# "PERSPECTIVES ON THE USE OF SCRABBLES AS MEDIA TO DEVELOP STUDENT ENGLISH VOCABULARY AT KYAI HASYIM JUNIOR HIGH SCHOOL"

### **THESIS**

Submitted in partial fulfillment of the requirement for the degree of

Sarjana Pendidikan (S.Pd) in Teaching English



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### ABSTRACT

Yolly Farrakh Nugrahani. (2020) "Perspectives on The Use of Scrabbles as Media to Develop Student

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Key Word

: Perspectives, Teaching, Vocabulary, Media, Scrabble

Vocabulary is really needed in language acquisition. As we know that vocabulary mastery is very useful for practicing of other language skills. Mastering vocabulary is not easy because there are many factors that make a word difficult to learn. In junior high school, English is important subject with various vocabularies and the students should study as hard as possible, because vocabulary is the basic of English to support the language skills: Listening, speaking, reading, and writing skills. The research questions of this study are: What are the teacher's perspective use scrabble game as a media to teach vocabulary at Kyai Hasyim High School and how does the teacher use scrabble as a media to teach vocabulary at Kyai Hasyim Junior High School. The objectives of this research is to know the teacher perspectives use scrabble as a media and how does the teacher uses scrabble as media to teach vocabulary at Kyai Hasyim Junior High School This study used qualitative method, while observation checklist and interview guideline were used as the instruments of the research. The researcher did observation six times to know the how does teacher used scrabble as a media to teach the classroom. Furthermore, the researcher also did the interview with the teachers to know the teacher perspectives. The result of this study shows that the teacher's perspective on using scrabble as a media for teaching vocabulary is very helpful. Because the student's learn to arranged vocabulary through games. Students can active participate in expressing themselves/something. Scrabble media is very helpful in arranging each letter into a word because there are some vocabulary that should be arranged to become words. it is also tests students' memory. Scrabble games in class develops the ability to work together, be competitive, and work together to achieve certain goals. It can increase students' vocabulary in terms of memorizing, reciting and spelling elements can be improved. The researchers provide advice for readers and for English teachers who apply scrabble media in learning. Suggestions for readers can be taken from the positive side of the existence of this research can provide scientific insight and knowledge of how to use scrabble properly. As for English teachers who apply scrabble media to remain consistent in providing knowledge while still helping in learning vocabulary.

### **ABSTRACT**

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Key Word : Perspectives, Teaching, Vocabulary, Media, Scrabble

Kosakata sangat dibutuhkan dalam penguasaan bahasa. Seperti kita ketahui bahwa penguasaan kosakata sangat berguna untuk melatih kemampuan bahasa lainnya. Menguasai kosakata tidak mudah karena ada banyak faktor yang membuat kata sulit dipelajari. Di sekolah menengah pertama, bahasa Inggris adalah mata pelajaran penting dengan berbagai kosa kata dan siswa harus belajar sekeras mungkin, karena kosa kata adalah dasar bahasa Inggris untuk mendukung keterampilan bahasa: keterampilan mendengarkan, berbicara, membaca, dan menulis. Penelitian ini menggunakan metode kualitatif, sedangkan checklist observasi dan pedoman wawancara digunakan sebagai instrumen penelitian. Peneliti melakukan observasi enam kali untuk mengetahui bagaimana guru menggunakan scrabble sebagai media untuk mengajar kelas. Selanjutnya, peneliti juga melakukan wawancara dengan guru untuk mengetahui perspektif guru. Tujuan dari penelitian ini adalah untuk mengetahui perspektif guru menggunakan scrabble sebagai media dan bagaimana guru menggunakan scrabble sebagai media untuk mengajar kosa kata di SMP Kyai Hasyim. Hasil penelitian ini menunjukkan bahwa perspektif guru tentang penggunaan scrabble sebagai media untuk mengajar kosa kata sangat membantu. Karena siswa belajar mengatur kosa kata melalui permainan. Situasi kelas menjadi tidak monoton. Siswa juga aktif berpartisipasi dalam mengekspresikan diri. Sehingga ada minat atau kesenangan dalam mengikuti mata pelajaran. Media scrabble sangat membantu dalam mengatur setiap huruf menjadi sebuah kata. Dalam media scrabble ada beberapa kosa kata yang harus diatur menjadi kata-kata. Sehingga dalam belajar menggunakan scrabble itu juga menguji daya ingat siswa. Scrabble identik dengan bermain game. Bermain game di kelas mengembangkan kemampuan untuk bekerja bersama, menjadi kompetitif, dan bekerja bersama untuk mencapai tujuan tertentu. Melalui media pembelajaran scrabble, kosa kata siswa dalam hal menghafal, membaca dan mengeja elemen dapat ditingkatkan. Para peneliti memberikan saran untuk pembaca dan guru bahasa Inggris yang menerapkan media scrabble dalam pembelajaran. Saran bagi pembaca dapat diambil dari sisi positif dari keberadaan penelitian ini yang dapat memberikan wawasan ilmiah dan pengetahuan tentang cara menggunakan scrabble dengan benar. Adapun guru Bahasa Inggris yang menerapkan media scrabble tetap konsisten dalam memberikan pengetahuan sambil tetap membantu dalam belajar kosa kata.

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### **CHAPTER I**

### INTRODUCTION

This chapter discusses about background of the research, statement of research problem, objective of the research, significant of the research, the scope and limitation of the research and definition of key terms.

# A. Background of the study

Vocabulary is really needed in language acquisition. As we know that vocabulary mastery is very useful for practicing of other language skills. According to Ur, "Vocabulary as defined, basic as the word we teach in the foreign language". From the statement it can be concluded that vocabulary is an important part in learning language because having good mastery of vocabulary makes it possible to use the language for communication and without vocabulary mastery we can't present our idea in oral written communication. Mastering vocabulary is not easy because there are many factors that make a word difficult to learn. Thornbury stated that there are some factors that make a word difficult, such as pronunciation, spelling length and complexity, grammar, meaning, range, connotation and idiomatic. Good vocabulary mastery supports mastery of each of language skills, both receptive (Listening and Reading) and productive (Speaking

<sup>&</sup>lt;sup>1</sup> Ur P, A *course in Language Teaching- Practice and Theory* (Great Britain: Cambridge University Press, 1991)

<sup>&</sup>lt;sup>2</sup> Thornbury, Scott, *How to Teach Vocabulary* (Harlow: Logman, Person Education Ltd, 2002)

and Writing). It can be known that it is important to learn vocabulary for mastering language skills as well.

In junior high school, English is important subject with various vocabularies and the students should study as hard as possible, because vocabulary is the basic of English to support the language skills: Listening, speaking, reading, and writing skills. From the explanation above, it can be concluded that vocabulary is one of the language elements which can improve listening, speaking, reading and writing. Vocabulary cannot be separated from the language; it is important part of language.<sup>3</sup>

Every learning process that is carried out is directed to achieve the stated goals. There are several components in the learning process that can be grouped into 3 categories, namely teachers, teaching materials and students.<sup>4</sup> The role of the teacher is very important in the learning process because it serves as a guide that delivers teaching material in the form of science, as well as students who act as claimants of knowledge. Teaching material conveyed by the teacher is an information or message that must be learned by students to be understood, applied, and practiced as a provision to complete their education later. The task of a teacher in the process of teaching and learning activities not only as a supplier of information to students, but the teacher must also have ability to understand students with various differences in order to be able to assist them in facing

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<sup>&</sup>lt;sup>3</sup> Harmmer Jeremy, *How to Teach English* (England: Logman, Pearson Education Limited, 2007)

<sup>&</sup>lt;sup>4</sup> Muhamad Ali, *Guru Dalam Proses Belajar Mengajar*(Bandung: Sinar Baru Algesindo, 2007), p.4

learning difficulties. Therefore teachers are required to be able to provide and use a variety of learning media in accordance with the material so that students are more effective and efficient in learning.

As we know, in this era there are so many medias that can be used in the learning process, the proper use and selection of media will determine the success of the learning process. The use of media in learning should be varied and in accordance with the material taught so that the teaching and learning process is carried out well. Many English teachers found students in schools have lack of vocabulary so that it was difficult for them to study English. Some of students in SMP Kyai Hasyim Surabaya still had less vocabulary. Sometimes they do not understand the teacher words in English. Of course it can make them to be lazy to learn English. There are also student who do not give attention when the teacher explains the material in the class because they do not understand teachers words in English. Furthermore, they are only silent if the teacher asks in English. So, as a teacher must be able to know the problems that occur in students and find solutions to overcome these problems. Therefore, the use of the right method can be one of several solutions in teaching vocabulary easily, pleasantly and effectively.

Therefore the researchers are interested in examining this problem with the title "PERSPECTIVE ON THE USE OF SCRABBLES AS MEDIA TO DEVELOP STUDENT ENGLISH VOCABULARY AT KYAI HASYIM JUNIOR

HIGH SCHOOL." In this study, the researcher has collected data through observation. From these data, researchers have found several perspectives the teacher chooses scrabble as a media to improve students' vocabulary. According to the English teacher in this school, there are many medias that can be used to improve students' vocabulary, but the scrabble method is the best choice in teaching vocabulary. Scrabble is a media that is not mainstream used by many teachers as a media to teaching, the students very enthusiastic using scrabble as a media for learning because scrabble is a unique media, how to play it cannot be arbitrary, when students play scrabble they have to arrange words based on letters that are already on the scrabble board, so this media in addition to improving the student's vocabulary while increasing high order thinking skills to students.

Actually this research has some similarities with some previous studies, because this research was also conducted to find out how the teaching vocabulary is carried out by the teacher such as the material used by the teacher, the media used by the teacher, the techniques used by the teacher, the problem and solutions faced in applying the teaching and learning process. While the difference between these studies, this study is more focus on what are the Teacher perspectives use scrabbles as a media for teaching vocabulary at SMP Kyai Hasyim, and how does the Teacher to use scrabble as a media to teach vocabulary in SMP Kyai Hasyim.

# **B.** Research Questions

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

- 1. What are the teacher's perspectives use scrabble as a media to teach vocabulary at Kyai Hasyim High School?
- 2. How does the teacher use scrabble as a media to teach vocabulary at Kyai Hasyim Junior High School?

# C. Objectives of the Study

This study has some objectives which include:

- The researcher want to know what the teacher's perspectives use scrabble as a media to teach at Kyai Hasyim Junior High School.
- 2. The researcher wants to describe how the teacher uses scrabble as a media to teach at Kyai Hasyim Junior High School.

# D. Significant of the Research

The result of this research has expected to give advantage and contribution for English teachers and further researcher.

### 1. The Students

For the students, using scrabble game to learn English vocabulary can be interesting. Hopefully, this study gives positive contributions to the 8th grade students of Kyai Hasyim Junior High School Surabaya. This study is expected to help the students to know that scrabble beings positive effects, so that the students should use it properly. Therefore, the students can improve their vocabulary mastery through scrabble and enjoy being involved in teaching learning process.

### 2. The Teachers

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

# 3. English Teacher Education Department Students

Hopefully this study can give benefit for the other students or researchers who have the same interest to find the materials or references for their own research and also generate an understanding of related study. Other researchers can used this study as journal to develop their own research. Hopefully, this study can stimulate other researchers to conduct further research related to this

topic. Thus, this study can inspire them to conduct further research related to the use of scrabble in class.

# E. Scope and Limitation of the Research

# 1. Scope of the research

In this study, the student's vocabulary refers to the vocabulary memorizing, pronouncing, and spelling elements. There are so many media that can improve student vocabulary, but scrabbles game selection by the teacher as a media to teach vocabulary at Kyai Hasyim Junior High School. Based on the interviewed, the teacher have some perspectives, one of the perspective according to the English teacher at this school is scrabble become games as an effective media to improve students memorizing element in recalling the newly learn vocabulary. Using scrabble as a media to teach make the students not get bored and they will follow the teaching learning activity happily.

# 2. Limitation of the research

This research limits the focuses on what are the teacher perspectives use scrabble as a media and to know how to use scrabble as a media to teach at Kyai Hasyim Junior High School. This study conducted at Kyai Hasyim Junior High school. The researcher do interviewed to the English teacher and do observation in the classroom to see how to use scrabble as a media for learning vocabulary.

# F. Definition of Key Terms

# 1. Perspective

Perspective is one way of thinking, or way of looking at in investigating the universe. It focuses on the human being as a member of society.<sup>5</sup> In this study perspective is interpreted as how the views of English teachers about teaching and learning process in Kyai Hasyim junior high school using Scrabble game techniques. Teacher's perspective here means a particular way the teacher of viewing something tha depends on the student's experience and activities.

# 2. Teaching

Teaching is nothing more than the simple application of the correct reinforces so that appropriate learner behaviors are elicited.<sup>6</sup> In this research teaching it can be defined as a series of activities to deliver learning material to students, so they can receive, respond to, master, and develop learning material scrabble in Kyai Hasyim Junior High School. Here, the teacher used scrabble game as a media in teaching and learning process. Scrabble is a word game inwhich twoto four or more players score points by placing tiles, each bearing a single letter, into a games board divided into some grid of squares.

<sup>5</sup> Joel M. Charon, *Ten Questions of a sociological perspectives* (Minnesota State University Moorhead: Wadsworth, cengage learning, 2013)

Donald Ary, *Introduction to Research in Education* (Limited Stated of America: CBS College Publishing, 1985), p.2

# 3. Vocabulary

Vocabulary is central to both a system and the use of language. Words are pronounced and written and organized into sentences and other grammatical combinations, being the fundamental units of meaning.<sup>7</sup> In this research it can be defined that vocabulary is a learning material that is used to improve students' English in Kyai Hasyim junior high school. In this study, teaching vocabulary means a more general wayto help the students improve their collection of word by fostering word consciousness, an awareness of an and interest in word. Here scrabble game as a media.

# 4. Media

Media is a tool that can help the teaching and learning process and serves to clarify the meaning of message delivered, so that can achieve learning goals better and more perfectly. Media learning is a means to improve the learning process activities teach. Given the many forms of media, the teacher can choose it carefully, so that it can be used appropriately.<sup>8</sup> In this study the media is defined as a tool to help the teaching and learning process at Kyai Hasyim Junior High School using scrabble game techniques.

### 5. Scrabble

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<sup>&</sup>lt;sup>7</sup> John Algeo, The Cambridge History of: *The English Language*, Edited by Suzanne Romaine, Vol IV (1776-1997)

<sup>&</sup>lt;sup>8</sup> Cecep Kustandi & Bambang Sutjipto, *Media Pembelajaran; Manual dan Digital*. (Bogor: Ghalia Indonesia, 2013).

Scrabble game is a media that can develop the vocabulary and strengthen the language ability. In this research, Scrabble is defined as a board game that is used by English teachers to improve students' vocabulary in Kyai Hasyim junior high school.



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 $<sup>^9</sup>$  Voino, V, Words should be fun: Scrabble as a tool for language preservation in Tuvan and other local languages, Vol IV (2010), p.213-230.

### **CHAPTER II**

### REVIEW OF RELATED LITERATURE

In this part, the researcher explains the review of related literature used in conducting the research. The theories are pertinent since they can either help to solve the research problem or enlarge particular knowledge of the topic. There are five theories which are discussed, and the previous study of this research.

# A. Theoretical Framework

# 1. Perspectives

# a. Definition of Perspective

Perspective is a point of view to a problem that occurs or a particular point of view that is used in viewing a phenomenon. According to Joel M. Charon, perspective is a conceptual framework, assuming device, value device and leadership device that affects a person's perception so that it will affect the actions of a person in certain situations. Perspective is a collection of assumptions and beliefs about something, with a perspective people will see something based on a certain way, and these ways relate to the basic assumptions in which they are based, their constituent elements and the scope of what they see.

<sup>&</sup>lt;sup>10</sup> Nanang Martono, *on Journal Sosiologi perubahan sosial: Modern dan Poskolonial, Edisi Revisi* (Jakarta Rajawali Press, 2014)

<sup>&</sup>lt;sup>11</sup> Joel M. Charon, *Ten Questions of a sociological perspectives* (Minnesota State Unversity Moorhead: Wadsworth, cengage learning, 2013)

# b. Teacher Perspective

Based on Jole M. Charon theory there are developments in the perspectives of teachers; Motivation for teaching, Perception of role/function of teacher, Perception of nature/purpose of subject matter, Perception of teaching as a profession and Teacher behaviors<sup>12</sup>.

# 2. Teaching

# a. Definition of Teaching

According to Brown, Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.<sup>13</sup> It means that teaching provide assistance and facilities to the students in order to the students can learn well. While Holkes, et all (in Richard Freeman), Teaching is cognitive as well as behavioral activity, and that teacher theories beliefs about teaching, teachers and learners guide their practice of knowledge classroom actions. It means that teaching is transfer process knowledge from teacher to the students. Teacher should to know about teaching activity and the behavior of students. Based on statement above, it can be concluded that teaching provide assistance

<sup>12</sup> Ibid.., p.230-237

Brown, H.D, *Principles of Language Learning And Teaching* (4<sup>th</sup> edition, New york: Logman, 2000), p.7

facilities to the students to transfer knowledge from teacher to the students. 14

# b. Teaching Vocabulary

Learning a language including English cannot be separated from its vocabulary. It is important to introduce some English words first to the Junior High School student as a basic step to learn English Vocabulary. There are three steps in teaching vocabulary. For the first the students hear the new words for several times. Here, the teacher plays an important role because he/she becomes the model of good pronunciation. Second, the students should be given the opportunity to pronounce the new words. In this steps will help students to remember the word in a longer period of times. When the students pronounced the words wrongly, the teacher should correct it, and that time teacher should ask the students to pronounce the words again. The last step is that the students should predict the meaning of unfamiliar words. Those three steps are important in learning vocabulary and have to be considered in the learning process and the student should experiences those three teaching vocabulary steps to understand vocabularies.

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Richards, J.C. Nunan.., Second Language Teacher Education (Cambridge: Cambridge University Press, 1990), p.242

# c. Media for Teaching

According to Brown, there are some media that can be used for teaching vocabulary.  $^{15}$ 

### 1) Observe and remember

Objectives and remember the purpose is to test students' ability to observe (observe) and remember (remember) vocabulary. Equipment and materials used are various small objects and easily identified. For the elementary level (elementary) can use 12 objects, for the intermediate level (intermediate) can use 15-20 objects, and for the upper level (advanced) can use 25-30 objects. Collect a variety of small, easily identifiable objects such as pencils, erasers, rulers, pens, books, spoons, shirt buttons, glue or any object that certainly matches the student's language level. Put these objects on the table in front of the class.

# 2) Word matching

The purpose of Word Matching is to practice the combination of synonyms (synonyms) and antonyms (opposite words). Equipment and materials in the form of pencil and paper. Prepare a list of words that are easy to find opposite words or synonyms, such as hot-cold, big-little and so forth. The teacher reads

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<sup>&</sup>lt;sup>15</sup> Brown, H.D, *Teaching by Principles* (white plain, NY: Addison Wesley Logman, Inc, 2001), p.3777-378

the words prepared one by one with a relatively short time lag, for example one minute. Students are asked to write word equations or word resistance (depending on instructor's instructions) quickly. The student who writes the equation and word resistance correctly is the winner.

# 3) Blindfold

The purpose of Blindfold is to describe vocabulary in the form of material nouns. Equipment and materials used in the form of blindfolds (cloth or scarf), and objects in accordance with what is taught (pencils, books, erasers, etc.). Before stepping into the game, it is better if students are taught simple (for elementary) description phrases such as: "it is big", "it is long", it is sharp "," it is heavy "," it is light " "I think it is ...". Students are asked to close their eyes with a cloth or shawl that has been prepared. After all students are blindfolded, the teacher will give the prepared objects such as books, pencils, pens, etc. to each student. Students are then asked to describe these objects. Students who successfully describe and guess the object correctly, he will get a reward or prize.

# 4) Whisper

The purpose of Whisper & Write (W2) is to practice students' pronunciation and writing. The equipment and materials used are vocabulary lists of nouns, verbs, adverbs, or adjectives. Can

also use one sentence or clasuse. How to apply the Whisper & Write (W2) technique is students are divided into two groups, groups A and B. Each group then forms a line. Let's say there are 5 students in each group. A1 students stand near the blackboard, then A2 students stand beside them, and so do students A3, A4, to A5. Likewise with group B. Make sure the distance between students must be wide so that they cannot hear the whispers of their friends. Give some vocabulary related to the material to students A5 and B5. Vocabulary give to other friends by whispering; A5 to A4 and B5 to B4. The activity lasts until it reaches students who are close to the blackboard namely A1 and B1. Students A1 and B1 write a list of vocabulary that is heard on the board. The fastest and most appropriate group in writing the vocabulary is the winner.

# 5) Simon says

The purpose of Simon Says is to remember vocabulary in the form of material nouns. Students are asked to stand in a circle, and the teacher explains the rules of the game. If the teacher mentions something beginning with "Simon says" then all students must follow the instructions. If it does not begin with the word "Simon says" then the student who follows the instruction must exit the game. Example "Simon says:" touch your nose! ", Simon says: Touch your chin!". The last student who survives is the winner and deserves a prize

# 6) Scrabble

The purpose of Scrabble game is to improve student's vocabulary. Game Scrabble is a board game played with two to four players with the players using their vocabulary to create words. They can make a word from 7 letters given to each player to put on an available scrabble board in the game. One of the players must get the highest score to win the game. The object when playing is to score more points than other players. As words as are placed on the game boards, points are collected and each letter that is used in the game will have different point value, the main strategy is to play words that have the highest possible score based on the combination of letters.

# d. Vocabulary

# 1) Definition of vocabulary

Vocabulary as one of the language aspects, which the people should be learn when they are learning language. According to George D. Spache, vocabulary is the number variety of words a person hears, recognizes, understands, and uses in his speech and writing. <sup>16</sup> Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing and reading. A learner of foreign language will speak fluently and accurately,

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<sup>&</sup>lt;sup>16</sup> George D. Spache, *Reading In The Elementary School*, (New York: Allvn & Bacon, Inc., 1964), P.326

write easily, or understand what the learner reads or hears if they have enough vocabularies and have the capability of using it accurately. All skill requires much on the vocabulary mastery. Kufaishi said that, students listening comprehension, speaking, writing, and reading abilities are hampered by their limited vocabulary.<sup>17</sup> So, they need to learn what words mean and how they are used.<sup>18</sup>

Based on Penny Ur, vocabulary is one of the linguistic aspects that is important in teaching a language, besides structure and pronunciation. As a stock of words used by a person, vocabulary can be defined, roughly, as the words we teach in the foreign language. Form the definition, it can be concluded that vocabulary is a stock of words used by a person, class, trade, and profession in communication as a means expression.

# 2) Kinds of Vocabulary

There are many classifications by the expert about the kinds of vocabulary. According to Evelyn Hatch and Cheryl Brown, vocabulary can be divided into two kinds:

### 3) Productive Vocabulary

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<sup>&</sup>lt;sup>17</sup> Al-Kufaishi, Adil, A Vocabulary Building Program Is A Necessary Not A Luxury, (English Teaching Forum, Vol XXVI, No.2, April 1988), P.45

<sup>&</sup>lt;sup>18</sup> Jeremy Harmer, *The Practice Of English Language Teaching, New Edition*, (New York: Longman,1991), P.34

<sup>&</sup>lt;sup>19</sup> Penny Ur, *A Course In Language Teaching: Practice And Theory*, (New York: Cambridge University Press, 1996), P.60

Productive vocabulary is a word which the students understand, can pronounce correctly and use constructively in speaking and writing.

# 4) Receptive Vocabulary

Receptive vocabulary is words the students recognizes and understand when they occur in a context, but which he cannot produce correctly.<sup>20</sup>

Besides productive and reproductive vocabulary, Jo Ann Aebersold and Marry Lee Field also classified vocabulary into active vocabulary and receptive vocabulary. 21

# 1) Active Vocabulary

Active Vocabulary is all of the words that students produce during any lesson or event in latter lessons. This term is used in speaking or writing appropriately it is called as productive vocabulary, although in fact more difficult to put into practice. It means that to use to productive vocabulary the students must know and be able to use grammar of the target language, they also must be familiar with collocation and understand the connotation meaning of the words. And this type is often used in speaking and writing skills.

<sup>21</sup> Jo Ann Aebersold And Mary Lee Field, From Reader To Reading Teacher, (Cambridge: Cambridge University Press, 1997), P.139

<sup>&</sup>lt;sup>20</sup> Evelyn Hatch And Cheryl Brown, Vocabulary, Semantic, And Language Education, (New York: Cambridge University Press, 1997), P.139

# 2) Passive Vocabulary

Passive Vocabulary is all of the words a student hears or reads. It refers to language items that can be recognized and understood in the context of reading or listening, and are also called receptive vocabulary.

# 3. Techniques of Teaching Vocabulary

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

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<sup>&</sup>lt;sup>22</sup> Nattinger, Some Current Trends In Teaching Vocabulary, (London: Longman, 1988), P.63

<sup>&</sup>lt;sup>23</sup> Oxford & Scarcella. Second Language Vocabulary Learning Among Adults. (London: State Of Art In Vocabulary Instruction, 1994), P.236

### 4. Media

### a. Definition of Media

Media is an intermediately or introductory between speaker to a listener in the communication. So, the media is a connector between communicator and communicant.<sup>24</sup> Media is a means of communication and source of information. Form the definition it can be concluded that anything which carries the media is to facilitate communication and learning.

### b. Characteristics of Media

According to Gerlach and Ely, there are three characteristics of media into Fixative property, Manipulative property, Distributive property.<sup>25</sup>

# 1) Fixative Property

This characteristics shows skill of media to record, save take care and construction the event or object. The event or object can be photography, video tape, audio tape, disc computer, and film.

# 2) Manipulative Property

Transformation of the event or object makes possible because this media have manipulative characteristics. This object is showed to

<sup>&</sup>lt;sup>24</sup> Daryanto, *Media Pembelajaran*, (Yogyakarta: Gava Media. Djamarah, Syaiful Bahri & Zain, Aswan) *Strategi Belajar Mengajar*, (Jakarta: PT.Rineka Cipta, 2010), P.4

<sup>&</sup>lt;sup>25</sup> Arsyad, Azhar, *Media Pembelajaran*, (Jakarta: PT. Rajagrafindo Persada, 2008), P.12

students for two or three minutes by taking pictures technique timelapse recording.

# 3) Distributive property

Distributive property of media can be object or event that be transformed by space and the way of equivalent from this event is offered to all of students to stimulate their experience has same relative connected that event. From those explanations above, it can be said that those properties must be included as the characteristics of media. The characteristics associated with educational media are as follows:

- a) It gives information deeply, widely and it establishes and conveys the messages to the learners.
- b) By using media it will create variety of teaching.
- c) The teachers use this media directly.
- d) It provides pattern of study to the local communities and resources.
- e) It makes learning process interesting.
- f) It restructures the material, process, and participants attitudes.
- g) It is more effective than the use of traditional technique. It means that the media bring many advantages to be used in teaching English vocabulary.

### 5. Scrabble

### a. Definition of Scrabble

Game scrabble is a board game played with two to four players with the players using their vocabulary to create words. They can make a word from seven letters given to each player to put on an available scrabble board in the game. One of the players should get the highest score to win the game. Hebblethwaite in the Voinov journal mentions that scrabble can offers its players. These include intense mental activity that hones cognitive skills, practice in applying economic principles, and the activation of language learning in classroom. It means, scrabble game is a media that can expand the vocabulary and strengthen the language ability.<sup>26</sup>

# b. Scrabble as the Learning Media

In order to make the students achieve their vocabulary skills easily, the teacher need to use exact media to conduct the learning activity. Scrabble is one of media which can use as the learning media especially in vocabulary learning. Scrabble can offer its players. These include intense mental activity that hones cognitive skills, practice in applying economic principles, and the activation of language learning in classrooms. Scrabble

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<sup>&</sup>lt;sup>26</sup> Voino, V, Words Should Be Fun: Scrabble As A Tool For Language Preservation In Tuvan And Other Local Languages, (2009), P.217

is use as the vocabulary learning media since the students faced difficulties such as memorizing, pronouncing, and spelling the words.<sup>27</sup>

# c. Scrabble and vocabulary Mastery

Scrabble game is often perceived as being a recreational activity. Hebblethwaite states that scrabble can give mental activity that develops cognitive skills, practices in applying economic principles, and activates the language learning in classroom. it means that scrabble game can expand the vocabulary and strengthen the language ability. <sup>28</sup>

Scrabble is one of memory games used to help students to improve the students' vocabulary such as vocabulary memorizing, pronouncing, and spelling elements. There are some experts who support that statement as mentioned bellow.

# 1) Memorizing

According to Rixon, memory games help students revise vocabulary and memorizing something that happened in a game and may help students remember the language connected with it.<sup>29</sup> Similarly, Wright, Betteridge and Buckby agree that memory games "challenge the players ability to remember".<sup>30</sup> Those experts stated that

28 H : 1 D 213

<sup>28</sup> Ibid.,, P.21'

<sup>&</sup>lt;sup>27</sup> Ibid.,, P.213-230.

<sup>&</sup>lt;sup>29</sup> Rixon Shelagh, Young Learners Of English: Some Research Perspectives, (Harlow: Logman,1992), P.80

<sup>&</sup>lt;sup>30</sup> Wright, A., Betteridge, D. & Buckby, M, *Games For Language Learning*. (Cambridge: Cambridge University Press, 1984), P.139

scrabble as one of memory games can help students to improve their vocabulary memorizing element.

# 2) Pronouncing

The students also can improve their vocabulary mastery like pronouncing the words. Scrabble makes the students easier to improve their pronunciation skill because when the students play scrabble in a group they will share their pronunciation element from one to another then they check it from the dictionary. According to Rixon, vocabulary game provides a good chance from from students to learn something from one another. Similarly, Al Zaabi stated that learning vocabulary through games gives students more chances to learn something from one another.

# 3) Spelling

Scrabble also helps students to spell a difficult word correctly. It is because when the students play scrabble they should arrange the word per character. According to Cruickshank and Tefler, many types of games commonly used in second language learning include scrabble

<sup>31</sup> Ibid.,, P.80

<sup>&</sup>lt;sup>32</sup> Al Zaabi, H.R, *The Use Of Memory And Guessing Games In Teaching Vocabulary To Young Learners*, (Dubai: HCT Press, 2007)

and puzzles, in which players use principles of a subject or discipline and solve related promblems as in math or spelling.<sup>33</sup>

### d. The Scrabble Rules

Scrabble is a word game for 2, 3 or 4 players. Play consists of forming interlocking words, crossword fashion, on the scrabble playing board, using letter tiles with various score values. The object of the game is to get the highest score. Each player competes by using their tiles in combinations and locations that take best advantage of letter values and premium squares on the board. The combination of total score for a game may range from about 400 points to 800 or more, depending on the skill of the players.<sup>34</sup>. The researcher uses Baid and Lambert theory that reported that game-based learning can stimulate students" cognitive skills as well as boost their motivation.<sup>35</sup> The researcher also use Hebblethwaite theory that scrabbles can give mental activity that develops cognitive skills, practices in applying economic principles, and activates the language learning in classroom. To answer the second research question the researcher use Rixon theory that memory games help students revise vocabulary and recalling something that happened in a game may help a student remember the language connected with it.

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<sup>&</sup>lt;sup>33</sup> Cruickshank, D.R., & Telfer, R, Classroom Games And Simulations: Theory Into Practice, Winter 80, Vol.19, No.2, (2001), P.76

<sup>&</sup>lt;sup>34</sup> World English-Language Scrabble Players Association (WESPA), (2009)

<sup>&</sup>lt;sup>35</sup> Baid, H., & Lambert, N, The Role Of Humor, Games, And Fun Activities In Nursing And Midwifery Education. Nurse Education Today, (2010), P.548-552

# **B.** Previous study

1. Teachers' strategies in teaching English vocabulary to young learners.

This study was written by Gili Nur Indah Liyaningsih students from the Faculty of English Education and the Faculty of Islamic Teacher Training at the Surakarta Islamic Institute. This study is to describe vocabulary teaching conducted by teachers to third grade students of MI Kedungharjo in the 2015/2016 academic year. This research to find how the vocabulary teaching is done by the teacher such as the material used by the teacher, the media used by the teacher, the techniques used by the teacher, the problems and solutions faced in the implementation of teaching and the learning process.<sup>36</sup>

2. The effectiveness of scrabble and wordsearch games to teach vocabulary to students with different interests

This research was written by Yulianti and Dwi Anggani Linggar Bharati students of Semarang State University, Indonesia. This study illustrates, many students find it difficult to memorize the vocabulary given by the teacher. Students in this school like to act like learning while playing. In fact, teachers almost never use media in the teaching and learning process. The purpose of this study was to determine the effectiveness of scrabble games and word search on vocabulary teaching. This research has proven that

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Gili Nur Indah L, On Thesis, Teachers' Strategies In Teaching English Vocabulary To Young Learners: A Descriptive Study On Teaching Vocabulary At The Third Grade Students Of MI Kedungharjo In Academic Year 2015/2016, (10 January, 2017)

Scrabble's words search strategy and can help students improve vocabulary achievement for high and low interest students. They can also be used as teaching methods where students have the opportunity to be more active. It has also been made clear that games help create diversity and that can be very helpful in maintaining interest among students in school.<sup>37</sup>

3. Improving students' vocabulary mastery by using text twist game at Private Islamic Junior High School Al-Hijrah 2 Lau Dendang

This previous research was written by Westary Students of the Department of English Language Education, Faculty of Tarbiyah and Teacher Training of the State University of North Sumatra Medan in the 2016/2017 academic year. This study aims to determine the increase in students' vocabulary mastery by using a text twist game. The object of this research is to improve students' vocabulary mastery by using a text twist game. While the difference between these studies. In this previous study using media to improve vocabulary through text twist games, while in this study the focus was more on improving student vocabulary by using scrabble as a media to teach.<sup>38</sup>

4. The effectiveness of using scrabble and bingo game technique toward student's vocabulary mastery at the Tenth Grade of Sman 2 Metro.

<sup>&</sup>lt;sup>37</sup> Yulianti And Dwi Anggraeni L.B, On English Education Journal, *The Effectiveness Of Scrabble And Wordsearch Games To Teach Vocabulary To Students With Different Interests*, (1 December, 2017)

<sup>&</sup>lt;sup>38</sup> Wanda Lestari, On Thesis, Improving Students' Vocabulary Mastery By Using Text Twist Game At Private Islamic Junior High School Al –Hijrah 2 Lau Dendang Academic Year 2016/2017, (17 April 2017)

This journal written by Ahmad Rosidi, Eva Falianti of English Education Study Program, Teacher Training and Education Faculty, Muhammadiyah University of Metro There is any different influence of using scrabble game and bingo game technique toward student Toward Students Vocabulary Mastery at The Tenth Grade of Sman 2 Metro, in scrabble game the students are more creative, and they enjoy when the game plays. So, is more effective for the students to enrich their vocabulary and identify the word classes easily because they have fun in playing the game. But in bingo game the students are confused by the list of vocabulary, they need more concentration to examine the words. And it makes the students still difficult to enrich their vocabulary but it is affective to identify the word classes accurately.<sup>39</sup>

5. Scrabble as a tool for engineering students' critical thinking skills development.

This journal written by Nadezda Kobzeva on World Conference on Educational Technology Researches, Wcetr- 2014. In this journal the author investigated how playing Board Game Scrabble actually benefits students in developing their critical thinking for sciences and engineering, provide them with a successful communication and good EFL knowledge. The purpose of the study was to determine the effects of Scrabble in class and out-of-class

<sup>&</sup>lt;sup>39</sup> Ahmad Rosidi, And Eva Falianti, On Premise Journal, *The Effectiveness Of Using Scrabble And Bingo Game Technique Toward Students' Vocabulary Mastery At The Tenth Grade Of Sma N 2 Metro Academic Year 2013/2014*, Vol.3 No. 2, (October, 2014)

programmed on students' thinking skills development. Besides, the author aimed to examine the result of Board Game Scrabble competition engineering students' vs EFL professionals.<sup>40</sup>

6. The use of spelling bee game to improve students' vocabulary of eighth grade at smpn 5 palopo.

This thesis written by Nurjida of English Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo. The researcher can conclude that using spelling bee game is effective in improving students' vocabulary of eighth grade at SMPN 5 Palopo, the student and learning make students get fun and enjoy. It was proven by a significant difference between the students' mean score of pretest and posttest.<sup>41</sup>

7. Using scrabble game to improve the 10<sup>th</sup> grade students' vocabulary mastery at SMAN 2 Purworejo.

This research written by Gilang Panji Sadewo student of English Language Education Study Program Department of Language and Arts Education Faculty of Teachers Training and Education Sanata Dharma University Yogyakarta 2016. The result of this study showed that the students have positive perception towards the implementation of scrabble game.

<sup>41</sup> Nurjida On Thesis The Use Of Spelling Bee Game To Improve Students Vocabulary Of Eighth Grade At Smpn 5 Palopo", (12 October 2018)

<sup>&</sup>lt;sup>40</sup> Nadezda Kobzeva, On Procedia – Social And Behavioral Sciences Journal, *Scrabble As A Tool For Engineering Students' Critical Thinking Skills Development*, DOI: 10.1016/J.Sbspro.2015.04.791, (May, 2015)

Scrabble gave benefits for the students in improving their vocabulary skills. Scrabble generated a positive learning environment and give motivation for the students. Using scrabble helped the students to improve their vocabulary memorizing, pronouncing, and spelling elements.<sup>42</sup>

8. Students' perspective on the use vlog media for speaking class at SMK Negeri 01 Pagerwojo

This research written by Ingka Rahayu student of English Education Department Faculty Of Tarbiyah And Teacher Training State Islamic Institute Of Tulungagung. The success in English is based on the improvement of learner speaking ability In English classes. The students are taught to speak English, but not all students can speak English without their difficulties. Some of students have problem in communicating English orally. So, the teacher uses some teaching media to facility students more easily. Using Vlog media to help them as facility for speaking English. This research is conducted to investigate students' perspective on the use Vlog media for English speaking class. By knowing the student's perspectives, it concluded how teaching and learning media should be used. If students have a good perspective of Vlogs, then it can be used as an English teaching media, while they have negative perspective means this media is not appropriate for them in the class. 43

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<sup>&</sup>lt;sup>42</sup> Gilang Panji Sadewo On, Thesis "Using Scrabble Game To Improve The 10<sup>th</sup> Grade Students Vocabulary Mastery At Sma N 2 Purworejo", (17 February 2016)

<sup>&</sup>lt;sup>43</sup> Ingka Rahayu on Thesis "Students' Perspective On The Use Vlog Media For Speaking Class At Smk Negeri 01 Pagerwojo". (24 July 2019)

According some previous study can be concluded that the research has some similarities but the authors focus more on the perspective of the teacher in Scrabble use as a media to teach as well as how to use Scrabble to improve student's vocabulary. Researchers will conduct research at Kyai Hasyim Junior High School Surabaya and using the method descriptive qualitative using ethnographic approach, where data analysis can be performed inductively by using empirical facts, researchers plunging into the field, studying, analyzing, interpreting and drawing conclusions from the existing phenomena in the field.

### **CHAPTER III**

#### RESEARCH METHOD

In this chapter discusses about the research design, research setting and respondent of the study, research instrument, data collecting method, data analysis technique and validity and reliability testing. The explanation of each item would be discussed as follow:

## A. Research design

To answer the research questions, the researcher conducted descriptive qualitative research. Descriptive qualitative research data collection is taken in the form of words or pictures rather than numbers. The data includes the interview transcripts, the field notes, the photographs, the videotapes, the personal documents, the memos, and the other official records. The researcher used instrument interview and observation, so the researcher needs to describe it. To answer the first research question, the researcher described how why teacher uses scrabble as a media to teach at Kyai Hasyim Junior High School Surabaya related to the data from interview. Then, to answer the second research question, the researchers do observation. Then, the researcher also identified related how to use scrabble as a media to teach at Kyai Hasyim Junior High School Surabaya. Researchers conduct data analysis inductive by using empirical facts, researchers

<sup>&</sup>lt;sup>44</sup> Bogdan, R.C. & Biklen, S.K, *Qualitative research in education: An introduction to theory and methods* (3rd ed.). Needham Heights, MA: Allyn & Bacon, (1998)

plunging into the field, studying, analyzing, interpreting and drawing conclusions from the existing phenomena of the field.

## **B.** Research Subject

The subject of this research is the English Teacher and the Student of Eight Grade at Kyai Hasyim Junior High School, which used scrabble as a media for teaching English vocabulary. The researcher need to know from the students about their improvement in improving the vocabulary in English. In this study, there are two english teacher and fourty students.

# C. Research Setting

## 1. Place

This research was conducted at Kyai Hasyim Junior High School Jl. Tenggilis Kauman No. 28 Surabaya. This School was chosen as the research location because this school is one of "Referral Based School" in applying Scrabble as a media to teach English Vocabulary.

## 2. Date

This research was conducted on August and November 2019. The observation was started on  $5^{th}-8^{th}$  August 2019. The interviews and take documentation was started from  $22^{th}$ - $23^{th}$  November 2019.

### D. Data and source data

#### 1. Data

There are some data used in qualitative method. Qualitative research data can be obtained with many ways such as interview, observation and documentation. To answer the problems the researcher used two types of data, which are primary and secondary data. Primary means word or action in qualitative research, while secondary is supporting data such as photos, video, and recording. Those were explain details:

# a. Primary Data

Primary data is collected by first-hand experience, or the researcher obtained directly from the source. The primary data of this research was teacher perspective used scrabble as a media to teach to improve student English vocabulary. The data gained by observing and interviewing the teacher. The researcher observed the teachers and students in the classroom when used scrabble as media for teaching english vocabulary and sixth meeting as a total. Furthermore, the researcher interviewed two times the English teacher. In addition, to find the follow up activity as result of Teacher perspective used scrabble to teach. The researcher did some interviews to the teacher by using interview guideline (see Apendix 1), and

<sup>45</sup> J.R. Raco, "Metode Penelitian Kualitatif" (Jakarta: Gramedia Widiasarana Indonesia, 2010), 111

the researcher observation the students inside the classroom by using observation checklist (*See Appendix 2*) to know how does the teacher use scrabble as a media to teach vocabulary at Kyai Hasyim Junior High School.

# b. Secondary Data

Secondary data is data which support the primary data. In this research, there are photos, video recorder, and audio recorder used as secondary data. Photos used when the researcher was taken the data, video recorder used when the researcher observe the students eight grade inside the class. Furthermore, the audio recorder used when the researcher interviewed the Teacher about the perspectives using scrabble as media to teach vocabulary.

#### c. Source data

The sources of data in this study, the informants are the English teacher and students of the eight grade students of Kyai Hasyim Junior High School. The researcher interviewed the teacher and observed the class, then record the result of interviewed the English teacher and takes documentation the student's activity using scrabble as a media to teach vocabulary in the classroom.

## E. Data collection technique and instrument

In the previously part, the researcher explains the method which used in collect the data. In this case, instruments will help to answer the research problems. The data collection techniques that were employed are observation and interview and documentation. In this study, the researcher observe the activities that happen in the classroom in order to develop a detailed understanding value held by the participants.

### 1. Observation

In observing the participants, observation enables the researcher to gather data on physical setting, human setting, interactional setting, as well as program setting. By using observation, the writer is able to gather data in the setting. <sup>46</sup> Before doing the observation, the writer made observation checklist. The observation checklist will be used to indicate the kinds of information to answer the research questions. The researcher observes the teacher and students activities in the classroom.

In this study, the researcher observes the teacher. First the researcher observes the teacher. The teacher was observed based on the ability to teach and handle the activities especially in How to use scrabble as a media to teach at Kyai Hasyim Surabaya. In observing the participants, the researcher conducted nonparticipant observation. In this activity, the researcher did not involve in the teaching learning activities. The researchers only observe the

<sup>&</sup>lt;sup>46</sup> Anditasari, F, *The effectiveness of teaching the present perfect tense through games* (Jakarta: Syarif Hidayatullah State Islamic University, 2012)

activities when the teacher applies the scrabble game. The researcher intended to know the effects using the scrabble game in learning vocabulary for the students. While doing the observation, the researcher takes notes on the observation sheet from the situation in the classroom.

### 2. Interview

The first instrument use for this study is an interview guideline. This instrument is one of the ways to get more detail information in the classroom. Interview is an instrument to answer the research questions. It is related to why teacher uses scrabble as a media to teach at Kyai Hasyim junior high school. Interview involves asking a series of structure questions and then probing more deeply with open-form questions to obtain additional information. The researchers get the complete answers from the interview from the teacher. The interview aim to collect what is the teacher opinions about their perspectives using scrabble game in vocabulary learning process.<sup>47</sup> The interview function to collect further information, clarify the data, and to obtain the additional information.

The goal of this step was to find additional information to support and strengthen the analysis about the use of scrabble. From the interview, the writer will know the opinions towards perspectives the use of scrabble in learning vocabulary. The data from interview analyze by rewriting the

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<sup>&</sup>lt;sup>47</sup> Gall, M.D, Gall, J.P & Borg, W.R, *Education research: An introduction*, (Boston: Pearson Educatio, 2007).

conversation between the researcher and the respondents. Then the researchers summarize the data. The researcher provides thirteen questions and chooses English Teacher to interview.

#### 3. Documentation

Document refers to materials such as photographs, videos, films, memos, letters, diaries, clinical case records and memorabilia of all short that can be used as supplemental information as part of study whose main data source is participant observation or interviewing<sup>48</sup> Therefore, documentation method is a technique of collecting data that is indirectly given to research subject. The documents are syllabus, lesson plan, and pictures.

The researcher used this technique to support the data collection from observation and interview. In this case, by using instrument that is document where can be seen in the teacher's lesson plan and teacher's material to teach vocabulary, the researcher collect the data about teacher's strategy in teaching vocabulary.

### F. Data Analysis

In analyzing the data the researcher used the descriptive qualitative method. To describe the teacher's strategies in teaching English vocabulary,

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<sup>&</sup>lt;sup>48</sup> Bogdan, Robert C; Biklen.Knop Sari, *Basic of Qualitative Research.Techniques and Procedures for Developing Grounded Theory*. (London: Sage Publications, International Educational and Profesional Publisher, 1998), p.57

according to Miles and Hubermen (in Moleong,) principally, data analysis is based on positivism paradigm. <sup>49</sup> Data analysis is conducted as follows:

### 1. Data Reduction

Data reduction is done by summarizing field notes by separating main things relating to research problems, and then it is arrange systematically to describe and to make easy the data searching if sometime it is needed anymore. Not all the obtained data of the research are important. It means that the important information must be taken and unimportant information must be ignored. In process of data reduction, the researcher selected focuses and abstracted the data in the field note. The data reduction is done during research activities. In this case, the researcher reduced information during the research activities if data is unimportant or do not support the data researcher's needed.

## 2. Data Display

Data display is use to know the entire description of the result either in the form of matrix or coding. After it has been conducted, the researcher is able to draw conclusion and verify it to be meaningful data it means describing data in the form of descriptive or narration. As the second component in analyzing data, this technique is used arranging the information, description, or narration to draw conclusion. By presenting data, the

<sup>&</sup>lt;sup>49</sup> Miles, b. & Huberman, A, *Qualitative Data Analysis. Thousand Oaks*, (California: SAGE Publications,Inc, 1994), p.308

researcher considered what the researcher should do. The researcher can analyze the other action based on her understanding.

### 3. Conclusion and Verification

To draw reasonable conclusion, it is conducted verification along with the research using member check, triangulation and audit trail, to guarantee result significance. In this study, conclusions are drawn continuously throughout the course of study. The researcher tends to accumulate and formulate her interpretation as she goes along. The researcher wants to write up not only she saw each day but also her interpretation of those conclusions.

### **G.** The Trustworthiness of the Data

The qualitative research needs the trustworthiness of the data. The trustworthiness of the data is found by validating the finding. The validity of the data is important in qualitative research. The validation of the data determines the quality of the result of research. The researcher uses triangulation as a technique to examine the data validation. Based on Denzin in Lier idea of triangulation beyond it is conventional association with research methods and designs.<sup>50</sup> He distinguished four forms of triangulations:

<sup>&</sup>lt;sup>50</sup> Denzin, Norman K. And Yvona S. Lincoln, *Handbook of Qualitative Research*, (California: SAGE Publication Asia-pacific Pte Ltd, 1970), p.472

- Data triangulation, which entails gathering data through several sampling strategies, so that slices of data at different times and social situations, as well as on a variety of people, are gathered.
- 2. Investigator triangulation, which refers to the use of more than one researcher in the field to gather and interpret data.
- 3. Theoretical triangulation, which refers to the use of more than one theoretical position in interpreting data.
- 4. Methodological triangulation, which refers to the use of more than one method for gathering data.

In validating the data, the researcher compares the data found during observations and the data found from interviews. After observing the teacher in teaching English vocabulary, the researcher did the crosschecking them to the data of interviews. The researcher used data triangulation, because this study using three data collection, that is interview, observation, and documentation.

### **CHAPTER IV**

### FINDINGS AND DISCUSSION

In this chapter, researcher presents the results of this research, by indicating the findings and discussions that in line with the theory to answer the research questions.

## A. Research Findings

In this study the researchers chose the scrabble method or strategy for media invented in learning vocabulary to students. Based on the interview have been conducted by researcher related to scrabble learning. This arethe interview result for answering the first researh question; In improving student's vocabulary, it is usually used as a media game, which is a Winrar-based application that contains a collection of learning videos from MGMP training. The purpose of this game media is to facilitate students in increasing vocabulary. One example is hang man. The point is that the game has a learning value for memorizing vocabulary.

The second of intervie result is the application of scrabble games for teaching in vocabulary learning has a special appeal. Because scrabble has a special media, that is board. It is an interesting thing for students who are excluded from doing such media which is made very unique which is applied and with the scrabble game the student can develop their vocabulary.

The third of interview result is Learning vocabulary is not an easy thing, every students has different abilities. Then from difficulties in learning vocabulary can also occur. In learning English vocabulary, need to apply three things, which are memorizing, pronouncing and spelling. Human resources here do not understand and understand much about English. So usually in daily life students often read English spelling in accordance with the pronunciations of Indonesian.

The forth of interview result is Scrabble greatly influences the increase in students' vocabulary. When this media is applied in earnest then the result will be maximal. But in the fact that students who are here are related to English vocabulary knowledge far below the average, the results are less significant.

The fifth of interview result is learning by using scrabble media is a little helpful in memorizing student vocabulary. This media is considered strange by students so there is interest from students to learn vocabulary. Scrabble media provides a level of student learning progress, although not too much. The learning that the teacher wants to do is not just to memorize, but to read with practice.

The sixth is Scrabble media is very helpful in arranging each letter into a word. Because in this scrabble media there are some vocabulary that must be arranged to become words. So that in learning using scrabble it also tests students' memory.

The seventh and eighth are Critical thinking every student is different, each student has different thinking abilities, so related skills in thinking not all students have the power to think critically. And there are also those who have critical thinking

power. When learning vocabulary using scrabble media, students' mental activities return to each student. Seeing the ability of human resources themselves. If the student has a high desire to learn vocabulary then the mental activity will emerge. It is different when these students just join in, then what they get is less significant.

The last is the students are very interested in the scrabble game as a learning media, they are very enthusiastic to follow it, especially for those who can mentally follow. Playing games in class develops the ability to work together, be competitive, and work together to achieve certain goals. In a game problem usually formed groups and given direction before the start of the game, and in the game also has an accomplished goal. Through scrabble learning media students' vocabulary in terms of memorizing, reciting and spelling elements can be improved. Because with the competitive students to think vocabulary problems perturuf value and value on the words he said.

The importance of studying vocabulary can be seen from two factors namely explicit and implicit. Explicitly the students do an activity that is designed to learn vocabulary. The principles built explicitly in learning vocabulary are enriching vocabulary, integrating new vocabulary with mastered vocabulary, providing new vocabulary, increasing understanding, helping to understand the meaning of using various techniques and encouraging the use of independent learning strategies. Implicit learning is not designed for vocabulary. For example, spontaneous communication without realizing that it is a vocabulary learning that aims to always remember the words.

In this school the students studying vocabulary with explicitly. The strategies or methods used among scrabbles media. Without using strategies or methods student feel bored in learning. In accordance with the results of research that researchers found in the field, when the students learning vocabulary learning without using media often student feel boredom. By learning without using media where students continue to be in a passive condition while those who are more active or play a role in the room the teacher and continue to explain it, over time the learning is getting bored and saturated.

The teacher's perspective on using scrabble as a media to teach vocabulary is very helpful. Student's learned to arrange vocabulary through games. The class situation is not only monotonous, student also actively participate in expressing themselves. So that there is interest or pleasure in following the subjects.

This is the reaserch finding to answer the second reaserch questions about How does the teacher on the use scrabble as a media for teaching learning.

Before the game begins, the letters are put into a transparent bag, or the lettered side is placed face down on a flat surface. Next, the first turn to play is determined by taking a piece that is in the bag. The player who succeeds in getting the letter closest to the letter "A" gets the first turn, while the blank chip is considered to be superior to the letter "A". If there are two or more players taking the same letters, the letters are put back in the bag and the draw starts from the beginning. At each turn, each player takes up to 7 letters from the bag. Each player's rack is filled with letters protected from the opponent's eyesight. Each word is made to get as many points as possible by using as many pieces of letters as possible. As part of the strategy, players can choose to leave letters which they think can generate high points on the next turn.

At each turn, on each player's rack there are 7 letters or less that can be used to form a word. When it is their turn, players can choose to: (1) skip a turn because they can't make a word, and don't get points; (2) exchange one or more letters owned by the letters in the bag, and do not get points (only allowed if there are at least 7 letters left in the bag); (3) arrange words on the game board and get points; (4) questioning words previously composed by opponents on the grounds that they are not words that may be played.

### **B.** Research Discussion

1. What are the teacher perspective on the use scrabble as a media for teaching learning

Scrabble is a game that uses boards. Scrabble also a game of arranging words, as well as crossword puzzles. This game aims to train memorizing student's English vocabulary. Critical thinking to put letters into a board has a

high square value and the mentality of students in building confidence to dare to be creative. Memory is very necessary in a scrabble game, the higher the student's memory of vocabulary, the smarter in this scrabble game. In addition to memory match is also able to put letters per letter to make words so that the opponent is also difficult to arrange them.

Each student has different thinking abilities, so related to thinking skills not all students have critical thinking skill. And there are also those who have critical thinking skill. Therefore, not easily caught up in this game, for those who have not been able to think critically it will be difficult when playing with student that has critical opponents.

When learning vocabulary using scrabble media, student's mental activities return to each student's. If the student has a high desire to learn vocabulary then the mental activity will emerge. It is different when these students just join in, then what they get is less significant.

In a book entitled *The Role of Humor, Games, And Fun Activities In Nursing And Midwifery Education, From Baid H. And Lambert* said that what is an important foundation in scrabble games has three positive impact including, firstly, student' ability to arrange letters into words, second provide a mental courage in compiling vocabulary that will be meaningful, the third providing knowledge related to the addition of vocabulary to students.<sup>51</sup>

<sup>51</sup> Baid, H. & Lambert, N, The Role of humor, Games, and Fun Activities in Nursing and Midwifery Education. Nurse Education Today

The Baid Lambert theory above is in accordance with that researchers found in the field trough informant after the interview process, from three categories it was proven that Kyai Hasyim Junior High School had applied a scrabble media in the English learning method that built students to have high memory, mental strong and critical way of thinking.

The ability of teachers is Kyai Hasyim Junior high School in learning English vocabulary using scrabble game media will create enjoyable situation in the classroom, it will make students like English subjects. So when students are enjoyed and happy in learning they will follow it well. If the students not enjoyed, then they will fell bored until the teacher end up teaching learning process. Students are very interested in the scrabble game as a learning media, they are very enthusiastic to follow it, especially for those who mentally follow.

Playing games in class develops the ability to work together, be competitive, and work together to achieve certain goals. In a game problem usually formed groups and given direction before the start of the game and in the game also has an accomplished goal.

Based on *Rixon theory*, scrabble learning can help students improve vocabulary and remember words that should be placed on the scrabble board. Besides scrabble learning can improve student's critical thinking. Through scrabble learning media student's vocabulary in terms of memorizing, reciting

and spelling elements can be improved. Because students thinking about vocabulary problems, the value of letters and the value of the words.<sup>52</sup>

2. How does the teacher perspective on the use scrabble as a media for teaching learning

Board games are marked by a "bonus boxes", boxes that multiply the number of points. The res box that says "triple word" multiplies 3 total points obtained from a word. A pink box that says "double word" multiplies 2 total point gained from a word. The dark blue "triple letter" box multiplies the 3 letter values placed on it. The box in the middle of the game board is worth "double word" and is marked with a star or logo.

Before the game begins, the letters are put into a transparent bag, or the lettered side is placed face down on a flat surface. Next, the first turn to play is determined by taking a piece that is in the bag. The player who succeeds in getting the letter closest to the letter "A" gets the first turn, while the blank chip is considered to be superior to the letter "A". If there are two or more players taking the same letters, the letters are put back in the bag and the draw starts from the beginning. At each turn, each player takes up to 7 letters from the bag. Each player's rack is filled with letters protected from the opponent's eyesight. Each word is made to get as many points as possible by

 $^{52}$  Rixon Shelagh, Young Learners of English: Some research perspectives, (Harlow: Logman, 1992)

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using as many pieces of letters as possible. As part of the strategy, players can choose to leave letters which they think can generate high points on the next turn.

At each turn, on each player's rack there are 7 letters or less that can be used to form a word. When it is their turn, players can choose to: (1) skip a turn because they can't make a word, and don't get points; (2) exchange one or more letters owned by the letters in the bag, and do not get points (only allowed if there are at least 7 letters left in the bag); (3) arrange words on the game board and get points; (4) questioning words previously composed by opponents on the grounds that they are not words that may be played.

Quoting from previous research entitled "Using Scrabble Game To Improve The 10<sup>th</sup> Grade Students Vocabulary Mastery At SMAN 2 Purworejo" explained that scrabbles provide benefits for students in improving their vocabulary skills. Scrabble produces a positive learning environment and provides motivation for students. In the use of scrabble media students feel helped by an increase in vocabulary, pronunciation and spelling elements.<sup>53</sup> The researchers agree with the results of previous studies because the findings of researchers in the field are in accordance with what is in theory.

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<sup>&</sup>lt;sup>53</sup> Gilang Panji Sadewo on, Thesis Using Scrabble Game To Improve The 10<sup>th</sup> Grade Students Vocabulary Mastery at Sma N 2 Purworejo", (17 February 2016)

This finding is related with the results of observations made by researchers, researchers get a data related to how to play scrabble and what rules are applied. The findings are related with *Brown H. Doughlass theory* regarding the rules of scrabble game rules. The rule of scrabble is that the game is played by 2 to 4 people with a square board game consisting of 15 columns and 15 rows. When compiling words each box is filled with one keep request. Each player arranges letters from the same shelf until a word is formed. Each letter has a value of between one and ten which depends on the frequency of the appearance of the letter in the standard.

#### **CHAPTER V**

#### CONCLUSION AND SUGGESTION

This chapter presents the conclusion that summarizes the result of the study that has been explained in the previous chapter. Some suggestions are also given to some elements related to this study.

#### A. Conclusion

The teacher's perspective on using scrabble as a media for teaching vocabulary is very helpful. Because the student's learn to arranged vocabulary through games. The class situation is not only monotonous. Students also actively participate in expressing themselves. So that there is interest or pleasure in following the subjects. Scrabble media is very helpful in arranging each letter into a word. In scrabble media there are some vocabulary that should be arranged to become words. So that in learning using scrabble it also tests students' memory.

Scrabble is identical to playing games. Playing games in class develops the ability to work together, be competitive, and work together to achieve certain goals. In a game problem usually formed groups and given direction before the start of the games and in the game also has an accomplished goal. Through scrabble learning media students' vocabulary in terms of memorizing, reciting and spelling elements can be improved.

# **B.** Suggestions

In accordance with the title that has been stated related to Perspectives on the use of scrabbles as a media to develop student English vocabulary, the researchers provide advice for readers and for English teachers who apply scrabble media in learning. Suggestions for readers can be taken from the positive side of the existence of this research can provide scientific insight and knowledge of how to use scrabble properly. As for English teachers who apply scrabble media to remain consistent in providing knowledge while still helping in learning vocabulary. The author believes there are deficiencies in the work of this thesis. Therefore, the writer really hopes the reader to give criticism and suggestions so that in conducting further research or other written works can be better.

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