USING SCRABBLE WORD GAME TO IMPROVE STUDENT'S

VOCABULARY MASTERY

SKRIPSI

Submitted in Partial Fulfillment of Requirement
for the degree of Sarjana Pendidikan (S.Pd.)
English Education Program

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LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini :

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JudulSkripsi   : Using Scrabble Word Game to Improve
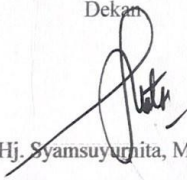   Student's Vocabulary Mastery

sudah layak di sidangkan

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Disetujui oleh

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ABSTRACT

Indi Sabila. 1802050057. Using Scrabble Word Game to Improve Student's Vocabulary Mastery. Skripsi Medan. English Education of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU). 2022.

This research was conducted using the Classroom Action Research method, which was conducted to describe the application of the scrabble game to improve the vocabulary of the first graders of SMPN1 Bahorok. Classroom Action Research Method (CAR) is a method used to solve students' problems in learning English, especially vocabulary. The Kemmis and McTaggart design used in this study, which consisted of four stages; planning; action; observation; and reflection on each cycle. To support the research results, two types of data were collected; Qualitative data obtained from observations, teacher and student interviews. As for quantitative data, data from tests; pre-test and post-test. Furthermore, the data were analyzed descriptively and statistical analysis to determine the final result of the application of the scrabble game on the student learning process in Classroom Action Research (CAR). The results of this study indicate that the use of scrabble games for vocabulary learning in class I SMPN 1 Bahorok is said to be effective and can help students increase vocabulary. Student responses indicate that students are interested in learning English because students find the activity interesting. Simultaneously, student achievement obtained from the pre-test and post-test showed a significant increase. The mean score of the pre-test students was 56.42 while the average score of the post-test students was 74.82, an increase of 18.4. From these results, it can be concluded that teaching vocabulary using scrabble games in grade I SMPN1 Bahorok is effective and can increase students' vocabulary

Keywords : Improve, Scrabble game,Vocabulary

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Assallamu'alaikum Wr, Wb

Firstly, in the name of Allah, the Beneficent, the Merciful. All praises be to Allah, lord of the world who has given the Mercy and Blessing upon the researcher in completing this "Skripsi". Secondly, peace and salutation be upon the prophet Muhammad, his family and his followers. Thirdly, her dearest parents (Mr. Syafi'i and Mrs. Helmiah) for their valuable supports, material, moral , their prayer encouragements in motivating the researcher to finish her study at UMSU.

This research is entitled "Using Scrabble Word Game to Improve Students Vocabulary Mastery" In writing this research, there are many obstacles that the researcher faces and without the guidance of the following people, it is impossible for the researcher to complete this research. Therefore, the researcher would like to thank those who have provided guidance, enthusiasm, love, and support in completing this research, they are :

1. Mr.Prof. Dr. Agussani, M.AP, as the Rector of the Muhammadiyah University of North Sumatera.

2. Mrs. Dra. Hj Syamsuyurnita, M.Pd as the dean of the faculty of Teacher Training and Education, Muhammadiyah University of North Sumatera.

3. Mrs. Dr. Hj Dewi Kesuma Nasution, S.S, M.Hum, as the first deputy dean of the Faculty of Teacher Training and Education, Muhammadiyah University of North Sumatera.

14. *Last but not least, I wanna thank me, I wanna thank me for believing me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off.*

Finally, with humility, the researcher hopes that this thesis will be useful for all of us and get blessing from Allah SWT, Aamiin Ya Robbal Alamin.

Medan, September 2022

The Researcher

Indi Sabila

1802050057

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CHAPTER I

INTRODUCTION

A. **Background of Research**

Vocabulary is one of important components, if students' vocabulary increases then the language produced will get better. Studying vocabulary is an important aspect of the second language or acquisition of foreign languages and leads to academic achievements that are useful for related English language skills. (Tozcu and Coady, 2004)

Vocabulary is also a connecting tool of the four English skills, namely speaking, listening, reading and writing. Vocabulary is like a door in learning a foreign language, the more vocabulary that is obtained, the better the language and the accuracy of using the vocabulary (Tanjung, 2011).

Schmitt (in Tanjung, 2011) Mastering vocabulary is not easy, not infrequently even foreign language students still lack vocabulary. No matter how well a student learns grammatical structures or how good a foreign language sounds if he doesn't master the vocabulary, it will not go well. We can improve our vocabulary mastery through nearby things besides school such as watching European films, studying from Youtube or the internet.

The importance of learning vocabulary urges a teacher to make students from passive to active, this is a challenge as a teacher. Students need to get something that is considered fun or not stressful, it aims to achieve the desired learning process results. To make students active, it is necessary to include games

in the teaching and learning process, some people may think that games will only waste time and have no results, but if the methods and materials are in line, it will be very helpful for students.

After undergoing the School Field Implementation (PLP) activities 3 times with different schools, the researcher found several obstacles that caused students to find it difficult to understand English lessons. The biggest factor in every school is the lack of vocabulary. Students still have little vocabulary, this is because in the teaching and learning process students only read books, without studying theories such as reading a lot and using English in English subjects. Based on the problems above, the researcher decided to review this research by using a teaching strategy that is not boring, namely by using the word game Scrabble. This strategy is designed to foster students' interest in learning English.

Scrabble word game allows players to use any word except capital letters that require hyphens, abbreviations, prefixes or suffixes. Using scrabble games in the teaching and learning process makes students remember words that have been stored in their brains better. This type of game is already used in many countries, especially for foreign languages, in running the game is played by two to four players.

Based on the problems above, the researcher is interested in applying the game of scrabble to strengthen students' vocabulary and create innovative class situation and reciprocity arises between teachers and students according to the previous statement, the topic for the language researcher is **"Using Scrabble Word Game to Improve Students Vocabulary Mastery"**

B. The Formulations of the Research

Based on the background above, it is necessary to formulate the problems of the research as :

1. How does the teacher implementate the scrabble game ?

2. Does the scrabble game significantly to improve students vocabulary for the second grade of SMPN 1 Bahorok ?

C. Objective of Research

Based on the formulation of the research, the objective of the research as:

1. To investigate teacher implementation of scrabble game.

2. To investigate the effectiveness of using scrabble game in improving students vocabulary at the second grade of SMPN 1 Bahorok

D. Significance of Research

The result of this research is hoped to be useful for :

1. The English teacher of SMPN1 Bahorok can get useful information to improve their teaching process by using Scrabble Game.

2. The students can improve their interest and motivation in learning Vocabulary by using Scrabble Game.

3. The reader, the result will be used as basic information to improving.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This theoretical framework is presented in order to give some clearer concept being applied in this research that is on Using Scrabble Game in teaching towards students' ability in learning vocabulary. To support the ides of this research, some theories some information will be included to help the researcher design this research.

1. Vocabulary

When we want to learn a language, we must first add vocabulary about that language. Vocabulary is a very important element of other important elements in learning a language. Vocabulary is very important because learning vocabulary is the basic capital to learn sentence construction from other languages. By developing vocabulary, it will certainly make it easier for someone to read, write, listen and speak English.

There are so many definitions of vocabulary according to the experts. Therefore, the researcher only chooses a few that are considered very important to be discussed. Vocabulary is a core component of language expertise and gives many basis for how good students speak, listen, write and read (Richards, 2002) Meanwhile (Cameron, 2001) understanding vocabulary skills include: pronunciation, spelling, grammar and meaning As well as based on Kevin et al. (2000) Vocabulary is the central point of a language that plays an important role,

vocabulary is also important for learners of a language Likewise Jannah (2011) Claim vocabulary is a most important part of language learning, in communicating we need vocabularies, without vocabulary no one can speak or understand the language Then Linse (2005:121) says that vocabulary is a collection of words that are known by individuals and last Hornby (2006:1645) defines vocabulary as words that individuals know to speak in a particular language.

2. Kinds of Vocabulary

Vocabulary is the most influential element of the four English skills. Mastering vocabulary is not easy and learning it also cannot be instantaneous, especially for students who have had their mother tongue since childhood and have a different second language such as language from custom or culture, not infrequently students also have difficulty in learning English both in memorizing and also do not know what they are learning. In general, a student will store vocabulary when listening and then speaking and before going to reading and writing vocabulary.

Based on Judy K. (2007) there are four types of Vocabulary as :

a. Listening Vocabulary :

The words we hear are then mastered, when they are still babies the fetus can begin to detect sounds around 16 weeks. In addition, babies will listen to words as long as they are awake, and babies will continue to learn new words in the same way throughout life, by adulthood most of us will be close to 50000 words.

b. Speaking Vocabulary

The words we use when we speak are relatively limited. most adults only use 5,000 to 10,000 vocabulary words for all conversations. this amount is much less compared to listening vocabulary.

c. Reading Vocabulary

Words that we master when reading a text. we can read and understand many words that we rarely use. Reading vocabulary is the 2nd largest vocabulary addition if you are a reader. however, if you are not a reader you will find it difficult to "grow" your vocabulary.

d. Writing Vocabulary

The words we get when we write to describe ourselves, usually it will be easier to explain ourselves verbally. Using facial expressions and intonation to help convey our ideas, then adding appropriate words to communicate ideas in writing. The vocabulary we write is influenced by the words we can spell.

From the explanation above, we can conclude that vocabulary refers to things that students can use, such as writing or speaking that can be recognized and understood within the scope of reading. some classify vocabulary into different types but still have the same meaning.

3. Principles of Teaching Vocabulary

Some principles of teaching vocabulary, explanation of vocabulary forms and how vocabulary is taught are very important. First, as a consideration for teaching vocabulary to achieve it, Nation (in Dakhi et al 2009) said these aspects are spoken form, written form, part of a word, concept of a word, word

association, grammar, word collocation, register and word frequency. Second, there are many theories about how to teach vocabulary, including To Nation (2005), which says that there are six principles in teaching vocabulary, namely: (1) protection of teaching and simple explanations, (2) Connection of current teaching with past teaching with patterns or figures of speech. , (3) Conduct oral and written presentations, (4) Pay attention to the known vocabulary, (5) Tell that the known vocabulary is of high value, (6) Do not use words that are less familiar. Third and last, Based on Graves (2006) Providing a diverse learning experience, teaching vocabulary individually, providing and teaching vocabulary learning strategies and building awareness of readers and writers is a successful vocabulary concept program.

Given that learning vocabulary is very important, it requires attention from students and teachers. As a teacher, this is a challenge in itself because you have to think about what method to use, what vocabulary to give, and what type of vocabulary to teach. Given that teaching vocabulary is not an easy thing, there are several principles that need to be considered.

4. Scrabble Game
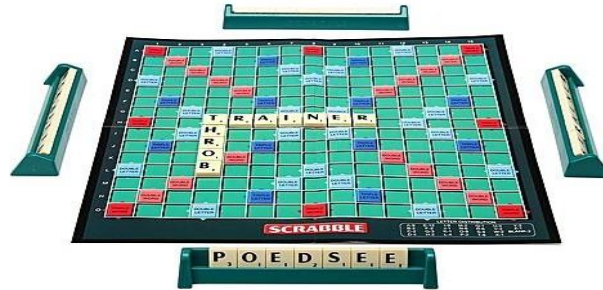
Scrabble is a game that sharpens the brain using a board, according to Rosidi and Falianti (2014) Scrabble is a board game with a certain brand which contains a word structure for scores with two to four players (team). Meanwhile, according to Simmons (2016) is a game that prioritizes the luck of the letters on your shelf. Last in line with Warner (2005: 2) said that scrabble is proprietary board game, which involves the building of words for point score, for two or more players (or teams). 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.

Scrabble games of course consist of tiles that have letters and scores in them, namely:

Letter	Score	Letter	Score
A	1	N	1
B	3	O	1
C	3	P	3
D	2	Q	10
E	1	R	1
F	4	S	1
G	2	T	1
H	4	U	1
I	1	V	4
J	8	W	4
K	5	X	8

L	1	Y	4
M	3	Z	10

5. Rules of Playing Scrabble Game

The rules in the game of scrabble are different in each region and country. To play the scrabble game you need rules, here are the rules for playing the scrabble game:

According to Nurjamah (2015) there are several rules and steps in the scrabble game: (a) The first player must arrange two or more letters that are owned to form a word on the board which is then written and read either across or down one letter in the center square, (b) Continue the game by counting and announcing the score. Then draw a new letter, remembering to keep seven letters, as long as there are enough tiles, (c) The second player is tasked with adding letters to the word that the first player has formed to get new words, (d) Adding new words can be done by: Add one or more letters to a word that has been written on the board[1]. Add one or more letters to the right corner of the word that has been written on the whiteboard[2]. Placing the word parallel to the word written on the blackboard so that it becomes a new vocabulary[3]. Tiles or letters may not be shifted or deleted once they have been scored[4]. Blanks. You can play two empty tiles and decide which one remains the right of your opponent[5]. On your turn, you can use it to swap all or part of the words or not at all[6]. Each game can be challenged before the next player[7]. The game ends when the time runs out, and all the letters have been used or drawn by one of the players[8].

How to play the game of scrabble in class based on Nurjamah (2015): (1) The teacher gives the material according to the syllabus, (2) Then the teacher gives new vocabulary according to the material, (3) The teacher gives 1 game of scrabble for each group, (4) Students accept the game, (5) The teacher explains the scrabble game to each group and their respective roles, (6) Students listen to the teacher carefully, (7) The teacher gives an example of a game with several students, (8) The teacher asks the students to make as much vocabulary as possible from the words that were previously obtained, (9) The teacher asks students to start the game after understanding, (10) Students start the game, (11) The teacher controls the running of the game.

Keep in mind that the rules of the scrabble game vary by country and region and in playing the scrabble game, techniques are needed in forming words.

6. Using Scrabble Word Game to Improve Student's Vocabulary Mastery

After students know how to master the basic grammar of the language, then students must master or remember the vocabulary learned or at least remember the required vocabulary. No one learns a language without mastering new words from that language.

Before the researcher discusses how to increase vocabulary through the scrabble game, first the researcher will explain the meaning of improve/improvement. Before the researcher discusses how to increase vocabulary through the scrabble game, first the researcher will explain the meaning of improve/improvement. Improve based on Merriam Webster is:(a) An improvement action, (b) An improved situation, especially an increase in value

and excellence, (c) an example of improvement can be an increase in value and excellence.

From the definition above, it can be concluded that Improvement is the process of moving something to something that will have a good impact, usually done with an action that aims to achieve better things. The concept of improvement is important to individuals, businesses and governments.

Scrabble is a stick of overcoming students' boredom towards passive lessons, the nature of Scrabble games tends to have fun which attracts students to be active and keeps the class in a cheerful condition. When in class, how to improve or increase students' vocabulary is too monotonous, only the teacher is active while these passive students cause great boredom to students. in this study, the author teaches about the game scrabble game. There is a lot of vocabulary that students need to improve and remember. This scrabble game technique is effective because it is directly displayed in class.

7. Advantages of Using Scrabble Game

(a) Scrabble helps in improving one's language mastery, Why ? because scrabble can help one build new vocabulary and help improve one's spelling of vocabulary, (b) Scrabble is very good for brain, why? because scrabble petrifies the brain stimulus remains active, (c) Make class more active and fun, why? because scrabble helps students become more active by learning while playing and relieves fatigue from learning.

8. Disadvantages of Using Scrabble Game

(a) There is a limit to play, (b) Can not be played at all ages.

Based on theories above the researcher choose one theory to analysis the data**:**

Jannah (2011) Claim vocabulary is a most important part of language learning, in communicating we need vocabularies, without vocabulary no one can speak or understand the language.

According to Rosidi and Falianti (2014) Scrabble is a board game with a certain brand which contains a word structure for scores with two to four players (team).

From the two theories above, the researcher considers that the theory is the most appropriate for researchers to use in conducting research.

B. Hypothesis

The hypothesis in this research is Teaching vocabulary by using scrabble game is effective to improve the students' vocabulary.

C. Related Study

In this research, I find the other related study from as follow :

1. Thesis by 2019, entitled: "Improving Students' Vocabulary Through Scrabble Game at the Second Grade of SMPN 1 Palopo". This research aimed to find out the students increasing in learning Vocabulary by using scrabble game. From the result of the students, showed that there was significant improvement from the pre-test to the post test which analyzed by SPSS 20. From the result of the questionnaire, it shows that most of students choose agree in positive questions while in negative questions, students choose disagree in all the statements, so it can be concluded that the

students like to study about vocabulary through scrabble game technique. It means that, the use of scrabble game for improving students vocabulary is effective for the second grade of SMPN 1 Palopo.

2. Journal of English Teaching by 2019, entitled: "The Principles and the Teaching of English Vocabulary: A Review" The present article seeks to respond to such challenge. To achieve the mentioned goals, artikeldid a systematic review to previously related studies and theories. The results showed that the vocabulary was found to be more functional as a basis for communication, a reflection of social reality, emotion booster, and academic ability predictor. It also revealed that its contribution to the basic language skills varied. Finally, the principles of teaching vocabulary, size and depth, and teaching and learning mastery.

D. Conceptual Framework

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│      Student's Vocabulary Mastery     │
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        │ Problem Solving : Using Scrabble Game as │
        │ a Strategy.                           │
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│ Expeted Result : Improving Student's │
│ English Vocabulary by Using Scrabble │
│ Game as a Strategy.                   │
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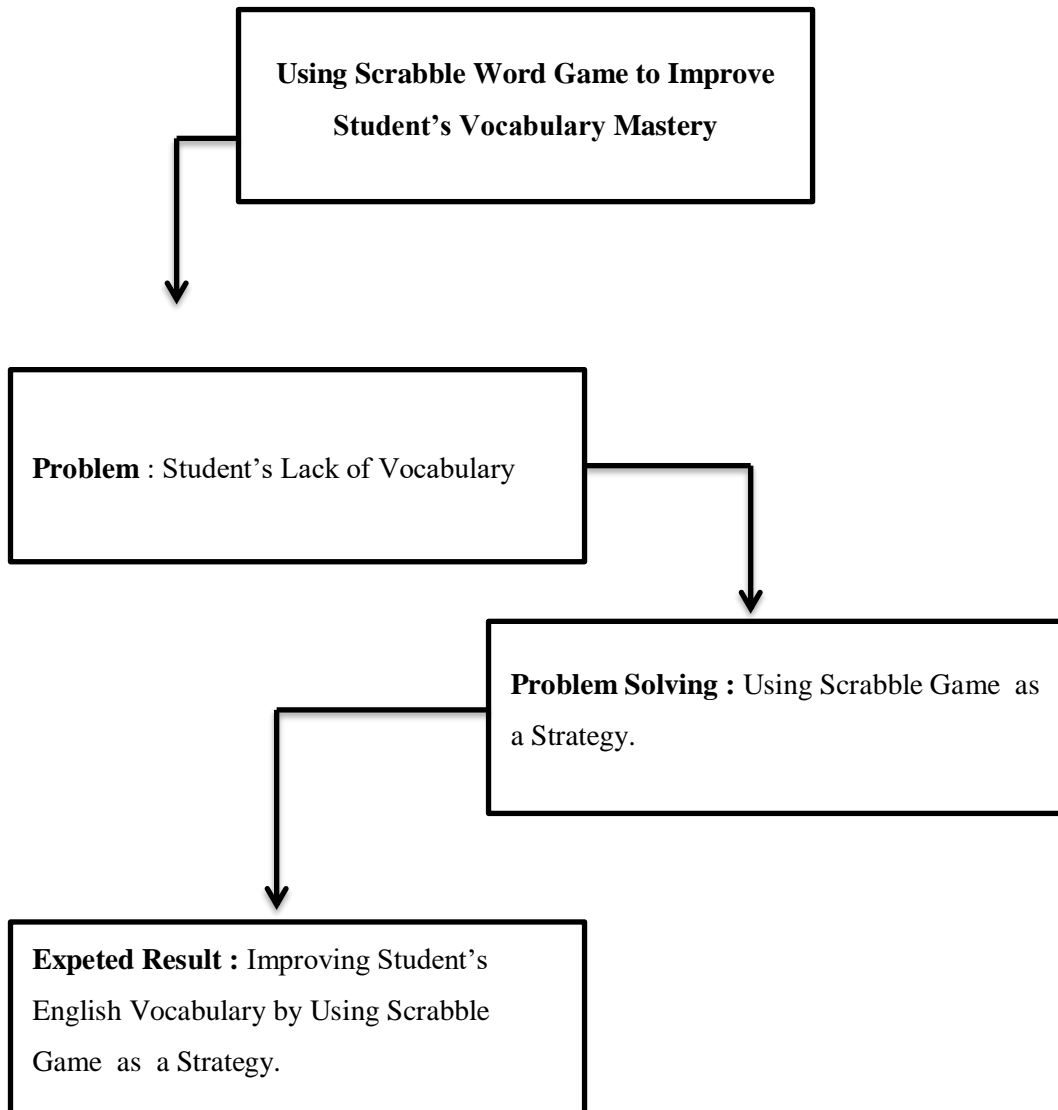
CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research applied by Classroom action research with pre-test and post-test design. This research was conducted in one class. In this Classroom Action Research (CAR) the researcher used the CAR principle to collect data. Classroom Action Research is carried out in four processes consisting of: (1) planning, (2) action, (3) observation, (4) reflection. This research consist of 3 cycles and each cycle consists of four stages of the process. The researcher described the cycle through the action research scheme designed by Kemmis and Mc Taggart while based on Ummi Ruchaniah (2011) CAR is a type of research that offers a product to improve teacher professionalism in the teaching and learning process in the classroom by looking at several indicators of the success of the process and learning outcomes that occur in students, in other words, through this CAR, teachers can improve learning practices to be effective, Likewise Fadilah (2011) Classroom action research is an effective medium to improve the performance of English teachers" and students "achievement in learning English. In classroom action research, teachers self-assess their effectiveness in teaching and plan improvements based on the assessments made. Classroom action research is one of the creative learning strategies that can help improve students success in learning English.

It means classroom action research is a research in which there are work problems, problem solving, action and improvement. Cohen and Manion say that this is situational, contextual, small-scale, practical, flexible, adaptive, self-evaluation and participatory research (Kunandar, 2008) Researcher concludes that classroom action research is a formative, rational, clear, mediative, experiential model of educational research based on investigations and research that emerges during the teaching and learning process.

B. Subject of Research

The sampling is based on total sampling technique, The subject of this research was First Grade of SMPN1 Bahorok. The sample was taken only one class is VII which consists of 28 students. Other individuals who provided information on the subject under research were classified as informant. These included the teacher English subject and the Principle of SMPN1 Bahorok.

C. Place of Research

The research was conducted at SMP Negeri 1 Bahorok. This school is located on Jl. Pendidikan No. 69, Pekan Bohorok, Kec. Bohorok, Kab. Langkat Prov. Sumatera Utara.

D. Research Instrument

The research instrument in this research consisted of two stages, namely pre-test and post-test, where this stage is carried out to find out how the value or score obtained by students after being taught and introduced to the game of scrabble. In addition, to supporting the research the researcher also conducted observations, documentation of the teaching and learning process and interviews.

E. Technique of Data Collection

There are three stages in data collection that the researcher did, namely: observation, test and interview.

1. Observation

The research made direct observations of the teaching and learning process of English in class I. In this reserach, the researcher was act as an active observer. The researcher was interacting with students as well as teachers. In learning English, the researcher was observe students' vocabulary. The researcher was observe how far the students can master the vocabulary that has been taught by their teacher.

2. Test

The test was used to compare the students' vocabulary achievement before and after the research. The form of the test is a written test. pre-test and post-test are types of tests that measure students' scores in mastering vocabulary. Both pre-test and post-test presented in essay form. Furthermore, from this test the reseacher find out the progress of students in mastering vocabulary before or after the scrabble game is done.

3. Interview

One alternative way to obtain information related to the researcher learning is to use interviews. The researcher was interviewing the first grade students of SMP Negeri 1 Bahorok. Interviews were conducted in general using interview guidelines and conducted after the teaching and learning process is complete. The researcher was taken 28 students from 28 students. Interviews about what their

problems and obstacles are during learning vocabulary before and after using the scrabble game**.**

F. Tryout of the Instrument

1. Validity Test

Validity is a measure that shows the validity or validity of an instrument. So the validity test refers to the extent to which an instrument performs its function. In a research has a goal that is a truth, in the business of validity is a very important aspect. The truth can only be obtained with a valid instrument. So it is said that validity is the essence of the truth of the results of the research. As Sukadji (2000) said, validity is the degree to which a test measures what it is supposed to measure. while in the field of education there is such a thing as a test item test. Question validity is the degree of conformity between a question and a set of other questions (Syarif & Syamsurizal, 2019). In determining whether or not an item will be used, a correlation coefficient significance test is usually carried out at a significance level of 0.05, meaning that an item is considered valid if it is correlated at the significance level to the total score (Priyatno, 2010). The validity test in this study used Karl Pearson's product moment correlation with Pearson's degree of freedom (df) = (n-2) and a significance level of 95% (α = 0.05).

Basis for Decision Making (BDM) from the validity test, namely:

1) If r_{count} is positive, $r_{count} \geq r_{table}$, then the item is valid.

2) If r_{count} is positive, $r_{count} < r_{table}$, then the item is invalid.

3) If r_{count} is positive $\geq r_{table}$, but has a negative sign, then the item is invalid.

Table 3.1

Table of Validity Test Results

Item	r $_{count}$	Symbol	r $_{tabel}$	Description
Q01	0,742	>	0,374	Valid
Q02	0,742	>	0,374	Valid
Q03	0,780	>	0,374	Valid
Q04	0,780	>	0,374	Valid
Q05	0,856	>	0,374	Valid
Q06	0,780	>	0,374	Valid
Q07	0,780	>	0,374	Valid
Q08	0,742	>	0,374	Valid
Q09	0,780	>	0,374	Valid
Q10	0,742	>	0,374	Valid
Q11	0,742	>	0,374	Valid
Q12	0,780	>	0,374	Valid
Q13	0,856	>	0,374	Valid
Q14	0,742	>	0,374	Valid
Q15	0,780	>	0,374	Valid

Based on the table above, the results of data processing show that all the calculated r_{count} in the item items are greater than the r_{table}. Then all the details of the questions are declared valid and can be used for further data.

If there is a question instrument from an invalid item, then the instrument is removed and then tested for validity again. After all the questions from the items are declared valid, then the reliability test is carried out.

2. Reliability Test

Reliability Test is conducted to determine the level of stability of a measuring instrument. Reliability was tested with an internal consistency approach, namely by using the Cronbach alpha coefficient (a). Reliability tests are carried out only on questions/statements that have been declared valid. Meanwhile, invalid items are declared invalid or do not need to be continued for

reliability testing. The calculation in determining the magnitude of the alpha correlation (α) is by using the IBM SPSS version 25 software. A construct or variable is said to be reliable if it gives a Cronboach Alpha value > 0.7 (Ghozali, 2013).

The reliability test in this study used the Cronboach's Alpha degree of freedom (df) = (n-2) method and a 95% significance level (α = 0.05).

Basic Decision Making (BDM) from the reliability test, namely:

1) If r Alpha (cronboach's alpha) is positive, and r Alpha ≥ r_{table}, then the variable is reliable.

2) If r Alpha (cronboach's alpha) is negative, and r Alpha < r_{table}, then the variable is not reliable.

Reliability Test

Reliability Statistics

Cronbach's Alpha[a]	N of Items
,698	15

Based on the table above, the Alpha value is 0.698 > 0.374 which indicates that r_{count} is more than r_{table}, so it can be concluded that all items are **reliable**.

G. Techniques of Analyzing Data

There are 2 techniques that the researcher was used to make it easier to analyze the data, namely:

a) Qualitative data is information that provides a description of students' expressions about the level of understanding of a subject (cognitive), students' responses to new methods (affective) of student activities towards a lesson, their focus, their enthusiasm for learning, responses, students' learning motivation which can be analyzed analytically. qualitative. The researcher used descriptive analysis to analyze this qualitative data, which occurs from the process of observing student activities and teacher performance during the teaching and learning process, interviews before and after classroom action research (CAR).

b) Quantitative data is the score of student learning outcomes. Research can be said to be successful if it has reached the criteria for success in CAR. The increase in achievement can be seen from the results of the pre-test and post-test. The researcher used three techniques in analyzing numerical data as follows:

1. The researcher got the average score of students' vocabulary in the pre-test and post-test (Sudjana, 2002)

$$\overline{X} = \frac{\sum \mathbf{x}}{\boldsymbol{n}}$$

$\overline{X}$: Mean

X : Individual Score

N : Number of Students

2. The researcher got the percentage of classes that pass the KKM score (70) using the formula (Sudijono, 2008)

$$P \; = \; \frac{F}{N}$$

P : The class percentage

F : Total percentage score

N : Number of students

3. To find out the increase in students' vocabulary in the pre-test and post-test, the researcher will do the standard six Gronlund and present comparative data between students' scores on the pre-test and post-test 2 on the label below (Gronlund et all, 1995).

Standard of Six by Gronlund

Mark	Classification
>9	Very good
8	Good
7	More than enough
6	Enough
5	Bad
4	Very bad

In this Classroom Action Research (CAR), the researcher used the CAR principle to collect data. Classroom Action Research is carried out in four processes consisting of: (1) planning, (2) action, (3) observation, (4) reflection. This research consist of 3 cycles and each cycle consists of four stages of the process. The researcher was described the cycle through the action research

scheme designed by Kemmis and Mc Taggart as follows:
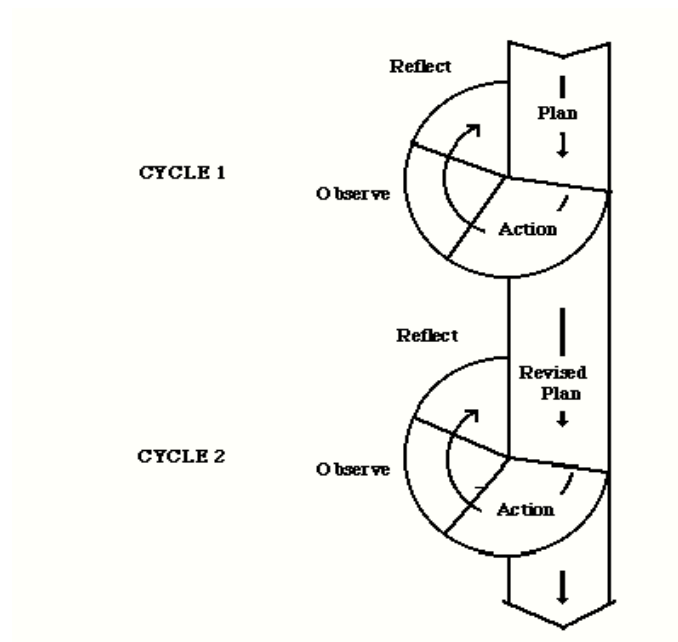
Adapted from Arikunto Suharsimi, 2006)

Table 3.2

Kemmis & Mc Taggart Action Research Design

Based on the Kemmis and Mc Taggart design above, the researcher was explain further how the implementation of Classroom

Action Research (CAR) from cycle I to cycle is as follows:

Box	Content
Top-left box	- Assessent of teaching and learning process - Analyze student achievement - Improve the next cycle action plan - Give a questionnaire
Middle-left box	- Ask for student feedback - Observe the class during the KBM process
Bottom-left box	- Analyze student achievement - Discussion with English teacher - Action appraisal - Give a questionnaire - Sum the Post-tests to see the improvement - Observing student participants
Top-right box	- Determine the right strategy - make a plan - choose the appropriate topics and tools
Second-right box	- Practicing lesson plans (teaching vocabulary with scrabble games)
Third-right box	-Identify student problems -Revise teacher performance -Teaching aids will be selected according to the problem
Bottom-right box	- Practicing new lesson plans - Play scrabble game and use the dictionary

CYCLE 1

Reflect Plan Observe Action

CYCLE 2

Reflect Revised Plan Observe Action

The following are the steps of the classroom action research (CAR) procedure in detail:

Cycle I

1. Planning

The plan that will be taken in this research is to apply discovery learning techniques to find out students' problems in understanding the simple past tense. Before planning, the researcher was prepare everything needed such as preparing materials, determining interesting topics, preparing teaching aids, such as interesting game topics and scrabble games, preparing research instruments, such as structured observation sheets, field notes and posttests.

2. Action

After planning and implementing it, the researcher and teacher then discussed the strategy in the acting stage. According to teacher, she chose to be a teacher as usual, and a researcher as an observer.

3. Observation

During the teaching and learning process, the researcher was observe the teacher's performance, student activities and participants, student attention, student responses, and how the class situation is using field notes and structured observation sheets.

4. Reflection

After doing the steps in the action, the researcher and teacher was doing what is called reflection, namely analyzing observation data with collaborators and reflecting the teacher's own practice when taking action, also don't forget to

analyze students' pre-test scores based on success criteria, whether the discovery learning technique has an effect on class students II SMP Negeri 1 bahorok, if the first cycle fails the reseracher made the next cycle to solve student problems.

The following are the steps of the classroom action research (CAR) procedure in detail:

Cycle II

1. Planning

After identifying the problems in cycle I, the researcher re-selected topics and teaching aids to increase students' motivation, so that they are able to improve their achievement in strengthening their vocabulary by playing scrabble.

2. Action

In this action the researcher remains as an observer, while the teacher remains in the teaching and learning process. The researcher was not use a different strategy from CycleI, but the researcher made corrections to students who make noise and change seats.

3. Observation

In this part of observation stage, the researcher was observe and make observations during the teaching and learning process, the researcher was observe the teacher's performance, student activities and participants, student attention, student responses, and how the class situation is using field notes and structured observation sheets.

4. Reflection

The researcher was reflect with collaborators about her activities, residual activities and situations when they carry out the action process. then stage analyzes the observation data, interview data, pre-test and post-test based on the success criteria.

CHAPTER IV

RESEARCH AND DISCUSSION

A. Data Decription

1. Data of Observation

Based on observations conducted by researchers, it is known that the teaching method used by the teacher is still using conventional (traditional) teaching, where the teacher asks students to read a text in a book and then asks students to look at the meaning of words in the dictionary and memorize it. Such a strategy will trigger several problems in the student learning process. The first is related to the condition of students who are lazy to memorize because not all students are interested in monotonous lessons. Second, there will be some students who feel bored. Third, not all students' intelligence Qoutient (IQ) is the same. Worthan (2010), said that conventional learning has certain characteristics: (1) not related, (2) has no challenges, (3) passive, (4) learning materials are not discussed with students.

2. Data of Interview

a). The Data from Interview with English Teacher of SMPN1 Bahorok.

Based on the results of interviews with a grade 1 English teacher at SMPN 1 Bahorok that have been conducted by researchers, it is known that she is an alumni of the Faculty of Teacher Training and Education, Department of English Education, one of the private universities in Medan.

Mrs. Veberina Sinibulan is known to have taught for approximately 18 years at SMPN 1 Bahorok. During nearly 18 years of teaching English, teachers

found several factors that caused students to be lazy and not interested in learning English. First, students are not interested in learning English because they are afraid to speak. Second, Fear comes from lack of Vocabulary. Third, time is limited. English teachers still use conventional learning in the teaching and learning process, where teachers still ask students to read a text in a book then ask students to open a dictionary to see the meaning and then remember the word. Then the teacher sometimes asks the students what the vocabulary means and they don't remember it.

From this interview, it was also known that teachers still rarely facilitate teaching and learning activities in the classroom with other strategies such as games. The problem, also lies in the limited learning time so it is very difficult to determine what strategies are suitable to be used. Therefore, the researcher tried to provide a fun learning process for learning vocabulary through scrabble games.

According to the first grade English teacher at SMPN 1 Bahorok, the students' ability to remember the meaning of the vocabulary learned is still relatively low, but after the implementation of the scrabble game they showed some changes such as being more active in asking questions, easier to remember vocabulary and braver in speaking English.

b). The Data from Interviews with students of first grade of SMPN1 Bahorok.

Based on interviews that have been conducted to 28 first grade students at SMPN1 Bahorok, it is known that most of the students like learning English, but most of them do not like learning English because of several main obstacles such

as First, learning English is very difficult and boring, Second, they do not like learning English. dare to speak English because they do not know the meaning of the word, Third they do not have adequate vocabulary learning media.

The students said that they studied in a boring way that they were asked to read a text in a book then they were asked to look at the meaning of the dictionary and remember the meaning of the word. not infrequently the teacher asks the meaning of the vocabulary learned but they have forgotten what the word means, but with the scrabble game the students said that they felt happy and the increase in their vocabulary also increased.

3. The Implementation of Scrabble Game Activities in Teaching Vocabulary

Based on the data information that has been collected by the researcher, it can be concluded that students are not interested in learning English, especially in learning vocabulary, their vocabulary test scores are still fairly poor. They say that the teacher's way of teaching and learning is too boring and monotonous, they need more creative English learning strategies that can attract interest in learning.

Their vocabulary is still limited, they also have difficulty in remembering the meaning of the vocabulary they have learned and lack of motivation and support from the teacher. On the other hand, the teacher has a problem, namely the teacher has difficulty in dealing with passive students and hyperactive students who make noise in the classroom. Therefore, the researcher provides a new strategy to overcome the problems that exist in schools, namely the strategy of playing the scrabble game. The researcher taught the students to use the game of scrabble as a new learning strategy technique. Topic is the name of an object in a

certain building (based on the book Test Your Vocabulary for SMP, SMA/SMK Students 2014)

In implementing the scrabble game in the classroom, the researcher prepared two stages, namely pre-test and post-test. This test aims to measure the increase in students' vocabulary. In the pre-test, the researcher used a building like a bank, then the writer gave the text to the students and then the students completed the text in the gaps with the vocabulary in the bank. After knowing the results of the students' low pretest scores, the researcher will carry out the next two cycles. Each cycle consists of four stages, namely: planning, implementation, observation, and reflection. Furthermore, after all cycles are done, the researcher will continue with the post test to determine the increase in students' vocabulary skills. The description of each cycle can be explained as follows. This research was conducted at SMPN 1 Bahorok from 11 August 2022 to 11 September 2022 in two cycles. Each cycle is carried out in three meetings.

a). Cycle I

1. *Planning*

To find out the extent of students' knowledge of vocabulary, the researcher will conduct a pre-test in the first cycle. Make a lesson plan and choose the appropriate material. In the first cycle of the lesson plan, the topic will be adjusted to the book Test Your Vocabulary for SMP, SMA/SMK Students 2014. The cycle begins with the planning process, implementing the learning process, observing and evaluating or reflecting.

(a). Based on the first condition, the problems found in the teaching and learning process are the students' low interest in learning and the low mastery of remembering the vocabulary learned. Here the researchers provide a new way to increase their motivation and memory through the game scrabble game,

(b). Planning divides students into several groups, in this case the researcher divides them into 7 groups of 4 people each.

(c). maintain the lesson plans with the theme of the game, there are the following steps: (1) appreciation and motivation of students about the objectives of teaching and learning in the classroom, (2) important facilities such as the scrabble board game along with the tiles, (3) the researcher will divide the students into several groups, then the researcher will give each group time to play the scrabble game, as well as explain the rules for playing the scrabble game, (4) Make an Evaluation.

2. *Action*

(a) Researchers and students make play groups, (b) Researchers explain the purpose of the teaching and learning process and provide written exercises to students, (c) Researchers and students carry out the process of teaching and learning English with topics according to the book Test Your Vocabulary for Junior High School, SMA/SMK Students. The summary of the learning process is: The researcher explains the rules of the scrabble game, assessment. Students play games for 40 minutes/session.

3. *Observation*

In this stage, the researcher observed students in the response process such as participation, achievement, and things found in the process of teaching and

learning activities. Not to forget, the researcher also asked the students' opinions about the process of teaching and learning activities while using the scrabble game. there are some field notes in cycle I for 3 meetings, the researchers found: First, there are groups that make noise and the game is difficult to control (M1), Second, students are trapped in games and the teacher's role is less than optimal (M2) Third, the game starts to be efficient and conducive (M3).

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

Table 4.1

Questionnaire Result of List Observation in Cycle I

No.	Total	Description
1.	100% of students	Stating clearly with the rules of the scrabble game
2.	82,1% of students	Stating there was no struggling in playing scrabble
3.	100% of students	Stating really did question and answer in playing scrabble
4.	71,4% of students	Stating difficulties in set out words in the playing Scrabble
5.	85,7% of students	Stating happiness in the scrabble game
6	75% of students	Stating the vocabulary that they had more remember in their mind

4. *Reflection*

After conducting the observation stage in the process of teaching and learning activities, the researcher conducted an analysis and reflection on all the activities that had been carried out. The results of the reflection of the teaching and learning process activities in the first cycle are below.

At the beginning of the first cycle the students felt very excited and enthusiastic in playing the scrabble game. They learn while playing, the classroom seems to be alive again but very noisy. Students arrange words with the letters

they have, so the class becomes super active and even too noisy for fear of disturbing other classes.

At the last meeting in the first cycle, the game had begun to be organized and run effectively, the students began to calm down to arrange words. it is clearly seen that students are happy and feel relaxed playing the scrabble game. But for smart children they get bored quickly because they can arrange words and can collect more points than other friends.

From the reflection stage above, there should be more efforts to improve students' ability to acquire vocabulary that has been learned by playing scrabble games, and in the next cycle there needs to be an increase. This effort will be carried out in the following RPP in cycle II.

b). Cycle II

1. *Planning*

a) Based on the results obtained from the first cycle, the problems found were: Students were still confused in arranging letters to form words, many students did not concentrate so it was difficult to remember the words they had learned, b) Researchers controlled the process of playing scrabble games again, c) Researchers rearranging the lesson plans and the media used in the teaching and learning process.

2. *Action*

(a) The researcher repeats the process in cycle I briefly, then re-explains the purpose of the teaching and learning process and distributes student exercise/activity sheets, (b) Researchers and students repeat the process of

teaching and learning activities with topics that are in accordance with the book Test Your Vocabulary for SMP, SMA/SMK Students, (c) The researcher will give examples of topics such as completing a blank sentence in a four or a building for example in the Bank, (d) Researchers will again explain the rules of playing the scrabble game in more detail so that students understand better and they are satisfied, (e) ask students to ask questions if they have problems, (f) Following up the process of teaching and learning activities with discussion, the researcher also gave them time to ask questions before the students took the test, (g) Learning is definite, researchers and students will summarize the concepts that have been taught, researchers will provide evaluations in the form of translations of several examples, answer questions and make sentences.

3. *Observation*

The implementation of cycle II did not find any serious problems. From the results of observations, students have played the game calmly and happily, it's just that some students still have difficulty in arranging words into sentences. This causes students to only be able to complete the next word that has been compiled by other groups.

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

Table 4.2

Questionnaire Result of List Observation in Cycle II

No.	Total	Description
1.	100% of students	Stating clearly with the rules of the scrabble game
2.	92,8% of students	Stating there was no struggling in playing scrabble
3.	57,1% of students	Stating difficulty in set out the words in the game

4.	94,4% of students	Stating the vocabulary that they had more remember in their Mind
5.	92,8% of students	Stating pleasure in playing scrabble game
6	53,5% of students	Stating difficulty in continuing the set out of words from their friends
7	64,2% of students	Stating difficulty in grammar and vocabulary

4. *Reflection*

After the implementation of the activities in the first cycle and after observing the activities of the teaching and learning process, the next step is to analyze and reflect on all the activities that have been carried out. The results of the reflection on the process of teaching and learning activities in cycle II are as follows: The game runs more smoothly and is more active. The game also looks conducive and more developed from cycle I. Students have difficulties in arranging words, to overcome that contextual approach before the game is done.

For that reason, students can find out various vocabularies from topics that have been played. The boredom found in smart students, it is suggested that they prefer difficult vocabulary so that they are more creative and have a sense of satisfaction in playing the game. Generally, the implementation of the second cycle of learning activities is better, learning achievements have also begun to be achieved and create more creative students.

4. Improving of Students Vocabulary Achievement

To find out whether vocabulary learning using scrabble games is successful or not and whether the scores increase significantly or not for the first graders at SMPN1 Bahorok, the researcher will describe the results of the pre-test and post-test. with the results that have been collected the researcher wants to know whether the process of teaching and learning activities to students in

understanding vocabulary and success in the game of scrabble, to analyze the research data using quantitative descriptive techniques.

The test is given in two stages, namely a test conducted before the teaching and learning process (pre-test) and a test conducted at the end of each cycle (post-test). In this study, the author conducted a post-test twice, the first post-test was carried out in cycle I and the second post-test was carried out at the end of cycle 2. The values of pre-test, post-test 1 and post-test 2 are as follows:

Table: 4.3

The Scores of Vocabulary Pre-Test

No	Students	Score (X)
1	Adelia Putri	55
2	Annisa Azzahra	60
3	Arta Medisa	45
4	Berlin Hendrikus Damanik	50
5	Dava Rizky Rifai	65
6	Delila Dwi Sari	65
7	Ekel Pranata P.A	70
8	Elis Rafika	70
9	Elsa Angelina	40
10	Eric Pramana	50
11	Eunike Florensia Br.Ginting	65
12	Febbya Lena	50
13	Furqhon Ramadhan	60
14	Irene Julia Simanungkalit	70
15	Iwa Anggara Sitepu	50
16	Kasih Br.Ginting	65
17	Lucky Danielta P.A	55
18	M. Bima Sanjaya	65
19	Muhammad Alvin	35
20	Muhammad Rizky Simatupang	35
21	Prima Dicka Sitepu	45
22	Rachelle Meylanie Sitepu	75
23	Rimenda Khalisa Br.Sitepu	50
24	Rizky Adrea Ananda	60
25	Sahtanta Depari	45
26	Tasya Br.Sitepu	75

27	Vergi Inganta Perangin Angin	50
28	Yoslynda Evaline Br.Ginting	60
	∑x	1580

The student who passed the KKM (70)

Based on the data in table 4.3, the researcher can conclude that the lowest pre-test value is 35 and the highest pre-test value is 75

The students' average pre-test scores were:

∑ Pre-test (X) = 1580

$$\text{Mean} = \frac{\sum X}{n}$$

$$= \frac{1580}{28}$$

$$= 56,42$$

From the calculation above, the average score of students' vocabulary in the pre-test before carrying out Classroom Action Research (CAR) or after using the scrabble game is 56,42

$$P = \frac{5}{28} X \ 100\%$$

P = 17,85%

Based on the calculation of the percentage of students' scores on the pre-test was 17.85%, because of the 28 students only 5 students passed the KKM while 23 other students scored below the KKM. From the calculation above, it can be concluded that the pre-test scores of each student are low and need to be increased to achieve the KKM.

Table: 4.4

The Scores of Vocabulary Post-Test I

No	Students	Score Y (1)
1	Adelia Putri	60
2	Annisa Azzahra	60
3	Arta Medisa	55
4	Berlin Hendrikus Damanik	65
5	Dava Rizky Rifai	75
6	Delila Dwi Sari	75
7	Ekel Pranata P.A	75
8	Elis Rafika	75
9	Elsa Angelina	55
10	Eric Pramana	65
11	Eunike Florensia Br.Ginting	70
12	Febbya Lena	55
13	Furqhon Ramadhan	60
14	Irene Julia Simanungkalit	80
15	Iwa Anggara Sitepu	50
16	Kasih Br.Ginting	70
17	Lucky Danielta P.A	60
18	M. Bima Sanjaya	70
19	Muhammad Alvin	50
20	Muhammad Rizky Simatupang	55
21	Prima Dicka Sitepu	60
22	Rachelle Meylanie Sitepu	80
23	Rimenda Khalisa Br.Sitepu	65
24	Rizky Adrea Ananda	60
25	Sahtanta Depari	55
26	Tasya Br.Sitepu	85
27	Vergi Inganta Perangin Angin	60
28	Yoslynda Evaline Br.Ginting	70
	$\sum$x	1815

The student who passed the KKM (70)

Based on the data in table 4.4, the researcher can conclude that the lowest post-test value is 50 and the highest post-test value is 85

The students' average pre-test scores were:

$\sum$ Post-test Y (1) = 1815

$$\text{Mean} = \frac{\sum X}{n}$$

$$= \frac{1815}{28}$$

$$= 64{,}82$$

From the calculation above, the average score of students' vocabulary in the post-test in the first cycle is 64.82. This means that from the post-test scores in the first cycle there was an increase in some students in doing tests with the scrabble game from the average pre-test score. Comparison of scores can be seen that the average score of the pre-test score (56.42) and the average score of the post-test I (64.82). So it can be concluded that there is an increase in student scores by 8.4 (64.82 - 56.42)

$$P = \frac{11}{28} X\ 100\%$$

$$P = 39{,}28\%$$

From the calculation above, the percentage of post-test I scores of students is 39.28, because of the 28 students only 11 students have passed the KKM while there are 17 more students who have not yet reached the KKM. So it can be concluded that the post-test I scores of students are still classified as low and can be improved again in the next post-test.

Table: 4.5

The Scores of Vocabulary Post-Test II

No	Students	Score Y (2)
1	Adelia Putri	70
2	Annisa Azzahra	75
3	Arta Medisa	70

4	Berlin Hendrikus Damanik	75
5	Dava Rizky Rifai	80
6	Delila Dwi Sari	80
7	Ekel Pranata P.A	85
8	Elis Rafika	85
9	Elsa Angelina	70
10	Eric Pramana	70
11	Eunike Florensia Br.Ginting	75
12	Febbya Lena	75
13	Furqhon Ramadhan	75
14	Irene Julia Simanungkalit	85
15	Iwa Anggara Sitepu	70
16	Kasih Br.Ginting	75
17	Lucky Danielta P.A	70
18	M. Bima Sanjaya	75
19	Muhammad Alvin	60
20	Muhammad Rizky Simatupang	70
21	Prima Dicka Sitepu	70
22	Rachelle Meylanie Sitepu	85
23	Rimenda Khalisa Br.Sitepu	75
24	Rizky Adrea Ananda	70
25	Sahtanta Depari	70
26	Tasya Br.Sitepu	90
27	Vergi Inganta Perangin Angin	70
28	Yoslynda Evaline Br.Ginting	75
	$\sum$x	2095

The student who passed the KKM (70)

Based on the data in table 4.5, the researcher can conclude that the lowest post-test value is 60 and the highest post-test value is 90

The students' average post-test scores were:

$\sum$ Post-test Y (2) = 2095

$$\text{Mean} = \frac{\sum X}{n}$$

$$= \frac{2095}{28}$$

$$= 74{,}82$$

Based on the above calculation, it is known that the average score of students in post-test II is 74.82. Compared to the results of the average pre-test and post-test II scores, the implementation of Classroom Action Research (CAR) has increased by 18,4. The increase can be seen as follows: Y(2) - X = 74.82-56.42 = 18,4

$$P = \frac{27}{28} X \ 100\%$$

P = 96,42

Based on the calculation of the percentage of students' scores in the post-test is 96,42%, because 27 students have been able to achieve the KKM score and 1 student still get a score below the KKM From the calculation above, it can be categorized that this CAR is said to be successful.

From the number of calculations above, the percentage of student scores who have passed the KKM is 96.42%. This visible increase of 78.57% was obtained from 27 students who had passed the KKM and 1 student who did not reach the KKM. The number of presentations was obtained from the results of the post-test II-Pre-test presentations (96.42% -17.85%). Thus, this Classroom Action Research (CAR) is quite successful because it reaches the target of CAR success as much as (75%).

The researcher uses the standard six by Gronlund to determine the increase in students' vocabulary and presents data on the comparison of pre-test and post-test II scores for students following the table below.

Tabel 4.6

Standard of Six by Gronlund

Mark	Classification
>9	Very good
8	Good
7	More than enough
6	Enough
5	Bad
4	Very bad

Tabel 4.7

The comparison scores of pre-test and post-test II

No.	Students	X	Y	Improvement
1	Adelia Putri	55	70	15
2	Annisa Azzahra	60	75	15
3	Arta Medisa	45	70	25
4	Berlin Hendrikus Damanik	50	75	25
5	Dava Rizky Rifai	65	80	15
6	Delila Dwi Sari	65	80	15
7	Ekel Pranata P.A	70	85	15
8	Elis Rafika	70	85	15
9	Elsa Angelina	40	70	30
10	Eric Pramana	50	70	20
11	Eunike Florensia Br.Ginting	65	75	10
12	Febbya Lena	50	75	25
13	Furqhon Ramadhani	60	75	15
14	Irene Julia Simanulangkit	70	85	15
15	Iwa Anggara Sitepu	50	70	20
16	Kasih Br. Ginting	65	75	10
17	Lucky Danielta P.A	55	70	25
18	M. Bima Sanjaya	65	75	10
19	Muhammad Alvin	35	60	25
20	Muhammad Rizky Simatupang	35	70	35
21	Prima Dicka Sitepu	45	70	25
22	Rachelle Meylanie Sitepu	75	85	10
23	Rimenda Khalisa Br.	50	75	25

	Sitepu			
24	Rizky Adrea Ananda	60	70	10
25	Sahtanta Depari	45	70	25
26	Tasya Br. Sitepu	75	90	15
27	Vergi Iganta Perangin Angin	50	70	20
28	Yoslynda Evaline Br. Ginting	60	75	15

Table 4.7 is the data on the increase in the average value of the pre-test (56.42) and post-test (74.82). The result of the improvement in the implementation of the scrabble game is 18.4. Seen a significant increase in student achievement in learning vocabulary. So the scrabble game activity is said to be effective in teaching vocabulary at SMPN1 Bahorok.

Coefficients[a]

Unstandardized Coefficients		Standardized Coefficients		
B	Std. Error	Beta	t	Sig.
46,838	3,388		13,823	,000
,496	,059	,855	8,419	,000

a. Dependent Variable: Vocabulary Mastery

Decision making basis:

1. $t_{count} \geq t_{table}$, then H_0 is rejected, H_a is accepted

2. $t_{count} \leq t_{table}$, then H_0 is accepted, H_a is rejected

$\alpha = 5\%$

df= n – 2 = 28-2 = 26

The t_{count} performed is a one-way test, then the t_{table} used is 0.05 (26) = 1.706

based on the table above, it is known that the influence of the independent variable with the dependent variable is as follows:

1. It is known that the significant value for the effect of Scrabble Word Game on Vocabulary Mastery is $0.000 \leq 0.05$ and t_{count} $8.419 \geq 1.706$ so it can be concluded that H_0 is rejected and H_a is accepted, which means Scrabble Word Game has an effect on the Dependent Variable, namely Vocabulary Mastery.

B. Research Findings

The results showed that there was an increase in students' ability in the process of learning activities in the use of Scrabble games to increase students' vocabulary. This can be seen from the average value of students in each cycle. This is supported by the fact that the comparison of the average score of students, the pre-test score (56.42) for the post-test score I (64.82) while for the post-test score II (74.82). This shows that for each test in the cycle there is a significant increase. Furthermore, the increase was also seen from the percentage of students who achieved the KKM target (70). This is supported by the fact that the comparison of the percentage of students' scores, the pre-test score of 17.85% (five students), the score for the post-test I was 39.28% (eleven students) while the post-test score II was 96.42 (twenty seven students). The increase in the percentage of pre-test and post-test I was 21.43% while the increase in the percentage of post-test I and post-test II was 57.14%. so it can be concluded that for each meeting the students become better.

This shows that the application of the scrabble game is said to be effective for improving students' vocabulary learning. Researchers also analyze qualitative

data that supports research findings in addition to quantitative data. Qualitative data in the form of notes, interviews and observation sheets. Based on qualitative data, students showed a good response to learning, thus based on quantitative and qualitative data the actions and implementation of scrabble games continued to increase.

C. Discussion

From the theory of Rosidi and Falianti (2014) Scrabble is a board game with a certain brand that contains a word structure for scores with two to four players (teams). This research was conducted to find out how the application of scrabble games in increasing students' vocabulary. The results that the researchers saw from cycle I, cycle II and analysis showed that the average value of cycle I was sixty-four point eighty-two. These results indicate that students still have difficulty in compiling English vocabulary. In cycle II there was an increase of seventy-four point eighty-two. These results show a better improvement than the first cycle.

The application of scrabble games can be said to be more effective, so that teaching and learning objectives can be achieved. The effect for students in this scrabble game is that it is easier to remember vocabulary and produce more creative students. English teachers are advised to use scrabble games in the teaching and learning process of English, especially in teaching vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on Classroom Action Research (CAR) which has been carried out in two cycles with topics according to the book Test Your Vocabulary for SMP, SMA/SMK, the researcher can conclude that learning activities in both cycles have increased significantly. understanding of words, independence and success in playing scrabble games. Student responses to the learning process activities got a very good response. students feel happy with the game of scrabble and students' vocabulary is better than before students were taught the game of scrabble.

Student learning outcomes increase in each cycle. The results showed that the pre-test score (56.42) was for post-test I (64.82) while for post-test II (74.82). This shows that for each test in the cycle there is a significant increase. Furthermore, the increase is also seen from the percentage of students who reach the KKM target (70). This is supported by the comparison of the percentage of students' scores, the pre-test score of 17.85%, the post-test I score of 39.28%, while the second post-test score was 96.42. The results of the percentage of students who achieve the KKM target indicate that this CAR is successful.

B. Suggestion

With regard to this conclusion, the researcher will give some suggestions for improving English language skills as follows:

1. English teacher, it is better to use more methods and strategies in teaching English, especially vocabulary teaching.

2. Second for students, increase discussion with groups and be more active in asking questions.

3. Third, for the readers, I hope this research can help you in teaching vocabulary.

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APPENDIX

LEMBAR OBSERVASI GURU

Nama Sekolah : SMPN 1 Bahorok

Guru   : Veberina Sinibulan S.Pd

Peneliti   : Indi Sabila

No.	Aspek yang Diamati	Ya	Tidak	Keterangan
1	Melakukan pre-ativitas	✓		
2	Menjelaskan materi yang ditetapkan	✓		
3	Memberikan keterampilan bermain scrabble game	✓		
4	Mencontohkan permainan scrabble game	✓		
5	Menggunakan media pembelajarn	✓		
6	Mengutarakan pertanyaan pada siswa		✓	
7	Memberikan jawaban dari pertanyaan siswa	✓		
8	Mengkaji hasil belajar siswa	✓		
9	Memberikan latihan didalam kelas	✓		
10	Mengawasi proses belajar mengajar	✓		
11	Memberikan bimbingan pada siswa	✓		
12	Bersikap simpati pada siswa	✓		

LEMBAR OBSERVASI SISWA

Nama Sekolah : SMPN 1 Bahorok

Guru : Veberina Sinibulan S.Pd

Siswa : Kelas VII

Peneliti : Indi Sabila

No.	Aspek yang Diamati	Ya	Tidak	Keterangan
1	Mengutarakan pertanyaan pada guru	✓		
2	Memberika jawaban dari pertanyaan guru		✓	
3	Melaksanakan permainan scrabble game	✓		
4	Bertanya jawab dengan teman		✓	
5	Kelas rebut		✓	
6	Mengikuti kegiatan belajar mengajar	✓		
7	Belajar menggunakan media	✓		
8	Mengalami kesulitan dalam belajar		✓	
9	Merasakan kegembiraan saat bermain scrabble	✓		
10	Siswa pasif	✓		
11	Menghormati guru	✓		

AT THE HOTEL (Di Hotel)

Underline the suitable word in the brackets in each sentence below!

(Garis bawahilah kata yang sesuai didalam kurung dalam setiap kalimat dibawah ini)

1. Do you need a (trolley, rally), sir? No, Thank you.

2. He wants to (cheque, check) in a hotel first.

3. How (much, many) guets are there in the hotel tonight?

4. I want to (check off, check out) of a hotel

5. Porter! Help (I, me)

6. Mr. Morgan is a new room (cashier, manager)

7. The (guets, guess) want three bottles of beer.

8. The room (service, surface) of this hotel is satisfied enough.

9. This bathroom is (two, very) clean and fresh.

10. Use this room (queue, key) only.

11. Where is the (bellring,bellboy)? He's over there.

12. Where is the (lift, leaf)? Over there.

13. We need an extra (bad, bed).

14. Fill (on, in) this form.

15. What's your (national, nationality?)

INTERVIEW

Dialogue Interview with English Teacher of the First Grade SMPN1 Bahorok

1. What is your educational background?

2. How long have you served as an English teacher at SMPN 1 Bahorok?

3. What problems did you find in teaching English, especially vocabulary?

4. What obstacles did you encounter when teaching English at SMPN1 Bahorok for the 2021/2021 academic year?

5. What are your usual vocabulary teaching techniques?

6. How do students respond when learning vocabulary?

7. Have you ever used Scrabble game media when teaching vocabulary to students?

8. How do students respond to the media you use?

9. How do students score in vocabulary learning?

10. How are the students' vocabulary skills after using the scrabble game?

The Answer of Interview with English Teacher of the First Grade SMPN1 Bahorok

1. My educational background is an alumni of a private university in Medan, Faculty of Teacher Training and Education, majoring in English Education.

2. I started serving at SMPN1 Bahorok in 2004, so I have been serving for approximately 18 years.

3. There are three factors that cause students to be less interested in learning English, especially vocabulary, namely: First, students are not interested in learning English because they are afraid to speak. Second, Fear comes from lack of Vocabulary. Third, time is limited

4. The obstacle lies in also lies in the limited learning time so it is very difficult to determine what strategies are suitable to be used

5. I myself still use conventional teaching.

6. They may be bored because they only read the material and memorize vocabulary.

7. I have never used scrabble game media

8. The students' response when playing the scrabble game was very good, they felt happy and active.

9. The increase in score is also seen with this scrabble game.

10. After the implementation of the scrabble game they showed some changes such as being more active in asking questions, easier to remember vocabulary and braver in speaking English.

INTERVIEW

Dialogue Interview with Student's of the First Grade SMPN1 Bahorok

1. Apakah Anda menyukai pembelajaran Bahasa Inggris?

2. Apa masalah Anda dalam pembelajaran Bahasa Inggris?

3. Apakah Anda memiliki kendala saat pembelajaran Bahasa Inggris khususnya kosakata?

4. Bagaimana pembelajaran yang dibawakan oleh guru Anda ?

5. Apakah Anda menyukai teknik mengaar yang dibawakan guru Anda?

6. Bagaimana kondisi Kegiatan belajar mengajar yang dibawakan guru Anda?

7. Apakah teknik yang dibawakan guru membuat Anda lebih mengingat Kosakata?

8. Bagaimana tanggapan Anda sebelum dan setelah menggunakan Scrabble game ?

The Answer of Interview with Student's of the First Grade SMPN1 Bahorok

1. Most students like learning English, but most of them don't like learning English.

2. First, learning English is very difficult. difficult and boring, Second, they don't like to learn English. dare to speak English because they do not know the meaning of the word, Third, do not have adequate vocabulary learning media.

3. Students said they did not dare to speak English because they did not know the meaning, meaning that the problem was that they lacked Vocabulary.

4. Students said that they studied in a boring way, namely they were asked to read a text in a book then they were asked to look at the meaning of the dictionary and remember the meaning of the word.

5. Dominant students say no because it is boring.

6. Students said that they studied in a boring way, namely they were asked to read a text in a book then students were asked to look at the meaning of the dictionary and remember the meaning of the word. not infrequently the teacher asks the meaning of the vocabulary learned but they have forgotten what the word means.

7. Dominant students say no, students sometimes forget the meaning of the vocabulary they have learned.

8. Students said that with the scrabble game, students felt happy and the increase in students' vocabulary also increased.

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 ada 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 suda 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

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q01	12,1852	,157	,742	10,162[a]
Q02	12,1852	,157	,742	10,162[a]
Q03	12,2222	,179	,780	8,564[a]
Q04	12,2222	,179	,780	8,564[a]
Q05	12,1852	,234	,856	6,462[a]
Q06	12,2222	,179	,780	8,564[a]
Q07	12,2222	,179	,780	8,564[a]
Q08	12,1852	,157	,742	10,162[a]
Q09	12,2222	,179	,780	8,564[a]
Q10	12,1852	,157	,742	10,162[a]
Q11	12,1852	,157	,742	10,162[a]
Q12	12,2222	,179	,780	8,564[a]
Q13	12,1852	,234	,856	6,462[a]
Q14	12,1852	,157	,742	10,162[a]
Q15	12,2222	,179	,780	8,564[a]

Sumber : Hasil olahan data dengan SPSS 25, 2022

1 / 5   —   75%   +

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392

Titik Persentase Distribusi t (df = 1 – 40)

Pr / df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung
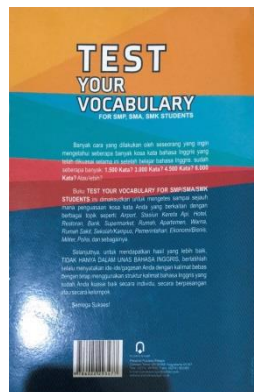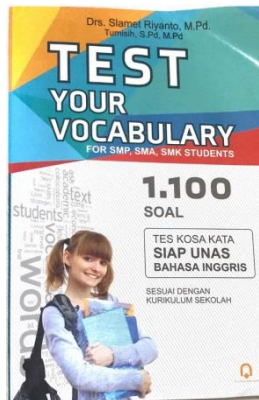
PERMOHONA PERSETUJUAN JUDUL SKRIPSI

Nama   : Indi Sabila
NPM   : 1802050057
ProgramStudi   : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
Using Scrabble Word Game to Improve Student's Vocabulary Mastery	acc

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, Februari 2022

Disetujui oleh
Dosen Pembimbing

Hormat Pemohon

(Dr. Khairun Niswa, M.Hum)

(Indi Sabila)

Yth :Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal :**PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama	: Indi Sabila
NPM	: 1802050057
Program Studi	: Pendidikan Bahasa Inggris
IPK Kumulatif	: 3,60

IPK = 3,60

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
2-?/02/2022	Using Scrabble Word Game to Improve Student's Vocabulary Mastery	?23/2/22
	Analysis Grammatical Errors in Writing Abstract of EFL Thesis	
	The Effect of Guessing Technique on Student's Speaking Ability at Junior High School	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Medan, Februari 2022
Hormat Pemohon,

Indi Sabila

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

KepadaYth :   Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikumWr. Wb.

Dengan hormat, yang bertanda tangan di bawahini
Nama   : Indi Sabila
NPM   : 1802050057
ProgramStudi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut : Using Scrabble Word Game to Improve Student's Vocabulary Mastery

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Dr. Khairun Niswa, M.Hum

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terimakasih.

Medan, Februari 2022
Hormat Pemohon,

Indi Sabila

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

Nomor   : 516 /II.3-AU/UMSU-02/F/2022
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
                 Dan Dosen Pembimbing

Assalamu'alaikum Warahmatuullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa
yang tersebut di bawah ini :

Nama Mahasiswa   : Indi Sabila
NPM   : 1802050057
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : Using Scrable Word Game to Improve Student's Vocabulary Mastery

Dosen Pembimbing : Dr. Khairun Niswa, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi
dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada
   waktu yang telah ditentukan
3. Masa Perpanjangan tanggal : 24 Februari 2023

Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Medan, 23 Rajab   1443 H
       24 Februari 2022 M

Dekan

Dra. Hj. Syamsuyurnita, M.Pd
NIP : 19670604 199303 2 002

Dibuat rangkap 4 (empat)
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan
   WAJIB MENGKUTI SEMINAR

بسم الله الرحمن الرحيم

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jum'at Tanggal 01 Juli Tahun   2022 diselenggarakan seminar
Prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama	: Indi Sabila
N P M	: 1802050057
Program Studi	· Pendidikan Bahasa Inggris
Judul Penelitian	:Using Scrabble Word Game to Improve Student's Vocabulary Mastery

NO	MASUKAN / SARAN
BAB I	Support your arguments with theories
BAB II	Organize the literature to be more ephis.
BAB III	Revise the Research method.
LAINNYA	Use more updated references
KESIMPULAN	( ) Disetujui ( ) Ditolak (✓)Disetujui Dengan Adanya Perbaikan

Medan, 01 Juli 2022

Dosen Pembahas   Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum   Dr. Khairun Niswa, S.Pd.I., M.Hum

PANITIA PELAKSANA

Ketua   Sekretaris

Pirman Ginting, S.Pd., M.Hum   Rita Harisma, S.Pd., M.Hum

I

SURAT KETERANGAN

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

NamaMahasiswa   : Indi Sabila
NPM   : 1802050057
Program Studi   : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari   : Jum'at
Tanggal   : 01 Juli 2022
Dengan Judul Proposal   : Using Scrabble Game to Improve Student's Vocabulary Mastery

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan,semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih.Akhirnya selamat sejahteralah kita semuanya. Aamiin

Dikeluarkan di : Medan
Pada Tanggal : 01 Juli 2022

Wassalam
Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata – 1 bagi :

NamaLengkap : Indi Sabila
NPM : 1802050057
Program Studi : Pendidikan Bahasa Inggris
JudulSkripsi : Using Scrabble Word Game to Improve Student's Vocabulary Mastery

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Diketahui oleh :

Diketahui/Disetujui Oleh
Ketua Program Studi   Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum   Dr. Khairun Niswa, S.Pd.I., M.Hum

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh
Saya yang bertandatangandibawahini :

Nama Mahasiswa   : Indi Sabila
NPM   : 1802050057
Program Studi   : PendidikanBahasaInggris
Judul Penelitian   : Using Scrabble Game to Improve Student's Vocabulary
       Mastery

Dengan ini saya menyatakan bahwa :
1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan,01 Juli 2022

Hormat saya
Yang membuat Pernyataan

(Indi Sabila)

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor   : 1347 /II.3-AU/UMSU-02/F/2022   Medan, <u>07 Dzulhijjah</u>   <u>1443 H</u>
Lamp   : ---   06 Juli   2022 M
H a l   : **Permohonan Izin Riset**

Kepada Yth, Bapak/ Ibu Kepala
SMPN 1 Bahorok
di
Tempat

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan , maka kami mohon kepada Bapak/Ibu memberi izin kepada mahasiswa kami untuk melakukan penelitian/riset di sekolah yang Bapak/Ibu pimpin. Adapun data mahasiswa tersebut sebagai berikut:

Nama   : **Indi Sabila**
N P M   : **1802050057**
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Using Scrabble Word Game to Improve Student's Vocabulary Mastery.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Aamin.
Wassalamu'alaikum Wr. Wb.

Dekan,

<u>Dra. Hj. Syamsuyurnita., M.Pd</u>
NIDN 0004066701

Pertinggal

QS STARS
★★★★

Nomor   : 422.1/ 092 /007/VII/2022
Lampiran : -
Perihal   : Balasan Izin Penelitian

Kepada Yth   :
Pimpinan FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Di –

     Tempat

Dengan hormat,

Sehubungan dengan surat yang kami terima tanggal 07 Juli 2022 Nomor : 1347/II.3-AU/UMSU-02/F/2022 tentang Ijin Penelitian Lapangan Mahasiswa dengan judul Skripsi **"Using Scrabble Word Game to Improve Student's Vocabulary Mastery"**, maka dengan ini kami memberi izin kepada saudari :

Nama	: INDI SABILA
NPM	: 1802050057
Prodi	: Pendidikan Bahasa Inggris
Jenjang Program	: Strata Satu (S1)

Untuk melaksanakan Penelitian di SMP Negeri 1 Bahorok, yang dilaksanakan pada Bulan 11 Juli $^s/_d$ 11   Agustus 2022.

Demikian surat ini kami sampaikan, untuk dapat diketahui.

Bahorok, 27 Juli 2022
An: Kepala SMP Negeri 1 Bahorok

SEHAT GINTING, S. Pd, M.Pd
NIP. 19660129 199801 1 001

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara

Fakultas : Keguruan dan Ilmu Pendidikan

Jurusan/Prog.Studi : Pendidikan Bahasa Inggris

Nama Mahasiswa : Indi Sabila

NPM : 1802050057

Judul Proposal : Using Scrabble Word Game to Improve Student's Vocabulary

Mastery

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
20/08 22 BAB1	Fixed some unfamiliar words in Background of research	✓
25/08 22 BAB1	Revise the thesis Writing	✓
31/08 22 BAB II	Add Validity and reliability	✓
9/09 22 BAB IV	Revise the abstrack and add theory to the discussion	✓
12/09 22	Acc For sidang	✓

Medan, 12 September 2022

Diketahui/Disetujui

Ketua Prodi Pendidikan Bahasa Inggris

Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum.

Dr.Khairun Niswa,S.Pd.I,M.Hum

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata - I
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Panitia Ujian Skripsi Strata – I Fakultas Keguruan dan Ilmu Pendidikan dalam sidangnya yang diselenggarakan pada hari **Selasa, 20 September 2022**, pada pukul **08.30 WIB** sampai dengan selesai. Setelah mendengar, memperhatikan, dan memutuskan bahwa :

Nama	: INDI SABILA	
NPM	: 1802050057	
Program Studi	: Pendidikan Bahasa Inggris	
Judul Skripsi	: Using Scrabble Word Game to Improve Student's Vocabulary Mastery	
Ditetapkan	: (A-) Lulus Yudisium	
	( ) Lulus Bersyarat	
	( ) Memperbaiki Skripsi	
	( ) Tidak Lulus	

Dengan diterimanya skripsi ini, sudah lulus Ujian Komprehensif, dan berhak memakai gelar *Sarjana Pendidikan (S.Pd)*.

PANITIA PELAKSANA

Ketua   Sekretaris

Dra. Hj. Syamsuyurnita, M.Pd.   **Dr. Hj. Dewi Kesuma Nasution, S.S., M.Hum.**

ANGGOTA PENGUJI :

1. Erlindawaty, S.Pd., M.Pd   1.
2. Pirman Ginting, S.Pd., M.Hum. 2.
3. Dr. Khairun Niswa, S.Pd.I., M.Hum 3.

CURRICULUM VITAE

1. Personal Information

   Name   : Indi Sabila

   SIN   : 1802050057

   Place/Date of Birth : Timbang Lawan/20th of March 2000

   Gender   : Female

   Religion   : Islam

   Nationally   : Indonesian

   Address   : Jl. Besar Bukit Lawang, Dusun 1 Desa Timbang Lawan, Kec. Bahorok, Kab. Langkat, Sumatera Utara

   Department of   : English Education

   E-mail   : indisabila23@gmail.com

2. Parents' Information

   Father   : Syafi'i

   Mother   : Helmiah

   Address   : Jl. Besar Bukit Lawang, Dusun 1 Desa Timbang Lawan, Kec. Bahorok, Kab. Langkat, Sumatera Utara

3. Education

   2006 – 2012   : SDN 053956 Kampung Bukit

   2012 – 2015   : SMP N 1 Bahorok

   2015 – 2018   : SMK Pemda Langkat Bahorok

   2018 – 2022   : An active student of English Department, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara