

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING SCRABBLE GAME
ON THE STUDENTS' VOCABULARY MASTERY
OF THE SEVENTH GRADE OF MTs DARUL A'MAL METRO**

By:

MIFTAHUL JANNAH

Student Number: 1701070121



Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H/2022 M

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING SCRABBLE GAME
ON THE STUDENTS' VOCABULARY MASTERY
OF THE SEVENTH GRADE OF MTs DARUL A'MAL METRO**

Present as a Partial Fulfilment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

By:

MIFTAHUL JANNAH

Student Number: 1701070121

Tarbiyah and Teacher Training Faculty

English Education Department

Sponsor : Dr. Umi Yawisah, M.Hum.

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443/2022 M



**KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. KI Hajar Dewantara Kampus 15 Alringmulyo Metro Timur Kota Metro Lampung 34111
Tlp. (0725) 41507 Fax. (0725) 47296 Website.:www.metrouniv.ac.id e- mail : iain@metrouniv.ac.id

APPROVAL PAGE

Assalamualaikum Wr. Wb.

Judul Skripsi : THE INFLUENCE OF USING SCRABBLE GAME ON
THE STUDENTS' VOCABULARY MASTERY OF THE
SEVENTH GRADE OF MTS DARUL AMAL METRO

Name : MIFTAHUL JANNAH
Student Number : 1701070121
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in munaqosyah in Tarbiyah and Teacher Training Faculty of
State Institute for Islamic Studies of Metro.

Wassalamu'alaikum Wr. Wb.

Metro, December 2021

Sponsor,

Dr. Umi Yawisah, M. Hum.

NIP. 17740607 199803 2 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. KI Hajar Dewantara Kampus 15 Alringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website.:www.metrouniv.ac.id e- mail : iain@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the Munaqosyah
Of Miftahul Jannah**

To: The Honorable the Dean of Tarbiyah and
Teacher Training Faculty
State Institute for Islamic Studies of Metro

Assalamualaikum Wr. Wb.

We have given guidance and enough improvement to research thesis script
which is written by:

Name : MIFTAHUL JANNAH
Student Number : 1701070121
JudulSkripsi : THE INFLUENCE OF USING SCRABBLE GAME ON
THE STUDENTS' VOCABULARY MASTERY OF THE
SEVENTH GRADE OF MTS DARUL AMAL METRO

It has been agreed so it can be continued to the Tarbiyah and Teacher Training
Faculty in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb.

Metro, December 2021

Head of English Education Department

Andianto, M. Pd.

NIP. 19871102201503 1 004

Sponsor,

Dr. Umi Yawisah, M. Hum.

NIP. 17740607 199803 2 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. KI Hajar Dewantara Kampus 15 Alringmulyo Metro Timur Kota Metro Lampung 34111
Tlp. (0725) 41507 Fax. (0725) 47296 Website.:www.metrouniv.ac.id e-mail : iain@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon dimunaqosyahkan Skripsi
MIFTAHUL JANNAH**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Name : MIFTAHUL JANNAH
Student Number : 1701070121
Judul Skripsi : THE INFLUENCE OF USING SCRABBLE GAME ON
THE STUDENTS' VOCABULARY MASTERY OF THE
SEVENTH GRADE OF MTS DARUL AMAL METRO

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Metro, Desember 2021

Ketua Jurusan Tadris Bahasa Inggris

Dosen Pembimbing,

Andianto, M. Pd.

Dr. Umi Yawisah, M. Hum.

NIP. 19871102201503 1 004

NIP. 17740607 199803 2 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. KI Hajar Dewantara Kampus 15 Alringmulyo Metro Timur Kota Metro Lampung 34111
Tlp. (0725) 41507 Fax. (0725) 47296 Website.:www.metrouniv.ac.id e-mail : iain@metrouniv.ac.id

RATIFICATION PAGE

No. B-1022/111-28-1/D/PP-00-9/03/2022

An Undergraduate thesis entitled: THE INFLUENCE OF USING SCRABBLE GAME ON THE STUDENTS' VOCABULARY MASTERY OF THE SEVENTH GRADE OF MTS DARUL A'MAL METRO Written by: Miftahul Jannah, StudentNumber 1701070121, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, January 27th 2022 at 09.00 –11.00 a.m.

BOARD OF EXAMINERS:

Chairperson	: Dr. Umi Yawisah, M.Hum)
Examiner I	: Syahreni Siregar, M.Hum)
Examiner II	: Andianto, M.Pd)
Secretary	: Leny Setyana, M.Pd)



The Dean of Tarbiyah and Teacher Training Faculty



Dr. Zuhairi, M.Pd
NIP. 19620612 198903 1 006

**THE INFLUENCE OF USING SCRABBLE GAME
ON THE STUDENTS' VOCABULARY MASTERY
OF THE SEVENTH GRADE OF MTs DARUL A'MAL METRO**

ABSTRACT

**By:
MIFTAHUL JANNAH**

The purpose of this research was to determine the influence of using Scrabble game on students' vocabulary mastery. Scrabble game is a kind of activity that students do in the classroom by using Scrabble game student can arrange a word out of the seven letters given by the teacher. In this research, researcher researched at MTs Darul A'mal Metro.

In this research used quantitative methods and the research design was a quasi-experimental. The sample in this study consisted of class VII O, which consisted of 25 students as the experimental class, and class VII N, which consisted of 25 students as the control class. Next, the researcher was used t-test formulation to prove whether hypothesis is accepted or rejected.

The results of this research, there is significant influence of using Scrabble game on the student's vocabulary mastery in learning English. students were very active and enthusiastic in learning in class and the use of the Scrabble game method could help achieve learning. Based on the result and discussion of this research was analyzed by using t-test formulation, it can be said that critical value of " t_{observed} " = 30,49 was higher than " t_{table} " level of significant 5% = 1.677 and level of significant 1% = 2.407. Therefore, it can be concluded that H_a is accepted or there is a relationship between the Scrabble game on the result of students' vocabulary mastery in English subject of the students' of MTs Darul A'mal Metro.

Keywords: Quantitative Research, Vocabulary Mastery, Scrabble Game

**PENGARUH PENGGUNAAN PERMAINAN SCRABBLE
TERHADAP PENGUASAAN KOSA KATA SISWA
DI KELAS VII DI MTs DARUL A'MAL METRO**

ABSTRAK

**Oleh:
MIFTAHUL JANNAH**

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan permainan Scrabble terhadap penguasaan kosakata siswa. Permainan Scrabble merupakan suatu jenis kegiatan yang dilakukan siswa di dalam kelas dengan menggunakan permainan Scrabble siswa dapat menyusun sebuah kata dari tujuh huruf yang diberikan oleh guru. Dalam penelitian ini, peneliti melakukan penelitian di MTs Darul A'mal Metro.

Dalam penelitian ini digunakan metode kuantitatif dan desain penelitian adalah quasi eksperimen. Sampel dalam penelitian ini terdiri dari kelas VII O yang terdiri dari 25 siswa sebagai kelas eksperimen, dan kelas VII N yang terdiri dari 25 siswa sebagai kelas kontrol. Selanjutnya peneliti menggunakan rumus uji-t untuk membuktikan apakah hipotesis diterima atau ditolak.

Hasil dari penelitian ini, terdapat pengaruh yang signifikan dari penggunaan permainan Scrabble terhadap penguasaan kosakata siswa dalam pembelajaran bahasa Inggris. Siswa sangat aktif dan antusias dalam belajar dikelas dan penggunaan metode permainan Scrabble dapat membantu pencapaian hasil belajar. Berdasarkan hasil dan pembahasan penelitian ini dianalisis dengan menggunakan rumus uji-t, dapat dikatakan bahwa nilai kritis "diamati" = 30,49 lebih tinggi dari taraf "tabel" taraf signifikan 5% = 1,677 dan taraf signifikan 1% = 2,407. Oleh karena itu, dapat disimpulkan bahwa H_0 diterima atau ada hubungan antara permainan Scrabble terhadap hasil penguasaan kosakata siswa pada mata pelajaran bahasa Inggris siswa di MTs Darul A'mal Metro.

Kata kunci: Penguasaan Kosakata, Penelitian Kuantitatif, Permainan Scrabble

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned


Name : Miftahul Jannah

Student Number : 1701070121

Department : English Education Department (TBI)

Faculty : Tarbiyah and Teachers Training

States that this undergraduate thesis is originally the result of the researcher's research, in exception certain parts which are excepted from the bibliography mentioned.

Metro, Januari 2022
The writer

MIFTAHUL JANNAH
Std. Number 1701070121

ORISINALITAS PENELITIAN

Yang bertandatangan dibawah ini :

Nama : Miftahul Jannah
NPM : 1701070121
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam dafrat pustaka.

Metro, Januari 2022

Penulis



MIFTAHUL JANNAH
NPM. 1701070121

DEDICATION PAGE

The undergraduate thesis is dedicated to:

My beloved mother Margiani and my beloved father Abdu Rohim, for their all day praying only for my succes, and also to my younger sister for endless love, prayers and encouragement. And for all my beloved friendswho help me finish this undergraduate thesis and always support me.

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا^{قُلْ}

Verily with every hardship, there is relief.

(Q.S al- insyirah 6)

ACKNOWLEDGMENT

In the name of Allah, the Merciful, the Compassionate. All praise and glory to Allah, who has been her life's inspiration and who has blessed researcher great mercies and blessings so that researcher can finish this undergraduate thesis. This is titled The Infulence of Using Scrabble Game on the Students' Vocabulary Mastery of the seventh grade of MTs Darul A'mal Metro. Peace be upon our prophet Muhammad SAW, the world's great moral leader who has been bringing us from the darkness to the brightness.

Recognizing that this undergraduate thesis will not be completed without the support and help of a great amount of people. First of all, the researcher wishes to express her heartfelt thanks to her supervisors, Dr. Umi Yawisah, M.Hum for their consistent guidance and support during the time researcher focused on and compiled her undergraduate thesis. May Allah always be with you and give you happiness in your life.

The researcher would be pleasure to accept some critics and corrections to this research because the researcher realize that it is not perfect. The researcher hope that people who read and work in the subject of education will find this research beneficial.

Metro, Januari 2022

The researcher,



Miftahul jannah

St.N. 1701070121

TABLE OF CONTENTS

COVER	i
TITLE	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER	iv
RATIFICATION PAGE	vi
ABSTRACT	vii
STATEMENT OF RESEARCH ORIGINALITY	ix
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGEMENTS	xiii
TABLE OF CONTENTS	xv
LIST OF TABLES	xviii
LIST OF FIGURES	xix
LIST OF APPENDIXES	xx
 CHAPTER I INTRODUCTION	
A. Background of Study	1
B. Problem Identification.....	3
C. Problem limitation.....	4
D. Problem Formulation	4
E. Objective of the Study.....	4
F. Benefits of the Study	4
G. Prior Research	5
 CHAPTER II THEORETICAL REVIEW	
A. Concept of Vocabulary Mastery	7
1. The Concept of Vocabulary	7
2. Kinds of Vocabulary	8
3. Vocabulary Mastery	13
4. Problem in Learning Vocabulary	14

5. Teaching of Vocabulary	16
B. Concept of Scrabble Game.....	17
1. Definition Scrabble Game.....	17
2. Scrabble is great for the brain	20
3. Vocabulary Teaching Procedures through Scrabble Game	21
4. Advantage and Disadvantage of Scrabble Game.....	22
C. Theoretical Framework and Paradigm	22
1. Theoretical Framework	22
2. Paradigm	23
D. Hypothesis	24
1 Hypothesis Formulation.....	24
2 Statistical Hypothesis	24

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	25
B. Population, Sample, and Sampling Technique	26
1. Population	26
2. Sample	26
3. Sampling Technique.....	26
C. The Operational Definition of Variable	27
1. Independent Variable	27
2. Dependent Variable.....	28
D. Data Collecting Technique.....	28
1. Test.....	28
2. Documentation	29
E. Data Collecting Instrument	30
F. Data Analysis Technique	31

CHAPTER IV RESULT OF THE RESEARCH AND DISCUSSION

A. General Description 32

 1. Description of The Research Location 32

 2. Result of Data Research 34

B. Discussion 40

C. Limitation 41

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion 42

B. Sugestion 43

BIBLIOGRAPHY

APPENDIXES

CURRICULUM VITAE

LIST OF TABLES

Table 1 The Result Data of Pra-Survey	2
Table 2 Indicators of Vocabulary Mastery.....	17
Table 3 Frequency of the Scrabble Letter Tiles	19
Table 4 Student Score Experiment Class	34
Table 5 Student Score Control Class	35
Table 6 Critical Value of Table.....	36

LIST OF FIGURES

Figure 1 Letters and Score of Tiles Scrabble Game.....	19
Figure 2 Scrabble Game.....	20

LIST OF APPENDICES

- Appendix 1. Syllabus of Learning
- Appendix 2. Lesson Plan
- Appendix 3. Instrument of Pre-test
- Appendix 4. Instrument of Post-test
- Appendix 5. Students Score Experiment Class
- Appendix 6. Student Score Control Class
- Appendix 7. The Differences Score Between Pre-Test and Post-Test
- Appendix 8. The Validity of Pre test Analysis Result
- Appendix 9. The Validity of Post test Analysis Result
- Appendix 10. The Quantity of Student at MTs Darul A'mal of Metro
- Appendix 11. The Building Condition and School Facilities
- Appendix 12. Documentation

CHAPTER I

INTRODUCTON

A. Background of Study

In language mastery, vocabulary is important. As we know that vocabulary mastery is very useful for practice other language skills, in addition to other components such as grammar and pronunciation. According Thornbury, Other components, including as grammar, contribute less, because nothing can be expressed without vocabulary. To put it another way, learning English requires a lot of vocabulary.¹ Vocabulary as a necessity in language acquisition. It can be conclude that vocabulary development is crucial because adequate mastery of vocabulary allows of all receptive (listening and reading) and productive (speaking and writing) language skills.

Mastering vocabulary is not easy because many factors make a word difficult to learn. These four skills are basic components for mastering a language that must be supported by vocabulary mastery. Vocabulary mastery is crucial for students because one of the basic components vocabulary, plays a critical role in the four language skills. In addition, students' mastery of vocabulary is still low. According Becker, Identifying low vocabulary knowledge is a primary reason of school problems in students.² Because vocabulary is one of the four skills, students that have a limited vocabulary find it difficult to express themselves orally and in writing. It means that we must be aware of the five vocabulary elements in order for using vocabulary

¹Scout Thornbury, *How to Teach The Vocabulary*, London : Longman, 2002, P.13.

²Becker, W. C. *Teaching Reading and Language to the Disadvantaged: What WE Have Learned From Field Research*. London: Harvard University, 1997, p.518

in particular sentences. Because vocabulary may help students to have good listening, writing, reading, and speaking skills.³

Teaching English with games will help students make language learning an interesting and enjoyable experience for students. We must motivate and encourage students to learn. There are several action games that may be used to teach and learning. The employment of games is one method. Games have rules, goals and entertaining components. This implies that the game is entertaining. Games are an important natural component of development and education. This means that through playing games we can indirectly learn something. Scrabble game is one of them.

Based on the prasurey which has been on July 19th, 2021 at MTs Darul A'mal Metro, it was shown that most students of the seventh grade have difficulties in remember vocabulary mastery. Almost all of the students get low scores in their test and it influenced their achievement in vocabulary mastery. It can be shown from the following table:

Table 1.1
The Results Data of Pra-Survey

No.	Grade	Explanation	Frequencies
1.	<73	Failed	19
2.	≥ 73	Passed	6
Total			25

Source: students' vocabulary mastery using Scrabble Game at MTs Darul A'mal Metro

³ Jack C Richards and Renandya Willy A, *Methodology in Language Teaching*, (Cambridge: Cambridge University Press, 2002).P. 255

From the table above, the researcher can find out how high the students' mastering vocabulary. From the research that has been done, Only six students have passed the Minimum Completeness Criteria (MCC), whereas the remaining students have not passed the Minimum Completeness Criteria (MCC). The researcher conducted research on the 25 remaining and used Minimum completeness criteria (MCC), namely 73.

Based on the fact above, the researcher assumes an alternative way of teaching vocabulary by using scrabble game. The researcher realized that scrabble game is an interesting way will encourage students to learn vocabulary more easily and increase their vocabulary mastery. In this study, the researcher choose the title The Influence of using Scrabble Game on the students' vocabulary mastery of the seventh grade of MTs Darul A'mal Metro. Because the researcher wanted to know the extent of the development the seventh grade students at MTs Darul A'mal Metro in vocabulary mastery.

B. Problem Identification

Referring to the background of study above, the problem can be identified as follow:

1. The students are not interested in the English learning process.
2. Students found it difficult to remember vocabulary.
3. The students got difficult on understanding the meaning of the vocabulary they learned.

C. Problem Limitation

The researcher focused on the students' vocabulary mastery of the seventh grade of MTs Darul A'mal Metro to their difficulty in remember of words in learning English language using the scrabble game.

D. Problem Formulation

Based on the problem limitation above the researcher formulated the problem of the study, as follows: "Is there any positive influence of the Scrabble Game on the students' vocabulary mastery at MTs Darul A'mal Metro in the Academic Year of 2021/2022?"

E. Objective of the Study

The purpose of the study, is to know whether the Scrabble game can influence the students' vocabulary mastery.

F. Benefits of the Study

Hopefully this study can be used:

1. For Students

The Scrabble Game can help students enjoy and be more interest in the English learning process, and increase their vocabulary mastery.

2. For English teacher

This study can be utilized to discover more about the process of teaching vocabulary mastery through the game of scrabble.

3. For school

The result of the study may be utilized as information material and provide a helpful contribution of knowledge in learning English, especially in vocabulary.

G. Prior Research

Researcher have find several previous studies related to this research and analyze. In this study the writer took part of the research to consider the research to be studied. First research was conducted by Andi Saputra Tanjung with the title "Reinforcing Students' Vocabulary through Scrabble Game".⁴ In this study, there are similarities and differences. The similarities and differences in this study are both using the Scrabble game to conduct research.

Besides, the difference in this study used (classroom action research) with a design of observations, tests and interviews to collecting data. This research was conducted in class I MTs Nurus salam Pondok Pinang and found the results that student activity for the learning process in a cycle one and two, have been improved to involve word comprehension, autonomy, and success in playing the game scrabble.

The second research was conducted by Hamdiah with the title using scrabble games to increase students' vocabulary, This study employed an experimental research design. The data was collected using pre-test, and post-test techniques, and the study was conducted at Banda Aceh's class II SMP Negeri 3. From these studies there are differences in the use of learning

⁴Tanjung, Andi Saputra. "Reinforcing Students Vocabulary Through Scrabble Game". (Universitas Islam Negri Syarif Hidayatullah: Jakarta, 2011)p.9.

methods, and the research is to increase learning motivation. While this thesis is equally focused on determining whether there was a significant difference in students' vocabulary mastery after being educated through scrabble games.

In this third research conducted by Ratih Sriwulan Sari, “ The Effect of Scrabble Game to The Eight Grade Students Vocabulary Mastery ”⁵ in this research there is a difference that is used in this study is an experimental study with one group pretest-posttest students. The sample used in this study is the junior high school level, namely at SMPN1 SEMEN. The similarities in this study are the same focused on the use of the Scrabble game for learning.

⁵Sari,Ratih Sriwulan.*The Effective of Scrabble Game to the Eighth Grade Students' Vocabulary Mastery at SMPN 1 SEMEN in the Academic Year 2016/2017.*(Universitas Nusantara PGRI, Kediri. 2017)p. 7

CHAPTER II

THEORETICAL REVIEW

A. Concept of Vocabulary

1. The Definition of Vocabulary

Vocabulary is an important aspect in learning language, without vocabulary we cannot communicate both orally and in writing. Vocabulary teaching is used to help students learn new words and to help them gain a deeper understanding of the words they know.¹ That called, a collection of meaningful words is vocabulary. Without understanding vocabulary, you cannot speak English. If the terms or vocabulary of the language are not known, people will do nothing in communicating. Fran and Hielbert state Knowledge of words and their meanings is referred to as vocabulary.² There is no language without vocabulary. As we all know, mastering a language's vocabulary is critical in learning process. We can understand the meaning of words in a sentence or text if we have a large vocabulary. So communication or expression can be employed.

Other definition from Virginia French Allen that, Vocabulary is one of the most critical components of language. Vocabulary is all words that a people know or use.³ Many vocabulary in English textbooks must be

¹ Andrew p. Jhonson, Teaching Reading and Writing :”A *Guidebook For Tutoring and Remediating Students*”. (Lanham: A Division of Rowman & LITtefield Publishers Inc, 2008). P.93

² Fran lehr, Jean Osborn, & Elfrida H. Heilbert. *A Focus On Vocabulary*, (United states: PREL, 2004) p. 5

³ Oxford Advanced Learners Dictionary of Current English, (Oxford University Press, Eighth Edition, 2010) p. 1722

learned. Nobody can communicate or understand the language without vocabulary. So, if people do not have a good vocabulary, they will struggle to write and communicate effectively. It can be concluded from some of the definitions above that vocabulary is crucial in language learning, because students' cannot express their ideas themselves if they don't have a vocabulary.

2. Kinds of Vocabulary

Hatch and Brown stated that, vocabulary is categorized into two:

- a. Receptive Vocabulary is easy for students to understand and recognize, but it is not often used by people to communicate and write.
- b. Productive vocabulary is Some of the vocabulary words that can be used for writing and speaking that are often used by a person.⁴ This vocabulary is also included in the vocabulary that is often used in everyday life.

In addition to a receptive and productive vocabulary, Fries said there are two vocabulary, namely; function and content words.

- a. function words are closed classes, we can't add prepositions, auxiliary words, modals, or any other word structure to them.
- b. Content words, on the other hand, can be changed at any point, even as new scientific research progress new words and requires communication about them.⁵

⁴ Mofareh Alqahtani, *The Importance of Vocabulary in Language Learning and How to be Taught*, International Journal of Teaching and Education, Vol. III, No. 3/2015

⁵ Charles C. Fries, *Teaching and Learning English as A Foreign Language*, (New York: The University of Michigan, 1985), p. 47

Furthermore, people use two forms of vocabulary for communication.⁶ General vocabulary and specific vocabulary. vocabulary that are used in general; there are no field or user limitations, and they have a broad meaning and use. And specific vocabulary is used in certain fields, occupations, professions or special knowledge. For example: politicians, journalists and lawyers. All of these have specific vocabulary arising from certain circumstances in their life and work.

Besides, Thornburry stated that there are at least eight kinds of vocabulary. There are noun, verb, adverb, adjective, pronouns, preposition, conjunctions, and determiner.⁷ Those can be describes as follows:

a. Noun

There are several definitions of nouns put forward by experts. Frank stated nouns are one of the most important parts of speech.⁸ Arrangements with verbs help form the core of the sentence which is important for each complete sentence. Meanwhile, Sjah and Enong stated that nouns are words used to refer to people, places, plants, objects, animals, characteristics and abstract concepts. Relating to the name of something like a place, plant, person, etc. To example: John, student, house, chair, nose, cat, honesty and others. From the previous statement, it can be concluded that the noun is one of the most an important part of

⁶ S. H. Burton and J.A Humphries, *Mastering English Language*, (London: the MicmillianPress, 1992), p. 100

⁷Scott Thornburry, *How To Teach Vocabulary*, London: Longman, 202, p. 4

⁸ Marcella Frank, *Modern English a Practical Reference Guide*, New York: New York University. P. 6

speech that can be used to refer to people, places, plants, things, animals, qualities and abstract concepts.

b. Verb

A verb is part of (or a class of words) that describes an action or event or indicates a situation. It means that a verb is a type of language component that have an important role. According to Frank, the verb is the most complex part speech.⁹ Its varying arrangements with nouns define different types sentence, statement, question, command, exclamation, noun, the verbs have grammatical properties of person and number, properties that requires agreement with the subject. Example: writing, reading, listen, and so on. From the previous statements it can be concluded that the verb is a word the most complex part of speech and indicate its size and condition Thing. Verbs have the grammatical nature of person and number, the nature of which requires agreement with the subject.

c. Adverb

There are several definitions of adverbs put forward by experts. Frank stated that adverbs are words that explain or modify verbs, adjectives, and others adverb. This means that adverbs can be used to describe or modify verbs. adjectives, and other adverbs. From the definition above, it can be concluded that adverbs are

⁹Ibid, 46

words that modify verbs, adjectives, and other adverbs and can explain how, when, and where a things that happen, for example: today for sure tomorrow, maybe, and so on.

d. Adjective

There are several definitions of adjectives put forward by experts. Frank stated that adjectives are modifiers that have comparative grammatical properties.¹⁰ He often identified by a special derivation suffix or by a special adverbial modifier which preceded it. It's also a normal position. Example: beautiful, kind, small, and so on. It can be concluded that an adjective is a word that describe nouns and have comparative grammatical properties. As an example: beautiful, kind, small and others.

e. Pronoun

Pronoun form a small class of words with very high frequency. the traditional definition of a pronoun as a word that replaces a noun is applies to some types of pronouns but not to others. The pronoun is actual substitutes can refer not only to the preceding noun - its antecedent - but also to larger part of the discourse that preceded it. Pronouns that are not substitutes may have only unlimited references or express unlimited quantity.

¹⁰Ibid, 109

f. Preposition

Prepositions are classified as part of speech in traditional grammar. However, prepositions and conjunctions differ from other parts of speech in that:

- 1) Each consists of a small class of words that have no formal characteristics suffix.
- 2) Any syntactic structure signal that functions as one over the other part of the speech.

Prepositions range in meaning from such definite semantics ideas such as time, place, etc., to purely structural meanings such as those in the form by the subject-verb-complement relationship.

g. Conjunction

Coordinate conjunctions connect structural units that are grammatically the same. What is meant by a compound is that it consists of two independent elements which have been merged into one larger unit. This term is the source of difficulties in grammar because it is applied not only to separate grammars items joined by coordinating conjunctions (male and female), but for word groups combined into a single vocabulary. In addition, the term compound sometimes also refers to phrasal prepositions, phrasal conjunctions or verbs phrase.

h. Determinants (Articles)

The two articles are *a* and *an*. *a* can be used with singular or plural noun; *a* is generally used as a singular countable noun. Every article undergoes changes before the word begins with a vowel sound. The structural function of the article is as a determinant that precedes a noun. Signal certain people or things that have been chosen from others: students sit next to you. A signal that is not determined by one over the other: a student sits at the front line.

3. Vocabulary Mastery

Mastery of vocabulary is important for developing a knowledge of meaningful references. According to Hornby, The total quantity of words in a language is referred to as vocabulary.¹¹ This indicates that vocabulary is the most base aspect of language, collection of words that give the language meaning. Learning to read and talk requires a large amount of vocabulary. Children learn the majority of words indirectly from their everyday interactions with spoken and written language.

Furthermore, Richard and Renandya stated that vocabulary is the most important aspect of language mastery because it affects how effectively a student speaking, listening, reading, and writing.¹² It means that the first thing students should acquire is vocabulary, because

¹¹ A.S Hornby, *Oxford Advanced Learners Dictionary of Current English*, (London: Oxford University Press, 1995), p. 461

¹² Jack C. Richards And Willy A Renandya, *Methodology in Language Teaching, an Anthology of Current Practice*, New York: Cambridge University Press, 2002, p. 255

vocabulary will help them master language skills more quickly and effectively is the technique for obtaining language teaching goals. The vocabulary in this research is the words that we teach in English, according to the description above. It is a set of words that a person or a subset of a language comprehend. Learning to read and communicate requires a significant vocabulary.

Mastery refers to a thorough understanding of a topic or merely achieving a particular level of understanding, but competence, on the other way, is defined as the ability to implement what has been learned into practice. "Mastery is a term that all educators use and think completely understand." Guskey stated. When asked to explain mastery of an idea, skill, or subject, however, everyone has a different definition".¹³ So conclude, vocabulary mastery refers to students' ability to comprehend and improve communication using the words they have acquired. From definition stated previously, vocabulary mastery relates to a student's capacity to learn new words to implement all language words, especially verbs, in both oral and written communication.

4. Problem in Learning Vocabulary

In learning vocabulary, Thornburry stated that students may have difficulty in learning language. The follows are some of the most common causes of this problem:¹⁴

¹³ Thomas R Guskey, *Educational Leadership*. Cambridge: Cambridge University Press.

¹⁴ Fandi Ahmad, *The Effect of Direct Method on Students' Vocabulary Mastery*, (Thesis UIN Syarif Hidayatullah., Jakarta. 2014) p. 20

a. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Words that could be difficult to learn may generally contain sounds that are unfamiliar to the students.

b. Spelling

Words that contain silent letters are particularly problematic, such as foreign, listen, headache, climbing, honest, etc.

c. Length and complexity

Long words seem to be no more difficult to learn than short ones. However, high frequency words in English tend to be short and therefore the learner is likely to meet them more often, a factor favoring their “learn ability”.

d. Grammar

The grammar associated with the word is also difficult, especially if it differs from that of its L1 equivalent. It might be difficult to remember if a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an -ing form (swimming).

e. Meaning

Meaning when two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire.

f. Range

Words that can be used in a range of contexts are perceived as also being easier than synonyms with a limited range of used.

Learning vocabulary appears to be one of the most easiest things in learning a language, but it is also one of hardest things to do. It is because learning vocabulary does not only learn about the meaning of word. When students learn vocabulary, students will also learn about other aspects of the word, such as use, pronunciation, and grammatical. As a result, students often find it difficult to understand the vocabulary.

5. Teaching of Vocabulary

Paul Witty stated if the students vocabulary are limited, they certainly has trouble in understanding many of the things that they hear or read, so the students also has difficulty in increasing their English ability. Moreover, if the students know many words, they are likely to has a wealth of ideas. They will be able to understand which they hear and read and also better able to express themself when they speak or write in English.¹⁵

Because it involves the meaning of words, teaching vocabulary is a complicated process. To achieve the purpose, a good teacher should apply the appropriate approach, so that the goal will be achieved. A teacher should select an appropriate approach for teaching vocabulary when it refers to good technique. Teachers must teach more than only the

¹⁵Paul Witty, How to Become a Better Reader (United State of America: Science Research Associate, Inc, 1953), 23-24.

definitions of words, but also how to teach all aspects of the language using appropriate methods.

Table 2.1
Indicators of Vocabulary Mastery

Variable	Indicators
Dependent variable (Y) Vocabulary Mastery	<ol style="list-style-type: none"> 1. Pronunciation Pronunciation is a crucial component in vocabulary learning. 2. Spelling The student also need understand the letters and syllables to form a word called spelling. 3. Meaning The more students are attentive of meaning and words, the more likely students remember it. 4. Grammar Grammar is helpful to learn a group of words that all have the same grammatical function, and focuses a vocabulary study session on the differences between adjectives, nouns, and verbs .

Source: <https://www.researchgate.net/publication/3479915432>

B. Concept of Scrabble Game

1. Definition Scrabble Game

Scrabble is a word game played on a board where players utilize their knowledge to create words. It is played by two to four players. They can create a word out of the seven letters given to each player in order to activate the game's scrabble board. To win the game, one of the participants must have the highest score. In the the Oxford Advance dictionary, Scrabble is a word game played on a board. out of printed

letters and little plastic blocks by connecting them with the words on the board.¹⁶

Scrabble is thought to be a game in which chance plays a big role in predicting whether you get good or poor letters.¹⁷ Researcher assume that Scrabble improves students' creative ability to make new words from the letters given to them. Students will find the game fun and interesting when they try to come up with words that are different from those already used on the board. Students' fun experience while playing games increases as they start to score more points and win more games. This competitiveness encourages students to think faster than their competitors. Some students can improve their strategic prowess by placing their tiles in certain areas of the board to score more points.

¹⁶A S. Hornby, *Oxford Advance Learner's Dictionary*, (Oxford University Press, 1985), p. 1991

¹⁷ Stewart Holden. *The Scrabble Player's*,(Hasbro Canada: Canada,2000),p. 16

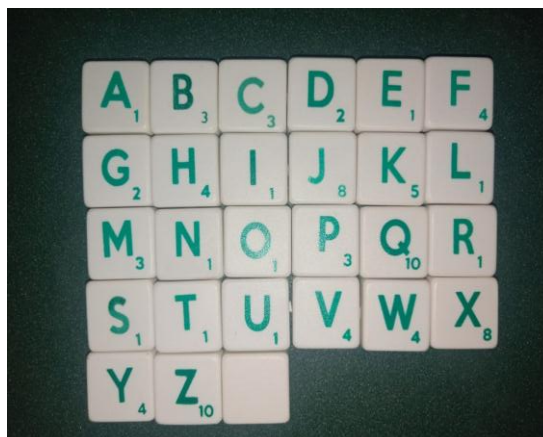
Table 2.2

Frequency of the Scrabble Letter Tiles

A	9	J	9	S	9
B	2	K	2	T	2
C	2	L	2	U	2
D	4	M	4	V	4
E	12	N	12	W	12
F	2	O	2	X	2
G	3	P	3	Y	3
H	2	Q	2	Z	2
I	9	R	9	Blank	9

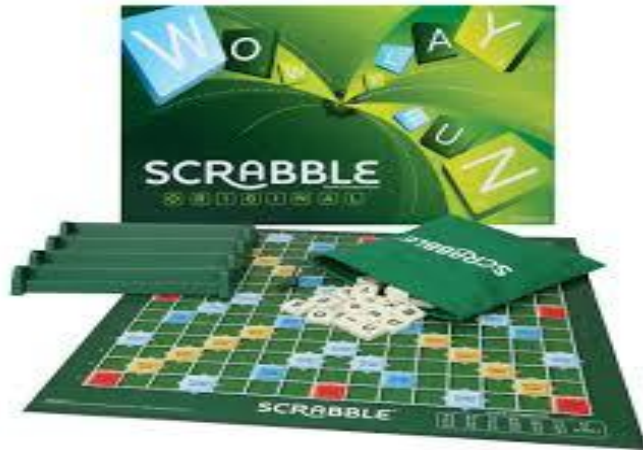
Scrabble game consists of tiles, where the tiles have alphabets and score in them, they are:

Figure 2.1
Letters and Score of Tiles Scrabble game



2. Scrabble is good for the brain

Figure 2.2
Scrabble Game



Source: <https://en.wikipedia.org/wiki/Scrabble>

Scrabble has been shown to be an effective memory stimulator. It can help a students' in maintaining their brain cells active.¹⁸ Warner and Brown stated that Scrabble may be utilized to improve problem-solving abilities and motivate students. Moreover, teachers recognized scrabble helping in the development of a variety of abilities, including vocabulary, spelling dictionary skills, collaborative learning, conflict management, and creative thinking.¹⁹ Scrabble games can be an effective approach for teaching vocabulary because of the advantages mentioned above.

¹⁸ H Warner, and Brown T. Pascal, *Adult ESL Students' Perception of Scrabble as a Classroom Learning Tool.*(Macquarie University Journal,2013),

¹⁹ Nurjamah. *Improving Student's Competence of Vocabulary through Scrabble Game.* (Universitas Muhammadiyah Purwokerto. 2015) p. 22

3. Vocabulary Teaching Procedures through Scrabble Game

Scrabble is a popular game all around the world, and there is even a world champion for it. There are international rules for this game, but the instructor can apply their own rules and steps to ensure that the kids feel comfortable following the game without following the basic scrabble rules and stages. The procedure for teaching vocabulary using scrabble games is as follows:

- a. Prepare for class. The teacher tries to get their attention by asking some questions. This is a way to stimulate students' background knowledge of vocabulary.
- b. The teacher tells the students that they will learn about vocabulary using a scrabble game.
- c. The teacher divides them into 4 groups.
- d. The teacher explains the rules of the activity and gives examples. Students must collect vocabulary onto the blackboard. For example, students say 1 word (run) and put the letter on the blackboard. Then the next group will find the word and connect it with the word "run".
- e. The teacher instructs the students to start the game. The students try to find new words and translate the found words
- f. The teacher calculates the score and announces the winner who has the highest points after completing their scrabble game using the given words
- g. At the end, the teacher gives an evaluation.

4. Advantage and Disadvantage of Scrabble Game

- a. The advantages of the scrabble game
 - 1) Students are able to listen, reading, and writing because they emulate a lot, especially with regard to things that have been given by the teacher.
 - 2) Students acquire good writing skills.
 - 3) Students have a good vocabulary.
 - 4) This technique is appropriate for advanced students.
 - 5) This technique has principles that suitable for application in both big and small classrooms.
- b. The disadvantages of the Scrabble game are,
 - 1) The Students' ability to speak is limited because the material and training given focuses on written language abilities.
 - 2) This technique needs educators who are competent at teaching language skills to students.²⁰

C. Theoretical Framework and Paradigm

1. Theoretical Framework

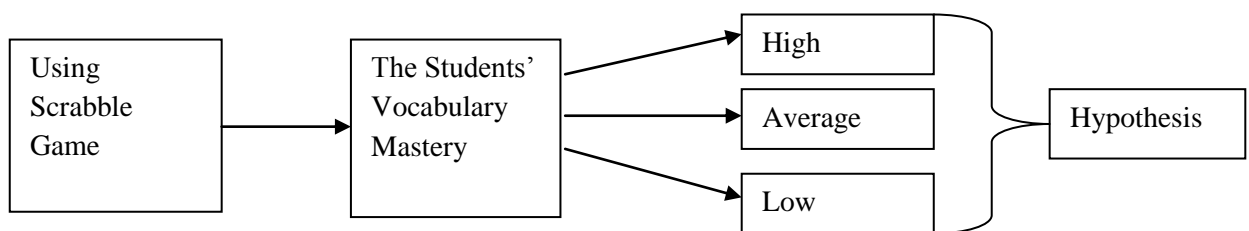
In this research, there are two variables. Especially, the independent variable (X) and the dependent variable (Y). The independent variable (X) is the scrabble game, whereas the dependent variable (Y) is vocabulary mastery.

²⁰Nurjamah. *Improving Student's Competence of Vocabulary through Scrabble Game*. (Universitas Muhammadiyah Purwokerto. 2015) p. 19

2. Paradigm

The research paradigm is a design that shows the mindset of the researcher, and the correlation between the variables studied. Based on the theoretical framework above, the researcher describes the paradigm as follows:

Figure 2.3
The influence of using Scrabble Game on the Students' vocabulary mastery of the seventh grade of MTs Darul A'mal Metro.



Source:paradigm of the research

Based on the above paradigm, the researcher conclude that The influence of using scrabble game is effective or not. In other words, what is the understanding high, average, or low. if the value of vocabulary mastery is high, the value of the ability to mastery vocabulary is high. Then if the value of vocabulary mastery is average, the value of the ability to mastery vocabulary is medium. Finally, if the level of vocabulary mastery ability is low, the students' ability to mastery vocabulary is low.

D. Hypothesis

1. Hypothesis Formulation

- a. Alternative hypothesis (H_a) : There is a positive and significant the influence of “using scrabble game on students’ vocabulary mastery the seventh grade of MTs Darul A’mal in the Academic Year of 2021/2022”.
- b. Null hypotheses (H_o) : There is no positive and significant the influence of “using scrabble game on students’ vocabulary mastery of the seventh grade of MTs Darul A’mal in the Academic Year of 2021/2022”.

2. Statistical Hypothesis

Statistical Hypothesis is an assumption about a population parameter. Related to this research the Statistical Hypothesis is:

If $F > F_c$, H_a is accepted and H_o is rejected.

If $F < F_c$, H_a is rejected and H_o is accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, quantitative research was conducted by researcher. Researcher applying a study using a sample. The researcher was created to determine the influence of using the Scrabble Game on students' vocabulary mastery. According to Creswell, quantitative research is research in which the researcher primarily develops knowledge through post-positive statements (i.e. cause and effect thinking, reduction of certain variables and hypotheses using measurement and observation and theory-testing questions).¹ In this study the researcher was investigate seventh grade students who have 16 classes consisting of 25 students/class.

The purpose of this research is to know if practicing scrabble improves students' vocabulary mastery in a positive and significant way. This research contains two variables: the scrabble game (X), which is the independent variable, and students' vocabulary mastery, which is the dependent variable (Y).

From this study, researcher can compare the used of the scrabblegame in learning using the posttest and pretest. Therefore, Using pretest and posttest can provide improvement or not in learning English for students. It can be said that if using the post-test, the students' scores are better than using the pretest,

¹ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Method Approaches* second edition, California: Sape Publication, 2003, p.21.

which means that the use of the Scrabble game can improve the vocabulary mastery of students of MTs Darul A'mal in learning.

B. Population, Sample, and Sampling Technique

1. Population

Population is it all that would be used for research, such as goods or people used for research.² It means, The population in question is the overall target of this study which was observed by the researcher. The population in this research included students in the seventh grade at MTs Darul A'mal Metro.

2. Sample

A sample is a fraction of the population that would be research.³ A small subgroup selected from a larger population namely sample. The researcher choose of the seventh grade students at MTs Darul A'mal Metro as a sample. So the samples in this research consisted of class VII O, which consisted of 25 students as the experimental class, and class VII N, which consisted of 25 students as the control class.

3. Sampling Technique

The sampling technique is influenced by the needs and objectives of the research. The researcher utilized a sampling technique to determine the sample that would be used in this study. According Sugiyono Simple

²Samar Rah," Research Design and Methods,"*A Systematic Review of Research Paradigms, Sampling Issues and Instruments Development*": International Journal of Economics & Management Sciences, vol 6 (2017), p.3

³Ibid.

random sampling technique is a technique of taking samples from members population that is carried out randomly regardless of the strata that exist in population. So because used of this sample is simple, researcher used a simple random sampling technique to complete this research. Sampling is done at random on participants of the sampled population.

C. The Operational Definition of Variables

There are two variables in this research, while the operational of variables as follows:

1. Independent Variable

An independent variable is a characteristic or quality that affects a result or a dependent variable.⁴ The independent variable in this study is the scrabble game. It is a variation of the crossword puzzle game which can be defined as a game in which students can improve their creative ability to make new words from the letters given to them.

Researcher measure the independent variables using a written test. The researcher tested the students by giving them several questions in constructing the design word. Researcher gave a score of their accuracy in arranging words and their ability. In addition, the indicators of this variable are as follows:

- a. Students are able to put words correctly.
- b. Students can more easily understand words

⁴John W. Creswell, *Educational research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, fourth edition, (New York: Pearson, 2012), P. 116

- c. Students area able to more interest in English Learning

2. Dependent Variable

A dependent variable is a characteristic or quality that affects a result or a independent variable.⁵ The dependent variable in this study is the learners' vocabulary mastery. It can be defined as to get the number of mastered words that are known and understand by students. This is important in aiding the learning of English in the categories of listen, speak, read, and write. Students' vocabulary that is commonly seen, done, and thought by students, or more specifically, vocabulary that is consistent with the reality they experience.

Researcher measure students' vocabulary mastery by used tests. There are 10 multiple choices. Each item consists of four choices, A, B, C, and D. The score for each question is 5, so the lowest score is 0 and the largest is 100.

In addition, the indicators of this variable are as follows:

- a. Students can know and understand vocabulary.
- b. Students are able to memorize vocabulary.

D. Data Collecting Method

1. Test

Valid data can be achieved through several techniques of data collection methods, one of which is a test. The test is a tool to measure the

⁵Ibid, 115

knowledge, skills, feelings, intelligence, or talents of a person or group.⁶ Researcher used tests as a data collection technique to measure these two variables. In the data collocation used test as a researcher does: The written test is by giving the students questions about the vocabulary that has been obtained from learning using the Scrabble game, whether it is in the choosing the right answer.

In addition, this study the researcher was did a written test to collect data. Written tests was utilized as the primary method to collect data about students' vocabulary mastery. This method is would do to measure students' vocabulary mastery. Before utilizing the scrabble game on vocabulary mastery, students are given a pre-test at the first meeting to establish their ability. In the meanwhile, a post- test is given in the last meeting. After playing the scrabble game, a post-test was performed by the researcher to assess how well the students learned the new vocabulary.

2. Documentation

Documentation comprises of public and private data acquired from study sites or participants, and it can include newspapers, meeting minutes, personal journals, and letters.⁷ Researcher used this method to obtain data on school history, profiles, student and teacher numbers MTs Darul A'mal Metro.

⁶Ibid, 157

⁷Ibid, 223

E. Instrument Testing

Instrument testing is carried out to measure the appropriateness of the instrument to be used so that it can be an appropriate measuring tool in capturing the data needed to answer the problem under study. The instrument tested was a formative test that was done at the end of each lesson by grade VII students at MTs Darul A'mal Metro. The test is divided into two parts, namely:

1. Validity

Validity test is a measure that shows the level of validity or validity of an instrument. An instrument is valid if it has high validity. The test criteria if the value of $r_{\text{count}} > r_{\text{table}}$ with a significance level of 5% then the tool is valid. A table of test results for the validity of the test will be presented in appendix table 5 respondents outside the sample, with 10 question items for the variable vocabulary mastery.

The result of the validity, which were distributed to 10 with the acquisition value of $r_{\text{arithmetic}} > r_{\text{table}}$ of 0.396, it can be concluded that the 10 item pre-test questions are valid.

2. Reliability

Meanwhile, to test the level of reliability (reliability) instrument, the researcher uses the Kuder Richardson 21. Reliability is a number that shows the extent to which a measurement tool can be trusted or

reliable.⁸ The research instrument is said to be reliable if the Kuder-Richardson 21 value $>$ r table and vice versa if the Kuder-Richardson $21 <$ r table then the question is said to be unreliable. The following is the output of the analysis using the Kuder Richardson 21 formula, the data will be presented in appendix.

F. Data Analysis Technique

The data would be analyzed used the t-test formula to investigate whether there is any positive and significant influence of using Scrabble game on students' vocabulary mastery. The formula illustrated as follows:⁹

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)s_{12} + (n_2-1)s_{22}}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Notes :

\bar{X}_1 : The average value of the experimental class sample group

\bar{X}_2 : The average value of the control class sample group

n_1 : Sample of experimental class

n_2 : Sample of control class

s_{12} : Standard deviation of the experimental class

s_{22} : Standard deviation of the control class

⁸Edi Kusnadi, *Metodologi Penelitian Aplikasi dan Praktis* (Jakarta: Ramayana Pers, 2008), h. 111.

⁹Sugiyono, *Metode Penelitian Kuantitatif, kualitatif, dan R&D*, (Bandung : ALFABETA, 2019), h. 263.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. General Description

1. Description of The Research Location

The general description about research location was as the complementary data. It was subjectively related on the condition of school, such as brief of school, vision and mission, the number of the students, teachers, and buildings. Madrasah Tsanawiyah MTs Darul A'mal is one of the formal educational institutions characterized by religion under the auspices of the Darul A'mal Islamic Boarding School Foundation. MTs Darul A'mal it was located at Mulyojati, subdistrict west Metro, Metro. Established in 1987, which was founded by KH. Khusnan Musthofa Ghufron. It was build on the land area on ± 25.000 m².

Since its establishment until now has undergone several leadership changes. At the beginning of the establishment, MTs Darul A'mal headed by Ngadiman Adi, BA, with the total of 28 students. And now the headmaster of school MTs Darul A'mal is Marhaban Ilyas, S.H.I.

MTs Darul A'mal is the boarding school that has the visions, there are: firstly to realize students who are knowledgeable, the students got creative, students has skills and good manners. Also, MTs Darul A'mal has the missions, there are: improve the quality of professionalism through training and stucturing, make morals ethics the basis for development of science, way of the thinking and action. Next developing students creative

skills. And the last increasing the effectiveness of intra- and extracurricular activities.

Regarding to the visions and the missions of MTs Darul A'mal Metro has the goals of educating students' to has faith and noble character, equipping them with skills and self-confidence, training them to be independent students and knowing science and technology, and Familiar with the environment. Also, MTs DarulA'mal has several extracurriculars that can support knowledge as follows: English club, computer, scout, student council, paskibra. Therefore, learning vocabulary mastery most needed to increasing the effectiveness of extracurricular in MTs Darul A'mal.

Futhermore, In this research to gain the data researcher did research in seventh grades of MTs Darul A'mal, in the first meeting the researcher did explain about scrabble game, and given pre-test to establish their ability, after that researcher divided students into 4 group and explain the rules of the activity and given example how to play scrabble game and students start playing scrabble game, after playing scrabble game the researcher given post-test to asses how well the students learned a new vocabulary. The result of the research data that i did as follows in the next point.

2. Result of Data Research

- a. The Data of Variable Vocabulary Mastery based on pre-test and post-test scores in the Experiment and Control class in English subjects.

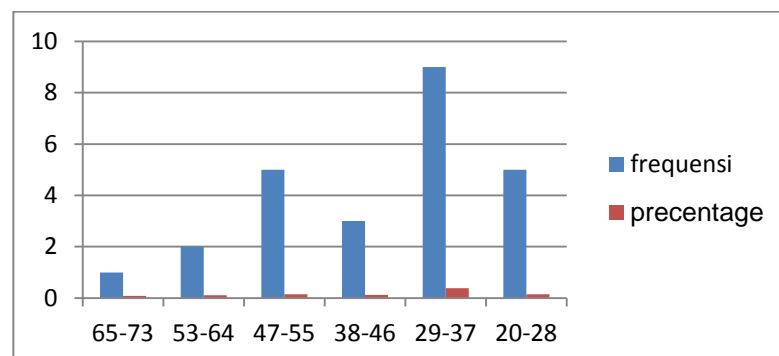
1) Experimental class grade

Bellow the results of the pre-test scores of the experimental class in class VIII O MTs Darul A'mal :

If the data was put into the chart, it can be shown as follows:

Chart 1

Total class Interval of Pre-Test Experimental Class



Based on the data above, it can be concluded that 25 students as the researcher sample can be divided: the students for score 20-28, the percentage was 15%, and the students that included for score 29-37 was 38%, the students that included for score 38-46 was 12%, next the students that included for score 47-55 was 15%, then the students that included for score 56-64 was 11%, and the last, the students for 65-73 was 9%.

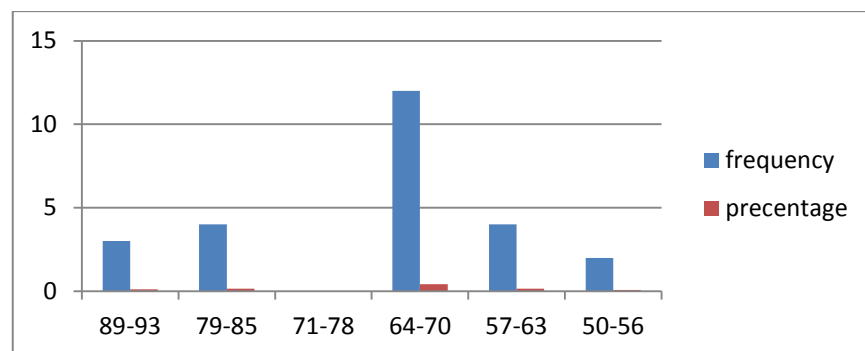
2) Experimental class grade

Bellow the results of the post-test scores of the experimental class in class VIII O MTs Darul A'mal :

If the data was put into the chart, it can be shown as follows:

Chart 2

Total class Interval of Post-Test Experimental Class



Based on the data above, it can be concluded that 25 students as the researcher sample can be divided: the students for score 50-56, the percentage was 48%, and the students that included for score 57-63 was 24%, the students that included for score 64-70 was 16%, next the students that included for score 71-78 was 0%, then the students that included for score 79-85 was 4%, and the last, the students for 86-93 was 4%.

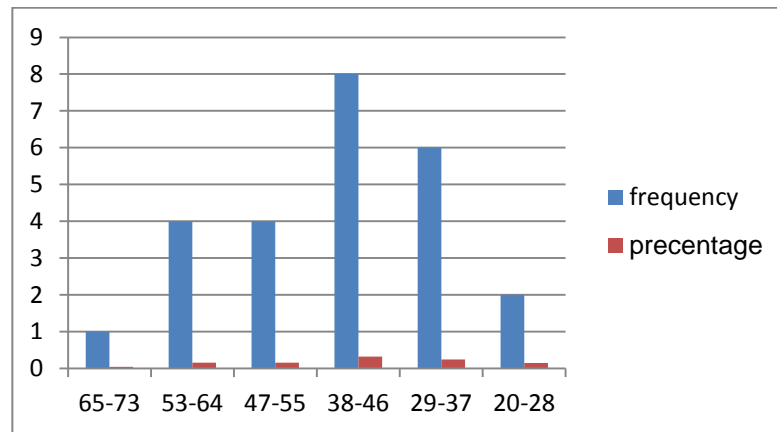
3) Control class grade

Bellow the results of the pre-test scores of the control class in class VIII N MTs Darul A'mal :

If the data was put into the chart, it can be shown as follows:

Chart 3

Total class Interval of Pre-Test Control Class

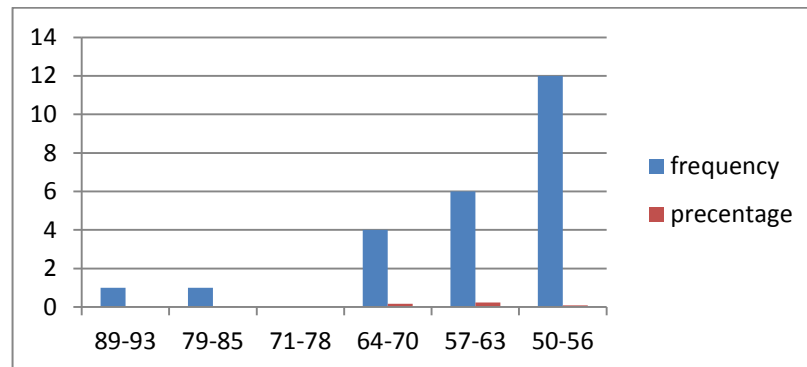


Based on the data above, it can be concluded that 25 students as the researcher sample can be divided: the students for score 20-28, the percentage was 8%, and the students that included for score 29-37 was 24%, the students that included for score 38-46 was 32%, next the students that included for score 47-55 was 16%, then the students that included for score 56-64 was 16%, and the last, the students for 65-73 was 4%.

4) Control class grade

Bellow the results of the post-test scores of the control class in class VIII N MTs Darul A'mal :

If the data was put into the chart, it can be shown as follows:

Chart 4**Total class Interval of Post-Test Control Class**

Based on the data above, it can be concluded that 25 students as the researcher sample can be divided: the students for score 50-56, the percentage was 48%, and the students that included for score 57-63 was 24%, the students that included for score 64-70 was 16%, next the students that included for score 71-78 was 0%, then the students that included for score 79-85 was 4%, and the last, the students for 86-93 was 4%.

b. Description of Research Data by using t-test formulation.

Table 4.1**Description of ResearchData**

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
pretest experiment	25	50	20	70	930	37,2	14,006
post test experiment	25	30	60	90	1950	78	10,198
pretest control class	25	50	20	70	1120	43,1	12,961
post test control class	25	30	50	80	1450	58	11,313
Valid N (listwise)	25						

Based on the results of the research data description table, the number of respondents was 50 students. The value obtained from the experimental class results pretest score was the mean 37,2 standard deviation 14,294 the maximum value was 70 the minimum was 20 and posttest score was the mean 78 standard deviation 10,408 the maximum value 90 and the minimum 60 , while the value obtained in the control class pretest mean 43,1 standard deviation 13,228 , the maximum value is 70 , the minimum is 20 and posttest score was the mean 58 standard deviation 11,547 the maximum value 80 and the minimum 50 .

The researcher used the independent t-test. The independent t-test is an analysis to compare data of two group sample statistically. Independent sample t-test is used to compare the means or averages of the two independent samples (the experiment and the control class) in order to determine whether there was statistical evidence which proved that the means were significantly different. The researcher uses t-test to find out the differences score of students' vocabulary mastery with and without using scrabble game.

In this research from the results of calculations and tests carried out by researcher through a t-test formula. Finally, the result of $t_{\text{observation}}$ is 30,49 as the result of counting by using t-test formula above. To know the critical value of t-test " t_{table} ", firstly the

researcher counted df , df is degree of freedom. Therefore formulation

$$df = N_x + N_y$$

$$Df = N_x + N_y - 2$$

$$= 25 + 25 - 2 = 48$$

After considering the t test table by using df 48 in the table.

Table 4.2

Critical Value of t_{table}

<i>Df</i>	5%	1%
48	1,677	2,407

To df 48 with df 5% is 1,677 and 1% is 2,407. Then, the data confirmed that to $30,49 > t_{table}$ 1,677. Because, $t_{observation}$ is bigger than t_{table} both df 5% = 1,677 and 1% 2,407. After the statement above were formulated the researcher consulted $t_{observation}$ to t_{table} as follows:

If $t_{observation} > t_{table}$, H_a is accepted and H_o is rejected.

If $t_{observation} < t_{table}$, H_a is rejected and H_o is accepted.

Finally, the data confirm that $t_{observation}$ is $> t_{table}$ in 5% and 1% with the significant $1,677 < 30,49 > 2,407$. Therefore it can be inferred that H_a is accepted and H_o is rejected. It means that there is any positive and significant influence of using Scrabble Game on the Students' Vocabulary Mastery of the seventh grade of MTs Darul A'mal Metro.

B. Discussion

1. Interpretation of “ t_{observed} ”

The researcher has formulated to “ t_{observed} to t_{table} ” as follow:

- a. If “ $t_{\text{observed}} > t_{\text{table}}$ ”, H_a is accepted and H_0 rejected
- b. If “ $t_{\text{observed}} < t_{\text{table}}$ ”, H_a is rejected and H_0 accepted

The researcher has formulated the Alternatif Hypothesis (H_a) such as “there is a positive and significant influence of using scrabble game on the students’ vocabulary mastery of the seventh grade of MTs Darul A’mal Metro”.

Eventually, the data confirmed that “ t_{observed} ” = 30,49 is higher than “ t_{table} ” 1,677 in level of significant 5% and 2,407 in 1%. So, it can be concluded that “there is a positive and significant influence of using scrabble game on the students’ vocabulary mastery of the seventh grade of MTs Darul A’mal Metro.

During the research, the researcher found some obstacles, namely that students got difficulties to understanding and remember the meaning of vocabularies. The researcher provides a learning process used Scrabble game to master English Vocabulary. So, the students be more active and enjoy in learning process. Students were given more opportunities to explore ideas of students ability. Also, there is a significant difference in the influence of students vocabulary mastery result. So, it has proved that Scrabble game can be used as an alternative medium to learning vocabulary.

C. Limitation

This research was conducted at MTs Darul A'mal Metro and the subjects of the research were students' of the seventh grade of MTs Darul A'mal Metro. The researcher choose the subject was scrabble game about the influence of using scrabble game on the students' vocabulary mastery. Thus, so the result of this research did not discuss all of the problems that faced by the students. The instruments were suitable with the subject that learn by students', but only focus on the students' vocabulary mastery problem in learning English. So the result of it cannot be generalized.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the research above, quantitative research at the seventh grade of MTs Darul A'mal Metro class VII O as a experimental class and class VII N as a control class. According to the result of pre-test and post-test it can be concluded that the learning language while playing using the Scrabble game can provide opportunities for students to learn vocabulary mastery. It means that using scrabble game in learning process is helpful. It can be shown from the result of pre-test and post-test.

There was a significant influence of using scrabble game on the students vocabulary mastery of the seventh grade of MTs Darul A'mal Metro. It can be seen from the data confirmed " $t_{\text{observed}}=30,49$ was higher than " t_{table} " level of significant 5%=1,677 and level of significant 1%= 2,407. therefore, it can be concluded that H_a is accepted and H_o rejected.

Based on the analysis data above, the researcher concluded that "There was a significant influence of using scrabble game on the students vocabulary mastery of the seventh grade of MTs Darul A'mal Metro."

B. Suggestion

based on the result of the research, the researcher would like to give some suggestions as follows:

1. For Teacher

Teachers can use media in teaching English material because it can improve the students' English learning result. By using media in teaching English can make learning more active and not bored in learning.

2. For Students

Students' can develop vocabulary skill in learning English. And to be more active in learning English by using scrabble game because it can help the students to enjoy in following the process learning English.

3. For the Principal

The principal can support the English learning process by preparing complete facilities and instruments the teacher to use this method because it is effective in teaching the material. This way, using scrabble game students can more easily to mastery of vocabulary.

BIBLIOGRAPHY

- A.S Hornby, *Oxford Advanced Learners Dictionary of Current English*, London: Oxford University Press, 1995.
- Ary ,Donal, Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, *Introduction to Research in Education 8th* ,Printed in Canada: 2010
- Cameron, Lynne. *Teaching Language to Young Learners*, UK: Cambridge University Press, 2001.
- Fran lehr, Jean Osborn, & Elfrida H. Heilbert. *A Focus On Vocabulary*, (United states: PREL, 2004.
- Fries, Charles C. *Teaching and Learning English as A Foreign Language*, New York: The University of Michigan, 1985.
- Guskey, Thomas R. *Educational Leadership*. Cambridge: Cambridge University Press.
- Holden, Stewart. *The Scrabble Player's*, Hasbro Canada: Canada, 2000.
- Hornby, A S. *Oxford Advance Learner's Dictionary*, Oxford University Press, 1985.
- Humphries, S. H. Burton and J.A *Mastering English Language*, London: the Micmillian Press, 1992.
- Jhonson, Andrew p. *Teaching Reading and Writing : "A Guidebook For Tutoring and Remediating Students"*. Lanham: A Division of Rowman & LITTEFIELD Publishers Inc, 2008.
- John W. Creswell, *Educational research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, fourth edition, New York: Pearson, 2012.
- Creswell , Jhon. W, *Research Design Qualitative Quantitative and Mixe Methods Approaches*, America: unaited states printed, 2014
- Alqahtani, Mofareh. *The Importance of Vocabulary in Language Learning and How to be Taught*, International Journal of Teaching and Education, Vol. \III, No. 3/2015

- Mathers, Nigel, Fox Nick, and Hunn Amanda, *Surveys and Questionnaires*, The NIHR RDS for the East Midlands / Yorkshire & the Humber 2009
- Marcella Frank, *Modern English a Practical Reference Guide*, New York: New York University.
- Nurjamah. *Improving Student's Competence of Vocabulary through Scrabble Game*. Universitas Muhammadiyah Purwokerto. 2015.
- Pascal, H Warner, and Brown T. *Adult ESL Students' Perception of Scrabble as a Classroom Learning Tool*, Macquarie University Journal, 2013.
- Renandya, Jack C. Richards And Willy A. *Methodology in Language Teaching, an Anthology of Current Practice*, New York: Cambridge University Press, 2002
- Samar Rah," Research Design and Methods, "A Systematic Review of Research Paradigms, Sampling Issues and Instruments Development": International Journal of Economics & Management Sciences, vol 6 (2017).
- Sari, Ratih Sriwulan. *The Effective of Scrabble Game to the Eighth Grade Students' Vocabulary Mastery at SMPN 1 SEMEN in the Academic Year 2016/2017*. Universitas Nusantara PGRI, Kediri. 2017.
- Tanjung, Andi Saputra. *Reinforcing Students Vocabulary Through Scrabble Game*. Universitas Islam Negri Syarif Hidayatullah: Jakarta, 2011.
- Thornburry, Scout. *How to The Vocabulary*, London : Longman, 2002.
- W. C., Becker. *Teaching Reading and Language to the Disadvantaged: What We Have Learned From Field Research*. London: Harvard University, 1977.
- Willy A, Jack C Richards and Renandya. *Methodology in Language Teaching*, Cambridge: Cambridge University Press, 2002.

APPENDIX

**THE INFLUENCE OF USING SCRABBLE GAME
ON THE STUDENTS' VOCABULARY MASTERY OF THE SEVENTH
GRADE OF MTS DARUL AMAL METRO**

SILABUS MTs/SMP

Mata Pelajaran : BAHASA INGGRIS - WAJIB

Kelas : VII

Kompetensi Inti:

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran	Indikator pencapaian kompetensi	Alokasi Waktu	Sumber Belajar
4.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi	1. tata bahasa - menyusun kalimat atau teks sederhana. 2. Kosa kata. -menerjemahkan kosa kata 3. menerjemahkan -menerjemahkan kosa-kata indonesia-	1. Memperkenalkan penggunaan media terhadap penguasaan kosakata. 2. Menulis kosa kata yang telah diperoleh dari permainan	1. Menerjemahkan kosa-kata yang telah diperoleh dari permainan scrabble. 2. Menulis kosa-kata yang telah	2 JP	-Kamus bahasa inggris, inggris-indonesia - Permainan scrabble.

<p>internasional yang diwujudkan dalam semangat belajar.</p> <p>4.2 Menyusun kalimat tertulis dengan sederhana dalam menggunakan media scrabble dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar.</p>	<p>inggris dan inggris-indonesia</p>	<p>scrabble.</p> <p>3. Menyusun kata-kata acak menjadi kalimat yang bermakna.</p>	<p>diperoleh dari permainan scrabble.</p> <p>3. Menyusun kosa kata acak menjadi kalimat yang bermakna.</p>		
---	--------------------------------------	---	--	--	--

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs Darul A'mal
Mata Pelajaran : Bahasa Inggris
Kelas : VII
Materi pokok : Penguasaan kosakata menggunakan permainan scrabble
Alokasi Waktu : 2 JP

A. Kompetensi Inti

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
4.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar	• Mengidentifikasi cara penggunaan scrabble dalam proses pembelajaran.

Komunikasi internasional yang diwujudkan dalam semangat belajar.	<ul style="list-style-type: none"> • Memahami kosa kata yang telah diperoleh dari permainan scrabble.
4.2 Menyusun kalimat tertulis sederhana dalam menggunakan permainan scrabble dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar.	<ul style="list-style-type: none"> • Menulis kosakata yang telah diperoleh dari permainan scrabble. • Menyusun kosakata acak menjadi kalimat yang bermakna.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Menggunakan permainan scrabble dalam menghafal kosakata.
2. Dapat memahami kosa kata yang telah diperoleh.
3. Dapat menggunakan permainan scrabble ini dengan benar.

D. Materi Pembelajaran

1. Tata bahasa
 - Menyusun kalimat sederhana
2. kosa kata
 - Menerjemahkan kosakata
3. Menerjemahkan
 - Menerjemahkan kosakata indonesia-inggris , dan inggris-indonesia

E. Media, sumber alat Pembelajaran

1. Scrabble
2. Kamus Bahasa Inggris- Indonesia atau Indonesia- Inggris
3. Buku vocabulary

F. Langkah-langkah Pembelajaran

Langkah Pembelajaran	Kegiatan	Waktu
Pendahuluan	<p>a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (<i>nilai yang ditanamkan: santun,peduli</i>)”Assalamualaikum” , good morning, How’s life this morning?”</p> <p>b. Guru memberikan intruksi agar siswa berdo’a terlebih dahulu sebelum memulai pelajaran.</p> <p>c. Mengabsen kehadiran siswa.</p>	15 Menit
Inti	<p>a. Mengamati</p> <ol style="list-style-type: none"> 1. Guru mereview materi sebelumnya dan memberi tahu materi yang akan disampaikan. 2. Guru menyampaikan tujuan pembelajaran. <p>b. Menanya</p> <p>Siswa diberi kesempatan untuk mengajukan pertanyaan yang berkaitan dengan pembelajaran kosakata menggunakan permainan scrabble.</p> <p>c. Mengumpulkan informasi</p> <p>guru membentuk beberapa kelompok siswa untuk mendiskusikan, mengumpulkan informasi, dan saling bertukar informasi mengenai materi kosakata yang diperoleh dari permainan scrabble.</p> <p>d. Mencoba (latihan)</p>	90 Menit

	<p>Siswa menuliskan kosakata yang telah diperoleh dari permainan scrabble dan mengerjakan soal yang diberikan oleh guru.</p> <p>e. Mengkomunikasikan</p> <p>Guru dan siswa membuat kesimpulan tentang hal-hal yang telah dipelajari siswa kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum di pahami.</p>	
Penutup	<p>a. Bersama siswa guru menyimpulkan / merangkum materi yang telah dipelajari.</p> <p>b. Guru memberikan penghargaan (misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada siswa yang aktif)</p> <p>c. Guru memberikan (PR) pekerjaan rumah kepada siswa.</p> <p>d. Guru menutup pelajaran dengan mengucapkan salam, “wassalamualaikum, good morning, see you next week”.</p>	15 menit

G. Penilaian Hasil Pembelajaran

1. Penilaian Sikap: Observasi dalam proses pembelajaran
2. Penilaian Pengetahuan: Tes tulis

Metro,/des/2021
Mengetahui,

Kepala Sekolah
MTs Darul A'mal Metro



Marhaban, S. HI, M.Pd
NUPTK. 0437746649200023

Guru Mata Pelajaran

Miftahul Jannah
Npm. 1701070121

Pre test

Direction:

1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing a, b, c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name :

Class :

1. Rena did not study hard, so she did not ... the exam.
a. Study c. Break
b. Pass d. Go
2. Candy is ... , but honey is sweeter than candy.
a. Salty c. Sour
b. Sweet d. Smooth
3. Your can find ... in your kitchen.
a. Stove c. Television
b. Pillow d. Book
4. Sinta: Can you lend me a hand?
Saras: Yes, of course. What can i help you?
Sinta: Please, ... these textbooks to my office.
Saras: Yes sure, Sir.
a. Give c. Put
b. Read d. Bring
5. Bunga is celebrating her birthday.
Now Bunga feels ...
a. Happy c. Angry
b. Sick d. Hungry
6. H - C - A - R - I
The correct arrangement is ...
a. Caihr c. Chair
b. Ciahr d. Chira
7. A - B - T - E - L
The correct arrangement is ...
a. Balte c. Table
b. Letba d. Batle
8. I - N - D - W - O - W
The correct arrangement is ...
a. Donwiw c. wondiw
b. Window d. wowdin
9. Please, sweep the floor.
What is the meaning of "floor" in Indonesian?
a. Cermin c. Dinding
b. Lantai d. Meja
10. How do you say "mencuci" in English?
a. Hang c. Paint
b. Wash d. Push

Post test

Direction:

1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing a, b, c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name :

Class :

1. Yusuf: This fried chicken is my favorite.
Rina: I like it too. This fried chicken is very ...
a. Delicious c. Bitter
b. Salty d. Sweet
2. Fatimah is a tailor. She makes ...
a. Bag c. Belt
b. Chair d. Clothes
3. Teguh is student at MTS Darul A'mal.
he bring ...
a. Book c. Picture
b. Pillow d. Lamp
4. C - H - A - T - E - R - E
The correct arrangement is
a. Chateer c. Teacher
b. Threeca d. Haterec
5. P - E - P - S - N - A - W - E - R
The correct arrangement is
a. Pearsnewp c. Swenpaper
b. Wearspep d. Newspaper
6. Y - A - N - D - I
The correct arrangement is
a. Candy c. Dycan
b. Canyd d. Dyanc
7. I - to Semarang - go - today
a. Today i semarang to go.
b. I go to semarang today.
c. I go today to semarang.
d. To semarang i go today.
8. English - we - are - studying - now
a. English studying we are now.
b. Studying English now we are.
c. We are studying English now.
d. We are English studying now.
9. Interesting - scrabble - very - is
a. Scrabble is very interesting.
c. Interesting is very scrabble.
b. Is scrabble very interesting.
d. Very interesting is scrabble.
10. He is ... , so that not passes the exam.
a. Lazy c. Smart
b. Rapid d. Clean

Arrange these word into good sentence.

Key answers pre test.

1. B

2. B

3. A

4. C

5. A

6. C

7. C

8. B

9. B

10. B

Key answers post test

1. A

2. D

3. A

4. C

5. D

6. A

7. B

8. C

9. A

10. A

Table 1**Student Score Experiment Class**

No	Name	Pre-test	Post-test
1	AL	60	80
2	BAY	50	90
3	CAA	20	70
4	DEI	30	60
5	DTD	30	70
6	DNM	40	80
7	EES	50	80
8	FKM	60	70
9	LAN	70	90
10	MAS	20	50
11	NDA	50	70
12	NPD	40	80
13	NAH	30	80
14	NHF	30	90
15	RA	50	80
16	SA	20	70
17	SAM	40	90
18	SAZ	20	80
19	UK	30	90
20	VM	30	80
21	WN	20	80
22	YA	30	70
23	ZMD	30	90
24	ZKW	50	90
25	ZSP	30	70

Table 2
Student Score Control Class

No	Name	Pre-test	Post-test
1	AA	50	40
2	AAM	40	50
3	AD	30	50
4	ADS	50	60
5	AFG	30	50
6	AR	60	70
7	ARA	20	50
8	AYA	40	50
9	DA	40	50
10	EN	60	70
11	FNS	30	50
12	FR	50	60
13	G	40	60
14	GJP	30	50
15	MJE	30	50
16	MRK	50	60
17	PSP	70	90
18	RA	40	60
19	RKD	60	70
20	RR	40	50
21	RS	30	50
22	TEM	60	70
23	WAD	40	80
24	ZA	20	60
25	ZRJ	40	50

Table 3**The Differences Score between Pre-Test and Post-Test Students' Vocabulary Mastery of The Seventh Graders at MTs Darul A'mal Metro**

No	Experimental class				Control class			
	Name	Pre-test Score	Post-test Score	Different X	Name	Pre-test Score	Post-test Score	Different Y
1	AL	60	80	20	AA	50	40	10
2	BAY	50	90	40	AAM	40	50	10
3	CAA	20	70	50	AD	30	50	20
4	DEI	30	60	30	ADS	50	60	10
5	DTD	30	70	40	AFG	30	50	20
6	DNM	40	80	40	AR	60	70	10
7	EES	50	80	30	ARA	20	50	30
8	FKM	60	70	10	AYA	40	50	10
9	LAN	70	90	20	DA	40	50	10
10	MAS	20	50	30	EN	60	70	10
11	NDA	50	70	20	FNS	30	50	20
12	NPD	40	80	40	FR	50	60	10
13	NAH	30	80	50	G	40	60	20
14	NHF	30	90	60	GJP	30	50	20
15	RA	50	80	30	MJE	30	50	20
16	SA	20	70	50	MRK	50	60	10
17	SAM	40	90	50	PSP	70	90	20
18	SAZ	20	80	60	RA	40	60	20
19	UK	30	90	60	RKD	60	70	10
20	VM	30	80	50	RR	40	50	10
21	WN	20	80	60	RS	30	50	20
22	YA	30	70	40	TEM	60	70	10
23	ZM	30	90	60	WAD	40	80	40
24	ZK	50	90	40	ZA	20	60	40
25	ZSP	30	70	40	ZRJ	40	50	10
Total		930	1950	1020		1120	1450	430
Average		37,2	78	40,8		43,1	58	16,5

Putting the data above and into the formula of T-test in order to get

$t_{\text{observation}}$. So the researcher used the formula as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{78 - 58}{\sqrt{\frac{(25-1) 10,198 + (25-1) 11,313}{25+25 - 2} \left(\frac{1}{25} + \frac{1}{25}\right)}}$$

$$t = \frac{20}{\sqrt{\frac{(24) 10,198 + (24) 11,313}{48} \left(\frac{1}{25} + \frac{1}{25}\right)}}$$

$$t = \frac{20}{\sqrt{\frac{244,75 + 271,51}{48} (0,04)}}$$

$$t = \frac{20}{\sqrt{\frac{516,26}{48} (0,04)}}$$

$$t = \frac{20}{\sqrt{10,755 \times 0,04}}$$

$$t = \frac{20}{\sqrt{0,4302}}$$

$$t = \frac{20}{0,6558}$$

$$t = 30,49$$

Therefore, $t_{\text{observation}}$ is 30,49 as the result of the counting by using t-test formula above to know the critical value of t-test (t_{table}) the researcher firstly counted df . df is degree of freedom.

Therefore formulation of $df = N_x + N_y$

$$Df = N_x + N_y - 2$$

$$= 25 + 25 - 2 = 48$$

After considering the t test table by using df 48 in the table.

Table 4

Critical Value of t_{table}

<i>Df</i>	5%	1%
48	1,677	2,407

To df 48 with df 5% is 1,677 and 1% is 2,407. Then, the data confirmed that $30,49 > t_{\text{table}} 1,677$. Because, $t_{\text{observation}}$ is bigger than t_{table} both df 5% = 1,677 and 1% 2,407.

After the statement above were formulated the researcher consulted $t_{\text{observation}}$ to t_{table} as follows:

If $t_{\text{observation}} > t_{\text{table}}$, H_a is accepted and H_0 is rejected.

If $t_{\text{observation}} < t_{\text{table}}$, H_a is rejected and H_0 is accepted.

Finally, the data confirm that $t_{\text{observation}}$ is $> t_{\text{table}}$ in 5% and 1% with the significant $1,677 < 30,49 > 2,407$. Therefore it can be inferred that H_a is

accepted and H_0 is rejected. It means that there is any positive and significant influence of using Scrabble Game on the Students' Vocabulary Mastery of the seventh grade of MTs Darul A'mal Metro.

Table5
The Validity of Pre test Analysis Result

Questions	R value	Taraf significant of 5% R= 0,396
1	0,4919	Valid
2	0,4129	Valid
3	0,5491	Valid
4	0,5445	Valid
5	0,5869	Valid
6	0,3993	Valid
7	0,4423	Valid
8	0,4157	Valid
9	0,5445	Valid
10	0,4430	Valid

Based on the table above in the corrected item-total correlation column that of the 10 question items, which were distributed to 10 with the acquisition value of r arithmetic $> r$ table of 0.396, it can be concluded that the 10 item pre-test questions are valid.

Table6
The Validity of Post test Analysis Result

Questions	R value	Taraf significant of 5% R= 0,396
1	0,4822	Valid
2	0,5440	Valid
3	0,4822	Valid
4	0,4098	Valid
5	0,4507	Valid
6	0,5242	Valid
7	0,3640	Invalid
8	0,4294	Valid
9	0,2057	Invalid
10	0,4753	Valid

Based on the table above in the corrected item-total correlation column that of the 10 question items, which were distributed to 10 with the acquisition value of r arithmetic > r table of 0, 396, it can be concluded that the 8 item post test questions are valid.

1. The Realibility of Pre test Analysis Result

$$r_i = \frac{k}{k-1} \left(1 - \frac{\bar{p}(k-\bar{p})}{k\sigma_t^2} \right)$$

σ_t^2 = Varians Total

\bar{p} = Average Score

$$r_i = \frac{10}{10-1} \left(1 - \frac{2,2944}{5,3696} \right)$$

$$r_i = 0,6363$$

Based on the result above, it is known that the value of Kuder Richardson 21 obtained is $0,6363 > 0,396$, which means that the value of Kuder Richardson 21 is greater than r table. it can be concluded that the pretest question is declared reliable.

2. The Reliability of Post test Analysis Result

$$r_i = \frac{k}{k-1} \left(1 - \frac{\bar{p}(k-\bar{p})}{k\sigma_t^2} \right)$$

$$\sigma_t^2 = \text{Varians Total}$$

$$\bar{p} = \text{Average Score}$$

$$r_i = \frac{10}{10-1} \left(1 - \frac{2,1984}{4,1664} \right)$$

$$r_i = 0,5248$$

Based on the result above, it is known that the value of Kuder Richardson 21 obtained is $0,5248 > 0,396$, which means that the value of Kuder Richardson 21 is greater than r table. it can be concluded that the question is declared reliable.

THE QUANTITY OF STUDENTS AT MTs DARUL A'MAL OF METRO

Table 7

The quantity of students at MTs Darul A'mal of Metro

Students Data of MTs Darul A'mal School Years 2021/2022							
Class	Total		Class	Total		Class	Total
7 A	23		8 A	27		9 A	29
7 B	23		8 B	24		9 B	32
7 C	25		8 C	26		9 C	29
7 D	25		8 D	31		9 D	32
7 E	23		8 E	25		9 E	28
7 F	22		8 F	29		9 F	30
7 G	22		8 G	26		9 G	29
7 H	25		8 H	27		9 H	30
7 I	25		8 I	26		9 I	30
7 J	25		8 J	25		9 J	28
7 K	24		8 K	27		9 K	30
7 L	25		8 L	31		9 L	30
7 M	23		8 M	24		9 M	28
7 N	25		8 N	26			
7 O	25						
7 P	25						
TOTAL	385			374			385
TOTAL OF WHOLE							1144

Source : Documentation of MTs Darul A'mal of Metro

THE BUILDING CONDITION AND SCHOOL FACILITIES IN MTs

DARUL A'MAL OF METRO

Table 8

The building condition and school facilities in MTs Darul A'mal of Metro

No	Types of Infrastructure	Number of spaces	Number of rooms good condition
1	Classroom	25	24
2	Library	1	1
3	Science lab. Room	1	1
4	Biology lab. Room	-	
5	Physics lab. Room	-	
6	Chemistry lab. Room	-	
7	Computer lab. Room	3	3
8	Language lab. Room	-	
9	Leadership room	1	1
10	Teacher room	1	1
11	Administration room	1	1
12	Counseling room	1	1
13	Mosque	2	2
14	Students health room	1	1
15	Bathroom	1	1
16	School warehouse	1	
17	Sport room	-	
18	OSIS/IPPNU room	1	1
19	Other warehouse (kitchen)	1	1

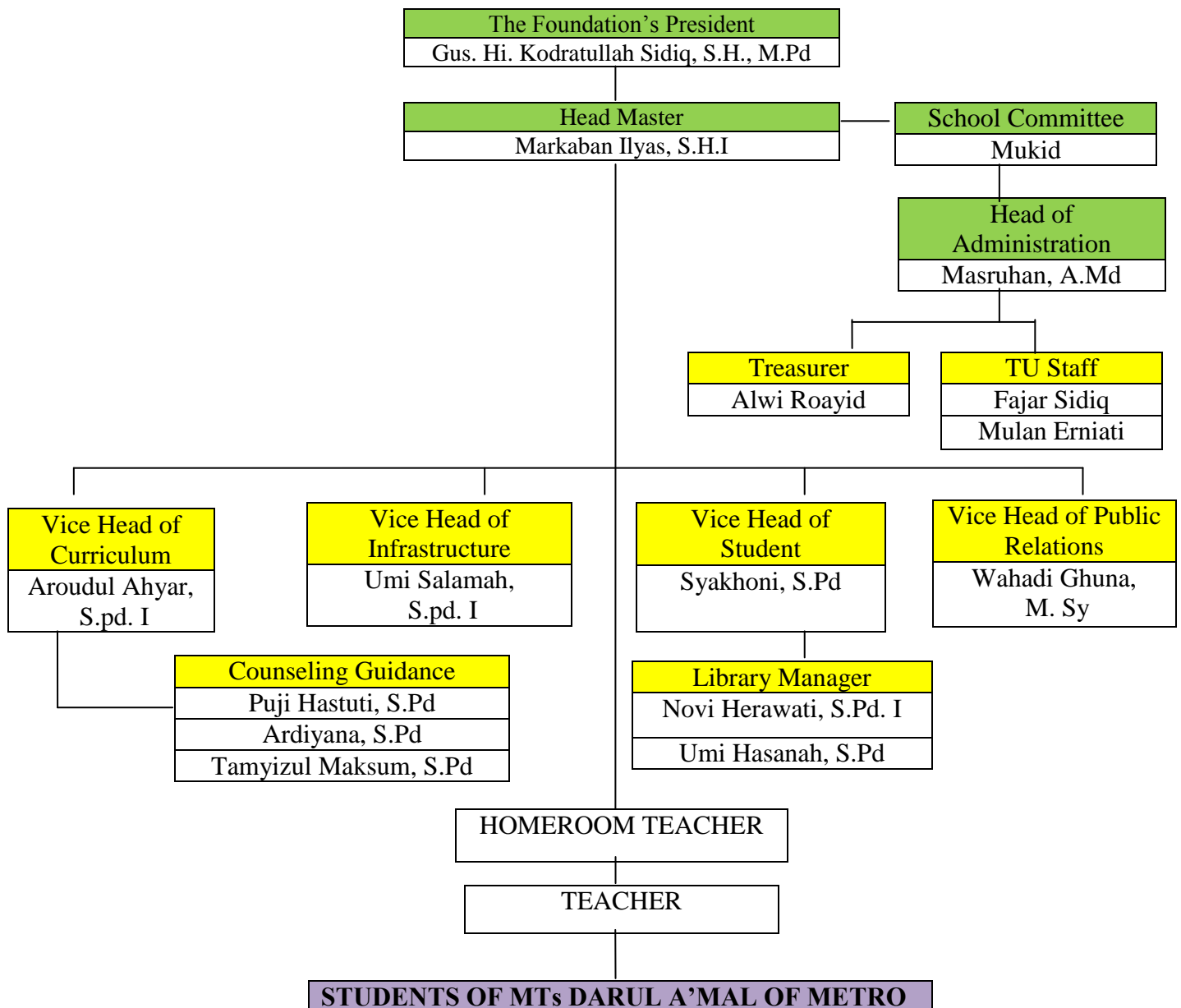
Source: Documentation of MTs Darul A'mal of Metro

ORGANIZATION STRUCTURE OF MTs DARUL A'MAL OF METRO

IN ACADEMIC YEAR 2021/2022

FIGURE 1

**ORGANIZATION STRUCTURE OF
MTs DARUL A'MAL OF METRO**



Source: Documentation of Mts. Darul A'mal of Metro

DOCUMENTATION

1. The students are doing the pre-test question from the reseacher





2. The researcher divide the students for 4 group and explain about Scrabble Game



3. The students are playing Scrabble Game



4. The students are doing task of post-test question



60

Direction:

1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing a, b, c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name : Nikeisha Putri Danastri

Class : VII^o

Rena did not study hard, so she did not ... the exam.

- Study c. Break
b. Pass d. Go

Candy is ... , but honey is sweeter than candy.

- a. Salty Sour
b. Sweet d. Smooth

You can find ... in your kitchen.

- Stove c. Television
b. Pillow d. Book

Sinta: Can you lend me a hand?

Saras: Yes, of course. What can i help you?

Sinta: Please, ... these textbooks to my office.

Saras: Yes sure, Sir.

- a. Give c. Put
b. Read Bring

Bunga is celebrating her birthday.

Now Bunga feels ...

- Happy c. Angry
b. Sick d. Hungry

H - C - A - R - I

The correct arrangement is ...

- a. Caihr Chair
b. Ciahr d. Chira

A - B - T - E - L

The correct arrangement is ...

- a. Balte Table
b. Letba d. Batle

I - N - D - W - O - W

The correct arrangement is ...

- a. Donwiw c. wondiw

Window d. wowdin

Please, sweep the floor.

What is the meaning of "floor" in Indonesian?

- Cermin c. Dinding
b. Lantai d. Meja

How do you say "mencuci" in English?

- a. Hang c. Paint

Wash d. Push

Direction:

1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing a, b, c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name : Nucil Hida Febiani

Class : VII^o

~~1.~~ Rena did not study hard, so she did not ... the exam.

- ~~a.~~ Study c. Break
- b. Pass d. Go

~~2.~~ Candy is ... , but honey is sweeter than candy.

- a. Salty ~~b.~~ Sour
- b. Sweet d. Smooth

~~3.~~ You can find ... in your kitchen.

- ~~a.~~ Stove c. Television
- b. Pillow d. Book

~~4.~~ Sinta: Can you lend me a hand?

Saras: Yes, of course. What can i help you?

Sinta: Please, ... these textbooks to my office.

Saras: Yes sure, Sir.

- a. Give c. Put
- ~~b.~~ Read d. Bring

~~5.~~ Bunga is celebrating her birthday.

Now Bunga feels ...

- ~~a.~~ Happy c. Angry
- b. Sick d. Hungry

~~H - C - A - R - I~~

The correct arrangement is ...

- ~~a.~~ Caihr c. Chair
- b. Ciahr d. Chira

~~7.~~ A - B - T - E - L

The correct arrangement is ...

- a. Balte ~~b.~~ Table
- b. Letba d. Batle

~~8.~~ I - N - D - W - O - W

The correct arrangement is ...

- ~~a.~~ Donwiw c. wondiw
- b. Window d. wowdin

~~9.~~ Please, sweep the floor.

What is the meaning of "floor" in Indonesian?

- ~~a.~~ Cermin c. Dinding
- b. Lantai d. Meja

~~10.~~ How do you say "mencuci" in English?

- a. Hang c. Paint
- ~~b.~~ Wash d. Push

Direction:

1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing a, b, c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name : SAYIDAH AZZAHRA

Class : VII⁰

Rena did not study hard, so she did not ... the exam.

- a. Study Break
 b. Pass d. Go

Candy is ... , but honey is sweeter than candy.

- a. Salty c. Sour
 Sweet d. Smooth

Your can find ... in your kitchen.

- a. Stove c. Television
 b. Pillow Book

Sinta: Can you lend me a hand?

Saras: Yes, of course. What can i help you?

Sinta: Please, ... these textbooks to my office.

Saras: Yes sure, Sir.

- Give c. Put
 b. Read d. Bring

Bunga is celebrating her birthday.

Now Bunga feels ...

- Happy c. Angry
 b. Sick d. Hungry

H - C - A - R - I

The correct arrangement is ...

- a. Caihr c. Chair
 b. Ciahr Chira

A - B - T - E - L

The correct arrangement is ...

- a. Balte Table
 b. Letba d. Batle

I - N - D - W - O - W

The correct arrangement is ...

- a. Donwiw wondiw
 b. Window d. wowdin

Please, sweep the floor.

What is the meaning of "floor" in Indonesian?

- Cermin c. Dinding
 b. Lantai d. Meja

10. How do you say "mencuci" in English?

- a. Hang c. Paint
 Wash d. Push

Pre test

B: 4

90

Direction:

1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing a, b, c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name : DWI NAJIL MUTI

Class : XI^o

X Rena did not study hard, so she did not ... the exam.

- a. Study c. Break
b. Pass d. Go

X Candy is ... , but honey is sweeter than candy.

- a. Salty c. Sour
b. Sweet d. Smooth

X Your can find ... in your kitchen.

- a. Stove c. Television
b. Pillow d. Book

X Sinta: Can you lend me a hand?

Saras: Yes, of course. What can i help you?

Sinta: Please, ... these textbooks to my office.

Saras: Yes sure, Sir.

- a. Give c. Put
b. Read d. Bring

X Bunga is celebrating her birthday.

Now Bunga feels ...

- a. Happy c. Angry
b. Sick d. Hungry

X H - C - A - R - I

The correct arrangement is ...

- a. Caihr c. Chair
b. Ciahr d. Chira

X A - B - T - E - L

The correct arrangement is ...

- a. Balte c. Table
b. Letba d. Batle

X I - N - D - W - O - W

The correct arrangement is ...

- a. Donwiw c. wondiw
b. Window d. wowdin

X Please, sweep the floor.

What is the meaning of "floor" in Indonesian?

- a. Cermin c. Dinding
b. Lantai d. Meja

X How do you say "mencuci" in English?

- a. Hang c. Paint
b. Wash d. Push

Pre test

B: 5

50

Direction:

1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing a, b, c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name : Zaskia Saffina Putri

Class : VII^o

~~X~~ Rena did not study hard, so she did not ... the exam.

- a. Study ~~e.~~ Break
b. Pass d. Go

~~X~~ Candy is ... , but honey is sweeter than candy.

- a. Salty ~~e.~~ Sour
b. Sweet d. Smooth

~~X~~ 3. You can find ... in your kitchen.

- a. Stove c. Television
~~b.~~ Pillow d. Book

~~X~~ Sinta: Can you lend me a hand?

Saras: Yes, of course. What can i help you?

Sinta: Please, ... these textbooks to my office.

Saras: Yes sure, Sir.

- a. Give c. Put
b. Read ~~d.~~ Bring

~~✓~~ 5. Bunga is celebrating her birthday.

Now Bunga feels ...

- ~~a.~~ Happy c. Angry
b. Sick d. Hungry

~~✓~~ 6. H - C - A - R - I

The correct arrangement is ...

- a. Caihr ~~e.~~ Chair
b. Ciahr d. Chira

~~✓~~ 7. A - B - T - E - L

The correct arrangement is ...

- a. Balte ~~e.~~ Table
b. Letba d. Batle

~~✓~~ 8. I - N - D - W - O - W

The correct arrangement is ...

- a. Donwiw c. wondiw
~~b.~~ Window d. wowdin

~~✓~~ 9. Please, sweep the floor.

What is the meaning of "floor" in Indonesian?

- a. Cermin c. Dinding
~~b.~~ Lantai d. Meja

~~X~~ 10. How do you say "mencuci" in English?

- ~~a.~~ Hang c. Paint
b. Wash d. Push

Post test

Direction:

1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing a, b, c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name : Desmali ka

Class :

B:7

1. Yusuf: This fried chicken is my favorite.
Rina: I like it too. This fried chicken is very ...

- a. Delicious c. Bitter
b. Salty d. Sweet

2. Fatimah is a tailor. She makes ...

- a. Bag c. Belt
b. Chair d. Clothes

3. Teguh is student at MTS Darul A'mal. he bring ...

- a. Book d. Picture
b. Pillow d. Lamp

4. C - H - A - T - E - R - E

The correct arrangement is

- a. Chateer d. Teacher
b. Threeca d. Haterec

5. P - E - P - S - N - A - W - E - R

The correct arrangement is

- a. Pearsnewp d. Swenpaper
b. Wearspep d. Newspaper

6. Y - A - N - D - I

The correct arrangement is

- a. Candy c. Dycan
b. Canyd d. Dyanc

Arrange these word into good sentence.

7. I - to Semarang - go - today

a. Today i semarang to go.

b. I go to semarang today.

c. I go today to semarang.

d. To semarang i go today.

8. English - we - are - studying - now

a. English studying we are now.

b. Studying English now we are.

c. We are studying English now.

d. We are English studying now.

9. Interesting - scrabble - very - is

a. Scrabble is very interesting.

c. Interesting is very scrabble.

b. Is scrabble very interesting.

d. Very interesting is scrabble.

10. He is ... , so that not passes the exam.

a. Lazy c. Smart

b. Rapid d. Clean

70

Post test

Direction:

1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing a, b, c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name : Nabilaⁿ.....

Class :

B = J
JO

1. Yusuf: This fried chicken is my favorite.

Rina: I like it too. This fried chicken is very ...

- a. Delicious c. Bitter
b. Salty d. Sweet

2. Fatimah is a tailor. She makes ...

- a. Bag c. Belt
b. Chair d. Clothes

3. Teguh is student at MTS Darul A'mal. he bring ...

- a. Book c. Picture
b. Pillow d. Lamp

C - H - A - T - E - R - E

The correct arrangement is

- a. Chateer c. Teacher
b. Threeca d. Haterec

5. P - E - P - S - N - A - W - E - R

The correct arrangement is

- a. Pearsnewp c. Swenpaper
b. Wearspep d. Newspaper

6. Y - A - N - D - I

The correct arrangement is

- a. Candy c. Dycan
b. Canyd d. Dyanc

Arrange these word into good sentence.

7. I - to Semarang - go - today

- a. Today i semarang to go.
 b. I go to semarang today.

- c. I go today to semarang.
d. To semarang i go today.

8. English - we - are - studying - now

- a. English studying we are now.
b. Studying English now we are.

- c. We are studying English now.
d. We are English studying now.

9. Interesting - scrabble - very - is

- a. Scrabble is very interesting.
c. Interesting is very scrabble.

- b. Is scrabble very interesting.
d. Very interesting is scrabble.

10. He is ... , so that not passes the exam.

- a. Lazy c. Smart
b. Rapid d. Clean

Post test

Direction:

1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing a, b, c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name : Brilliant Almira Yamin

Class :

B = 9

1. Yusuf: This fried chicken is my favorite.

Rina: I like it too. This fried chicken is very ...

- a. Delicious c. Bitter
 b. Salty d. Sweet
2. Fatimah is a tailor. She makes ...
- a. Bag c. Belt
 b. Chair d. Clothes
3. Teguh is student at MTS Darul A'mal. he bring ...

- a. Book c. Picture
 b. Pillow d. Lamp
4. C - H - A - T - E - R - E
The correct arrangement is
- a. Chateer c. Teacher
 b. Threeca d. Haterec

5. P - E - P - S - N - A - W - E - R
The correct arrangement is
- a. Pearsnewp c. Swenpaper
 b. Wearspep d. Newspaper

6. Y - A - N - D - I

The correct arrangement is

- a. Candy c. Dycan
 b. Canyd d. Dyanc

Arrange these word into good sentence.

7. I - to Semarang - go - today
- a. Today i semarang to go.
 b. I go to semarang today.
 c. I go today to semarang.
 d. To semarang i go today.
8. English - we - are - studying - now
- a. English studying we are now.
 b. Studying English now we are.
 c. We are studying English now.
 d. We are English studying now.
9. Interesting - scrabble - very - is
- a. Scrabble is very interesting.
 c. Interesting is very scrabble.
 b. Is scrabble very interesting.
 d. Very interesting is scrabble.
10. He is ... , so that not passes the exam.
- a. Lazy c. Smart
 b. Rapid d. Clean

90

Post test

Direction:

1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing a, b, c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name : Nikeisha Putri Danastri.

Class : VII^o

S=1 B=9

1. Yusuf: This fried chicken is my favorite.

Rina: I like it too. This fried chicken is very ...

- a. Delicious c. Bitter
b. Salty d. Sweet

2. Fatimah is a tailor. She makes ...

- a. Bag c. Belt
b. Chair d. Clothes

3. Teguh is student at MTS Darul A'mal. he bring ...

- a. Book c. Picture
b. Pillow d. Lamp

4. C - H - A - T - E - R - E

The correct arrangement is

- a. Chateer c. Teacher
b. Threeca d. Haterec

5. P - E - P - S - N - A - W - E - R

The correct arrangement is

- a. Pearsnewp c. Swenpaper
b. Wearspep d. Newspaper

6. Y - A - N - D - I

The correct arrangement is

- a. Candy c. Dycan
b. Canyd d. Dyanc

go

Arrange these word into good sentence.

7. I - to Semarang - go - today

- a. Today i semarang to go.
 b. I go to semarang today.

- c. I go today to semarang.
d. To semarang i go today.

8. English - we - are - studying - now

- a. English studying we are now.
b. Studying English now we are.

- c. We are studying English now.
d. We are English studying now.

9. Interesting - scrabble - very - is

- a. Scrabble is very interesting.
c. Interesting is very scrabble.

- b. Is scrabble very interesting.
d. Very interesting is scrabble.

10. He is ... , so that not passes the exam.

- a. Lazy c. Smart
b. Rapid d. Clean

Post test

Direction:

1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing a, b, c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name : Uira Maulidiyo

Class : U11 0

b=8

1. Yusuf: This fried chicken is my favorite.

Rina: I like it too. This fried chicken is very ...

- a. Delicious c. Bitter
 b. Salty d. Sweet

2. Fatimah is a tailor. She makes ...

- a. Bag c. Belt
 b. Chair d. Clothes

3. Teguh is student at MTS Darul A'mal. he bring ...

- a. Book c. Picture
 b. Pillow d. Lamp

4. C - H - A - T - E - R - E

The correct arrangement is

- a. Chateer c. Teacher
 b. Threeca d. Haterec

5. P - E - P - S - N - A - W - E - R

The correct arrangement is

- a. Pearsnewp c. Swenpaper
 b. Wearspep d. Newspaper

6. Y - A - N - D - I

The correct arrangement is

- a. Candy c. Dycan
 b. Canyd d. Dyanc

Arrange these word into good sentence.

7. I - to Semarang - go - today

- a. Today i semarang to go.
 b. I go to semarang today.
 c. I go today to semarang.
 d. To semarang i go today.

8. English - we - are - studying - now

- a. English studying we are now.
 b. Studying English now we are.
 c. We are studying English now.
 d. We are English studying now.

9. Interesting - scrabble - very - is

- a. Scrabble is very interesting.
 b. Interesting is very scrabble.
 c. Is scrabble very interesting.
 d. Very interesting is scrabble.

10. He is ... , so that not passes the exam.

- a. Lazy c. Smart
 b. Rapid d. Clean

80

Tabel Nilai t

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f
40	1,303	1,684	2,021	2,423	2,704	40
41	1,303	1,683	2,020	2,421	2,701	41
42	1,302	1,682	2,018	2,418	2,698	42
43	1,302	1,681	2,017	2,416	2,695	43
44	1,301	1,680	2,015	2,414	2,692	44
45	1,301	1,679	2,014	2,412	2,690	45
46	1,300	1,679	2,013	2,410	2,687	46
47	1,300	1,678	2,012	2,408	2,685	47
48	1,299	1,677	2,011	2,407	2,682	48
49	1,299	1,677	2,010	2,405	2,680	49
50	1,299	1,676	2,009	2,403	2,678	50
51	1,298	1,675	2,008	2,402	2,676	51
52	1,298	1,675	2,007	2,400	2,674	52
53	1,298	1,674	2,006	2,399	2,672	53
54	1,297	1,674	2,005	2,397	2,670	54
55	1,297	1,673	2,004	2,396	2,668	55
56	1,297	1,673	2,003	2,395	2,667	56
57	1,297	1,672	2,002	2,394	2,665	57
58	1,296	1,672	2,002	2,392	2,663	58
59	1,296	1,671	2,001	2,391	2,662	59
60	1,296	1,671	2,000	2,390	2,660	60
61	1,296	1,670	2,000	2,389	2,659	61
62	1,295	1,670	1,999	2,388	2,657	62
63	1,295	1,669	1,998	2,387	2,656	63
64	1,295	1,669	1,998	2,386	2,655	64
65	1,295	1,669	1,997	2,385	2,654	65
66	1,295	1,668	1,997	2,384	2,652	66
67	1,294	1,668	1,996	2,383	2,651	67
68	1,294	1,668	1,995	2,382	2,650	68
69	1,294	1,667	1,995	2,382	2,649	69
70	1,294	1,667	1,994	2,381	2,648	70
71	1,294	1,667	1,994	2,380	2,647	71
72	1,293	1,666	1,993	2,379	2,646	72
73	1,293	1,666	1,993	2,379	2,645	73
74	1,293	1,666	1,993	2,378	2,644	74
75	1,293	1,665	1,992	2,377	2,643	75
76	1,293	1,665	1,992	2,376	2,642	76
77	1,293	1,665	1,991	2,376	2,641	77
78	1,292	1,665	1,991	2,375	2,640	78

Sumber: *Aplikasi Analisis Multivariate Dengan Program SPSS* (Dr. Imam Ghozali)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

Nomor : B-1536/ln.28.1/J/TL.00/06/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMK MUHAMMADIYAH 2 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **MIFTAHUL JANNAH**
NPM : 1701070121
Semester : 6 (Enam)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **THE INFLUENCE OF USING SCRABBLE GAME ON THE
STUDENTS VOCABULARY MASTERY AT SMK MUHAMMADIYAH
2 METRO IN ACADEMIC YEAR 2020/2021**

untuk melakukan *pra-survey* di SMK MUHAMMADIYAH 2 METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 Juni 2020
Ketua Jurusan
Pendidikan Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



PONDOK PESANTREN DARUL A'MAL MADRASAH TSANAWIYAH

Terakreditasi Nomor : 580/BAN-SM/SK/2019 Peringkat A
Akte Notaris No.15 Tanggal 21 Maret 2013

Alamat : Mulyojati 16B Kec. Metro Barat - Kota Metro Telp. (0725) 44418-44305 Kode Pos 34125 NPSN : 10816987

Nomor : 773/IV.4.AU/F/2020
Lampiran : -
Perihal : Surat Balasan Izin Pra Survey

Kepada Yth.
Wakil Dekan Akademik dan kelembangaan Institut Agama Islam Negeri (IAIN)
Metro Lampung
Di -
Tempat

Assalamu'alaikum Wr.Wb

Menindaklanjuti surat dari Wakil Dekan Akademik dan kelembangaan Institut Agama Islam Negeri (IAIN) Metro Lampung Nomor: B-1536/In.28.1/J/TL.00/06/2020 tentang Izin Pra-Survey saudara :

Nama : Miftahul Jannah
NPM : 1701070121
Semester : 6 (enam)
Judul : "THE INFLUENCE OF USING SCRABBLE GAME ON THE STUDENTS VOCABULARY MASTERY OF THE SEVENTH GRADE OF MTs DARUL A'MAL METRO"

Dengan ini kami Kepala MTs. Darul A'mal Kota Metro menyetujui untuk keperluan tersebut.

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb.

Metro, November 2020
Kepala Madrasah



Markaban, S.H.I., M.Pd.



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Miftahul Jannah
NPM : 1701070121

Jurusan : TBI
Semester : IX/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	kamis, 26/8 ²¹	✓		- mistakes in writing - Revise - Problem Formulation - Revise X Objective - Paradigm - Revise	
2.	Rabu, 8/5-21	✓		- Revision is ok - Acc for seminar	

Mengetahui/
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail:
iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN.
IAIN METRO

Nama : Miftahul Jannah
NPM : 1701070121

Jurusan : TBI
Semester : IX/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	19/08 ²⁰²¹			Read more how to use "Article"	
				Revisi problem formulasi	
				Ace for seminar	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Yeni Suprihatin, M.Pd.
NIDN. 198903012006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Miftahul Jannah
NPM : 1701070121

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	05/08 ²⁰²¹		✓	Go on chapter 2 & 3.	
2.	15/08 ²⁰²¹			Add the references	
				Revise chapter 1-3	
				Master the subject of research	
				Check the grammatical errors.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Yeni Suprihatin, M.Pd.
NIDN. 19890301206



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4397/In.28.1/J/TL.00/11/2021
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Umi Yawisah (Pembimbing)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **MIFTAHUL JANNAH**
NPM : 1701070121
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **THE INFLUENCE OF USING SCRABBLE GAME ON THE STUDENTS VOCABULARY MASTERY OF THE SEVENTH GRADE OF MTS DARUL AMAL METRO**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 05 November 2021
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-5004/In.28/D.1/TL.01/12/2021

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : **MIFTAHUL JANNAH**
NPM : 1701070121
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS DARUL A'MAL METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING SCRABBLE GAME ON THE STUDENTS' VOCABULARY MASTERY OF THE SEVENTH GRADE OF MTs DARUL A'MAL METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampaidengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 03 Desember 2021

Mengetahui,
Pejabat Setempat



Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



PONDOK PESANTREN DARUL A'MAL MADRASAH TSANAWIYAH

Terakreditasi Nomor : 580/BAN-SM/SK/2019 Peringkat A
Akte Notaris No.15 Tanggal 21 Maret 2013

Alamat : Mulyojati 16B Kec. Metro Barat - Kota Metro Telp. (0725) 44418-44305 Kode Pos 34125 NPSN : 10816987

Nomor : 132/MTs.DA/SBR/I/2022
Lampiran : -
Perihal : Surat Balasan Izin Research

Kepada Yth.
Wakil Dekan Akademik dan kelembagaan Institut Agama Islam Negeri (IAIN)
Metro Lampung
Di -
Tempat

Assalamu'alaikum Wr.Wb

Menindaklanjuti surat dari Wakil Dekan Akademik dan kelembagaan Institut Agama Islam Negeri (IAIN) Metro Lampung Nomor: B-5004/In.28/D.1/TL.01/12/2021 tentang Izin Research saudara :

Nama : **Miftahul Jannah**
NPM : 1701070121
Semester : 9 (Sembilan)
Judul : **"THE INFLUENCE OF USING SCRABBLE GAME ON THE STUDENTS VOCABULARY MASTERY OF THE SEVENTH GRADE OF MTs DARUL A'MAL METRO"**

Dengan ini kami Kepala MTs. Darul A'mal Kota Metro menyetujui untuk keperluan tersebut.

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb.

Metro, 05 Januari 2022

Kepala Madrasah



Markaban, S.H.I., M.Pd.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Miftahul Jannah
NPM : 1701070121

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Pembimbing
		I	II		
1	Senin 27/12/21	✓		- CV - Page numbering } Revise - population } x - mistyping } complete it	
2	Rabu, 29/12/21	✓		- mistyping in some pages Revise it - Revision is ok ACC for munagosal	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum.
NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Miftahul Jannah
NPM : 1701070121

Jurusan : TBI
Semester : IX

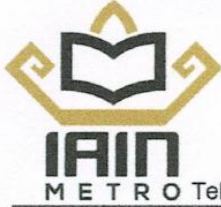
No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Pembimbing
		I	II		
1.	Kamis, 16 Desember 2021		✓	- Give your sign - Revise the keywords (abstract) - Revise the motto complete the verses.	
2.	Ju, Selasa, 21 Desember 2021		✓	Acc for munaqosah Lanjut ke Pemb. II	

Mengetahui
Ketua Jurusan TBI

Dosen Pembimbing II

Andianto, M.Pd
NIP. 19871102 201503 1 004

Yeni Suprihatin, M.Pd.
NIDN. 198903012006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1304/In.28/S/U.1/OT.01/11/2021**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Miftahul Jannah
NPM : 1701070121
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070121

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 29 November 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Miftahul Jannah
NPM : 1701070121
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.
Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 5 Januari 2022

Ketua Jurusan TBI

Andianto, M.Pd

NIP: 1987 1102 201503 1 004

CURRICULUM VITAE



The name of the researcher is Miftahul Jannah she was born on June 5th, 1998 in Metro. She comes from Javanese family descent. She is the first child of Mr. Abdu Rohim and Mrs. Margiani. Also, She is the older sister of Zahrotur Roudhotul Jannah .

She was graduated from elementary school at SDN II Parakan Muncang in 2010. Three years later she graduated from MTs Darul A'mal Metro in 2013. Then, she continued to SMK Darul A'mal Metro and finished in 2016. Actually, at the next year in 2017, she was registered as an S1 student of English Education Department at State institute for Islamic Studies of Metro.