USING SCRABBLE GAME TO IMPROVE
THE 10th GRADE STUDENTS’ VOCABULARY MASTERY
AT SMA N 2 PURWOREJO

A SARJANA PENDIDIKAN THESIS

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to Obtain the Sarjana Pendidikan Degree
in English Language Education

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Dean

Kornandi, Ph.D.
Live for nothing or die for something

- John Rambo -

To know what is right and choose to ignore it, it is the act of a coward

- Hatake Kakashi -

I dedicate this thesis to:

My beloved mother, father, and sister for always taking care of me and giving me support, love, and prayers.
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

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ABSTRACT


English is one of the important subjects for senior high school students, especially 10th grade students. It is because 10th grade is a transition to the higher level from junior high school. Vocabulary is an important aspect in English. English teachers are required to teach vocabulary using media in order to make the students learn easily. One of the media which can be used to teach vocabulary is scrabble game. In this research, scrabble implemented in X-1 class of SMA N 2 Purworejo. This research aims to find out the students’ perception on the implementation of scrabble and how the scrabble improves 10th grade students’ vocabulary mastery at SMA N 2 Purworejo.

There were two research problems in this research. The first was “How is the students’ perception on the implementation of scrabble for the 10th grade students of SMA N 2 Purworejo?” and the second was “How does the use of scrabble game improve the 10th grade students’ vocabulary mastery at SMA N 2 Purworejo?” This research is a descriptive qualitative research. The data were gathered through doing observation, writing on the field notes, distributing the questionnaires, and interviewing the students. The data from the observation checklist, questionnaire, and interview instruments were analyzed to gather the information based on the students’ perception by using triangulation technique.

The result of this study showed that the students have positive perception towards the implementation of scrabble game. Scrabble gave benefits for the students in improving their vocabulary skills. Scrabble generated a positive learning environment and give motivation for the students. As a result, it can maximize the result of vocabulary learning process. Related to the second research question, using scrabble helped the students to improve their vocabulary memorizing, pronouncing, and spelling elements. In conclusion, scrabble helps the students in improving their vocabulary mastery. Therefore, English teachers can use scrabble as one of media in vocabulary learning for the students.

**Keywords:** Scrabble game, games, teaching media, vocabulary mastery
ABSTRAK


Bahasa Inggris merupakan salah satu mata pelajaran penting bagi siswa sekolah menengah atas, khususnya bagi siswa kelas X. Hal ini disebabkan karena siswa kelas X merupakan masa transisi ke level yang lebih tinggi dari sekolah menengah pertama. Vocabulary merupakan aspek penting dalam pembelajaran Bahasa Inggris. Guru Bahasa Inggris wajib untuk menggunakan media agar siswa dapat belajar vocabulary dengan lebih mudah. Salah satu media untuk mengajar vocabulary adalah dengan menggunakan scrabble. Dalam penelitian ini, scrabble diimplementasikan di kelas X-1 SMA N 2 Purworejo ketika mereka belajar vocabulary pada teks naratif. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana persepsi siswa terhadap implementasi scrabble dalam pembelajaran vocabulary dan bagaimana penggunaan scrabble dapat meningkatkan kemampuan vocabulary siswa kelas X SMA N 2 Purworejo.


Hasil dari penelitian ini menunjukkan bahwa persepsi siswa positif terhadap implementasi scrabble. Scrabble dapat memberikan keuntungan bagi siswa dalam meningkatkan kemampuan vocabulary. Scrabble dapat menciptakan situasi belajar yang positif dan memberikan motivasi yang lebih kepada siswa sehingga dapat membuat proses belajar menjadi maksimal. Dalam hubungannya dengan rumusan permasalahan yang kedua, scrabble dapat membantu meningkatkan kemampuan mengingat, pronouncing, dan spelling vocabulary siswa. Kesimpulan dari penelitian ini adalah scrabble dapat membantu siswa meningkatkan kemampuan vocabulary. Maka dari itu, guru dapat menggunakan scrabble sebagai salah satu media mengajar vocabulary bagi siswa.

Kata Kunci: Scrabble game, games, teaching media, vocabulary mastery
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CHAPTER I
INTRODUCTION

In this chapter, the writer presents six sections, namely the research background of the study, problem formulation, problem limitation, research objectives, research benefits, and definition of terms.

A. Research Background

Nowadays, English has become one of the important languages which is used as an international language. It is used in all world activities, such as conferences, sport events, and world trades. Moreover, people use English as a tool for communication among them in the world. It is strongly related to societies’ lives because it is used to connect society with other societies. Larsen and Long state that English as a second language for most of the people in the world has increasingly become an international language for international relations (1991, p. 1).

Language is a means of communication that is made up of sentences that convey meaning. It means that vocabulary takes an important part in language to make a language meaningful. Webster (1988, p. 110) states that vocabulary is a list of words usually arranged alphabetically and defined, explained, or translated into the range of language, the stock of word a person’s command the word used in particular. It is understood that vocabulary is the basic element of language. It is difficult to master a language without mastering or understanding certain numbers of
vocabularies. Without a sufficient vocabulary, someone cannot communicate effectively or express the ideas in both oral and written forms.

Related to the English teaching learning process, language skills such as listening, speaking, reading, and writing need a series of words that are called vocabulary. Richards and Renandya state that “vocabulary is a core of language proficiency and provides much of the basic for how well learners speak, read and write” (2002, p. 255). Vocabulary is one element of language that should be learned and taught. It becomes central to any language acquisition process especially in introducing a language.

In relation with this, vocabulary is an important aspect for school level especially in senior high school level. However, many 10th grade students complained that they had a huge amount of vocabulary to learn and it was difficult for them to deal with. Many senior high school English teachers also have expressed that their 10th grade students feel pressured and frustrated by too many new words to learn. Many teachers think there is a big gap between junior high and senior high vocabulary amount. In fact, a number of studies on senior high school English teaching have reported such a gap.

Moreover, Huang (1999) mentions that vocabulary is a big obstacle to many senior high school students and that a serious gap exists between senior high school and junior high school English education. Huang (1999) further states that 10th grade students have to face a huge amount of vocabulary, which is three times more than the junior high vocabulary amount. It also indicates that many English teachers have
found that there is a vocabulary gap of vocabulary level between junior high graduates and 10\(^{th}\) grade students. There are some topics in vocabulary learning for 10\(^{th}\) grade students such as historical place, legend, science fiction, etc. Those topics are considered as the higher level vocabulary compared to junior high school level.

Based on those facts, the researcher focused the research at SMA N 2 Purworejo. SMA N 2 Purworejo is very attentive to the development of the vocabulary skills for the students since in the 10\(^{th}\) grade. The students have to acquire English vocabulary mastery since they are in the 10\(^{th}\) grade because it will be easier for them if vocabulary is taught in the first year. In order to achieve a successful process of English vocabulary learning, students must acquire its vocabulary memorizing, pronouncing, and spelling elements. Based on the researcher’s experience before the implementation of scrabble game in the classroom, the students still found the problems related to the English vocabulary mastery.

Furthermore, based on the researcher’s observation in English class of X-I SMA N 2 Purworejo, the researcher found that most of the students did not really understand the materials when the teacher started to speak in English. However, when the teacher started to speak Indonesian, the students could understand. The students would keep quiet when the teacher explained the learning materials in English. They did not give enough responses to answer and less active. The researcher investigated the students’ problem in learning vocabulary. For the students, it is impossible to know all words. Many students did not know the meanings of the English words used
by the teacher. It was likely that this condition was a problem in terms of students’ limited vocabulary mastery.

Learning English vocabulary is not easy for EFL (English for Foreign Language) students. The students may find some difficulties in memorizing words. Students may recognize a written or spoken word and think they already know that word, but they may not be able to use that word properly or pronounce it correctly. Even, they will not be able to spell particular word correctly. It is because English is not their mother tongue. It is obvious that the students use their mother tongue which is not English at home or in their community.

Therefore, the teacher needs to apply some techniques which make the students interested in learning English. It is expected that a teacher can conduct his or her teaching and learning process in such a way that makes the students enjoy learning English. For an example, a teacher may use determiner game to attract students’ attention. Several experienced textbook and methodology have argued that games are not just ice breaking activities but have a great educational value.

Through games, children experience, discover, and interact with their surroundings. According to Lee, “vocabulary game is one which the learners’ attention is focused mainly on words” (1986, p. 37). Games allow the students to relax and enjoy themselves, which means that they will have better comprehension and retain more information. Charlotte (2011) states that educators can make vocabulary more engaging and easier to learn through the use of games.
From this problem, the teacher has to think the strategy which helps the students to solve their vocabulary problems in learning English. The use of game as the learning media is one of the strategies to help the students improve their vocabulary mastery. In teaching and learning process, the important thing is not only how much or how less teaching and learning is done in the classroom, but also how the students are active and enjoy in their learning process. In learning vocabulary, there are many kinds of games which can be used, for example scrabble, crossword puzzle, hangman, flashcards, etc. Those games may help the students to understand vocabularies easily. In this study, the writer focuses on the implementation of scrabble. The writer chooses scrabble because the implementation of scrabble in education can help students to improve their vocabulary memorizing, pronouncing, and spelling elements.

This strategy is designed to increase the students’ interest to learn with pleasant. Students have to arrange words using the given letter tiles that will fit on the board game in order to improve vocabulary. They can consult any dictionary for unique and unusual words though they must be prepared to define the word and prove the game. Scrabble allows the players to use any words in English language except for words that are capitalized which need hyphens, abbreviations, prefixes or suffixes.

Using scrabble game in teaching vocabulary will encourage the students to memorize their vocabulary that they have saved in their memory. Scrabble game in SMA N 2 Purworejo is really well organized. Students are really enthusiastic with this game even the school held scrabble game tournament every year for the class meeting
event. Each class should send their own representative to join as the participant in the tournament. Two students will compete as the representatives of each class, the winners will get reward and trophy. The tournament followed by 24 classes using match chart and knockout system. From this fact the writer assume that SMA N 2 Purworejo students are really familiar with scrabble.

Actually, scrabble game is not a new media which is used to learn vocabulary. Although memory game like scrabble is good for helping the students to enhance their vocabulary mastery, many teachers would argue that students will not benefit from playing games, and it is a waste of time. Even, some teachers assumed that scrabble is an old media and not effective as an alternative way in teaching vocabulary. Many teachers assumed that scrabble is used only as an ice breaking activity. However, scrabble game at SMA N 2 Purworejo is used as the main media when the teacher focused on vocabulary achievement for the 10th grade students. The use of scrabble game in SMA N 2 Purworejo is different. The teacher believes that through scrabble game will help the students learning to be successful. The teacher uses scrabble as a learning media to help the students improve their vocabulary mastery. The researcher would like to see how 10th grade students’ perception on the implementation of scrabble and how it improves their vocabulary mastery.

It is hoped that the research can give information for English teachers that they can use scrabble game as one of their teaching media in vocabulary learning so that they can help the students in the teaching and learning process. It is proved that scrabble which considered as out of date game still give positive impact for the
students’ vocabulary improvement. Besides, it is also expected that this research can give information for English Language Education Study Program (ELESP) students that they can also use scrabble game when they do the pre service teacher internship program (*Program Pengalaman Lapangan*).

**B. Research Problem**

Based on the background of the study, two problem formulations are formulated as follows.

1. How is the students’ perception on the implementation of scrabble for the 10\(^{th}\) grade students of *SMA N 2 Purworejo*?

2. How does the use of scrabble game improve the 10\(^{th}\) grade students’ English vocabulary mastery at *SMA N 2 Purworejo*?

**C. Problem Limitation**

This study will focus on how the 10\(^{th}\) grade students’ perception on the implementation of scrabble game in ELT classroom at *SMA N 2 Purworejo* and how it improves 10\(^{th}\) grade students’ vocabulary mastery. The participants of this study are the 10\(^{th}\) grade students of *SMA N 2 Purworejo*. The game as the media is going to help the teacher in conveying the material easily. It can attract the students’ attention during the teaching learning activity. Therefore, the students will not get bored and they will follow the teaching learning activity happily.
In this study, the students’ vocabulary mastery refer to the vocabulary memorizing, pronouncing, and spelling elements. The researcher intends to discuss the implementation of scrabble game by knowing its influences on the students. It is also to determine the 10th grade students’ perceptions of the game as an effective media to improve students’ memorizing element in recalling the newly learnt vocabulary.

D. Research Objectives

The objectives of this study are to answer the problems previously stated. Firstly, this study tries to know how the 10th grade students’ perception on the implementation of scrabble game. Secondly, this study aims to know how scrabble game can improve students’ vocabulary mastery at SMA N 2 Purworejo.

E. Research Benefits

This study would be useful for students in SMA N 2 Purworejo, teachers in SMA N 2 Purworejo and English Language Education Study Program (ELESP) students who are interested in this study. This study is expected to bring a valuable contribution to the English Language Teaching (ELT).

1. The Students

For the students, using scrabble game to learn English vocabulary can be interesting. Hopefully, this study gives positive contributions to the 10th grade
students of *SMA N 2 Purworejo*. This study is expected to help the students to know that scrabble brings positive effects, so that the students should use it properly. Therefore, the students can improve their vocabulary mastery through scrabble and enjoy being involved in teaching learning process.

2. The Teachers

For the teachers, using scrabble game is one of the media that can improve the quality of teaching-learning process. From this research, it is expected the teachers realized that scrabble which considered as an out of date game still used nicely and gave good result for the students’ vocabulary mastery improvement. It can be a solution and new alternative in improving the students’ vocabulary mastery. Thus, the English teacher can also use scrabble game as a media to introduce the new vocabulary in the vocabulary learning.

3. ELESP Students

Hopefully this study can give benefit for the other students or researchers who have the same interest to find the materials or references for their own research and also generate an understanding of related study. Other researchers can use this study as journal to develop their own research. Hopefully, this study can stimulate other researchers to conduct further research related to this topic. Thus, this study can inspire them to conduct further research related to the use of scrabble in class.
F. Definition of Terms

There are terms mostly used in this research that need to be defined. They are vocabulary, scrabble game, and SMA N 2 Purworejo.

1. Vocabulary

Vocabulary is the personal collection of words that any given person knows and uses on a daily basis. According to Steven Stahl (2005), vocabulary is knowledge of a word which not only implying a definition, but also implies how that word fits into the world. According to Kreidler, vocabulary is defined as a stock of words in language that can support the learners to learn the skills of the language in terms of reading, writing, speaking, and listening skills (1958, p. 21). Dedi Suryana, in Teaching Vocabulary (1990) states that; vocabulary is one of language components. It supports the teaching and learning of the four language skills of reading, listening, speaking and writing. As the language component, vocabulary must be taught in a proper way. Dedi Suryana states that; vocabulary divided in to:

a) Vocabulary skill involved deducing meaning from the context, use of dictionary, word formation coining, and ignoring unfamiliar words.

b) Vocabulary activities, involved word guessing, word association, crossword puzzle, cline, word-classification, and rid dies.

A vocabulary usually develops by age and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary
is one of the largest challenges in learning a second language. In this research, vocabulary is one of the important language components which has to reinforce for 10th grade student in order to make them easier in vocabulary mastery. Cameron (2001) defines a vocabulary mastery is to “know” words intends to master vocabulary (p. 75). It means that vocabulary mastery is how to know words. According to Nation (2001), acquiring a word means knowing its form (spoken, written, and word parts); meaning (concepts and associations); and use in terms of grammatical functions, collocations and constraints. The writer focuses on the vocabulary teaching techniques which use correct media which is scrabble game to deliver the material in the vocabulary learning process.

2. Scrabble

The term scrabble is used to describe a board game to help students improve their vocabulary in English. In Oxford Advance Dictionary (1985), scrabble is a board game in which players try to make words from letters printed on small plastic blocks and connect them to words that have been already placed on the board.

In this study, scrabble is a learning media to improve and help students to master their vocabulary skill. Gagne, as cited in Arief S. Sadiman (1986, p. 6) and Rasibah (2006, p. 18), states that media is some kinds of components around students which stimulate them to study. The scrabble game is provided by the teacher and use it when she wants to teach and explore vocabulary for the students. Hebblethwaite in the Voinov journal (2009, p. 217) mentions that scrabble can offer its players. These
include intense mental activity that hones cognitive skills, practice in applying economic principles, and the activation of language learning in classrooms. It means, scrabble game is a media that can expand the vocabulary and strengthen the language ability.

3. **SMA N 2 Purworejo**

*SMA Negeri 2 Purworejo* is located in Mayjend S. Parman street Purworejo regency, Central Java, Indonesia. This school has a comfortable learning situation since it is located far from the highway. This school is one of SSN (Sekolah Standar Nasional) schools in Purworejo regency. In this study, the researcher will do a research towards the implementation of the scrabble game used as a learning media to improve and help 10th grade students in recalling the newly learnt vocabulary and also vocabulary mastery.
CHAPTER II

REVIEW OF RELATED LITERATURE

This part consists of two sections. The first one is the theoretical description. It is about the direct explanations of some terms that are used in this study. The second part is the theoretical framework. In the theoretical framework, the researcher explains more about how the theories can help the researcher in doing the study.

A. Theoretical Description

In this part, the researcher explains the review of related literature used in conducting the research. The theories are pertinent since they can either help to solve the research problems or enlarge particular knowledge of the topic. There are five theories which are discussed in this subchapter. Those are the theories of perception, the theories of vocabulary, the roles of game in learning vocabulary, the scrabble game, the scrabble and vocabulary mastery.

1. Perception

Perception becomes the concern of this study. For this reason, the researcher provides several explanations about perception. This part will explain what perception is and the factors that affect someone’s perception.
a) Definition of Perception

Based on Bootzin, Loftus, Zajonc, and Braun (1983), perception means the interpretation process which comes from some stimuli of their sense organs. For this reason, perception and sensation cannot be separated in the perceptual process. Basic sensations are always needed in order to have a meaningful interpretation. The stimuli which help the perceptual process usually come from the previous experiences. People will reflect the stimuli which they got from the past and gain some information about that. They will try to compare the previous and the newest information on their own.

Further, Rock said that perception is an active process (as cited in Altman, Valenzi & Hodgetts, 1985, p. 105). The perceptual process needs an active brain to create the perception. One of the examples is filling some incomplete sensory information. This action simply called as subjective contours. Subjective contours are some helping lines or shapes that appear to be a part of a figure but those are actually not physically present. However, building a perception is not easy as it seems. During the perceptual process, the brain is expected to organize the stimuli to create a good meaning.

Along with Bootzin et al., Altman, Valenzi and Hodgetts (1985) also has the same ground for perception. He states that the stimuli will be selected and grouped to have a meaningful interpretation. Perception is the way of someone sees reality. As
soon as somebody gets stimuli, their selected sense organ will interpret and give meaning to something.

![Figure 2.1 The Perceptual Process](image)

From the figure above, it can be concluded that perception has a role in building someone’s behavior. Experiences also affect someone in building his or her perception.

**b) Perceptions’ Factors**

Altman et al. on their book *Organizational Behavior: Theory and Practice* (1985, p. 86), define several factors which influence perception. They mention four things. Those are selection of stimuli, organization of stimuli, the situation, and the self-concept.

The first factor is the selection of stimuli. When we are surrounded by bundle of stimuli, we can only focus for a small number. This process is called a selection. Selection is also a reason on why people have their own thoughts and perceive things differently.

The second factor is the organization of stimuli. After selecting the experiences, those experiences need to be arranged. This arrangement is needed so
that the information will become meaningful. Having a good order of the sensory data will also be good for our mind.

The third factor influencing someone’s perception is the situation. Situation means a person’s familiarity with expectations or about something. Situation also connected with his or her past experience.

The last factor influencing someone’s perception is the self-concept. The way people feel and perceive about ourselves is known as self-concept. Self-concept will affect the way of seeing the world.

2. Vocabulary

There are four sections discussed in this part. They are the meaning and level of vocabulary, the vocabulary teaching, the techniques of teaching vocabulary, and the background and principle of vocabulary teaching.

a. The Meaning and Level of Vocabulary

According to Kreidler (1963, p. 21), vocabulary is a stock of words in a language that can facilitate and support the learner in order to reach the language skills. This statement is supported by Burton (1982) who says that students should be supplied with enough vocabulary in order to make them able to learn the four language skills which are listening, speaking, reading, and writing. Fries (1952, pp. 55-56) divides the meaning of English words into two kinds. The first is lexical meaning which refers to the words found in the dictionary. The second is structural
meaning that can be derived from grammatical relationship within the language or from the word order.

Therefore, learning a language, including English cannot be separated from its vocabulary. It is important to introduce some English words first to the senior high school students as a basic step to learn English vocabulary. Lado (1964) states that there are three steps in teaching vocabulary. First, the students hear the new word for several periods of time. It means that the teacher becomes the model of a good pronunciation. Second, the students should be given the opportunity to pronounce the new word. This step will help students to remember the word in a longer period of time. When the students are wrong when pronouncing the words, the teacher should correct it at the time by pronouncing again. The last step is that students should predict the meaning of the unfamiliar word.

The teacher may give the definition to describe the word indirectly. By using an indirect description of the word, the students will be encouraged to remember the word better. Those three steps are important in learning vocabulary and have to be considered in the learning process. In order to be able to master and understand vocabularies, the students should experience those three teaching vocabulary steps.

According to Yang (2002) English for Second Language (ESL) junior high students have to learn 1,000 words, while senior high school students have to learn 2,800 words, almost three times more than words to be learned in junior high school (as cited in Wang, 2005, p. 4). However, not all words have equal importance in language instruction. Therefore, teacher have to know which words they need to
teach. A word’s frequency of use, complexity, and meaning determines into which level it will fall. Those with mature vocabularies and age-appropriate literacy skills understand and use words from all levels. First level called Basic Vocabulary consists of the most basic words. These words rarely require direct instruction and typically do not have multiple meanings. Sight words, nouns, verbs, adjectives, and early reading words occur at this level. Examples of level one words are: book, girl, sad, run, dog, and orange. There about 8,000 word families in English included in level one.

The second level is called High Frequency/Multiple Meaning Vocabulary consists of high frequency words that occur across a variety of domains. These words occur often in mature language situations such as adult conversations and literature, and therefore strongly influence speaking and reading. Level two words are the most important words for direct instruction because they are good indicators of a student’s progress through school. Examples of level two words are: masterpiece, fortunate, industrious, measure, and benevolent. There are about 7,000 word families in English (or 700 per year) in tier two.

The third level is called Low Frequency/Context-Specific Vocabulary, consists of low-frequency words that occur in specific domains. Domains include subjects in school, hobbies, occupations, geographic regions, technology, weather, etc. Students usually learn these words when a specific need arises, such as learning amino acid during a chemistry lesson. Examples of level three words are: economics, isotope, asphalt, Revolutionary War, and, crepe. The remaining 400,000 words in
English fall in this level. It is important to remember that level two and three words. There is more than one way to select the words. Word knowledge is subject to personal experience.

b. Vocabulary Teaching

Vocabulary is an important part of language learning. Teaching vocabulary requires the students’ ability to understand the words and to use the words appropriately. Teaching vocabulary looks very simple. The teacher only gives the students some new words and exercises then asks the students to memorize the words and gives the test. However, Wallace (1982) states that “learning vocabulary is a complex process which requires the ability to recognize the words, remember them, and to pronounce, spell and use them correctly” (as cited in Ayuningtyas, 2008, p. 2). Therefore, it is not only memorizing lists of words and knowing the meaning of each words.

In the vocabulary learning, the students are expected to understand the meaning of the words, the uses of the words in sentence, and form the words in oral and written. Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, vocabulary is knowledge of a word which not only implies a definition, but also implies how that word fits into the world”. Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. It means that
the process of vocabulary learning is difficult because it does not only learn an aspect of the words. In this research, vocabulary learning is a process where the teacher teaches the students to recognize English words in order to assist the students to reach their goal.

In the vocabulary learning, the teachers should make the acceptable process to the students. Therefore, the teachers should have the suitable strategies in the vocabulary learning process. Hustjin (1993) states “vocabulary learning strategies suggested not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge” (as cited in Morin & Gooebel, 2001). Then, the vocabulary learning strategy needs a good technique to help the student to get meaning and form of the words. As Allen and Vallete (1972) state, vocabulary learning can be meaningful if the teacher can conduct the teaching process by combining the available techniques of teaching. Therefore, the teacher should consider the appropriate strategies and suitable techniques in vocabulary learning to achieve the goal.

c. Techniques of Teaching Vocabulary

Since vocabulary learning is considered as a complex process, the teacher should provide practical techniques on teaching vocabulary that the students are able to develop their learning of new words independently. Hence, Nattinger (1988, p. 63) stated that guessing vocabulary from context is the most frequently way of discovering the meaning of new word. Similar to this idea, Oxford and Scarcella
(1994, p. 236) also stated that guessing the meaning word from context is the most useful vocabulary learning technique. Based on those ideas the teacher should ensure that the students not only understand the meaning of words in context, but also communicate with others. The students should be provided with some opportunities to produce the language. In other word, the teacher should be able to lead the students to produce the language as well as other language components either spoken or written form.

Commonly, there are several techniques concerning the teaching of vocabulary.

1. Visual Techniques

Concerning with the visual techniques, Gairns and Redman (1980) state that there are three form visual techniques: realia, pictures, and mime or gestures (as cited in Marla 1999, p.12). Realia means using a variety of real object brought by the students in the classroom. It is applied to remember the written material. The students can act out what they read or associate physical sensation with specific words found in reading passages. Referring to ideas mentioned above, Klippel (1994, p.115) stated that mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication.
2. Verbal Techniques

This technique pertains to the use of illustrative situation, synonyms, opposites, scale, definition and categories. Specifically, Maria (1990, p.3) divides verbal techniques into four parts:

a. Definition and illustration sentences, in which the teachers are expected to introduce a word in English through the use of other word in the same language.

b. Synonyms and antonyms, which are especially important in building new vocabulary because learners are able to know vocabulary. Synonyms are words that have the same meaning as the unknown in a given sentence. There may be signals that identify the presence of synonym for the students. They could be or, commas, dashes, and colons. Meanwhile, antonyms are words that have the opposite meaning of the unknown word in a given sentence. Signals which identify the presence of the antonyms for readers are instead, although, but, yet, and however.

c. Scale, which is the presentation of related words in scales that include the combination of both verbal and visual techniques, for example, in term 32°C Celsius, the degree sign is the visual.

d. Explanation technique that explains the meaning and the use of a foreign word in the foreign language itself.

Based on the statement above, it can be concluded that the teachers should know the level of students' competency and the goal of teaching in advance before applying those techniques. The teacher should be able to lead the students to learn a
new word or some words clearly. In relation to the employment of verbal techniques the teacher has to regard the length of time and the textbooks used.

3. Dictionary Techniques

In addition to the previous two techniques, the use of dictionary is another technique in finding out the meaning of unfamiliar words and expression. In this respect, the students can make use of variety of dictionaries, such as bilingual, monolingual, pictorial, and thesaurus.

According to Allen (1993, p.83), using dictionaries is “passport” to independence and use them is one the students centered learning activities. Meanwhile, Gerald & Laura (1989, p.120) states dictionaries are more easily used to determine word meaning. Moreover, Readence (1995, p.35) adds that the dictionary definition is shared with a discussion when the words are presented both in isolated form and in the context. In conclusion, the use of dictionary is an effective way for the students in finding out the meaning of words. Related to techniques of teaching vocabulary, the words are given according to the level. It means that the word which are selected should be appropriate to the students’ level.

d. Background and Principle of Vocabulary Teaching

Vocabulary is one of an important language component which can support the learners to learn other language skills. This is clarified by Burton (1982) who says that vocabulary really supports learners to learn the language skills of the target language. That importance makes the students need a serious attention in learning
vocabulary. It becomes a great challenging act for the teacher to teach vocabulary, what kind of methods they use, what kind of vocabulary they give, or how many vocabularies they should teach. Having a rich vocabulary helps the learners to express their ideas.

Robert Lado (1955) stated that while dealing with vocabulary one should take three important aspects of words which are their form, their meaning, and their distribution. The teacher should consider various kinds of classes of words in the function of the language. Lado said that the forms, meaning, distribution and classification of words are different in different in another language. Lado revealed that these differences might lead to vocabulary problems.

According to Coxhead (1998), the main focus of the basic of vocabulary teaching is to highlight some considerations for teachers to set up and plan a regular vocabulary teaching and learning program with their classes. Most teachers know that dealing with unknown word is a good and popular way to teach vocabulary. However, students can also take benefit by doing direct and deep study of new and unknown vocabulary. There are six considerations teachers should address when they plan a direct vocabulary teaching and learning program.

a) Choose useful words

Teachers should choose words that will be useful for their students to learn. Useful words are words that learners will meet often, or need to use often in their language use situations. There are frequency lists available that help identify these useful words. For instance, *The General Service List* (West, 1953) is a list of the most
common 2000 words used in everyday English. This would be ideal for the students to study English or those wishing to learn English for conversational purposes. Amongst other lists available is the Academic Word List (Coxhead, 1998) which contains the most frequent academic vocabulary. Teacher can also use their judgment to decide which word is useful for the students but it is better to have available word lists to help.

b) Let the learners do the work

Many teachers do all the work for their learners by providing definitions, sentences, etc. Helping students by explaining some difficult definitions is necessary, it will be more meaningful for learners to do the work themselves. Let the students active during the teaching learning process.

c) Focus on different aspects of a word

There are much more terms to a word than just its meaning. For example, among other things, students can learn a word’s stress (accent), its collocations and word family members, its grammatical patterns and word parts, etc. Students can enrich their knowledge of a word, and remember it better by learning more of these different aspects. The students can be encouraged to discover these different aspects for themselves.

d) Provide meaningful learning opportunities

It is not enough to simply tell students the meanings of words. The students need opportunities to see or hear words in a meaningful context, and opportunities to use words in meaningful writing and speaking tasks. Give the students a challenge to
find words in reading or listening passages and use these words in particular writing and speaking tasks is a simple way to approach this. The provision of these opportunities is the main job of a vocabulary teacher.

e) Implement a regular testing schedule

The students should be tested regularly. Testing can be used to give students feedback on their success and or failure to learn and use the target words and motivate them to study vocabulary. Regular testing can provide learners with a chance to retrieve newly learnt words from their memories and use them in a meaningful way. Good vocabulary tests will have a balance of vocabulary understanding (receptive) and vocabulary use (productive) tasks.

f) Be patient with their learners

Students constantly forget words they have learnt. This is part of the learning process. However, this can often frustrate teachers. It is important that teachers remain patient with their learners and allow them a lot of opportunities to see, use and revise new vocabulary in a positive learning environment. A patient teacher can reduce the anxiety levels in a classroom and this can in turn have a positive effect on vocabulary learning.

3. The Roles of Games in Learning Vocabulary

Many experts of language teaching methodology also agree that playing games is a good way to learn vocabulary. The games used in the classroom need to be planned in order to fulfill a specific objective, they should not be designed randomly
without context. Games will only work in the classroom if they have a specific purpose, and if the instructions and rules are set clearly to students since the beginning. According to Brewster (2000), games may be simple and require very little planning or may need quite a bit of preparation and the use of special materials, such as dice, boards, or picture. Wright, Betteridge, and Buckby (1984) claim that, with the use of games the teacher can create various contexts in which students have to use the language to communicate, exchange information and express their own opinions.

They also said that games add variation to a lesson and increase the students’ motivation. Moreover, Baid and Lambert (2010) reported that game-based learning can stimulate students’ cognitive skills as well as boost their motivation. Al Zaabi (2007) advocated that learning vocabulary through games give students more chances to learn something from one another. Zaabi also stated that the use of games helps students to enjoy the class, which is important for success in learning. Nguyen and Khuat (2003), affirmed that teachers appreciate games as they are enjoyable and pleasurable and for making students practice lessons incidentally.

According to Napa (1991), there are several ways that can be used to develop students’ vocabulary achievement. It can be taught by using many different techniques such as picture, crossword puzzle, song, game, text, and translation. Scrabble game can be used as one of the educational techniques in teaching vocabulary. Through scrabble the students experiment, discover, and interact with their environment. According to Lewis & Bedson (2003), playing games in the
classroom develops the ability to cooperate, competitive, and works together to achieve certain goals. When the students play scrabble they required to arrange the word per character. This activity can make their spelling ability getting better because they can share their ability with their friends and check the correct spelling in the dictionary.

Scrabble can break the tension and help the students to avoid boredom in learning vocabulary. Many teachers conduct drilling techniques to enhance the students’ vocabulary mastery. However, drilling is not the only way to achieve memorization of vocabulary. Scrabble help the students to achieve memorization of vocabulary in an enjoyable way. When the students play scrabble, they surely expose repetition of a word. The students also can enhance their vocabulary mastery when play scrabble in the classroom. It is because scrabble is one of memory games which can used in vocabulary leaning. Slattery and Willis (2001, p. 49) states, there are many types of games, including memory and guessing games which will help students become familiar with new vocabulary in an enjoyable way. However, it is the teacher’s responsibility to determine an appropriate way of teaching that can motivate the students to involve in the learning activity.

4. Scrabble

This study focuses on learning vocabulary using scrabble. It is necessary to discuss how scrabble in learning vocabulary is used as the learning media. This part
discusses about two things which are the use of scrabble as the learning media and the scrabble rules.

a. Scrabble as the Learning Media

In order to make the students achieve their vocabulary skills easily, the teacher need to use appropriate media to conduct the learning activity. Gagne, as cited in Sadiman (1986, p. 6) and Rasibah (2006, p. 18), states that media is some kinds of component in the surrounding around students which stimulate them to study. Briggs, as cited in Rasibah (2006, p. 18), argues that media are all physical tools which serve messages and make stimuli towards students to study, like book, film, cassette, etc. Based on those definition, it can be summed up that media is everything which is used to obtain information from the sender to the receiver so that it can stimulate learning process to get knowledge, skill, and also certain attitude.

Scrabble is one of media which can used as the learning media especially in vocabulary learning. Hebblethwaite in the Voinov journal (2009, p. 217) mentions that scrabble can offer its players. These include intense mental activity that hones cognitive skills, practice in applying economic principles, and the activation of language learning in classrooms. Scrabble is use as the vocabulary learning media since the students faced difficulties such as memorizing, pronouncing, and spelling the words. Rush (2010) states that vocabulary learning has largely been construed as a memory problem. Vocabulary memorizing seems to be another difficulty for vocabulary learners. One of the biggest problems with vocabulary learning is that
what have learned today is often forgotten tomorrow. Shelby (2010), multiple sense English words and synonyms (words with a similar meaning) present special difficulty for foreign learners. Shelby states there are differences in English usage in English-speaking countries in terms of spelling, pronunciation, vocabulary and grammar. Based on those statements above, it can be concluded that scrabble is a learning media which can help students in learning vocabulary.

b. The Scrabble Rules

According to J.W. Spear (2009), scrabble is a word game for 2, 3 or 4 players. Play consists of forming interlocking words, crossword fashion, on the scrabble playing board, using letter tiles with various score values. The object of the game is to get the highest score. Each player competes by using their tiles in combinations and locations that take best advantage of letter values and premium squares on the board. The combination of total score for a game may range from about 400 points to 800 or more, depending on the skill of the players.

1) Content

A playing Board, 100 Letter Tiles, 4 Tile Racks, 1 Tile Bag, 100 Letter tiles:

a) There are 98 tiles with letters of the alphabet and two blank tiles.

b) Each of the letter tiles has score values indicated by the number to the bottom right of the letter.
c) The two blank tiles have no score value, and can be used as any letter desired. 

When it is played, the player must state what letter it represents, after which it cannot be changed for the remainder of the game.

2) Set Up

a) Get a pen and paper to keep score.

b) Set up the board in the middle of the playing area.

c) Each player takes a rack for arranging their tiles and places it in front of them.

d) All the tiles are placed in the tile bag. Each player takes a tile out to find out who plays first. The player who has the tile nearest the beginning of the alphabet, with the blank preceding ‘A,’ plays first. The exposed tiles are put back into the bag and the bag is shaken to shuffle them.

e) Each player, in turn, then draws seven new tiles and places them on their racks. Everyone is now ready to play scrabble. Play proceeds clockwise.

3) Rules of Play

a) Keeping score

One player is selected as scorekeeper. They keep tally of each player’s score after each turn.

b) Exchanging tiles

Any player may use their turn to replace any or all of the tiles in their rack. They may discarding them face down, drawing the same number of new tiles, then mixing the discarded tiles with those remaining in the bag. They then await their next turn to play.
c) Passing (missing a turn)

Instead of placing tiles on the board, or exchanging tiles, a player may also decide to pass, whether or not they are able to make a word (or words). However, when all players should pass twice in succession, the game ends.

d) Placing the first word

The first player combines two or more of their tiles to form a word and places them on the board to read either across or down with one tile on the center square (ribbon). Diagonal words are not permitted. All tiles played in this and subsequent turns must be placed in one continuous line horizontally or vertically.

e) Permitted words

You may play any words listed in a standard English dictionary except those only spelt with an initial capital letter, abbreviations, prefixes and suffixes and words requiring apostrophes and hyphens. Foreign words in a standard English dictionary are considered to have been absorbed into the English language and are allowed. Prior to starting the game, all players must agree on a dictionary to be used. Once a tile has been placed on the board, it may not be moved unless the word is successfully challenged.

f) Challenging words

Once a word has been played, the word may be challenged before the score is added up and the next player starts their turn. At this point only, you may consult a dictionary to check spelling or usage. If the word challenged is unacceptable, the player takes back their tiles and loses their turn.
4) Board Premium Spaces

The playing board consists of 15 x 15 squares in the playing area with grid lines to separate the squares. There are special premium squares on the board with bonus score values:

a) Premium Letter Squares

A light blue square doubles the score of a letter placed on it. A dark blue square triples the score of a letter placed on it.

b) Premium Word Squares

A light red square doubles the score of the word. A dark red square triples the score of the word. If a word crosses both premium letter and word squares, all the bonus letter values are added up before the complete word score is double or tripled. The bonus scores of the premium squares only apply to the turn in which the tiles are placed on them. When a blank is placed on a Triple or Double Word square, the sum of the tiles in the word is doubled or tripled even though the blank itself has no score value. When it is placed on a Triple or Double Letter square, the value of the blank tile is still zero.

c) Scoring the first word

A player completes their turn by counting and announcing their score, which is recorded by the scorekeeper. The score for the turn is calculated by adding up all the values of the numbers on the tiles, plus any premium values from utilizing the premium squares.
d) Ending a turn

At the end of every turn, the player draws as many new tiles as they have played, thus always keeping seven tiles in their rack.

e) Adding 50-point bonus

Any player who plays all seven of their tiles in a single turn scores a premium of 50 points in addition to their regular score for the turn. The 50 points are added on after doubling or tripling a word score.

f) Next player’s turn

The second player and then each player in turn, has the choice of exchanging tiles, passing or adding one or more tiles to those already played so as to form new words of two or more letters.

All tiles played in any one turn must be placed in one row only across or one column only down the board. If they touch other tiles in adjacent rows, they must form complete words crossword fashion, with all such tiles. The player gets full score for all words formed or modified by their play. Include the bonus scores of any premium squares on which they have placed the tiles. There are five different ways that new words can be formed:

1. Adding one or more tiles to the beginning or end of a word already on the board, or to both the beginning and end of that word.

2. Placing a word at right angles to a word already on the board. The new word must use one of the letters of the word already on the board.
3. Placing a complete word parallel to a word already played so that adjoining tiles also form complete words. In this example, more than one word is formed in the same turn and each word is scored. The common letters are counted (with full premium value, when they are on premium (squares) in the score for each word.

4. The new word may also add a letter to an existing word.

5. The last variation would be to “bridge” two or more letters. (This can only happen on the 4th move or later in the game).

Sometimes a word may cross two premium word squares. The word score is doubled then re-doubled - 4 times the complete word score; or tripled and then re-tripled - 9 times the complete word score!

g) End of the game

The game ends when: all the tiles have been drawn and one of the players has used all the tiles in their rack, when all possible plays have been made, and all players have passed twice in consecutive turns.

After all the scores are added up, each player’s score is reduced by the sum of his un-played tiles, and if one player has used all their tiles, their score is increased by the sum of the un-played tiles of all the other players. Example, if Player one has an X and an A left on their rack at the end of the game, their score is reduced by 9 points. The player who used all their tiles adds 9 points to their score. Remember the game can be won or lost on the last letter in the bag.
5) Rules Clarifications

a) If any tile touches another tile in adjacent rows, it must form part of a complete word crossword fashion, with all such tiles.

b) The same word can be played more than once in a game.

c) Pluralized words are allowed.

d) A word can be extended on both ends within the same move e.g. TRAINER to STRAINERS.

e) All tiles played in any one turn must be placed in one continuous line only, horizontally or vertically.

f) Players may not add tiles to various words, or form new words in different parts of the board in the same turn.

g) The bonus scores of the premium squares only apply to the turn in which the tiles are placed on them.

h) When more than one word is formed in a single turn, each word is scored. The common letters are counted (with full premium value, when they are on premium squares) in the score for each word.

i) If a word crosses two premium word squares, the word score is doubled and re-doubled - 4 times the complete word score; or tripled and re-tripled - 9 times the complete word score.

j) When a blank is placed on a Triple or Double Word square, the sum of the tiles in the word is doubled or tripled even though the blank itself has no score value.
When it is placed on a Triple or Double Letter square, the value of the blank tile is still zero.

k) When one player has used all their tiles and the tile bag is empty, the game is over. In some games, no player succeeds in using all their tiles. In this case the game continues until all possible moves have been made. If a player is unable to move, they pass their turn. If all players pass twice, in consecutive turns, the game ends.

l) A dictionary or word guide may not be used while a game is in progress to search for words to fit the tiles on your rack. It may only be consulted after a word has been played and challenged.

The explanation of the scrabble rules above shows that playing scrabble game needs the techniques in making a new word from the tiles given. Besides, making a new word needs the ability to recognize the letter that will form a word.

5. Scrabble and Vocabulary Mastery

Scrabble game is often perceived as being a recreational activity. For SHS students, scrabble can make their process of learning vocabulary enjoyable and a lot of fun. Hebblethwaite in the Voinov Journal (2009, p. 217) states that scrabble can give mental activity that develops cognitive skills, practices in applying economic principles, and activates the language learning in classroom. It means that scrabble game can expand the vocabulary and strengthen the language ability.
Scrabble is one of memory games used to help students to improve the students’ vocabulary mastery. Learning vocabulary using scrabble can improve students’ vocabulary mastery such as vocabulary memorizing, pronouncing, and spelling elements. There are some experts who support that statement as mentioned below.

a) Memorizing

According to Rixon, memory games help students revise vocabulary and memorizing something that happened in a game and may help students remember the language connected with it (1992, p. 82). Similarly, Wright, Betteridge and Buckby agree that memory games “challenge the players’ ability to remember” (1984, p. 139). Those experts state that scrabble as one of memory games can help students to improve their vocabulary memorizing element.

b) Pronouncing

The students also can improve their vocabulary mastery like pronouncing the words. Scrabble makes the student easier to improve their pronunciation skill because when the students play scrabble in a group they will share their pronunciation element from one to another then they check it from the dictionary. According to Rixon, vocabulary game provides a good chance for students to learn something from one another (1992, p. 80). Similarly, Al Zaabi (2007) state that learning vocabulary through games give students more chances to learn something from one another.
c) Spelling

Scrabble also helps students to spell a difficult word correctly. It is because when the student play scrabble they should arrange the word per character. According to Cruickshank and Telfer, many types of games commonly used in second language learning include scrabble and puzzles, in which players use principles of a subject or discipline and solve related problems as in math or spelling (2001, p. 76).

B. Theoretical Framework

This part is about all major relevant theories that help the researcher in conducting the research and answering the research questions. In analyzing the data and answering the research questions, the researcher uses some related theories as the groundwork. The main theories used in this study are mostly related to the meaning and level of vocabulary, the scrabble, and the roles of games. However, the researcher aims to investigate two important points of the objectives, they are the students’ perception on the implementation of scrabble for the 10th grade students and the use of scrabble improve 10th grade students’ vocabulary mastery.

The first research question is conducted to investigate the students’ perception on the implementation of scrabble for 10th grade students at SMA N 2 Purworejo. The theory of perception is used to help the researcher in knowing students’ perception on the implementation of scrabble for 10th grade students. Based on Bootzin, Loftus, Zajonc, and Braun (1983), perception means the interpretation process which comes from some stimuli of their sense organs.
The theory of vocabulary and the roles of games in learning vocabulary is used to help the researcher in understanding the importance of game as the learning media. The researcher uses Baid and Lambert (2010) theory that reported that game-based learning can stimulate students’ cognitive skills as well as boost their motivation. The researcher also use Hebblethwaite theory that states that scrabble can give mental activity that develops cognitive skills, practices in applying economic principles, and activates the language learning in classroom.

To answer the second research question the researcher use Rixon theory that memory games help students revise vocabulary and recalling something that happened in a game may help a student remember the language connected with it (1992, p. 82). Similarly, Wright, Betteridge and Buckby agree that memory games challenge the players’ ability to remember (1984, p. 139). Al Zaabi (2007) advocated that learning vocabulary through games give students more chances to learn something from one another.

According to Cruickshank and Telfer, many types of game commonly used in second language learning includes scrabble and puzzles, in which players use principles of a subject or discipline and solve related problems as in math or spelling (2001, p. 76). They are used to indicate that the use of scrabble is able to improve the 10th grade students’ vocabulary mastery which include memorizing, pronouncing, and spelling elements.
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents detailed information about the methodology used to accomplish this study. It is divided into six parts. They are the research method, research setting, research participants/subjects, instruments and data gathering technique, data analysis technique and the research procedure.

A. Research Method

In this study, the researcher answers two problem formulations: (1) how is the students’ perception on the implementation of scrabble for the 10th grade students of SMA N 2 Purworejo? and (2) how does the use of scrabble game improve the 10th grade students’ English vocabulary mastery at SMA N 2 Purworejo? To answer those problem formulations, the researcher uses a descriptive qualitative.

To answer the research questions, the researcher conducted descriptive qualitative research. According to Bogdan and Biklen (1998), descriptive qualitative research data collection is taken in the form of words or pictures rather than numbers. The data includes the interview transcripts, the field notes, the photographs, the videotapes, the personal documents, the memos, and the other official records (Bogdan & Biklen, 1998). To answer the first research question, the researcher described how the 10th grade students perceived the implementation of scrabble game in SMA N 2 Purworejo related to the data from questionnaire and interview. Then, to
answer the second research question, the researcher identified the questionnaires in order to gather the information about the 10th grade students’ vocabulary mastery improvement through scrabble. Then, the researcher also identified the interviews related to the vocabulary mastery improvement which include memorizing, pronouncing, and spelling elements in order to get the further explanation.

B. Research Setting

The research was conducted at SMA N 2 Purworejo. It is one of the favorite schools in Purworejo. It focused on the use of scrabble in teaching vocabulary for the 10th grade students of SMA N 2 Purworejo. The reason why the writer chose this school was because this school is located in strategic area and consists of students from many areas, so it has heterogenic students from many background. The use of scrabble as the media in teaching vocabulary for senior high school in Purworejo was rarely found. The researcher did previous project research by asking questions to students from 12 different senior high schools in Purworejo about the implementation of scrabble game for vocabulary learning in the classroom. The result was 9 out of 12 schools never used scrabble in vocabulary learning activity. Even, they did not know about scrabble game before. SMA N 2 Purworejo is one of schools which used scrabble as the vocabulary learning media and even there is a scrabble competition in every semester.
C. Research Participants

The participants of this study were the students from the 10th grade of SMA N 2 Purworejo. In conducting the study, the writer observed one group of participants. There were thirty-three students in the class consisted of twelve male and twenty one female students. The researcher conducted the observation and distributed the questionnaire to the 10th grade students. For the interview, there were five students as representatives and one English teacher. The researcher chose X-1 class to be researched because the X-1 class is the 3rd champion for the scrabble tournament in SMA N 2 Purworejo. Therefore, it really helped the researcher to conduct the research because X-1 students are the real evidence that scrabble influenced the students’ vocabulary mastery. The researcher selected the participants based on a purposive reason. The reason why the researcher chose 10th grade students was because they were in a transitional phase. The 10th grade students are in the higher level from junior high school. By using purposive participants’ selection method, the researcher was able to observe and identify the participants’ characteristics that become the representative in the group. In purposive sampling, sample elements judged to be typical. For representative, are chosen from the population (Ary, Jacobs, and Razzavieh, 2002, p. 169).

D. Research Instruments and Data Gathering Techniques

In the previously part, the researcher explained the method which was used in gathering the data. In this case, instruments helped to answer the research problems.
The data gathering techniques that were employed were observation, questionnaire and interview. In this study, the researcher observed the activities that happened in the classroom in order to develop a detailed understanding value held by the participants.

1. Observation

According to Nunan (1992), as cited in Ayuningtyas (2008, p. 32), observation as the first instrument in this research is commonly used in education as a tool to support understanding and development. The observation was used both in quantitative and qualitative research. In observing the participants, Morrison as cited in Anditasari (2012, p. 29) states that observation enables the researcher to gather data on physical setting, human setting, interactional setting, as well as program setting. By using observation, the writer was able to gather data in the setting.

Before doing the observation, the writer made an observation checklist. The observation checklist was used to indicate the kinds of information which were needed to answer the questions. Moreover, it was also used to observe the students’ behavior during teaching-learning process. The researcher observed the students and activities in the classroom.

In this study, the researcher observed the students and the teacher. First the researcher observed the students/participants. In observing the participants, the researcher conducted nonparticipant observation. In this activity, the researcher did not involve in the teaching learning activities. The researcher only observed the
students’ activities when the teacher applied the scrabble game. The researcher intended to know the effects using the scrabble game in learning vocabulary for the students. While doing the observation, the researcher took notes on the observation sheet from the situation in the classroom. The second to be observed is the teacher. The teacher was observed based on the ability to teach and handle the activities especially in implementing scrabble to improve the students’ vocabulary. Besides, the researcher also observed the students’ responses to the implementation of scrabble. The researcher did the observation before and after implementing scrabble.

2. Questionnaire

The other instrument was a questionnaire. Shohamy (1989, p. 172) states that a questionnaire was printed from data collection, which included questions or statements to which the subject of the research was expected to answer. The researcher made close-ended question which consisted of “Yes” and “No” answer. The questionnaire was made in close-ended form in order to make the participants could answer easily. The writer provided 22 close-ended questions. The purpose of this questionnaire is to find out and to answer the two research questions. Questionnaire is a quick and simple way to obtain rich information about aspects of the classroom and the teaching method (Hopkins, 2008). Therefore, the researcher used the questionnaires to collect the information. Table 3.1 presents the questionnaire that the researcher used and table 3.2 is the questionnaire blueprint.
### Table 3.1 The Research Questionnaire

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I have learned English for more than 5 years.</td>
</tr>
<tr>
<td>2.</td>
<td>Vocabulary is one of important thing in English.</td>
</tr>
<tr>
<td>3.</td>
<td>I need to learn vocabulary to achieve my English skill improvement.</td>
</tr>
<tr>
<td>4.</td>
<td>I found difficulties in learning vocabulary.</td>
</tr>
<tr>
<td>5.</td>
<td>Learning vocabulary made me bored easily.</td>
</tr>
<tr>
<td>6.</td>
<td>I have a difficulty in memorizing words on vocabulary learning activity.</td>
</tr>
<tr>
<td>7.</td>
<td>I have a difficulty in pronouncing words on vocabulary learning activity.</td>
</tr>
<tr>
<td>8.</td>
<td>I have a difficulty in spelling words on vocabulary learning activity.</td>
</tr>
<tr>
<td>9.</td>
<td>I have ever learned vocabulary using games as the media.</td>
</tr>
<tr>
<td>10.</td>
<td>I am glad to learn English vocabulary using scrabble game.</td>
</tr>
<tr>
<td>11.</td>
<td>Scrabble game made me motivated to learn vocabulary.</td>
</tr>
<tr>
<td>12.</td>
<td>I am glad to learn vocabulary using scrabble game in the group.</td>
</tr>
<tr>
<td>13.</td>
<td>Scrabble game helped me in improving my vocabulary mastery.</td>
</tr>
<tr>
<td>14.</td>
<td>Scrabble game helped me to learn vocabulary easily.</td>
</tr>
<tr>
<td>15.</td>
<td>Scrabble game helped me in memorizing and recalling the words.</td>
</tr>
<tr>
<td>16.</td>
<td>Scrabble game helped me in improving my pronunciation.</td>
</tr>
</tbody>
</table>
17. Scrabble game helped me in improving my spelling.

18. Through scrabble game I can learn and share vocabulary mastery by cooperate and ask friends.

19. I could contribute actively in the group when playing scrabble.

20. Playing scrabble wasting my learning time.

21. The teacher deliver the explanation related to scrabble game clearly.

22. I would like to use scrabble to learn English for the future.

The researches made those questions based on some theories. Those questions were classified into three indicators and made in the form of close-ended.

**Table 3.2 The Questionnaire Blueprint**

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicators</th>
<th>Theory</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-8</td>
<td>10th Grade Students’ Difficulties in Learning Vocabulary</td>
<td>Huang (1999)</td>
<td>Close-ended</td>
</tr>
<tr>
<td>13-22</td>
<td>Scrabble Help The 10th Grade Students to Improve Their Vocabulary Mastery</td>
<td>Wright, Betteridge, &amp; Buckby (1984)</td>
<td>Close-ended</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rixon (1992)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cruickshank &amp; Telfer (2001)</td>
<td></td>
</tr>
</tbody>
</table>
3. Interview

The last instrument used for this study was an interview. This instrument was one of the ways to get more detail information in the classroom. Interview was an instrument to answer the two research questions. It was related to the implementation of the scrabble game in teaching learning process which could improve students’ vocabulary mastery for the 10th grade students of SMA N 2 Purworejo. Interview was the most common data gathering technique. According to Gall, Gall, and Borg (2007), interview involves asking a series of structured questions and then probing more deeply with open-form questions to obtain additional information. The researcher got the complete answers from the interview from the students.

The interview aimed to find out the participants’ and the teacher’s opinions and feelings of using scrabble game in vocabulary learning process. According to Wallace (1998, p. 146-147), interview is divided into three categories structured interview, unstructured interview and semi-structured interview. The interview functioned to collect further information, clarify the data, and to obtain the additional information. The questions were in Indonesian to make it easier for students to answer the questions. This interview was done after implementing the scrabble. The writer used note taking and tape recording to obtain detailed and further information from the interviewees. The interview was about the problems that appeared in class before and after using scrabble. The following table provided questions in the interview.
Table 3.3. The List of Questions in The Interview

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did you feel bored when learning vocabulary without any media? Please describe your feeling.</td>
</tr>
<tr>
<td>2. Did you find any difficulties in learning vocabulary? Whether Memorizing, pronouncing, or spelling? Why?</td>
</tr>
<tr>
<td>3. Are you interested by the implementation of scrabble game in vocabulary learning? Why?</td>
</tr>
<tr>
<td>4. Are you motivated to learn vocabulary using scrabble game? Why?</td>
</tr>
<tr>
<td>5. Are you cooperated actively with your partner when compete the scrabble game? Why?</td>
</tr>
<tr>
<td>6. Did scrabble influence your vocabulary mastery improvement? How it can improve your vocabulary mastery?</td>
</tr>
<tr>
<td>7. Did scrabble help you in improving your vocabulary memorizing element? How it can improve your vocabulary memorizing element?</td>
</tr>
<tr>
<td>8. Did scrabble help you in improving your pronunciation element? How could it improve your pronunciation element?</td>
</tr>
<tr>
<td>9. Did scrabble help you in improving your spelling element? How it can improve your spelling element?</td>
</tr>
<tr>
<td>10. How is your teacher’s ability in delivering the explanations related to the implementation of scrabble game?</td>
</tr>
</tbody>
</table>
E. Data Triangulation

In this research, the researcher used more than one data collection. It means triangulation is used. The data were collected through: observation, questionnaire, and interview. According to Creswell (2015), triangulation is the process of proofing evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research.

The triangulation from the instruments and data techniques which are observation, questionnaire and interview would be analyzed to gain the reliability and validity of the study. Elliot as cited in Anditasari (2012, p. 33) states that data triangulation is a method which brings several evidences to be compared and contrasted. Moreover, according to Gall, Gall, and Borg (2007), the use of multiple methods to collect data can enhance the validity of findings through a process called triangulation. Data triangulation is used to make the findings accurate.

F. Data Analysis Technique

In this part, the data techniques were expected to be able to gather the information. The data from the observation checklist, questionnaire, and interview were analyzed to gather the information on the students’ perception on the implementation of scrabble for the 10th grade students of SMA N 2 Purworejo. In order to find out the use of scrabble game in improving the 10th grade students’
vocabulary mastery at SMA N Purworejo, the researcher distributed questionnaire to thirty three students and interviewed five students.

The data from the questionnaire and interview were classified into two segments: the students’ perception on the implementation of scrabble for the 10th grade students of SMA N 2 Purworejo and the use of scrabble game in improving 10th grade students’ vocabulary mastery. After the questionnaires were distributed, the final data of the questionnaire were presented in a form of percentage. To get the percentage of each statement, the researcher used the formula as written here:

\[
\frac{x}{n} \times 100 \%
\]

\(x = \text{The number of the students based on the degree of agreement}\)
\(n = \text{The number of all participants}\)

Besides the questionnaire, the researcher also needed to analyze the data from the interview. The data were gathered by taking the main idea from each statement that the participants gave. This was called as a coding system. Coding system is a system used to facilitate the categorizing and counting of specific behaviors as they occur (Ary, Jacobs, & Sorensen, 2010).

The last analysis is the interview. The goal of this step was to find additional information to support and strengthen the analysis about the use of scrabble. From the interview, the writer will know the opinions towards the use of scrabble in learning
vocabulary. The data from interview was analyzed by rewriting the conversation between the researcher and the respondents. Then the researcher summarized the data. The researcher provided ten questions and chose five students to be interviewed. The researcher wrote the transcription of the interviews to present clearer data. After that, the writer related the results of the interview and the questionnaire to the theories in Chapter II.

G. Research Procedures

This part is aimed to find out how the 10th grade students’ perception on the implementation of scrabble game and how scrabble game can improve 10th grade students’ vocabulary mastery at SMA N 2 Purworejo. There are some procedures that had been done in accomplishing this study

1. The researcher selected the problem to investigate.

2. After the problem had found, the researcher chose the participants as the subject of the study. The participants were chosen by using the purposive sampling.

3. Then, the researcher prepared the observation, the questionnaire, and the interview. Before conducting the observation, the questionnaire and the interview, the researcher asked the permission letter from the secretary of the English Language Study Program to do the study. After that, the researcher asked the permission letter from Dekanat of FKIP. Then, the researcher proposed the permission letter to the headmaster of SMA N 2 Purworejo to conduct a study and
gain the participants of the study. After all the permissions were accepted, the researcher had a meeting with the English teacher of the second grade students to arrange the schedule to conduct the study.

4. After that, the researcher observed the situation of the class and the participants, distributed the questionnaire and interviewed the students to obtain the data needed. In this step, the writer might be able to see the phenomena and situation during the observation.

5. Then, the researcher analyzed the data which were gathered from the observation, the questionnaire, and the interview to answer the problem formulation by triangulating the data. The observation, the questionnaire, and the interview was used to answer the research problems.

6. In the next step, the researcher interpreted the findings and related to the theory that was used as the reference of the study. After that, the researcher made a conclusion based on the interpretation.

7. The last step, the researcher reported the result based on the observation, the questionnaire, and the interview.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter is divided into two parts. The first part is the research findings and the second part is the discussion. In the first part, the researcher presents the data which were gathered by employing three research instruments: observation, questionnaire, and interview. From the data analysis, the researcher presents the findings which answer the two research questions.

A. Research Findings

There are two sections in this part. The first section is about the implementation of scrabble in teaching vocabulary for the 10th grade students of SMA N 2 Purworejo. The second section is the use of scrabble game in improving the 10th grade students’ vocabulary mastery at SMA N 2 Purworejo.

1. The Students’ Perception on The Implementation of Scrabble for The 10th Grade Students of SMA N 2 Purworejo

This section presents the findings which were related to the students’ perception on the implementation of scrabble game. The researcher divides this part into four sub-discussions:

a) Students’ Attitude Towards Vocabulary Learning

The researcher provided two close-ended questions in the questionnaire and interview to find out the students’ attitude towards learning. The first question was
about whether the students face difficulties in learning. The result was twenty out of thirty three (60,6%) students answered “Yes” they faced difficulties in learning vocabulary. Besides, thirteen out of thirty three (39,4%) students answered “No” they did not face any difficulties on learning vocabulary.

The second question was about whether the students were bored when learning vocabulary. The result of the second question was twenty two out of thirty three (66,6%) students answered “Yes”. Besides, eleven out of thirty three (33,4%) students answered “No” they did not bored when learning vocabulary about. The result of the questionnaire strengthened by the interview. The researcher asked why learning vocabulary makes the students feel bored. Students 2 and 3 stated as follows:

S2: It was because the material always related to words. It always made me bored easily. (Soalnya materinya cuma hubungannya sama kosakata tok mas. Itu yang bikin aku gampang bosan kalo belajar vocab)

S3: Too many words for me to memorize. It was difficult and always made me bored easily. (Lha banyak banget kosakata yang kudu diapalin mas. Susah juga sih, kalo udah gitu terus males)

The data above proved that many students still faced difficulties in learning vocabulary. Those difficulties made the students experience boredom. This problem can hinder the students to develop their vocabulary mastery.

Then, the researcher provided three close-ended questions on the questionnaire to find out what kinds of difficulties that the students faced in learning vocabulary. The first question was about whether the students found difficulties in memorizing the words. The result was thirty one out of thirty three (93,9%) students
answered “Yes” they found difficulties in memorizing words. It was because the students needed a good learning media to help them memorize the words. The second question was about whether the students were difficult in pronouncing the words. The result was twenty five out of thirty three (75,7%) answered “Yes” they were difficult in pronouncing some words. It was difficult for second language learners to speak with a good pronunciation because they rarely practice their English. The third question was about whether the students were difficult in spelling the words. The result was twenty seven out of thirty three (81,8%) students were difficult in spelling unusual vocabulary which sometimes the found. It was because the students rarely practiced their spelling except in the classroom. Those problems will affect the students’ achievement in English.

Those percentages from the questionnaire were strengthened by the interview result. The researcher tries to elaborate on the cause of their difficulties in learning vocabulary about. Student 2, 4, and 5 stated as follows:

S2: Yes, sometimes those was difficult for me whether memorizing, pronouncing, or spelling the words in a narrative text. Actually, the difficulties not only in the narrative text. Generally, vocabulary is difficult. It would be more difficult when we learn vocabulary in certain topic. (Iya mas, kadang aku susah buat nginget-inget kosakata sama istilah. Cara ngucap nya juga kadang masih salah. Sama pas waktu nulis gitu kadang juga salah huruf nya. Emang dasarnya udah susah sih apalagi kalo pas tentang bacaan gitu suka nggak umum kosakatanya ya tambah susah deh)

S4: Yes, all of them were quite difficult. Whether memorizing, pronouncing, or spelling. Basically, I did not really like English. Narrative text was so hard for me because it contained many unusual words. (Iya susah semua mas pokoknya. Soalnya emang dasarnya aku nggak terlalu suka sama Bahasa
S5: Yes, I have got difficulties on those requirements. In the narrative text I often found unfamiliar words which hard to memorize, pronounce, or spell, (Iya, aku kesulitan banget buat mengingat, mengucap, sama mengeja kalo pas kadang sering nemu kosakata yang nggak familiar di teks naratif)

From the questionnaire and the interview, it can be concluded that some of students faced difficulties in learning vocabulary. There were three difficulties that students faced in learning vocabulary. The students faced those kinds of difficulties such as memorizing, pronouncing, and spelling elements. From the interview result it can be concluded that 10th grade students got those difficulties because of unfamiliar words and low motivation to learn vocabulary.

b) The Students’ Perception on The Implementation of Scrabble in Vocabulary Learning

Before using the scrabble in the vocabulary learning, the teacher recalled the previous topic. After that, the teacher divided thirty three students into eight groups which contains of 4-5 students. There were eight scrabble boards for eight groups and thirty three students. In a group which consisted of four people the students work in pairs. Then, the teacher gave an explanation about rules and requirements which used by the students to play scrabble related to the topic of the lesson. The last, the teacher asked the students to discuss the meaning of the words and write down every single word in their own group. The teacher gave the students 30-45 minutes to compete and used the rest of the time for the discussion.
From the questionnaire twenty nine out of thirty three (87.8%) students were never played scrabble game before. Scrabble was used as a game which could trigger the students’ curiosity and increase the students’ attraction.

This statement was strengthened by the questionnaire and the interview. Based on the questionnaire, there were thirty out of thirty three (90.9%) students agreed that the use of scrabble attracted them. Since scrabble could attract the students, they were very interested in using it as the media to learn vocabulary. There were twenty seven out of thirty three (81.8%) students stated that they were enthusiastic to use scrabble. In the interview, the researcher asked whether scrabble made the students interested. Student 5 and 1 stated as follows:

S5: Yes, I am really interested in using scrabble to learn vocabulary. I have never used this game before. Scrabble was never taught in my junior high school. *(Iya mas, aku tertarik banget pake scrabble buat belajar. Soalnya aku belum pernah main game ini, dulu di SMP juga nggak pernah diajarin)*

S1: Yes, I interested. Besides, it makes me enjoy the lesson and helps in learning vocabulary. *(Hooh mas, aku tertarik kalo ada game nya. Lagian kan selain bikin asik pelajaran nya juga bantu buat belajar vocab)*

Since the students were impressed and interested to use scrabble as the media to learn vocabulary, the students’ motivation to learn vocabulary was also increased. Thirty out of thirty three (90.9%) students answered “Yes” that scrabble made them excited to learn vocabulary. This statement was strengthened by the interview’s answers from student 1 and 5 stated as follows:

S1: Yes, it made me excited when scrabble game involved in the lesson. *(Iya mas aku sih jadinya lebih semangat kalo belajar nya pake scrabble)*
S5: Excited or not it depends on the condition but overall game usually makes me excited. (Semangat apa nggak nya tergantung sama kondisinya mas, tapi biasanya kalo pake game ya jadi semangat)

From the result of the questionnaire and interview above, it showed that the scrabble was successful to attract the attention and to measure the interest of the students. Then, it made the students motivated to learn vocabulary in the class.

The third, forth, and last statement were related to the students’ activeness when they worked in pairs to compete scrabble in the classroom. The students were enthusiastic when they competed scrabble among the groups. Then, the students were cooperated actively among others in their own group. Twenty eight out of thirty three (87.8%) students answered “Yes” that they could cooperate actively when they worked in pairs. It can be seen from their interaction among others as well as among teacher. This statement was strengthened by the interview’s answers from student 3 and 4 stated as follows:

S3: Yes, we were worked in pairs and cooperated actively. It was because each pairs wanted to give the best for the competition. (Iya mas, kita kan main nya berpasangan jadi ya mau gak mau pasti aktif kerjasama. Soalnya tiap pasangan kan juga mesti mau bersaing)

S4: Yes, both of us were helped each other when. We were wanted to compete with the others. (Iya kami berdua saling bantu mikir sama nginget-inget aja kalo pas giliran main. Kalo gak itu kita gak bisa bersaing sama yang lain)

It showed that the scrabble could really make the students follow the learning activity actively. The small competition which was planned by the teacher using scrabble really worked to reinforce the students’ activeness in learning vocabulary.
It can be concluded that the implementation of scrabble in learning vocabulary build a positive learning environment for the students and perceived positively by the students. It can be seen from the data above that the students assumed the scrabble game help them to improve their interest and motivation in learning vocabulary. It is because the scrabble let the students to use their creativity. According to Domke (1991), students have a chance to use their imagination and creativity during activities like games in the classroom. When the students were interested in learning the material, they would give more attention to the lesson given. That condition will give a good achievement for both the teacher and students. On the occasion the teacher could deliver the material very well and the students could understand what they had learned on that day.

2. How The Use of Scrabble Game Improve The 10th Grade Students’ English Vocabulary Mastery?

In this part, the researcher presents the general statements which are related to the use of scrabble that can improve the students’ vocabulary mastery in terms of memorizing, pronouncing, and spelling elements. This part shows how the scrabble gave the students chances to improve their vocabulary mastery in terms of memorizing, pronouncing, and spelling elements. Since the students had positive learning environment because of the implementation of scrabble game in vocabulary learning, it showed that the scrabble game could improve the 10th grade students’ vocabulary mastery.
Basically, the students’ vocabulary mastery is certainly different from one to another. When the students played scrabble in a group, they could share their vocabulary mastery for the others by cooperate in the competition. Therefore, scrabble could help the students to improve their vocabulary mastery in those three elements. Twenty six out of thirty three (78.7%) students answered “Yes” that scrabble made them easier to learn vocabulary. The students assumed that scrabble made them easier to learn vocabulary because it could help them to memorize, pronounce, and spell the words correctly. This statement was strengthened by the interview’s answer from student 1 and 3 as follows:

S1: Yes, through scrabble game I feel that my vocabulary mastery is improved. My vocabulary is getting better. I found many new words from the other friends that I have never heard before. Even, sometimes we debate on a word which unusual for some of us and find out through dictionary. (Iya mas, pake scrabble ini rasanya kemampuan vocab saya jadi nambah makin baik lagi. Soalnya pas main scrabble kan jadi nemu vocab baru. Malahan kadang jadi debat kalo nemu kata yang diragukan gitu, terus kita nyari tau nya lewat kamu)

S3: Scrabble really makes my vocabulary mastery improved. I can enrich my vocabulary without reading a book. Through scrabble my vocabulary was getting better without realized it. (Scrabble bikin kemampuan ku nambah banget mas. Gausah susah-susah baca buku buat belajar vocab nya. Pake scrabble bisa asik belajarnya nanti tau-tau udah nambah aja kemampuan vocab nya)

It showed that scrabble could influence the students’ vocabulary improvement. From the interview result the students answered that they can enrich their vocabulary through scrabble. However, the researcher specified what vocabulary mastery which improved because the use of scrabble. The researcher found that the
students’ vocabulary mastery in terms of memorizing, pronouncing, and spelling elements were improved through scrabble.

a) Memorizing

Twenty five out of thirty three (75.7%) students answered “Yes” that scrabble helped them to strengthen their vocabulary memorizing element. It helped them to memorize difficult words and also enrich their vocabulary mastery. Vocabulary memorization achievement is the most important thing in vocabulary learning. The students cannot develop their vocabulary skills if they are unable to memorize the words. Drilling the words is not the only way to achieve memorization of vocabulary. It is lack of fun and interest, which is one of the essential components of learning. Scrabble was used to help the students in memorizing the words in an interesting way. When playing scrabble, the students tried to recall words that were saved on their memory. Moreover, the students found many new words from playing scrabble with their friends. This statement was strengthened by the result of interview from student 2 and 5 which were stated below:

S2: Yes, it was really helped me to strengthen my memorizing element. It was because when we played scrabble we forced to recall the words we have learnt before. (Iya membantu banget mas buat memperkuat kemampuan nginget vocab. Soalnya kan mau nggak mau kita kudu nginget-inget vocab dari apa yang udah kita pelajarin)

S5: Yes, it was quite helped me to recall words that I had learned before. I was automatically memorized words that had saved in my memory. (Iya scrabble cukup ngebantu buat nginget vocab yang udah pernah dipelajari dulu. Secara otomatis pas main scrabble aku kan terus jadi nginget-inget biar nggak kehabisan kata)
From the interview result above, it is proved that scrabble game could enhance the students’ vocabulary memorizing element.

b) Pronunciation

Thirty out of thirty three students (90.9\%) believed that scrabble help them to improve their pronunciation element. It helped them to pronounce particular word correctly when they played scrabble in a group. It was because when the students played scrabble in a group they will share their pronunciation each other. The students also confirmed the correct pronunciation by asking the teacher or reading from the dictionary. This statement was strengthened by the interview result from student 2 and 3 stated as follows:

S2: Yes, scrabble helped me to learn how to pronounce particular word. It is because I can ask friends in my group about how to pronounced the word and then checked it in online dictionary. (Iya pake scrabble jadi lebih gampang buat belajar ngomongnya mas soalnya bisa nanya sama temen di kelompok, kalo belum yakin ya kita cek aja di kamus online kan ada tuh yang ada suaranya)

S3: Yes, scrabble made my pronunciation was improved. When I played scrabble it really embarrassing if I cannot pronounce the words correctly. So, if I find a difficult word I tried to search how to pronounce it correctly by using online dictionary from my cell phone. (Iya, pas main scrabble kemampuan pronunciation ku jadi nambah mas, soalnya malu-maluin kalo gak bias ngucap kata nya. Kalo pas nemu kata yang susah ya tinggal nyari aja gimana cara ngucap yang bener nya lewat kamus online kan ada tuh)

It showed that the students could really enhance their pronunciation element through playing scrabble in learning vocabulary.
c) **Spelling**

Twenty five out of thirty three (75,7%) students answered “Yes” that scrabble helped them to spell difficult and unusual words correctly. The students not only required to spell words but they could see words that other players spelled as well. This thing served to increase their vocabulary and had a better grasp on the spelling of words. It was because when the students played scrabble they should arrange the words per character. Therefore, the students’ spelling element would increase through scrabble. This statements were also supported by the interview that scrabble improved their vocabulary skill. The interview result from student 1 and 4 presented as follows:

**S1:** Yes, that was pretty helped me to spell a word because I have to arranged the word per character. So, I can spell the word correctly. *(Ya itu cukup membantu sih mas kalo buat aku. Soalnya pas main scrabble kan harus nyusun huruf nya satu per satu. Jadinya paham dan bisa mengeja vocab nya)*

**S2:** Yes, scrabble helped me to spell a difficult word. Actually, spelling was not that difficult but sometimes when I find unusual words which usually consisted in an articlet it would be difficult to spell. Scrabble helped to enhance spelling element because we have to arranged the word per character. *(Iya kalo menurutku scrabble membantu buat spelling. Sebenernya sih spelling nggak terlalu susah banget mas, tapi kadang kalo pas ketemu sama kata yang nggak umum dipake jadi susah. Contohnya di bacaan gitu kan banyak tuh kata-kata yang nggak umum. Nah, scrabble bisa buat bantu kemampuan spelling karena selain aku harus nyusun huruf aku juga bisa ngoreksi punya lawan main nya)*

The data above proved that scrabble facilitates the students to improve their spelling element as a vocabulary learning media.
Since most of the students agreed that the scrabble game helped the students to enhance their vocabulary mastery especially in memorizing, pronouncing, and spelling element, the researcher concludes that the use of scrabble game in vocabulary learning could improve the 10th grade students’ vocabulary mastery.

B. DISCUSSION

In this part, the researcher presents the data results which answer the two research questions: 1) how is the students’ perception on the implementation of scrabble for the 10th grade students of SMA N 2 Purworejo? and 2) how does the use of scrabble game improve the 10th grade students’ vocabulary mastery at SMA N 2 Purworejo? The discussion can be seen as follows:

1. The Students’ Perception on The Implementation of Scrabble Game for The 10th Grade Students of SMA N 2 Purworejo

This section will answer the second research question about how the students perceive the implementation of scrabble in vocabulary learning. The researcher took students’ perception to know the students’ responses about the implementation of scrabble game. The researcher also wanted to know whether the students could get the vocabulary mastery improvement in memorizing, pronouncing, and spelling elements or not. Perception based on Altman et al. (1985) is the way of someone sees reality. There are four factors which affect perception. Those are selection of stimuli, organization of stimuli, the situation and the person’s self-
concept (Altman et al., 1985, p. 86). Identifying the students’ perceptions was easier after they got their own experiences.

However, the findings showed that most of the students got positive perception on the implementation of scrabble in vocabulary learning. There will be two parts in this section. The first part is about the students’ attitude towards vocabulary learning. The second part is the students’ perception of scrabble game in vocabulary learning.

a) The Students’ Attitude Towards Vocabulary Learning

The findings showed that the students perceived the implementation of scrabble through their interaction during the learning process. The 10th grade students of SMA N 2 Purworejo faced difficulties such as memorizing, pronouncing, and spelling the words. Rush (2010) states that vocabulary learning has largely been construed as a memory problem. Vocabulary memorizing seems to be another difficulty for vocabulary learners. One of the biggest problems with vocabulary learning is that what have learned today is often forgotten tomorrow.

According to Shelby (2010), multiple sense English words and synonyms (words with a similar meaning) present special difficulty for foreign learners. Shelby states there are differences in English usage in English-speaking countries in terms of spelling, pronunciation, vocabulary and grammar. Here is one statement about the difficulties of vocabulary learning:

S4: Yes, all of them were quite difficult. Whether memorizing, pronouncing, or spelling. Basically, I did not really like English. (Iya susah semua mas pokoknya. Soalnya emang dasarnya aku nggak terlalu suka sama Bahasa Inggris.)
The result of the findings was twenty out of thirty three (60.6%) students answered “Yes” they faced difficulties in learning vocabulary. Besides, thirteen out of thirty three (39.4%) students answered “No” they did not faced any difficulties on learning vocabulary. Based on the findings, it is showed that the 10th grade students face difficulties in learning vocabulary.

b) The Students’ Perception of Scrabble Game in Vocabulary Learning

In order to help the students generated their motivation in learning vocabulary, the teacher chose to implement scrabble as the learning media. On certain meetings, the teacher focused the learning activity on the vocabulary achievement using scrabble. It was conducted to avoid the students to learn passively through the teacher’s explanation. According to Nguyen & Khuat (2002), students have not changed their learning habits, such as writing words on paper, trying to learn by heart or learning passively through the teacher’s explanations. Therefore, the teacher tried to create new learning situation. The use of scrabble successfully made the students’ motivation in learning vocabulary were increased. Here are the statements from the students:

S1: Yes, I interested. Besides, it makes me enjoy the lesson and helps in learning vocabulary. (Hooh mas, aku tertarik kalo ada game nya. Lagian kan selain bikin asik pelajaran nya juga bantu buat belajar vocab)

S3: Yes, it made me excited when scrabble game involved in the lesson. (Iya mas aku sih jadinya lebih semangat kalo belajar nya pake scrabble)

As Baid and Lambert (2010) stated that game-based learning can stimulate students’ cognitive skills as well as boost their motivation. Moreover, there is a
scrabble game tournament in every mid semester in the class meeting activity. The students were really interested when they worked with game as their learning media. According to McManus, interest in the learning centre paradigm situates learners to the centre of the experience, empowers and motivates them to assume responsibility for their own learning and adopts teaching and learning strategies designed to encourage students to see themselves as active thinkers and problem solvers (2001, p. 183-199). Therefore, the interest of the students in teaching learning process will determine the achievement of their study. From the statements, the researcher found out that the 10th grade students give positive perception on the implementation of scrabble in vocabulary learning.

The students learning motivation were increased when they competed scrabble among the groups. Then, the students were cooperated actively among others in their own group. According to Lewis & Bedson (2003), playing games in the classroom develops the ability to cooperate, competitive, and works together to achieve certain goals. Twenty eight out of thirty three (87.8%) students answered “Yes” that they could cooperate actively when they worked in pairs. One of the students gave her perception that the scrabble could make the students cooperate actively in the group. The statement provided positive response about the implementation of scrabble through group work. Here is the statement from the student:

S3: Yes, we were worked in pairs and cooperated actively. It was because each pairs wanted to give the best for the competition. (Iya mas, kita kan main nya...
From the statements above, it concluded that the 10th grade students gave positive perception on the implementation of scrabble in vocabulary learning. The students were helped in vocabulary learning by the implementation of scrabble game. When scrabble game was implemented in the class, the students became active and independent. They shared their vocabulary mastery when they worked in their own group. The teacher believed this learning activity can improve their vocabulary mastery.

2. How The Use of Scrabble Game Improves The 10th Grade Students’ Vocabulary Mastery at SMA N 2 Purworejo?

This part focuses on how scrabble game can improve students’ vocabulary mastery. According to Phillips, there are many factors that affect learners: the atmosphere of the classroom, the attitude of the teacher, and the organization of the lesson all affect children’s learning (1997, p. 141). The students assumed that they liked the relaxed atmosphere, the competitiveness and the motivation that scrabble games brought to the classroom. Nguyen & Khuat (2002), states that games bring in relaxation and fun for students, thus help them learn and retain new words easier. If the students were having fun learning vocabulary using scrabble in learning vocabulary, then they would have motivation to develop their vocabulary mastery.
Therefore, generating a good learning environment is very important in order to help
the students in developing their vocabulary mastery.

The researcher used questionnaire and interview to gathered the data. Based
on the data gathered, most of the students agreed that scrabble game improved their
vocabulary mastery. If the students could improve their vocabulary, they would be
able to learn the four language skills easily. This statement was supported by Burton
(1982) who says that the students should be supplied with enough vocabulary in order
to make them able to learn the four language skills, they are: listening, speaking,
reading, and writing. Since the students had a positive learning environment, the
researcher obtained that scrabble gave an improvement toward their vocabulary
mastery especially in terms of memorizing, pronouncing, and spelling elements.

a) Memorizing

When playing scrabble, the students will concentrate and try to recall words
learnt in order to play the scrabble. If scrabble used in the classrooms, it will help
students learn vocabulary because it is introduced and used in an enjoyable and
challenging way. There are many types of games as the vocabulary learning media,
including memory and guessing games. Scrabble game is one of memory games
which used as a vocabulary learning media. According to Rixon, memory games help
students revise vocabulary and recalling something that happened in a game may help
a student remember the language connected with it (1992, p. 82). Similarly, Wright,
Betteridge and Buckby agree that memory games challenge the players’ ability to remember (1984, p. 139).

b) Pronouncing

Pronunciation is the way in which a word is pronounced. It is not like Indonesian language that words can be read directly as same as the written words. However, English has different way to pronounce words. Pronunciation will become challenge for the students because they also have to know how to pronounce words. For example, word “read” is pronounced /riːd/, not /red/ if it pronounces in Indonesian language. Based on the questionnaire there were thirty out of thirty three students agreed that scrabble improved their pronunciation element. Based on the interview, student 2 and 3 assumed that scrabble made the student easier to learn about pronunciation. It was because when the students played scrabble in a group they will share their pronunciation element from one to another then they confirmed it from the dictionary. According to Rixon, vocabulary game provides a good chance for students to learn something from one another (1992, p. 80). Al Zaabi (2007) advocated that learning vocabulary through games give students more chances to learn something from one another.

c) Spelling

The last and foremost advantage to scrabble is spelling. The entire game is based around spelling. Not only the students required to spell words by their selves, but they can see words that other players spell as well. This serves to increase their
vocabulary and have a better grasp on the spelling of words. This can be extremely advantageous for the 10th grade students who are at a stage where their vocabulary is expanding to the higher level. Student 4 agreed that scrabble helped the student to spelled a difficult word correctly. It was because when the student played scrabble they should arrange the word per character. According to Cruickshank and Telfer, many types of game commonly used in second language learning includes scrabble and puzzles, in which players use principles of a subject or discipline and solve related problems as in math or spelling (2001, p. 76).
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of this study and the suggestions. In the first part, it is about the conclusion of how is the students’ perception on the implementation of scrabble for the 10th grade students of SMA N 2 Purworejo and how the use of scrabble game improves the 10th grade students’ vocabulary mastery at SMA N 2 Purworejo. In the second part, it contains the suggestions for teachers, students, and future researchers.

A. Conclusion

This research aims to find out the students’ perception of the implementation of scrabble game in SMA N 2 Purworejo and to find out how the use of scrabble game improves the 10th grade students’ vocabulary mastery at SMA N 2 Purworejo. There are two research problems. The first is how is the students’ perception on the implementation of scrabble for the 10th grade students of SMA N 2 Purworejo. The second is how does the use of scrabble game improves the 10th grade students’ vocabulary mastery at SMA N 2 Purworejo?

Based on the research findings in Chapter IV, how the 10th grade students’ perception on the implementation of scrabble is, the first, the students perceive the implementation of scrabble game from two ways. The first way is that the students’ attitude towards vocabulary learning. The students perceive it is difficult to master
those three vocabulary elements which are memorizing, pronouncing, and spelling. The second way is that the implementation of scrabble in vocabulary learning. The 10th grade students perceive that the implementation of scrabble game in vocabulary learning could generate their learning motivation. The students could cooperate actively in their own group when playing scrabble. It brings positive learning environment for the students.

Related to the second research problem, scrabble game improves the 10th grade students’ vocabulary mastery at SMA N 2 Purworejo. There were three vocabulary elements which were improved by playing scrabble in vocabulary learning. The first one was vocabulary memorizing element, the second one was vocabulary pronouncing element, and the last was vocabulary spelling element. The improvement of those vocabulary elements were because of the positive learning environment which created by the implementation of scrabble game in vocabulary learning. In conclusion, scrabble give benefits towards the students’ vocabulary mastery.

B. Suggestions

In this part, the researcher writes suggestions for some parties. There are suggestions for the teachers, the students, and the future researchers.

1. For the teachers

This research proves that scrabble gives benefits for learning vocabulary. The researcher suggests that teachers can use word game especially scrabble as one of
their techniques in teaching vocabulary for students. It is not only able to help the students, but it is interesting for them because it makes the students fun in learning vocabulary.

2. For the 10th grade students

In this case, since scrabble was used by the teacher in vocabulary learning, the researcher suggests that they shall maximize the use of scrabble so that they can really improve their vocabulary mastery. Besides, the students should pay attention when the teacher explained the rules of the game. So that the students can really understand the rules of the scrabble. The researcher suggests that each student should be active in asking question related to the teacher explanations if there is something unclear about it. The researcher also suggests that the students should be contribute in their own group actively.

3. For future researchers

The researcher hopes that this research can inspire other researchers to conduct further research about the use of scrabble game in vocabulary learning. The researcher suggests that the future researchers investigate more on the teaching strategies which are appropriate to be implemented in vocabulary learning in order to improve the students’ vocabulary mastery.
REFERENCES


World English-language Scrabble Players Association (WESPA). (2009)

APPENDICES
APPENDIX 1

Questionnaire Result
### Appendix 3. Questionnaire Result

#### Questionnaire Result

<table>
<thead>
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<th>Statements</th>
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<td>I have learned English for more than 5 years.</td>
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<td>1</td>
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<tr>
<td>2.</td>
<td>Vocabulary is one of important thing in English.</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td>I need to learn vocabulary to achieve my English skill improvement.</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>I found difficulties in learning vocabulary.</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td>5.</td>
<td>Learning vocabulary made me bored easily.</td>
<td>22</td>
<td>11</td>
</tr>
<tr>
<td>6.</td>
<td>I have a difficulty in memorizing words on vocabulary learning activity.</td>
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<td>7.</td>
<td>I have a difficulty in pronouncing words on vocabulary learning activity.</td>
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<td>4</td>
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<td>8.</td>
<td>I have a difficulty in spelling words on vocabulary learning activity.</td>
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<td>3</td>
</tr>
<tr>
<td>9.</td>
<td>I have ever learned vocabulary using games as the media.</td>
<td>28</td>
<td>5</td>
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<tr>
<td>10.</td>
<td>I am glad to learn English vocabulary using scrabble game.</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>11.</td>
<td>Scrabble game made me motivated to learn vocabulary.</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>12.</td>
<td>I am glad to learn vocabulary using scrabble game in the group.</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>13.</td>
<td>Scrabble game helped me in improving my vocabulary mastery.</td>
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<td>0</td>
</tr>
<tr>
<td>14.</td>
<td>Scrabble game helped me to learn vocabulary easily.</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>15.</td>
<td>Scrabble game helped me in memorizing and recalling the</td>
<td>25</td>
<td>8</td>
</tr>
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</table>
words.

<p>| | |</p>
<table>
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<tr>
<th></th>
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<tbody>
<tr>
<td>16.</td>
<td>Scrabble game helped me in improving my pronunciation element.</td>
</tr>
<tr>
<td>17.</td>
<td>Scrabble game helped me in improving my spelling element.</td>
</tr>
<tr>
<td>18.</td>
<td>Through scrabble game I can learn and share vocabulary mastery by cooperate and ask friends.</td>
</tr>
<tr>
<td>19.</td>
<td>I could contribute actively in the group when playing scrabble.</td>
</tr>
<tr>
<td>20.</td>
<td>Playing scrabble wasting my learning time.</td>
</tr>
<tr>
<td>21.</td>
<td>The teacher deliver the explanation related to scrabble game clearly.</td>
</tr>
<tr>
<td>22.</td>
<td>I would like to use scrabble to learn English for the future.</td>
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APPENDIX 2

Questionnaire Percentage
Appendix 2. Questionnaire Percentage

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
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<th>No</th>
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<td>1.</td>
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<td>3.1%</td>
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<td>2.</td>
<td>Vocabulary is one of important thing in English.</td>
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<td>0%</td>
</tr>
<tr>
<td>3.</td>
<td>I need to learn vocabulary to achieve my English skill improvement.</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>4.</td>
<td>I found difficulties in learning vocabulary.</td>
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<td>39.4%</td>
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<td>5.</td>
<td>Learning vocabulary made me bored easily.</td>
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<td>33.4%</td>
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<tr>
<td>6.</td>
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<td>81.8%</td>
<td>18.2%</td>
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<td>7.</td>
<td>I have a difficulty in pronouncing words on vocabulary learning activity.</td>
<td>87.8%</td>
<td>12.2%</td>
</tr>
<tr>
<td>8.</td>
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<td>90.9%</td>
<td>9.1%</td>
</tr>
<tr>
<td>9.</td>
<td>I have ever learned vocabulary using games as the media.</td>
<td>84.8%</td>
<td>15.2%</td>
</tr>
<tr>
<td>10.</td>
<td>I am glad to learn English vocabulary using scrabble game.</td>
<td>90.9%</td>
<td>9.1%</td>
</tr>
<tr>
<td>11.</td>
<td>Scrabble game made me motivated to learn vocabulary.</td>
<td>90.9%</td>
<td>9.1%</td>
</tr>
<tr>
<td>12.</td>
<td>I am glad to learn vocabulary using scrabble game in the group.</td>
<td>90.9%</td>
<td>9.1%</td>
</tr>
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<td>13.</td>
<td>Scrabble game helped me in improving my vocabulary mastery.</td>
<td>100%</td>
<td>0%</td>
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<td>14</td>
<td>Scrabble game helped me to learn vocabulary easily.</td>
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<td>15</td>
<td>Scrabble game helped me in memorizing and recalling the words.</td>
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<td>16</td>
<td>Scrabble game helped me in improving my pronunciation element.</td>
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<tr>
<td>17</td>
<td>Scrabble game helped me in improving my spelling element.</td>
<td>75.7% 24.3%</td>
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<tr>
<td>18</td>
<td>Through scrabble game I can learn and share vocabulary mastery by cooperate and ask friends.</td>
<td>90.9% 9.1%</td>
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<td>19</td>
<td>I could contribute actively in the group when playing scrabble.</td>
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<td>20</td>
<td>Playing scrabble wasting my learning time.</td>
<td>18.2% 81.8%</td>
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<td>I would like to use scrabble to learn English for the future.</td>
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APPENDIX 3
Questionnaire Blueprint
Appendix 3. Questionnaire Blueprint

Table 3.2 The Questionnaire Blueprint

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<thead>
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<td>1-8</td>
<td>10th Grade Students’ Difficulties in Learning Vocabulary</td>
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APPENDIX 4
Interview Questions
Appendix 4. Interview Questions

**Interview Questions**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Did you feel bored when learning vocabulary without any media? Please describe your feeling.</td>
</tr>
<tr>
<td>2. Did you find any difficulties in learning vocabulary? Whether Memorizing, pronouncing, or spelling? Why?</td>
</tr>
<tr>
<td>3. Are you interested by the implementation of scrabble game in vocabulary learning? Why?</td>
</tr>
<tr>
<td>4. Are you motivated to learn vocabulary using scrabble game? Why?</td>
</tr>
<tr>
<td>5. Are you cooperated actively with your partner when compete the scrabble game? Why?</td>
</tr>
<tr>
<td>6. Did scrabble influence your vocabulary mastery improvement? How could it improve your vocabulary mastery?</td>
</tr>
<tr>
<td>7. Did scrabble help you in improving your vocabulary memorizing element? How it can improve your vocabulary memorizing element?</td>
</tr>
<tr>
<td>8. Did scrabble help you in improving your pronunciation element? How it can improve your pronunciation element?</td>
</tr>
<tr>
<td>9. Did scrabble help you in improving your spelling element? How it can improve your spelling element?</td>
</tr>
<tr>
<td>10. How is your teacher’s ability in delivering the explanations related to the implementation of scrabble game?</td>
</tr>
</tbody>
</table>
APPENDIX 5
Interview Result
Appendix 5. Interview Result

Interview Result

R: Hae dek, lagi selo kan? Mau nanya nanya dikit boleh ya huehe

S2: Oh boleh kok mas, gimana?

R: Gini, kamu kan tadi udah belajar vocab pake scrabble to? Sebelumnya di SMP pernah main scrabble nggak?

S2: Belum pernah mas baru tadi ini tau ada game gituan.

R: Oke kalo gitu, dulu pas km belum tau ada game scrabble suka bosen gak kalo belajar vocab? Kalo iya kenapa?

S2: Iya biasanya mboseni mas kalo belajar vocab paling banter ya mbuka nutup kamus. Soalnya materinya cuma hubungannya sama kosakata tok mas. Itu yang bikin aku gampang bosen kalo belajar vocab.

R: Oh gitu, kalo diantara suruh nginget kata tertentu, pronunciation, sama mengeja yang paling susah yang mana?

S2: Pronunciation itu piye mas?

R: Pronunciation itu pengucapan nya, jadi nek ada kata yang susah misalnya “architecture” gitu kamu bisa ngucapin nya dengan benar nggak?

R: Hmm oke I see, lha nek ini tadi pake scrabble bikin asik gak? Jadi semangat belajar nggak?

S2: Ya jadi jauh lebih mendingan sih mas jadi nggak mboseni, sampe pada ubruk ribut dewe gitu tadi kan saking asik nya haha

R: Iya asal ributnya tetep fokus di scrabble ndakpapa hehe. Lha tadi kamu ikut aktif kerjasama sama partner kamu nggak hayo?

S2: Ikutan yo mas, tapi tadi rodo waton nggak manut sama aturan main nya yang penting mbuh piye carane nyusun huruf jadi kata gitu aja hahaha

R: Woh malah waton haha. Hmm tadi kamu kan bilang kalo km susah buat nginget vocab, pronunciation sama spelling. Nah melalui scrabble ini km merasa kemampuan kamu di 3 elemen itu jadi makin baik gak?

S2: Ya jelas iya mas.

R: Hmm kok bisa??

S2: Lha soalnya kan tadi main nya rame-rame jadi nya bisa kerjasama. Kalo ngga tau tinggal nanya aja sama pasangan nya kalo gak ya mbuka kamus aja. Kalo belajar sendiri cepet bosen.

R: Jadi intinya kamu merasa terbantu buat memperkaya vocab kamu ya?

S2: Iya membantu banget mas buat memperkuat kemampuan nginget vocab juga. Soalnya kan mau nggak mau kita kudu nginget-inget vocab dari apa yang udah kita pelajarin.

R: Kalo pronunciation km jg terbantu gak kalo pake scrabble?

S2: Iya pake scrabble jadi lebih gampang buat belajar ngomongnya mas soalnya bisa nanya sama temen di kelompok, kalo belum yakin ya kita cek aja di kamus online kan ada tuh yang ada suaranya.
R: Kemampuan spelling kamu juga otomatis nambah juga dong?

S2: Iya kalo menurutku scrabble juga membantu buat spelling. Sebenernya sih spelling nggak terlalu susah banget mas, tapi kadang kalo pas ketemu sama kata yang nggak umum dipake jadi susah. Contohnya di bacaan gitu kan banyak tuh kata-kata yang nggak umum. Nah, scrabble bisa buat bantu kemampuan spelling karena selain harus nyusun huruf aku juga bisa ngoreksi punya lawan main.

R: Hmm okedeh kalo gitu udah cukup gitu aja. Makasih banget ya dek ya, maap lho ini jadi ganggu waktu istirahat mu.

S2: Haha iya ndakpapa mas sante aja.
APPENDIX 6

Scrabble Board
Appendix 6. Scrabble Board

Scrabble Board
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI