

**THE EFFECTIVENESS OF EDUCATIONAL GAME "SCRABBLE  
WORD" TO IMPROVE ENGLISH VOCABULARY AT SENIOR HIGH  
SCHOOL**

**THESIS**



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**MALANG**

**2025**

**COVER SHEET**

**THE EFFECTIVENESS OF EDUCATIONAL GAME "SCRABBLE  
WORD" TO IMPROVE ENGLISH VOCABULARY AT SENIOR HIGH  
SCHOOL**

Submitted as a Partial Fulfillment of the Requirement for the Degree of Education

(S.Pd.) in the English Education Department



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**MALANG**

**2025**

# **APPROVAL SHEET**

## **APPROVAL SHEET THE EFFECTIVENESS OF EDUCATIONAL GAME "SCRABBLE WORD" TO IMPROVE ENGLISH VOCABULARY AT SENIOR HIGH SCHOOL**

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# LEGITIMATION SHEET

## LEGITIMATION SHEET

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Declaration that:

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3. Should it later be found that the thesis is the product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

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## MOTTO

Q.S. An-Naml 46-47

يَا قَوْمٍ لِمَ تَسْتَعْجِلُونَ السَّيِّئَةَ قَبْلَ الْحَسَنَةِ ۚ أَفَتُحِبُّونَ أَنْ تَأْتِيَكُمُ السَّيِّئَةُ وَتُبْقِيَ الْحَسَنَةَ ۚ أَفَلَا تَتَّقُونَ ۚ ٤٦

قَالُوا اطَّيَّرْنَا بِكَ وَبِمَنْ مَعَكَ ۚ قَالَ طَائِرُكُمْ عِنْدَ اللَّهِ ۚ بَلْ أَنْتُمْ قَوْمٌ تُفْتَنُونَ ٤٧

*"O my people, why do you hasten the coming of evil before (seeking) good? Why do you not seek good? Do you wish for evil to befall you while good is left behind? Why do you not fear Allah?" (46)*

*"They said, 'We consider you and those with you to be a bad omen.' He (Salih) replied, 'Your omen is with Allah (it is not us who are the cause), but you are a people being tested.'" (47)*

***"Do not rush to ask for bad before good, because life is a test to build piety. All fate is in the hands of Allah, not people or circumstances."***



## **DEDICATION**

With full gratitude and deep love, I dedicate this thesis to the two wingless angels  
in my life- Father, Mother, and my little sister.

To my father (Hamim Juadi)

Thank you for every sweat that dripped without complaining, for all the advice  
that meant so much, for your endless hard work and sacrifice for my future. You  
are a great person and an example of resilience and sincerity that always inspires  
me.

To my mother (Nur Faridah)

Thank you for the prayers that always accompany me, the love that always  
surrounds me, and your patience in my every step. Your hug is the most  
comfortable place, your advice is the light that guides me when I almost give up,  
and your smile is my happiness.

For my little sister (Sabrina Aulia Wafda)

Thank you for being present and giving another colour in my life. always grow up  
to be a cheerful and fun girl, I am always by your side.

All these achievements would not exist without your love, blessings, and  
sacrifices. May my success be a source of happiness and pride for you both, just  
as you are a source of happiness and strength for me.

## **ACKNOWLEDMENTS**

By saying praise and gratitude to the presence of Allah SWT, who has given his grace and gifts to the author so that she can complete this research.

Shalawat and salam to the great Prophet Muhammad SAW the author says, because of his services we can enjoy an age full of knowledge like today. He is a good role model for his ummah.

In writing this thesis, it cannot be separated from the help of various parties who have encouraged and guided the author. Therefore, the author expresses her respect and gratitude to those who helped in the preparation of this thesis.

On this occasion the author would also like to thank:

1. My beloved parents (Mr. Hamim Juadi and Mrs. Nur Faridah) who always support me physically and mentally, and never forget to pray for me every time.
2. My little sister (Sabrina Aulia Wafda), who always makes me smile when to see her every time she grows up.
3. Prof. Dr. H. M. Zainuddin, M.A, as the Rector of Maulana Malik Ibrahim State Islamic University Malang.
4. Prof. Dr. H. Nur Ali, M. Pd, as the Dean of the Faculty of Tarbiyah and Keguruan Sciences.
5. Prof. Dr. H. Langgeng Budianto, M. Pd, as the Head of English Education Department, and Maslihatul Bisriyah, M.TESOL, as the Secretary of English Education Department.
6. Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed, as the supervisor who patiently guided, directed, corrected, and provided input until this thesis was completed.
7. To Mrs. Wahyu Indah Mala Rohmana, as an academic supervisor who has guided and directed during the lecture period from the beginning until the end.

8. All lecturers of the English Education Department whom I respect for their advice and useful knowledge
9. To Mrs. Kharirah S.Pd and all X-H MAN Kota Pasuruan students, who have helped the author complete this thesis.
10. Thank you to my Sister Nurma Ari Sofa, who has helped the author a lot from the beginning of college until the preparation of this thesis was completed.
11. Thank you to all my friends; Khumairo, Diana, Nafisa, who have become author friends from the beginning of the semester. And not to forget, Auliya Syahda, who has accompanied the author a lot while in Malang.
12. To my partner in completing this thesis 200107110043, thank you for accompanying me and giving me many valuable lessons during the process of completing this thesis, May Allah SWT make good things easier.

All parties who helped either directly or indirectly, who have helped the author in completing this thesis which cannot be mentioned one by one. Hopefully the guidance, help and enthusiasm that has been given will be rewarded by Allah SWT.

For all of the parties, the researcher realizes that there are still many deficiencies in the writing of this thesis that need to be improved. For this reason, researcher need suggestions to make improvements to existing deficiencies. Hopefully this thesis is useful for researcher and readers.

Malang, May 28<sup>th</sup> 2025

The Researcher,



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## LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

### A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ’
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

### B. Long Vocal

Long Vocal (a)	= ^a
Long Vocal (i)	= î
Long Vocal (u)	= ^u

### C. Diphthong Vocal

أو	= aw
أي	= ay
أو	= ^u
إي	= î

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## ABSTRACT

Indah, Rahma Lia 2025. The Effectiveness Of Educational Game "Scrabble Word" to Improve English Vocabulary at Senior High School. Thesis, English Education Department. Faculty of Education and Teacher Training. The Islamic State University of Maulana Malik Ibrahim Malang.

Advisor: Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed.

**Keywords:** Scrabble word game, vocabulary acquisition, student experience

This study aims to determine the effectiveness of using the Scrabble Word Game in improving students' English vocabulary mastery. The research was conducted at MAN Kota Pasuruan using a mixed-method approach, combining quantitative and qualitative methods. Quantitative data were obtained through pre-test and post-test scores, which were analyzed using the Wilcoxon Signed-Rank Test and N-Gain Test. Meanwhile, qualitative data were collected through interviews and classroom observations to gain in-depth insights into students' experiences and engagement during the learning process. The results revealed a significant improvement in students' vocabulary mastery after the implementation of the Scrabble Word Game, with a high N-Gain score (0.75) and a p-value  $< 0.05$ . The game was not only effective in enhancing vocabulary but also encouraged active participation and increased student motivation in the classroom. Observations indicated that students were more engaged, collaborative, and enthusiastic about learning vocabulary through the game. Interviews also highlighted students' positive perceptions of Scrabble as a fun and interactive learning tool. This study concludes that the Scrabble Word Game is an effective educational tool for improving vocabulary mastery while promoting active learning. It is recommended that teachers integrate games like Scrabble into their teaching methods to create a more engaging and enjoyable learning environment.

## ABSTRAK

Indah, Rahma Lia 2025. Efektivitas Permainan Edukatif “Scrabble Word” untuk Meningkatkan Kosakata Bahasa Inggris di Sekolah Menengah Atas. Skripsi, Program Studi Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Dosen Pembimbing: Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed.

**Kata kunci:** Permainan scrabble word, penguasaan kosakata, pengalaman siswa

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan Scrabble Word Game dalam meningkatkan penguasaan kosakata bahasa Inggris siswa. Penelitian ini dilakukan di MAN Kota Pasuruan dengan mixed-method yang menggabungkan metode kuantitatif dan kualitatif. Data kuantitatif diperoleh melalui pre-test dan post-test, yang dianalisis menggunakan Wilcoxon Signed-Rank Test dan N-Gain Test. Sementara itu, data kualitatif dikumpulkan melalui wawancara dan observasi kelas untuk mendapatkan wawasan mendalam terkait pengalaman serta keterlibatan siswa selama proses pembelajaran. Hasil penelitian menunjukkan peningkatan signifikan pada penguasaan kosakata siswa setelah implementasi permainan Scrabble word, dengan skor N-Gain tinggi (0,75) dan nilai  $p < 0,05$ . Permainan ini tidak hanya efektif dalam meningkatkan kosakata, tetapi juga mendorong partisipasi aktif dan motivasi siswa di kelas. Observasi menunjukkan bahwa siswa lebih terlibat, kolaboratif, dan antusias dalam belajar kosakata melalui permainan. Wawancara juga mengungkapkan persepsi positif siswa terhadap permainan Scrabble sebagai alat pembelajaran yang menyenangkan dan interaktif. Penelitian ini menyimpulkan bahwa Scrabble Word Game merupakan alat pembelajaran yang efektif untuk meningkatkan penguasaan kosakata sekaligus mempromosikan pembelajaran aktif. Disarankan bagi para guru untuk mengintegrasikan permainan seperti Scrabble dalam metode pengajaran mereka guna menciptakan suasana belajar yang lebih menarik dan menyenangkan.

## ملخص البحث

إنداء، رحما ليا ٢٠٢٥. فعالية لعبة "سكرابل وورد" التعليمية لتحسين المفردات الإنجليزية في المدارس الثانوية. أطروحة، برنامج دراسة تدريس اللغة الإنجليزية. كلية التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: الأستاذة الدكتورة. حج. لايك راسكوف أوكتابرلينا، ماجستير في التربية

**الكلمات المفتاحية:** لعبة سكرابل وورد، اكتساب المفردات، تجربة الطلاب

يهدف هذا البحث إلى معرفة فعالية استخدام لعبة "سكرابل وورد" في تحسين إتقان المفردات الإنجليزية لدى الطلاب. أجري البحث في المدرسة الثانوية الإسلامية الحكومية في مدينة باسوران باستخدام تجمع بين الأساليب الكمية والنوعية. تم الحصول على البيانات الكمية (Mixed-Method) منهجية مدمجة "وتم تحليلها باستخدام اختبار ويلكوكسون (Post-Test) واختبار نهائي (Pre-Test) من خلال اختبار أولي بينما تم جمع البيانات (N-Gain Test) واختبار "إن-غاين (Wilcoxon Signed-Rank Test) النوعية من خلال المقابلات وملاحظات الصف للحصول على رؤية عميقة حول تجارب الطلاب ومستوى تفاعلهم أثناء عملية التعلم. أظهرت نتائج البحث تحسناً ملحوظاً في إتقان الطلاب للمفردات بعد تنفيذ لعبة لم تكن اللعبة فعالة فقط في  $p < 0.05$  العالية (0.75) وقيمة N-Gain سكرابل وورد"، حيث بلغت درجة تحسين المفردات، بل حفزت أيضاً المشاركة الفعالة وزادت من دافعية الطلاب في الصف. أظهرت الملاحظات أن الطلاب أصبحوا أكثر تفاعلاً وتعاوناً وحماساً أثناء تعلم المفردات من خلال اللعبة. كما كشفت المقابلات عن تصورات إيجابية للطلاب تجاه لعبة "سكرابل" كأداة تعليمية ممتعة وتفاعلية. خلص البحث إلى أن لعبة "سكرابل وورد" هي أداة تعليمية فعالة لتحسين إتقان المفردات وتعزيز التعلم النشط. ويوصى المعلمون بدمج الألعاب مثل "سكرابل" في أساليب التدريس الخاصة بهم لخلق بيئة تعليمية أكثر تشويقاً ومتعة.

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

According to the General Indonesian Dictionary, vocabulary means understanding and proficiency (Badudu & Zain, 2001), so Indonesian vocabulary can be defined as the understanding and proficiency of Indonesian word. Students must memorize vocabulary to feel comfortable speaking, writing, reading, and listening. Especially in secondary schools' vocabulary is needed to improve English language skills so that students can express their ideas well, without vocabulary students will find it difficult to express ideas and understand. If students do not have a wide enough vocabulary, they will find it difficult to understand other language skills. Vocabulary is needed to support learning in the classroom, by learning vocabulary students can communicate well with the people around them. Likewise, with learning English vocabulary, the more students memorize vocabulary the easier it is for students to communicate/speak, write, read, and even listen. Therefore, students need to learn how to memorize vocabulary easily because to achieve learning goals, students are required to have a lot of vocabulary.

In the classroom learning process, sometimes teachers have difficulty teaching vocabulary effectively. The teaching process in the classroom will feel long and take a lot of time if the learning methods used are not interesting and boring. Students sometimes mispronounce

vocabulary, which is due to the limited number of teachers teaching vocabulary and students' lack of interest in reading. The teachers have also used learning tools, learning resources, and learning methods. However, teachers also need to pay attention to the situation and conditions in the classroom because each class has different characteristics and abilities, so the methods teachers use also affect student learning outcomes at school. Considering the importance of mastering vocabulary in learning English, teachers must be creative in choosing learning methods in the classroom. Interesting methods also make students more enthusiastic and active in class to prevent students from feeling bored and sleepy during learning activities in class.

Andini (2017) explains that the brains of people who learn two or more languages with people who only learn one language have significant differences. Language involves the functions of the left brain, which is dominant and analytical in logical processes, and the right hemisphere, which is active in emotional and social processes. In this era of globalization, it is very important to learn foreign languages, especially English, by having adequate language skills, an individual can make the most of the momentum. For example, someone with foreign language skills can be relied upon in various fields such as education, science, technology, communication, discussion, society, and culture. Learning about language has been explained in the Quran surah Ar-Rum verse 22:

وَمِنْ ءَايَاتِهِ خَلْقُ السَّمٰوٰتِ وَالْاَرْضِ وَٱخْتِلَافُ ٱلسِّنِّكُمْ وَٱلْوَنِّكُمْ ؕ إِنَّ فِى ذٰلِكَ لَءَايٰتٍ لِّلْعٰلَمِيْنَ

Meaning: “And among His signs are the creation of the heavens and the earth, the difference in your languages, and the color of your skin. Indeed, in such things there are signs for those who know.” [QS. Ar-Rum: 22].

This verse of the Quran reminds us of the greatness and power of Allah through the creation of the heavens, the earth, and the differences in language and skin colour of humans. Allah created mankind with different languages and skin colors, not as a barrier, but as a gift to help us know each other, understand, and appreciate our differences. Language differences encourage us to learn other languages. When we learn other languages, we not only expand our communication skills, but also build bridges between cultures. By mastering another language, we can appreciate differences, open our minds to different ways of thinking, and forge deeper connections with others around the world.

One of the things that students must master to be able to speak another language especially English is vocabulary, because no one can speak English if they have a limited vocabulary. A person will have difficulty learning English if they do not have a proportional amount of vocabulary. Indonesian students usually face difficulties learning English, particularly vocabulary, because English differs from Indonesian in structure, pronunciation, and vocabulary (Katemba, 2022). Scrabble is a word game where participants, either individually or in teams, create words using letter tiles. Beyond its role as a source of entertainment, Scrabble is



widely utilized as a learning tool to expand vocabulary, refine spelling, and foster strategic thinking and problem-solving abilities. The Scrabble game is perfect for increasing students' vocabulary, this game also helps students to be able to understand, remember, and interpret each word in the game. Teaching vocabulary using games is important to make students enjoy the learning process. Katemba et al. (2022), found that learning vocabulary through games is one of the practical and exciting methods that can be applied in any classroom. One way to improve students' vocabulary is with an appropriate learning technique and the recommended technique in vocabulary improvement is scrabble word. Scrabble is a simple game that can help teachers in learning especially in spelling, memorizing, and understanding the meaning of words. When students play this game, they do not realize that they are playing while learning and students also gain new vocabulary, with this game students become more concentrated in learning. The use of this game is also able to motivate students and provide new experiences for students in learning English. Students enjoy learning in class more by using games.

Based on pre-observation on March 15, 2024 when researcher interviewed the English teacher MAN Kota Pasuruan about students' ability in English lessons. The problem faced is the lack of student interest in learning English because they do not understand what the teacher says, the teacher has explained some new vocabulary but students have difficulty remembering it, some students know the vocabulary that has been learned

but are shy in pronunciation for fear of being wrong. Another problem is that students quickly feel bored because they learn vocabulary without using games.

Based on the problems mentioned by the English teacher at MAN Kota Pasuruan, the researcher is interested in conducting a study entitled “The Effectiveness of Educational Game ‘Scrabble Word’ to Improve English Vocabulary at Senior High School.”

### **1.2 Research Question**

Based on what has been described in the background, the researcher formulates a research question:

1. Does the use of Scrabble word games improve student vocabulary at MAN Kota Pasuruan?
2. How do students learn English vocabulary when using the Scrabble word game?

### **1.3 Research Objective**

Based on the background and research questions of this study, the objectives of this study are:

1. To find out whether the scrabble word game can improve the vocabulary of MAN Kota Pasuruan students.
2. To find out students learn English vocabulary when using Scrabble word game.

#### **1.4 Scope and Limitations of Study**

The scope of this study focuses on increasing students' vocabulary through scrabble word games in the English vocabulary classroom at MAN Kota Pasuruan. Some of the vocabulary in question are nouns, adjectives, verbs, and adverbs. In addition, the researcher wanted to increase students' vocabulary by 5 to a maximum of 50 words for each meeting through the scrabble game. The decision was made by considering the importance of scrabble game as one of the useful methods to improve students' vocabulary achievement.

#### **1.5 Significance of Study**

The significance of this research are:

1. For teachers, this study wants to provide information on how to teach scrabble games in improving students' vocabulary.
2. For students, it can increase vocabulary and improve students' vocabulary.
3. For future researcher, it can be a reference for researchers as a contribution to improving students' vocabulary.

#### **1.6 Definition of Key Terms**

In this study, the researcher has several keys to define. They are:

##### **1. Vocabulary**

Vocabulary is a key element in language skills which is the foundation for students' success in various aspects of language such as speaking, listening, reading and writing. Without adequate understanding

and mastery of vocabulary, a language learner will have difficulty in mastering other language skills. In the context of English language learning, vocabulary mastery is very important. Students who have limited vocabulary will experience obstacles in communicating and understanding English materials. A person will not be able to speak or write fluently if they do not have enough vocabulary to convey ideas. Therefore, enriching vocabulary becomes one of the main aspects of learning English, because the more words are mastered, the easier it is for students to absorb and understand the lessons well.

## **2. Scrabble Word**

This game helps young children develop their vocabulary because they can spell, understand, remember, and use these words (Sari, 2018). This game can increase students' interest in learning, especially in expanding vocabulary understanding. By playing scrabble, students are not only encouraged to increase the number of words they know, but also inspired to continue to deepen and enrich their knowledge of new vocabulary. In addition to adding new words, Scrabble makes the language learning process more fun, so students feel more enthusiastic and motivated to learn. Through this experience, students can develop language skills more creatively and interactively.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter researcher discusses hypotheses and previous studies that provide information related to the research. There are several points that will be discussed below: Definition of Vocabulary, Scrabble words, and Theoretical framework.

#### **2.1 Vocabulary**

Experts express many definitions of vocabulary, but in this chapter it is not possible to discuss all of them. Therefore, the researcher only selects some definitions that are considered the most relevant and important to discuss. Vocabulary itself refers to a set of words that make up a language. Vocabulary is a component of language that maintains all information about meaning and using words in a language. This point will explain the parts of vocabulary which contain the definition of vocabulary, types of vocabulary, kinds of word classes, and vocabulary mastery. The definition of vocabulary according to experts will be explained further below:

##### **2.1.1 Definition of Vocabulary**

In learning a language, the first thing we have to do is learn vocabulary because vocabulary is an important element in language before other elements. There are several definitions of vocabulary according to Hornby (2006) vocabulary is all words that a person knows or uses and it is all the words in a particular language. This means that students must have a lot of vocabulary to communicate with others.

From the above definitions, it can be said that vocabulary is the first element that must be learned and understood in communication. Vocabulary has a real influence on students' ability in English, without sufficient vocabulary mastery students cannot develop their English skills. It can be concluded that, Vocabulary is the number of words that students currently master before learning a language, especially English. Mastery of sufficient vocabulary is very important to communicate effectively and understand the language better. Therefore, learning vocabulary is a crucial first step in the language-learning process.

### **2.1.2 Types of Vocabulary**

Vocabulary has many types, according to Montgomery (2007), there are several types of vocabulary, namely speaking vocabulary, listening vocabulary, reading vocabulary, and writing vocabulary.

#### **a. Speaking Vocabulary**

Words are used by people when communicating with others in everyday life. Proper use of language helps build relationships, clarify intentions, and maintain smooth communication in daily life.

#### **b. Listening Vocabulary**

Listening vocabulary refers to the range of words that one can understand when hearing them in an oral context, such as everyday conversations, presentations, speeches, or other forms of audio such as podcasts or radio broadcasts. This set of vocabulary is very important because it helps a person capture meaning and understand information that is conveyed

verbally. The broader a person's listening vocabulary, the better they can follow and understand various communication situations involving sound, both in formal and informal contexts.

c. Reading Vocabulary

Reading vocabulary consists of various vocabulary that we understand when we read a text, be it a book, an article, or any other piece of writing. This vocabulary reflects our ability to recognize and understand the written word, which is essential to help us capture the meaning of the text we are reading. The broader our reading vocabulary, the better our ability to understand more complex and information-rich texts.

d. Writing Vocabulary

Writing vocabulary is the collection of words we use when writing, whether in formal contexts such as essays, reports, or articles, or in informal contexts such as social media captions, short messages, or personal notes. This vocabulary reflects our ability to organize ideas and express them in writing, by choosing the right words to convey clear and effective meaning.

### **2.1.3 Kinds of Word Classes**

According to Thornbury (2002), in his book *How to Teach Vocabulary*. There are 8 types of word classes that are often studied, namely; Nouns, Verbs, Adjectives, Pronouns, Prepositions, Conjunctions, Interjections, and Adverbs. Based on the scope of the research, the main focus of this study is on teaching content words such as nouns, verbs, adjectives, and adverbs. The following will

present a more detailed explanation of the previously mentioned topics, to provide a deeper and clearer understanding of them:

a. Nouns

Nouns are words used to name people, places, things, or abstract concepts. Nouns can be further divided into several subcategories, such as proper nouns (special names that start with a capital letter, such as London, John), common nouns (common names, such as book, city), countable nouns (nouns that can be counted, such as apple, car), and uncountable nouns (nouns that cannot be counted, such as water, water). Nouns can also show ownership with possessive nouns (John's car, the teacher's book).

b. Verbs

Verbs are words used to indicate actions, events, or states. Verbs are often called the “heart” of a sentence because they express what happens in the sentence. Verbs can be action verbs (action verbs, such as run, and write). Verbs can also be divided into several forms based on tense, such as past tense, present tense, and future tense, as well as regular verbs (regular verbs, e.g. play - played) and irregular verbs (irregular verbs, e.g. go – went).

c. Adjectives

Adjectives are words used to describe or give more information about nouns. Adjectives provide details about the quality, quantity, size, colour, shape, or condition of a noun. Adjectives are often used to answer questions like “How?”, “How much?”, or “Which one?”. Example; beautiful, large, happy, etc.



#### d. Adverbs

Adverbs are words used to explain or provide additional information about verbs, adjectives, or other adverbs. Adverbs often provide information about manner (how), time (when), place (where), frequency (how often), or intensity (how much). Many adverbs are formed by adding the suffix “-ly” to adjectives (like quick becomes quickly), but there are also adverbs that don't follow this pattern, like well (from good), fast, hard, and late.

#### **2.1.4 Vocabulary Mastery**

At the basic level, vocabulary is an important part of learning. However, in reality, students only master basic vocabulary related to themes such as animals, clothes, and objects around the classroom. Their mastery is limited to simple words, largely due to a lack of interest in learning new vocabulary. In addition, teachers rarely use appropriate or interesting learning media to support vocabulary teaching. This results in students not being motivated to explore further through reading. If more creative and effective teaching methods are used, students will be more eager to read, so their mastery of English vocabulary will improve significantly.

Many people have difficulty mastering English vocabulary because there are differences in language use techniques between English and Indonesian. Native English speakers naturally use the language in everyday conversation, whereas in Indonesia, English is generally only used in certain situations or academic contexts. As a result, students in Indonesia often have a limited command of English vocabulary. This can be overcome if everyone applies the

principle of “books are the windows to the world” where reading becomes a habit, they love to broaden their horizons and improve their language skills. Reading regularly will give them access to new vocabulary and enrich their knowledge in various fields. Learning vocabulary is essential, especially in developing all four English language skills: reading, listening, speaking, and writing. In reading, mastering vocabulary facilitates comprehension of the text being read. When listening, vocabulary helps in understanding what is heard better. Meanwhile, in writing and speaking, vocabulary mastery makes it easier for one to convey ideas or thoughts more clearly and effectively.

Some things that affect students' vocabulary mastery are; learning methods used in class and students' motivation to learn English in class. Vocabulary mastery in English learning cannot be ignored, because its role is very important for the development of students' language skills. Vocabulary should be developed naturally through real experiences that students have daily, and adapted to their needs and educational context. Engaging students in relevant situations and providing them with opportunities to interact with the language, and vocabulary will grow more effectively and functionally. This process allows students to not only understand the meaning of words, but also use the vocabulary in meaningful communication that is appropriate to their environment. The selection of appropriate learning media greatly affects the quality of the student learning process. The use of learning media can strengthen students' interest and encourage their active participation in learning activities in the classroom. Effective media can make the subject matter more interesting,

so that students become more involved and motivated in participating in learning. Increased student interest and activity, understanding of the material becomes more optimal, which in turn will contribute to improving overall learning outcomes.

Students learn vocabulary to understand the meaning of words and how to use them in various contexts, both orally and in writing. Vocabulary mastery helps students more easily understand messages conveyed in written or spoken form, because they can recognize words and phrases that build a sentence so that their meaning can be understood. Vocabulary is a fundamental component of language that is indispensable for anyone who is learning it. Vocabulary mastery is the main key for a person to be able to communicate smoothly and efficiently with others. Without a sufficient understanding of vocabulary, a person will have difficulty conveying ideas or understanding the intentions of others, resulting in a limited communication process. Therefore, expanding vocabulary knowledge is an important first step in learning a language, especially if you want to achieve effective and natural communication skills (Sari et al., 2023). To achieve effective vocabulary acquisition, the learning process should be interesting and satisfying for both teachers and students. This can be achieved through the use of appropriate learning strategies, effective material delivery methods, and a pleasant learning environment. These three aspects will encourage students to be more enthusiastic and motivated in learning, so that the learning process in the classroom becomes more enjoyable and meaningful.

## **1. Vocabulary Learning Strategies**

According to Schmitt (2000) in his book *Vocabulary in Language Teaching*, vocabulary learning strategies can be classified into two main groups: discovery and consolidation

### **A. Discovery Strategies**

The discovery strategy is the first step in vocabulary learning, where learners search or find the meaning of new vocabulary that they do not yet understand. This strategy is often used when first encountering new words, either in spoken or written form. It is divided into two main subcategories: determination and social strategies.

- **Determination**

According to Schmitt, determination strategies refer to how students discover the meaning of new words without expert help. In this strategy, students try to find the meaning of words independently, for example by using printed or digital dictionaries, guessing from the context in the text or sentence, and using pictures.

- **Social**

Social strategies involve help from others to understand the meaning of new words, relying on social interactions with teachers, friends and native speakers. One example is asking directly to a teacher or friend who knows the meaning of the word better, either in a formal setting such as in class or in a casual discussion. Group discussions are also an effective way, where learners can join a study group to

discuss the meaning of new words as well as exchange knowledge or provide explanations about certain words. Interacting with native speakers is also a useful strategy for understanding words in real contexts, especially in everyday situations. Another supportive strategy is participating in interactive activities, such as word games, crossword puzzles or quizzes, where learners can ask other players if they encounter a new word. Not only that, learning through social media is also an interesting alternative, for example by joining forums, discussion groups, or online communities such as on the WhatsApp platform, to discuss and learn new vocabulary. This social interaction helps learners understand and use new vocabulary more effectively.

#### B. Consolidation Strategies

Consolidation strategies are steps learners take to strengthen their understanding, recall and internalize new vocabulary after encountering it. These strategies aim to ensure that the vocabulary is remembered in the short term and can also be actively used in speaking, writing, or thinking. Schmitt classifies consolidation strategies into four main subcategories: Social, Memory, Cognitive, and Metacognitive Strategies.

- Social

Social strategies utilize social interaction to reinforce vocabulary learning, as interacting with others can help learners understand the use of words in real-world contexts. One application is through group

discussions, where learners participate in discussions or study groups to use and practice new vocabulary, such as answering questions or giving opinions using the newly learned words. In addition, communicating with native speakers is also an effective strategy, for example by talking or exchanging messages through applications, to understand the use of vocabulary in informal and formal contexts. Another strategy is role-playing or simulation, such as practicing the situation of being a customer and a cashier in a shop, which allows learners to use new vocabulary in certain situations, so that the vocabulary is more internalized and ready to be used in everyday life.

- Memory

This vocabulary learning strategy focuses on creative ways to help remember new words by connecting them to familiar things. One effective technique is making visual associations, where the learner imagines an object or picture that represents the word. In addition, grouping words by certain categories, such as colour, food, or emotion, can also make it easier to manage information in the brain. This way, vocabulary related to one theme becomes more organized and easier to remember. Another strategy is to connect the new word to a previously known word or concept. Linking the new word to something familiar strengthens the information retention process and lasts longer.

These strategies help create meaningful connections between words, making them easier to remember and understand. Students can

categorize words to help them learn. For example, they can write words about food, such as “rice” and “apple,” and then group them into the categories “Fruits” and “Vegetables.” In addition, teachers can make a concept map by writing “Emotions” in the center and students mention emotions such as “happy” and “sad” around it. Students can also make vocabulary cards, categorize them, and explain the words to classmates. In this way, it is easier for students to remember new vocabulary.

- Cognitive

Cognitive strategies are ways for students to practice the vocabulary they have learned. These strategies help remember new words by connecting the word with something familiar. One approach is making visual associations, such as imagining objects or pictures representing the word. In addition, new words can be grouped by certain categories, such as colour, food, or emotion, making them easier to remember through logical grouping. Another effective strategy is to connect the new word with a previously known word, thus creating a meaningful relationship that facilitates the memorization process. Cognitive strategies can be applied in several ways to help students practice the vocabulary they have learned. For example, students can create posters depicting new words with relevant pictures, such as drawing an apple for the word “apple,” so that they can remember the word through visual association.

- Metacognitive

This strategy involves systematically planning, monitoring and evaluating the vocabulary learning process. For example, one can set learning goals, such as mastering 50 words in one week, and organize a consistent study schedule to ensure the achievement of these goals. In addition, choosing the right learning resources, such as books, apps, or videos, is also an important part of this strategy. The learning process then ends with regular progress evaluations, which allow for identifying progress and improving learning methods if necessary. In the classroom, metacognitive strategies can be implemented by having students set goals, such as mastering 50 new words in one week. Students then create a daily learning schedule and choose appropriate learning resources, such as books or apps. After a week, students evaluate their progress by testing themselves or discussing with classmates the words they have learned. This way, students can monitor their progress and adjust their learning methods if needed.

Other strategies by Oxford (1990) can be classified into two main strategies, namely direct strategies and indirect strategies.

1. Direct Strategy

This strategy involves the direct use of the language being learned, students actively interact with the target language in various contexts. In this strategy is divided into three types of categories;

- a. Memory strategy



This strategy can help students remember new vocabulary by using memorization techniques, where students associate new words with pictures or stories to strengthen their memory of the new vocabulary. By applying this strategy consistently, students will not only remember new vocabulary faster, but will also be more confident in using the words in daily conversations.

b. Cognitive Strategy

This strategy involves students directly in understanding and using the language being learned. In this way, students can develop a deeper understanding of the language.

c. Compensation Strategy

This strategy assists students in learning vocabulary by providing tools and techniques that allow them to keep communicating despite their limited vocabulary. For example, teachers can teach students to use synonyms or other phrases when they don't know the right word. Students can also practice using gestures or pictures to explain their ideas.

2. Indirect Strategy

This strategy provides broader support in language learning, helping students not only in the technical aspects of language, but also in the management of their overall learning process.

a. Metacognitive Strategy

This strategy involves planning, monitoring, and evaluating learning. Students using this strategy will plan how they will learn, monitor their progress, and evaluate the effectiveness of the strategies used. By applying these components, students can improve their understanding of the language they are learning.

b. Affective Strategy

This strategy is related to managing students' emotions and motivation in learning. The technique used is relaxation, which helps students reduce the level of anxiety they may feel before or during the learning process.

c. Social Strategy

This strategy involves interacting with others as a way to enhance learning. Social interaction not only enriches the learning experience, but also provides opportunities for students to apply and test their language skills in real situations. Students can learn through cooperation, discussion, or asking for help from friends or teachers.

In addition to the vocabulary learning strategies according to Schmitt (2000) and Oxford (1990), there are other methods that can be applied when learning vocabulary in the classroom. These methods include singing, imitation/drilling, and games.

- a) The first one is the singing method, in several studies mentioned this method has been proven to be a very effective approach in helping students

understand and memorize new vocabulary quickly. Songs that are presented in an interesting rhythm and have simple lyrics allow students to absorb vocabulary more easily. Melodies and rhythms in songs can also strengthen memory because musical patterns can help the brain store information better. This method not only helps enrich their word acquisition, but also trains their ability to listen and speak more confidently.

- b) The second is the imitation/drilling method, which is one of the important techniques in vocabulary learning. This technique is done by asking students to imitate the pronunciation of the vocabulary taught repeatedly. This repetition process not only helps them understand the meaning of the vocabulary learned, but also has a significant impact on improving pronunciation skills. The drilling method not only serves as a teaching tool, but also as a way to build a solid language foundation and familiarize students with the rhythm and intonation of the language being learned. This makes this technique relevant and effective in the vocabulary learning process.
- c) The third is the game method, the game method is used to maintain children's interest and involvement in the learning process, which is very important to create a positive learning environment. Learning through games is not only fun, but also effective in avoiding boredom that often arises when the same method is used repeatedly. By integrating game elements, students can be actively involved in the learning process, which in turn increases their motivation and concentration. Games provide an

opportunity for children to learn in a more relaxed and interactive atmosphere. For example, games such as puzzles can stimulate children's critical thinking and creativity, while introducing new vocabulary in a fun context. In quiz games, children can compete with their friends, which not only adds to the excitement, but also encourages them to pay more attention to the material being taught.

## **2.2 Scrabble Word Game**

In the Oxford Advance Dictionary, a game is an activity or a sport with rules in which people or teams compete against each other. Games are organized activities, where participants follow certain rules and are usually conducted for entertainment. Apart from being a means to have fun, games are often used as a learning medium, as they can help develop skills, knowledge, and creativity. The researcher chose scrabble word game applied in education to improve vocabulary mastery. The game also helps teachers create a more fun classroom atmosphere. Students are encouraged to participate, and to do so, they must understand what others are saying or writing. In addition, they also need to speak or write to convey their own opinions or share information with others.

### **2.2.1 Definition of Scrabble Word**

According to the Oxford Advanced Dictionary, Scrabble is a board game where players use small plastic blocks containing letters to construct words and connect them to terms already on the game board. Scrabble is a word game, played by several people in teams who use letters to form words. Scrabble not only serves as entertainment, but is also often used as

a tool for learning, namely to develop vocabulary skills, improve spelling, and enhance strategic thinking and problem-solving. The game can be played by two to six players in teams, enhancing teamwork. The scrabble game has become popular in learning contexts, especially in teaching language or improving literacy skills.

### 2.2.2 Steps of Scrabble Word

In the scrabble word game, there are some differences in playing it because of the different rules made by each country or even region. Some steps in playing the scrabble word game, namely.

- a. Divide the students into teams

The first step in the game is to divide the players into 6 teams. Each team can consist of 4 to 6 players, depending on the total number of participants. This team division aims to create an atmosphere of cooperation and collaboration between players in a team.

- b. Setting up the scrabble table

Next, Give each team a Scrabble table.

The teacher writes random words from the vocabulary to be assembled, for example: “NALYAZE” (Analyze), ‘STROUCNCT’ (Construct), “IMENGAI” (Imagine). Each meeting changes the word class. The group that already knows the answer can come forward to write it down.

A <sub>1</sub>	B <sub>3</sub>	C <sub>3</sub>	D <sub>2</sub>	E <sub>1</sub>	F <sub>4</sub>	G <sub>2</sub>	H <sub>4</sub>	I <sub>1</sub>
J <sub>8</sub>	K <sub>5</sub>	L <sub>1</sub>	M <sub>3</sub>	N <sub>1</sub>	O <sub>1</sub>	P <sub>3</sub>	Q <sub>10</sub>	R <sub>1</sub>

Diagram illustrating the layout of the 16 input variables for the model. The variables are arranged in two rows:

- Row 1:  $S_1$ ,  $T_1$ ,  $U_1$ ,  $V_4$ ,  $W_4$ ,  $X_8$ ,  $Y_4$ ,  $Z_{10}$
- Row 2:  $S_1$ ,  $T_1$ ,  $U_1$ ,  $V_4$ ,  $W_4$ ,  $X_8$ ,  $Y_4$ ,  $Z_{10}$

No	Group	Word	Equation	Total
1.	Lion	Ex: Analyze	$1 + 1 + 1 + 1$ $+ 1 + 1 + 1$	7

Table 2. 1 Scrabble word table

- c. Write vocabulary according to the material learned

After arranging the words, students write the words and calculate their total letter value based on the value on the Scrabble table.

- d. Team member discussion

Team members are free to discuss the vocabulary to be written on the table, exchanging ideas and opinions on the most appropriate word for 5 minutes by writing 5-10 vocabulary words related to the material, for example other verbs from the material the teacher has explained or from their own knowledge.

- e. Time limit

After the discussion, each group took turns writing one vocabulary word to be written in the table. The researcher made sure there was no repetition of the same vocabulary. Then, some vocabulary is made into sentences suddenly. This activity lasted for 20 minutes. This limited

time added to the challenge of the game, as teams had to move quickly and think efficiently to find matching vocabulary before time ran out.

f. Points calculation

The game ends when the allotted time has expired. After that, the points will be added up based on the total obtained from each group. Each correct vocabulary that complies with the rules will get points, and the team that gets the most points will be declared the winner.

Playing Scrabble in teams provides more benefits than playing individually. Team interaction allows players to discuss, collaborate, and develop strategies together. Cooperation makes the game more exciting and challenging, as each team member can complement each other's knowledge and ideas in finding the most advantageous vocabulary. This also helps improve critical thinking skills and creativity in word construction, while building better social relationships between players.

### **2.3 Scrabble Word Improve Vocabulary**

Language learning cannot be achieved without adequate vocabulary mastery. Vocabulary is the basic element that enables one to construct sentences and express thoughts and feelings clearly. If students do not have sufficient knowledge of the words in the language, they will find it difficult to convey their ideas and intentions effectively to others. Therefore, vocabulary mastery is an important foundation in good and proper language skills. Learning vocabulary is boring for most students. This causes students to have limited vocabulary and not understand what the teacher says during learning.

Therefore, the researcher wanted to experiment by using scrabble word games to improve students' vocabulary mastery in class. Scrabble is a fun board game that can help students expand their vocabulary, improve reading skills, and understand grammar. This strategy was chosen because it can help students remember and use new words more easily.

According to Al Masri Majeda Al Najar, (2014), games have proven effective and beneficial in vocabulary learning in various ways. First, games provide fun and excitement to students, which helps them understand and remember new words faster. Second, the competitive nature of games keeps students' spirits high. Third, vocabulary games encourage students to use English communicatively and flexibly. Fourth, students are encouraged to actively participate in the game, giving them more opportunities to convey their ideas and feelings. Lastly, the game does not only serve as entertainment. The use of Scrabble games in learning is a method that has many advantages, especially in making the vocabulary learning process more fun for students. By bringing in the element of play, students become more excited and enthusiastic to learn new words, as the positive atmosphere of competition encourages them to keep trying and finding creative words. However, some challenges must be addressed when using Scrabble in the classroom. The classroom atmosphere can become more crowded due to the active involvement of the students, and the teacher may have to work harder to manage the classroom dynamics to keep it conducive. Despite its drawbacks, Scrabble is still a fun and educational game



that is suitable for various age groups, and is effective in helping students interactively enrich their vocabulary.

Vocabulary learning using scrabble word can be applied with various strategies. The game involves various strategies that support effective vocabulary learning. The most dominant strategies in this game include determination, social, cognitive, and memory strategies. Determination strategies are applied when students try to find the meaning of a new word independently by guessing the meaning of the word based on the context or looking it up in the dictionary. This is in line with Schmitt's (2000) view, which states that determination strategies help students understand vocabulary without expert assistance. In addition, the social strategy is also very relevant, as the game is often played in groups, allowing students to discuss and ask about the meaning of new words with friends or teachers.

The cognitive strategy in Scrabble Word Games is seen when students arrange words, practicing logical and creative thinking skills to connect learned vocabulary. This strategy supports active learning as described by Schmitt (2000), where students actively practice the words, they have learned to strengthen their mastery. In addition, memory strategies also play an important role, especially when students recall the vocabulary that has been used in the game. According to Oxford (1990), visual association and grouping vocabulary based on certain categories are effective techniques to improve memory, which can be applied in the context of this game.

In terms of method, Scrabble Word Games clearly belongs to the game method, which aims to create fun and interactive learning. This method can be combined with elements of imitation and drilling to strengthen vocabulary acquisition, as found in research on the benefits of repetition for practicing pronunciation (Schmitt, 2000). For example, when a student uses a new word in the game, the teacher or a friend can provide corrections to the pronunciation or usage of the word, so that the student can learn better.

As a learning tool, Scrabble Word Games not only introduces new vocabulary, but also integrates interactive, cognitive, and social aspects that support each other in the language learning process. By engaging students in a healthy competitive atmosphere, the games encourage motivation to learn, improve vocabulary recall, and enhance context-based understanding. Thus, Scrabble Word Games are an effective and engaging tool to support English vocabulary learning.

Implementing educational games such as Scrabble Word into classroom learning is a challenge for teachers, especially as some may assume that games are a waste of time and have no real impact. However, when the game method is designed to be aligned with the learning material, Scrabble can be an effective tool to help students achieve learning objectives. Through this game, students are encouraged to discover and use a variety of vocabulary, which in turn helps them recall words already stored in their memory more easily and enjoyably. This method not only makes learning more interactive, but also improves

students' vocabulary naturally in an atmosphere that supports active engagement and cooperation among them.

From the description above, the theory of learning that can improve vocabulary is mnemonic. Mnemonic theory in the Complete Dictionary of Psychology is the art of improving memory with help. Another definition was put forward by Eric Jeansen, according to Eric Jeansen's theory mnemonics is a method to help remember large amounts of information that involves three elements, namely association, visualization, organization. Based on this definition, it can be said that mnemonics are a method designed to facilitate the process of remembering information through special techniques. Using this method can make it easier for students to remember, which will also make it easier for students to learn and increase student motivation to study harder to achieve optimal learning outcomes.

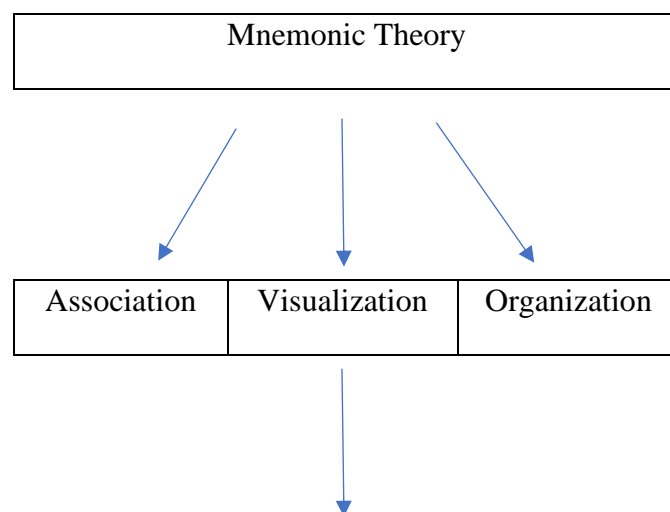
In foreign language learning, vocabulary acquisition plays an important role as it is the main foundation for communication skills. However, given the unlimited amount of vocabulary, learning is often a challenge for learners. One method that can help in overcoming this difficulty is the use of mnemonics. This method is considered effective because it can facilitate the memorization process and long-term memory, especially for second language learners. Mnemonics can be applied in various ways, including through educational games such as Scrabble word game, which can train memory skills while understanding vocabulary in a fun way, memorize vocabulary directly, write it down repeatedly, and apply the vocabulary in sentences. By combining these

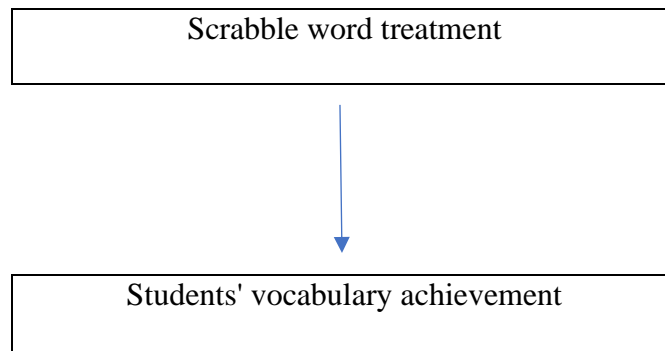
methods, vocabulary learning can be more effective, creative and engaging, helping learners achieve a deeper understanding of a foreign language.

Based on mnemonic theory, educational games like Scrabble Word can be an effective way to help high school students improve their English vocabulary. The game incorporates various important principles in learning, such as connecting new words with familiar ones, visualizing words, repeating words to make them easier to remember, and understanding word order patterns. Through Scrabble, students learn while playing, making the learning atmosphere more exciting and fun. In addition, the game helps students understand and remember new words as they are used directly in the game context. In this way, Scrabble not only helps memorize words, but also strengthens overall English skills creatively and engagingly.

## 2.4 Theoretical Framework

The theoretical framework that forms the basis of this research is illustrated in the following columns;





**Table 2. 2 Theoretical Framework**

The main techniques in mnemonics include association, visualization, and organization. Association helps students connect new words with information they already know, while visualization makes use of images to strengthen memory. In addition, organization allows students to group or arrange information logically, making it easier to remember. In the context of the Scrabble game, this theory is practically applied. The game encourages students to arrange letters into words, which indirectly involves the processes of association, visualization, and organization. By using Scrabble word game media, students are actively involved in vocabulary learning, allowing them to absorb, understand, and remember new words more effectively. The implementation of mnemonic theory through Scrabble game is expected to result in significant improvement in students' vocabulary ability. The results can be measured through pre-test and post-test evaluations, which provide evidence of the effectiveness of this approach in vocabulary learning.

## **2.5 Hypothesis**

This study presents the following hypothesis:

Alternative Hypothesis ( $H_a$ ): The use of the educational game “Scrabble Word” is significantly effective in improving students' mastery of English vocabulary at MAN Kota Pasuruan.

Null Hypothesis ( $H_0$ ): The use of educational game “Scrabble Word” does not have a significant effect on improving students' mastery of English vocabulary at MAN Kota Pasuruan.

## **2.6 Previous Study**

Several previous researchers discussed scrabble word games, namely:

1. Hajar (2019) has done research with the title “Improving Students’ Vocabulary Through Scrabble Game at The Second Grade of Smpn 1 Palopo”. Based on the results, the use of Scrabble game in vocabulary learning gives positive results for students. Based on data analysis, there was a significant difference between the pre-test and post-test results in the experimental class using Scrabble, while in the control class the difference was not significant. The average score of the posttest in the experimental class was higher than the pretest, indicating a significant improvement in students' vocabulary ability. In addition, the questionnaire results showed that the majority of students liked the learning method with Scrabble, where most chose “strongly agree” and “agree” that Scrabble helped them learn vocabulary. Overall, students showed high interest in learning vocabulary through the Scrabble technique.
2. Sari (2018) has done research with the title “Using Scrabble Game as Extracurricular Activity to Support Students’ English Vocabulary

Learning”. Based on the results of the experimental class, researcher found an increase in English vocabulary learning in the class so that the conclusion is that scrabble word games are suitable to be applied in learning English vocabulary.

3. Suharwan (2022) has done research with the title “Improving Students’ Vocabulary Through Scrabble Word Game at The Eight Grade of SMP Integral Hidayatullah Palopo”. Based on the results of the study, it shows that there is a significant difference between before and after being given treatment using scrabble word games. Respondents also gave perceptions on the application of scrabble word games in the classroom also aroused their learning motivation. In conclusion, scrabble word games provide benefits to students' vocabulary.

Based on the previous studies above, there are differences and similarities between the three studies above and this study. The similarity between the above research and this research is that researcher want to analyze and improve students' vocabulary skills using the educational games scrabble word. Furthermore, the difference between this study and the three studies above is that the first researcher significant increase in the experimental class, the second study used a true experimental design, the third study used quantitative methods and pre-experimental techniques with one group, and this study used mixed methods, quantitative and qualitative which will use pre-test and post-test to measure the effectiveness of word scrabble games as well as classroom observations and in-depth interviews will be conducted to obtain

qualitative data on how each group responded to the Scrabble game. In addition, this study was conducted at MAN Kota Pasuruan, which is different from previous research locations that focused on different educational levels and institutions. Thus, this study provides a new contribution in looking at the effectiveness of the Scrabble game in different school environments and providing a deeper insight into students' responses to this learning method.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the researcher provides specific procedures or methods used to identify, select, process, and analyze data. This topic consists of the study's place and time, research methodology and design, population and sample, research instrument, data collection technique, and data analysis technique.

#### **3.1 Place and Time of the Study**

In March 2024, the researcher conducted internships and interviews with English teachers at MAN Kota Pasuruan, located on Jl. Erlangga Gg. Bougenville No.48, Purworejo, Pasuruan city, East Java 67115. The researcher chose this school for the study because, after the interviews, it appeared most suitable for students with a high willingness to learn but limited English vocabulary. The study included three instruments: semi-structured interviews, observations, and tests (pre-test and post-test) to measure students' vocabulary knowledge.

#### **3.2 Method and Research Design of the Study**

This research aimed to study the effectiveness of English vocabulary learning through the use of Scrabble word games. The study focused on exploring how the game facilitated vocabulary acquisition among students and how its implementation increased students' active engagement and motivation in the learning process. Mixed methods approach was utilized, combining qualitative and quantitative data collected simultaneously. Mixed methods research combined both approaches in one study to provide comprehensive

answers to the research questions. That is, we define mixed methods as the incorporation of one or more methodological strategies, or techniques drawn from a second method, into a single research study, to access some part of the phenomena of interest that cannot be accessed by the use of the first method alone (Morse, Janice M, 2016).

To integrate and blend the various data collected and analyzed, the research consisted of two phases: a quantitative phase and a qualitative phase. Each phase was completed separately, before the results from both phases were combined to provide a deeper and more thorough understanding of the questions and phenomena under study. Findings from both the quantitative and qualitative phases were integrated into one study using a mixed methods approach. There is one group in quantitative research that uses pre-experimental design, which can be illustrated as:

O1	X	O2
Pre-test	Treatment	Post-test

**Table 3. 1 Research Design**

O1 : Pre-test (before the treatment of scrabble word game)

X : Treatment (treatment of scrabble word game)

O2 : Post-test (after the treatment of scrabble word game)

### **3.3 Population and Sample of the Study**

The population of this study were tenth grade students at MAN Kota Pasuruan who actively participated in teaching and learning activities in class.

The researcher chose students in class X-H because students in the class were active during English learning according to English teacher at MAN Kota Pasuruan namely Mrs. Kharirah S.Pd. The researcher used a purposive sampling technique, selecting certain students in the school with limited English proficiency, students who were interested in the game. According to Sugiyono, (2017), purposive sampling is a source sampling technique with certain considerations. The researcher, decided to collect quantitative data from 32 students. Then, a qualitative sample was taken from the 32 students who were observed and 6 students were interviewed to gain a better understanding of the phenomenon under study.

### **3.4 The Instrument of the Study**

In conducting this research, researcher used pre-test and post-test for quantitative methods, interviews and observation for qualitative methods as research instruments. Before being given treatment, researcher conducted a pre-test to determine the ability of each student before being given treatment. After being given treatment, the researcher gave a post-test to determine the ability of students after being given treatment. In addition, the tests given by researcher were 20 pre-test numbers and 20 post-test numbers covering nouns, verbs, adjectives, and adverbs. Then, for the qualitative data, the researcher selected group leaders to interview and constructed 10 questions that asked for students' perspectives and explored how they enjoyed learning through the implementation of the Scrabble game in the classroom. The researcher believed that a qualitative investigative approach could provide richer and deeper

insights, complementing and strengthening the quantitative data obtained. Through qualitative methods, the researcher dug deeper into respondents' experiences, perceptions, and views in more detail, resulting in a more comprehensive understanding of the phenomenon under study. This deep understanding was expected to support the quantitative data analysis results and provide a clearer and more relevant context for the relationship between variables explored in the research.

### **3.5 The Technique of Data Collecting**

To get the results of the study, the researcher applied several methods in collecting quantitative and qualitative data. The researcher used several steps below;

#### **1. Test**

Tests are a way to see or measure how much students understand the material that has been learned. Achievement tests measure mastery and proficiency in different areas of knowledge (Ary et al., 2010). Tests were one of the techniques used to collect data and information in this study. The test also aimed to evaluate the results of the experiments conducted. In this study, the test was conducted in two stages, namely pre-test and post-test. The pre-test was held before the experiment began to measure the initial ability of the participants, while the post-test was conducted after the experiment was completed to observe the development or changes that occurred. Through these two tests, the researcher compared the initial and final results to determine the effectiveness of the intervention applied during the study.

- Pre-Test

At the first meeting, X-H students took a pre-test that contained several questions as a first step to collect data about their level of knowledge.

The following are the research instruments used for the pre-test;

**A. Translate to Indonesian!**

**Ex. Ambition: Ambisi**

1. Contribute :
2. Clearly :
3. Less :

**B. Translate to English!**

**Ex. Ambisi: Ambition**

4. Optimis :
5. Pencapaian :
6. Menangkap :

**C. Rearrange the following word into the correct word!**

**Ex. TLAE: ACAK**

**LATE: BENAR**

- |    |             |     |         |
|----|-------------|-----|---------|
| 7. | CNOMTMUIY   | 10. | YPAPH   |
|    |             |     |         |
| 8. | NMADYIC     | 11. | CRPITEU |
|    |             |     |         |
| 9. | IEPENNTDNDE | 12. | BTYEAU  |
|    |             |     |         |
|    |             | 13. | RGLAE   |
|    |             |     |         |

**D. Select the correct answer!**

14. "The children played in the \_\_\_\_"
- a. Beautiful
  - b. Happily
  - c. Park
  - d. Run
15. Which one is a noun?
- a. Run
  - b. Runner
  - c. Running
  - d. Ran
16. Which one is a verb?
- a. Quickly
  - b. Runner
  - c. Run
  - d. Running
17. Choose the correct adjective:
- "She is very \_\_\_\_ person"
- a. Kind
  - b. Kindness
  - c. Kindly
  - d. Kinda
18. Which one is an adverb?
- a. Slow
  - b. Slowly
  - c. Slowest
  - d. Slower
19. Choose the correct adverb:
- "He speaks English very \_\_\_\_"

- a. Good
- b. Better
- c. Well
- d. Best

20. Which word is an adverb?

- a. Every day
- b. Read
- c. Table
- d. Kick

- **Post-Test**

The post-test was given at the end of the meeting, containing several questions with the same level of difficulty to measure the development and improvement of students' knowledge after the learning process. The following are the research instruments used for the post-test;

**A. Translate to Indonesian!**

**Ex. Solution: Solusi**

- 7. Analyze :
- 8. Logical :
- 9. Imagine :

**B. Translate to English!**

**Ex. Solusi: Solution**

- 10. Metode :
- 11. Tantangan :
- 12. Inspirasi :

**C. Rearrange the following word into the correct word!**

**Ex. TLAE: ACAK**

**LATE: BENAR**

7. 

MNTIOVAOTI

10. 

HMEANSOD

8. 

MSRIUMAZE

11. 

NPICIPERL

9. 

RDEA

12. 

OCTNSCTRU

13. 

SWAAYL

**D. Select the correct answer!**

14. Choose the correct noun in the sentence:

“The \_\_\_\_ of the forest breath-taking”

- a. Beauty
- b. Beautiful
- c. Beautifully
- d. Beautify

15. Which sentence contains a verb?

- a. He was happy
- b. They run every morning
- c. The sky is blue
- d. The car is fast

16. Which one is an adjective

- a. Slow
- b. Slowly
- c. Slowness



d. Slowing

17. Choose the correct adjective:

“He is a very \_\_\_\_ man”

- a. Wise
- b. Wisely
- c. Wisdom
- d. Wised

18. Choose the adverb:

“They \_\_\_\_ completed the project”

- a. Easy
- b. Easier
- c. Easily
- d. Easiest

19. Which word is an adverb?

- a. Quickly
- b. Quick
- c. Quickness
- d. Quicker

20. Which sentence contains an adverb?

- a. He is smart
- b. She answered the question quickly
- c. The sky is blue
- d. They are happy

## 2. Treatment

After conducting the pre-test and learning, the researcher conducted the treatment. The researcher conducted the treatment in four sessions. In each

session, the researcher used a different Scrabble theme according to the target vocabulary.

- 1) In the first meeting, the researcher introduced the activity by explaining that the students had learned the material previously explained by the English teacher. The researcher then explained the meaning of vocabulary, the Scrabble word game, and its rules. In this meeting, the vocabulary focus was on verbs, such as analyze, construct, imagine, and summarize. The researcher started the game, and the students, in their respective groups, worked to fill in the table provided within the allocated time. After completing the game, the researcher, with the help of each group, calculated the points earned. Finally, the researcher provided an evaluation of the students' participation and vocabulary mastery.
- 2) In the second meeting, the researcher began by reminding the students of the material they had learned with the English teacher and asked a few questions about it. The researcher guided the students to gather in the same groups formed in the previous meeting. In this meeting, the vocabulary focus shifted to nouns, such as principle, solution, beauty, and motivation. The researcher started the game, similar to the first meeting, but with a new vocabulary set according to the material. Students filled in the table within the specified time, and the researcher counted the points earned with

each group's assistance. An evaluation was conducted at the end to assess the students' understanding and group performance.

- 3) In the third meeting, the researcher reiterated the material the students had learned and asked questions to engage them. The researcher then directed the students to gather with their previously formed groups. The game began, with the focus of this meeting on adjectives, such as logical, wise, beautiful, and effective. Students worked to fill in the table with the given vocabulary set within the given time. After the game, the researcher calculated the points earned with the assistance of the groups. At the end of the session, the researcher provided an evaluation of the activity and the students' use of adjectives.
- 4) In the fourth meeting, the researcher started by reviewing the material students had learned and asked questions to recall their understanding. The students gathered with their groups, and the game began with a focus on adverbs, such as easily, quickly, always, and beautifully. Students filled in the table with the specified vocabulary and worked collaboratively within the given time limit. At the end of the game, the researcher, with the groups' help, calculated the points earned. Finally, the researcher conducted an evaluation, assessing the students' improvement in understanding adverbs and their overall participation in the activity.

### 3. Interviews

According to Slamet (2011) Interview is a method used to obtain information through social interaction between the researcher and the researched. The researcher conducted interviews with the group leaders to gather their views and responses regarding the application of the Scrabble game as a tool to improve English vocabulary acquisition. The interviews were designed in a semi-structured format, meaning that although some main questions were prepared, students had the freedom to express their opinions and experiences more extensively. The researcher conducted the interviews with each group leader, and the entire interview process was carried out in Bahasa and recorded for further analysis. Here are some questions for the interviews:

1. When playing Scrabble, if you don't know the meaning of a word, do you often use a dictionary or ask a friend or teacher?
2. Once you know a new word, what do you do to make sure you don't forget it? Do you just know it or do you write it down?
3. Do you like to imagine the meaning of new words while playing? For example, the shape or picture of the word?
4. When you play Scrabble, how can you learn new vocabulary? From your group mates or looking at a dictionary or something else?
5. When you play Scrabble for only 45 minutes, is it enough to learn new words?

6. Do you get more excited about learning when you use Scrabble? Or is it just normal?
7. Are there any words in this scrabble word game that you already know but are repeated?
8. Do you think playing Scrabble with friends is fun? Do discussions with friends help you learn new words?
9. What do you think is the classroom atmosphere like when learning with this Scrabble game? Was it fun?
10. Anything else you'd like to share about learning words through Scrabble?

#### 4. Observation

Observation is one of the data collection methods in qualitative research. According to Sugiyono (2017), observation is a data collection technique that has specific characteristics when compared to other techniques. The success of observation as a data collection technique is highly dependent on the researcher themselves, because the researcher observes and listens to the object of research, and then concludes what is observed. Observation was not only done on people, but also on various objects in nature. By making observations, researcher understood the behaviour observed and also learned the meaning behind the behaviour. Observation helped researcher gain insight into how things functioned or interacted, be it humans or others, so that researcher gained a deeper understanding of the world around them. Here is the observation table:

Please fill in the box below using the checklist (✓) according to the situation that happened during the observation process.

No.	Aspects observed	Indicators	Yes	No	Notes
1.	<b>Students' Participation</b>	Students actively discuss in groups during the game.			
		Students contribute to fill the Scrabble table.			
		Most students are engaged in the game without appearing passive.			
2.	<b>Students' Enthusiasm</b>	Students look excited and motivated to follow the game activities.			
		Students show high interest by frequently asking questions or giving opinions related to the game.			
		No students appear bored or avoid the activity.			
3.		Students actively communicate with			

	<b>Interaction between Students</b>	group members in determining the words to use.			
		Cooperation between students is seen when completing group tasks in the game.			
<b>4.</b>	<b>Vocabulary Comprehension</b>	Students can mention the new word obtained from the game.			
		Students can use new vocabulary in simple sentences.			
<b>5.</b>	<b>Class Atmosphere</b>	The class atmosphere is fun and conducive during the game.			
		Teachers and students engage in positive interactions during the activity.			
<b>6.</b>	<b>Obstacles in activities</b>	Students have difficulty in understanding the rules of the game.			
		Some distractions affect students' concentration during the game.			

**Table 3. 2 Observation Table**

Instructions:

- "Yes" column: Check if the indicator is achieved.
- "No" column: Check if the indicator was not achieved.
- "Notes" column: Record any additional observations, such as details of student difficulties, specific responses, or suggestions for improvement

### **3.6 The Technique of Data Analysis**

In this study, the researcher collected two types of data, namely as follows;

- a. Quantitative data was utilized in this study to evaluate student vocabulary performance after the implementation of Scrabble word games in the classroom. The success of the research was determined by assessing the increase in student learning outcomes, as indicated by the scores obtained from the pre-test and post-test. Due to the results of the normality test indicating that the data was not normally distributed, the analysis was conducted using the Wilcoxon Signed-Rank Test and the N-Gain Test.

The Wilcoxon Signed-Rank Test was employed as a non-parametric alternative to the paired sample t-test, as it does not require the assumption of normality. This test was used to determine whether there was a significant difference between the pre-test and post-test results. The Wilcoxon test results are interpreted based on the Z-value and significance level (p-value). If the p-value is less than 0.05, it can be concluded that there is a significant



effect of the independent variable (Scrabble word games) on the dependent variable (student vocabulary performance), and the hypothesis is accepted.

Additionally, the N-Gain Test was applied to measure the effectiveness of the intervention by calculating the normalized gain scores. This test helps evaluate the extent of improvement in student vocabulary performance from the pre-test to the post-test. The N-Gain scores were categorized into high, medium, and low levels to provide a clearer understanding of the effectiveness of the Scrabble word games in enhancing students' vocabulary. By combining the Wilcoxon Signed-Rank Test and the N-Gain Test, this study ensured that the data analysis aligned with the characteristics of the dataset, providing statistically reliable and valid findings regarding the impact of the intervention.

- b. The qualitative data obtained in this study provided an in-depth picture of students' level of understanding of the subject matter, their reactions to new teaching methods, and their level of attention and enthusiasm in learning. To collect this qualitative data, the researcher used semi-structured interviews and classroom observation techniques. In the interviews, after implementing the Scrabble game in the classroom, the researcher recorded the interviews with the students to collect information. In the classroom observation, the researcher observed that students seemed focused while playing Scrabble, cooperated with their groups, and were enthusiastic in completing the challenges of the game. The researcher also observed students' involvement in the Scrabble game, such as being more active in

asking questions and trying to apply the new vocabulary learned through the game. By combining the results of these interviews and observations, the researcher gained a deeper understanding of how the Scrabble game affected the teaching and learning process and improved students' vocabulary.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the results and discussion related to the effectiveness of using Scrabble games in the learning process. The data analyzed are obtained from the results of pre-research test, research result from pre-test and post-test, interviews, observations, which aim to evaluate the level of student achievement before and after being given treatment through Scrabble game-based learning methods. Next is data presentation and data analysis.

#### 4.1 Pre-research Test

##### 4.1.1 Validity and Reliability

The quantitative data for this study were developed after discussions between the researcher and expert lecturers to obtain critical feedback on the pre-test and post-test items. Furthermore, the researcher conducted a preliminary pilot test with 31 participants to ensure dependability. The validity and reliability of the satisfaction-rated pre-test and post-test instruments are presented in the following table and figure, based on the analyzed tests.

Items	R-count > R-table	Conclusion	Items	R-count > R-table	Conclusion
Pre-test			Post-test		
Q1	-	Invalid	Q1	-	Invalid
Q2	-	Invalid	Q2	0.492 > 0.367	Valid
Q3	0.532 > 0.367	Valid	Q3	0.466 > 0.367	Valid
Q4	0.0481 > 0.367	Valid	Q4	0.421 > 0.367	Valid
Q5	0.426 > 0.367	Valid	Q5	0.160 < 0.367	Invalid

Q6	0.088 < 0.367	Invalid	Q6	0.080 < 0.367	Invalid
Q7	0.518 > 0.367	Valid	Q7	0.396 > 0.367	Valid
Q8	0.440 > 0.367	Valid	Q8	0.452 > 0.367	Valid
Q9	0.439 > 0.367	Valid	Q9	0.605 > 0.367	Valid
Q10	0.300 < 0.367	Invalid	Q10	-	Invalid
Q11	0.374 > 0.367	Valid	Q11	0.224 < 0.367	Invalid
Q12	0.158 < 0.367	Invalid	Q12	0.061 < 0.367	Invalid
Q13	0.395 > 0.367	Valid	Q13	0.594 > 0.367	Valid
Q14	0.061 < 0.367	Invalid	Q14	0.019 < 0.367	Invalid
Q15	0.520 > 0.367	Valid	Q15	0.466 > 0.367	Valid
Q16	0.716 > 0.367	Valid	Q16	0.424 > 0.367	Valid
Q17	0.658 > 0.367	Valid	Q17	0.566 > 0.367	Valid
Q18	0.605 > 0.367	Valid	Q18	0.474 > 0.367	Valid
Q19	0.244 < 0.367	Invalid	Q19	-	Invalid
Q20	0.774 > 0.367	Valid	Q20	0.583 > 0.367	Valid
Q21	0.732 > 0.367	Valid	Q21	0.430 > 0.367	Valid
Q22	0.862 > 0.367	Valid	Q22	0.482 > 0.367	Valid
Q23	0.476 > 0.367	Valid	Q23	0.438 > 0.367	Valid
Q24	0.415 > 0.367	Valid	Q24	0.395 > 0.367	Valid
Q25	0.404 > 0.367	Valid	Q25	0.395 > 0.367	Valid
Q26	0.655 > 0.367	Valid	Q26	0.851 > 0.367	Valid
Q27	0.639 > 0.367	Valid	Q27	0.741 > 0.367	Valid
Q28	0.216 < 0.367	Invalid	Q28	0.295 < 0.367	Invalid

Q29	0.543 > 0.367	Valid	Q29	0.740 > 0.367	Valid
Q30	0.573 > 0.367	Valid	Q30	0.851 > 0.367	Valid

**Table 4. 1 Validity**

<b>Cronbach's Alpha</b>	<b>Critical Point</b>	<b>Conclusion</b>	<b>Cronbach's Alpha</b>	<b>Critical Point</b>	<b>Conclusion</b>
<b>Pre-test</b>			<b>Post-test</b>		
0.880	0.70	Reliable	0.825	0.70	Reliable

**Table 4. 2 Reliability**

The researcher used the Pearson correlation method to conduct the validity test in this study. This method involved comparing the correlation value obtained from the data (r-count) with the reference value from the r-table (r-table). Based on the guidelines provided by (Chaniago, 2010), with degrees of freedom (N-2) calculated as  $31-2 = 29$  and a significance level of 5% (0.05), the r-table value was determined to be 0.367. According to this standard, an item was considered valid if the r-count exceeded the r-table value, indicating that the item accurately measured what it was intended to measure. Conversely, an item was considered invalid if the r-count was less than the r-table value, indicating that the item did not have sufficient correlation to be deemed valid.

This validity testing process aims to ensure that the data used in the study meets the predetermined statistical criteria, thereby improving the quality and credibility of the overall research results. In this validity test, from 31 samples participating in the processing of 30 pre-test question

items, the researcher found 8 invalid questions including question numbers 1, 2, 6, 10, 12, 14, 19, 28 and 22 valid questions including 3, 4, 5, 7, 8, 9, 11, 13, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30. Then, from 30 items of post-test questions, 9 invalid questions were found, including; 1, 5, 6, 10, 11, 12, 14, 19, 28 and 21 valid questions, including; 2, 3, 4, 7, 8, 9, 13, 15, 16, 17, 18, 20, 21, 29, 30.

Meanwhile, in testing reliability, researcher applied the basic Cronbach's alpha method to evaluate the consistency of the questions used in the pre-test and post-test. This method aims to determine whether the measurement instrument will provide consistent results if reused under similar conditions. An item or variable is declared reliable if the Cronbach's alpha value obtained is greater than the predetermined limit value, which is 0.70. This approach provides assurance that the research instruments used are capable of producing consistent and reliable measurements. Thus, the research results become more valid and have a high level of confidence. Based on the table above, the reliability test results show that the Cronbach's Alpha value on the pre-test is 0.880, which exceeds the critical point of 0.70. This indicates that the data obtained from the pre-test is reliable or consistent. In addition, the reliability test results on the post-test also showed a Cronbach's Alpha value of 0.825, which is also greater than the critical limit of 0.70. Thus, the data from this post-test is also considered reliable. All of these test results ensure that the data used in the study has a

high level of reliability, which can support the quality of the findings and analysis produced.

## **4.2 Quantitative data analysis**

In this section, quantitative data obtained from the pretest and posttest results will be presented and analyzed in depth. This analysis aims to observe the changes that occur before and after the treatment using the Scrabble word game in learning.

### **4.2.1 Pre-test and Post-test Results**

There are two stages of testing students: the first involves a pre-test administered before the treatment, and the second is a post-test given after the treatment. The pre-test results of this study revealed an average student score of 67.97, with a standard deviation of 13.31. The scores ranged from a minimum of 40 to a maximum of 95, with a total range of 55. This indicates considerable variation in students' initial abilities before the treatment. The pre-test variance, calculated at 177.19, further confirms the wide distribution of scores. Additionally, the median pre-test score was 67.5, meaning half of the students scored above this value, while the other half scored below.

In this study, tests were administered in two stages: a pre-test conducted before the treatment and a post-test administered afterward. The results of the pre-test showed that students achieved an average score of 67.97, with a standard deviation of 13.31. The scores ranged from a

minimum of 40 to a maximum of 95, yielding a range of 55. This indicates substantial variation in students' initial abilities before treatment.

The pre-test variance, calculated at 177.19, further supports the conclusion that the distribution of scores was quite broad. Additionally, the median pre-test score was 67.5, suggesting that half of the students scored above this value while the other half scored below it:

Descriptives			
		Statistic	Std. Error
Pretest	Mean	67.9688	2.35314
	95% Confidence Interval for Mean	Lower Bound	63.1695
		Upper Bound	72.7680
	5% Trimmed Mean	68.0208	
	Median	67.5000	
	Variance	177.193	
	Std. Deviation	13.31137	
	Minimum	40.00	
	Maximum	95.00	
	Range	55.00	
	Interquartile Range	18.75	
	Skewness	-.057	.414
	Kurtosis	-.355	.809
Posttest	Mean	90.4688	1.19558
	95% Confidence Interval for Mean	Lower Bound	88.0304
		Upper Bound	92.9071
	5% Trimmed Mean	91.1806	
	Median	90.0000	
	Variance	45.741	
	Std. Deviation	6.76320	
	Minimum	70.00	
	Maximum	100.00	
	Range	30.00	
	Interquartile Range	5.00	
	Skewness	-1.849	.414
	Kurtosis	3.796	.809

**Image 4. 1 Pre and Post treatment scores**



#### 4.2.2 Normality Test

The normality test aims to determine whether the data collected in the research instrument follows a distribution that is close to a normal distribution. Data is considered normally distributed if the obtained significance level is greater than 0.05. Conversely, if the significance level is below 0.05, the data is deemed not normally distributed. Below are the results of the normality test conducted on the students' pre-test and post-test scores:

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.100	32	.200 <sup>*</sup>	.979	32	.766
Posttest	.285	32	<.001	.756	32	<.001

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

#### Image 4. 1 Normality test

This normality test employs two methods: the Kolmogorov-Smirnov and Shapiro-Wilk tests. Based on the results displayed in the table above, it can be seen that the pretest results have a significance value of 0.200 (Kolmogorov-Smirnov) and 0.766 (Shapiro-Wilk). Both of these significance values are greater than the 0.05 significance level, so it can be concluded that the pretest data is normally distributed. Unlike the pretest, the posttest results showed a significance value of <0.001 in both Kolmogorov-Smirnov and Shapiro-Wilk because this value is smaller than 0.05, so it can be concluded that the posttest data is not normally distributed.

The normality test results indicate differences in the data distribution between the pretest and posttest. The normal distribution in the pretest shows that students' initial scores were symmetrically distributed ( $\text{sig} > 0.05$ ). However, the posttest data deviated from normal distribution ( $\text{sig} < 0.05$ ), suggesting a shift in the score distribution pattern after the treatment, potentially due to a significant increase in scores for most students. Therefore, data analysis proceeded using a non-parametric test, namely the Wilcoxon Signed-Rank Test, which is explained in the next section.

### 4.3 Research Result Quantitative

#### 4.3.1 Wilcoxon Signed-Rank Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	31 <sup>b</sup>	16.00	496.00
	Ties	1 <sup>c</sup>		
	Total	32		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

#### Test Statistics<sup>a</sup>

	Posttest - Pretest
Z	-4.875 <sup>b</sup>
Asymp. Sig. (2-tailed)	<.001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

**Image 4. 2 Ranks and Test Statistics**

The Wilcoxon Signed-Rank test was conducted to determine if there was a significant difference between the pretest and posttest scores. Based on the Ranks table, no students had lower scores in the posttest compared to the pretest, as indicated by the Negative Ranks = 0. On the other hand, 31 students showed improved scores in the posttest, indicated by Positive Ranks. Additionally, one student had the same score on both the pretest and posttest (Ties = 1). The Mean Rank of 16.00 and Sum of Ranks of 496.00 reflect the extent of score improvements among the students. The Test Statistics table reveals a Z value of -4.875 and an asymptotic significance (Asymp. Sig. 2-tailed) of <0.001. Since this value is smaller than the significance threshold of 0.05, it can be concluded that the difference between pretest and posttest scores is statistically significant. This indicates that the treatment applied in the study had a meaningful positive effect on the students' scores.

These results show that the treatment was effective and had an overall positive impact on students' abilities. This is evident from the consistent increase in grades among most students, with no observed decrease. Given that the posttest data were not normally distributed, the researcher employed the Wilcoxon test to ensure the validity of the analysis. Consequently, the results can be considered reliable and supportive of the research conclusions. Thus, the treatment can be recognized as an effective method for improving students' abilities according to the tested indicators.

The results of the analysis using the Wilcoxon Signed-Rank Test show a significant difference between the pretest and posttest scores of students in class X-H. Most students showed a consistent increase in scores. This is directly related to the effectiveness of the strategies and theories applied in learning.

The learning strategies used, namely determination, social, cognitive, and memory strategies, are very relevant in the context of the results obtained. For example, the determination strategy enables students in class X-H to independently discover the meaning of new words through context or dictionary assistance, helping them improve their understanding of vocabulary more effectively. This is evident from the absence of any students experiencing a decline in scores, indicating that all students were able to maintain or improve their abilities. The social strategy, which encourages discussion and collaboration among students, is particularly effective, as class X-H is known for its strong group interactions.

In addition, cognitive and memory strategies play an important role in ensuring that students not only understand new words but also remember them for the long term. In this case, mnemonic theory becomes the main foundation, as it helps students associate and organize information in a more structured and memorable way. Through the game of Scrabble, students in class X-H actively review and use words within the context of the game, aligning with the visualization and association elements emphasized in mnemonic theory. For example, students group words based

on specific themes or visualize the meaning of words through their gaming experiences, thereby facilitating the recall process.

In the interactive and competitive learning environment of class X-H, students feel more motivated to understand and use new vocabulary. This not only improves their post-test scores but also demonstrates how their English language skills have developed overall. The fact that the post-test scores show a non-normal distribution confirms that this learning method is able to reach students with a wide range of initial abilities, having a positive impact on almost all students in class X-H.

#### **4.3.2 N-Gain Result**

N-Gain calculation is used as an evaluation tool to assess the effectiveness of the treatment given to students during the learning process. This analysis is based on the comparison of student scores before (pre-test) and after (post-test) the treatment is given. Through N-Gain, the increase in scores that reflect changes in students' understanding or skills can be measured quantitatively. The results of the N-Gain calculation provide an overview of the success rate of the method or intervention applied, especially in improving students' vocabulary mastery. N-Gain not only shows whether or not there is an increase, but also the extent to which the increase occurs. Thus, this analysis becomes important to objectively assess the effectiveness of the learning method. The criteria in the standard effectiveness of the N-Gain test, the researcher refers to Hake, (1999) in categorizing it as in table below:

N-Gain	Category
$G > 0,7$	High
$0,7 \geq G \geq 0,3$	Medium
$0,3 > G$	Low

**Table 4. 3 N-Gain Category**

The result of N-Gain is displayed in the table below:

No	Initial Name	N-Gain Score	Category
1	NNN	0.89	High
2	YS	0.88	High
3	HSA	0.83	High
4	AAD	0.67	Medium
5	AT	0.92	High
6	AM	0.50	Medium
7	ATPDA	0.56	Medium
8	AZN	0.25	Low
9	IF	0.82	High
10	ZNA	1.00	High
11	ZA	0.91	High
12	RH	0.80	High
13	AA	0.50	Medium
14	AZS	0.33	Medium
15	SIF	0.80	High
16	DKM	0.88	High
17	PDYW	0.67	Medium

18	ANS	0.71	High
19	ASI	0.40	Medium
20	SZ	0.50	Medium
21	NF	0.00	Low
22	ZZ	0.33	Medium
23	AC	0.67	Medium
24	HHK	0.88	High
25	NR	0.63	Medium
26	NJPS	0.88	High
27	AHF	0.50	Medium
28	FAR	0.14	Low
29	AFA	0.89	High
30	LDP	0.67	Medium
31	AS	0.40	Medium
32	ZAR	0.71	High

**Table 4. 4 N-Gain Result**

The analysis of N-Gain scores reveals varying levels of improvement in students' understanding after the intervention. The results are categorized into three groups: High, Medium, and Low. A majority of students, totalling 17 individuals (53%), achieved the High category with N-Gain scores greater than 0.7, indicating a significant and effective improvement in their performance. Notably, one student, identified as ZNA, attained a perfect N-Gain score of 1.00. Meanwhile, 12 students

(37%) were classified in the medium category ( $0.3 \leq \text{N-Gain} \leq 0.7$ ), showing moderate improvement that, while satisfactory, leaves room for further enhancement. On the other hand, 3 students (10%) fell into the Low category ( $\text{N-Gain} < 0.3$ ), reflecting minimal improvement.

These findings suggest that the applied teaching method was highly effective for most students, as evidenced by the dominance of the High category. However, there is potential for improvement among students in the Medium and Low categories. Factors such as individual learning styles, motivation levels, or external influences may have affected their outcomes. To address these disparities, a more personalized approach or extended intervention could be implemented to support students with lower N-Gain scores.

The results of the N-Gain analysis indicate that the majority of students in class X-H experienced a significant improvement in vocabulary comprehension after the implementation of the Scrabble Word Game-based learning method. The dominance of the “High” category with an N-Gain of over 0.7 among 17 students (53%) suggests that the implemented strategy was effective in fostering positive changes in learning. This aligns with mnemonic theory, which emphasizes the importance of visualization, association, and organization of information to strengthen memory retention. In the context of class X-H, the Scrabble game allows students to actively connect new words with the game's context, group vocabulary based on specific patterns, and associate words



with visuals or gameplay experiences, creating an interactive and enjoyable learning environment.

However, students in class X-H who were categorized as “Medium” (37%) and “Low” (10%) faced challenges that needed to be overcome. Some students may have difficulty utilizing certain strategies, such as social or mnemonic strategies, which could improve their learning effectiveness. Social strategies, for example, allow students to discuss and ask questions about the meaning of words with their friends or teachers. Teachers in class X-H can provide additional support by creating more opportunities for small group discussions or offering more personalized guidance. The application of mnemonic theory can also be further improved in class X-H, especially for students who have difficulty remembering new vocabulary. For example, the use of more creative visualization techniques or grouping vocabulary based on specific themes can help students with certain learning styles remember words more easily. These adjustments will help them move from the “Medium” or “Low” categories to higher categories.

#### **4.4 Qualitative data analysis**

In this section, the research results obtained through qualitative methods, such as observations and interviews, will be presented and analyzed. The qualitative data is used to complement and support the quantitative findings as well as to provide a more in-depth picture of students' experiences,

perceptions, and responses during the learning process with the Scrabble word game.

#### **4.4.1 Observation data**

Based on the observation results in class X-H from the first to the fourth meeting (see Appendix X), the application of the Scrabble word game in learning English vocabulary generally showed positive results, with some areas identified for improvement. During each meeting, the majority of students actively participated in group discussions and contributed to filling in the Scrabble table. Although some students initially appeared confused by the rules of the game, they gradually understood how to play and became more enthusiastic as the activity progressed. Their enthusiasm was evident from their eagerness to ask questions, share opinions, and volunteer to fill in the Scrabble table. Competition among groups added to the lively atmosphere of learning, although at times, better management was required to maintain a conducive class environment.

The interaction between students continued to improve with each meeting. They not only communicated actively in groups but also showed strong cooperation in determining vocabulary and completing tasks together. In addition, students' vocabulary comprehension progressed significantly. At first, students were only able to mention the new vocabulary, but in later meetings, they began to use the words in simple sentences. The teacher also provided additional challenges to deepen students' understanding of the vocabulary learned.

Although the results were mostly positive, some obstacles still arose, such as initial difficulties in understanding the rules of the game, minor distractions from other subject assignments, and a less conducive classroom atmosphere at certain moments. For example, during the celebration of National Education Day. However, these obstacles did not detract from the overall effectiveness of the learning. With high enthusiasm and active involvement from students, the Scrabble word game-based learning method proved to be capable of creating a fun learning experience while improving their vocabulary acquisition and social skills.

The results of the observation show that Scrabble word as a medium for learning English vocabulary in class X-H can encourage various relevant learning strategies. The determination strategy, for example, is seen when students independently try to understand the meaning of new vocabulary that they find during the game. Some students choose to guess the meaning of words based on context or to look them up in a dictionary. This aligns with Schmitt's (2000) perspective that determination strategies help students understand vocabulary independently without expert assistance. This approach demonstrates that games are not only tools for entertainment but also effective tools that foster students' independence.

In addition, observations highlighted the importance of social strategies in this learning process. When students in class X-H worked in groups, they discussed and asked each other about the meanings of new words. This process strengthened group interaction, enhanced

communication, and helped students work well together. The Scrabble word game not only taught vocabulary but also developed students' social skills, which were useful in their daily lives.

The use of cognitive strategies is also applied when X-H students arrange words on a Scrabble word table. This process involves creative thinking, where students not only rearrange random letters into valid words but also recall the vocabulary they have learned and apply it in the context of the game. According to Schmitt (2000), this strategy supports active learning, where students directly practice the vocabulary, they have learned to reinforce their mastery. In the Scrabble game, X-H students unconsciously deepen their understanding of vocabulary while playing. This creates a balance between learning and entertainment. Memory strategies are also identified through observations of how X-H students remember and reuse previously learned vocabulary. For example, they often repeat these words in the context of the game or even in simple sentences they create themselves. In line with mnemonic theory, grouping words into specific categories and visualization help students strengthen their memory. In Scrabble, visualizing the game board serves as an effective tool to associate vocabulary with students' learning experiences.

However, as noted in the observations, the implementation of Scrabble in class X-H also faced challenges, especially when students found it difficult to understand the rules of the game at the beginning. This can be overcome by the teacher providing examples of how to play and guiding

students to repeat the process until they become accustomed to it. This approach is in line with theories that emphasize the importance of repetition in learning, as explained by Schmitt (2000). Through repetition, X-H students not only learn new vocabulary but also enhance their confidence in using English.

#### **4.4.2 Interview data**

The responses to student interviews were translated into English for the qualitative findings. Four themes emerged from the qualitative data analysis.

##### **A. Strategies for learning new vocabulary.**

Students in all transcripts show that when learning vocabulary through the Scrabble word game, they often discuss with friends to find the meaning of new vocabulary. If their friends cannot provide answers, they use dictionaries or the internet. After finding new vocabulary, they often write it down and look up its meaning. Group discussions and using games in learning make the learning process more exciting and fun. They explain their choices and steps, including asking friends first, then using the dictionary as an alternative. Student said:

*"I usually ask my friends first, because sometimes they have already heard the word. But if my friends are also confused, then I open a dictionary to determine the meaning." (Rose Group)*

Students indicated that they took notes on some of the vocabulary they learned during the scrabble word game to preserve their memory if they learned new vocabulary. Student said:

*“I usually write it down so I don't forget. Taking notes helps me remember the word better.” (Lavender Group)*

Students also explained that they learn new vocabulary in several ways, namely; asking friends and then discussing the new vocabulary and looking it up in the dictionary, so that it is completer and more varied. Student said:

*“When playing Scrabble, I can learn new words from my group mates, looking at the dictionary, or even from previous playing experiences.” (Lavender Group)*

From the interviews, it appears that students use determination and social strategies when playing Scrabble. Determination strategies emerge when students attempt to find the meaning of new vocabulary words independently, such as using a dictionary or the internet. This aligns with Schmitt's (2000) view that determination strategies help students understand vocabulary without expert assistance. On the other hand, social strategies dominate, particularly through group discussions. Students often ask their peers first before seeking the meaning of vocabulary words from other sources. Students also write down new vocabulary they encounter, a practice that supports cognitive and memory strategies. By taking notes, students not only

practice cognitive skills related to vocabulary but also reinforce their memory of new words. This aligns with the mnemonic theory explained by Oxford (1990), where visual associations and word grouping are effective techniques for enhancing memory retention.

#### **B. The effect of scrabble on vocabulary learning.**

The interview transcripts indicate that most students feel learning using the Scrabble word game makes them more enthusiastic because this method is fun, challenging, and provides a unique learning experience compared to traditional methods. This highlights the positive impact of the Scrabble word game on students' learning enthusiasm. Student said:

*"I am more enthusiastic, especially the ambitious friends who are more eager to record a lot of vocabulary and get a lot of points."*

*(Dandelion Group)*

Students also felt that 45 minutes or one lesson hour was enough time to introduce some new vocabulary, although they also expressed that the time was not enough if they wanted to learn its use in sentences or paragraphs. Student said:

*"Simply because of the new vocabulary that we know and then turn it into simple sentences instead of many sentences" (Jasmine*

*Group)*

In addition, the repetition of some vocabulary that they previously knew was considered useful to strengthen their memory and understanding of the vocabulary. Student said:

*“Yes, there is! But it's good because I can repeat it and memorize more.” (Tulip Group)*

The Scrabble word game has proven to provide an enjoyable and challenging learning experience for students in class X-H. They feel more enthusiastic about learning because this game introduces a different learning method compared to traditional methods. This enthusiasm is evident in the students' motivation to record many vocabulary words and strive to earn as many points as possible. Additionally, despite the limited playtime, students believe that repeating familiar vocabulary words significantly helps reinforce their memory, as explained by mnemonic theory regarding the importance of repetition in enhancing memory retention.

### **C. Classroom atmosphere and students' interaction.**

Based on the students' responses, playing Scrabble with friends is considered very exciting and fun. Discussions with friends create an engaging atmosphere and help students learn and remember new vocabulary more easily. Some students felt that the Scrabble experience was more enjoyable because it involved collaboration and knowledge sharing within the group. Additionally, the classroom atmosphere became more lively and less monotonous. The



competition between groups also fostered a high level of motivation for learning, although there was some tension due to the competitive environment. The excitement of playing Scrabble ensures that each student is actively involved in the group. Student said:

*"It's very exciting, especially looking for new vocabulary that gets a lot of points, so looking for the word while remembering what Mrs. Ira said and what is unusual" (Dandelion Group)*

Students also revealed that competition between groups increased the enthusiasm for learning, but still described an exciting and challenging atmosphere in the classroom. Student said:

*"It's fun, but sometimes it's like 'so hot' hot because sometimes each group is different, some are like this, some are like that, so it's competitive" (Jasmine Group)*

The atmosphere in class X-H during Scrabble games tends to be lively. Discussions between groups make it easier for students to understand new vocabulary in a fun way. Group competitions also provide healthy challenges, encouraging each student to be more active and participate in the game. The experience of playing Scrabble creates a learning atmosphere that is not monotonous, encouraging students to learn more creatively and collaboratively.

#### **D. Student's experience.**

Based on the students' responses, they mentioned that this game provided a new experience they had never encountered before. This indicates that the Scrabble word game can transform the usual learning environment into a more enjoyable one. Student said:

*"Anyway, it's fun, I just found out that there is this scrabble word game. It's really a new experience." (Dandelion Group).*

For students in class X-H, the game of Scrabble provided a new experience they had never encountered before. This reinforced the view that game-based learning methods could transform the learning environment into a more enjoyable and memorable one. By playing Scrabble, students not only learned vocabulary, but also experienced a more interactive, challenging, and enjoyable learning process.

#### **4.5 Discussion**

This study demonstrates that the Scrabble Word Game significantly enhances students' English vocabulary mastery in class X-H at MAN Kota Pasuruan. Quantitatively, this improvement is evident through the difference in pre-test and post-test scores, analyzed using the Wilcoxon Signed-Rank Test, which yielded a p-value  $< 0.05$ , indicating statistically significant results. Furthermore, an N-Gain score of 0.75 categorizes the improvement as high, showcasing that the Scrabble Word Game is an effective method for enhancing students' vocabulary, particularly in understanding, pronunciation, and contextual usage of words. The findings support the hypothesis that educational

games positively impact vocabulary learning. This aligns with the study's objective to evaluate the effectiveness of Scrabble Word Game in English language learning. Additionally, these findings validate Schmitt's (2000) vocabulary learning theory, emphasizing the importance of determination, social, and cognitive strategies in language acquisition. Scrabble creates an interactive learning environment that enables students to practice vocabulary in an enjoyable and meaningful way.

When compared to previous studies, these findings are consistent with the research by Hajar (2019), Sari (2018), and Suharwan (2022). For example, Hajar's study observed a significant improvement in students' vocabulary skills after implementing Scrabble as a learning medium. Sari's research highlighted Scrabble's effectiveness as an extracurricular activity to support English vocabulary learning. However, this study provides new insights by employing a mixed-method approach, combining quantitative results with qualitative data on students' perceptions of game-based learning. In addition to the primary findings, unexpected outcomes emerged, such as a higher-than-anticipated increase in student motivation observed through classroom observations and interviews. The competitive atmosphere fostered by Scrabble motivated students to participate more actively, even those who were previously less confident in learning English. Social interaction among groups also played a significant role in increasing student engagement, as they learned from peers and shared ideas during the gameplay. These findings emphasize the

importance of collaboration and an enjoyable atmosphere in enhancing student motivation.

This research has practical and theoretical implications. Theoretically, it reinforces the concept that game-based learning is an effective strategy for improving student outcomes, particularly in language education. Scrabble enables students to actively engage in learning through hands-on practice, expediting the process of internalizing vocabulary. Practically, the findings suggest that teachers can integrate games like Scrabble into their lessons to create a more engaging and interactive classroom environment. The use of Scrabble also addresses the boredom students often experience with traditional vocabulary learning methods.

However, this study is not without limitations. The small sample size, restricted to a single class at MAN Kota Pasuruan, limits the generalizability of the findings to broader populations. Implementing Scrabble requires strong classroom management skills from teachers, as the activity could potentially lead to a noisy and less controlled classroom environment. Based on these findings, several recommendations can be made for future research. First, future studies could explore the effectiveness of Scrabble in different age groups, such as middle school or college students, to determine if similar outcomes can be achieved. Second, follow-up studies could assess the long-term effects of game-based learning on vocabulary retention, such as evaluating vocabulary mastery several months after the intervention. Third, developing variations of

vocabulary-based games, such as integrating digital versions of Scrabble, could enhance the appeal and effectiveness of this method.

## **CHAPTER V**

### **CONCLUSION**

The final section of this study focuses on a thorough discussion of the impact of the research described earlier. In addition, this section also contains several suggestions aimed at teachers in improving the learning process, as well as providing recommendations to future researcher to deepen similar research in the future.

#### **5.1 Conclusion**

Based on the research conducted, it can be concluded that Scrabble word games are recommended to be implemented in class. Quantitative results show a significant increase in students' scores after implementing this method, while qualitative findings show students' enthusiasm for more engaging learning. The combination of competition element, group discussion, and dynamic classroom atmosphere makes Scrabble Word a great choice of method for English learning. This is evident from the increase in the mean score of the pretest of 67.97 to 90.47 in the posttest. In addition, the Wilcoxon Signed-Rank Test results show a significant difference between the pretest and posttest scores with a significance value of  $<0.001$ , which confirms the effectiveness of the Scrabble Word game-based learning method.

Qualitative data obtained from observations and interviews also show that students find learning through the Scrabble game method more enjoyable, challenging, and motivating. This method enhances interaction among students during the learning process. Despite some initial obstacles, such as difficulty

understanding the game rules and minor disruptions during lessons, this approach effectively creates a conducive and engaging learning environment that improves students' vocabulary. Based on these findings, it can be concluded that the Scrabble Word Game is an effective method for enhancing students' vocabulary mastery at MAN Kota Pasuruan.

## 5.2 Suggestion

In good research, recommendations and suggestions for further studies are essential components aimed at providing direction and contributing to future research. Based on the data analysis and conclusions compiled by the researcher, several suggestions can be recommended to enhance the quality of subsequent studies, including:

1. **For teacher**, Teacher can consider using the Scrabble game as part of their classroom learning methods. This game not only helps improve students' vocabulary, but also makes learning more fun. Teachers are advised to develop creative ways of implementing Scrabble, for example, by adjusting the level of difficulty of the words according to students' abilities.
2. **For students**, Scrabble can be a fun way to learn new vocabulary. In addition to class, students can also play it outside of class with friends or family to continue practicing pronunciation and enriching vocabulary. This can make the process of learning English feel more relaxed and fun, but still useful.
3. **For future researchers**, Future researchers are advised to conduct similar research with a wider scope, for example, involving students from different

levels of education. In addition, future research can also analyze the impact of the Scrabble word game on other language skills, such as speaking or writing skills. A more in-depth analysis of the factors that influence the successful use of Scrabble, such as students' learning styles or the duration of the game, can also be the focus of future research.



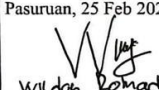
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# **APPENDICES**

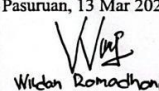
## Appendix 1 Survey Permit

<b>MAN KOTA PASURUAN</b> Alamat : Jl. Erlangga Gg. Bougenville 48 Purworejo Kota Pasuruan , WA. 085714000717 (Chat Only)	
<b>TANDA TERIMA SURAT MASUK</b>	
<b>Tanggal Penerimaan Surat</b> : 25 Feb 2025	<b>No. ID</b> -- 0062 -- PP.00.9
<b>Tanggal/Nomor</b> : 25 Feb 2025 / 745/Un.03.1/TL.00.1/02/2025	
<b>Dari</b> : UIN Malang - Fakultas Ilmu Tarbiyah dan Keguruan	
<b>Perihal</b> : Izin Survey	
<b>Lampiran</b> :	<b>Sifat Surat</b> :
	Pasuruan, 25 Feb 2025  Wildan Romadhoni

[https://surat.manpasuruan.sch.id/index.php/admin/disposisi\\_cetak/3091](https://surat.manpasuruan.sch.id/index.php/admin/disposisi_cetak/3091)

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## Appendix 2 Research Permit

<b>MAN KOTA PASURUAN</b> Alamat : Jl. Erlangga Gg. Bougenville 48 Purworejo Kota Pasuruan , WA. 085714000717 (Chat Only)	
<b>TANDA TERIMA SURAT MASUK</b>	
<b>Tanggal Penerimaan Surat</b> : 13 Mar 2025	<b>No. ID</b> -- 0078 -- PP
<b>Tanggal/Nomor</b> : 26 Feb 2025 / 821/Un.03.1/TL.001/02/2025	
<b>Dari</b> : Fakultas Tarbiyah dan Keguruan UIN Malang	
<b>Perihal</b> : Izin Penelitian	
<b>Lampiran</b> :	<b>Sifat Surat</b> :
	Pasuruan, 13 Mar 2025  Wildan Romadhoni

[https://surat.manpasuruan.sch.id/index.php/admin/disposisi\\_cetak/3109](https://surat.manpasuruan.sch.id/index.php/admin/disposisi_cetak/3109)

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### Appendix 3 Instrument Validation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
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Nomor : B/107/Un.03/FITK/PP.00.9/04/2025  
Lampiran : -  
Perihal : Permohonan Menjadi Validator

09 April 2025

Kepada Yth.  
**Rendhi Fatrisna Yuniar, M.Pd**  
di -

Tempat

**Assalamualaikum Wr. Wb.**

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Rahma Lia Indah  
NIM : 210107110056  
Program Studi : Tadris Bahasa Inggris (TBI)  
Judul Skripsi : The Effectiveness Of Educational Game "Scrabble Word" To Improve English Vocabulary At Senior High School  
Dosen Pembimbing : Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

**Wassalamu'alaikum Wr. Wb.**



## Appendix 4 Validation sheet

### Validation Sheet

"The Effectiveness of Educational Game "Scrabble Word" to Improve English Vocabulary at Senior High School"

Validator : Rendhi Fatrisna Yuniar, M.Pd  
NIP : 199406182020121003  
Expertise : English literature  
Instance : Maulana Malik Ibrahim State Islamic University of  
Malang  
Validation Date : 09 - 04 - 2025

#### A. Introduction

This validation sheet is used to obtain an assessment from the validator on the research instrument that will be used in this research. This instrument is addressed to the research subject, namely tenth-grade high school students. All comments and suggestions given are very important for the researcher to improve the quality of the instrument. Thank you for your willingness to be a validator in my research.

#### B. Guidance

Please give a score on each item of the statement using the sign (√) in the scale as follows:

- 1 = Very Poor
- 2 = Poor
- 3 = Average
- 4 = Good
- 5 = Very Good

#### C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	Clarity of question items contained in the research instrument				√	
2.	Clarity of instrument on each question item				√	
3.	Research instruments are relevant to the research objectives					√

4.	Research instruments can help researcher discover students' abilities in vocabulary skills				✓	
5.	Research instruments are easy to understand				✓	
6.	The research using proper grammar				✓	

#### D. Suggestion

Make sure the instrument is appropriate in the school.

#### E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

- a. The instrument can be used without revision
- ✓ b. The instrument can be used with alight revision
- c. The instrument can be used with many revision
- d. The instrument can be used

Malang, 9 April 2025

Validator

  
Rendi Fatrisna Yuniar, M.Pd  
199406182020121003

## Appendix 5 Learning Module

### MODUL AJAR MAN KOTA PASURUAN

#### A. INFORMASI UMUM


MATA PELAJARAN : BAHASA INGGRIS  
 PENYUSUN : KHARIRAH, S.PD  
 SATUAN PENDIDIKAN : MAN KOTA PASURUAN  
 TAHUN PENYUSUNAN : 2024  
 JENJANG/KELAS : MA/X  
 FASE CP : E  
 DIMENSI CP : MENYIMAK-BERBICARA (LISTENING-SPEAKING)  
 MEMBACA-MEMIRSA (READING-VIEWING)  
 MENULIS-MEMPRESENTASIKAN (WRITING-PRESENTING)

<b>KOMPETENSI AWAL</b>	1. Siswa telah memahami bagaimana menyusun kalimat dengan tense yang sesuai. 2. Siswa telah memahami cara menemukan ide pokok paragraph
<b>TUJUAN PEMBELAJARAN</b>	1. Diperdengar beberapa narrative text lisan, peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri 2. Peserta didik mampu menyusun narrative text lisan dengan bahasanya sendiri sesuai dengan karakteristik pengetahuannya. 3. Peserta didik mampu mempresentasikan narrative text di hadapan kelas dengan penuh tanggung jawab. 4. Disediakan narrative text tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaannya secara mandiri 5. Peserta didik mampu membuat narrative text tulis dengan bahasa sendiri sesuai dengan karakteristik kemampuannya.
<b>MATERI</b>	NARRATIVE TEXT <ul style="list-style-type: none"> <li>• Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan</li> <li>• Struktur Teks Dapat mencakup:             <ul style="list-style-type: none"> <li>- Orientasi</li> <li>- Komplikasi</li> <li>- Resolusi</li> <li>- Orientasi ulang</li> </ul> </li> <li>• Unsur Kebahasaan             <ul style="list-style-type: none"> <li>• Kalimat-kalimat dalam <i>simple past tense</i>, <i>past continuous</i>, dan lainnya yang relevan</li> <li>• Kosa kata: terkait karakter, watak, dan setting dalam legenda</li> <li>• Adverbia penghubung dan penunjuk waktu</li> <li>• Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di CP</li> </ul>
<b>PROFIL PELAJAR PANCASILA</b>	Siswa yang beriman, bertakwa kepada Tuhan YME, mandiri dan berpikir kritis dan kreatif.



<b>MODEL PEMBELAJARAN</b>	Menggunakan pendekatan berbasis jenis text (Genre Approach) Model pembelajaran: Tatap muka PJJ Daring PJJ Luring
<b>TARGET PESERTA DIDIK</b>	Siswa Reguler/Tipikal
<b>JUMLAH PESERTA DIDIK</b>	Maksimum 35-40 siswa
<b>SARANA DAN PRASARANA</b>	1. Media/Alat : Laptop, Computer, LCD, Rekaman untuk Listening, Loud Speaker, Film/gambar, Power Point Presentation. 2. Bahan : PPT dan LKS 3. Sumber Belajar : Th.M.Sudarwati & Eudia Grace, Pathway to English for SMA/MA Grade X Phase E
<b>ASESMEN</b>	Individu, berpasangan kelompok Jenis assessmen : tertulis, unjuk kerja
<b>PEMAHAMAN BERMAKNA</b>	Setelah mempelajari modul ini, peserta didik mengetahui: 1. Struktur dan unsur kebahasaan narrative text 2. Penggunaan jenis narrative text dalam kehidupan sehari-hari, terutama berhubungan dengan membaca yang bersifat rekreatif
<b>PERTANYAAN PEMANTIK</b>	1. Have you heard the legend of Surabaya? 2. Do you know that the text tells about legend is named narrative text?

#### B. KEGIATAN PEMBELAJARAN

PERTEMUAN PERTAMA (SPOKEN CYCLE)	
KEGIATAN	AKTIFITAS PEMBELAJARAN
KEGIATAN AWAL (10 Menit)	<ol style="list-style-type: none"> <li>Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi dan menyiapkan buku pelajaran</li> <li>Memberikan pertanyaan pemantik melalui gambar  <ol style="list-style-type: none"> <li>Have you heard the legend of Surabaya?</li> <li>Do you know that the text tells about legend is named narrative text?</li> </ol> </li> <li>Menyampaikan tujuan pembelajaran atau kompetensi dasar yang hendak dicapai.</li> <li>Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.</li> <li>Menjelaskan assesmen yang akan didapat oleh peserta didik.</li> </ol>
KEGIATAN INTI (70 Menit)	<ol style="list-style-type: none"> <li>Building of Knowledge (BKoF) <ol style="list-style-type: none"> <li>Peserta didik diperlihatkan gambar yang berkaitan dengan narrative text dengan judul "The Legend of Surabaya".</li> <li>Peserta didik diminta memperhatikan sebuah teks lisan dalam bentuk video dengan judul "The Legend of Surabaya". "The Legend of Surabaya". <a href="https://www.youtube.com/watch?v=Kgw8RDfIXDw">https://www.youtube.com/watch?v=Kgw8RDfIXDw</a></li> </ol> </li> <li>Modelling of The Text (MoT)</li> </ol>

	<ol style="list-style-type: none"> <li>1. Peserta didik memperhatikan penjelasan guru tentang video yang diperhatikan sebelumnya.</li> <li>2. Peserta didik diberi penjelasan tentang struktur teks, unsur kebahasaan dan informasi lainnya terkait narrative text.</li> <li>3. Peserta didik diberi kesempatan mencari arti kata yang baru saja diperdengarkan.</li> </ol> <p>C. Join Construction of The Text (JCoT)</p> <ol style="list-style-type: none"> <li>1. Peserta didik diperdengarkan beberapa kalimat yang berkaitan dengan The Legend of Surabaya yang sudah dibahas.</li> <li>2. Peserta didik diberi lembar kerja untuk dikerjakan berdasarkan teks yang didengar lalu mengisi True or False dengan bimbingan guru.</li> </ol> <p>D. Independent Construction of The Text (ICoT)</p> <ol style="list-style-type: none"> <li>1. Peserta didik menjelaskan jawaban mereka terkait tugas True or False secara lisan.</li> </ol>
Treatment (45 Menit)	<ol style="list-style-type: none"> <li>1. Peserta didik dibagi ke dalam beberapa kelompok kecil.</li> <li>2. Guru memberikan table point Scrabble untuk setiap kelompok.</li> <li>3. Peserta didik diminta berdiskusi dalam kelompok mengenai kosakta yang baru saja dipelajari, dengan aturan permainan Scrabble.</li> <li>4. Guru memandu dan memberikan bimbingan selama sesi bermain lalu siswa mencoba mengisi tabel yang telah disediakan sesuai dengan waktu yang telah ditentukan.</li> <li>5. Setelah sesi bermain, masing-masing kelompok membantu guru menghitung kosakata dan point yang didapat.</li> </ol>
Kegiatan Penutup (10 Menit)	<ol style="list-style-type: none"> <li>1. Memberikan umpan balik terhadap proses pembelajaran: <i>Well, class you have done a good job today. Most of you are active. I hope all of you involve in the interaction. How do you feel during the lesson? Is there anyone who want to say something?</i></li> <li>2. Menyimpulkan apa yang dipelajari hari ini.</li> <li>3. Menyampaikan agenda pertemuan berikutnya.</li> </ol>

PERTEMUAN KEDUA (SPOKEN CYCLE)	
KEGIATAN	AKTIFITAS PEMBELAJARAN
KEGIATAN AWAL (10 Menit)	<ol style="list-style-type: none"> <li>1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi dan menyiapkan buku pelajaran</li> <li>2. Memberikan pertanyaan pemantik melalui gambar <div data-bbox="622 1261 927 1507" data-label="Image"> </div> <ol style="list-style-type: none"> <li>1. Do you know that telling story has been done for long time ago?</li> <li>2. Do you know that the advantages of telling and listening to a story?</li> </ol> </li> <li>3. Mengingat kembali materi sebelumnya.</li> </ol>
KEGIATAN INTI (70 Menit)	<p>A. Building of Knowledge (BKoF)</p> <ol style="list-style-type: none"> <li>1. Peserta didik diperlihatkan beberapa gambar yang berkaitan dengan telling story?</li> </ol> <p>B. Modelling of The Text (MoT)</p> <ol style="list-style-type: none"> <li>1. Peserta didik diberi penjelasan mengenai fungsi teks, struktur teks, dan informasi lainnya.</li> </ol> <p>C. Join Construction of The Text (JCoT)</p>

	<ol style="list-style-type: none"> <li>1. Peserta didik dikelompokkan terdiri 4 atau 5 siswa.</li> <li>2. Setiap kelompok diberi beberapa gambar kejadian atau peristiwa dengan urutannya yang diacak.</li> <li>3. Peserta didik berdiskusi membuat kalimat secara lisan dipandu oleh guru.</li> </ol> <p>D. Independent Construction of The Text (ICoT)</p> <ol style="list-style-type: none"> <li>1. Peserta didik mempresentasikan hasil teksnya di depan kelas secara mandiri.</li> </ol>
Treatment (45 Menit)	<ol style="list-style-type: none"> <li>1. Peserta didik dibagi ke dalam beberapa kelompok kecil.</li> <li>2. Guru memberikan table point Scrabble untuk setiap kelompok.</li> <li>3. Peserta didik diminta berdiskusi dalam kelompok mengenai kosakta yang baru saja dipelajari, dengan aturan permainan Scrabble.</li> <li>4. Guru memandu dan memberikan bimbingan selama sesi bermain lalu siswa mencoba mengisi tabel yang telah disediakan sesuai dengan waktu yang telah ditentukan.</li> <li>5. Setelah sesi bermain, masing-masing kelompok membantu guru menghitung kosakata dan point yang didapat.</li> </ol>
Kegiatan Penutup (10 Menit)	<ol style="list-style-type: none"> <li>1. Memberikan umpan balik terhadap proses pembelajaran: <i>Well, class you have done a good job today. Most of you are active. I hope all of you involve in the interaction. How do you feel during the lesson? Is there anyone who want to say something?</i></li> <li>2. Menyimpulkan apa yang dipelajari hari ini.</li> <li>3. Menyampaikan agenda pertemuan berikutnya.</li> </ol>

PERTEMUAN KETIGA (WRITTEN CYCLE)	
KEGIATAN	AKTIFITAS PEMBELAJARAN
KEGIATAN AWAL (10 Menit)	<ol style="list-style-type: none"> <li>1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi dan menyiapkan buku pelajaran</li> <li>2. Memberikan pertanyaan pemantik melalui gambar <div data-bbox="620 1115 997 1361" data-label="Image"> </div> <ol style="list-style-type: none"> <li>1. What is the picture about?</li> <li>2. Do you know the story about it?</li> </ol> </li> </ol>
KEGIATAN INTI (70 Menit)	<ol style="list-style-type: none"> <li>A. Building of Knowledge (BKoF) <ol style="list-style-type: none"> <li>1. Peserta didik diperlihatkan teks tentang The Legend of Tangkuban Perahu.</li> <li>2. Peserta didik membaca nyaring secara bergiliran.</li> </ol> </li> <li>B. Modelling of The Text (MoT) <ol style="list-style-type: none"> <li>1. Peserta didik diberi penjelasan mengenai fungsi teks, struktur teks, dan informasi lainnya.</li> <li>2. Peserta didik diberi kesempatan mencari arti kata kata baru.</li> </ol> </li> <li>C. Join Construction of The Text (JCoT) <ol style="list-style-type: none"> <li>1. Peserta didik dikelompokkan terdiri 4 siswa.</li> <li>2. Peserta didik merespon pertanyaan terkait dengan teks dengan bimbingan guru.</li> </ol> </li> <li>3. Independent Construction of The Text (ICoT)</li> </ol>

	1. Peserta didik menjawab pertanyaan teks secara mandiri.
Treatment (45 Menit)	<ol style="list-style-type: none"> <li>1. Peserta didik dibagi ke dalam beberapa kelompok kecil.</li> <li>2. Guru memberikan table point Scrabble untuk setiap kelompok.</li> <li>3. Peserta didik diminta berdiskusi dalam kelompok mengenai kosakta yang baru saja dipelajari, dengan aturan permainan Scrabble.</li> <li>4. Guru memandu dan memberikan bimbingan selama sesi bermain lalu siswa mencoba mengisi tabel yang telah disediakan sesuai dengan waktu yang telah ditentukan.</li> <li>5. Setelah sesi bermain, masing-masing kelompok membantu guru menghitung kosakata dan point yang didapat.</li> </ol>
Kegiatan Penutup (10 Menit)	<ol style="list-style-type: none"> <li>1. Memberikan umpan balik terhadap proses pembelajaran: <i>Well, class you have done a good job today. Most of you are active. I hope all of you involve in the interaction. How do you feel during the lesson? Is there anyone who want to say something?</i></li> <li>2. Menyimpulkan apa yang dipelajari hari ini.</li> <li>3. Menyampaikan agenda pertemuan berikutnya.</li> </ol>

PERTEMUAN KEEMPAT (WRITTEN CYCLE)	
KEGIATAN	AKTIFITAS PEMBELAJARAN
KEGIATAN AWAL (10 enit)	<ol style="list-style-type: none"> <li>1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi dan menyiapkan buku pelajaran</li> <li>2. Memberikan pertanyaan pemantik: -What is your favorite story? -What can you learn from the story?</li> <li>3. Mengingatkan kembali materi pertemuan sebelumnya</li> </ol>
KEGIATAN INTI (70 Menit)	<ol style="list-style-type: none"> <li>A. Building of Knowledge (BKoF) <ol style="list-style-type: none"> <li>1. Peserta didik diperlihatkan beberapa gambar terkait narrative text.</li> </ol> </li> <li>B. Modelling of The Text (MoT) <ol style="list-style-type: none"> <li>1. Peserta didik memperhatikan penjelasan guru tentang bagaimana cara menyusun narrative text yang baik</li> </ol> </li> <li>C. Join Construction of The Text (JCoT) <ol style="list-style-type: none"> <li>1. Peserta didik dikelompokkan terdiri 4 siswa.</li> <li>2. Peserta didik mendapatkan bagian bagian teks yang belum urut.</li> <li>3. Peserta didik berdiskusi menyusun bagian bagian teks tersebut menjadi teks yang benar.</li> </ol> </li> <li>D. Independent Construction of The Text (ICoT) <ol style="list-style-type: none"> <li>1. Peserta didik secara mandiri menyusun narrative text</li> <li>2. Peserta didik menempelkan hasil teksnya di depan kelas.</li> </ol> </li> </ol>
Treatment (45 Menit)	<ol style="list-style-type: none"> <li>1. Peserta didik dibagi ke dalam beberapa kelompok kecil.</li> <li>2. Guru memberikan table point Scrabble untuk setiap kelompok.</li> <li>3. Peserta didik diminta berdiskusi dalam kelompok mengenai kosakta yang baru saja dipelajari, dengan aturan permainan Scrabble.</li> <li>4. Guru memandu dan memberikan bimbingan selama sesi bermain lalu siswa mencoba mengisi tabel yang telah disediakan sesuai dengan waktu yang telah ditentukan.</li> <li>5. Setelah sesi bermain, masing-masing kelompok membantu guru menghitung kosakata dan point yang didapat.</li> </ol>
Kegiatan Penutup (10 Menit)	<ol style="list-style-type: none"> <li>1. Memberikan umpan balik terhadap proses pembelajaran: <i>Well, class you have done a good job today. Most of you are active. I hope all of you involve in the interaction. How do you feel during the lesson? Is there anyone who want to say something?</i></li> <li>2. Menyimpulkan apa yang dipelajari hari ini.</li> <li>3. Menyampaikan agenda pertemuan berikutnya.</li> </ol>

## Appendix 6 Try Out Test

### PRE-TEST

Name :

#### A. Translate to Indonesian!

Ex. Ambition: Ambisi

1. Courage :
2. Opportunity :
3. Contribute :
4. Develop :
5. Clearly :
6. Noisy :
7. Less :

#### B. Translate to English!

Ex. Ambisi: Ambition

8. Optimis :
9. Percaya diri :
10. Fleksible :
11. Pencapaian :
12. Rekomendasi :
13. Menangkap :
14. Terakhir kali :

#### C. Rearrange the following word into the correct word!

Ex. TLAE: ACAK

LATE: BENAR

15. CNOMTMUIY

16. NMADYIC

17. IEPENNTDND

18. BTYEAU

19. EYSRYTEDA

20. YPAPH

21. CRPITEU

22. RGLAE

#### D. Select the correct answer!

23. "The children played in the \_\_\_\_"

- |              |         |
|--------------|---------|
| a. Beautiful | c. Park |
| b. Happily   | d. Run  |



24. Which one is a noun?

- a. Run
- b. Runner
- c. Running
- d. Ran

25. Which one is a verb?

- a. Quickly
- b. Runner
- c. Run
- d. Running

26. Choose the correct adjective:

"She is a very \_\_\_ person"

- a. Kind
- b. Kindness
- c. Kindly
- d. Kinda

27. Which one is an adverb?

- a. Slow
- b. Slowly
- c. Slowest
- d. Slower

28. Which sentence contains a verb?

- a. He is tall
- b. She speaks well
- c. The room is bright
- d. The sun is shining

29. Choose the correct adverb:

"He speaks English very \_\_\_"

- a. Good
- b. Better
- c. Well
- d. Best

30. Which word is an adverb?

- a. Every day
- b. Read
- c. Table
- d. Kick

## POST-TEST

Name :

### A. Translate to Indonesian!

Ex. Solution: Solusi

1. Concept :
2. Analyze :
3. Relevant :
4. Logical :
5. Logically :
6. Supervisor :
7. Imagine :

### B. Translate to English!

Ex. Solusi: Solution

8. Metode :
9. Tantangan :
10. Motivasi :
11. Kemarin :
12. Telat :
13. Inspirasi :
14. Papan tulis :

### C. Rearrange the following word into the correct word!

Ex. TLAE: ACAK

LATE: BENAR

15. 

MNTIOVAOTI

19. 

YTD AO

16. 

MSRIUMAZE

20. 

NPICIPERL

17. 

RDEA

21. 

OCTNSCTRU

18. 

HMEANSOD

22. 

SWAAYL

### D. Select the correct answer!

23. Choose the correct noun in the sentence:

"The \_\_\_ of the forest breath-taking"

- |              |                |
|--------------|----------------|
| a. Beauty    | c. Beautifully |
| b. Beautiful | d. Beautify    |

24. Which sentence contains a verb?

- a. He was happy
- b. They run every morning
- c. The sky is blue
- d. The car is fast

25. Which one is an adjective?

- a. Slow
- b. Slowly
- c. slowness
- d. Slowing

26. Choose the correct adjective:

"He is a very \_\_\_ man"

- a. Wise
- b. Wisely
- c. Wisdom
- d. Wised

27. Choose the adverb:

"They \_\_\_ completed the project."

- a. Easy
- b. Easier
- c. Easily
- d. Easiest

28. Choose the correct verb:

"They \_\_\_ the game with great enthusiasm."

- a. Play
- b. Player
- c. Playing
- d. Plays

29. Which word is an adverb?

- a. Quickly
- b. Quick
- c. Quickness
- d. Quicker

30. Which sentence contains an adverb?

- a. He is smart
- b. She answered the question quickly
- c. The sky is blue
- d. They are happy



Pre-Test		Post-Test	
No	Answer	No	Answer
1	Keberanian	1	Konsep
2	Kesempatan	2	Analisis
3	Kontribusi	3	Relevan
4	Mengembangkan	4	Logis
5	Dengan jelas	5	Secara logis
6	Ribut	6	Pengawas
7	Kurang	7	Membayangkan
8	Optimist	8	Method
9	Confident	9	Challenge
10	Flexible	10	Motivation
11	Achievement	11	Yesterday
12	Recommendation	12	Late
13	Catch	13	Inspiration
14	Last time	14	Black/white board
15	Community	15	Motivation
16	Dynamic	16	Summarize
17	Independent	17	Read
18	Beauty	18	Handsome
19	Yesterday	19	Today
20	Happy	20	Principle
21	Picture	21	Construct
22	Large	22	Always
23	C	23	A
24	B	24	B
25	C	25	A
26	A	26	A
27	B	27	C
28	B	28	A
29	C	29	A
30	A	30	B

## Appendix 7 Pre-test

### PRE-TEST

Name :

Class :

#### A. Translate to Indonesian!

Ex. Ambition: Ambisi

1. Contribute :
2. Clearly :
3. Less :

#### B. Translate to English!

Ex. Ambisi: Ambition

4. Optimis :
5. Pencapaian :
6. Menangkap :

#### C. Rearrange the following word into the correct word!

Ex. TLAE: ACAK

LATE: BENAR

7. 

CNOMTMUIY

10. 

YPAPH

8. 

NMADYIC

11. 

CRPITEU

9. 

IEPENNTDNDE

12. 

BTYEAU

13. 

RGLAE

#### D. Select the correct answer!

14. "The children played in the \_\_\_\_"

- |              |         |
|--------------|---------|
| a. Beautiful | c. Park |
| b. Happily   | d. Run  |

15. Which one is a noun?

- |           |            |
|-----------|------------|
| a. Run    | c. Running |
| b. Runner | d. Ran     |

16. Which one is a verb?

- a. Quickly
- b. Runner

- c. Run
- d. Running

17. Choose the correct adjective:

"She is a very \_\_\_ person"

- a. Kind
- b. Kindness

- c. Kindly
- d. Kinda

18. Which one is an adverb?

- a. Slow
- b. Slowly

- c. Slowest
- d. Slower

19. Choose the correct adverb:

"He speaks English very \_\_\_"

- a. Good
- b. Better

- c. Well
- d. Best

20. Which word is an adverb?

- a. Every day
- b. Read

- c. Table
- d. Kick

## Appendix 8 Post-test

### POST-TEST

Name :

Class :

#### A. Translate to Indonesian!

Ex. Solution: Solusi

1. Analyze :
2. Logical :
3. Imagine :

#### B. Translate to English!

Ex. Solusi: Solution

4. Metode :
5. Tantangan :
6. Inspirasi :

#### C. Rearrange the following word into the correct word!

Ex. TLAE: ACAK

LATE: BENAR

7. MNTIOVAOTI

10. HMEANSOD

8. MSRIUMAZE

11. NPICIPERL

9. RDEA

12. OCTNSCTRU

13. SWAAYL

#### D. Select the correct answer!

14. Choose the correct noun in the sentence:

"The \_\_\_ of the forest breath-taking"

- |              |                |
|--------------|----------------|
| a. Beauty    | c. Beautifully |
| b. Beautiful | d. Beautify    |

15. Which sentence contains a verb?

- a. He was happy
- b. They run every morning
- c. The sky is blue
- d. The car is fast

16. Which one is an adjective?

- a. Slow
- b. Slowly
- c. slowness
- d. Slowing

17. Choose the correct adjective:

"He is a very \_\_\_\_ man"

- a. Wise
- b. Wisely
- c. Wisdom
- d. Wised

18. Choose the adverb:

"They \_\_\_\_ completed the project."

- a. Easy
- b. Easier
- c. Easily
- d. Easiest

19. Which word is an adverb?

- a. Quickly
- b. Quick
- c. Quickness
- d. Quicker

20. Which sentence contains an adverb?

- a. He is smart
- b. She answered the question quickly
- c. The sky is blue
- d. They are happy

## Appendix 9 Students Answer

### PRE-TEST

Name : Ambar Nadya Satrio

Class : X - H

#### A. Translate to Indonesian!

Ex. Ambition: Ambisi

1. Contribute : menyumbang
2. Clearly : dengan jelas
3. Less : Lebih sedikit

#### B. Translate to English!

Ex. Ambisi: Ambition

4. Optimis : Optimis
5. Pencapaian : with list
6. Menangkap : Catch

#### C. Rearrange the following word into the correct word!

Ex. TLAE: ACAK

LATE: BENAR

7. 

CNOMTMUIY
COMUNITY

8. 

NMADYIC
DINAMVC

9. 

IEPENNTDNDE
INDEPENDET

13. 

RGLAE
LARGE

10. 

YPAPH
HAPPY

11. 

CRPITEU
PICTURE

12. 

BTYEAU
BEAUTY

#### D. Select the correct answer!

14. "The children played in the \_\_\_\_"

- a. Beautiful
- b. Happily

- ☒ Park
- d. Run

15. Which one is a noun?

- a. Run
- ☒ Runner

- c. Running
- d. Ran

16. Which one is a verb?

- ☒ Quickly
- b. Runner

17. Choose the correct adjective:

"She is a very \_\_\_\_ person"

- a. Kind
- b. Kindness

18. Which one is an adverb?

- a. Slow
- ☒ Slowly

19. Choose the correct adverb:

"He speaks English very \_\_\_\_"

- a. Good
- b. Better

20. Which word is an adverb?

- ☒ Every day
- b. Read

- c. Run
- d. Running

- ☒ Kindly
- d. Kinda

- c. Slowest
- d. Slower

- ☒ Well
- d. Best

- c. Table
- d. Kick

# POST-TEST

Name : **INDY FARAH**

Class : **X - H**

## A. Translate to Indonesian!

Ex. Solution: Solusi

1. Analyze : *analisa*
2. Logical : *logis*
3. Imagine : *membayangkan*

## B. Translate to English!

Ex. Solusi: Solution

4. Metode : *method*
5. Tantangan : *challenge*
6. Inspirasi : *inspiration*

## C. Rearrange the following word into the correct word!

Ex. TLAE: ACAK

LATE: BENAR

7. 

MNTIOVAOTI
Motivation

8. 

MSRIUMAZE
Summarize

9. 

RDEA
Read

10. 

HMEANSOD
headmon

11. 

NPICIPERL
principle

12. 

OCTNSCTRU
Construct

13. 

SWAAYL
Always

## D. Select the correct answer!

14. Choose the correct noun in the sentence:

"The \_\_\_ of the forest breath-taking"

- ☒ a. Beauty
- b. Beautiful

- c. Beautifully
- d. Beautify



15. Which sentence contains a verb?

- a. He was happy
- ☒ b. They run every morning
- c. The sky is blue
- d. The car is fast

16. Which one is an adjective?

- ☒ a. Slow
- b. Slowly
- c. slowness
- d. Slowing

17. Choose the correct adjective:

"He is a very \_\_\_ man"

- ☒ a. Wise
- b. Wisely
- c. Wisdom
- d. Wised

18. Choose the adverb:

"They \_\_\_ completed the project."

- a. Easy
- b. Easier
- ☒ c. Easily
- d. Easiest

19. Which word is an adverb?

- ☒ a. Quickly
- b. Quick
- c. Quickness
- d. Quicker

20. Which sentence contains an adverb?

- a. He is smart
- ☒ b. She answered the question quickly
- c. The sky is blue
- d. They are happy

## Appendix 10 Observation

### 1<sup>st</sup> meeting

Please fill in the box below using the checklist (✓) according to the situation that happened during the observation process.

No.	Aspects observed	Indicators	Yes	No	Notes
1.	<b>Students' Participation</b>	Students actively discuss in groups during the game.	✓		
		Students contribute to fill the Scrabble table.	✓		
		Most students are engaged in the game without appearing passive.		✓	Some students were passive because they were still confused about how to play and the rules in the games.
2.	<b>Students' Enthusiasm</b>	Students look excited and motivated to follow the game activities.	✓		
		Students show high interest by frequently asking questions or		✓	

		giving opinions related to the game.			Some students followed but did not really listen because they were working on assignments from other subjects.
		No students appear bored or avoid the activity.	✓		
3.	<b>Interaction between Students</b>	Students actively communicate with group members in determining the words to use.	✓		
		Cooperation between students is seen when completing group tasks in the game.	✓		
4.	<b>Vocabulary Comprehension</b>	Students can mention the new word obtained from the game.	✓		
		Students can use new vocabulary in simple sentences.		✓	Have not used it in sentences, but students only translate

					some vocabulary.
5.	<b>Class Atmosphere</b>	The class atmosphere is fun and conducive during the game.		✓	The class was crowded as students from each group scrambled to come forward
		Teachers and students engage in positive interactions during the activity.	✓		
6.	<b>Obstacles in activities</b>	Students have difficulty in understanding the rules of the game.	✓		Students have difficulty understanding the rules due to the beginning of the meeting
		Some distractions affect students' concentration during the game.	✓		There are assignments from other subjects that make students' concentration so divided.

Instructions:

- "Yes" column: Check if the indicator is achieved.
- "No" column: Check if the indicator was not achieved.
- "Notes" column: Record any additional observations, such as details of student difficulties, specific responses, or suggestions for improvement

## 2<sup>nd</sup> meeting

No.	Aspects observed	Indicators	Yes	No	Notes
1.	<b>Students' Participation</b>	Students actively discuss in groups during the game.	✓		
		Students contribute to fill the Scrabble table.	✓		Only one student in the group comes forward to fill in the scrabble table.
		Most students are engaged in the game without appearing passive.	✓		
2.	<b>Students' Enthusiasm</b>	Students look excited and motivated to follow the game activities.	✓		

		Students show high interest by frequently asking questions or giving opinions related to the game.	✓		
		No students appear bored or avoid the activity.	✓		
3.	<b>Interaction between Students</b>	Students actively communicate with group members in determining the words to use.	✓		
		Cooperation between students is seen when completing group tasks in the game.	✓		
4.	<b>Vocabulary Comprehension</b>	Students can mention the new word obtained from the game.	✓		
		Students can use new vocabulary in simple sentences.		✓	Time is limited so there is no time to use vocabulary in sentences.
5.	<b>Class Atmosphere</b>	The class atmosphere is fun and conducive during the game.		✓	It was not conducive because each group wanted to move

					forward quickly to fill the scrabble table.
		Teachers and students engage in positive interactions during the activity.	✓		
<b>6.</b>	<b>Obstacles in activities</b>	Students have difficulty in understanding the rules of the game.	✓		At first, students were still confused but as the game progressed, students understood it
		Some distractions affect students' concentration during the game.		✓	

### 3<sup>rd</sup> Meeting

No.	Aspects observed	Indicators	Yes	No	Notes
1.	<b>Students' Participation</b>	Students actively discuss in groups during the game.	✓		
		Students contribute to fill the Scrabble table.	✓		Each meeting the students who come forward take turns so that the students in the group have the opportunity.
		Most students are engaged in the game without appearing passive.	✓		
2.	<b>Students' Enthusiasm</b>	Students look excited and motivated to follow the game activities.	✓		
		Students show high interest by frequently asking questions or giving opinions related to the game.	✓		Between students or students to teachers remind each



					other of the rules of the game
		No students appear bored or avoid the activity.	✓		
3.	<b>Interaction between Students</b>	Students actively communicate with group members in determining the words to use.	✓		
		Cooperation between students is seen when completing group tasks in the game.	✓		
4.	<b>Vocabulary Comprehension</b>	Students can mention the new word obtained from the game.	✓		
		Students can use new vocabulary in simple sentences.	✓		Students use vocabulary in text assignments given by the English teacher.
5.	<b>Class Atmosphere</b>	The class atmosphere is fun and conducive during the game.		✓	Less conducive in class due to national

					education day activities, students wear traditional clothes so that they consider it a free day.
		Teachers and students engage in positive interactions during the activity.	✓		
<b>6.</b>	<b>Obstacles in activities</b>	Students have difficulty in understanding the rules of the game.		✓	
		Some distractions affect students' concentration during the game.		✓	

**4<sup>th</sup> meeting**

No.	Aspects observed	Indicators	Yes	No	Notes
1.	<b>Students' Participation</b>	Students actively discuss in groups during the game.	✓		
		Students contribute to fill the Scrabble table.	✓		
		Most students are engaged in the game without appearing passive.	✓		Each group discusses and each student contributes to naming new vocabulary.
2.	<b>Students' Enthusiasm</b>	Students look excited and motivated to follow the game activities.	✓		
		Students show high interest by frequently asking questions or giving opinions related to the game.	✓		Students have high enthusiasm and sense of competition
		No students appear bored or avoid the activity.	✓		All students wanted to come forward and fill in the

					scrabble table.
3.	<b>Interaction between Students</b>	Students actively communicate with group members in determining the words to use.	✓		
		Cooperation between students is seen when completing group tasks in the game.	✓		
4.	<b>Vocabulary Comprehension</b>	Students can mention the new word obtained from the game.	✓		Students are also asked the meaning of some of the vocabulary they wrote on the scrabble table.
		Students can use new vocabulary in simple sentences.	✓		Using it in simple sentences is an assignment from the teacher.
5.	<b>Class Atmosphere</b>	The class atmosphere is fun and conducive during the game.	✓		It was more conducive because the

					group that went first was determined by video.
		Teachers and students engage in positive interactions during the activity.	✓		
<b>6.</b>	<b>Obstacles in activities</b>	Students have difficulty in understanding the rules of the game.		✓	
		Some distractions affect students' concentration during the game.		✓	

## Appendix 11 Interviews

### Transcript of interview

#### Researcher (A)

Participant from the group:

Sunflower (S)

Jasmine (J)

Tulip (T)

Rose (R)

Lavender (L)

Dandelion (D)

Strategies for learning new vocabulary	
A	<b><i>“When playing Scrabble, if you don't know the meaning of a word, do you often use a dictionary or ask a friend or teacher?”</i></b>
S	<i>“Ask a friend”</i>
J	<i>“Usually I use a dictionary, but if there is a friend who can answer or maybe knows the answer, it's more of a friend if I know it myself, I don't ask a dictionary or a friend (more often use a dictionary)”</i>
T	<i>“More often I ask my friends, if I'm stuck, I usually use the internet, because sometimes my friends don't know the meaning of the word.”</i>
R	<i>“I usually ask my friends first, because sometimes they've already heard the word. But if my friends are also confused, then I open the dictionary to determine the meaning.”</i>
L	<i>“Ask friends first because many friends can speak English, later if friends can't, then look at the dictionary or the internet”</i>
D	<i>“Usually, it's more about asking friends but usually I also use the internet, rarely open a dictionary because sometimes I forget to bring it”</i>
A	<b><i>“Once you know a new word, what do you do to make sure you don't forget it? Do you just know it or do you write it down?”</i></b>
S	<i>“I took notes”</i>
J	<i>“Yes, I write it down”</i>
T	<i>“I usually write down the new word in a small book so I can repeat it at home.”</i>
R	<i>“I usually write it down in a small book or cell phone. The problem is that if you just know it, you might forget it the next day. If you write it down, you can refer back to it sometime.”</i>

L	<i>"Once I know a new word, I usually write it down so I don't forget it. Note-taking helps me remember and understand the use of the word better."</i>
D	<i>"If the word is interesting, I usually write it down as well as the meaning, but if I already know the word, I don't write it down."</i>
A	<b><i>"Do you like to imagine the meaning of new words while playing? For example, the shape or picture of the word?"</i></b>
S	<i>"No."</i>
J	<i>"Yes, I like to imagine so I remember more."</i>
T	<i>"Sometimes I like to imagine, especially if the word is strange or I've never heard of it"</i>
R	<i>"Sometimes yes, especially if the word is strange or funny. For example, the word "frog", I immediately imagine a frog jumping around. That makes the word stick in my brain"</i>
L	<i>"I like to imagine the meaning of new words while playing, such as imagining shapes or pictures associated with the word. This helps me remember it better."</i>
D	<i>"Yes, often, especially if the vocabulary is familiar."</i>
A	<b><i>"When you play Scrabble, how can you learn new vocabulary? From your group mates or looking at a dictionary or something else?"</i></b>
S	<i>"From group friends and the internet"</i>
J	<i>"I study more on the internet to be more thorough"</i>
T	<i>"I usually learn from my group mates and sometimes open the dictionary too"</i>
R	<i>"Mostly from group friends. Because when we discuss, someone usually explains or shares. But sometimes I also look at the dictionary if I want to make sure the spelling is correct"</i>
L	<i>"When playing Scrabble, I can learn new words from group friends, looking at the dictionary, or even from previous playing experience"</i>
D	<i>"From group friends and also from other groups, especially those with rare words and then look up the meaning too, ask friends what it means"</i>
<b>The effect of Scrabble on vocabulary learning</b>	
A	<b><i>"When you play Scrabble for only 45 minutes, is it enough to learn new words?"</i></b>
S	<i>"Enough"</i>
J	<i>"Simply because of the new vocabulary that we know and then turn it into simple sentences instead of many sentences"</i>
T	<i>"Quite enough, but sometimes I want more time to find words and discuss"</i>

R	<i>"If you just want to introduce some words, it's enough, but if you want to go deeper like memorizing the meaning and how to use it, the time is not enough"</i>
L	<i>"The 45 minutes to play Scrabble is enough to learn some new words, although it may not be able to explore many words. However, it is enough to introduce some new vocabulary"</i>
D	<i>"It's enough, especially since other groups also get new vocabulary not just from their group. So it adds quite a lot."</i>
A	<b><i>"Do you get more excited about learning when you use Scrabble? Or is it just normal?"</i></b>
S	<i>"Just normal"</i>
J	<i>"Yes, I'm more excited because playing scrabble word counts like ice breaking but while still learning"</i>
T	<i>"So more enthusiastic, because learning while playing is more fun than ordinary memorization"</i>
R	<i>"So I'm more enthusiastic, because there is an element of play, so it's like learning while playing."</i>
L	<i>"I become more enthusiastic about learning when using Scrabble. This game makes learning feel more fun and challenging"</i>
D	<i>"More enthusiasm, especially ambitious friends who are more eager to record a lot of vocabulary and get a lot of points"</i>
A	<b><i>"Are there any words in this scrabble word game that you already know but are repeated?"</i></b>
S	<i>"Yes."</i>
J	<i>"There are, many"</i>
T	<i>"Yes, there are! But it's good because you can repeat and memorize more"</i>
R	<i>"Yes, some words I've heard before or even used often. But the fun is, I understand more and can tell my friends who don't know"</i>
L	<i>"Yes, in the Scrabble game there are often words that I already know, but I can repeat them and strengthen my memory of the word"</i>
D	<i>"There are many common and basic words"</i>
<b>Classroom atmosphere and student interactions</b>	
A	<b><i>"Do you think playing Scrabble with friends is fun? Do discussions with friends help you learn new words?"</i></b>
S	<i>"It's fun, yes, discussions with friends are very helpful"</i>
J	<i>"It's fun, because it's teamwork between friends, so it increases curiosity. kayam is increasingly one with the group to determine the answer."</i>
T	<i>Yes, discussion helps me learn new vocabulary"</i>



R	<i>"It's really fun! Discussion with friends makes it easier for me to remember the meaning of new words."</i>
L	<i>"Yes, it's really fun! Especially when we are confused about the words, then we think together. The discussion makes it easier for me to remember new words."</i>
D	<i>"Yes, playing Scrabble with friends is very exciting! Discussions with friends can help me learn new words because we can share our knowledge"</i>
A	<b><i>"What do you think is the classroom atmosphere like when learning with this Scrabble game? Was it fun?"</i></b>
S	<i>"It's fun to be able to discuss with friends"</i>
J	<i>"It's fun but sometimes it's like "so hot" hot because sometimes each group is different, some are like this, some are like that so they compete"</i>
T	<i>"The class atmosphere is livelier and less boring, so learning feels like playing."</i>
R	<i>"I think the atmosphere is less boring. We are still learning, but it doesn't feel like serious learning. It's more relaxed but we still get the knowledge."</i>
L	<i>"The class atmosphere when learning using Scrabble games is usually very fun. friends are more active and involved, making the learning process more interesting."</i>
D	<i>"It's fun, especially when the scramble to come forward to fill in the scrabble word table is crowded"</i>
<b>Students' experiences</b>	
A	<b><i>"Anything else you'd like to share about learning words through Scrabble?"</i></b>
S	<i>"None"</i>
J	<i>"Oh, yes, the fun is when we choose a word and then we determine the vocabulary, the total number of numbers, for example, like the word "Come", for example, the total number is 6, it's really exciting like that so there is a mixture of math."</i>
T	<i>"Playing Scrabble makes learning vocabulary less boring. It's fun, especially if it's competitive!"</i>
R	<i>"I think learning through Scrabble is a really cool way to increase vocabulary. Especially if you do it often, you can add a lot of new words without even realizing it. So learning doesn't always have to be sitting still, but it can be done while playing too."</i>
L	<i>"I feel that Scrabble also trains thinking skills in arranging words. It's a fun way to learn while playing"</i>

D	<i>“The point is really exciting, I just found out that there is this word scrabble game. really a new experience”</i>
---	--

## Appendix 12 Letter of Completion Research



**KEMENTERIAN AGAMA REPUBLIK  
INDONESIA KANTOR KEMENTERIAN AGAMA KOTA  
PASURUAN MADRASAH ALIYAH NEGERI**

Jalan Erlangga Gang Bougenvile Nomor 48 Purworejo Kota Pasuruan 67115  
Telepon (0343) 426841; Faksimile (0343) 421290  
Website: [www.mankotapasuruan.sch.id](http://www.mankotapasuruan.sch.id); E-mail: [mankotapasuruan@gmail.com](mailto:mankotapasuruan@gmail.com)

**SURAT KETERANGAN**

Nomor : B.181/Ma.13.27.1/PP.02.3/05/2024

Yang bertanda tangan di bawah ini :

Nama : Drs. ACHMAD BARIK MARZUQ, M.Pd  
NIP : 196606271994031002  
Jabatan : Kepala Madrasah  
Instansi : Madrasah Aliyah Negeri Kota Pasuruan

Menerangkan dengan sebenarnya bahwa :

Nama : **RAHMA LIA INDAH**  
NIM : 210107110056  
Prodi : Tadris Bahasa Inggris  
Judul Penelitian : The Effectiveness Of Educational Game "SCRABBLE WORD"  
To Improve English Vocabulary At Senior High School.

Telah melaksanakan penelitian mulai Tanggal 14 April s.d 09 Mei 2025 di MAN Kota Pasuruan,  
Guna menyelesaikan tugas akhir studi/menyusun skripsi yang bersangkutan.

Demikian surat keterangan ini di buat untuk di pergunakan sebagaimana mestinya.

Di keluaran di : PASURUAN  
Pada tanggal : 19 Mei 2025

Kepala Madrasah,



Achmad Barik Marzuq



Dokumen ini telah ditanda tangani secara elektronik.

Token : I5CrF3yT

## Appendix 13 Documentation







## Appendix 14 Evidence of Guidance Consultation



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM  
MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398  
Malang <http://fitk.uin-malang.ac.id> email : [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

### LEMBAR BIMBINGAN SKRIPSI

Nama : Rahma Lia Indah  
NIM : 210107110056  
Program Studi : Tadris Bahasa Inggris  
Alamat : Merjosari, Lowokwaru, Kota Malang  
No. Tlp dan HP : 088212422494  
Judul : The Effectiveness of Educational Game "Scrabble Word" To Improve English Vocabulary At Senior High School  
Dosen Pembimbing : Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed

No	Topik Bimbingan	Tanggal Bimbingan	Catatan
1	Konsultasi awal terkait judul	9-07-2024	
2	Bimbingan bab 1	21-08-2024	
3	Revisi Bab 1 dan bimbingan bab 2 dan 3	17-10-2024	
3	Revisi bab 2 dan 3, konsultasi instrumen	26-11-2024	
4	Final draft	4-12-2024	
5	Revisi sempro	12-01-2025	
6	Konsultasi instrumen	24-02-2025	
7	Revisi instrumen	18-03-2025	
8	Konsultasi bab 4 & 5	23-05-2025	
9	Final Draft	28-05-2025	
10			

Dosen Pembimbing

Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed  
NIP. 197410252008012015

## Appendix 15 Curriculum Vitae

### Curriculum Vitae

Nama Lengkap : Rahma Lia Indah  
Tempat, Tanggal Lahir : Pasuruan, 25 November 2002  
Jenis Kelamin : Perempuan  
Agama : Islam  
Fakultas : Ilmu Tarbiyah dan Keguruan  
Jurusan : Tadris Bahasa Inggris  
Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang  
Alamat Rumah : Karang Poh, RT.01 RW.04 Desa. Kalirejo,  
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Alamat Email : [rahmaliaindah0@gmail.com](mailto:rahmaliaindah0@gmail.com)



### Riwayat Pendidikan

1. 2007-2009 : Tk Miftahul Huda Dukuh Sari
2. 2009-2015 : Sd Negeri Dukuh Sari
3. 2015-2018 : Smp Negeri 2 Sukorejo
4. 2018-2021 : MA Maarif Sukorejo
5. 2021-2025 : UIN Maulana Malik Ibrahim Malang

Malang, May 28<sup>th</sup> 2025

Mahasiswa,

Rahma Lia Indah

NIM. 210107110056