pengembangan Profesi Guru)*, (Jakarta: Rajagrafindo Persada, 2008), p. 56

\(^{33}\) Suwandi, Sarwiji, *Penelitian Tindakan Kelas (PTK) dan Penulisan Karya Ilmiah* (Surakarta: Yuma Pustaka, 2010), p. 9
understandable by other teachers; and thus develop a shared theory of teaching by research practice."\(^{34}\)

Based on the definition above, Classroom Action Research is an effective medium in improving the quality of English teachers’ performance in instruction as well as students’ achievement in learning English in classroom. In Classroom Action Research, English teacher assesses the effectiveness of their teaching activities and plan the improvement based on the result of the assessment. Classroom Action Research for English instruction is aimed at developing innovative instructional strategy that can help enhance the success in students’ learning English.\(^{35}\)

English teacher believed that every student can succeed in learning English if appropriate learning strategy is provided. When students fail in learning English, the mistake is on the teachers who do not provide appropriate help to the students. When the students fail in learning English it may be because the teachers have failed in helping them. And this is the teachers’ problem. Identifying classroom problems and trying to solve the problems can be done through the process of Classroom Action Research. It is the job of professional teachers to identify their classroom problems and to try to solve the problems.\(^{36}\)

In this Classroom Action Research (CAR), the writer used the CAR principle to collect the data. Classroom action research is performed in form of processes that consist of four phases, which is: (1) Planning, (2) Action, (3) Observation, and (4) Reflection. This research consists of two cycles and each cycle consists of four elements. The writer described the cycles through the scheme of action research designed by Kemmis and Mc Taggart as follows:

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\(^{36}\) Siti Nurul Fadilah, *Enriching Students’ Vocabulary through Semantic Mapping* (Skripsi) 2011. p. 33
Based on Kemmis and Mc Taggart design above, the writer would like to describe further concerning in implementation of Classroom Action Research (CAR) in the cycle one and the cycle to as following:
- Evaluate teaching and learning process
- Analyze students’ achievement
- Revise the action planning for the next cycle
- Give the questionnaire
- Ask students’ responses
- Observe the class while students are learning
- Analyze students’ achievement
- Discuss with the English teacher
- Evaluate action
- Give the questionnaire
- Calculating the post-test to see the improvement
- Observe students’ participation.
- Decide appropriate strategy
- Make lesson plan
- Choose suitable topic and teaching aids
- Implementing the lesson plan (teaching vocabulary by using scrabble game
- Identify the problem from students
- Revise the lesson plan and the teacher performance
- Reselected teaching aid
- Implementing the new lesson plan
- Playing scrabble game and use the dictionary
- Evaluate teaching and learning process
- Analyze students’ achievement
- Revise the action planning for the next cycle
- Give the questionnaire
The steps of action procedure in this Classroom Action Research (CAR) in detail as follows:

**Cycle 1**

1) **Planning**

The planning of giving an action of this research is to apply discovery of learning technique to students in order to be able to improve students’ problem in understanding of the simple past tense. Before implementing it, the writer prepares everything related to the actions that are used in teaching learning process, such as preparing materials, determining an interesting topic, making a lesson plan, preparing teaching aids, such as interesting games topic and the scrabble game, and also preparing research instruments, such as the structured observation sheet, the field notes, and the posttest.

2) **Action**

After accomplishing the planning phase, the writer and the teacher discuss about the strategy in acting phase. According to the teacher, he chooses to become an observer, and the writer as the teacher. As teacher, he will conduct the activity based on the lesson plan concerning to vocabulary.

3) **Observation**

During the teaching learning process, the teacher as observer, he observes the teacher’s performance, the students’ activity, the students’ participation, the students’ attention, the students’ response and the class situation using the field note and structured observation sheet.
4) **Reflection**

After conducting the action phase, the writer and the teacher accomplish a reflection about the activity in the action phase by analyzing observation data with collaborator and reflecting her teaching experience herself when she implements the action. Also analyzing the students’ score of pre-test based on criteria success in order to know that discovery learning is good to imply in teaching vocabulary at first grade students of MTs Nurussalam Pondok Pinang or not. If the first cycle is unsuccessful, the writer will make the next cycle to solve students’ problem.

The steps of action procedure in this Classroom Action Research (CAR) in detail as follows:

**Cycle 2**

1). **Planning**

After identifying the problems found in cycle 1, the writer will revise the lesson plan and reselect the topics and teaching aids to motivate students, so that they will get a better achievement in reinforcing their vocabulary through scrabble game.

2). **Action**

In this action, the writer does the teaching-learning vocabulary process that appropriate with the lesson planning that was made. The writer does not do many different strategies with the cycle I. But the writer just does the correcting of the activity that was happened in the cycle I. for examples, the student who makes noisy and moves to the other students’ seat.
3). Observation

In this phase, the teacher as observer accomplishes an observation phase during the teaching and learning process. When he becomes observer, he observes the students’ activity, students’ participation, students’ attention, students’ response and students’ situation in the classroom by using field note and observation sheet. Then she also collects data from the post-test result.

4). Reflection

The writer conducts the reflection with collaborator about her activity, students’ activity and also their situation when the action is accomplished. Then he analyzes observation data, interview data, pre-test and post-test based on criteria success.

H. The Criteria of the Research Success

These are criteria by which this research considered successful according to Nunan, Those are:

a. The result exceeds the determined target score.
b. The innovation had overall positive response from participating teachers.
c. The innovation had beneficial impact on students’ speaking. A comparative analysis students’ test score indicated, in terms of evaluation criteria identified by the researcher.
d. Teachers’ classroom practice changes as a result of participation innovation.
e. The objectives of the innovation largely met.
f. The innovation has a number of distinctive features which contributed to its effectiveness.38

In line with these, the writer infers that the research will be considered successful if the implementation of the scrabble game in teaching vocabulary for students first grade bring about changes and benefits by all mean for reinforcing students’ vocabulary, students’ motivation, and the teaching and learning outcomes.  

In this study, the research will succeed when there is 75% numbers of students could achieve some improvement scores from the pre-test until the second post-test in cycle two and/or they could pass the target score of the minimal mastery level criterion (KKM). Based on the agreement between the researcher and the teacher and referring to the school regulation at MTs Nurussalam Pondok Pinang, The KKM of English lesson is 70 (seventy). So, if the students can achieve the criteria of the action success of this Classroom Action Research (CAR), this research will be stopped. However, if they cannot achieve it, this research will be conducted in the next cycle.

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CHAPTER IV
RESEARCH FINDING

In this research finding, the writer presents the data that have been collected. The data description consists of the description of data from observation, data from interview, the implementation of teaching vocabulary using scrabble game and the improvement result of the implementation of scrabble game activities in teaching vocabulary at first grade of MTs Nurussalam Pondok Pinang.

A. DATA DESCRIPTION

1. Data of Observation

   Based on the observation conducted by the writer, it is known that in teaching vocabulary at first grade of MTs Nurussalam Pondok Pinang, the teacher teaches vocabulary traditionally. The teacher asks the students to read a text in the textbook together. Then, the teacher asks the students to look up the words in dictionary to check the meaning of the word and to ask them to memorize that vocabulary. And sometimes, the teacher asks the students about that vocabulary and they do not remember it. This teaching strategy cannot help the students to reinforce their vocabulary.
This strategy influences the teaching of vocabulary which causes many problems. First, it relates to the condition of students who are lazy to memorize vocabulary which will make them unable to memorize words in the classroom. Second, some of students will get bored with that teaching-learning process. Third, most of students are not able to memorize many vocabularies, because of low Intelligence Quotient.

2. Data of Interview

a. The Description of Data from Interview with English Teacher of MTs Nurussalam Pondok Pinang

Based on the interview with the English teacher of first grade of MTs Nurussalam Pondok Pinang conducted by the writer, it is known that he is the alumna of English Education Department, faculty of Tarbiya and Teacher’s Training, Syarif Hidayatullah State Islamic University Jakarta.

Mr. X has been teaching in MTs Nurussalam Pondok Pinang for almost three years. During his time in teaching vocabulary to first grade students of MTs Nurussalam Pondok Pinang for almost one year, he found some problems in getting students’ attentions and participations in the classroom, furthermore, the student of first grade of MTs Nurussalam Pondok PinangSMA are very active and noisy, it is very difficult to get their attention and to keep them silent. The English teacher thought that the cause of it may be because not all students motivated in learning English. Besides, it is very difficult to motivate the students to speak English or to perform in front of the class because their lack of vocabulary and difficult to remember it.

The English teacher of first grade of MTs Nurussalam Pondok Pinang teaches vocabulary by asking the students to read a text in the textbook together. Then, the teacher asks the students to look up the words in dictionary to check the
meaning of the word and to ask them to memorize that vocabulary. And sometimes, the teacher asks the students about that vocabulary and they do not remember it.

From this interview, it is also known that the English teacher is very rare facilitates the students of first grade in teaching learning process by the other strategies, such a game. The reason is that the time of teaching and learning process inside the classroom is very limited, so it is very difficult to find a suitable activity in this situation. Therefore the writer here tries to make a fun strategy in teaching-learning vocabulary process.

According to the English teacher of first grade of MTs Nurussalam Pondok Pinang, the students’ ability in remembering the vocabulary that they have learnt is still low, however they have shown some improvements compared to their ability before they learn in MTs Nurussalam Pondok Pinang. At first, they look confuse in translating the text or the vocabulary that the writer gave them, but now they are more knowing and remembering the vocabulary.

b. The Description of Data from Interviews with Students of first grade of MTs Nurussalam Pondok Pinang

Based on the interviews conducted by the writer to the eight students of first grade of MTs Nurussalam Pondok Pinang, it is known that most students like English; however they are not motivated in learning English because they thought that learning English is very difficult and boring.

The students of first grade of MTs Nurussalam Pondok Pinang have some problems in learning English that they can not understand English well and they never have the occasion to reinforce their vocabulary in the classroom, therefore some time it make them to forget the vocabulary that they have learnt. Most students are motivated in learning vocabulary, however, sometimes they are bored because they are always asked to memorize.
The students said that their English teacher teaches them by asking them to read a text in the textbook together and sometime they read one by one. Then, the teacher asks them to look up the words in dictionary to check the meaning of the words and to ask them to memorize that vocabulary. And sometimes, the teacher asks them about that vocabulary and they do not remember it.

3. The Implementation of Scrabble Game Activities in Teaching Vocabulary

Based on the information from the data collected, the students were not interested in learning English. They were difficult to learn English, especially in vocabulary. Their score of the English test was poor. They felt the way to teach English was monotonous or not interesting. They needed a method to make them pay attention to the English lesson.

They had limited vocabulary, they felt difficult to remember the vocabulary that they have learnt and they had less motivation in vocabulary class. The teacher had some problems when he teaches in class. The problem was the teacher had a difficulty in handing the passive students and the hyper active ones who always make a lot of noise in the class during the teaching learning process. To overcome the problem in that school, the writer used scrabble game activities to support the teaching-learning process. The writer teaches the students using scrabble game activity as the technique of teaching the students. The topics used in this research were modern games, sport games, playing kites, children games.

In this research implementation, the writer arranged pre-test and post-test. The test is aimed at measuring the students’ achievement in reinforcing vocabulary. In the pre-test, the writer used a text of game that the students translate it into Indonesian language, answer the questions and change the vocabulary in Indonesian language.

After knowing that the students’ vocabulary ability is low, from the result of pre-test score, the writer prepared two cycles. Each cycle consists of four steps; planning, actuating, observing, and reflecting. After each cycle was done the writer
conducted post-test, to know the improvement of students’ vocabulary ability. The description of each cycle can be explained as follows.

This research was held in MTs Nurussalam Pondok Pinang from December 12th, 2010 to January 20th, 2011 in two cycles. Every cycle was conducted in three meetings.

**a. Cycle One**

1. **Planning**

   To find the students’ vocabulary ability, the writer did pre-test in cycle one. The writer planned a lesson plan and selected the appropriate material. There is one lesson plan in cycle one; the topics are modern games, children games and playing kites.

   This cycle is begun with the planning process, actuating the learning process, observing and evaluating or reflecting.

   a. Based on the first condition, the problems can be identified in the English teaching learning processes that must be solved by the writer are: students’ low motivation and low in remembering the vocabulary that they have learnt. The writer tries to improve their motivation in learning vocabulary and to reinforce their vocabulary through scrabble game activities.

   b. Planning to make the students group by looking at the total of students. Based on that case, the writer makes the class into six groups; each of group has four students.

   c. Arranging the English lesson plan with the game topics. The steps of teaching learning process as follows:

      1. first activities

         Apperception and motivation of the students to the aim of teaching learning process.
2. prominent activities

The writer divides the students into groups by giving one set of scrabble game in each group. And then, the writer explains the scrabble games and the rules of playing scrabble game.

3. last activity

Making evaluation

4. making a paper of evaluation and the paper of observation

5. Preparing the important facility such as the scrabble board games.

2. Action

a. the writer and the students make the class group

b. the writer explained the goal of teaching learning process and gave the students’ paper activities

c. the writer and the students did the English learning process with the games subject and scrabble game, gobak sodor game and playing kites sub-topics. The summary of learning that has been done as follows:

The writer explained the way how to play scrabble game, assessment and the rules of playing scrabble games. Students implemented the games about 30 minutes.

d. after completed, the writer and the students made the summary. The teaching learning activities closed with the evaluation, the writer gave the tasks to the students and the students did it. Doing the tasks such translating the discourse, answering the questions from that discourse and making the sentences after playing scrabble game.

3. Observation

In this phase, the writer observes the students’ response, participation, achievement and everything which is found during the teaching and learning process.
Sometimes, the writer also asks some students’ opinion about the process of teaching and learning using scrabble game activities.

In the first cycle of field notes during three meetings, the writer found:

1. the numbers of groups that cause classes to be noisy and the game becomes difficult to control (P1)
2. students begin to be caught by the game itself (P2)
3. the teacher’s role is less optimal (P2)
4. the game started to run effectively and smoothly (P3)

The researcher gave questionnaires after the first cycle of learning, the results as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Total</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100% of students</td>
<td>Stating obviously with the rules of the scrabble game</td>
</tr>
<tr>
<td>2</td>
<td>100% of students</td>
<td>Stating there was no difficulty in playing scrabble</td>
</tr>
<tr>
<td>3</td>
<td>93,6% of students</td>
<td>Stating really did question and answer in playing scrabble</td>
</tr>
<tr>
<td>4</td>
<td>72,3% of students</td>
<td>Stating difficulties in arranging words in the playing scrabble</td>
</tr>
<tr>
<td>5</td>
<td>89,3% of students</td>
<td>Stating pleasure in the scrabble game</td>
</tr>
<tr>
<td>6</td>
<td>76,5% of students</td>
<td>Stating the vocabulary that they had more recall in their mind</td>
</tr>
</tbody>
</table>

4. Reflection

After conducting the observation about the learning process, the researcher conducted the analysis and reflection over all the activities that have been done. The results of learning activities reflection in the first cycle is as follows.
At the beginning of the first cycle, the students are very enthusiastic to play
the scrabble game. They have learned and it feels without do the game. The class is
alive but very noisy. Students arranged the words with the letter that they have, so the
class looks rowdy and the fear will disturb other classes.

In the last meeting in the cycle I the games run smoothly and effectively, and
the students look quiet in arranging the words. Commonly, the students felt pleased in
the teaching-learning process through scrabble game. But there are few students that
felt bored, especially children who are clever and they could quickly arranged the
words and got more points than their friends so that it makes the game not something
special.

From the reflecting phase above, there must be more efforts to develop
students’ ability in reinforcing their vocabulary that they have learnt by using
scrabble game. It needed to be improved again in the next cycle. This efforts was
done in the next lesson plan in the cycle two.

B. Cycle Two

As in the first cycle, on the second cycle begins with the planning process,
then proceed with the process of analysis and reflection.

1. Planning

a. Based on the result on the first cycle, then could be identified the problems
   and to formulate it. Problem that found in the first cycle are as follows:
   students still did not understand the true rules of playing scrabble game,
   students still confused in drafting letters to form the words, many students still
did not concentrate in learning process.

b. The writer re-explained the rules of playing scrabble game and re-affirmed
   them that they do not just play but also to reinforce their vocabulary.
c. The writer re-controlled of teaching process which developed from the first cycle.
d. The writer re-prepared the lesson plan and the media that will be used in teaching learning process.

2. **Action**
   a. The writer repeated the result of first cycle meeting briefly, re-explained the goal of teaching- learning process and re-shared the students’ sheet activities.
b. The writer and students re-conducted the teaching learning process with the games topic and sport games, scrabble and gobak sodor sub topics.
c. The writer explained about sub topic that will be played and exemplified with the general vocabulary.
d. The writer re-explained the rules of playing scrabble game for more understood, so the students more understand and more delight in receiving a lesson.
e. Students are told to ask if there are difficulties.
f. Followed-up of teaching-learning process with group discussion, and writer gave more chances to students to ask before answering the questions.
g. Learning is determinate, the writer and students created a summary for knowing the students understanding of concepts that have been taught, the writer gave an evaluation with the form of translating discourse, answering questions, and making sentences.

3. **Observation.**

   The implementation of the second cycle did not get significant obstacles. From the result of observation, a lot of students had difficulties in arranging letters to become a word in the game. This case caused the students to find the appropriate letter to complete the next word from their enemy. Some students had difficulty in
conducting the game; it causes their limited knowledge of the sub-topic. But in general, the students conducted the games smoothly and happily.

Whereas, the observation questionnaire result after teaching learning process in the cycle two, the data can be found as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Total</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
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<td>Stating obviously with the rules of the scrabble game</td>
</tr>
<tr>
<td>2</td>
<td>100% of students</td>
<td>Stating there was no difficulty in playing scrabble</td>
</tr>
<tr>
<td>3</td>
<td>72.3% of students</td>
<td>Stating difficulty in arranging the words in the game</td>
</tr>
<tr>
<td>4</td>
<td>83.5% of students</td>
<td>Stating the vocabulary that they had more recall in their mind</td>
</tr>
<tr>
<td>5</td>
<td>89.3% of students</td>
<td>Stating pleasure in playing scrabble game</td>
</tr>
<tr>
<td>6</td>
<td>85.9% of students</td>
<td>Stating difficulty in continuing the arranging of words from their friends</td>
</tr>
<tr>
<td>7</td>
<td>97.8% of students</td>
<td>Stating difficulty in grammar and vocabulary</td>
</tr>
</tbody>
</table>

4. **Reflection**

As the implementation of activities in the first cycle, then after conducting the observation of teaching learning process, further the analysis and reflection on all activities that has been done. The result product of learning reflection on the second cycle is as follows:

The games run smoothly and students played it actively. The games more developed than first cycle. Students found difficulty in creating the words. To help it, the contextual approach before the games is implemented. Therefore the students could know various vocabulary of the topic that will be played. Boredom that came
from some students who were clever, so they must be suggested to formulate more
difficult words so that they became more creative in doing the games and there is a
sense of pride in conducting the game.

In general, the implementation of learning in second cycle was quite good,
and the achievement of learning has been reached and also the students have already
more creative in learning.

4. The Improvement of Students’ Vocabulary Achievement

To know whether the teaching vocabulary using scrabble game activities was
successful or not and whether the scores were significantly increased or not to the
students of first grade at MTs Nurussalam Pondok Pinang, the writer described the
result of pre-test and post-test. By this result, the writer wanted to know the result of
teaching action to the students in understanding of words, autonomy and success in
playing scrabble game. The writer used quantitative descriptive technique to analyze
the data.

The test was given to the students before the teaching learning process was
conducted (pre-test) and in every end of cycle (post-test). In this research, the writer
held post test twice, first posttest held in the final cycle 1 and second posttest held in
the final cycle 2. The students’ score of pretest, posttest 1 and posttest 2 can be seen
the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Students</th>
<th>Score (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>62</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>57</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>61</td>
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<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>70*</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>73*</td>
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<tr>
<td>6</td>
<td>6</td>
<td>68</td>
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<tr>
<td>7</td>
<td>7</td>
<td>75*</td>
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<td>8</td>
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<td>68</td>
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<td>59</td>
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<td>23</td>
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<td>24</td>
<td>24</td>
<td>64</td>
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<tr>
<td>25</td>
<td>25</td>
<td>64</td>
</tr>
<tr>
<td>26</td>
<td>26</td>
<td>69</td>
</tr>
</tbody>
</table>

*The student who passed the KKM (70)
1. Calculating the students mean score of the test. It is calculated by using this formula:\(^\text{41}\)

\[
X = \frac{\sum x}{N}
\]

Based on the table above, the writer concluded the lowest score of pre-test is 55 and the highest score of pre-test is 75.

The average of students’ scores of pre-test is:

\[
\sum \text{Pre-test (X)} = 1634
\]

Mean = \[
\frac{\sum X}{N} = \frac{1634}{26} = 62,84
\]

From the calculation above, the mean of students’ vocabulary score in pre-test before implementing Classroom Action Research (CAR) or using the scrabble game is 62,84

2. Calculating the percentage of students’ score who passed the KKM (70) by using this formula:

\[
P = \frac{F}{N} \times 100\%
\]

\[
P = \frac{3}{26} \times 100\%
\]

\^[41\ Anas Sudijono.Pengantar Statistik Pendidikan, (Jakarta: PT. Raja Grafindo Persada, 2001), p. 80\]
\[ P = 11.53\% \]

Based on the calculation above, it shows that the students’ score percentage in the pretest is 11.53\%, because there are only 3 students who pass the KKM and 23 students who still get the score below the KKM. It can be concluded that the students’ score in pre-test still low and need the improvement to achieve the KKM.

**Table: 4.4**

_The Score of Vocabulary Post-Test I_

<table>
<thead>
<tr>
<th>No</th>
<th>Students</th>
<th>Score Y (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>69</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>68</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>74*</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>77*</td>
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<tr>
<td>6</td>
<td>6</td>
<td>74*</td>
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<tr>
<td>7</td>
<td>7</td>
<td>78*</td>
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<td>8</td>
<td>8</td>
<td>73*</td>
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<td>65</td>
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<td>10</td>
<td>10</td>
<td>67</td>
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<tr>
<td>11</td>
<td>11</td>
<td>64</td>
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<tr>
<td>12</td>
<td>12</td>
<td>68</td>
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<tr>
<td>13</td>
<td>13</td>
<td>66</td>
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<td>14</td>
<td>14</td>
<td>59</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>16</td>
<td>16</td>
<td>61</td>
</tr>
</tbody>
</table>
1. Calculating the students mean score of the test. It is calculated by using this formula:\(^{42}\)

\[
X = \frac{\sum x}{N}
\]

Based on the table above, the writer concluded the lowest score of post-test 1 is 59 and the highest score of pre-test is 78.

The average of students’ scores of post-test 1 is:

\[
\sum \text{Post-test 1 (Y 1)} = 1785
\]

Mean

\[
\frac{\sum X}{N} = \frac{1785}{26} = 68.65
\]

From the computation above, the students’ mean score of post-test in cycle 1 is 68.65. It means that there are some students’ improvements in conducting the action by using scrabble game from the pretest mean score. It could be compared between the pre-test mean score (62.84) and the post-test 1 mean score 68.65. So it can be concluded that there is improvement of students’ score until 5.81 (68.65 – 62.84).

2. Calculating the percentage of students’ score who passed the KKM (70) by using this formula:

\[
\frac{F}{P} = \frac{10}{26} \times 100\%
\]

\[
P = 38.46\%
\]

Based on the calculation above, it shows that the students’ score percentage in the post-test I is 38.46%, because there are only 10 students who pass the KKM and 16 students who still get the score below the KKM. It can be concluded that the students’ score in post-test 1 still low and need the improvement to achieve the KKM.

**Table: 4.5**

<table>
<thead>
<tr>
<th>No</th>
<th>Students</th>
<th>Score Y (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>74*</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>70*</td>
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<td>3</td>
<td>73*</td>
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<td>4</td>
<td>4</td>
<td>83*</td>
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<td>5</td>
<td>5</td>
<td>85*</td>
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<td>9</td>
<td>71*</td>
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<td>10</td>
<td>78*</td>
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<td>11</td>
<td>80*</td>
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<tr>
<td>12</td>
<td>12</td>
<td>75*</td>
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<tr>
<td>13</td>
<td>13</td>
<td>77*</td>
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<tr>
<td>14</td>
<td>14</td>
<td>68</td>
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<tr>
<td>15</td>
<td>15</td>
<td>71*</td>
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<tr>
<td>16</td>
<td>16</td>
<td>70*</td>
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<tr>
<td>17</td>
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<td>69</td>
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<td>18</td>
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<td>73*</td>
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<td>19</td>
<td>19</td>
<td>81*</td>
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<td>20</td>
<td>74*</td>
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<td>21</td>
<td>21</td>
<td>80*</td>
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<td>78*</td>
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<td>24</td>
<td>81*</td>
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<td>25</td>
<td>25</td>
<td>83*</td>
</tr>
<tr>
<td>26</td>
<td>26</td>
<td>78*</td>
</tr>
</tbody>
</table>

*The student who passed the KKM (70)
1. Calculating the students mean score of the test. It is calculated by using this formula:

\[
X = \frac{\sum x}{N}
\]

Based on the table above, the writer concluded the lowest score of post-test is 69 and the highest score is 85 which indicated that the post-test scores is higher than the pre-test score.

The average of students’ scores of post-test is:

\[
\sum \text{Post-test (} Y \text{) } = 1986
\]

Mean = \frac{\sum Y}{N}

= \frac{1986}{26}

= 76,38

Based on the calculation above, the mean of students’ score in the post-test II is 76,38. It showed that the mean of students’ vocabulary score in pre-test after implementing Classroom Action Research (CAR) or using the scrabble game is 13,54 from the mean score of pre-test is 62,84.

The improvement of the average of students’ scores in pre-test and pot-test II is: \( \sum Y (2) - \sum X = 76,38 - 62,84 = 13,54 \)

2. Calculating the percentage of students’ score who passed the KKM (70) by using this formula

\[
P = \frac{F}{N} \times 100\%
\]
Based on the calculation above, it shows that the students’ score percentage in the post-test is 92.30%, because there are 24 students who pass the KKM and 2 students who still get the score below the KKM. It can be concluded that the students’ score in post-test is higher than pre-test. And the percentage of students who achieve the KKM shows that this CAR categorized success.

From the computation above, the percentage of students’ score who passed the KKM is 92.50%. It showed that there are 24 students who passed the KKM and 2 students who still below the target of KKM. So there is 80.97% of improvement in the students’ percentage of posttest II score from the pre-test (11.53%). Therefore, this Classroom Action Research (CAR) has enough successful, because it has achieved the target of CAR (75%).

To know the improvement of students’ vocabulary pre-test and post-test, the writer used the standard of six by Gronlund and presented the data of the comparison between students’ score in pre-test and post-test 2 in the table below:\(^4\)

### Table: 4.6
Standard of Six by Gronlund

<table>
<thead>
<tr>
<th>Mark</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;9</td>
<td>Very good</td>
</tr>
<tr>
<td>8</td>
<td>Good</td>
</tr>
<tr>
<td>7</td>
<td>More than enough</td>
</tr>
<tr>
<td>6</td>
<td>Enough</td>
</tr>
<tr>
<td>5</td>
<td>Bad</td>
</tr>
<tr>
<td>4</td>
<td>Very bad</td>
</tr>
</tbody>
</table>

### Table: 4.7
The comparison scores of pre-test and post-test II

<table>
<thead>
<tr>
<th>No</th>
<th>Students</th>
<th>X</th>
<th>Y</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>62</td>
<td>74</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>57</td>
<td>70</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>61</td>
<td>73</td>
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<td>61</td>
<td>75</td>
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<td>77</td>
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<td>55</td>
<td>68</td>
<td>13</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>55</td>
<td>71</td>
<td>16</td>
</tr>
</tbody>
</table>
The table above shows that the average score of pre-test is 62.84, in post-test II the average score is 76.38. The improvement result of the implementation is 13.54. So, there is a significant improvement of students’ achievement in vocabulary. It means that scrabble game activity is effective to be used in teaching vocabulary to first grade students of MTs Nurussalam Pondok Pinang.

5. Students’ Responses on the Implementation of Teaching Vocabulary by Using Scrabble Game

After the teaching action had been implemented, the writer gave questionnaire to the students. The questioner was given at the end of the meeting after school time, in order that it will not disturb the teaching learning process. The writer took eight samples of students to answer the questionnaire. The questionnaire is about their feeling during English lesson and their responses toward the technique of teaching vocabulary by using scrabble game.
1. The process of English learning in MTs Nurussalam Pondok Pinang

   According to 8 students, their opinions about the process of English learning are:

   1. Mengasikkan, gurunya baik
   2. Cukup menarik
   3. Mengasikkan
   4. Rasanya menyenangkan tapi juga susah
   5. Menyenangkan tapi kadang membosankan
   6. Saya cukup merasa senang
   7. Kadang menyenangkan kadang tidak
   8. Menyenangkan, gurunya ramah

   The statements above showed that 5 students like the process of English learning and the others stated that they like it but it is difficult to understand. For some students, English learning is interesting but difficult to understand. So, we should use new technique in order to help them better in English lesson.

2. The method in teaching English vocabulary used by Mr. X as the English teacher

   According to 8 students. The method of English teaching used by the English teacher of first grade of MTs Nurussalam is:

   1. Memberikan materi kemudian menjelaskannya
   2. Menjelaskan, terus memberi tugas menghapal
   3. Menerangkan, kemudian menghapal
   4. Susah sekali, saya terkadang tidak paham
   5. Caranya kadang menyenangkan
   6. Menjelaskan saja
   7. Saya bingung
   8. Caranya gitu-gitu saja
The statements above showed that Mrs. X asked students to memorize the material she has given to them, without engage learner in the activity that will motivate them to remember what they have learned. The teacher should use new method to teach English in order that the students will be more active and able to reinforce their vocabulary.

3. Favorite thing in vocabulary lesson

According to 8 students. Their favorite things in vocabulary lesson are:

1. Menghapal
2. Tidak ada
3. Mengucapkan kosa kata itu
4. Mengulang-ulangi kosa kata itu
5. Membuat kedalam kalimat
6. Menulis kosa kata itu setelah diucapkan
7. Mencari di kamus
8. Mengingat kosa kata itu setelah dipelajari

The statements above showed that the students want to be active in learning process and remember the vocabulary that they have learned. Therefore, we should give more attractive activity to facilitate them to reinforce their vocabulary.

4. Students’ problem in vocabulary lesson

According to 8 students. Their problems in vocabulary lesson are:

1. Mengartikan
2. Bila harus menghapal
3. Mencari arti
4. Tidak ada
5. Sulit membuat kalimat
6. Menghapal
7. Mengingat kosa kata itu lagi
8. Mengingatnya lagi setelah dipelajari

The statement above showed that most students do not like monotonous activity, such as memorization.

5. Students’ opinion about learning vocabulary using scrabble game activities

According to 8 students. Their opinions are:
1. Senang
2. Asyik dan menyenangkan
3. Santai tapi serius
4. Cukup menyenangkan dan mengasyikkan
5. Asyik bias bermain scrabble
6. Pertamanya bingung, tapi lama-kelamaan jadi asyik
7. Kadang susah nyari kosa katanya
8. Sangat senang

The statements above showed that most students like and enjoy learning vocabulary using scrabble game activity because it was an interesting activity.

6. Favorite things in vocabulary class using scrabble game activities

According to 8 students. The favorite things in vocabulary class using scrabble game activity are:
1. Menyusun kata dari keeping-keeping permainan scrabble
2. Ketika mencari kosa kata
3. Menambah kosa kata
4. Jadi bisa bermain scrabble
5. Bermain scrabble
6. Mencari kosa kata supaya mendapat poin yang tinggi
7. Belajar bersama dan mencari kosa kata
8. Bisa mudah lebih ingat
The statements above showed that the students like this technique, they become more confident, more enjoy, more active and easier to remember the vocabulary that they have learned, and they also like to cooperate and pronounce the words that they have arranged.

7. Problem in vocabulary lesson when students are taught using scrabble game activities

According to 8 students. The problems in vocabulary lesson using scrabble game activity are:
1. Tidak ada
2. Tidak ada
3. Susah nyari kosa katanya
4. Tidak ada
5. Sepertinya tidak ada
6. Tidak ada
7. Tidak ada
8. Tidak ada

The statements above showed that most students do not have problem when they are taught using scrabble game activity, although there are some students having difficulties in understanding the words.

8. Students’ ability in reinforcing vocabulary after they are taught using scrabble game activities

According to 8 students. Their ability in reinforcing vocabulary after they are taught using scrabble game activity is:
1. Lebih baik
2. Semakin baik
3. Lumayan
4. Lebih baik dari sebelumnya
5. *Lebih ingat*
6. *Memuaskan*
7. *Biasa aja*
8. *Saya merasa lebih ingat*
    
    Most students said that their ability is improved after they are taught using scrabble game activity. They are braver and more active in vocabulary teaching learning process.

    Most students said that they love this technique. They could easily learn vocabulary lesson. The students admitted that their vocabulary ability is improved. The students said that they more remember their vocabulary that they had. For those reasons, the students could be more familiar with teaching learning activity.

    The students also admitted that they were not bored during the teaching learning process. The students looked braver and more confident and express their feeling. They became active and full of concentration in the classroom during the lesson. They are motivated to learn English especially vocabulary.

**B. INTERPRETATION OF DATA**

1. **Data of Observation**
   
   Based on the observation was conducted by the writer, the students were not interested in learning English. They were difficult to learn English, especially in vocabulary. Their score of the English test was poor. They felt the way to teach English was monotonous or not interesting. They needed a method to make them pay attention to the English lesson.

   They had limited vocabulary, they felt difficult to remember the vocabulary that they have learnt and they had less motivation in vocabulary class. The teacher had some problems when he teaches in class. The problem was the teacher had a difficulty in handing the passive students and the hyper active ones who always make a lot of noise in the class during the teaching learning process. To overcome the problem in that school, the writer used scrabble game activities to support the
teaching-learning process. The writer teaches the students using scrabble game activity as the technique of teaching the students. The topics used in this research were modern games, sport games, playing kites, children games.

However, after the students are taught using scrabble game activities, they can be more active and the teaching learning process looked more alive. It because they are interested with the activity given to them and an interesting activity can motivate them to be active in the teaching learning process.

2. Data of Interviews

The data of interviews with the English teacher and the students of first grade of MTs Nurussalam Pondok Pinang show that the teacher and the students have some problems in teaching and learning English vocabulary. First, the teacher has a problem how to get the students’ attention and participation, and he thought that the reason was that they are not motivated to learn English and especially vocabulary. Getting students’ attention and participation for more than one hour is a hard job if we do not give them an interesting, creative and innovative activity. If a teacher uses only a kind of activity in every meeting, it will make students feel bored. Therefore the English teacher has to use different activities in teaching vocabulary to make students interested and enjoy the teaching learning process. If the students enjoy the teaching learning process, they will pay attention and participate actively in the teaching and the learning process.

Second, the English teacher has a problem to handle some passive students who do not participate in the class, while other students are very active that they always talk or play with their friends while teaching learning process is going on. Therefore, we have to motivate passive students to be active students by giving them and interesting activity that allows and forces them to be active at first, and later it will motivate them to be more active in the class. The very active students will also be motivated to participate in an activity that involved them actively in an interesting
activity. The active student will participate actively if they are involved actively in an interesting activity.

The third problem is that the students are difficult to remember the vocabulary that the teacher has been given. And they said that some time they felt bored in teaching learning process. Therefore, the writer tries to use an interesting activity in teaching vocabulary, so that the learner will be motivated to learn English especially vocabulary. Therefore, the writer decided to implement scrabble game activities in teaching vocabulary at first grade students of MTs Nurussalam Pondok Pinang.

3. The Implementation of Scrabble Game Activity to Reinforce Students’ Vocabulary

There were the problems faced by the first grade students of MTs Nurussalam Pondok Pinang in vocabulary. First, the students had low motivation in learning English especially vocabulary. And some of them were very lazy to follow the vocabulary teaching learning process. The students were very difficult to remember the vocabulary that the teacher has taught them. Therefore, the writer decided to use scrabble game activities that can make the students enjoy the teaching and learning process and motivate them to learn vocabulary.

In the implementation of scrabble game activities in teaching vocabulary at first grade of MTs Nurussalam Pondok Pinang, the writer chose the games topic for a scrabble game activity which is suitable to be implemented to the students at first grade of junior high school. At first, the students looked confuse, however, after they had engaged in an interesting activity for six meetings, they looked more active and motivated to learn vocabulary.

4. Students’ Achievement in Test

After the problems were analyzed, the writer decided to use scrabble game activities to overcome the problems. The use of scrabble game activities can improve students’ vocabulary ability. Then classroom action research was held. The writer has conducted two cycles. The problems found in cycle 1 have been solved in cycle 2.
Each cycle consists of three meetings. After cycle 1 and 2 was conducted, the writer conducted a post-test I and II. It aims to know the students’ improvement. The average of pre-test score before the treatment was 62.84. Whereas the average score after the treatment in cycle 1 is 68.65 and cycle 2 is 76.38. And the improvement result of the implementation is 13.54. And the percentage of students who achieve the KKM in pre-test is 11.53%, and post-test I is 38.46 and post-test II is 92.30%. It shows that teaching vocabulary using scrabble game can improve students’ vocabulary ability significantly and the students who achieve the KKM from pre-test to post-test improve significantly.

5. **Students’ Responses on the Implementation of Scrabble Game Activity**

The students admitted that they loved this technique. They do not feel bored and more enthusiastic to follow the teaching learning process. The students looked braver and more confident to express their feelings, thoughts or ideas. They also admitted that they become active and full of concentration in the classroom. They are also motivated to learn vocabulary. Considering the explanation above, the writer concluded that the research is successful and the technique of scrabble game activity can improve the students’ vocabulary ability at the first grade students of MTs Nurussalam Pondok Pinang. The improvement of students’ vocabulary ability can be seen in the improvement of students’ scores. The result of the pre-test and post-test showed the significant improvement. The use of scrabble game in teaching vocabulary can overcome the writers’ problem that is how to motivate student to learn English especially vocabulary, so that it will reinforce their vocabulary. The students also have a positive response to the implementation of teaching vocabulary by using scrabble game activity. The students’ vocabulary ability can be improved trough scrabble game, because in teaching vocabulary using scrabble game they can more enjoy to learn and be more active in teaching learning process. If they get difficulty of remembering the words, and low motivation to learn vocabulary, of course with scrabble game technique they can reduce those problems. They can play
each other. So, it’s fun and interesting. They can be motivated, more enjoy and easier in learning vocabulary.
CHAPTER V
CONCLUSION AND SUGGESTION

After finishing the whole steps of the Classroom Action Research (CAR) study, the writer makes some conclusion concerning the result of this research. Furthermore, related to the conclusion the writer also gives some suggestions.

A. Conclusion

Based on the result of this Classroom Action Research (CAR) conducted in two cycles with the game topics, the writer concluded that students’ activity for the learning process in cycle one and two, has improved that involved understanding of words, autonomy, and success in playing scrabble game. Students’ response with the learning process was very good. Most of students stated pleasure with the scrabble game, and their vocabulary is better than before they are taught with the scrabble game.

Students’ learning result improved from the first cycle and the second cycle. It is proved by the students’ pre-test and post-test. The average of pre-test is 62,84 and the average in the post-test is 76,38. The improvement result of the implementation is 13,54. It shows that teaching vocabulary using scrabble game can improve students’ vocabulary ability significantly. And the percentage of students who achieved the
KKM in pre-test is 15.3%, post-test I is 38.46% and post-test II is 92.30%. The percentage of students who achieve the KKM shows that this CAR categorized successful.

B. Suggestion

Dealing with the conclusion, the writer would like to give some suggestions to improve English proficiency as follows:

- It is effective to reinforce students’ vocabulary through an enjoyable game.
- Using games in language teaching help students to learn English as an enjoyable moment.
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APENDICES
LEMBAR OBSERVASI BAGI GURU

NAMA SEKOLAH : MTS NURUSSALAM PONDOK PINANG
GURU : Mr. X
PENELITI : ANDI SAPUTRA TANJUNG
TEMA : GAMES

<table>
<thead>
<tr>
<th>NO.</th>
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<th>YA</th>
<th>TIDAK</th>
<th>KETERANGAN</th>
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<td>1.</td>
<td>Melakukan Pre Aktifitas</td>
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<td>Memberikan pengetahuan tentang sub tema</td>
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<td>3.</td>
<td>Memberikan keterampilan bermain scrabble</td>
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<td>Memperagakan kegiatan bermain scrabble</td>
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<tr>
<td>5.</td>
<td>Menggunakan media pembelajaran</td>
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<td>6.</td>
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<td>7.</td>
<td>Menjawab pertanyaan siswa</td>
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<td></td>
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<td>8.</td>
<td>Membahas hasil kegiatan siswa</td>
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<td>Memberikan penugasan di kelas</td>
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<td>Memantau kegiatan siswa</td>
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<td>11.</td>
<td>Memberikan bantuan kepada siswa</td>
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<td>12.</td>
<td>Berlaku empati kepada siswa</td>
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LEMBAR OBSERVASI BAGI SISWA

NAMA SEKOLAH : MTS NURUSSALAM PONDOK PINANG
GURU : Mr. X
PENELITI : ANDI SAPUTRA TANJUNG

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<td>4.</td>
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<td>5.</td>
<td>Saling bertanya jawab dengan temannya</td>
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<td>6.</td>
<td>Kelas gaduh/ramai</td>
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<td>7.</td>
<td>Mengikuti kegiatan dengan baik</td>
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<td>8.</td>
<td>Mengalami tekanan dalam belajar</td>
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<td>9.</td>
<td>Merasakan kegembiraan dalam belajar</td>
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<td>10.</td>
<td>Mengalami kepasiban</td>
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PROGRAM SATUAN PEMBELAJARAN BAHASA INGGRIS
(Tindakan Kelas I)

A. Identitas
Mata Pelajaran : Bahasa Inggris
Pokok Bahasan : Games
Kelas/Semester : Satu/Dua
Waktu : 2 x 45 Menit
Tahun Ajaran : 2010/2011

B. Standar Kompetensi
Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat

C. Kompetensi Dasar
Mengungkapkan retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan dalam teks berbentuk makna dan langkah lingkunagan terdekat prosedure.

D. Tujuan Pembelajaran Umum.
1. Siswa mampu memperoleh data, maupun fakta dari buku-buku sumber dan media permainan.
2. Siswa mampu mengungkapkan pengalaman, gagasan, pesan, pendapat, dan pernyataan secara sistematis, logis, Dan kreatif yang sesuai dengan konteks dan situasi

E. Tujuan Pembelajaran khusus.
1. Siswa dapat menerjemahkan wacana dengan bahasa yang tepat.
2. Siswa dapat menjawab 5 pertanyaan dari sebuah wacana bertemakan games dengan benar.

F. Kegiatan Belajar Mengajar.

Langkah-langkah kegiatan belajar mengajar

1. Kegiatan awal.
   
   Apersepsi, motivasi ke arah tujuan dan kegiatan belajar.

2. Kegiatan inti
   
   a. Guru membagi siswa dalam kelompok (1 kelompok 4 orang)
   
   b. Guru membagi 1 set permainan scabble.
   
   c. Guru menjelaskan cara permainan scrabble beserta peraturannya.
   
   d. Guru meminta siswa menerjemahkan isi wacana dengan bahasa yang baik dan benar.
   
   e. Guru meminta siswa untuk menjawab 5 pertanyaan dalam sebuah wacana.
   
   f. Guru meminta setiap anak untuk membuat 10 kalimat, pada kata yang telah ditemukan.

   
   Melakukan evaluasi dan tindak lanjut

Media dan sumber belajar

1. Media / alat peraga : Peranngkat permainan scrabble dan media penunjang yang lain

2. Sumber belajar :
   
   
   

G. Evaluasi

1. Prosedur.
   
   a. Penilaian proses belajar.
1. Tes awal (pre test) : Dilaksanakan sebelum proses pembelajaran.
2. Tes akhir (pos test) : Dilaksanakan setelah proses pembelajaran.

b. Penilaian hasil belajar

Tes dilaksanakan setelah proses belajar mengajar

2. Alat Penilaian
a. Penilaian proses
   Lembar kegiatan proses belajar mengajar
b. Penilaian hasil
   (1). Menterjemahkan kembali isi wacana dengan bahasa yang baik.
   (2). Menjawab 5 pertanyaan dari sebuah wacana yang bertemakan Games.
   (3). Membuat atau menyusun 10 kalimat dari kata bidang games setelah permainan scrabble.

Ciputat,
Desember 2010

Guru Bidang study Peneliti
Mengetahui
Kepala Sekolah
A. Identitas
Mata Pelajaran : Bahasa Inggris
Pokok Bahsan : Games
Kelas/Semester : Satu/Dua
Waktu : 2 x 45 Menit
Tahun Ajaran : 2010/2011

B. Standar Kompetensi
Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat

C. Kompetensi Dasar
Mengungkapkan retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan dalam teks berbentuk makna dan langkah lingkungan terdekat prosedure.

D. Tujuan Pembelajaran Umum.
3. Siswa mampu memperoleh data, maupun fakta dari buku-buku sumber dan media permainan.
4. Siswa mampu mengungkapkan pengalaman, gagasan, pesan, pendapat, dan pernyataan secara sistematis, logis, Dan kreatif yang sesuai dengan konteks dan situasi

E. Tujuan Pembelajaran khusus.
4. Siswa dapat menerjemahkan wacana dengan bahasa yang tepat.
5. Siswa dapat menjawab 5 pertanyaan dari sebuah wacana bertemakan games dengan benar.

F. Kegiatan Belajar Mengajar.

Langkah-langkah kegiatan belajar mengajar

   Apersepsi, motivasi ke arah tujuan dan kegiatan belajar.

5. Kegiatan inti
   g. Guru membagi siswa dalam kelompok (1 kelompok 4 orang)
   h. Guru membagi 1 set permainan scabble.
   i. Guru menjelaskan cara permainan scrabble beserta peraturannya.
   j. Guru meminta siswa menerjemahkan isi wacana dengan bahasa yang baik dan benar.
   k. Guru meminta siswa untuk menjawab 5 pertanyaan dalam sebuah wacana.
      1. Guru meminta setiap anak untuk membuat 10 kalimat, pada kata yang telah ditemukan.

   Melakukan evaluasi dan tindak lanjut

Media dan sumber belajar

3. Media / alat peraga : Peranngkat permainan scrabble dan media penunjang yang lain

4. Sumber belajar :

G. Evaluasi
   1. Prosedur.
   2. Penilaian proses belajar.
i. Tes awal (pre test) : Dilaksanakan sebelum proses pembelajaran.
ii. Tes akhir (pos test) : Dilaksanakan setelah proses pembelajaran.

3. Penilaian hasil belajar
   Tes dilaksanakan setelah proses belajar mengajar

4. Alat Penilaian
   c. Penilaian proses
      Lembar kegiatan proses belajar mengajar
   d. Penilaian hasil
      (1). Menterjemahkan kembali isi wacana dengan bahasa yang baik.
      (2). Menjawab 5 pertanyaan dari sebuah wacana yang bertemakan Games.
      (3). Membuat atau menyusun 10 kalimat dari kata bidang games setelah permainan scrabble.

Ciputat, Desember 2010

Guru Bidang study
Mengetahui
Peneliti

Kepala Sekolah
Children games

Every one likes playing games. They make us relaxed and happy. Children and adults can play the games indoor or outdoor. We also need partner to play the games, either in pairs or groups.

Many children like playing “hike and seek”. One of the children closes his or her eyes, while the others are hiding. He or she has to find their friends who are hiding. The other game is ‘mouse and cat’. Some children like to play it in the yard. Covering his eyes, one of them stands in the middle of circle. The others walk around him, singing a song. When they stop singing and walking he has to find them by touching and mentioning the names.

A. translate the text above into Indonesia

B. Answer the following question according to the text
1. Why does every one like games?
2. Do we need friend to play games?
3. How do the children play ‘hide and seek’?
4. What does the word “they” refer to?(the second sentence of paragraph 1)
5. What does the word “it” refers to? (the second sentence of paragraph 3)

C. find the meaning of these words and make a sentence
1. game 6. cat
2. hide 7. circle
3. seek 8. touch
4. enjoy 9. yard
5. mouse 10. middle
Playing Kites

Every people like playing a kite. It is very simple game. People usually play kites in the field or in the street. They do it with their friends while they play together. But, to play a kite in the street is very dangerous because there are many vehicles (kenderaan) in the street.

People usually play it in the afternoon. They play it when the wind blows hard. The wind will bring the kite highly in to the air. The kite will be like an airplane. There are usually many kites. They fly and cross to one another. It usually causes one of them cuts its string and falls down. Some children usually run to catch it. They usually run un carelessly and get an accident.

To make a kite is very simple. You need only some glue, a piece of paper, a skeleton (made of bamboo) and some thread. First make the skeleton. Then give the skeleton a piece of thread or string. After that, cut paper according to the shape or the skeleton. The last, paste the paper on the string with some glue.

A. Translate the text above into Indonesia.
B. Answer the following question according to the text
   1. Who likes playing kites?
   2. What is very dangerous?
   3. What will bring the kites into the air?
   4. What does the word “it” (paragraph 1) refers to?
   5. What is a kite like in the air?
C. Find the meaning of this words
   1. game
   2. hide and seek
   3. scrabble
   4. snake and ladder
   5. chess
   6. play
   7. football
   8. volleyball
   9. sport
   10. bridge
Modern Games

Nowadays, there are a lot of modern games. Some of them are bridge, scrabble and computerized chess.

Scrabble is very interesting. We can enlarge our English vocabularies. We have to arrange into words in English to win the game.

Chess is a very challenging game. Each player needs a very good strategy and skill to win the game.

A. Translate the text above into Indonesia

B. Answer the following question according to the text.
   1. Why is it interesting to play scrabble?
   2. How do you play scrabble?
   3. Why is chess in groups or individually?
   4. Can we play chess in group or individually?
   5. What main idea of paragraph two?

C. Arrange these words into good order.
   1. played-children- games- the- yesterday
   2. I- to Semarang- went- last week
   3. didn’t- they- school- go- to
   4. holiday- was- it- a
   5. Mr. Abdan- did- buy- car- the-?
   6. interesting-is- very- scrabble
   7. chess- very- games- is- a- challenging
   8. I- go- my father- and- swimming
   9. watched- I- football- on- TV- last night
Scrabble

Scrabble is a modern game. It is very interesting. The game is for four players. The aim is to create the words.

The players circle a board. The shape is square. Letters are on the board. Numbers are also on it. Each player takes eight buttons. They are in the box. A letter is on every button.

They look at their buttons. One player begins to play. He builds a word. He puts it on the board. He takes some button again. Another player tries to arrange his word. He can not find it. He says, “pass”. He loses the game.

A. Translate the text above into Indonesia

B. Answer the following question according to the text

1. based on the text, what is scrabble game?
2. how many players that can play scrabble game?
3. how is the shape of scrabble game?
4. how many buttons that player can take?
5. how many persons that can play scrabble game?

C. Translate the words below into Indonesia

1. game
2. player
3. shape
4. box
5. button
6. letter
7. board
8. build
9. create
10. circle
Gobak Sodor

Gobak Sodor is a traditional game. It is only for fun. Boys and girls do it. They perform it in the garden. They draw a court. Its shape is rectangular.

Two groups practice the game. The firsts are the players, the second are the guards. The guards watch the lines.

A player teases a guard. The guard tries to hit him. Another players run across the line. Another guard catches him. He holds his arm. The player jumps, but he is late. The guard group wins the game. The other group loses. The game is over.

A. Translate the text above into Indonesia

B. Answer the following question

1. According to the text, what is “Gobak Sodor”?
2. Who can play this game?
3. How many groups can play this game?
4. What is the shape of the court?
5. When the game is over?

C. Translate the following words into Indonesia

1. traditional
2. fun
3. perform
4. garden
5. guard
6. hold
7. hit
8. arm
9. tease
10. jump
Sport Games

People like sport games. They are games that people play as sport. People like the games as sport and they follow some rules (aturan). The players play the games supportively because of the rules.

There are many kinds of sport games. They are badminton, volley ball, football, etc. Two or four people play badminton. They use rackets, a net and shuttle cocks. Twelve people play volley ball. They use a ball and a net. Two teams play football. One team consists of eleven players. They play it in the field and they use a ball and goal pal.

Some kinds of sport equipments are very expensive. A dozen of shuttle cocks are twenty five thousand rupiahs. Because of this people like to play cheap sport such as football or valley ball.

A. Translate the text above into Indonesia

B. Answer the following question according to the text

1. Based on paragraph one, what is sport game?
2. What make the players of the sport games play supportively?
3. “….and they follow some rules” (paragraph one). What does the word “they” in the sentence refers to?
4. What does the phrase “sport equipments” means (artinya)?
5. Why is the playing badminton expensive?

C. Arrange these words into good order

1. is- kite- making- a –simple.
2. need- and- some string- you- skeleton- a pieces of paper
3. need- some glue- you- also
4. small- or- make- you -big –can
5. careful-to play-be it-but
6. people-like-every-playing-a- kite
7. usually-people-it-in-the afternoon-play
8. like-doing-games-sports-people
9. Four-play-persons-this game-So.
10. There-many-are-of sport-games kinds.
STUDENTS’ PRE-TEST

Scrabble

Scrabble is a modern game. It is very interesting. The game is for four players. The aim is to create the words.

The players circle a board. The shape is square. Letters are on the board. Numbers are also on it. Each player takes eight buttons. They are in the box. A letter is on every button.

They look at their buttons. One player begins to play. He builds a word. He puts it on the board. He takes some button again. Another player tries to arrange his word. He can not find it. He says, “pass”. He loses the game.

D. Translate the text above into Indonesia

E. Answer the following question according to the text
   1. based on the text, what is scrabble game?
   2. how many players that can play scrabble game?
   3. how is the shape of scrabble game?
   4. how many buttons that player can take?
   5. how many persons that can play scrabble game?

F. Translate the words below into Indonesia
   1. game
   2. player
   3. shape
   4. box
   5. button
   6. letter
   7. board
   8. build
   9. create
   10. circle
STUDENTS’ POST-TEST I

Playing Kites

Every people like playing a kite. It is very simple game. People usually play kites in the field or in the street. They do it with their friends while they play together. But, to play a kite in the street is very dangerous because there are many vehicles (kenderaan) in the street.

People usually play it in the afternoon. They play it when the wind blows hard. The wind will bring the kite highly in to the air. The kite will be like an airplane. There are usually many kites. They fly and cross to one another. It usually causes one of them cuts its string and falls down. Some children usually run to catch it. They usually run un carelessly and get an accident.

To make a kite is very simple. You need only some glue, a piece of paper, a skeleton (made of bamboo) and some thread. First make the skeleton. Then give the skeleton a piece of thread or string. After that, cut paper according to the shape or the skeleton. The last, paste the paper on the string with some glue.

A. Translate the text above into Indonesia.

D. Answer the following question according to the text

1. Who likes playing kites?
2. What is very dangerous?
3. What will bring the kites into the air?
4. What does the word “it” (paragraph 1) refers to?
5. What is a kite like in the air?

E. Find the meaning of this words

1. game
2. hide and seek
3. scrabble
4. snake and ladder
5. chess
6. play
7. football
8. volleyball
9. sport
10. bridge
STUDENTS’ POST-TEST II

Modern Games

Nowadays, there are a lot of modern games. Some of them are bridge, scrabble and computerized chess.

Scrabble is very interesting. We can enlarge our English vocabularies. We have to arrange into words in English to win the game.

Chess is a very challenging game. Each player needs a very good strategy and skill to win the game.

D. Translate the text above into Indonesia

E. Answer the following question according to the text.

1. Why is it interesting to play scrabble?
2. How do you play scrabble?
3. Why is chess in groups or individually?
4. Can we play chess in group or individually?
5. What main idea of paragraph two?

F. Arrange these words into good order.

1. played-children- games- the- yesterday
2. I- to Semarang- went- last week
3. didn’t- they- school- go- to
4. holiday- was- it- a
5. Mr. Abdan- did- buy- car- the-?
6. interesting-is- very- scrabble
7. chess- very- games- is- a- challenging
8. I- go- my father- and- swimming
9. watched- I- football- on- TV- last night
10. we-play-now-game-the-Can
### The Scores of Students’ Vocabulary Pre-Test

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The Scores of Students’ Vocabulary Post-Test I

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*The student who passed the KKM (70)
Interview

Interview Guideline for English Teacher of First Grade of MTs Nurussalam Pondok Pinang

1. What is your educational background?
2. How long have you been teaching English in MTs Nurussalam Pondok Pinang?
3. Have you ever found some problems in teaching vocabulary since you taught in MTs Nurussalam? What are they?
4. What problem do you have in teaching English at first grade students of MTs Nurussalam in 2009/2010 academic year?
5. English teacher usually find some problems in teaching vocabulary, so, do you find some problems in teaching vocabulary at first grade students of MTs Nurussalam Pondok Pinang?
6. How do you usually teach vocabulary to the students?
7. How are students’ responses in vocabulary class?
8. Have you ever used the media in teaching vocabulary to the first grade students of MTs Nurussalam Pondok Pinang?
9. How do students responses on that teaching-learning process?
10. How are their score in vocabulary subject?
11. How is their vocabulary ability compared to their ability before they study in your class?

The Answers of Interview with the English Teacher of First Grade of MTs Nurussalam Pondok Pinang.

1. Educational background, the alumna of English Education Department, Faculty of Tarbiyah and Teachers Training, Syarif Hidayatullah, State Islamic University Jakarta.
2. I have been teaching here for almost five years.
3. Yes, I have some problems in getting students’ attention and participations in the classroom, it may be because not all the students motivated in learning English.

4. Students of MTs Nurussalam Pondok Pinang are very noisy students; it is very difficult to get their attention and to keep them silent.

5. Yes, I have the problem in teaching Vocabulary in first grade students of MTs Nurussalam Pondok Pinang, the students difficult to memorize the vocabulary.

6. I usually teach them by memorizing the vocabulary and I have ever taught them by puzzle game.

7. Some of them are noisy and some them response it with a good responses.

8. Sometimes

9. Sometime they look bored, confuse and some of students have the good responses on it.

10. Students’ score in vocabulary subject, we can say it still very low.

11. Their vocabulary ability now better than before.
Interview

The Interview Guideline for First Grade Students of MTs Nurussalam Pondok Pinang

1. Apakah anda suka belajar Bahasa Inggris?
2. Apa masalah anda dalam belajar bahasa Inggris?
3. Apakah anda memiliki masalah dalam kosa kata? Apa itu?
4. Bagaimana menurut anda tentang belajar bahasa Inggris dengan guru bahasa Inggris anda, (Mr. X)?
5. Apakah menurut anda guru bahasa Inggris anda menggunakan metode yang bisa memotivasi anda untuk belajar kosa kata?
6. Bagaimana guru anda biasanya mengajar bahasa Inggris di kelas?
7. Apakah guru bahasa Inggris anda pernah menggunakan media untuk mengajar kosa kata di kelas?
8. Apakah guru anda pernah mengajar kosa kata dengan menggunakan tehnik untuk membuat anda lebih ingat terhadap kosa kata yang anda sudah miliki?
9. Menurut anda, bagaimana kemampuan kosa kata anda setelah anda diajari oleh guru bahasa Inggris anda di MTs Nurussalam selama lebih satu semester ini?

The Answers of Interview with First Grade Students of MTs Nurussalam Pondok Pinang.

1. Almost of students said that they like English, because they like to learn foreign language, especially English as an International language, and the other said that they do not like it because very difficult.
2. Their problem in learning English is that they do not understand English well and they said, it very difficult.
3. All of them said that they have problems in vocabulary, difficult to understand and memorize.
4. Sometimes it is interesting, and sometime it is boring because we always asked to memorize.
5. Most students said yes.
6. The English teacher usually gives a list of words from the text that they learn, and we are asked to memorize it.
7. Some of them said ever, and the other said never.
8. Some of them said ever, and the other said never
9. Most of them said that their vocabulary better than before taught by Mr. X
Respon Siswa Terhadap Pembelajaran Vocabulary

1. Bagaimana menurut anda proses belajar bahasa inggris di MTs Nurussalam Pondok Pinang?
   1. Mengasikkan, gurunya baik
   2. Cukup menarik
   3. Mengasikkan
   4. Rasanya menyenangkan tapi juga susah
   5. Menyenangkan tapi kadang membosankan
   6. Saya cukup merasa senang
   7. Kadang menyenangkan kadang tidak
   8. Menyenangkan, gurunya ramah

2. Bagaimana menurut anda metode yang digunakan guru bahasa inggris anda dalam mengajar vocabulary?
   1. Memberikan materi kemudian menjelaskannya
   2. Menjelaskan, terus memberi tugas menghapal
   3. Menerangkan, kemudian menghapal
   4. Susah sekali, saya terkadang tidak paham
   5. Caranya kadang menyenangkan
   6. Menjelaskan saja
   7. Saya bingung
   8. Caranya gitu-gitu saja

3. Apa kesukaan anda dalam belajar vocabulary?
   1. Menghapal
   2. Tidak ada
   3. Mengucapkan kosa kata itu
4. Mengulang-ulangi kosa kata itu
5. Membuat kedalam kalimat
6. Menulis kosa kata itu setelah diucapkan
7. Mencari di kamus
8. Mengingat kosa kata itu setelah dipelajari

4. Apa masalah anda dalam belajar vocabulary?
1. Mengartikan
2. Bila harus menghapal
3. Mencari arti
4. Tidak ada
5. Sulit membuat kalimat
6. Menghapal
7. Mengingat kosa kata itu lagi
8. Mengingatnya lagi setelah dipelajari

5. Bagaimana pendapat anda tentang belajar vocabulary dengan menggunakan kegiatan permainan scrabble?
1. Senang
2. Asyik dan menyenangkan
3. Santai tapi serius
4. Cukup menyenangkan dan mengasyikkan
5. Asyik bias bermain scrabble
6. Pertamanya bingung, tapi lama-kelamaan jadi asyik
7. Kadang susah nyari kosa katanya
8. Sangat senang
6. Apa kesukaan anda ketika belajar vocabulary dengan menggunakan kegiatan permainan scrabble?
1. Menyusun kata dari keeping-keeping permainan scrabble
2. Ketika mencari kosa kata
3. Menambah kosa kata
4. Jadi bisa bermain scrabble
5. Bermain scrabble
6. Mencari kosa kata supaya mendapat poin yang tinggi
7. Belajar bersama dan mencari kosa kata
8. Bisa mudah lebih ingat

7. Apa masalah anda dalam belajar vocabulary dengan menggunakan kegiatan permainan scrabble?
1. Tidak ada
2. Tidak ada
3. Susah nyari kosa katanya
4. Tidak ada
5. Sepertinya tidak ada
6. Tidak ada
7. Tidak ada
8. Tidak ada

8. Bagaimana kemampuan anda untuk mengingat kosa kata yang anda miliki, yang anda rasakan setelah diajarkan dengan menggunakan kegiatan permainan scrabble?
1. Lebih baik
2. Semakin baik
3. Lumayan
4. Lebih baik dari sebelumnya
5. Lebih ingat
6. Memuaskan
7. Biasa aja
8. Saya merasa lebih ingat
ANGKET PASKA PEMBELAJARAN SIKLUS I

Petunjuk
Bacalah dengan teliti pertanyaan dibawah ini dan jawablah dengan jujur tanpa dipengaruhi oleh siapapun

1. Apakah anda sudah merasa jelas dengan peraturan permainan scrabble yang anda mainkan?
   a. sudah   b. belum

2. Apakah anda kesulitan dalam bermain scrabble?
   a. tidak   b. ya

3. Apakah anda benar melakukan Tanya jawab dalam menjawab permainan scrabble?
   a. ya   b. tidak

4. Apakah anda kesulitan dalam mencari kosa kata dalam permainan bahasa inggris?
   a. ya   b. tidak

5. Bagaimana perasaan anda ketika guru anda memberikan scrabble untuk melatih dalam mengingat kembali kosa kata yang anda kuasai?
   a. senang   b. bosan   c. takut

6. Apakah anda merasa kosa kata yang anda kuasai sebelumnya semakin anda ingat?
   a. ya   b. tidak
ANGKET PASKA PEMBELAJARAN SIKLUS II

Petunjuk
Bacalah dengan teliti pertanyaan dibawah ini dan jawablah dengan jujur tanpa dipengaruhi oleh siapapun

1. Apakah anda sudah merasa jelas dengan peraturan permainan scrabble?
   a. sudah  b. belum

2. Apakah anda kesulitan dalam menyusun kata dalam permainan scrabble?
   a. ya  b. tidak

3. Kesulitan apa yang anda hadapi ketika menyusun kata berikutnya?
   a. kosa kata  b. tata bahasa

4. Dengan pembelajaran melalui permainan scrabble, seberapa kuat ingatan anda terhadap kosa kata yang sudah anda kuasai tentang tema yang diajarkan?
   a. lebih kuat  b. semakin lupa  c. tidak ada pengaruh

5. Apakah anda semakin senang dengan menggunakan media scrabble?
   a. senang sekali  b. tidak senang  c. bosan

6. Apakah anda kesulitan dalam penyusunan kata berikutnya dari teman anda?
   a. ya  b. tidak

7. Apakah anda kesulitan dalam tata bahasa dan kosa kata?
   a. ya  b. tidak
### Appendix 21

**Scrabble Game**

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The table above outlines the different scoring systems used in the Scrabble Game: triple word scores, double word scores, triple letter scores, double letter scores, and triple word scores. Each cell represents the score associated with placing a letter or word in that position on the game board.