

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher present the result of classroom action research in improving vocabulary mastery through scrabble game of the eight grade at Islamic junior high school Tulungagung. It describe and discusses the data collected from the research.

A. Research Finding

The researcher was done the research of using scrabble game in the eighth grade at Islamic junior high school Tulungagung. The researcher was as the teacher who implemented the action

1. Preliminary study

The researcher was conducted on April, 10th 2018 at 11.00 pm until 12.00 pm. In the first meeting, the researcher was conduct preliminary study where the researcher gave the test of vocabulary. Thirty five students joined the test.

The type of test were multiple choice, and cloze test. This test was to know the students' vocabulary mastery that they knew.

By giving vocabulary test, the researcher found that the students' vocabulary was under minimum criterion. Based on the preliminary vocabulary test, the researcher knew that among 35 students who joined the vocabulary test only 6 students could get score 85 or more, and the other got score less than 85. The percentage of success was $\frac{6}{35} \times 100\% = 17\%$.

From the formula, it found that the students who passed preliminary test were 17% and 83% were failed. The score of the preliminary study drawn in form table below.

Table 4.1 The students' score in preliminary study.

No	Name	Score	Classified
1	ADS	95	Passed
2	ANW	55	Failed
3	AMI	85	Passed
4	ANA	60	Failed
5	AFR	70	Failed
6	ANW	80	Failed
7	AVER	95	Passed
8	AA	75	Failed
9	BSW	80	Failed
10	BD	85	Passed
11	DKR	70	Failed
12	DO	80	Failed
13	FA	75	Failed
14	FBF	75	Failed
15	INK	70	Failed
16	IMA	80	Failed
17	IAA	70	Failed
18	IR	45	Failed
19	LR	65	Failed
20	MDNL	70	Failed
21	MHA	65	Failed
22	MMN	70	Failed
23	NA	75	Failed
24	NHF	70	Failed
25	NIZ	80	Failed
26	RAVM	65	Failed
27	SK	80	Failed
28	SMN	80	Failed
29	SKS	70	Failed
30	SQM	85	Passed
31	SDL	75	Failed
32	SAKD	70	Failed
33	SNJ	65	Failed
34	TRN	70	Failed

35	RIZH	85	Passed
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2. Cycle 1

The cycle 1 was done on April, 16th 2018 at 01.30 pm until 02.30 pm, and the second meeting was done on April, 17th 2018 at 11.00 am until 12.00 am.

In the first cycle. The researcher taught vocabulary using scrabble game. Some students were active and enthusiasm to join the class while the other only listened. Some students paid attention and could understand with the teacher explanation and instruction.

In the first meeting, the research was done on April, 16th 2018 01.30 pm until 02.30 pm. The researcher entered class VIII C and started the class by greeting to the students. The researcher asked the condition of the students and prayed before learning process. The researcher checked the attended list. The researcher asked the students to look the picture and told whether they ever went or not. Then the researcher explained the material what they did before. After that, the researcher asked to make a group that consisted of three up to four students. The researcher gave scrabble game to each group and gave explanation about how to play the scrabble game. The leader of group would be rock-paper-scissor to decide who the first turn and choose the first word in the board. After that the students started the game. The researcher gave fifteen up to twenty minutes to arrange and combine the word correctly that was available in the board. In the middle of game, some students left the class because there was agenda to prepare the graduation of

ninth grade. Before the researcher left the class, the researcher asked the students to mention and memorize vocabularies that had been arranged and combined. The researcher made a conclusion from teaching and learning process, gave feedback to the students, and prayed together.

In the second meeting, the research was done on April, 17th 2018 11.00 am until 12.00 am. The researcher entered class VIII C and started the class by greeting to the students. The researcher asked the condition of the students and prayed before learning process. The researcher checked the attended list. The researcher asked the students about the previous material. Some students answered the researcher's question. After that, the researcher asked students to gather with their group that was determined before. The researcher gave scrabble game to each group and gave a little explanation about how to play the game. The leader of group would be rock-paper-scissor to decide who the first turn. After that the students started the game. The researcher gave fifteen up to twenty minutes to arrange and combine the word correctly that was available in the board. After the game finished, the researcher gave the feedback about material and gave to the students a vocabulary test. The test was to know the students' understanding about the material. The students were assigned to do the test in thirty minutes. Then the students submitted their test. Before the researcher left the class, the researcher made a conclusion from teaching and learning process, and prayed together.

Some result when the researcher taught the students using scrabble game were: all of students joined the class, the researcher tried to ask their prior knowledge about material, some students were enthusiastic and attracted with the media. All students could do the assignment. That were the result when the researcher did the teaching and learning process.

Then the researcher did the observing stage. The result of observation stage which had been done by the researcher noted:

- 1) All students joined the class
- 2) All students enthusiasm to join the class
- 3) Some students interested and paid attention with the media. It could be seen when they listened and interacted teacher explanation while the other were just silent.
- 4) Some students looked lazy and talked with other students when the teacher gave the assignment work.
- 5) Some students were not confident to present their work.
- 6) Some students joined the class from beginning until end.
- 7) Some students could arrange and combine the word correctly.

The result of cycle 1 was not all students actively during teaching and learning process. The students' score in test cycle 1 could be seen in the following table.

Table 4.2 The Students' Score of Cycle 1

No	Name	Score	Classified
1	ADS	90	Passed
2	ANW	70	Failed

3	AMI	85	Passed
4	ANA	70	Failed
5	AFR	85	Passed
6	ANW	90	Passed
7	AVER	85	Passed
8	AA	70	Failed
9	BSW	85	Passed
10	BD	80	Failed
11	DKR	80	Failed
12	DO	80	Failed
13	FA	85	Passed
14	FBF	75	Failed
15	INK	70	Failed
16	IMA	85	Passed
17	IAA	85	Passed
18	IR	70	Failed
19	LR	80	Failed
20	MDNL	85	Passed
21	MHA	70	Failed
22	MMN	70	Failed
23	NA	85	Passed
24	NHF	70	Failed
25	NIZ	80	Failed
26	RAVM	70	Failed
27	SK	90	Passed
28	SMN	80	Failed
29	SKS	85	Passed
30	SQM	80	Failed
31	SDL	80	Failed
32	SAKD	70	Failed
33	SNJ	80	Failed
34	TRN	85	Passed
35	RIZH	80	Failed

Based on the table above, the percentage of students' success in cycle 1 was $\frac{14}{35} \times 100\% = 40\%$. The criteria of success of this study was 80% from the students got 85 or more. So, from this data the researcher concluded that this test result could not fulfill the criteria of success.

For the reflection on the activity during cycle 1, the researcher and teacher noted that there were some problems that should be solved in the next cycle, the problems were as follow:

- 1) The class should be conducive enough before the teaching and learning activity.
- 2) During teaching and learning process, it found that some student were not active and talked with the other students when the teacher gave the assignment. So the teacher should give more attention and motivation to the students in order to make them interested in the teaching and learning activity.

After giving some treatments by using scrabble game in teaching vocabulary, there were some students who got increasing in score and also some improvement of total score of all students. There were thirty five students who joined the class and also fourteen students could pass the test. The percentage of test in cycle 1 was 40% and the criteria of success were 80% from all the students. It means that the result of test cycle 1 did not achieve the criteria of success.

3. Revision of Cycle 1

Because of the cycle 1 hadn't fulfilled the criteria of success, the researcher had to continue into cycle 2. The result test of cycle 1 could be caused from some factors. First, the condition of the school was not conducive enough because there were many agenda. Second, some students

were passive in teaching and learning process. Third, the students looked lazy to ask to the teacher, and etc.

This action in the second cycle was conducted by the researcher by revising the lesson plan and rules of scrabble game in the first cycle. Since the implementation in cycle 1 had not yet given significant change on the students' vocabulary mastery and the implementation of scrabble game was not satisfactory yet. The researcher revised the lesson plan and rules of scrabble game. In the next cycle, the researcher gave the individual work. It hoped to make students more active. The researcher added the duration of game in order to make the students able to explore the word more creatively and the researcher also determined the first word of the game. So, the students could start the game easily. The differences could be seen in the following table.

Table 4.3 The Differences of Cycle 1 and 2

Cycle 1	Cycle 2
A group work consists of three up to four students	An individual work
The teacher gave students fifteen up to twenty minutes to arrange and combine the letter and word	The teacher gave students thirty up to thirty five minutes to arrange and combine the letter and word
The first turn determined the first word in the board	The teacher determined the first word in the board

4. Cycle 2

The cycle 2 was done on April, 30th 2018 at 01.30 pm until 02.30 pm, and the second meeting of cycle 2 was done on May, 2nd 2018 at 11.00 am until 12.00 am.

In the second cycle. The researcher taught vocabulary using scrabble game. Almost all students were active and enthusiasm to join the class while. The students could understand with the teacher explanation and instruction. The students also more pay attention and enjoy with the teacher explanation

In the first meeting, the research was done on April, 30th 2018 01.30 pm until 02.30 pm. The researcher entered class VIII C and started the class by greeting to the students. The researcher asked the condition of the students and prayed before learning process. The researcher checked the attended list. The researcher asked about the material. Almost all students could answer the question. Then the researcher asked to students to look the picture and told their experience about the picture. The researcher explained the material more clearly. After that, the researcher asked to students to mention the vocabulary that they had got and memorized before. The researcher asked to students to make group that consisted of four. So, the students would do the game individually. Next, the researcher gave scrabble game to each group and gave explanation again about how to play the scrabble game. The students would be rock-paper-scissor to decide who the first turn. After that the students started the game. The researcher gave thirty up to thirty five minutes to arrange and combine the word that the researcher already gave in the board correctly. Before the researcher left the class, the researcher asked the students to mention and memorize vocabularies that had been arranged and combined. The researcher made a conclusion from

teaching and learning process, gave feedback to the students, and prayed together.

In the second meeting, the research was done on May, 2th 2018 11.00 am until 12.00 am. The researcher entered class VIII C and started the class by greeting to the students. The researcher asked the condition of the students and prayed before learning process. The researcher checked the attended list. The researcher asked to students to mention the vocabulary that they had got and memorized before. The researcher asked to students to gather with their group that was determined before. The researcher gave scrabble game to each group. The students would be rock-paper-scissor to decide who the first turn. Next, the students started the game. The researcher gave thirty up to thirty five minutes to arrange and combine the word that was available in the board correctly. All students did the game from beginning until end. After the game finished, the researcher gave the feedback about material and gave to the students a vocabulary test. The test was to know the students' understanding about the material after the researcher gave the students individual work. The students were assigned to do the test in thirty minutes. They had a chance to ask to the researcher when they got difficult in understanding question. Then the students submitted their test. Before the researcher left the class, the researcher made a conclusion from teaching and learning process, and prayed together

Some result when the researcher taught the students using scrabble game were: all of students joined the class, the researcher asked their prior

knowledge about recount text, almost all of student could answer the researcher question. The students were enthusiastic and attracted with the media. All students could do the assignment. The students were more active to do the assignment individually. Those the result of teaching and learning process at conducted the action research.

Then the researcher did the observing stage. The result of observation stage which had been done by the researcher noted:

- 1) All students joined the class
- 2) All students enthusiasm to join the class
- 3) All students interested and paid attention with the media. It could be seen when they listened and interacted teacher explanation.
- 4) Almost all students were confident to present their work.
- 5) Almost all students could arrange and combine the word correctly
- 6) All students joined the class from beginning until end.

The result of test cycle 2 was almost all students got score more than 85. There were just 5 students got less than 85. So, 85% of the students passed the test. It means that the test was successful. It can be concluded that the students' vocabulary mastery was improved and the result of the test can reach the criteria of success. The result of test in cycle 2 can be seen in the following table.

Table 4.4 The Students' Score in Cycle 2

No	Name	Score	Classified
1	ADS	95	Passed
2	ANW	70	Failed
3	AMI	85	Passed

4	ANA	90	Passed
5	AFR	85	Passed
6	ANW	95	Passed
7	AVER	90	Passed
8	AA	70	Failed
9	BSW	90	Passed
10	BD	85	Passed
11	DKR	85	Passed
12	DO	85	Passed
13	FA	85	Passed
14	FBF	75	Failed
15	INK	85	Passed
16	IMA	90	Passed
17	IAA	85	Passed
18	IR	90	Passed
19	LR	90	Passed
20	MDNL	85	Passed
21	MHA	85	Passed
22	MMN	75	Failed
23	NA	90	Passed
24	NHF	85	Passed
25	NIZ	90	Passed
26	RAVM	70	Failed
27	SK	85	Passed
28	SMN	85	Passed
29	SKS	85	Passed
30	SQM	85	Passed
31	SDL	90	Passed
32	SAKD	90	Passed
33	SNJ	85	Passed
34	TRN	85	Passed
35	RIZH	90	Passed

For the reflection on the activity during cycle 2, the researcher and the teacher noted:

- 1) Class was more conducive than previous cycle
- 2) The Students were more active work individually
- 3) The students more confident to present their working.

From all the data the researcher conclude that there was improvement of the students' vocabulary mastery after cycle 2. The result of the students' score from preliminary study until cycle 2 can be seen in the following table.

Table 4.5 The students' Development Achievement

No	Name	Preliminary	Cycle I	Cycle II
1	ADS	95	90	95
2	ANW	55	70	70
3	AMI	85	85	85
4	ANA	60	70	90
5	AFR	70	85	85
6	ANW	80	90	95
7	AVER	95	85	90
8	AA	75	70	70
9	BSW	80	85	90
10	BD	85	80	85
11	DKR	70	80	85
12	DO	80	80	85
13	FA	75	85	85
14	FBF	75	75	75
15	INK	70	70	85
16	IMA	80	85	90
17	IAA	70	85	85
18	IZ	45	70	90
19	LR	65	80	90
20	MDNL	70	85	85
21	MHA	65	70	85
22	MMN	70	70	75
23	NA	75	85	90
24	NHF	70	70	85
25	NIZ	80	80	90
26	RAVM	65	70	70
27	SK	80	90	85
28	SMN	80	80	85
29	SKS	70	85	85
30	SQM	85	80	85
31	SDL	75	80	90
32	SAKD	70	70	90

33	SNJ	65	80	85
34	TRN	70	85	85
35	RIZH	85	80	90

From the table 4.5 it showed that the mean of the students score improved significant from preliminary (73.8), cycle 1 (79.4), and cycle 2 (84.2). Based on the data showing that 30 students from 35 students could passed the criteria of success. It means that 85% from the students could reach the criteria of success. So, this research can be stopped

B. Discussion of The Research

The result of study indicated that at the end of cycle 2 the students' vocabulary mastery improved significant after using scrabble game. It showed from score of cycle 2 test was better than score of cycle 1 test, and the score of cycle 1 test was better than score of preliminary test. It revealed that there was a progress in each cycle.

From the data showed that the percentage of the students' success in vocabulary mastery achievement had improved from 17% or low and the average from this stage was 73.8 in preliminary test to 60% or fair in cycle 1, and the average from this cycle was 79.4. After made revision in cycle 2, the result showed that the students' ability improved significantly. The percentage of cycle 2 was 85% and the average from this cycle was 84.2. So, more 80% of the students got score 85 or more. It means that in cycle 2 this research was reach the criteria of success.

Rosidi and Falianti (2014) stated that Scrabble can be used in developing problem solving skills and is motivating for students. This media has also enhances the memorize skill, so it can help students memorize the new words easily. It is in line with this study showed that there is improvement of the students' vocabulary mastery. The students also were more active during the teaching and learning process. It could be seen when the teacher gave the assignment, the students did the assignment enthusiasm and active. The researcher found that Scrabble game could solve the students' problem in vocabulary mastery.

From the result of the research that has been conducted, the researcher found that Scrabble game gave many advantages in vocabulary learning. The students looked enjoy while playing the game. This game also enhances their creativity and strategy because they compete with another group to win this game. This was related with Alfred Butts statement that playing Scrabble provides many advantages. Those are; (1) Improve spelling and vocabulary (2) Creative and strategy, and (3) Entertaining

Furthermore, in the end of cycle 2, the students' vocabulary mastery was improved by using scrabble game. It related with the previous study which has done by Patmasari and Suka (2014) at Kartika Tama Metro showed that scrabble game can improve vocabulary mastery. In addition, Prayitno *et al.* in their research that conducted at SDN 007 Bangun Purba proved that Scrabble game could solve the problem on the students' vocabulary mastery. Based on those findings, the researcher concluded that

the result of this action research in two cycles proved. This study supported the previous studies which is Scrabble game is also suitable to use in teaching English especially vocabulary of the second grade students at Islamic Junior High School Tulungagung in academic 2017/2018. Its game could solve the problem on the students' vocabulary mastery, thus their vocabulary was getting improvement.

The implication of scrabble game in teaching and learning process gives a positive effect on the students' achievement because the students can study vocabulary easily and fun. The situation that is conducive makes the students enjoy to learn English especially in mastering vocabulary mastery. Therefore, scrabble game is recommended to be used in teaching vocabulary since it can improved the students' vocabulary mastery of eight grade at Islamic Junior High School Tulungagung.