

**THE EFFECT OF USING SCRABBLE GAME ON STUDENTS'  
VOCABULARY MASTERY THROUGH BLENDED  
LEARNING AT THE ELEVENTH GRADE OF  
SMAN 14 BANDAR LAMPUNG**

**(Undergraduate Thesis)**

**By**

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**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
BANDAR LAMPUNG  
2021**

## **ABSTRACT**

### **THE EFFECT OF USING SCRABBLE GAME ON STUDENTS' VOCABULARY MASTERY THROUGH BLENDED LEARNING AT THE ELEVENTH GRADE OF SMAN 14 BANDAR LAMPUNG**

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This research was aimed to find out whether there is any significant improvement in students' vocabulary mastery after using of scrabble games, and how are students' response in learning vocabulary after using of scrabble games.

The subjects of the research were 32 students of class XI at SMAN 14 Bandar Lampung. One group pre-test post-test design was used in this research. The researcher conducted the research in six meetings which consisted of try out test, pre-test, three times of treatment, and post-test. The data were analyzed by using Repeated Measure T-Test in which the significance was determined by  $p < 0.05$  and hypothesis testing was computed using Statistical Package for Social Science (SPSS).

Based on the calculation, the result of the research showed that the mean score of pre-tests is 77.625 and the post-test is 84.0625 in which the gain is 6.4375. The results of t-value (10.376) is higher than t-table (2.0395) and the value of two-tailed significance is  $0.000 < 0.05$ . It showed that the hypothesis is accepted that is, there is a significant improvement of students' vocabulary mastery after the use of guessing games. The result also shows that the most improving aspect of vocabulary is verb with the mean score of pre-tests is 77.86 and the mean score of post-tests is 86.46. The improvement of the verb is 8.60 with the percentage is 33.74%. In opposite, the lowest improvement aspect of vocabulary is a noun. It showed that the mean score of pre-tests is 93.23 and the mean score of post-tests is 97.14. The gain is 3.91 with the percentage is 15.34%. Moreover, the researcher used the open-ended questionnaire to find the students' responses in learning vocabulary by using a scrabble game. The result of the questionnaire showed that the majority of the students work with no pressure, have some fun, and get some new information. Therefore, based on the result, it is concluded that scrabble game technique can be applied to improve the students' vocabulary mastery and it is recommended as a reference to teach English in vocabulary class.

**Keywords:** *vocabulary, scrabble game, students' respons.*

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in

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**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
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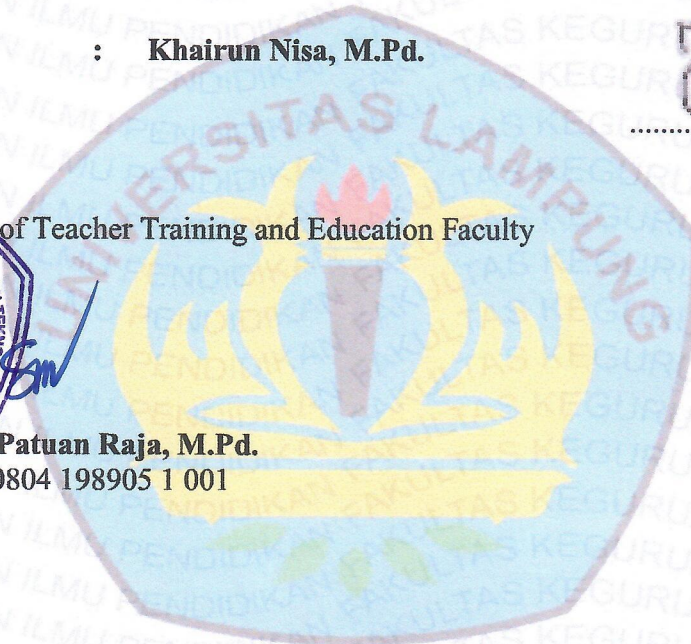
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## **CURRICULUM VITAE**

Thio Galih Kuncoro was born in Seputih Banyak on March 12<sup>th</sup>, 1999 in a lovely family of Suwandi and Purwati. He has two siblings. One brother and also one sister. Didik Erwanto then Dwi Rila Haryuni.

Having done his education at TK AL-Quran in 2003 until 2004, he continued at SDN 3 Tanjung Harapan in 2005 until 2011. Later stage, he enrolled in SMPN 1 Seputih Banyak. During his study, he started his organization experience by joining School Internal Student Organization (OSIS). He became the president of student council. He finished her junior high school in 2014. Then, he continued his study in SMAN 1 Way Jepara. In senior high school, he was a part of scientist club and also english club because he was in science class. He graduated in 2017. In the same year, he successfully passed out SNMPTN program and was accepted as a student of English Education Study Program of the University of Lampung.

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## DEDICATION

*To my beloved mother, father, and my brother and sister who always keep on praying for my life and the only reason for me to dream bigger and live better.*

*To all great teachers who always motivate me in my education life.*

*To all loyal friends who always support me in all my ups and downs.*



## **MOTTO**

“Failure only happens when we give up”

(Lessing)

“Do The Best”

(Thio Galih Kuncoro)

“Learn From The Past, Live For Today And Plan For Tomorrow, Be Number  
One”

(Thio Galih Kuncoro)

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All praise is rendered only for Allah SWT, the Almighty God, for blessing the author with health, determination, and perseverance to finish this script. This script, entitled “The Effect of Using Scrabble Game on Students’ Vocabulary Mastery Through Blended Learning at The Eleventh Grade of SMAN 14 Bandar Lampung” is presented to the Language and Art Education Department of Teacher Training and Education Faculty of Lampung University as a partial fulfillment of the requirements for S-1 degree.

Having done this work, the author realized that there are many individuals who gave a generous suggestion for finishing this script; therefore, the author would like to express her sincere gratitude and respect to:

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Finally, the author believes that his work is still distant from perfection. There might be flaws in this research. Thus, comments, criticism, and suggestions are always acceptable for the better research. Somehow, the author hopes this research would give a positive contribution to the educational development, to the readers, and to those who want to conduct the further research.

Bandar Lampung, 23 November 2021

The Author,

Thio Galih Kuncoro  
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## **I. INTRODUCTION**

This chapter presented several points such as background of the research, research questions, objectives of the research, uses of the research, scope and limitation of the research, and definition of terms.

### **1.1 Background of The Research**

Language, in daily life is a very important tool for information. This is reasonable because it is used by people in the world as a means of communication in order to share their aims and purpose, for example asking questions and sharing ideas. Language in practice may have different meaning, so they will try to understand what other people say if they have different language. For this reason, people have to be able to know the meaning of language or words which is spoken or written by people to understand their aims. In relations to this, Indonesia has formulated the policy that English is the first foreign language which is taught as a compulsory subject, which has been officially taught since 1967 under decision of Minister of Educational and Cultural. As the present time, English has been introduced since the level of elementary school or even in play groups. It is also a compulsory foreign language taught in junior high school.

However, English is not only taught in elementary and junior high school, it is also taught in senior high school and university. There are basically some skills

which are involved in learning a language especially in English, they are listening, speaking, reading and writing. It is known that English is considered as a complex subject for Indonesian students, because, viewed from the the language aspects, English has typical structure, pronunciation, and vocabulary.

In terms of vocabulary, as stated clearly by Hatch and Brown (2001:87), vocabulary is a list or a set of words for a particular language or as a set of words that individual speakers of language might use. Vocabulary, in particular, plays an important role as a starting point for mastering language skills. Without vocabulary, those language skills will be impossible to be mastered by the students. Therefore, McCarthy (1990:152) states that no matter how well the students learn grammar, or how succesful the sounds of the language they are mastered, without words communication, it cannot occur in any meaningful way. It is impossible to learn a language without vocabulary, learning a language means learning its vocabulary. According to Camerron (2001:75), word is the key unit in building up skills and knowledge.

Furthermore, Nation (1990:3) indicates that words are dealt with as they happen to occur. Furthermore, English vocabulary consists of several hundred thousand words. Therefore, teachers and students are challenged to unveil as many of them. This is certainly unavoidable since English vocabulary items are the foundation of learning, improving students' vocabulary knowledges has become educational priority.

In contrast to the above expectations; in general, it is presumed that SMA graduates are still not able to achieve the objectives of vocabulary items during their study at the school.

Regarding the previous studies, concerning vocabulary, Lestari (2017) conducted the research entitled *“Improving Students’ Vocabulary Mastery By Using Text Twist Game At Private Islamic Junior High School Al – Hijrah 2 Lau Dendang 2016 / 2017 Academic Year”*, it showed that in learning vocabulary for junior high school students is such a big problem. It was reasonable because the students have low ability in applying verbs and adjectives. This indicated that they rarely practiced their vocabulary in the class.

The second previous research conducted by Desmanto (2016) stated that this research was aimed at responding the questions: how the implementation of text twist game is through cooperative learning to improve students’ mastery of English noun after students are taught using text twist game. The problem of this research was that SMA students found difficulties in applying content words such as nouns, adjectives, verbs, and adverbs. However, the big problem the students mostly find was in applying nouns. Due to this problem, the research more specifically discussed about the nouns.

As stated in SMA English Curriculum (1994), target of learning English is precisely formulated. In other words, SMA graduates should hopefully be mastered at least 2500 vocabulary items actively. This means that the students are able to use English vocabularies for their study and daily lives. Unfortunately, in fact, most of the students in SMAN 14 Bandar Lampung were still not able to

master English vocabularies as it is targeted in the curriculum. It was proved when the pre-observation was conducted at that school, among other things, through interviewing the teacher, it was found that there were only few students who could get the minimum passing grade (KKM) or above, and most students were less than minimum passing grade. Most of students said that learning vocabulary was complex and boring because the teacher applied the monotonous technique in teaching vocabulary.

In relation to this, this study identified some specific problems during this study's preliminary research, they were: (1) the students did not know the meaning, and also the spelling of certain words, (2) they did not have motivation to increase their vocabulary skill because they were not familiar with English vocabulary items. These conditions required the study to seek for the most appropriate strategy to apply in order to have a successful teaching-learning process.

As Chung and Pannebaker (2007:345) point out clearly that there are two types of vocabulary such as content word, and function word. In memorizing word list, students cannot remember the words immediately, it needs a process. After memorizing the words, the students need to be able to remember them. The limited numbers of vocabulary mastered by the students are caused by many factors; internal and external factors. The internal factors are students' motivation, interest, IQ (Intelligence Question ) and others. The external factors are teaching method, parents, friends, facility, environment, including game. The researcher realized that an interesting way could encourage students to learn vocabulary more easily. There were many ways which could be used to develop students' vocabulary achievement, such as picture, flashcard, and game.



To overcome the problems mentioned above, this study, thereby, planned to improve the students' vocabulary mastery by using game. Huyen (2012:5) lists several main advantages when games are used in the classroom such as *(1) a welcome break from the usual routine of the language class, (2) motivating and challenging, (3) effort of learning, and (4) language practice in the various skills.* This study found out that teaching vocabulary through games was the best way. By applying the game, the students would be more active in the class during teaching and learning process. They would be more relax and interested in following the learning process because there would be many activities they would do when the learning process is conducted. Theoretically, there are many games which can be applied in teaching and learning process especially in teaching vocabulary such as (1) guessing game, (2) word wall game, (3) scrabble game and (4) text twist game. This study, however, focused on a text twist game as a best technique in teaching vocabulary.

More operationally, Crawford (2016) in Lestari (2017:10) points out that text twist is simply a word scrambling game, in which the players have to assemble words ranging from three to six letters or more. Broadly says, text twist game is a language game where the way of playing this game is by arranging some letters which are given by the teacher in order to form as many English words as possible within period of time. This game was played in groups. The group which could arrange the most letters into English words would be the winner. In other words, the text twist game is a kind of language game played in a group which is emphasized on arranging some letters in task which is given by the teacher and

the students or the players have to arrange its letters into correct words as fast as possible within a certain period of time.

In supporting the explanation above, Jay in Desmanto (2016:18) says that one of the advantages of this game is the students will be motivated to learn or increase their vocabulary mastery. This is reasonably true because scrabble game enables the students more creative to enrich their vocabulary items.

In reference to the explanation above, this study conducted a research mainly dealing with the effectiveness of using text twist game to find out the improvement of students' vocabulary mastery at the eleventh grade of senior high school students. Thus, the title of this research is "The Effect of Using Scrabble Game on Students' Vocabulary Mastery through Blended Learning at The Eleventh Grade Of SMAN 14 Bandar Lampung".

## **1.2 Research Questions**

Concerning the background above, the problems were formulated as follows:

1. Is there any significant difference on students' vocabulary mastery after learning by using scrabble game through blended learning?
2. How is students' response of scrabble game through blended learning on students' vocabulary mastery?

## **1.3 Objectives of the Research**

With reference to the background above, the objectives of the research were:

1. To find out the significance of students vocabulary' mastery after being taught scrabble game at the eleventh grade of SMAN 14 Bandar Lampung.

2. To find out the students response after using scrabble game on students' vocabulary mastery through blended learning at the eleventh grade of SMAN 14 Bandar Lampung.

#### **1.4 Uses of The Research**

In relation to the research questions and objectives, the finding of the research would be beneficial not only theoretically, but also practically. The uses of the research were as follows:

1. Theoretically, the result of this research is expected to confirm previous theories about teaching vocabulary by using scrabble game through blended learning.
2. Practically, the result of this research can be made as input for English teacher, especially about the process of teaching vocabulary by using scrabble game through blended learning.

#### **1.5 Scope of The Study**

This study was a quantitative reasearch which focused on finding out the result of the effect of blended learning in improving students' vocabulary mastery of the eleventh grade students in terms of content words. This study was conducted to find out the students' problems in learning vocabulary by using scrabble game. This study, specifically, focused on content words rather than function words. Content words itself are the words that name objects of reality and their qualities. Those usually consist of nouns, adjectives, verbs, and adverbs. The increase of students' vocabulary achievement was measured by a set of pretest and posttest in form of multiple choice tests.

## **1.6 Definition of Key Terms**

Some terms are defined in order to give some basic understanding of the related variables and concepts:

### **1. Scrabble Game**

Scrabble Game is a structured form of play; it is usually undertaken for enjoyment and sometimes used as an educational tool. According to Khan (1991:142), games are activities done based on the certain rule. It means that you can use dictionary checker tool to find out whether a word is acceptable when playing scrabble. When you enter a word and click on Check Dictionary button, it simply tells you whether it's valid or not in scrabble word game. Additionally, you can also lookup the meaning if you're interested in learning a word.

### **2. Blended Learning**

Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and students, with some elements of students control over time, place, path, or pace. According to discol (2002) Blended learning is learning that combines or combines various web-based technologies, to achieve educational goals.

### **3. Vocabulary**

Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching



vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008)

#### **4. Students' Response**

The purpose of the study was to examine the relationship between students' response of blended learning and their course achievement. Students' response were assessed based upon four factors namely convenience, engagement, overall satisfaction and perceived learning outcome. Perception is the ability to see, hear, or become aware of something through the sense, the way in which something is regarded, understood, or interpreted (Oxford Dictionary, 2016).

This chapter had discussed the background of the research, research questions, objectives of the research, uses of the research, scope and limitation of the research, and the definition of key terms.

## **II. LITERATURE REVIEW**

In order to reach the goal of this research, there were several points which would be discussed in this chapter. They were classifying into the following terms: previous research, concept of vocabulary, content words, function words, teaching vocabulary, techniques of teaching vocabulary, games in teaching vocabulary, concept of scrabble game, concept of teaching vocabulary through scrabble game, concept of testing vocabulary, blended learning, theoretical assumption, hypothesis.

### **2.1. Previous Research**

In terms of scrabble game in teaching vocabulary, there were several studies proved that scrabble game is effective in increasing the students' vocabulary mastery. More specifically, the previous studies would be further described below:

First research was conducted by Andi Saputra Tanjong (2011) with title reinforcing students' vocabulary through Scrabble game; this research used CAR (classroom action research) design by using observation, test and interview to collect data. The research was conducted at eleventh grade and found the result that students' activity for the learning process in cycle one and two, has improved

that involved understanding words, autonomy, and success in playing scrabble game.

Second research was conducted by Andi Saputra Tanjong (2011) with title reinforcing students' vocabulary through Scrabble game, this research used CAR (classroom action research) design by using observation, test and interview to collect data. The research was conducted at eleventh grade and found the result that students' activity for the learning process in cycle one and two, has improved that involved understanding words, autonomy, and success in playing scrabble game.

## **2.2. Concept of Vocabulary**

Theoretically, vocabulary is one of the language aspects which has to be learned when people are learning a language. In the school, learning language means learning its vocabulary. It means that vocabulary takes an important part in language in which the vocabulary will make a language meaningful. Good mastery of vocabulary is important for anyone who learns the language which is used in listening, speaking, writing, and reading. Regarding to Thornbury (2002:13), without grammar, there are very little things which can be conveyed, but without vocabulary, it is nothing which can be conveyed. It definitely means that people can still understand what other people say or write in incorrect grammar, but people will not understand what other people say or write if they do not have enough knowledge about the vocabulary and the capability of using it accurately.

Setiyadi (1999:143) states clearly that vocabulary seems to be the heart of foreign language learning. According to Hatch and Brown (2001:87), vocabulary is a list or a set of words for a particular language or as a set of words that individual speakers of language might use. It is obvious that vocabulary is very important in learning a language, especially English, because English vocabulary is extremely large and varied as well. Therefore, it is highly essential for english teachers to help their students in mastering vocabulary.

Commonly, vocabulary is considered as the most important part on learning a language. It is impossible for the students to read, write and speak a foreign language without having enough knowledge of vocabulary. As Richards (2002:255) points out clearly that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It is defined that learning new vocabulary does not only mean memorizing the form of the word but also understanding its meaning so the students can speak or write vocabulary items meaningfully.

As mentioned earlier, vocabulary is also a list of words which is found in a particular language. Lehr, Osborn, and Hiebert (2005:2-3) point out vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms. More specifically, they use it to refer to “the kind of word that students must know to read increasingly demanding text with comprehension”. It is understood that vocabulary is the basic element of language. One who masters enough vocabulary will find fewer difficulties than those who have fewer vocabularies.

Furthermore, Jackson and Amvela (2000:11) say that the terms vocabulary, lexis, and lexicon are synonymous. In addition, Richards and Schmidt (2002:580) state that vocabulary is a set of lexeme, including single words, compound words, and idioms. Trask (1999:120) also states clearly that compound words may be written as one word, two words, or as hyphenated word. While idiom is a group of words with a meaning which is different from the individual words and often difficult to understand from the individual words. Generally, vocabulary is a set of lexeme including a simple word, compound word, and idiom.

### **2.3 Content Words**

Content words are usually nouns, verbs, adjectives, and adverbs. A noun tells us the objects; a verb tells us about the action happening, or the state. An adjective gives us detail about objects and people, and an adverb tells us how, when or where something is done. More specifically, each of the content words is further described as follows:

1. *Nouns* are words that refer to a person, a place or a thing, a quality or concepts. Linguistically, a noun is a member of a large, open part of speech whose members can occur as the main word in the subject of a clause, the object of a verb, or the object of a preposition (Loos, 2003, in Khaula, 2013:10). Nouns can be divided into nine types of noun, they are listed below:
  - a. *Common noun* is a noun which is not the name of a particular person, place, or thing. Common nouns in English are spelt with a lower-case (small) letter. The examples are *girl, tiger*. (Leech, 2006:20). Here are some examples in the sentences:

1. I love the *girl* sitting next to you. She is so beautiful!
  2. A *tiger* has two sharpen tusks which can be used to pounce on its prey.
- b. *Collective nouns* refer to a group of people, animals, or things (Sargeant, 2007:17). The examples are *family*, and *committee* such as:
1. I love my *family*; they always get me up whenever I am down.
  2. The *committees* of the event we visited last night are perfectly good!
- c. *Proper noun* is a noun which consists of the name of a particular person, place, or thing. Commonly, proper nouns in English are spelt with an initial capital letter such as *Oxford*, *Eliza* (Leech, 2006:96). For example:
1. My youngest daughter who likes playing piano is named *Eliza*
  2. She has been living in *Oxford* since she accepted in Oxford University three years ago
- d. *Countable nouns* are entities which can be counted, have singular and plural forms and have a clear distinction between definite and indefinite forms. (Zovko, 2014:5). Here are some examples in the sentences:
1. I buy three *books* from Gramedia such as two romantic novels, and a science fiction book
  2. There are four *keys* in this box I have brought to you
- e. *Uncountable nouns* refer to entities which cannot be counted and usually do not vary for number. They usually do not take the indefinite article but allow a contrast between an indefinite and a definite form. (Bieber et al, 1999:241). For example:
1. Give me a plate of *rice* because I am so hungry and craving for eating something

2. Drinking a glass of *water* every single day makes us healthy
- f. Altenberg and Vago (2010:5) define that some nouns that can be perceived by our senses such as *book* and, *house*, are *concrete nouns* such as:
1. This *house* is very big and comfortable since it has been reconstructed a year ago
  2. The *book* I just bought from the bookstore is very entertaining.
- g. Besides, Zamparelli (2017:10) define that *abstract nouns* refer to things that cannot be perceived by our senses. Nouns like *happiness* and *idea* are all examples of abstract nouns. Here are some examples in the sentences:
1. I have no *idea* about the story of the movie I have just watched.
  2. You cannot buy *happiness* but you can buy ice cream, it is such a source of happiness.
- h. Some nouns that refer to only one thing are called *singular nouns*. Nouns like *man* and *child* are all examples of singular nouns. (Altenberg and Vago, 2010:9). Here are some examples in the sentences:
1. The only *child* I found in that building was a girl.
  2. I do not need a *man* to make me happy; I can support myself by myself.
- i. *Plural nouns* are nouns which are represent more than one thing. Nouns like *men* and *children* are all examples of plural nouns. For example:
1. I have two *children* named Joan and Valentine.
  2. Those *men* block my way to go to the bookstore to buy some books.
2. In terms of *verbs*, Fitzgerald (1925) in Ed (2000:1) states “All fine prose is based on the verbs carrying the sentence.” A verb is a word that describes action or a state of being. The second part of this definition is

important, as many believe that verbs are always action words that can be visualized. There are three types of verbs such as (1) action verbs, (2) linking verbs, (3) and helping verbs. More specifically, each of the content words can be seen below:

a. Action verbs are words that express action *or* possession. Action verbs can be either transitive or intransitive. (Jacobson, 1980:50-60). To complicate matters further, each of the content can be seen below:

1. A *transitive verb* always has a noun that receives the action of the verb, called the direct object. Here is the example in the sentence:

*Laurissa raises her hand.*

The verb is *raises*. *Her hand* is the object receiving the verb's action. Therefore, *raises* is a transitive verb.

As can be clearly seen that transitive verbs sometimes have indirect objects, which name the object to whom or for whom the action was done. Here is the example in the sentence:

*Abdus gave Becky the pencil.*

The verb is *gave*. The direct object is the *pencil*. The indirect object is *Becky*.

2. An *intransitive verb* never has a direct or indirect object. Although an intransitive verb may be followed by an adverb or adverbial phrase, there is no object to receive its action. Here is the example in the sentence:

*Laurissa rises slowly from her seat*

The verb is *rises*. The phrase, *slowly from her seat*, modifies the verb, but no object receives the action.



b. *Linking verbs* connect the subject of a sentence to a noun or adjective that renames or describes the subject. This noun or adjective is called the subject complement. Here are some examples in the sentences:

1. Jason *became* a business major who is very success.

The verb, *became*, links the subject, *Jason*, to its complement, *a business major*.

2. Lisa *is* in love with Jason who has the sweetest smile at their school.

The verb, *is*, links the subject, *Lisa*, to the subject complement, *in love with Jason (describing Lisa)*.

c. *Helping verbs* are used before action or linking verbs to convey additional information regarding aspects of possibility or time. The main verb with its accompanying helping verb is called a verb phrase. (Palmer, 1974:268). For example:

*Teju is going to go to Florida. The trip might be dangerous.*

Teju *is* (helping verb) *going* (main verb) to Florida. The trip *might* (helping verb) *be* (main verb) dangerous.

3. *Adjectives* can be defined at several of the organization of language, in particular, at the levels of morphosyntax, semantics, syntactic usage (Pustet, 2006:11). Adjectives, in terms of semantic sense, refer to express property concepts. From this point of view, it shows the distinguished features which are different from other parts of speech, nouns and verbs. Khamying (2007:174-179) divides adjectives into eleven kinds of words such as (1) descriptive adjective, (2) proper adjective, (3) quantitative adjective, (4) numeral adjective, (5) demonstrative adjective, (6) interrogative adjective, (7) possessive

adjective, (8) distributive adjective, (9) emphasizing adjective, (10) exclamatory adjective, (11) relative adjective. More specifically, each of the content words are further described as follows:

a. *Descriptive adjective* is aimed to attribute or qualify people, animals, things, or places in order to describe its features. Here are some examples in the sentences:

1. The *rich* man who lives in the *big* house is Jeannie's father.
2. This *cute* cat is named Riri; it has green eyes and very thick fluff.
3. This *big* mosque which is named Masjid As-Salaam is located near to my house.

b. *Proper adjective* modifies noun in terms of the nationality, this type is originated from proper noun. For examples:

1. He employs some *Chinese* books to enrich his knowledge about Chinese's culture.
2. *Indonesian* food tastes so good in my tongue, everybody admits it.
3. *American* movies are my favorite movie this far because it always ends with the best plot twist I have ever watched.

c. *Quantitative adjective* modifies noun for particular details in quantifying such as:

1. He ate *much* rice at school last afternoon that is why he became so sleepy this night.
2. There are *many* people here who stare at me deeply, I do not even understand why.
3. My mother cannot eat *much* sugar because she has a diabetes

d. *Numeral adjective* is aimed to modify noun for particular details in exact quantifying which is divided into three perspectives: cardinal number (exact quantity), ordinal number (hierarchical number), and multiplicative number (double number). Here are some example in the sentences:

1. My hand has *five* fingers. (Cardinal Numeral Adjective)
2. I am the *seventh* son of my family. (Ordinal Numeral Adjective)
3. Some roses are *double*. (Multiplicative Numeral Adjective)

e. *Demonstrative adjective* shows the noun if it is singular or plural and whether the position of the noun is near or far from the person who is speaking or writing. For example:

1. I invited *that* man to come to my party in order to become the guest star.
2. *Those* men are so dangerous looked from how they dress themselves.
3. I do not like *this* girl, she is so annoying.

f. *Interrogative adjective* modifies noun as a questioning form. Here are examples in the sentence:

1. *What* books is he reading in the room?
2. *What* colors do you like?
3. *What* types of Indonesian food do you love the most?

g. *Possessive adjective* expresses possession of a noun by someone or something such as:

1. The table which has blue color is *my* table.
2. I borrowed *your* books a week ago but now I forget to bring it to give it back to you.

3. I adore *his* personality which is always success to treat the girl he loves like a princess.

h. *Distributive adjective* is aimed to modify noun by dividing or separating into different parts. For example:

1. *Every* soldier is punctually in his place which makes him safe.

2. *Every* book has two covers to keep the book good-qualified.

3. *Every* song has an implicit meaning in order to attract the listeners

i. *Emphasizing adjective* modifies noun by highlighting or emphasizing the texts. Here is an example in the sentence:

1. I have my *own* girlfriend, why should I take yours?

2. The car I drove last night is my *own* car bought from California.

3. She became a successful woman since she has her *own* café and apartment

j. *Exclamatory adjective* has a function to modify noun by using interjection words. Here is an example in the sentence:

1. *What* a man he is!

2. *What* a girl you are!

3. *What* a dream I dreamt last night!

k. *Relative adjective* modifies noun and combine sentence which are related between the first and second sentences. Here is an example in the sentence:

1. Give me *what* money you have, I need to buy food.

2. Tell me *how* that man can pass through the road, it looks impossible

3. Tell me *what* types of girl you like because I want to be one of them

4. In terms of *adverbs*, Himmelmann & Schultze-Berndt (2005:8) clearly state that individual adverbs often occur in several different functions, with a number of interpretations. Similar to adjectives, an adverb modifies a verb, an adjective, or another adverb. Adverbs are often classified according to their lexical semantics such as (1) adverb of frequency, (2) adverb of degree, (3) adverb of manner, (4) adverb of place, (5) adverb of time. More specifically, each of the content words can be seen below:

a. *Adverbs of frequency* explain how often the verb occurs. They're often placed directly before the main verb of a sentence. For example:

1. I *rarely* eat fast food these days after knowing how dangerous it is
2. I *often* come to her house but she is rarely at house

b. *Adverbs of degree* explain the level or intensity of a verb, adjective, or even another adverb. Here are examples in the sentence:

1. Can I come to the movies *too*? That movie is my favorite too!
2. Do you love me *too*? I hope you are not lying.

c. *Adverbs of manner* provide more information about how a verb is done. Adverbs of manner are probably the most common of all adverbs. They're easy to spot too. Most of them will end in -ly. Here is an example in the sentence:

1. A fat orange and white cat rested *lazily* on the sofa, they are so gorgeous.
2. I ran *quickly* to get the ball, but instead of getting the ball, I was slipped, and fell down.

d. *Adverbs of place* illustrate where the verb is happening. It's usually placed after the main verb or object, or at the end of the sentence. For example:

1. *We went into the cave, and there were bats **everywhere!***

2. ***I am outside the building, could you please come out?***

e. *Adverbs of time* provide more information about when a verb takes place.

Adverbs of time are usually placed at the beginning or end of a sentence.

When it is of particular importance to express the moment something happened we'll put it at the start of a sentence. Here is an example in the sentence:

1. *I have not been going to the gym **lately**, I feel my bones are getting rigid.*

2. *I have not seen you lately, where have you been?*

### 2.3.1. Function Words

Function words include pronouns, prepositions, articles, conjunctions, and auxiliary verbs. Moreover, Rochon, Saffran, Berndt, & Schwartz (2000) in Chung and Pannebaker (2007:347) state that it is deceptively trivial percentage (less than 0.04%) of our vocabulary accounts for over half of the words we use in daily speech. It is understood that functional words are those words which are used as a means of expressing relation of grammar structure. Nordquist (2018:1-3) state that function words include (1) determiners, (2) conjunctions, (3) prepositions, (4) pronouns, (5) auxiliary verbs, (6) modals, (7) qualifiers, (8) question words. More specifically, each of the content words is further described as follows:

1. *Determiners* are words such as articles (*the, a*), possessive pronouns (*their, your*), quantifiers (*much*), demonstratives (*that, those*), and numbers. They function like adjectives to modify nouns and go in front of a noun to

show the reader whether the noun is specific or general, such as in "*that* coat" (specific) vs. "*a* coat" (general). Here are some examples in the sentences:

1. A book is like the transportation to travel the world
2. *The* girl sitting next to you is mine, she is beautiful.
3. I love your *clothes* today, you look so gorgeous!
4. I like *their* topic of discussion, they talk about politics.
5. I miss my mother so *much*; I hope I will be able to see her in my dream.
6. *That* man looks so serious, what do he read actually?
7. *Those* men are my brothers; they are very annoying yet kind-hearted boys.

2. *Conjunctions* as connective parts of sentence, such as items in a list, two separate sentences, or clauses and phrases to a sentence. In the previous sentence, the conjunctions are *or* and *and*. (Norquist, 2018:2). For examples:

1. I love my boyfriend *but* I hate him too.
2. I will buy some food *and* a cup of tea.

3. *Prepositions* begin prepositional phrases, which contain nouns and other modifiers. Prepositions function to give more information about nouns. For examples:

1. The river that flows *through* the woods is beautiful.
2. We will discuss about the relationship *between* vocabulary and grammar

4. *Pronouns* are words that stand in for nouns. Their antecedent needs to be clear, or your reader will be confused. For example:

*It is so difficult*

Without context, the reader has no idea what "it" refers to. In context, "Oh my gosh, this grammar lesson," he said. "It is so difficult," the reader easily knows that *it* refers to the *lesson*, which is its noun antecedent.

5. *Auxiliary verbs* are also called helping verbs (Huddleston, 1980:65-78). They pair with a main verb to change tense, such as when you want to express

something in present continuous tense, past perfect tense, or future tense. For examples:

1. I *am studying* to prepare exam tomorrow.
2. I *had* closed the door before going here.
3. I *am* going to walk there to find my coat.

6. *Modal verbs* express condition or possibility. It is not certain that something is going to happen, but it *might* (Quirk, 1981:93-96). For examples:

1. If I *could* have gone with you, I *would* have.
2. If I *had* much money, I *would* buy it.

7. In terms of *qualifiers*, Luby (2015:44) points out that qualifiers function like adverbs and show the degree of an adjective or verb, but they have no real meaning themselves. Here are some examples in sentences:

1. I thought that *somewhat* new dish was pretty darn delicious.
2. I am sure that *somewhere* beach is having amazing view.

8. *Question words* have some functions. It's easy to guess what function that question words have in English (Amat and Yusuf, 2017:3). Besides forming questions, they can also appear in statements, such as:

1. I don't know *how* it could happen, it occurred in a sudden and I was so surprised!
2. She tells me *how* to pass the test and *how* to avoid the distractions when studying.

Based on the explanations above, there are two types of vocabulary such as content words, and function words. Students have to fully understand about those types of vocabulary in vocabulary mastery.

## 2.4 Teaching Vocabulary

We are hoped to have some vocabularies in learning a language. They are very important elements in language beside other elements. Whether we



need to understand every word in a text or it depends on why we are reading that particular text. Unless the student understands about these, they may find the vocabulary load of some of the text rather daunting, or when we want to speak, listen or write, we need vocabulary. That is why it is crucial to have a good vocabulary work-up at the beginning of our studies but also to keep building it up as we go. Here are a few ways for us to improve vocabulary:

a) Translated Text

This is a great method to use in the beginning of our studies, when we cannot handle reading (and understanding) a text solely in the foreign language we are emphasizing on. Translated texts act as a natural dictionary as they will involuntarily form connections as we read the two versions of the same text. The downside however is that if the texts are too ambiguous or too complicated, we risk misunderstanding entire phrases or mistakenly attributing meanings to certain words. That is why it is extremely important that the translated text we're working with is well written and does not have any slang, confusing words, words with different meanings and so forth. We should also look for the most basic translated texts at first. Do not worry if you find it silly to translate "It is hot during the summer", it is a starting point and we will not be better off skipping it.

b) Vocabulary Games

Vocabulary games are a great way to enhance our word base, but they should usually be used only as an additional method for this purpose.

The fact with vocabulary games is that they cannot teach us the same amount of new words as say translated texts or other methods that deal with improving your vocabulary, but they can be a fun alternative to take during those study breaks. Also, remember that everything we learn while relaxing and having fun is assimilated a lot easier and for a longer period of time.

c) Perceptual learning

Every one of the community learns to emphasize some sensory inputs and to ignore others. For example, a person who has got training in some occupation like artistry or other skill jobs can perform better than other untrained people. Experience is the best teacher for such perceptual skills. For example, blind people identify the people by their voice or by sounds of their footsteps. As we know that about mental set, motives and needs, cognitive styles.

1. Scrabble Game

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

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 already been placed on the board.

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

1. Determine the discussion subject that will be used in the game.
2. Place, every stone, face to down and stir it. Then, determine who is the first player, every player takes a stone and who gets the letter A or the nearest of it, so he is the first player. And then, return the stone and stir it. Now every player takes 8 stones.
3. By using that stone in the particular time, the first player creates a word on the board. The word can be placed from left to right of from above downward and the first word must pass.
4. The players finishes his return by accounting the number that he achieves in his return. Then, he can take the new stone as many it has already used. So, he still has 8 stone on his hand.
5. The player uses the time in the game is one minute to create the word.
6. The new words can be formed by. a). adding one or more of the letter in one word or the letter has already put on the

board. b) Putting the letters crossly in a word or letter that has already on the board. c). placing a word in an equal line that has already on the board, with the result that create a complete word.

7. The player can use the empty stones to change the letter that he wants. And he must say it.
8. Every player can use his turn to change the stone and take the new stones in equal number. Then, he waits his turn to play the game.
9. All words which exist in dictionary can be used except the special name wich dictionary whether it corrects or not.
10. The game is going on until all of the stones finished and one of the players has used all his stone.
11. The scores of each player can be assisted by totaling the letter's score that has already been on the board.

#### **2.4.1. Techniques of Teaching Vocabulary**

Generally, the purpose of learning vocabulary is to make the students understand the meaning of the words. Learning vocabulary means process of gaining knowledges of vocabulary. Mastering English vocabulary is very important in order to communicate with others. Vocabulary is also an important factor in all language. It is reasonable because in teaching and learning vocabulary process, there are some steps that should be considered. The first step is getting more information about vocabulary. There are some important points to be considered

in teaching vocabulary such as spelling, meaning, and pronunciation. The next step is how the learners obtain and pronounce the words.

In supporting the description above, Harmer (1991:151-161) says that teaching vocabulary is clearly more than just presenting new words. This may, of course have its place but there are other issues too. However, not all vocabulary can be learned through interaction and discovery techniques. Thus statement implies that learning vocabulary cannot always be done through interaction and discovery techniques for the beginners. The reason is that, in doing such as technique, the learners are demanded to have an adequate number of vocabularies. It means that the students need to memorize and recall many vocabularies that have been mastered before.

As noted earlier, vocabulary is a central of English language acquisition, as according to Celce and Murcia (2001:285) vocabulary learning is a central to language acquisition whether the language is first, second, or foreign. Meanwhile, Hornby (1995:125) states that “teaching” is defined as giving instruction to somebody’s knowledge, and skill.

More specifically, Harmer (1991:154) points out clearly that “one of the problems of vocabulary teaching is how to select what word to teach”. teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life.

More operationally, Harmer (2001:155) conducts some techniques to teach vocabulary mastery such as demonstration, explanation, discovery, and checking questions. Thus, it is reasonable because in teaching vocabulary in the class, the

teacher need to apply good technique to make the students more active. It is clearly understood that by using certain good technique, the researcher hopes that the students will be more enjoy joining the class and learning about the vocabulary. Using good and fun technique is also hoped that the students will not get bored during the teaching and learning process, so they will enrich their knowledge of vocabulary itself.

However, choosing a technique in teaching process is not easy. The teacher has to learn more about the technique they are going to use, and learn about the advantages and the disadvantages. By knowing more about the technique, the teacher can use it carefully and reach the goals. There are several techniques we can use in teaching vocabulary such as arranging puzzles, singing a song, rolling drama and playing a game.

#### **2.4.2. Games in Teaching Vocabulary**

Basically, a game is a structured form of play; it is usually undertaken for enjoyment and sometimes used as an educational tool. Regarding to Khan (1991:142), games are activities done based on the certain rule. It is clearly understood that games can provide attractive and instructionally effective frameworks for learning activities.

Regarding the above explanation, the researcher concluded that teaching vocabulary through games is the best way. By applying the game, it will be gotten enjoyable class during teaching and learning process. The students would be more relaxed and interested in following the learning process because there will be

many activities they will do either when the learning process is going to start or when the learning process is going to be finished.

More specifically, Lee (1995) in Huyen (2012:5) lists several main advantages when games are used in the classroom such as *(1) a welcome break from the usual routine of the language class, (2) motivating and challenging, (3) effort of learning, and (4) language practice in the various skills*. It is definitely meant that the vocabulary learning will be more effective and attractive when the teacher applies a game in the classroom. Hence, the students will get motivated to follow all of learning steps. In brief, games are useful and effective tools that should be applied in teaching vocabulary items.

In relation to the condition mentioned above, the researcher had decided what games which were the best to be applied in the vocabulary class. It was a scrabble game online.

## **2.5. Concept of Scrabble Game**

As stated previously, the objectives of this research were (1) to find out whether scrabble game is effective and good enough to improve students' vocabulary mastery in terms of content words at SMAN 14 Bandar Lampung, and (2) to investigate the types of content words which improve the most after the implementation of scrabble game online at SMAN 14 Bandar Lampung. This study, therefore, applied an experimental method to know the influence of scrabble game online towards students' vocabulary mastery.

Referring specifically to the concept of scrabble game, there are some definitions of scrabble game. In point of fact, scrabble game was introduced by Crawford

(2016). According to Crawford (2016) in Lestari (2017:10), scrabble game is simply a word scrambling game, in which you have to assemble words ranging from three to six letters. Lewis (2011:3-4) also states clearly that the scrabble game is available and the inspiration of Scrabble Flash. It means that scrabble are importants to increase vocabulary. The scrabble game is adopted from scrabble flash and the word is meant as the development of scrabble. It can be concluded that the scrabble game online is the game which is developed. It is understood that vocabulary mastery can increase with scrabble game, a scrabble has score in each words. Scrabble is games of arranging scrambled letters into arranged words.

In short, playing a game is a way to help students to not only enjoy and get entertained with the language they learn, but also practice it incidentally. Based on the definition above, it comes to the conclusion that scrabble game is an activity in which learners play a word scrambling game, then they have to assemble words ranging from three to six letters.

## **2.6. Concept of Teaching Vocabulary through Scrabble Game**

As mentioned earlier, scrabble game is a game which has been developed from scrabble game. Its concept is also almost the same with scrambled words; arranging the scrambled words. Scrabble game online is usually found on the internet or any of computer softwares. It is kind of an online game. However, there are some researchers who have been done applying this game in the classroom to teach the students' vocabulary mastery.

Furthermore, there is a rule conducted by the expert in playing scrabble game. Wright (2006:3) says that the way of playing this game is by arranging some



letters which are given by the teacher in order to form as many English words as possible within a certain period of time. It means that the major rule in this game is re-arranging some letters given into as many as English words as possible with timing duration given.

In supporting to the explanation above, Jay (2006) in Desmanto (2016:18) says that if the player gets the word from all letters, he/she can move on to the next round. It means that there are some rounds in this game. If the player had arranged the letters into correct word in its stage, the player may continue the game to the next stage or round.

It was clear that the main rule in playing scrabble game online is rearranging some letters in each stage into correct English words as many as possible with time duration given. If the students were able to rearrange the words correctly, they may go to the next stage or round.

## **2.7. Concept of Testing Vocabulary**

Basically, a teacher needs to know how developed their students' vocabulary knowledge is since vocabulary knowledge is strongly related to overall reading comprehension and well-developed vocabulary skills and wide background knowledge will help individuals comprehend more difficult and complex material. In most cases, teachers should test vocabulary that they expect their students to know or to use. Teachers should include all the new words that the students have covered in other activities such as reading, listening, and others. Besides, words should be grouped according to whether their recognition or their production is required. Furthermore, Read (2000) proposes some purposes in assessing or

testing vocabulary such as (1) to place learners at the appropriate level in a language teaching program, (2) to assess learners' progress in vocabulary learning in a particular course, and (3) to gain a greater understanding of vocabulary learning processes.

In terms of assessing vocabulary, there are some practical techniques of testing the amount of vocabulary knowledge. Techniques of vocabulary testing can be divided into two groups, namely testing recognition skill, and production skill. Those will be further described below.

## **2.8. Blended Learning**

It was a very common way of thinking that learning a language may make the learners feel bored. That's why the appropriate technique and media were needed to make the learning process more fun.

Regarding to the previous study, Lestari (2017:21) states that there are several advantages in using scrabble game in teaching vocabulary mastery as offline game such as:

1. By doing the scrabble game, unconsciously, the students will recall, write, and discuss to find out English words.
2. The students will be more familiar with English words.
3. The students will unconsciously be motivated to look up words in dictionary.

Perception from the Latin perceptio, percipio is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. Perception is the process through which the information from

outside environment is selected, received, organized and interpreted to make it meaningful to people. In addition, Robbins (2003) in Darmuh (2016) defines that perception was the process take by individuals to govern and to interpret perception of sensory to give significance in their environment. As the impact, students get the improvement in vocabulary memorizing skill. It can be concluded that the advantages of this game is it builds up the students' perception to consult their dictionary, so that they can improve their vocabulary memorizing skill.

However, every single thing in this world has two sides. A good side and a bad side. Even the thing which we have considered as a perfect thing also has a negative side. It also happens in this case. However, Lestari (2017:22) also states that text twist game has several disadvantages such as:

1. It takes longer time. In this case, the problem is related to time management.

Thus, the students did not finish the task on time.

2. There are many subjects who have to ask to their friends because there were only several subjects who really understand about the role of each activity.

Therefore, the class will be noisy.

## **2.9. Theoretical Assumption**

As mentioned earlier, in teaching vocabulary, an English teacher should be able to help the students to memorize a word. Therefore, the teacher needs to apply a good technique to perception the students in learning vacubalry mastery. In this case, the teacher can help the students gaining their vocabulary knowledge by using scrabble game as a technique.

Broadly says, scrabble game online was believed that it can increase the students' knowledge of vocabulary. Scrabble game is so fun and challenging game which could make students motivated in learning process. By applying scrabble game, the teacher could make a good communication with the students, and the students would be more active during the learning process. The researcher assumed that scrabble game will bring a very good impact to the students' vocabulary mastery.

## **2.10. Hypothesis**

Based on the frame of theories and assumption, the researcher formulated the hypotheses as follows:

H0 : There is no significant difference on students' vocabulary mastery in terms of content words after the implementation of scrabble game.

H1 : There is a significant difference on students' vocabulary mastery in terms of content words after the implementation of scrabble game.

This chapter had discussed the terms related to the study such as: previous research, concept of vocabulary, content words, function words, teaching vocabulary, techniques of teaching vocabulary, games in teaching vocabulary, concept of scrabble game, concept of teaching vocabulary through scrabble game, concept of testing vocabulary, blended learning, theoretical assumption, hypothesis.

### **III. RESEARCH METHODS**

This chapter deals with the design and procedures of the research. This refers to the research design, variable of the research, population and sample, data collecting technique, data collecting procedure, instruments, and hypothesis testing.

#### **3.1 Design**

This research used quantitative and qualitative research. This research aimed to find out whether there is any significant improvement in students' vocabulary mastery after the use of scrabble game online and to find out how is students respond after the use of scrabble game.

To answer the first research question, the researcher used quantitative research. The design involved one group as the subject and it involved three steps, those were pre-test, treatment, and post-test. The data were analyzed by the t-test formula. The research design would be presented as follows:

<b>T1 X T2</b>
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The design could further be described as follows:

T1 refers to pre-test

X is concerned with scrabble game

T2 relates to the post-test

(Setiyadi 2006)

### **3.2 Variable of the Research**

Referring to Fraenkel (2012:77), a variable is a concept – a noun that stands for variation within a class of objects. There are two kinds of variables, that is an independent variable and dependent variable. In this case, there are two variables used, it is vocabulary mastery as the dependent variable and scrabble game as an independent variable. More operationally, students' vocabulary mastery as a dependent variable can be measured by investigating whether there is influence from the independent variable or not. Then, scrabble game as the independent variable is a variable that can influence the dependent variable and give the effect to students' output.

### **3.3 Population and Sample**

The population of this study is the eleventh grade students of SMAN 14 Bandar Lampung. There are eleven classes in the eleventh grade students of SMAN 14 Bandar Lampung. Each of the class consisted of 30-32 students. The sample of the research is suggested by the teacher. In determining the sample, the researcher used purposive sampling. Purposive sampling is used with the aim that the individual or selected case can represent a case that can answer the research problem (Setiyadi, 2018).

### **3.4 Data Collecting Technique**

In this research, the researcher used some instruments for collecting the data. The data of this research in forms of quantitative and qualitative data. To figure out whether the objective of the research is achieved or not, the researcher used

research instrument. The instruments of this research are vocabulary test and questionnaire. In detail, the technique of collecting the data are as follows:

### **3.4.1 Quantitative Data**

The quantitative data are collected through a vocabulary test. It is a technique to find out the significant improvement of the students' vocabulary mastery by using scrabble game online. The test which are given in multiple-choice forms. There are two types of tests which are administered; pre-test, and post-test.

#### **1. Pre-Test**

A kind of readiness assessment test in which measures the students in the term of their pre-requisite skill. The pre-test is conducted before the instructional process. The actual process of this test is to find out the students' vocabulary knowledge before being taught by the teacher. It is also to find out whether the knowledge of students' vocabulary mastery improves from the pre-test to the post-test after the treatment.

#### **2. Post-Test**

In this stage, the researcher administered the post-test after giving treatment. The test is in multiple-choice consisting of 50 items. The time for doing this is 60 minutes. The purpose of giving the post-test is to find out whether there is an improvement in students' vocabulary mastery after giving a treatment by the teacher. The score of the post-test was compared with the score of pos-test so that the teacher know whether there is an improvement or not.

### **3.4.2 Qualitative Data**

The qualitative data is collected through administering a questionnaire. It is applied to identify the students' respond in learning vocabulary by using scrabble game online.

#### **1. Questionnaire**

The questionnaire is the list of the questions or statements that are given to other people for getting their answers. It consisted of the question related to the problem or the purpose of the research. This research used the open-ended questionnaire to investigate the students' perception in vocabulary mastery by using a scrabble game online.

### **3.5 Data Collecting Procedures**

There are several procedures of the research that had been done by the researcher in ordered to gain the data. The procedures would be explained particularly as follows:

#### **1. Selecting and determining the population and sample**

The researcher chose one class from the several classes which the eleventh grade students of SMAN 14 Bandar Lampung in the school that the researcher had already chosen. The chosen class is selected as an experimental class.



## 2. Arranging the teaching material

The teaching materials are arranged based on the curriculum of the eleventh grade students of SMAN 14 Bandar Lampung. The material is emphasized on their vocabulary mastery.

## 3. Administering tryout test

Tryout test administered to identify the quality of the test before it is used to obtain the data for the research. The test is multiple choice consisted of 60 items with four alternative options a, b, c, and d.

## 4. Conducting pre-test

The pre-test is conducted to determine the students' present vocabulary mastery before giving the treatment. The students are given multiple-choice tests about vocabulary which is consist of 50 items and four options (a, b, c, and d). the researcher focused on content words such as nouns, verbs, adjectives, and adverbs.

## 5. Giving treatment (scrabble game)

The treatment of scrabble game is conducted in the class for three meetings in which 2 x 40 minutes distributed for each meeting. The researcher doing the treatment for three meetings by assuming that the researcher get the target of the research. While conducting the treatment, the researcher observed the activities of teaching and learning by using a scrabble game.

#### 6. Conducting post-test

After the researcher conducted the treatment, the post-test is aimed to find out the progress of students' vocabulary mastery after being given the treatment. The post-test is in multiple-choice similar to the pre-test consisted of 50 items; the time is 60 minutes

#### 7. Administering the questionnaire

The questionnaire gives to the students to find out students' responses in vocabulary mastery after the use of scrabble games online. It consisted of the questions related to the problems or the purposes of the research.

#### 8. Analyzing the data

The quantitative data which had been done by the students in pre-tests and post-tests are analyzed. The researcher scored the pre-test and post-test of the students, then put it into the result's table of the test. After that, the researcher calculated the data of the pre-test and post-test of the students. The last is concluding the result of the test by using a *Paired Sample T-Test of SPSS*.

### **3.6. An Analysis of Research Instrument**

In this research there are two instruments, vocabulary test is used in pre-test and post test as the instrument of quantitative data, meanwhile questionnaire is the instrument of qualitative data.

### **3.6.1. Quantitative Data**

There are some ways in analyzing the quantitative instrument such as validity, reliability, level of difficulty, and discrimination power.

#### **3.6.1.1. Validity**

A test can be said valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982:250). There are several types of validity according to the different purpose of the test. In this research, content validity and construct validity were used.

##### **3.6.1.1.1. Content Validity**

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. It is also the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is the adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982:251). According to Setiyadi (2018), content validity is intended to analyze whether the items as a whole have represented the material to be measured. If a measuring instrument has represented all ideas related to the material to be measured, the measurement tool has fulfilled the aspect of content validity. This study used vocabulary test which is supposed to be comprehended by the eleventh grade of senior high school students. The researcher made the tests based on the indicators of English Curriculum (2013 Curriculum) for senior high school students.

#### **3.6.1.1.2. Construct Validity**

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985:74). It means that the test items should really test the students or really measures the students' ability in vocabulary mastery. According to Nurweni (2019), construct validity refers to test validity in term of whether test items or tasks have been written based on the theory of what is being tested. In construct validity, the researcher measured the students' vocabulary by using vocabulary test. In that test, the questions were related to the aspects of vocabulary such as word meaning, extending word use, spelling, and pronunciation (Harmer, 2007:16). Beside that, the questions were also related to types of vocabulary. Based on Chung and Pannebaker (2007:345), there are two types of vocabulary such as content word and function word, but this study use content word which are noun, verb, adjective, and adverb. Therefore it can be said that the vocabulary test in this research has fulfilled construct validity.

#### **3.6.1.2. Reliability**

Reliability refers to the consistency of the measure. Hatch and Farhady (1982:144) mention that a test is said to be reliable if its scores remain relatively stable from one administration to another. It means it is reliable if it has a stable score from one test to another test. Setiyadi (2006) says that reliability is a consistency of a measurement or how far that measurements can be measured similar subjects in a different time but showed the same result.

After getting the students' final score and calculating the score, the researcher used the Pearson Product Moment to see whether the test (pre-test and post-test) was reliable or not. The formula of Pearson product Moment is:

$$r_{xy} = \frac{N(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

The design can further be notified as follows:

$r_{xy}$  : coefficient of reliability between odd and even numbers item  
 $x$  : odd number  
 $y$  : even number  
 $\Sigma x^2$  : total score of odd number items  
 $\Sigma y^2$  : total score of even number items  
 $\Sigma xy$  : total score of odd and even number

After getting the reliability of half test, the researcher used Spearman Brown's Prophecy formula to determine the reliability of the whole test (Hatch and Farhadi, 1982:144). The formula of Spearman Brown's Prophecy as follows:

$$r_k = \frac{2r_{xy}}{1+r_{xy}}$$

The design can further be described as follows:

$r_k$  relates to the reliability of the whole tests

$r_{xy}$  denotes the reliability of half tests

The criteria of reliability as follows:

0.00- 0.20 indicates that reliability is very low

0.21- 0.39 points out that reliability is low

0.40 - 0.59 denotes as reliability is average

0.60 - 0.79 refers to reliability is high

0.80 – 1.00 relates to reliability is very high

### 3.6.1.3. Level of Difficulty

The difficulty level of an item shows how easy or difficult that particular item is done by the participants. This is the following formula by (Shohamy, 1985:70):

$$LD = \frac{U+L}{N}$$

The design can further be described as follows:

LD denotes as level of difficulty

U:refers to number of upper group students who answer correctly

L :relates to number of lower group students who answer correctly

N relates to the number of students who join the test

The criteria are as follows:

<0.30 indicates that level of difficulty is difficult

0.30-0.70 points out that level of difficulty is average

>0.70 denotes that level of difficulty is easy.

### 3.6.1.4. Discrimination Power

Discrimination power is the ability of the item to discriminate between the students who have high ability and those who have the low ability. The discrimination power is calculated by this following formula (Heaton 1975:160):

$$DP = \frac{U-L}{\frac{1}{2}N}$$

The design can further be notified as follows:

DP relates to discrimination power

U denotes as the number of students from the upper who answer correctly

L refers to the number of students from the lower who answer correctly

N relates the number of students

The criteria of discrimination power are:

0.00-0.20 indicates that the item of the test is poor

0.21-0.40 points out that the item of the test is satisfied

0.41-0.70 denotes that the item of the test is good

0.71-1.00 indicates that the item of the test is excellent

- (Negative) points out that the item of the test is bad, and it should be omitted.

### 3.6.1.5. Try-Out of the Instrument

Tryout test is administered to the students before the researcher applied the technique. The test is in multiple-choice consisting of 60 items related to content words of vocabulary which had four options (a,b,c,d). The time for doing the test is 80 minutes. The test aimed to know the quality of the vocabulary test. The class that is selected for try-out test is XI. The test could be specified well if it had good reliability, validity, and also the test is not too difficult and not too easy. The composition of the test items is presented in the table below.

**Table 3.1 Specification of Try-Out Test**

No.	Aspect to be measured	Item	Total	Percentage
1.	Noun	1,2,3,12,18,19,20,28,29,37,43,44,45,51,52	15	25%
2.	Verb	4,8,9,13,14,24,25,30,31,38,39,46,47,53,54	15	25%
3.	Adjective	5,6,11,15,21,22,32,33,36,40,48,49,55,56,57	15	25%
4.	Adverb	7,10,16,17,23,26,27,34,35,41,42,50,58,59,60	15	25%
Total		60		100%

### 3.6.1.6. Result of the Try-Out Test

Before the researcher administering the pre-test, the try-out test is conducted the eleventh grade students of SMAN 14 Bandar Lampung analyze the reliability, level of difficulty, and discrimination power of the test. The students are given 60 items of multiple-choice questions. There are 60 items in the try-out test.

**Table 3.2. Result of Try-out Test**

<b>Criteria</b>	<b>Items</b>	<b>Decision</b>
Poor	9, 16, 19, 21, 30, 34, 38, 43, 49, 56	Dropped
Satisfactory	2, 3, 4, 7, 10, 11, 13, 14, 15, 17, 18, 22, 24, 25, 26, 27, 29, 33, 35, 36, 37, 39, 40, 41, 44, 45, 50, 51, 53, 54, 55, 57, 58, 59, 60	Administered
Good	1, 5, 6, 8, 12, 20, 23, 28, 31, 32, 42, 46, 47, 48, 52	Administered

### 3.6.2. Qualitative Data

In qualitative data, questionnaire is administered. In analyzing the data of qualitative instrument, the researcher checked the validity of the questionnaire.

#### 3.6.2.1. Questionnaire

The researcher administered the questionnaire to answer about students' response using blended learning model on students' vocabulary mastery of scrabble game online at SMAN 14 Bandar Lampung. The questionnaire is delivered at the end of



treatment. The questionnaire consisted of 10 questions about aspects of vocabulary and students' interest in scrabble games online. Question number 1-4 are about the aspect of vocabulary and question number 5-10 are about students' interest in learning vocabulary by using a scrabble game online.

#### **3.6.2.1.1. Validity of the Questionnaire**

The type of the questionnaire in this research was open-ended questionnaire. The students are required to answer the questionnaire by choosing Yes/No and write their reasons based on the question. According to Sugiyono (2016), the questionnaire is valid if the instrument could be used to measure what should be measured. The researcher analyzed the validity of the questionnaire by using interrater. In this research, there are two raters. The first rater is the researcher and the second rater is the English teacher at SMAN 14 Bandar Lampung.

#### **3.6.2.1.2. Consistency of the Questionnaire**

To find out the consistency of the questionnaire, the researcher conducted triangulation. Its aim to make sure the data which is collected by the researcher to identify the students' response which occur during implementing of scrabble game online is consistence.

### **3.7 Data Analysis**

In analyzing the data, the researcher used quantitative and qualitative data in order to answer each of the research questions. To analyze the first research question about the significant improvement of students' vocabulary mastery, the researcher used quantitative data. The researcher used the test which was tryout test, pre-test,

and post-test as the instruments. The data analyzed using the T-test in SPSS. In order to find out the students' progress in mastering the vocabulary, the researcher analyzed the data using some steps as follows:

1. Scoring pre-test and post-test.
2. Finding the mean of the pre-test and post-test using a formula. The researcher computed the formula which is designed by Arikunto (2006), as follows:

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

The design can further be described as follows:

$X$  denotes as mean score

$\sum x$  relates to sum of individual score

$N$  refers to number of students

3. Drawing conclusion by comparing the means of the pre-test and post-test, the analysis by using SPSS to test how significant the improvement between score of the pre-test and post-test, in which the significant be determined by  $p < 0.05$ .

Moreover, to answer the second research question the questionnaire was used as the instrument to find out the students' response of using a scrabble game to improve students' vocabulary mastery.

### **3.8 Hypothesis Testing**

After collecting the data, the researcher analyzed to find out whether there is an improvement in students' vocabulary mastery after being taught through a scrabble game. The researcher used *Repeated Measured T-Test* to determine whether the hypothesis is accepted or rejected. The researcher analyzed at a

significance level of 0.05 in which that the probability of error in the hypothesis is only about 5%. The hypothesis is drawn as follows:

Ho : There is no significant difference of the students' vocabulary mastery after being taught through scrabble game.

H1 : There is a significant difference of the students' vocabulary mastery after being taught through scrabble game.

The criteria for accepting the hypotheses are as follows:

1. Ho will be accepted if the alpha level is higher than 0.05 ( $\alpha > 0.05$ ).
2. H1 will be accepted if the alpha level is lower than 0.05 ( $\alpha < 0.05$ ).

This chapter had discussed the research design, data source, variables, research instruments, data treatments; validity and reliability, research procedure, data analyses, and hypothesis testing.

## **V. CONCLUSION AND SUGGESTION**

This final chapter presents the conclusion of the research findings and suggestion for English teachers who want to use scrabble game as an additional step in teaching vocabulary and for those who want to conduct similar research.

### **5.1 Conclusion**

Having conducted the research at the eleventh-grade students of SMAN 14 Bandar Lampung and analyzing the data, the researcher draws the conclusion as follows:

1. Scrabble game can give significant improvement to students' vocabulary mastery. Based on the result, there is an improvement of students' vocabulary mastery after being taught by using scrabble game. It is proved by the increase of the students mean score in the post-test which is higher than in the pre-tests. Indicatively, the students' mean score increased from 77.625 to 84.0625 which the gain is 6.4375. It happens since the students were capable to get involved actively in the process of scrabble game activity.
2. The majority of the students give a good response in learning vocabulary by using scrabble game. The students' response are positives such as the students' feel happy and enjoy while learning. Besides that, the students become confident, they can communicate with others in group, and learn

without pressure. It makes the students' vocabulary is improved after the use of scrabble game.

## **5.2 Suggestions**

In reference with the conclusion above, some points of recommendations are put forward as follows:

### **5.2.1. Suggestions for English Teachers**

1. Since there is a significant improvement on students' vocabulary mastery after being taught using scrabble game, English teacher are suggested to apply this technique in teaching vocabulary. Considering scrabble game, this game is such attractive and challenging game. It is able to increase students' motivation in learning more about vocabulary so that they can improve their vocabulary mastery.
2. To minimize the time, the teacher needs to manage the time properly. When it is introducing the rules of the game, the teacher is suggested to explain it as clear as possible in order to avoid some questions from the students. During the activity, the teacher needs to be consistent with the time given in every section of the game.

### **5.2.2. Suggestions for Further Researchers**

1. In this research, the researcher used vocabulary test as the material. It is because the time of doing the research was on April which meant that the material based on the syllabus was descriptive text to the eleventh-grade

students. The researcher suggests other researcher to find out the effect of scrabble game using different kind of text.

2. This research was conducted by scrabble game in the eleventh-grade students of senior high school. Thus, for the next researchers can conduct this technique in different level of students such as elementary students, junior high school in different grade, or senior high school.
3. The treatment should be applied in more that three meetings in order to get more accurate result of data. The longer frequency of the treatment is needed to get the better finding.
4. In qualitative research, the researcher asked the students' response in learning vocabulary by using scrabble game, for the other researchers who want to apply the same research should use the different form of questions, such as asking the students' problem of using that technique.
5. Because of the limitation of the time, the researcher only focused on content words of vocabulary. The researcher suggests other researchers to apply not only content words but also function words of vocabulary.

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