

**“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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Penulis

(Jolly F. Nugrahani)

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.

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 brings positive effects, so that the students should use it properly. Therefore, the students can improve their vocabulary mastery through scrabble and enjoy being involved in teaching learning process.

2. The Teachers

For the teachers, using scrabble game is one of 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

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.¹⁶ 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,

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

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.²⁴ Media is a means of communication and source of information. From 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.²⁵

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

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

²⁵ Arsyad, Azhar, *Media Pembelajaran*, (Jakarta : PT. Rajagrafindo Persada, 2008), P.12

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.²⁶

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

²⁶ Voino, V, *Words Should Be Fun: Scrabble As A Tool For Language Preservation In Tuvan And Other Local Languages*, (2009), P.217

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.³⁶

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

³⁶ 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)

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.³⁹

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

³⁹ 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)

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.⁴⁶ 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

⁴⁶ 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.⁴⁷ 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

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

1. 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 are the interview result for answering the first research 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 interview 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 fourth 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 Baid Lambert theory above is in accordance with that researchers found in the field through 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 feel 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

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 10th 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.⁵³ 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.

⁵³ Gilang Panji Sadewo on, *Thesis Using Scrabble Game To Improve The 10th 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.

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