

CHAPTER 1

INTRODUCTION

1.1 Background of The Research

English is one of the subjects, which is considered as a complicated study especially for the students in the junior high school as the first foreign language and it is different from their mother tongue. An English teacher that teaching English to the young learners needs to know the students' level. The first thing that has to be taught to the students of Junior High School is vocabulary, because it is the most important thing before they are being able to read, to listen, to speak, and to write. Vocabulary plays a very important role in all levels of study including Junior High School. Therefore, vocabulary in learning English, as a foreign language must be emphasized.

Vocabulary is total number of words, which make up a language. It contains words to express ones taught opinion and idea. People will not be able to communicate without vocabulary (Hornby, 1987: 979). From the statement above, we know that vocabulary is very important in teaching English. In learning process, teachers have an important role, because teachers are the most influence people and a model in the classroom and student only learn on the teachers. It means that, the teachers have to get motivate the students to learn English well in the class. Therefore, teachers have to be able to select and use good and interesting instructional, material, and media.

The media that used by the teacher must be suitable with the situation and students. The teacher must be able to select and used good and interesting materials and media in order to motivate the students. Building student's motivation is not easy. Many studies have been conducted related to the importance of motivation in the learning process and media we used as a means to helps teachers to build the student's motivation. Picture, poster, word games, transparencies, calendar, map, song, real object, film and television are kinds of media for learning English in Junior High School. They can make class situation more alive, because the media can attract the students' attention.

Learning English, exactly vocabulary with use of media is very effective, in this research the use of media is words game. Games are highly motivating and entertaining, and they can give shy students more opportunity to express their opinion and feelings. With games, learning English to relax and for enjoy, students can master the vocabulary more quickly than learning without using any media. And the media that the researcher used is word games that is scrabble. Scrabble is a word game that formed across and down in crossword fashion and must appear in a standard dictionary.

Both of the same game of word game, but crossword in guide with a question while scrabble only in guide with one word which must in making to become some word differ of the word. With that game the researcher can know ability of student vocabulary with different game and can compare it. Scrabble game that is a game to arrange the words in the English language will be easier for students closer to the

original purpose of this research is to increase students' vocabulary. Beside that the researcher has some reason why the researcher want to using scrabble game,there are: First, influence of using scrabble toward students' vocabulary. Second, more effective scrabble toward students' vocabulary.

Based on background of theresearch, the researcher interested in carrying out the research entitled “**Identifying Word Classes ofStudent’sVocabulary Using Scrabble Game at Second Grade of SMPN 2 Rambah**”.

1.2 Setting of the Research

Based on the explanation the background the research,the researcher would like to see the students' ability of vocabulary. The vocabulary that related to their subject is measured with scrabble.

1.3 The Limitation of the Research

Based on the identification of the research above the writer wants to limit the problem of this research. This research is focused on analysis students vocabulary based on word classes (Verb, Noun, and Adjective).

1.4 The Formulation of the Research

Based on the background of reasearch above, the researcher finds the specific problem. The problem is “How is students' vocabulary in using scrabble?”

1.5 The Purpose of the Research

The purpose of the research is to find out the students vocabulary in using scrabble.

1.6 Importance of the Research

The needs of this study are as follows:

- 1.6.1 The Students: This research hopefully gives advantage for all of students who learned English to aware that importance of vocabulary by using scrabble games. Learning through play is able to provide several advantages. First, what is learned by learners is not only a sense of knowledge, but actually experienced in reality, the experience so hard to forget. Second, the lessons learned can be accepted in a fun, because it is associated with the nature of the game is entertaining and exhilarating. Thus, the possibility of rejection learners to what is taught can be minimized. Third, because the game is fun, playing at once aroused great interest for students in a particular subject. Well-designed game will develop the skills of learners in a particular case, because the students love it.
- 1.6.2 The teacher: The result of this study can give benefit to English teachers that vocabulary mastery is very important in Learning English, especially using scrabble games.

1.7 Definition of the Key Terms

- a. According to Ratnawati (2006:17), vocabulary is people's ability to use or to understand words of language that they have learned in certain situations which they really have experienced in their lives.
- b. According to Noriman (2012) Scrabble is a word game in which two to four players score points by forming words from individual lettered tiles on a game board marked with a 15-by-15 grid

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Review of Related Literature

2.1.1 Nature of Vocabulary

Vocabulary is a component to master English as the foreign language in all levels. In learning the four language skills (listening, speaking, writing, and reading), vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master the vocabulary, the better they perform their language. By having limited vocabulary, the students will find difficulties in mastering reading and also in other skills.

According to Ratnawati in Budi (2013) vocabulary is people to use or to understand words of language that they have learned in certain situation which they really have experience in their lives. According to Sumarni in Budi (2013) states that vocabulary means that the students having ability in understanding and using the vocabulary. Vocabulary itself deals with words and meaning. The teachers are not only hoped to select which words are suitable to be taught to the students. So the students will learn more easily.

In short, vocabulary is student's skill in understanding the words and using it in their every day experience.

2.1.2 Type of Vocabulary

According to Thornbury (2002:3-12), in Noriman (2012) he explained that there are at least six types of vocabulary, fewer than parts of speech, turn to learn a little glad not to play especially when teachers do not get in, students today, but do not like it, see it she the types of vocabulary that Thornbury mean:

1. Word Classes.
2. Word Families
3. Word formation
4. Multi-word units
5. Collocation
6. Homonyms

1. Word classes

Word Classes, the term is perhaps better known in the field of morphology and syntax, more familiar with English because of the difficulty of grammar, the term is of course well-known by the name of the parts of speech, can be noun, pronoun, verb, adjective, adverb, preposition, conjunction.

A noun is a word that identifies:

- a person (*woman, boy, doctor, neighbour*)
- a thing (*dog, building, tree, country*)
- an idea, quality, or state (*truth, danger, birth, happiness*)..

Verb, a verb describes what a person or thing does or what happens. For example, verb describe:

an action – run, hit, travel

an event – rain, occur

a situation – be, seem, have

a change – become, grow, develop

The basic form of a verb is known as the infinitive. It's often preceded by the word 'to':

Molly decided **to follow** him

He began **to run** back

Adjectives, an adjective is a word that describes a noun, giving extra information about it. For example:

a **sweet** taste

a **red** apple

a **Italian** women

That's a **big** house.

Look at the **grey** horse

some dogs have **long** tails

2.2 Nature of Scrabble

To make an exciting process of learning vocabularies is by using a game. And game that suit for this is scrabble game. A scrabble games has another name, they are scramble and desk game or board game. Scrabble is a word game in which two to four players score points by forming words from individual lettered tiles on a game

board marked with a 15-by-15 grid. The words are formed across and down in crossword fashion and must appear in standard dictionary.

According to Warner and Brown (2005: 47) in Wardhani (2012) state that a scrabble is a proprietary board game, which involves the building of words for point scores, and it was played by two or more students (or teams). Scrabble game has many functions in learning vocabulary. One of from National School Scrabble® Championship U.S.A (2003) states that educators have praised the Scrabble game for helping to improve a wide range of skills, including vocabulary, spelling, dictionary skills, math (traditional and non-traditional), co-operative learning, conflict resolution and creative problem-solving. It is supported with The Baulkham Hills Scrabble Club (NSW) (2004) website's statement that states the value of Scrabble in expanding vocabulary; making words 'valuable' so students will find ways to 'collect' them; propagating dictionary use; expanding critical thinking skills (including imagining, planning, evaluating options and decision-making); developing social and personal skills (team play, friendly competition); and growing self-esteem in an 'atmosphere ... of successful participation'.

2.2.1 How To Play Scrabble

According to Noriman (2012) The game is played 2 to 4 people with checkered game board that consists of 15 columns and 15 rows. When preparing the word, each box is filled with a single piece letter. In an official club or tournament, the game is

played only two players (or, sometimes between two teams each of its members work together arrange the letters of the same shelf)

Each letter has a specific value (between 1 to 10) which depend on the frequency of occurrence in the letter writing standards. In the English edition of Scrabble, the letters that appear in ordinary English vocabulary, like the letter "E" or "O" is only worth 1 point. The letters that rarely appear, such as "Q" and "Z" each worth 10 points. In addition, there are two pieces of blank (not writeable letters) are worth zero points, but can be used to represent all the letters from "A" through "Z".

Board game boxes marked with "bonuses" that doubled the number of points. Red box reads "triple-word" multiplying 3 total points earned from a word; box pink "double-word" multiplying 2 total points earned from a word; dark blue box "triple-letter" multiplying 3 letter value placed upon it, and the light blue box "double-letter" multiplying two letter value placed upon it. Box in the middle of the game board (H8) worth "double-word" and marked with a star or logo.

2.2.2 The Advantages of Playing Scrabble

Scrabble provides fun for the entire family and has been doing so for almost a century. Originally invented by Alfred Butts during the early 20th century, the game requires players to spell words based on previous words that have been spelled on the

board. Playing Scrabble provides many advantages—many of which players might not even be aware of.

According to Suryanto (2013:5) in Prayitno (2015) Scrabble is useful and important for teaching children. In teaching vocabulary, specially for the material dealing with concrete items, it is easier showing the items than describing the vocabulary verbally. Using scrabble inteaching enables students to involve in direct experiance. Students can see, smell and touch the objects at the same times as hearing thenew words.

2.3 Review of the Related Findings

The researcher have read and finally found something that is relevant with problem discussed in the study. Research by Arga (2013)had done research about “The Influence of Vocabulary Mastery in Students Writing Narrative Text.” Arga found that, Influence of Vocabulary Mastery in Students Writing Narrative Text.

The second, Research by Noriman (2012) on “A Study on Student’s Ability by Using Scrabble Game to Increase Students English Vocabulary Mastery at Second Class Of Smpn Number 11 Tanjungpinang”. He found that the students’ vocabulary mastery can be in improved. It mean that through the scrabble, the students’ vocabulary can be improved.

The third, reasearch by Wahyuni (2012) on “memorizing vocabulary by using picture media at class VIII SMP XX”. She found that the picture media is better improved students’ vocabulary mastery. The picture media increased students’ vocabulary mastery. There have been previous researchers have conducted about scrabble. Study vocabulary skill through scrabble game is important. Therefore, the researcher want to do research find the effect of students’ vocabulary mastery through scrabble.

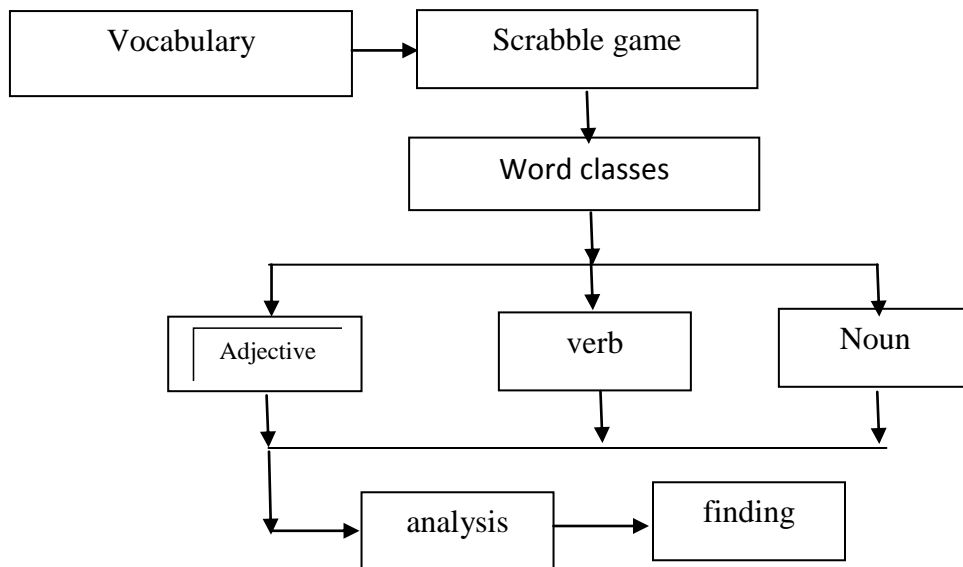
The fourth,. Halpen (2007) entitled “the world of competitive scrabble: novice and expert defferencis in visuospatial and varbal ability”. The results from the expert Scrabble players show that they havesuperior abilities (compared to a much younger, high-ability groupof college students) in selected verbal and visuospatial tasks. Theseresults offer hope for the large number of baby boomers who areapproaching their own older adult years with trepidation. These results may be generalized with caution to other domains that sharevariance with the abilities that were studied here, but they are goodnews, even if they are not as strong as we had hypothesized they would be.

The fifth by Puji Prayitno (2015) entitled “improving students, vocabulary mastery by using scrabble at the sixth grade students at SD Negeri 007 Bangun Purba”. By using scrabble game, it could be increasing students’ vocabulary mastery.

In this research there are three factors influence it. They are, teaching media, collaborator and teacher.

2.4 Conceptual Framework

vocabulary is very important for students. Teaching and learning vocabulary using scrabble game. Finally the researcher gets data record for to analysis and draw conclusions. The following figure describes the conceptual framework.



Based on figure above vocabulary in scrabble game has been studied by students at second grade of SMP N 2 Rambah. The researcher analysing students vocabulary in using scrabble games. In this research, the researcher hopes the students vocabulary will be understand after learning by using scrabble games.

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers an overview of methodology used in the study. This is structure about the research design, setting of the research, instrumentation, procedure of the research, technique of collecting data, and technique of analyzing of the data.

3.1. Research Design

The researcher design that will be used in this research is descriptive qualitative. Widoyoko (2012: 2) says that qualitative research describes the way things which is based on facts and stated in statement or words form. In addition, qualitative research takes place in the natural setting of language usage; enable the researcher to make interpretation of the data. In additional, research is also descriptive research where data collection to test. The researcher describes the students' vocabulary mastery in using scrabble.

3.2. Setting of The Research

The research will be conducted at the secondgrade students of SMPN 2 Rambah Lenggopan Pasir Pengaraian Kabupaten Rokan Hulu. This research will start from January.

A. Population

According to Arikunto (2010:173) Population means all aspect of research. The population of this research is class VIII of the second grade students' of SMP N 2 Rambah.

Table 3.1 The population

No	Classes	Number of Students
1	Class VIII.1	22
2	Class VIII.2	27
3	Class VIII.3	27
4	Class VIII.4	26
5	Class VIII.5	24
Total		126

B. Sample

Sample is part of the population. The type of samples taken reflects the population. The sample is VIII.5 grade students of SMPN 2 Rambah Pasir Pengaraian. So the researcher used cluster random sampling. According Gay (2009) state that cluster random sampling randomly select groups, not individual. This sample is obtain by selecting the intake group as whole which is known a cluster sampling class (Singh, 2006;89)

3.3. Instrumentations

The students are asked to play scrabble to construct vocabulary. The researcher groups the students to 4 people. Every group plays scrabble for 10 minutes. After that, the researcher assesses what students did.

3.4. Technique of Collecting Data

According to Sugiyono (2010:224) data collection techniques are the most strategic step in the study, because the main goal of the research is to obtain the data. To collect the data for this research, the researcher uses scrabble test vocabulary. The data of research are collected by using scrabble. In this research, the researcher will use scrabble to collect the data.

3.5. Technique of the Analyzing Data

Qualitative data is a research method based on positive philosophy, that is used to research on natural object conditions (opponent with experiment research) where the researcher uses a key instrument. The technique of collecting the data would be done triangulation while the technique of analyzing the data is inductive/qualitative, and the result of the qualitative research is more to pressure the meaning than generalization (Sugiyono (2012)).

The researcher will analyze the students' vocabulary word classes using scrabble:

1. List all vocabulary
2. Make a list of word classes
3. Percentages the word classes