

**THE EFFECT OF USING SCRABBLE MEDIA ON STUDENTS'
VOCABULARY ACHIEVEMENT AT SMPN 24 MEDAN**

SKRIPSI

*Submitted In Partial Fulfillment as the Requirement
For the Degree of Sarjana Pendidikan
English Education Program*

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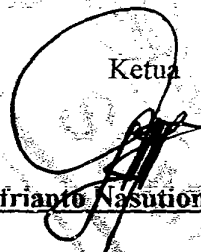



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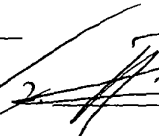
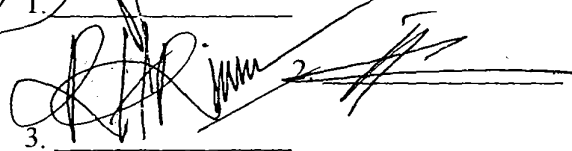
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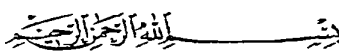
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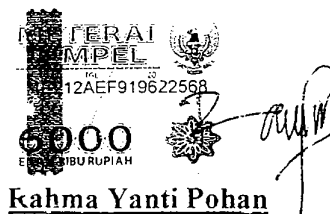
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ABSTRACT

Rahma Yanti Pohan . 1402050263 “The Effect of Using Scrabble Media on Student’ achievement in vocabulary” Skripsi. English Education Program of the Faculty of the Teachers’ Training and Education, University of Muhammadiyah Sumatera Utara, Medan 2018.

The objective of the research were to find out the significant effect of Using Scrabble Media which was focused on vocabulary Achievement. The research design in this research was quantitative experimental research. This research was conducted at SMP Negeri 24 Medan in academic years 2017/2018. The population of this research in the seventh grade students which consisted of eight classes namely: Class VII-A, VII-B, VII-C, VII-D, VII-E, VII-F, VII-G and VII-H. The total number of population are 288 students. The sample of this research consisted of two classes. They are VII-H and VII-F. The research classes were divided into two classes, Experimental Class (36 students) and Control Class (36 students). The technique was taken sample used purposive sampling to determine the experimental and control group. The sample were divided into two groups, the first group VII-H which consist 36 students was Experimental group which given treatment by Using Scrabble Media and second group VII-F which consist 36 students was Control group which given treatment by using Conventional Method. The Experimental research method was given written test as the instrument. Each group was given a pre-test, treatment and post-test. The t-test was 15,71 and the t-table was 1.68 which was used 0.05 as the significant level of this research. Because the t-test value is higher than t-table ($15,71 > 1.68$). It showed that the result in t-test was accepted (H_a). Based on the result of this research, it can be concluded that there was significant effect of Using Scrabble Media on the Students’ Achievement in vocabulary. The students difficulties in the time. Some students need more time to understand and absorb the get score. Moreover, the students were more enjoyable and deep understanding in material. Indeed, it is recommended for teachers to Using Scrabble Media in teaching English especially in teaching vocabulary.

Keywords: Scrabble Media, Vocabulary Achievement

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The Reseacher

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching language was not something new for people who have been interested in it since a long time ago. It was caused by the main function of language that is for communication. In the learning process, one of the important parts in creating and understanding the language is vocabulary achievement. People can not express their opinion and ideas in English without knowing vocabulary. Lack of vocabulary achievement can make them unable to express their opinion properly. We should learn vocabulary in order to develop our language skills.

Many people deal with a particular situation by learning specific words related to that context while they have hardly any achievement of grammatical structures. Students who want to learn a target language, have to learn those language components. Vocabulary is one of the language components which should be learned by English Learners. Vocabulary has a role, which parallels with phonology and grammar to help the students to acquire four language skills. According to Oxford Advanced Learners Dictionary A.S Hornby (1995:1331), "Vocabulary is the total number of words in language". According to Dictionary of Language Teaching and Applied Linguistics (2002:580), "Vocabulary is a set of lexemes, including single words, compound words and idioms".

Students usually have many problems in mastering English words. They limited vocabulary to comprehend the meaning of the a text, they did not know the context of word used in the text, they cannot recognize the meaning of each word, they were not able to hear English word from speakers, they cannot compose the their writing task successfully, and they got difficulties to state some sentences in English. The examples of the difficulties from the students in comprehend vocabulary are the first, receptively is can understand only through listening and reading. And the second, productive is can understand in written and spoken form. Those problems cause them difficult to communicate receptively or productively in English.

Based on the researcher teaching experience when Teaching Practice Programme (PPL) on the seventh grade students academic year 2017/2018 at SMPN 24 Medan, The researcher found the problem in vocabulary. The reason of researcher write this study because some of students don't have much vocabulary. The researcher observed the students ability in vocabulary. And then when the researcher was teaching practice in one of Junior High School at SMPN 24 Medan, the researcher found some students' problem in learning vocabulary. The reality, they were still difficult to memorize the unfamiliar words that they heard or read in the text. They did not know the meaning when the teacher explains the material with English language. The students got difficulties such as they cannot know how to recognize spelling and find the meaning of words.

Based on the case above, the researcher tried to apply a media to solve the problem in teaching vocabulary achievement. The researcher made a creative and

new media to make vocabulary was not difficult and always interesting for the students junior high school in order that they did not feel bored and they become active in the classroom . One of was scrabble media. Scrabble is one of the media that can be used to teach vocabulary of Junior High School. Using scrabble media in teaching vocabulary would encourage the students to reinforce their vocabulary that they have stored in the brains. When students make the media they don't realize that they are learning. Students also get new words or vocabulary in nature.

Warner & Brown (2005:2) said that scrabble is proprietary board media, which involves the building of words for point score, for two or more players (or teams). Students to arrange the letters that they get and the challenge here is every word have a meaning. It forced the students to learn easily the vocabulary, store in it memory and recall. It also made the students remember vocabulary faster and better. Using scrabble media would make it easier for students to better understand and multiply the vocabulary. Besides being easy, this medium also attracts students to the spirit of learning.

Based on the problem above, the researcher was interested to making research about, *“The Effect of Using Scrabble Media on Students’ vocabulary achievement at SMPN 24 Medan”*.

B. The Identification of the Problems

Based on the background above, there are some problems that be related with this study. The problems can be identified as follows :

1. The Students get bored in learning vocabulary
2. The Students feel English was difficult to state some sentences
3. The students could not memorize vocabulary and their vocabulary was less

C. The Scope and Limitation

The researcher focused in vocabulary achievement by using scrabble media in teaching vocabulary to seventh grade students at SMPN 24 MEDAN.

D. The Formulation of the Study

The problems of this study as formulated as follows: "was there any significant effect of using scrabble media on students' vocabulary achievement?"

E. The Objectives of the Study

To found out the significant effect of using scrabble media on students' vocabulary achievement

F. The Significances of the Study

The result of this study were hope to give some significances, not only theoritically but also practically there are :

a. Theoritically

The study was to develop knowledge understanding about the using scrabble media as a teaching media on the students vocabulary achievement.

b. Practically

1. For Teacher, this study can help the teacher to teach vocabulary in the class. It also helps the teacher to teach in new technique which was more interested than using conventional method.

2. For students, The students can understand to use scrabble media vocabulary achievement. This media also motivates the students to get higher quality in vocabulary achievement by using this media.

3. Other researcher and readers as references and input which in the effect of applying scrabble media as a teaching media on the students' vocabulary achievement.

CHAPTER II

RIVIEW OF LITERATURE

A. Theoretical Framework

1. Description of The Effect

The effect in language is one condition which is different from the previous condition that caused by something. Effect also can give positive and negative value. Finally result of the effect in process teaching is to improving the ability of the students. The word “effect” is a change or something of a similar nature you make it come into being or bring it successful conduction. In English dictionary said that an effect of something is a change or result which a process one something else some scientific phenomena which involves the name Doppler effect as follow :

- a. If someone does something or effect to do it to impress people
- b. If you effect a change you bring
- c. Something take effect from a certain time it starts to operate them the form ‘effect’ can genarally mean, anything brought about by cause or agent, and the power of ability to bring produced on the main of the obsserver or hearer.

The definition of the second one to fit the action rather that the process in doing something. In term of the statistic this concept should be make operational and miserable. Based on quotation about, it is concluded that it can effect positive

regard after doing something and it also will applied to method, system or technique administrated to the students which is sure to give result.

2. Definition Learning Media

According to Gagne (1970) in Dina Indriana (2011: 14) stated that the learning media are different types of components in a student environment that can stimulate learning. Yusufhadi Miarso (2004: 458) provides the limits of instructional media as everything that can be used to distribute messages as well as can stimulate the mind, feelings, attention, and ability of the students so can lead to deliberate, purposeful, and deliberate learning under control. According to Rudi Susilana and Cepi Riyana (2008: 6), states that: Learning media always consist of two important elements, that is elements of equipment or hardware (hardware) and messaging elements brought (software). Thus, learning media require equipment to present the message, but most importantly not the equipment, but the messages or learning information that was delivered by the media. According Sukiman (2011: 29) media learning is anything that can be used to distribute messages from sender to the recipient so as to stimulate thoughts, feelings, concerns, and the interests and willingness of learners in such a way that the process learning occurs in order to achieve the goal of learning effectively.

Based on the definition according to some experts above, then it can drawn the conclusion that the medium of learning is everything that used in transmitting messages from sender to beneficiary either in the form of hardware

(hardware) and software (software) to stimulate thoughts, feelings, attention and all activities learning.

3. Definition Scrabble Media

Scrabble is a word game in which two to four players score points by placing tiles bearing a single letter onto a board divided into a 15×15 grid of squares. The tiles must form words which, in crossword fashion, read left to right in rows or downwards in columns, and be defined in a standard dictionary or lexicon. Language games have some form of game. Various forms of language game as follows: (1) whispered chain, (2) word chains, (3) crossword, (4) cross-data, (5) crossword puzzles, (6) scrabble, (7) hunting words, (8) scrambles (9) spelling bee, (10) twenty questions, (11) recipes of mutual help, (12) composing together, (13) speech contest , (14) take-up, (15)playing rhymes, (16) matching pictures, (17) calling pictures, (18) reading instructions, (19) guessing code, and (20) guessing puzzles (in Soeparno, 1988: 65-94). Scrabble is one type of modern game that can be used in language learning commonly called spearsgame or funworder (Soeparno, 1988: 75-76). This scrabble game has something to do with the flat cross in terms of filling the boxes with letters to form a word. A list of words formed in this scrabble game should be words that have meaning or standard word. Soeparno added equipment to play Scrabble as follows:

(1) Cardboard board boxes of various colors. These colors determine the size of the value. (2) wooden or plastic pieces with letter inscribed, each letter has

a certain value. (3) A place to draw lacquered wooden strips so that the other players can not see the letters.

The way to carry out the game is as follows.

1. Number of players four people
2. Every player must have mastered the rules of the game
3. In turns the players fill the boxes that are available
4. How to fill the boxes is almost the same as flat cross. If on a flat cross we should write letters, meaning in scrabble we do not have to write it again, but just put the pieces board / plastic.
5. the words that are filled should be the words that are in the dictionary, not an exclamation, not an abbreviation, and not a name.
6. one of the students who happened not to come into play was asked keep an eye on the game while keeping score and always be ready with dictionary.
7. if the player can correctly compose the letters be a word, then he will get the value. Value calculation based on:
 - a) the number of letters fitted or the short length of the word arranged.
 - b) the size of each letter.

Q = 10 Z=10 H=3

X = 8 J=8 O=1

K = 5 S=1 I=1

M= 3 A=1 T=1

- c) the location of the letters on the color of the box

8. if there is a player who made a mistake, then he was fined the amount of value he should have earned. The error occurred because the compiled word is not contained in the dictionary, misspelled wording, or incorrectly morphological structure. Morphological structural errors for example a player adds affix-s to a word that should not need to use the affix -s.
9. game ends after all letters are attached or after players can no longer install the letters they still have. Winner is the player who can collect the most value (Soeparno, 1980: 77).

10. Letter scores

Here are the letters for each letter in scrabble.

0 Point – empty tile

1 Point – A, E, I, L, N, O, R, S, T and U

2 Points – D and G

3 Points – B, C, M, and P

4 Points – F, H, V, W, and Y

5 Points – K

8 Points – J and X

10 Points – Q and Z

3.1 The Advantages of Scrabble Media

Basically every learning has its own advantages and deficiency. Soeparno (1988: 64) mentions several advantages and lack of scrabble language game media as follows.

The advantages of scrabble media as follows.

- 1) Game language is a medium of teaching that language can used to increase CBSA levels in the learning process teach.
- 2) Language games can be used to revive the excitement of student learning that has begun to weaken.
- 3) The competitive nature of the game can be encouraging students are competing forward.
- 4) In addition to the game can cause excitement and training certain skills, language games can also cultivate sense of solidarity.
- 5) Materials communicated through language games normally impressed so hard to forget.

3.2 The disadvantages of Scrabble Media

- 1) The game usually makes noise so annoying the class adjacent.
- 2) Not all subject matter can be communicated through the media game language.
- 3) Many treat the language game as an activity to fill empty time only.

4) The language game contains many elements of speculation, which students winning in a game can not yet be taken that measure the student is smarter than the other students.

4. Scrabble Learning Media

Learning media is a tool in good teaching in the form of visual and audio deliberately made by the teacher learning is more effective and efficient. Media Scrabble is a medium learning that uses the concept of play and learning. Corresponding with the notion of the game put forward by Heinich Robert, Molenda Michael, et al (2002: 29) namely: A game is an activity in which participants follow prescribed rules that a differ from those of real life as they strives to attain a challenging goal. Can be interpreted which game is an activity of a person from his life to achieve goals.

Scrabble is one type of modern game that can be used in language learning commonly referred to as a word game or word order. This scrabble game has something to do as well with a flat cross that is in terms of filling the boxes with letters thus forming a word. List of words formed in this scrabble game must be a meaningful word or standard word (Soeparno, 1988: 75-76).

Scrabble games are board games and games compose a word played by 1 or 4 people who collect points based on the value of words formed from the letters on the board game boxed 15 columns and 15 rows (A. Son, 2015: 6). According

to Eddy Rosdiono (2012: 1), reveals the benefits of Scrabble can make players faster and more absorbing vocabulary new.

5. Vocabulary

Vocabulary as one of the language aspect have to be learned when people are learning a language used in listening, speaking, reading, and writing besides grammar. Vocabulary profeciency affects to the four language skills.

In speaking, the word students choose affects how well they are understand and how people react to them. In writing, there is vocabulary determines how clearly and accurately they can express idea to others. In listening, their vocabulary influences how much they understand in class lectures, speeches and class discustion and in reading, they get information that given the writer clearly. Burton (1982:96) says that without a lerge vocabulary, it is impossible to use English language precisely and vividly. While Richards (2001:4) says that vocabulary is one of the components of language and the first things applied linguists turned their attention to Jackson (2002:202) defines "vocabulary is the stock of words in a language or that is known or used by an individual or that is associated with a particular activity" in other words vocabulary is a number of word used by interaction.

Vocabulary is an important aspect in language, you can say very litte with grammar, but you can say almost anything with words. Without grammar very little can be conveyed, without vocabulary nothig can be conveyed. According to Ur (1991:60) "Vocabulary as defined, basic as the word we teach in the foreign

language". The American Heritage Dictionary, (2006: 1926) as quoted by Putri Maisyarah (2012:16), the definition of vocabulary there are :

5.1 Types of Vocabulary

There are four types of vocabulary which must be known and mastered for any skill, such as reading, listening, speaking and writing. There are :

a. Reading Vocabulary

A literate person reading vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.

b. Listening Vocabulary

A person listening vocabulary is all the words he or she can recognize when listening to speech. People may still understand words they were not exposed to before using cues such as tone, gestures, the topic of discussion and the social context of the conversation.

c. Speaking Vocabulary

A person speaking vocabulary is all the words he or she uses in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse—though slight and unintentional—may be compensated by facial expressions, tone of voice, or hand gestures.

d. Writing Vocabulary

Writing Vocabulary is all the words he or she can employ in the writing. Contrary to the previous two vocabulary types. The writing vocabulary is stimulated by its user.

5.2 The Importance of Vocabulary

Vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognised the tremendous communicative advantage in developing an extensive vocabulary. For a long time, teaching approaches such as the *Direct Method* and audiolingualism gave greater priority to the teaching of grammatical structure. In order not to distract from the learning of these structures, the number of words introduced in such courses was kept fairly low.

Those words which were taught were often chosen either because they were easily demonstrated, or because they fitted neatly into the structure of the day. Recognition of the meaning-making potential of words meant that vocabulary became a learning objective in its own right.

According to Wikipedia the importance of a vocabulary there are :

- a. An extensive vocabulary aids expressions and communication.
- b. Vocabulary size has been directly linked to reading comprehension.
- c. Linguistic vocabulary is synonymous with thinking vocabulary.
- d. A person may be judged by others based on his or her vocabulary.

5.3 Classification of Vocabulary

5.3.1 Active Vocabulary

Active Vocabulary refers to items 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 practice, it means that to use the productive vocabulary, the students must know how to pronounce it well, they must be familiar with collocation and understanding the connotative meaning of the words. This type is often used in speaking and writing skills.

5.3.2 Passive Vocabulary

Passive Vocabulary refers to language items that can be recognized and understood in the context of reading or listening and also called as *receptive vocabulary*.

5.4 The Difficulties in Learning Vocabulary

There are many problems and difficulties in learning a foreign language, especially in learning vocabulary. As we know that learning vocabulary becomes difficult because of one word does not have one meaning and the meaning of a word in a new language is closely related to the culture of people who use the language and words have general meaning, so that the students must learn the appropriate meanings of a word when they use it.

Vocabulary is one of the most important elements in language. Many of the vocabularies in English textbooks have to be learned. Without it, no one can speak or understand the language. It means that people can not write a word or make a sentence well when they do not master it. Talking about vocabulary, there are many definitions of vocabulary according to some experts.

Vocabulary is defined as a list of words and often phrases, usually arranged alphabetically and defined or translated. The role of vocabulary can not be ignored in

learning English in order to acquire the four language skills. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skill. The more words we learn, the more ideas we have so we can communicate the ideas more effectively.

Vocabulary is the stock of words in language, or that is known or used by an individual, or that is associated with the particular activity. By having or mastering a stock of words someone can communicate with other people with ease and can understand the information from another source. Vocabulary is important because it is words which carry the content of what we want to say.

Other some factors that make some words more difficult than others there are:

a. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners. Many learners find that words with clusters of consonants, such as *strength*, *crisps*, *breakfast* and the others.

b. Spelling

Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to words difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: *foreign*, *listen*, *headache*, *climbing*, *bored*, *honest*, *cupboard*, and *ect*.

c. Length and Complexity

Long words seems to be no more difficult to learn than short ones. But as a rule of thumb, high frequency words tend to be short in English and therefore the learner is likely to meet them more often, a factor favouring their „learnability“ . Also variable stress in polysyllabic words, such as in word families like *necessary, necessity and necessarily*, can add their difficulty.

d. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of L1. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an -ing form (swimming) can add to this difficulty.

e. Meaning

When two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case point: *you make breakfast and make an appointment, but you do the homework and do a questionnaire*. Words with multiple meanings such as *since and still*, can also be troublesome for learners.

f. Range, Connotation and Idiomaticity

There is range, Connotation Idiomaticity in words. It make that words are difficult to be learned, because in idiom two words will have a meaning. Beside that every word has synonym and antonym.

6. Teaching Vocabulary

According to Doff (1988: 98) as cited in Tuan (2012: 1) there are four stages in teaching vocabulary namely presentation, practice, production, and

review.

a. Presentation

According to Gairns and Redman (1985: 73-75) as cited in Tuan (2012: 2) there are three technique used in the presentation of new vocabulary items; first, visual technique including mime, gesture, and visual such as flashcard, photographs, blackboard drawings, wall chart and realia. Second, Verbal technique, use illustration situation, use synonymy and definition, contrast and opposite, scales, example of the type, third is Translation.

b. Practice

The vocabulary practice can be done by playing scrabble. The students practice the vocabulary by arranging many words based on the vocabulary that they got before.

c. Production

Thornbury (2002: 100) as cited in Tuan (2012: 2) recommends those learners should produce something as a product of their own. Here the teacher gives students homework to make paragraph using the words that they got before.

d. Review

The vocabulary review can be done at the end of the teaching learning process. The teacher can ask students about the meaning of the words that they got before.

7. Learning Vocabulary

According to Hatch and Brown (1995: 372) there are five essential steps in Vocabulary learning, they are

a. Encountering new words.

The first essential step for vocabulary learning is encountering new words that are having a source for words. According to Payne (1988: 33) as cited in Brown (1995: 372) the students strategies here included “ learning new words by reading books,” “listening to TV and radio,” and “ reading newspapers and magazines”.

In this case, the teacher can provide text or dialogue; they contain many words that can be learnt by students.

b. Getting the word form.

The second step essential to vocabulary learning appears to be the getting of a clear image – visual or auditory or both- of the form of the vocabulary item. The important of having a clear image of the “form” of a word becomes apparent when we think about what happens when we try to retrieve words.

Here the teacher can provide text or dialogue. By providing text or dialogue students can get many words in them. Teacher can ask students to read the sentences or paragraph orally, if the students pronounce the words incorrectly the teacher should revise it.

c. Getting the word meaning.

By reading text will make students easily in getting the words meaning, because the words in a text are connected each other. It will be easier to students

to know or guess the meaning of the words.

d. Consolidating word form and meaning memory.

In this step students can learn vocabulary by consolidating the words with the meaning. In this case there are many kinds of vocabulary learning drills, such as flash cards, matching exercises, crossword puzzle, etc. Those learning drills can help students in learning vocabulary by consolidating the words with the meaning.

e. Using the word.

The final step in learning words is using the words. In this case, teacher can give homework to the students. Teacher can ask students to make paragraphs using the words that they got before.

8. Kinds of Vocabulary

a. Receptive Vocabulary

Receptive vocabulary can be understood only through listening and reading. A large number of items in receptive vocabulary are words that are very low frequency. Someone does not need to know much about it, because it is rarely used and impossible to memorize all of vocabulary of a certain language. But someone can understand the ideas of utterance contextually not word by word. Because of that condition, someone must know and understand more receptive vocabulary than productive one.

Most of receptive vocabulary can be gained only from experience and would not be greatly increase as result of teaching. Knowing a word included the ability to select the word may include the ability to make the various associations with other related word.

b. Productive Vocabulary

Productive Vocabulary of knowing how to pronounce the word, how to write and to spell it, ho to use incorrect grammatical patterns along with the words that usually collocate with productive vocabulary is also appreciate situation. For instance, as well be talking to friend in the class will be different from talking to people in the hotel.

So, we can develop our vocabulary thought from experiences. For example : manager, leader and etc.

9. Teaching Media

Teaching aids are valuable instructional tools that can help make learning more effective and interesting. Harmer says that a range objects, pictures and other things that can be used as instructional media to present and manipulate language and to involve students in the activities. Popular print media offer good opportunities for improving learners vocabulary mastery. Popular electronic meedia provide teachers with excellent resource for improving language skills, such as listening and speaking. It means that there are so many medias that can be used in teaching vocabulary.

Robert A. Reiser and Dick (1996) designate instructional media as one of the instructional planning that should be prepared by teachers before coming in classroom. Instructional media can be defined as the physical means including traditional means such as chalk, blackboard, textbooks, and in modern means such as videos, tape, recorders, computers, overhead projector, and other presenting instructional activities delivered to the students. In line with them, Harmer says that range of objects, pictures and other things can be used as instructional media to present and manipulate language and to involve students in the activities.

Computers, DVDs, interactive whiteboards and to involve and all sorts of other technology are present to one degree or another in every school, and most middle-class children at least. More specially, Sands state that instructional process in which media as teacher language, deliver message to the students. Thus it can be concluded that instructional media are everything connecting and delivering messages purposively from teachers to students in order to bring in controlled instructional environment.

9.1 Criteria in Choosing Teaching Media

The selection of teaching media or material is in integral part of curriculum planning and delivery in schools. In teaching media, there are some aspects that teacher or listener should know. The media should directly relate to a curriculum and program on the departments framework standard and relevant for the students.

The media also support an inclusive curriculum thus helping the students to gain awareness and the importance of respectful relations with the other. The

media also can motivate students to examine their attitudes behaviour. The media are relevant for the age of the students for whom they are selected. The media provide opportunities to develop the critical capacities. The media should represent a range of views on all issues.

Robert A. Reiser and Dick (1996) suggest principles in applying instructional media. First, the instructional media should be practical. It means that teachers should consider the availability of the media and the practicality of the media, whether they are easily used in the instructional environment, and what will be the time and the cost involved containing in obtaining them.

Second, the instructional media should be appropriate to the students' characteristics because their perceptions about the media will affect their learning. The last, the instructional media should be a good means of presenting a particular instructional activity. It means that the media should support the activity that will be presented in the classroom.

9.2 The Function of Teaching Media

Robert A. Reiser and Dick (1996) explain some advantages or importance of the media. One of the advantages of using media is that media can motivate students in learning activity. Some media can be used to invite students' attention and to arouse their curiosity by presenting various images and sounds. Media can be used to present information that is needed to deliver the message to the students. Heinich and friends assumed, instructional media gives students' required experiences to build their prior knowledge.

Educational researchers and practitioners alike assert that the potential of new technologies for learning is likely to be found in technologies used as tools for learning. Sign and means stated that in literacy instruction, technology has both traditional and authentic uses. An authentic use of technology is using it as a tool to accomplish a complex task, for example the students who are creating a written report might use the internet for research, word-processing software to write and format the text, and hypermedia software to add images.

Media are useful in the process of language teaching. Heinich and friend claims instructional media as medium that is used in instruction to deliver material to the learner. The media include film, television, radio, audio, recording, and videos. According to Young and Smith therefore, it makes sense to consider the variety of uses as they illustrate best practices.

B. Conceptual Framework

There are two variables, in this study, the researcher decides that the independent variable is scrabble media. And the dependent variable is students' achievement in vocabulary mastery. This study will be focused on whether the scrabble media effective or not.

scrabble media as a learning resource has received a great deal of attention from researchers and has been successfully applied to various educational applications. Researchers have indicated that media learning materials are more useful than traditional paper-based instruction.

Vocabulary mastery is the competence or complete knowledge of a list or a set of words that make up a language which might be used by a particular person, class, or profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate and advanced levels. In learning the four language skills (listening, speaking, reading, writing).

Vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing. Without vocabulary. The larger of the students' vocabulary achievement, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and others skills. Vocabulary achievement means the students having ability in understanding and using the vocabulary. Vocabulary achievement itself deals with words and meaning.

In teaching English vocabulary to students, the teacher must be able to present the lesson in such a way to make it more interesting and relevant to the needs of learning. Learning vocabulary refers to the students' capability in recognizing and understanding the total number of vocabulary

scrabble media assumed as a media which has significance effect in teaching on the students' achievement in vocabulary mastery. It was designed to get the comprehension of middle school students who could decode. In other word, this media was specially designed to middle school students or we can say in Indonesia Junior or Senior High School.

C. Previous Related Study

Previous study is the result of research from the researcher before. This study covers about applying strategy in writing can help the reader in understanding vocabulary. Here, to get and provide the originality of the research, the researcher wants to present the previous research that deals especially with applying this method. The first is “ Pengaruh Media Scrabble Word Bergambar Terhadap Penguasaan Kosa Kata di SLB Karnnmanohara Yogyakarta by Sarining Laras, 2015. In researching, researchers used the scrabble media word picture in the Experimental Class. This can be seen from the test results of significance and supported by descriptive results of pre-test and post-test of vocabulary mastery by using Scrabble Word media. From the test results significant found T-tabel has the possibility of equal or less than T the count is 0 ($p \leq 0,05$), then H_0 is rejected. Then the data of this research supported by descriptive results known from post-test results better than result of pre-test result. Thus, the t-test results indicate that there is a difference between the experimental group and the control group.

D. Hypothesis

This research is to answer the question about whether yes or no The Effect of Using Scrabble Media on the Students' Vocabulary achievement. To get the answer of question, the researcher purpose alternative.

The theoretical hypothesis that will appear in this study are :

Ha (Alternative hypothesis) : There is significant effect of scrabble media on the students achievement in vocabulary.

CHAPTER III

RESEARCH METHODOLOGY

A. Location

This research would be conducted at SMP Negeri 24 Medan. The research would be conducted during the academic year 2017/2018. The reason for choosing this school because the researcher had taught when did teaching practice programme (PPL). The researcher found the students were not brave to speak English, because they had difficulties in fluency, spelling, pronunciation of vocabulary. The research wanted to change the behavior in learning English and improves them to speak English. Based on the situations the researcher was conducted a research about the effect of using scrabble media on students' vocabulary achievement.

B. Population and Sample

1. Population

The population of this research would be taken seventh grade of SMP Negeri 24 Medan, which consists of eight parallel classes with the total number 288 students of VII-A, VII-B, VII-C, VII-D, VII-E, VII-F, VII-G, VII-H. The following population can be seen in the table 3.1.

Table 3.1
Population

No	Class	Population
1.	VII-A	36
2.	VII-B	36
3.	VII-C	36
4.	VII-D	36
5.	VII-E	36
6.	VII-F	36
7.	VII-G	36
8.	VII-H	36
Total		288

2. Sample

Sample is procedure of taking the data, where only a part of population is taken and used to determine the characteristic from the population. The researcher used purposive sampling. Purposive sampling is one of the most common sampling strategies in selecting groups participants according to pre-selected criteria relevant to a particular research question. So the sample of this research was VII-H as experimental group and VII-F as control group. The following sample can be seen in the table 3.2.

Table 3.2
Sample

No	Class	Sample
1	VII-H	36
2	VII-F	36
Total		72

C. Research Design

In this research, the researcher would be used an experimental design. It deals with quantitative method. This research was conducted by using experimental design that was a research to test and prove a hypothesis by giving treatment for the sample. This experimental design to show whether using scrabble media is a better than conventional method.

Table 3.3
Research Design

Kelas	Group	Pre Test	Treatment	Post Test
VII-H	Experimental	√	Using Scrabble Media	√
VII-F	Control	√	Using conventional Method	√

Based on the table, experimental group was the class which received by using scrabble media in teaching vocabulary, and control group is the class which received by using conventional method.

There are three stages in doing procedure of research, they are pre-test, treatment and post-test.

1. Pre-test

The test were given before applying the strategy in both experimental and control clases. It was given to know the ability of students in vocabulary in both group. For this pre-test, the researcher asked the students to arrange jumbled letters. Pre-test would be conducted before the treatment begin, pre-test administrated to the sample, the experimental group and control group. The pre-test were 20 items. The test is taken students' book.

2. Treatment

Treatment were given the experimental class. The treatment for experimental class was taught by using scrabble media.

Table. 3.4.
Treatment of Research in Experimental Group

Teacher gave greeting the students to open class	Students answered greeting from their teacher as respond to the teacher
Teacher checked the attendences list	Students in the call would raise them hand
Teacher gave pre-test and asks the students to answer the question based on the question	Students did the pre-test and answer the question based on the question
Teacher gave 10-15 minutes to do pre-test	Students did the pre-test
Teacher asked the students to collect pre-test	Students collected pre-test
Teacher gave treatment using scrabble media	Students attended class in accordance with the treatment that is given teacher
Teacher gave post-test and ask the students to answer the question based on the questions	Students did the post-test and answer the questions based on the questions
Teacher calculated the score	Students submitted their work

3. Post-test

After conducted the treatment in the experimental class, a post-test was administrated. The administrating of the post-test was mean to found out the differences scores of each students. The test would prepared is such as away in the attempt to knew how the result of teaching using scrabble media.

D. The instrument for collecting the Data

The instrument for collecting the data in this researcher would be used arrange jumbled letters to form a meaningful word test. The test would be taken from student's book. There were 20 items to answer. The total of the right answer 100 and the wrong answer is scored 0. For collecting the data, a writing test would be given to the students. The test would administered to the students in both experimental and control group. They were pre-test and post-test. Students would be instructed for some vocabulary words based on topics provided by the researcher. The tests would be given to the experimental and control groups. Students' abilities in vocabulary tests would be analyzed by collecting data in tests. The highest score is 100 calculated by using formula:

$$\text{Score} = \frac{R}{N} \times 100 \%$$

Notes:

S = Scoring of the text

R = Number of correct answer

N = Number of item

E. The Technique for Collecting the Data

The data would be collected by giving the test to the students. Several steps would be used to collect the data

1. Giving Pre-test to Experimental and Control group
2. Giving Treatment to Experimental group by using Scrabble media
3. Giving Post-test Experimental and Control group
4. Correcting the students' answer sheet

F. The Technique of Data Analysis

In analyzing the data, the result of the data were analyzed by using statical procedure which of consisted of mean, standard deviation (SD) and dependent test. The mean used to find out the average of the sample. To find the mean, Ary Jacobs (2010):

- a. Mean

$$\bar{X} = \frac{\sum X}{N}$$

Where:

- | | |
|-----------|-------------------|
| \bar{x} | = mean |
| \sum | = sum of |
| x | = raw score |
| N | = number of cases |

b. Standard Deviation

$$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}}$$

Where:

SD = standard deviation

D = differences between with t-test and post-test

N = numbers of pairs

c. Dependent sample T-test

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = t-ratio

\bar{D} = average difference

$\sum D^2$ = different score pre-test and post test

$(\sum D)^2$ = difference score experimental group and control group

N = number of student

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. The Data Collection

The data of the study were the students' score in the pre-test and post-test in the experimental class. The experimental class was given pre-test and post-test consisting 20 items.

1. Calculating the data using formula

After the researcher assessed students' scores, then they calculated into formulas to find out Standard Deviation and T-test to know the differences between the students' score in the experimental group and control group, it could be seen in the tables below:

Tables 4.1
The Students' Score Pre-Test and Post-Test of the Experimental Group

No	Students intial names	Score		D (x2-x1)	D ²
		Pre-test	Post-test		
1	ARF	60	85	25	625
2	AK	70	85	15	225
3	AA	60	80	20	400
4	BP	55	80	25	625
5	CRH	65	75	10	100
6	CS	60	75	10	100
7	CO	75	85	10	100
8	MKH	45	85	40	1600

9	DS	45	80	35	1225
10	ET	70	80	10	100
11	FAD	65	85	20	400
12	FM	60	85	20	400
13	HSN	60	80	20	400
14	IS	45	75	30	900
15	MAF	65	85	20	400
16	MAU	70	85	15	225
17	FS	65	80	15	225
18	MN	60	85	25	625
19	NS	45	80	35	1225
20	NRZ	45	80	35	1225
21	PP	50	85	35	1225
22	MI	45	85	40	1600
23	HAS	60	85	25	625
24	RPP	60	85	25	625
25	RC	65	80	15	225
26	ST	60	80	20	400
27	ES	70	85	15	225
28	RS	60	75	15	225
29	JS	70	85	15	225
30	VM	75	85	10	100
31	WG	70	80	10	100
32	JZ	65	85	20	400
33	PT	70	90	30	900
34	JRT	60	85	25	625
35	IL	70	90	30	900
36	MP	65	85	20	400
Total		2200	2975	792	19925
Mean		61.11	82.63	22	553

The table above showed of this research consist of the students' name (sample) and the total score of pre-test is 2200 and the mean is 61,11. In post-test, the total score is 2975 and the mean of the score is 82,63. The researcher analyzed Standard Deviation to know differences between pre-test and post-test. So, the researcher used formula below:

$$\begin{aligned}
S_D &= \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}} \\
&= \sqrt{\frac{19925 - \frac{(792)^2}{36}}{36 - 1}} \\
&= \sqrt{\frac{19925 - \frac{627264}{36}}{35}} \\
&= \sqrt{\frac{19925 - 17424}{35}} \\
&= \sqrt{\frac{2501}{35}} \\
&= \sqrt{71,45} \\
&= 8,45
\end{aligned}$$

So, Standard deviation of experimental group was 8,45. Thus, those value can be used to find out the result of applying t-test formula. It can be seen in the following:

$$\begin{aligned}
t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N - 1)}}} \\
&= \frac{22}{\sqrt{\frac{19925 - \frac{(792)^2}{36}}{36(36 - 1)}}}
\end{aligned}$$

$$\frac{22}{\sqrt{\frac{19925 - \frac{627264}{36}}{36(35)}}}$$

$$\frac{22}{\sqrt{\frac{19925 - 17424}{1260}}}$$

$$\frac{22}{\sqrt{\frac{2501}{1260}}}$$

$$\frac{22}{\sqrt{1,98}}$$

$$\frac{22}{1,40}$$

$$t = 15,71$$

The result of calculation showed that t-test is 15,71 and t-table is 1.68. The t-test is higher than t-table ($15,71 > 1.68$). After know students' scores in the experimental group, then the researcher calculated in Standard Deviation and t-test to know the students' score in control group, it could be seen in the tables below:

Tabel 4.2
The Students' Score Pre-Test and Post-Test of the Control Group

No	Students intial names	Score		D (x2-x1)	D ²
		Pre-test	Post-test		
1	AVS	50	65	15	225
2	AJS	45	65	20	400
3	AB	50	65	15	225
4	BPM	45	60	15	225
5	BS	45	65	20	400

6	CA	45	65	20	400
7	CS	45	65	20	400
8	DP	60	75	15	225
9	DM	45	65	20	400
10	EM	55	70	15	225
11	EVF	45	60	15	225
12	FE	45	60	15	225
13	FH	55	65	10	100
14	FNA	50	65	15	225
15	FMS	60	70	10	100
16	FNG	45	55	10	100
17	GJM	60	80	20	400
18	ILR	50	70	20	400
19	JMS	50	70	20	400
20	JR	50	65	15	225
21	LNH	55	75	20	400
22	LB	45	75	30	900
23	MAA	55	70	15	225
24	MDA	50	75	25	625
25	MMD	60	75	15	225
26	MN	60	80	20	400
27	MR	55	70	15	225
28	NRB	45	65	20	400
29	NCZ	45	65	20	400
30	PDT	60	75	15	225
31	PKS	55	70	15	225
32	RAS	50	70	20	400
33	SOG	55	70	15	225
34	SM	50	70	20	400
35	VC	60	85	25	625
36	YL	50	75	25	625
	Total	1850	2485	612	12050
	Mean	51.38	69.02	17	334.72

Based the table above, it can be concluded that the total score of pre-test is 1850 and the mean is 51,38. In post-test, the total score is 2485 and the mean of the score is 69,02. It means that, the total and mean score in post-test in the experimental group is higher than the total and mean score in post-test in the

control group. To measure Standard Deviation in the control group, the researcher analyzed the data by using formula as follow:

$$\begin{aligned}
 S_D &= \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}} \\
 &= \sqrt{\frac{12050 - \frac{(612)^2}{36}}{36 - 1}} \\
 &= \sqrt{\frac{12050 - \frac{374544}{36}}{35}} \\
 &= \sqrt{\frac{12050 - 10404}{35}} \\
 &= \sqrt{\frac{1646}{35}} \\
 &= \sqrt{47,02} \\
 &= 6,85
 \end{aligned}$$

So, Standard Deviation of control group was 6,85. Thus, those values can be used to find out the result of applying t-test formula. It can be seen in the following:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$\begin{aligned}
&= \frac{17}{\sqrt{\frac{12050 - \frac{(612)^2}{36}}{36(36-1)}}} \\
&= \frac{17}{\sqrt{\frac{12050 - \frac{374544}{36}}{36(35)}}} \\
&= \frac{17}{\sqrt{\frac{12050 - 10404}{1260}}} \\
&= \frac{17}{\sqrt{\frac{1646}{1260}}} \\
&= \frac{17}{\sqrt{1,30}} \\
&= \frac{17}{1,14} \\
&t = 14,91
\end{aligned}$$

2. Testing Hypothesis

In analyzing the hypothesis, it referred to the t-table at the level significant of α **0.05**. The testing criterion used for hypothesis result is: if t-test > t-table, it means that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. Furthermore, the t-table with the level significant of α **0.05** with the degree of freedom (df) $\rightarrow (2n-2 = 72-2= 70)$ is 1.68. This means that Ha is this

study is accepted since students' t-test in the experimental group is 15,71 and the t-table 1.68. Because the t-test value is higher than the t-table ($15,71 > 1.68$). Therefore, it can be concluded that Using Scrabble Media can improve students' achievement in vocabulary.

B. Research Finding

The finding of the research, there was significant effect of Using Scrabble Media in students' success in vocabulary. Teaching vocabulary in Experimental Group by Using Scrabble Media was more increase than teaching vocabulary in Control Group by using Conventional Method. The t-observe value was in Experimental group was higher than t-observe value in Control group 15,71 and 14,91 ($15,71 > 14,91$).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter, the researcher mainly presents conclusions and suggestions based on the research findings and discussion presented in previous chapter.

A. Conclusion

Based on the finding of the data analysis and the discussion, there were some conclusions that be described as follow:

There were significant effect of Using Scrabble Media on students' achievement in vocabulary. The result of computation in t-test was 15,71, while the critical value of 0.05 significant level was 1.68. The conclusion from the data analysis is the value of t-test (15,71) is higher than the t-table (1.68). It meant that the alternative hypothesis (H_a) is accepted and the teaching by using Scrabble Media significantly effects on the students' achievement in vocabulary. Than using Conventional Method.

B. Suggestion

Related to the conclusion above, more suggestion were stated as the following:

1. The English teacher is expected that Scrabble Media can be used for students, because it can increase the students' vocabulary to communicative each other. Scrabble Media is one of the technique used to make students enjoy to learning and remember the vocabularies.

2. The students were expected to be usual to use scrabble media before learning. It can stimulate their prior knowledge that can be easier them comprehend the text in order to improve their achievement in vocabulary.

3. It was suggested to other researcher who are interested and wanted to do the research to use research findings as sources of information for further related studies.

4. It is also suggested to school management to encourage the teacher to improve their teaching skill become be better, more effective and interesting not only just using Conventional Method.

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