

ABSTRACT

Alfaditi, Nizar Izzam. Student Registered Number. 1723143128. 2018. *Improving Vocabulary Mastery through Scrabble Game of the Eight Grade at Islamic Junior High School Tulungagung*. Thesis. English Education Department. Tarbiyah and Teacher Training Faculty. State Islamic Institute (IAIN) of Tulungagung. Advisor: Nany Soengkono Madayani, SS, M.Pd.

Keywords: scrabble game, vocabulary mastery

Vocabulary plays an important role in learning foreign language. It is one elements that links to four language skills; listening, reading, speaking, and writing. The problem that students face in vocabulary learning are (1) the students had difficulties to catch what the teacher's explanation because they had lack of vocabulary. (2) They are also difficult to understand and memorize new words that teacher gave to them in the learning English. (3) The teacher teaching technique is monotone. The formulation of the research problem is "How can the scrabble game improve the vocabulary mastery of the eighth grade students at Islamic junior high school?". The purpose of this study is that the researcher wants to improve the vocabulary mastery through scrabble game of the eighth grade students at Islamic junior high school

The method used in this research was Classroom Action Research. The CAR was done in two cycles; those were cycle 1 and cycle 2. Every cycle consist of four stages, those are (1) planning, (2) implementing, (3) observing, and (4) reflecting. Data collection was done by using observation technique, documentation, field note, and test.

The step how to teach the scrabble game. First, the teacher made a group, one group consists of three up to four students. Each leader group was be rock-paper-scissor to determine who picked the letters first. Each group took seven letters in the glass. Next, the teacher explained rule of the game. The teacher gave students fifteen up to twenty minutes to arrange and combine the letter and word that was available correctly. After finishing, the teacher and students discussed the answer and the score. The winner was the group that had the highest score.

The result of study showed that the mean score in preliminary (73.8) increased to (79.4) in cycle 1, and the result of cycle 2 was increased from (79.4) to (84.2). The percentage of the students who achieved the criteria of success also improved form preliminary (17%), cycle 1 (60%), and cycle 2 (85%).

The conclusion is that Scrabble game can improve the students' vocabulary mastery not only for students' senior high school and elementary, but also school junior high school.

ABSTRAK

Alfaditi, Nizar Izzam. NIM. 1723143128. 2018. *Improving Vocabulary Mastery through Scrabble Game of the Eight Grade at Islamic Junior High School Tulungagung*. Skripsi. Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Institut Agama Islam Negeri (IAIN) Tulungagung. Pembimbing: Nany Soengkono Madayani, SS, M.Pd.

Kata Kunci: permainan Scrabble, penguasaan kosakata

Kosakata memainkan peran penting dalam belajar bahasa asing. Ini adalah salah satu elemen yang menghubungkan ke empat keterampilan bahasa; mendengarkan, membaca, berbicara, dan menulis. Masalah yang dihadapi siswa dalam pembelajaran kosakata adalah (1) siswa mengalami kesulitan untuk menangkap apa penjelasan guru karena mereka kekurangan kosa kata. (2) Mereka juga sulit memahami dan mengingat kata-kata baru yang diberikan guru kepada mereka dalam belajar bahasa Inggris. (3) Teknik mengajar guru adalah monoton. Rumusan masalah penelitian adalah "Bagaimana permainan scrabble meningkatkan penguasaan kosakata siswa kelas delapan di SMP Islam?". Tujuan dari penelitian ini adalah bahwa peneliti ingin meningkatkan penguasaan kosakata melalui permainan scrabble siswa kelas delapan di SMP Islam.

Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas. PTK dilakukan dalam dua siklus; yaitu siklus 1 dan siklus 2. Setiap siklus terdiri dari empat tahap, yaitu (1) perencanaan, (2) pelaksanaan, (3) pengamatan, dan (4) refleksi. Pengumpulan data dilakukan dengan menggunakan teknik observasi, dokumentasi, catatan lapangan, dan tes.

Langkah-langkah mengajar permainan Scrabble yaitu pertama, guru membuat beberapa kelompok, setiap kelompok terdiri dari tiga sampai empat siswa. Setiap ketua kelompok melakukan batu-kertas-gunting untuk menentukan siapa yang akan mengambil huruf-huruf lebih dulu. Kemudian, guru menjelaskan peraturan dari permainan. Guru memberikan waktu 15-20 menit kepada siswa untuk menyusun dan merangkai huruf dan kata yang tersedia secara benar. Setelah selesai guru dan murid mendiskusikan jawaban dan nilai. Pemenangnya adalah kelompok dengan nilai tertinggi.

Hasil penelitian menunjukkan bahwa skor rata-rata di awal (73,8) meningkat menjadi (79,4) pada siklus 1, dan hasil siklus 2 meningkat dari (79,4) menjadi (84,2). Persentase siswa yang mencapai kriteria keberhasilan juga meningkat dari awal (17%), siklus 1 (60%), dan siklus 2 (85%).

Kesimpulannya adalah bahwa permainan Scrabble dapat meningkatkan penguasaan kosakata siswa tidak hanya untuk siswa sekolah menengah atas dan sekolah dasar, tetapi juga untuk siswa sekolah menengah pertama.