

**THE EFFECTIVENESS OF SCRABBLE GAME TOWARD  
STUDENTS' VOCABULARY MASTERY OF THE FIFTH  
GRADE AT SDN 1 PRIGI WATULIMO TRENGGALEK**

**THESIS**

**Presented to Faculty of Tarbiyah and Teacher Training  
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In partial of fulfillment of the requirements for the degree of  
Sarjana Pendidikan Islam (S.Pd.I) in English Education Department**



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**2015**

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MOTTO

“If you want pearl,  
you must dive in the ocean  
deeply”

Ir. Soekarno

## **DEDICATION**

After finishing this thesis, I want to dedicate this thesis to:

1. My parents, Mujiono and Suparti who always pray for my success and who always give motivation to me.
2. My twin sister Diana Dwi Ningtyas, my sister Anis Partiwı and her daughters Naswa and Azza who always make me laughing when I am at home.
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8. The big family of SDN 1 Prigi, whom give me place and accepting me to become your family. I love u so much.

## **DECLARATION OF AUTHORSHIP**

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States that this thesis is truly my original work. It does not incorporate any material previously written or published by another person except those as indicated in quotation and bibliography. Due to the fact, I am the only person responsible for the thesis. If a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

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## ABSTRACT

Ningtyas, Dianti Dwi. Registered Number Students, 3213113062. 2015. *The Effectiveness of Scrabble game toward Students' Vocabulary Mastery of the Fifth Grade at SDN 1 Prigi Watulimo Trenggalek*. Thesis. English Education Program. State Islamic Intitute (IAIN) of Tulungagung. Advisor: Dr. Susanto, S.S., M.Pd.

Keywords: effectiveness, scrabble game, vocabulary.

Studying a language cannot be separated from studying vocabulary. By learning vocabulary, learners will be able to communicate in English. Vocabulary presented in a familiar context and systemized manner with visual support seems important for memorization. Using games, songs, and rhymes are effective ways of learning and practicing language. It means that we must choose the strategy or media that is appropriate used in teaching vocabulary. One of media that can be used in teaching vocabulary is scrabble game. This media is designed to create students' interest to learn with pleasant. In playing scrabble game, it is played by two or four players. The players use their mastered vocabulary to arrange word.

The formulation of the research problems were: 1) how is the students' vocabulary mastery before being taught by using scrabble game? 2) how is the students' vocabulary mastery after being taught by using scrabble game? 3) is there any significant difference score between the students' vocabulary mastery before and after being taught by using scrabble game?

The objectives of the research were: 1) to know the students' vocabulary mastery before being taught by using scrabble game. 2) to know the students' vocabulary mastery after being taught by using scrabble game. 3) to know whether there is any significant difference score between the students' vocabulary mastery before and after being taught by using scrabble game.

This research is experimental design with quantitative approach. In this study the research design used by the researcher is pre-experimental design in the form of one-group pre-test and post-test. The population of this study were all students of fifth grade students of SDN 1 Prigi. The sample was fifth B class which consisted of 33 students. The instruments used in this research was vocabulary test (pre-test and post-test). The data analysis was using T-test.

The result showed that the total of students' achievement on vocabulary scores before being taught by using scrabble game was 2184, while the total score after being taught by using scrabble game was 2684. The T-score was 7.7005, whereas T-table with significance level 5% was 2.042. Therefore, T-score was greater than T-table. This means that  $H_1$  which states that there is significant difference between students' score before and after being taught by using scrabble game is accepted. Whereas,  $H_0$ , which states there is no significant difference between students' score before and after being taught by using scrabble game is rejected. In other words, scrabble game is effective used as a media for teaching vocabulary mastery to the students at elementary level.

## ABSTRAK

Ningtyas, Dianti Dwi. NIM, 3213113062. 2015. *The Effectiveness of Scrabble game toward Students' Vocabulary Mastery of the Fifth Grade at SDN 1 Prigi Watulimo Trenggalek*. Skripsi. Tadris Bahasa Inggris (TBI). Institut Agama Islam Negeri (IAIN) Tulungagung. Dosen pembimbing: Dr. Susanto, S.S., M.Pd.

Kata kunci: Effectiveness, Scrabble game, Vocabulary.

Mempelajari sebuah bahasa tidak dapat dipisahkan dari mempelajari kosakata. Dengan mempelajari kosakata bahasa Inggris siswa akan bisa berkomunikasi menggunakan bahasa Inggris. Kosakata ditampilkan dengan konteks yang sudah dikenal dan cara yang sudah tersusun dengan didukung oleh sesuatu yang dapat digunakan untuk menghafal. Menggunakan permainan, lagu, dan sajak adalah jalan yang efektif untuk proses pembelajaran dan mempraktikkan bahasa. Itu berarti bahwa kita harus memilih strategi atau media yang sesuai digunakan dalam pembelajaran kosakata. Salah satu media yang dapat digunakan dalam pembelajaran kosakata adalah permainan *scrabble*. Media ini didesain untuk menciptakan ketertarikan siswa untuk belajar dengan gembira. Permainan *scrabble* dimainkan oleh dua atau empat orang pemain. Para pemain menggunakan kosakata bahasa Inggris yang telah mereka kuasai untuk menyusun kata.

Rumusan masalah dalam penelitian ini adalah: 1) bagaimana penguasaan kosakata siswa sebelum diajar menggunakan permainan *scrabble*? 2) bagaimana penguasaan kosakata siswa sesudah diajar menggunakan permainan *scrabble*? 3) apakah terdapat perbedaan nilai yang signifikan antara penguasaan kosakata bahasa Inggris sebelum dan sesudah diajar menggunakan permainan *scrabble*?

Tujuan dari penelitian ini adalah: 1) untuk mengetahui penguasaan kosakata siswa sebelum diajar menggunakan permainan *scrabble* 2) untuk mengetahui penguasaan kosakata siswa sesudah diajar menggunakan permainan *scrabble* 3) untuk mengetahui perbedaan nilai yang signifikan antara penguasaan kosakata bahasa Inggris sebelum dan sesudah diajar menggunakan permainan *scrabble*.

Penelitian ini merupakan penelitian eksperimen dengan menggunakan pendekatan kuantitatif. Peneliti menggunakan desain penelitian pre-eksperimen dalam bentuk satu grup pre-test dan post-test. Populasi dalam penelitian ini adalah semua siswa kelas 5 SDN 1 Prigi. Sampel dalam penelitian ini adalah siswa SDN 1 Prigi kelas 5B yang berjumlah 33 siswa. Instrumen yang digunakan dalam penelitian ini adalah tes kosakata (pre-test dan post-test). Data dianalisis menggunakan T-tes.

Hasil penelitian menunjukkan bahwa total nilai siswa sebelum diajar menggunakan permainan *scrabble* adalah 2184, sedangkan total nilai sesudah diajar menggunakan permainan *scrabble* adalah 2684. Nilai T-score adalah 7.700, sedangkan T-table dengan signifikan level 5% adalah 2.042. Oleh karena



itu, nilai T-score lebih besar dibanding T-table. Itu berarti bahwa  $H_1$  yang menyatakan bahwa ada perbedaan nilai yang signifikan antara penguasaan kosakata siswa sebelum dan sesudah diajar dengan menggunakan permainan *scrabble* adalah diterima. Sedangkan itu,  $H_0$  yang menyatakan bahwa tidak ada perbedaan nilai yang signifikan antara penguasaan kosakata siswa sebelum dan sesudah diajar dengan menggunakan permainan *scrabble* adalah ditolak. Dengan kata lain, permainan scrabble adalah media yang efektif digunakan dalam pembelajaran kosakata siswa sekolah dasar.

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The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, June 16, 2015

The writer

Dianti Dwi Ningtyas

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