THE USE OF SCRABBLE IN ENGLISH TEACHING TO IMPROVE VOCABULARY MASTERY AT THE SECOND YEAR STUDENTS OF MTs N 1 KALIANGKRIK, MAGELANG IN THE ACADEMIC YEAR 2010/2011

A Graduating Paper

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in English Departement of Education Faculty

By

SITI MUKAROMAH
NIM. 113 07 128

ENGLISH DEPARTMENT OF EDUCATIONAL FACULTY
STATE ISLAMIC STUDIES INSTITUTE (STAIN)
SALATIGA
2011
DECLARATION

In the name of ALLAH, the Most Gracious the Most Merciful.

Hereby the writer fully declares the thesis is made by the writer herself. And it is not containing materials written or has been published by other “people” ideas except the information from the reference.

The writer capable accounts this for thesis if in the future this thesis can be proved of containing others idea or in fact the writer imitates the other thesis.

This declaration is made by the writer to be understood

Salatiga, August 10th, 2011

Researcher

SITIMUKAROMAH
NIM: 11307128
Dr. H. Sa’adi, M. Ag  
Salatiga, August 10th, 2011  

The Lecturer of Educational Faculty  
State Islamic Studies Institute of Salatiga  
ATTENTIVE COUNSELOR’S NOTE

Case: Siti Mukaromah’s Graduating Paper

Dear

The Head of State Islamic
Studies Institute of Salatiga

Assalamu’alaikum, W. Wb.

After reading and correcting Siti Mukaromah’s Graduating Paper entitled “The Use of Scrabble in English Teaching to Improve Vocabulary Mastery at the Second Year Students of MTs N 1 Kaliangkrik, Magelang in the Academic Year 2010/2011”. I have decided and would like to propose that it if could be accepted by educational faculty. I hope it would be examined as soon as possible.

Wassalamu’alaikum, W. Wb.

Consultant,

Dr. H. Sa’adi, M. Ag  
NIP. 196304201992031003
DEPARTMENT OF RELIGIOUS AFFAIRS
STATE ISLAMIC STUDIES INSTITUTE
SALATIGA
Jl. Stadion 03 Phone (0298) 323706 Salatiga 50721

GRADUATING PAPER

THE USE OF SCRABBLE IN ENGLISH TEACHING TO IMPROVE VOCABULARY MASTERY AT THE SECOND YEAR STUDENTS OF MTs N 1 KAJANGKRIK MAGELANG IN THE YEAR 2010/2011

CREATED BY:

SITI MUKAROMAH

NIM: 113 07 128

Has been brought to the board of examiners of English department of education faculty State Islamic Studies Institute (STAIN) Salatiga on September, 9th 2011, and hereby considered to completely fulfillment of the requirement for the degree of S1 Kependidikan Islam
Boards of examiners,

1. Head : Prof. Dr. Muh. Zuhri, M.A
   
2. Secretary : Setia Rini, M.Pd
   
   
4. 2nd Examiners : Hammam, M.Pd
   
5. 3rd Examiners : Dr. H. Sa’adi, M.Ag

Salatiga, September 9th, 2011
Head of STAIN Salatiga

Dr. Imam Sutomo, M.Ag
NIP. 195808271983031002

iv
MOTTO

❖ No body is perfect, everybody can make a mistake, but try to be the best just for Allah.

❖ Better try than never, better late than never. A champion is someone who gets up when they can not.

❖ Good luck for us.
DEDICATION

This graduating paper is whole heartedly dedicated to;

1. My beloved father (Kambali) and my beloved mother (Siti Abaikuniah), who has support, trust, finance, encouragement and everlasting prayer.

2. My beloved sister and brother; Mbak Dikoh, Mbak Rofikoh and Mas Tohar, thanks for your kindness, togetherness and your prayer.

3. My friends in TBI 07, especially TBI-E.


5. My friends and my partner Atho’, thanks for your support, and everything which you gave for me to finish my graduating paper.

6. All STAIN Salatiga lecturers especially for those who have taught in my class.

7. The big family of MTs N I Kaliangkrik, Magelang.
ACKNOWLEDGEMENT

In the name of Allah, the most gracious, the most merciful, the lord of universe, because Allah, the writer could finish this graduating paper as one of the requirement for Sarjana Kependidikan Islam in English Department of Educational faculty of the State Islamic Studies Institute (STAIN) Salatiga in 2011.

Secondly, peace and salutation always be given to our Prophet Muhammad SAW who has guided us from the darkness to the lightness.

Many people have helped me while I was writing the graduating paper. Thus I am greatly indebted to following:

1. Dr. Imam Sutomo, M. Ag, the Rector of STAIN Salatiga.
2. Mr. Suwardi, M. Pd, as a chief of Education Faculty.
3. Mrs. Maslihatul Umami, S. PdI, M.A as a chief of English Department.
4. Dr. Sa'adi, M. Ag, the consultant of this graduating paper. The one always ready to solve problems concerning, knowledge, wisdom, attention, and kindness.
5. All lecturers of TBI for giving good skill and education.
6. Mr. Abdul Ghofar, the head master of MTs N 1 Kaliangkrik, Magelang for permitting me to do the research.
7. My beloved parents, my sisters, and my brother for their endless prayer, understanding, and love in my life.
8. All of students of TBI 07 especially TBI-E, who always give me motivation and solution.

Salatiga, August 10th, 2011

[Signature]

The Writer
ABSTRACT


Keyword: Scrabble, Vocabulary

This research is a study about the use of scrabble in English teaching to improve vocabulary mastery. This research attempts to find out whether scrabble can improve the students’ interest to English teaching and to find out scrabble can improve the vocabulary mastery. The subjects of the research are the second year students of MTs N 1 Kaliangkrik, Magelang. The researcher uses a classroom action research as a method in this research. The researcher also uses pre-test and post-test in the teaching learning process. She uses two cycles. Each cycle comprised of two meeting. Based on the findings of the research, the researcher finds the result of t-table show 1,645. Then, it is compared with t-calculation which show in cycle I is - 0,025841 the score of pre-test, and - 0,114857 the score of post-test, the score of pre-test in cycle II is 0,0025841, and score of post-test is 0,114857.
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>DECLARATION</td>
<td>ii</td>
</tr>
<tr>
<td>ATTENTIVE CONSELOR NOTES</td>
<td>iii</td>
</tr>
<tr>
<td>STATEMENT OF CERTIFICATION</td>
<td>iv</td>
</tr>
<tr>
<td>MOTTO</td>
<td>v</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF TABLE</td>
<td>xiii</td>
</tr>
</tbody>
</table>

## CHAPTER I  INTRODUCTION

A. Background of the Study .......................... 1
B. Statement of the Problem ........................ 4
C. Objective of the Study ........................... 4
D. Review of Related Literature .................... 5
E. Significance of the Study ....................... 6
F. Definition Terms ................................. 8
G. Hypothesis Paper .................................. 9
H. Research Method ................................... 9
I. Outline of the Research .......................... 14
CHAPTER II THEORITICAL REVIEW OF TEACHING VOCABULARY

A. Vocabulary
1. Definition of Vocabulary ...................................... 16
2. Types of Vocabulary ........................................... 17
3. Teaching Vocabulary ........................................... 17
4. Testing Vocabulary ............................................ 20
5. Aspects of Learning Vocabulary ................................. 21
6. Media of Teaching Vocabulary .................................. 37

B. Scrabble as Media of Teaching Vocabulary
1. Definition of Scrabble ........................................... 40
2. The Instruction of Using Scrabble ............................... 41
3. Sources of Scrabble ............................................. 44
4. Advantage and Disadvantage Using of Scrabble ............. 45

CHAPTER III RESEARCH REPORT AND DATA PRESENTATION

A. General Description of MTs N 1 Kaliangkrik .................. 47
B. The Situation of Educational facilities and Tools .......... 48
C. The Situation of the Teacher and Staff ....................... 49
D. The Situation of the Students ................................. 52
E. Organization Structure ......................................... 52
F. Data of Students Vocabulary Mastery ........................ 53
CHAPTER IV IMPLEMENTATION OF THE RESEARCH

A. Field Note

1. Cycle I ........................................... 55
2. Cycle II ......................................... 61

B. Score Verbal of Students Achievement

1. Score verbal cycle I ............................. 65
2. Score Verbal cycle II ......................... 68

C. Result of Analysis Data ..................... 76

CHAPTER V CLOSURE

A. Conclusion ....................................... 78

B. Suggestion ...................................... 79

BIBLIOGRAPHY

APPENDIX
LIST OF TABLE

TABLE 2.1  SCRAMBLE .............................................. 44
TABLE 3.1  EDUCATIONAL FACILITIES AND TOOLS .................. 48
TABLE 3.2  SITUATIONS OF THE TEACHER AND STAFF ............ 49
TABLE 3.3  SITUATION OF THE STUDENTS .......................... 52
TABLE 3.4  ORGANIZATION CHART ................................. 52
TABLE 3.5  DATA OF STUDENTS VOCABULARY MASTERY ......... 53
TABLE 3.6  INTERVAL SCORE ...................................... 54
TABLE 4.1  SCORE VERBAL PRE TEST CYCLE I ..................... 65
TABLE 4.2  SCORE VERBAL PRE TEST CYCLE II .................... 68
TABLE 4.3  SCORE VERBAL POST TEST CYCLE I .................... 70
TABLE 4.4  SCORE VERBAL POST TEST CYCLE II ................. 72
CHAPTER I
INTRODUCTION

A. Background of the Study

English is considered as an international language. Moreover, English is becoming more and more important in Indonesia as it is used for different purposes, such as teaching, cultural to communicate, and etc. It is also used to develop science and technology. In Indonesia, English is one of second language which is taught in elementary school, junior, and senior high school. The students are expected to master four English skills such as reading, writing, speaking and listening. To master those four English skills, students have to master the elements of English language, such as vocabulary, structure, syntax etc. In fact, to use the foreign language, firstly students must master vocabulary, because it is important element to master foreign language.

Vocabulary is one of the language aspects that are very important for communication of English. If we have less vocabulary, we will not understand what people say. Learners who just learn grammar without vocabulary will be difficult to convey what her or she wants to say. However, they who just learn vocabulary or just read text or open dictionary will be able to say something. (Harmer, 2001: 13).

Usually, the English first material to teach children is vocabulary. As we know that the beginners in learning English always find difficulties in learning and mastering in junior high school still have less vocabulary.
Moreover, it is still difficult for student to communicate using English. It can be understood because they have never used the language before and English language is decided to become the foreign language and as the second language.

In improving the students’ achievement in teaching learning process, teachers have an important role. They are in constant search of essential activities that allow students to improve their learning abilities of foreign language. They must know the condition of the students. On the other hand, a method has an important role in teaching learning process. A method which is used by the teachers can make students enjoy in learning. They must use the appropriate game method has an important role in teaching learning process. That can make the students easy to acquire the new vocabulary. Game is one of the method that can make students feel enjoy in learning. They can do both of learning new vocabulary and play game. In addition, game is helpful because they can make students feel that certain words are important and necessary. (Allen, 1983: 54)

As a teacher, the writer has to find out an appropriate game for Junior High Scholl students. Scrabble is a word game for 2, 3 or 4 players. The play consists of forming interlocking words, cross-word fashion on the scrabble playing board using letter tiles with various score values. Moreover, this game challenges its players to use the maximum number of letter tiles to put down words in the best possible position. Therefore, scrabble presents opportunities for its players to enjoy the game particularly in the classroom. It may be the
most popular word game around the world. It is designed for two to four
players and the object is to score points by forming words from lettered tiles
on a game board. Everyone starts out with a seven letter tiles and builds off
the word constructions set as the game processes.

Scrabble is indirect learning. When students play the game, they do not
realize that they are learning. They also get new words or vocabulary in
nature. This competition is aimed to make learners use the dictionary and
improve their vocabulary. It is not only a fun game, but also fantastic
educational tool. It makes learning fun. Obviously, it is not only requires and
builds off strong vocabulary and spelling, but also requires math and strategy,
even spatial relations and probability. If you play in teams, you have to work
together. It is a great opportunity for kids to teach and learn from each other. It
gives them a chance play with letters and develops their interest in words. The
dictionary is the weapon of choice in scrabble, so it requires a student to gain
facility with using that otherwise dreaded book.

All of above explanation create inspiration to the writer to make an
action research, because she wants to know how far scrabble can improve
students’ vocabulary mastery and meet students in Madrasah Tsanawiyah
Negeri (Later written as MTs N) 1 Kaliangkrik, Magelang. So the writer
makes an action research with the title “THE USE OF SCRABBLE IN
ENGLISH TEACHING TO IMPROVE VOCABULARY MASTERY AT
THE SECOND YEAR STUDENTS OF MTs N 1 KALIANGKRIK,
MAGELANG IN THE ACADEMIC YEAR 2010/2011”.
B. Statement of the Problem

Based on the background of the study, many problems arise. Some problems that can be identified are as follows:

1. How is the process of teaching vocabulary by using scrabble media to the learners of second year of MTs N 1 Kaliangkrik, Magelang in the academic year 2010/2011?

2. How is the students' mastery on vocabulary before using scrabble of second year of MTs N 1 Kaliangkrik, Magelang in the academic year 2010/2011?

3. How is the students' mastery on vocabulary after using scrabble of second year of MTs N 1 Kaliangkrik, Magelang in the academic year 2010/2011?

C. The Objective of the Study

The objective of the study is to find out us the following:

1. To know the process of teaching vocabulary by using scrabble media to the learners of second year of MTs N 1 Kaliangkrik, Magelang in the academic year 2010/2011.

2. To know the students' mastery on vocabulary before using scrabble of second year of MTs N 1 Kaliangkrik, Magelang in the academic year 2010/2011.

3. To know the students' mastery on vocabulary after using scrabble of second year of MTs N 1 Kaliangkrik, Magelang in the academic year 2010/2011.
D. Review of Related Literature

Vocabulary is the most important component of a language power. In using the language, students who are rich in vocabulary will be successful in expression skills; speaking, reading, writing and listening. But one who is poor in vocabulary will get trouble in those skills. In a class, most of the students are passive because they do not know a lot of vocabularies. The English teachers must have a trick to take attention their students for more interesting in studying vocabulary and get motivation on it. So, they feel enjoyed in English.

The word wall technique is developed by Green (1993). Eyraud (2000: 2-11) have adapted Green’s technique for a range of L2 instruction settings without sacrificing its commitment to vocabulary development. Furthermore, they have also developed several explicit instructional activities and game using the word wall. Such as crossword puzzle and scrabble. Using the vocabulary from the word wall, the teachers can create a game. (Fauziati, 2005: 167)

In this graduating paper, the writer takes review of related literature from the other graduating paper as comparison. The writer uses the other graduating paper, with the title is “IMPROVING STUDENTS VOCABULARY MASTERY THROUGH CROSS-WORD PUZZLE” which has been researched by Fella Shofa in 2010, the student of state Islamic Institute (STAIN) of Salatiga.
In this graduating paper, she analyzed about cross-word puzzle. According to her, cross-word puzzle can improve students’ vocabulary mastery of the first students of MTs NU Salatiga. She analyzed about the process of teaching vocabulary using cross-word puzzle, and does technique or model with using the cross-word puzzle influence the improvement of students’ vocabulary mastery?

The other research was conducted by Westi Arlin in 2010, the student of state Islamic Institute (STAIN) of Salatiga entitled is “THE USE OF PUZZLE TO VOCABULARY MASTERY AT THE SECOND YEAR STUDENTS OF MTs N 2 BANJARNEGARA IN THE ACADEMIC YEAR 2009/2010”

In this graduating paper, she analyzed about Puzzle Game. According to her, puzzle game as a medium that is used to vocabulary mastery. She wants to know how far puzzle can improve students’ vocabulary mastery, in action research at the second year’s students of MTs N 2 Banjarnegara.

E. The Significance of the Study

The researcher hopes that the result of this research can give information about level of students’ vocabulary mastery. Inferentially, the result of this research can give information about the intensity of the process of teaching and learning vocabulary through the scrabble, and the researcher hopes that the research of the using of scrabble in teaching and learning vocabulary will be useful for the teachers, the students and the school of MTs
N 1 Kaliangkrik, Magelang in academic year 2010/2011 as the statement below:

1. For the Teachers

   The positive result of this research can support the English teachers to apply this technique in teaching vocabulary, and teachers can change their traditional methods in English teaching especially in teaching vocabulary. They can use the new methods for make students enjoy relax in teaching learning process, and they are not confused anymore in choosing the appropriate technique to students.

2. For the Students

   The positive result of this research can support students to improve vocabulary mastery. Teaching vocabulary through scrabble can make the students relax in teaching learning process, because with this game students can improve their learning vocabulary mastery easily without any difficulties and they can get the fun.

3. For the School

   The positive result of this research can support the school to develop the mediums of English teaching and learning such as add the some pictures, scrabble or the other medium to improve students English skill. School can give the recommendation to teachers in order to use the appropriate methods, and the more effective methods in learning vocabulary, then they will master the English skill and it can give the great effects to the school.
F. Definition of Terms

Definition is intended to avoid the ambiguity in perception of some terms used in this study. They are operationally only applied to their study. The definition is as follows:

1. Teaching

Teaching shows somebody how to do something so that they will be able to do it themselves, to give somebody information about a particular subject, to help somebody learn something. (Hornby, 1995: 1225)

The profession of teaching especially at a school or college or university (the freedictionary.com/teaching, Monday: 22:35), accessed on February 20, 2011.

2. Vocabulary Mastery

Vocabulary is list of words used in a book with definition of translation (Hornby, 1963: 120). Mastery is great skill or knowledge (Handy Learns Dictionary of American English, 2000: 252). Vocabulary mastery is the knowledge in understanding the words.

3. Scrabble

A board game in which words are formed letters in patterns similar to a crosswords puzzle; each letter ha a value and those values are used to score the game. (wordnet.princeton.edu/perl/webwn,Tuesday: 9.00), accessed on February 21, 2011. Scrabble is also a board game in which players draws letter tiles and take turns to make interlocking words like a
crossword, scoring points according to the letters played and their positions on the board. (en.wiktionary.org/wiki/scrabble,Tuesday: 9.25), accessed on February 21, 2011.

G. Hypothesis Paper

Hypothesis is a predicted answer of the research problem until it is proofed with data. (Suharsimi Arikunto, 2006: 71). Based on the background, the problem statement, and the objective of this research, the researcher builds up a hypothesis as follow: There is significant difference of the use on conventional vocabulary learning strategy and using game vocabulary mastery of the second of MTs N 1 Kaliangkrik, Magelang in the Academic Year of 2010/2011.

H. Research Method

1. Setting of Research

This research will be carried out at MTs N 1 Kaliangkrik. It is located at Jl. Mayor Ismullah No. 18 district of Magelang, Central Java province. MTs N 1 Kaliangkrik has 6 class groups, of second year. The students are from various areas with various level economic families. Most of the students have the difficulties in vocabulary score and they have under average ability. The location of this school is in close of street. The classroom action research was done in VII A.
2. The Subject of the Study
   a. Population

   Population is all members of the research subject. (Suharsimi
   Arikunto, 2006: 130). Population is all individuals from whom the data
   collected. The research takes population is the second year students
   of MTs N 1 Kaliangkrik, Magelang in the academic year of

   b. Sample

   Sample is a part of population representative which written.
   (Suharsimi Arikunto, 2006: 131). The sampling technique of the
   research is classical random sampling, in which an every member of
   the population has the same opportunity to be the sample of the
   research. In this research the writer takes one class of the sample or
   second year students of MTs N 1 Kaliangkrik, Magelang. There are 38
   students.

3. Method of Research

   In this research, the writer uses classroom action research method.
   Classroom action research begins with a question about classroom
   experiences, issues of challenges. It is reflective processes which helps
   teacher to explorer and examine aspects of teaching and learning to take
   action to change and improve. Action research is usually carried out by
   practitioners to improve their understanding of events, situations and
   problems so as to increase their effectiveness of their practice. Kemmis
   and Mc. Taggart stated that action, observation on action and reflection on

4. The Procedure of Research

This study uses classroom action research, according to Kemmis (In Hopkins, 1985). Action research along with the major steps of planning, action, observation and reflection before revising the plan, they are:

a. Planning

The researcher needs to prepare instrument which is support in teaching learning process, they are:

1) Preparing material, making lesson plan, and designing the steps in doing action.

2) Preparing sheets for classroom observation.

3) Preparing pre test and post test items.

b. Action

The researcher will implement the classroom Action Research with the action varies bellow:

1) Giving pre test.

2) Teaching vocabulary by using scrabble.

3) Giving occasion to the students to ask any difficulties or problem.

4) Giving post test.

c. Observation

Observation is one of the instruments in collecting data. As a scientific method, observation can be systematically used to observe
and note the phenomena investigated like the students' feeling, thinking, and something they do in teaching learning process. So the researcher will observe the students by analyzing the result of field note which is made by the partner researcher. Beside that the researcher will analyze of pre test and post test to know whether the students' vocabulary improves or not.

d. Reflection

   After the researcher has been finished analyzing the observation, the researcher will plan the next cycle. If the researcher fined problem in the first cycle, she will do better in the next cycle.

1) Giving pre test.

2) Teaching vocabulary by using scrabble.

3) Giving occasion to the students to ask any difficulties or problem.

4) Giving post test.

5. The Technique of Collecting the Data

   a. Test

      To get the data, the writer will do the test that consist of pre test and post test. The function of pre test is to know how far the vocabulary mastery of the students is before they use scrabble. And the function of post test is to know the increasing of vocabulary mastery after they have use scrabble.
b. Document

The researcher needs document to know about the situation of school and data about students. Documents include not only the official organizational papers, reports, brochures but also the more work a day, work plans, and materials. Even more, transitory are the notes and instructions chalked into the blackboard/whiteboard/flipchart which can be recorded as “document” evidence or the work of a committee, or classroom observation.

c. Observation

Besides doing test, the researcher will do observation in class with classroom action research. Observation is more than just looking and seeing. The task of observation is to be able to represent a social scene in a way which is recognizable to the actors involved, is considered valid and a true representation of their action.

d. Field Note

Field note refers to various note recorded by scientists during or after their observation or a specific phenomenon they are studying.

6. Technique of Data Analysis

A statistical technique is used to know is there any influence to the student’s vocabulary or no from the result of pre test and post test. This research’s calculated by t-test analysis. The steps are bellow:

$$M_x = \frac{\sum X}{N}$$
\[ M_y = \frac{\sum Y}{N} \]

Where: 
\( M_x = \) Mean of pre test  
\( M_y = \) Mean of post test  
\( \sum X = \) Total score of pre test  
\( \sum Y = \) Total score of post test  
\( N = \) Number of students/sample of research

After calculating the mean, the researcher will calculate t-test to know is there any significant differences or no between pre test and post test.

\[ T - test = \frac{M_y - M_x}{\sqrt{\frac{\sum Y^2 + \sum X^2}{N(N-1)}}} \]

\[ T - test = \frac{M_x - M_y}{\sqrt{\frac{\sum X^2 + \sum Y^2}{N(N-1)}}} \]

Where: 
\( M_x = \) Mean of pre test  
\( M_y = \) Mean of post test  
\( \sum X = \) Total score of pre test  
\( \sum Y = \) Total score of post test  
\( N = \) Number of students/sample of research

I. The Outline of the Research

This graduating paper is divided into five chapters.

Chapter I contains introduction which covers the background of the study, the statement of the problem, the objective of the study, review of related literature, the significant of the study, definition of terms, hypothesis,
the methodology of research and graduating paper outline. In chapter II, the writer presents the review of related literature of vocabulary which consist the meaning vocabulary, types of vocabulary, aspects of learning vocabulary, teaching vocabulary, testing of vocabulary and media of teaching vocabulary. In addition the writer presents the review of related literature of scrabble media which consists of the meaning of scrabble, the instruct in how to play of scrabble, sources of scrabble, the advantage of using scrabble, the disadvantage of using scrabble. In chapter III, the writer presents about the report of research that consists of general situation of MTs N 1 Kaliangkrik, Magelang. The histories of school, geographical placed the education condition of teacher and students, the condition of the medium and the infrastructure. In chapter IV, the writer presents the data analysis of the data interpretation that discusses the result of the test. In chapter V, the writer ends the graduating paper by giving conclusion and suggestion. The last part is appendixes and bibliography.
CHAPTER II
THEORITICAL REVIEW OF TEACHING VOCABULARY

A. Vocabulary

1. Definition of vocabulary

Vocabulary is total number of words which (with rules with combining them) make up language (A.S Horby, 1985: 959). Without words human being can’t express their mind and they can’t interact with others. Vocabulary was seen as an essential component in reading proficiency. It is one of the important aspects of foreign language learning. Based on Oxford Learner’s pocket dictionary (2003: 482), vocabulary is all the words that a person knows or uses, all the words in a language, list of words with their meaning.

In other definition, vocabulary is a list of words and often phrases, usually arranged alphabetically and defined or translated. (www.thefreedictionary.com/vocabulary) accessed on April 20, 2011. A vocabulary is defined as all the words known and used by a particular person. However, the words known and used by particular person do not constitute all the words. Learning vocabulary is one of the first steps of learning second language, because vocabulary is the basic material to master the four of language skills. Those are speaking, reading, writing, listening. Without understanding the new words, the students will get the difficulties to studying English language.
2. Types of Vocabulary

According to Seivener (1994: 74) there are two kinds of vocabulary, namely productive and receptive vocabularies. Productive or receptive vocabularies are words that the students understand when they use in everyday situations. They can not produce it correctly in reading or listening. On the other hand, productive or receptive vocabularies are the set of words that they understand, can pronounce correctly and use constructively in speaking or writing.

The kinds of vocabularies are needed at beginner levels. For example, written passage such as newspaper, magazine, textbook etc. the readers of those are asked to get the message of information by understanding but not to produce speech or written such as conclusion. The teacher can decide words should on the basis of how frequently they are used by the speaker of language. The words are the one should teach first. So, vocabulary that to teach and learn will be heavily influenced by information that student gets with frequency and use.

3. Teaching Vocabulary

According to Fauziati (2002: 155-158) vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, because can not communicate effectively. So, it is important to students to master four language skills that are reading, speaking, listening, and writing. Having a limited vocabulary is also a barrier that precludes learners to learning a foreign language. When they
do not know how to enrich their vocabulary, for example, they often gradually lose interest learning. Usually some teachers use the Grammar Translation Method or Direct Method to teaching vocabulary.

The status of vocabulary within the curriculum and the attitude of foreign language teachers toward vocabulary instruction have varied considerably over the year. The principal focus of language teaching has been on the grammar of the language. The status of vocabulary has been considerably enhanced. In the early stages of learning and using a second language one is better served by vocabulary than grammar. Vocabulary is the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom. The acquisition of an adequate vocabulary is essential for successful second language use, because without an extensive vocabulary, students will be unable to use the structures and function they may have learned for comprehensible communication. (David, 1991: 116-117)

There are some problems in learning foreign language especially English language. In Indonesia English language used as foreign language, and students almost never use English language that is some students' feel difficulties in learning English language.

The once problem in teaching vocabulary, according to Thornburry (2002: 23) is students easily forget the new word have just learned, because English is the foreign language in our country and learning process. So students have to some problems to remembering the new
words, to achieve the kinds outcomes described but to remember them. In fact, learning is remembering. Unlike the learning of grammar is essentially a rule-based system, vocabulary knowledge is largely a question of accumulating individual item.

Fauziati (2002: 159-167) said that there are some techniques in teaching and learning vocabulary. It depends on the teacher in the using of their method in classroom. Those some technique used in that usually in the classroom are:

a. Semantic Network

A semantic network consists of words which share semantic features or semantic components. The words are introduced within a network in which the enlargement takes place by means of grids; words from the same semantics field are subjected to a modified componential analysis. (Fauziati, 2002: 159-161)

b. Memorization

Language scholars have long been concerned with the important role of memory in second language learning. The more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Memory is also very important in the development of a second language, and it is vocabulary which requires more generous treatment for memorization compared with other aspects of second language development. Vocabulary Card System seems to be the most effective
and practical way of memorization to accomplish new vocabulary. It is a technique which relies on repetitive rote memorization to combat forgetting. (Fauziati, 2002: 161-162)

c. Context

Developing vocabulary can be managed through inferring words meaning from context. Since guessing word meaning from its context is quite possible. Therefore, it is a good idea for teachers to prepare their students to recognize and utilize the function of the context. (Fauziati, 2002: 162-163)

d. Definition Clues

The most obvious type of context clue is a direct statement of the meaning of a new term by an author. Usually this occurs in textbook writing when he is aware that the word is new to the reader and takes time to give an accurate definition of the term. Students should notice the various types of definition clue, such as sentence using be synonym and etc. (Fauziati, 2002: 163-165)

4. Testing Vocabulary

Testing in simple term is a number measuring a persons' ability, knowledge, or performance in a given domain. (Brown, 2004: 3). According to Harlod S. Madsen (1983, 12) the purpose of vocabulary test is to measure the comprehension and production of words used in speaking or writing. There are four general kinds of vocabulary test as following:
a. Limited Response

Limited response is for beginner. These test items require either a simple physical action like pointing at something or very simple verbal answer such as “yes” or “no”. (Madsen, 1983: 14-16)

b. Multiple Choice Completion

Multiple choice completions is a test in which a sentence with a missing word is presented, students choose one of four vocabulary items given to complete the sentence. (Madsen, 1983: 16-23)

c. Multiple Choice Paraphrase

Multiple choice paraphrases is a test in which a sentence with one word underlined is given. Students choose which of four words in the closest in meaning to the underlined item. (Madsen, 1983: 24-27)

d. Simple Completion (words)

Simple completion has students write in the missing part of words that appear in the sentence. (Madsen, 1983: 27-30)

5. Aspects of Learning Vocabulary

a. Word Classification

Terms used to classify words based on their functional categories are called part of speech, (Jeremy Harmer, 1998: 36) which include as follows:

1) Noun

Noun is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea; nouns can
be used as the subject or object of a verb. Example: man, city, book, sense, walking stick, and town hall. The types of noun are:

a) Countable noun

Countable noun is a noun with both a singular and a plural form, and it names anything (or anyone) that can count. Countable nouns are the opposite of uncountable nouns and collective nouns (Harmer, 1998: 36).

For example:
Afry painted the door red and the chairs blue.
Irma found six pencils in the box of a bag.

b) Uncountable nouns

Uncountable noun is a noun which does not have a plural form, and which refers to something that could (or would) not count (Harmer, 1998: 36).

For example:
He has not got much hair.
The weather is terrible today.

c) Proper noun

Proper noun is a noun that wrote with capital letter, since the noun represents the name of a specific person, place, or thing. The names of day of the week, months, historical documents, institutions, organizations, their holy
texts and their adherents are proper nouns (Thomson, 1986: 24).

For example:

Muhammad is the last prophet.

Some peoples like Sunday morning.

d) Common noun

Common noun is a noun referring to a person, place, or thing in a general sense; usually we should write it with a capital letter only when it begins a sentence (Thomson, 1986: 24).

For example:

According to the sign, the nearest city is 80 miles away.

All the students in the classroom were wrote by papers this school.

e) Concrete noun

Concrete noun is a noun which names anything (or anyone) that can perceive through physical senses: touch, sight, taste, hearing, or smell. A concrete noun is the opposite of abstract noun (Thomson, 1986: 29).

For example:

A dress that red color flower is brought in Ann’s shop.

She spent her holydays in a beach.
f) Abstract noun

Abstract noun is a noun which names anything which can not be perceived through five physical senses, and is the opposite of a concrete noun (Thomson, 1986: 29).

For example:

Everybody have imagination about their future.

Any has friends’ childhood in the school.

g) Collective noun

Collective noun is a noun which describes groups, organization, animals or persons. A collective noun is similar to an uncountable noun, and is roughly the opposite of a countable noun (Harmer, 1998: 38).

For example:

The jury is ready to give value to participants.

The OSIS will create competition in school.

h) Noun plural

Most nouns change their form to indicate number by adding -s or -es (Thomson, 1986: 25).

For example:

Father buys three books for his child.

2) Verb

Verb is a word (or group of words) which is used in describing an action, experience or state. There are three
important types of verb to be aware of: auxiliary, main, and phrasal verbs, transitive and intransitive, and regular and irregular.

a) Auxiliary verbs

These are "be, do, have and the modal auxiliary verbs (shall, should, will, would, can, could, may, might, must or ought to)". They are used with main verbs in affirmative, negative sentences, and question formation (Harmer, 1998: 38).

For example:

We are studying at our friends' house.

We do not expect to stay for long.

We ought to find a place of our own.

b) Main verbs

These carry the main meaning (Harmer, 1989: 39).

For example:

She arrived at six o'clock.

He wrote a poem to his girls' friend.

c) Phrasal verbs

These are formed by adding an adverb or a preposition (an adverb and a preposition) to a verb to create new meaning.
For example:

She looked up the word in her dictionary.

I will just look over the plans before we start.

The words that have blocked are phrasal verbs.

d) Transitive and intransitive

A transitive verb needs a direct object to complete its meaning or it can not stand alone.

For example:

The plants need water.

An intransitive verb can stand alone in the predicate because its meaning is complete.

For example:

Nobody’s perfect.

The plant grows.

e) Regular and irregular verb

Regular verbs are formed by adding (-ed): call-called, arrive-arrived etc.

For example:

She called the doctor yesterday.

Irregular verbs change completely in the past tense: go, went, gone.

For example:

Dina went to the school by bus yesterday.
3) Pronoun

Pronoun is a word that used in place of a noun or noun phrase. There are three basic types of pronoun: personal, reflexive, relative pronouns.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Object</th>
<th>Reflexives</th>
<th>Possessives</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Me</td>
<td>Myself</td>
<td>Mine</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
<td>Yourself</td>
<td>Yours</td>
</tr>
<tr>
<td>He</td>
<td>Him</td>
<td>Himself</td>
<td>His</td>
</tr>
<tr>
<td>She</td>
<td>Her</td>
<td>Herself</td>
<td>Hers</td>
</tr>
<tr>
<td>It</td>
<td>It</td>
<td>Itself</td>
<td>Its</td>
</tr>
<tr>
<td>We</td>
<td>Us</td>
<td>Ourselves</td>
<td>Ours</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
<td>Yourselves</td>
<td>Yours</td>
</tr>
<tr>
<td>They</td>
<td>Them</td>
<td>Themselves</td>
<td>Theirs</td>
</tr>
</tbody>
</table>

These are relative pronoun: "who, whose, where, which, and that". They are used to join clauses/ ideas (Thomson, 1986: 75).

Example: - I saw him.

- It is mine.

- I saw a girl who was wearing a beautiful blue dress.

4) Adjective

Adjective is a word that gives more information about a noun or pronoun. They can be used before and after nouns
(modify nouns). They can have many forms. They are comparative and superlative. Adjective can be made comparative (good-better, nice-nicer, young-younger) and superlative (best, nicest, youngest). There are categories of adjective: one syllable adjective generally add “-er” or “-est” to become comparative and superlative. Some adjectives are irregular (like “good, bad and etc”). Adjectives which end in vowel and consonant double the final consonant (like “big-bigger, thin-thinner etc”). Adjective that end in “y” usually change the “y” to “i” like “silly-sillier, friend-friendlier”.

Longer adjectives (three or more syllable) stay the same and are prefaced by “more and most”. The same is true of some two syllable adjectives (more careful, most pleasant) (Hermer, 1989: 43).

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Better</td>
<td>Best</td>
</tr>
<tr>
<td>Big</td>
<td>Bigger</td>
<td>Biggest</td>
</tr>
<tr>
<td>Nice</td>
<td>Nicer</td>
<td>Nicest</td>
</tr>
<tr>
<td>Young</td>
<td>Younger</td>
<td>Youngest</td>
</tr>
<tr>
<td>Silly</td>
<td>Sillier</td>
<td>Silliest</td>
</tr>
<tr>
<td>Interesting</td>
<td>More interesting</td>
<td>Most interesting</td>
</tr>
</tbody>
</table>
For example:

Andi is younger than Andri.

It is the most interesting of all.

According to Thomson (1986: 33), there are types of adjective:

1) Demonstrative: (this, that, these, those)
2) Distributive: (each, every, either, neither)
3) Quantitative: (some, any, no, little/few, any, much, etc)
4) Interrogative: (which, what, whose)
5) Possessive: (my, your, his, her, its, our, your, their)
6) Of quality: (clever, dry, fat, golden, good, heavy)

5) Adverb

Adverb is a word (or group of words) that describes or add to the meaning of a verb, adjective, another adverb or a whole sentence. It can be of: time (early, late, yesterday, and etc), manner (well, quickly, and etc), place (Cambridge, town, village and etc), frequency (always, never, often, everyday etc), purpose (Thomson, 1986: 54).

For example:

You must come early in the school.

You have to moved slowly and spoke quietly.

He often smiles to me.

She sells some cloth to get much money.
6) Preposition

Preposition is a word (or group of words) which is used to show the way in which other words are connected. These are “at, in, on, for, of, with etc”. It usually come before a noun but can also come at the end of a clause with certain structure (Harmer, 1989: 44).

For example:

The books are on the table.

7) Conjunction

Conjunction is a word that joins. There are types of conjunction, such as:

a) Coordinate conjunction

Coordinate conjunct is used to joins word with other words, phrase with other phrases or sentence with other sentences. There is an easy way to remember them (for, and, nor but, or, yet, so).

For example:

She wants to visit beach, market and village.

Now I am very busy, so I do not have time to take arrest.

b) Correlative conjunction

Correlative conjunction used to joins elements of sentences like above, but this conjunction used as: both…and, not only…but also, either…or, neither…nor.
For example:

Not only diligent, but also she is beautiful.

Either Dona or Risa has a good studying habit.

c) Subordinate conjunction

Subordinate conjunction is words that can use to formed adverbial clause from main sentence. There are 5 types of them, such as:

1) Time

   This conjunction used to explain about time: after, before, when, while, as, since, until, till, every time, whenever etc.

   For example:

   We must ready every time.

2) Cause effect

   This conjunction used to explain cause effect: because, since, as, now that, so...that etc.

   For example:

   This tea is so hot that I can not drink it.

3) Opposite

   This conjunction used to explain mean that opposite: although, though, even though, whereas, no matter etc.

   For example:

   Although she is not beautiful, she is so clever.
4) Purpose

This conjunction used to explain purpose: in order to, in order that, so that.

For example:

I switch off the lamp so that my bed room is drunk.

5) Conditional

This conjunction used to explain conditional: if, unless, only of, even if, whether or not etc.

For example:

If I pass the exam, I will go to American.

I will past the exam even if I am stupid.

b. Functional word

Functional word is words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationship with other words within a sentence, or specify the attitude or mood of speaker. Functional words include preposition, conjunction, auxiliary, verb, articles, and particles.

c. Content word

Content words are words that convey information in a text or speech act. They can be compared to grammatical words, which are structural. They are which include noun, lexical verb, adjective, and adverb.
d. Word Formation

According to Mc Carthy (1990: 3) a word has meaning depend on how this word is formed by derivation and inflection. To know more detail the writer will describe the following:

1) Derivational Suffix

Derivational suffix is sounds or syllable added at the end of a word to make another word. Most suffix change words from noun to verb, adjective to adverb, and so forth. The writer will begin with nouns, then verbs, adjectives, and adverbs as following:

a). Noun

A noun can be made by adding -ist or -ism to the noun or by adding -ion, -ment, -er, -to the verb or by adding -ness, -ity, to the adjective (Mc Carthy, 1994: 16).

For example:

Tour (noun)  - tourist/ tourism (noun)
Decide (verb) - decision (noun)
State (verb)  - statement (noun)
Happy (adjective) – happiness (noun)

b). Verb

A verb can be made by adding -fy to the noun or by adding -en by the adjective or by adding en- to the noun.
For example:

- Beauty (noun) - beautify (verb)
- Wide (adjective) - widen (verb)
- Danger (noun) - endanger (verb)

d). Adjective

An adjective can be made by adding -ful to the noun or by adding -ive, -ing, -ed, -able, -less to the verb (Mc Charty, 1994: 17).

For example:

- Hope (noun) - hopeful (adjective)
- Act (verb) - active (adjective)
- Dance (verb) - dancing (adjective)
- Exhaust (verb) - exhausted (adjective)
- Agree (verb) - agreeable (adjective)
- Care (verb) - careless (adjective)

Derivational Prefix
Derivational prefix is syllable placed in front of a word to add to change is meaning (Mc Carthy, 1994: 16).

The writer will give example as following:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>New Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre-</td>
<td>Pretest</td>
<td>Before</td>
</tr>
<tr>
<td>inter-</td>
<td>International</td>
<td>Between</td>
</tr>
<tr>
<td>miss-</td>
<td>Misunderstanding</td>
<td>Wrongly</td>
</tr>
</tbody>
</table>

2) Inflection

Inflection is different grammatical form of a word. It does not change meaning or part of speech of stem. English inflection for noun include plural and possessive.

For example:

The plural of boy is boys, girl is girls, and book is books.

The possessive of teacher is teachers, father is fathers.

The set of inflections for verb include present third person singular, past, progressive, perfective such as drives, drove, driving, driven. Adjective and adverb are inflected for comparison as in larger, largest; quicker, quickest.

e. Word building

Word building can be divided into three types such as: compound, blend and acronym (Leaver, 2005: 162).

1) Compound words
Compound is a word formed by adding another word to a headword. For English, compound is perhaps the most powerful word building process. The most common compound is two nouns combined to create a meaning which differs from that of each its parts, as in *fire engine or toothbrush.* (Evelyn Hatch, 1995: 189).

2) Blend

Blend is word that can also be created by blending two or more other words (Materi pokok vocabulary, 1991: 67).

For example:

\[ \text{Breakfast} + \text{lunch} = \text{brunch}, \text{information} + \text{entertainment} = \text{infotainment etc} \]

3) Acronym

Acronym is word made up of abbreviations, too, but the result is pronounced as a word, not as a list of letters (Materi pokok vocabulary, 1991: 42).

For example:

\[ \text{ATM (Automated Teller Machine), AIDS (Acquired Immune Deficiency Syndrome)} \]

f. Word meaning

Word meaning can be divide be as follow:

1) Synonym
1) Synonym

Synonyms are words that share a similar meaning (Schott Thronbury, 2002: 9).

For example:

Old-ancient, begin- star, taxi- cab.

2) Antonym

Antonyms are words with opposite meanings (Schott Thronbury, 2002: 9).

For example:

Old >< new, close >< open.

3) Homonym

Homonyms are words that share the same form but have unrelated meanings (Mc Carthy, 1990: 22).

For example:

See = sea, peace = piece, our = hour.

6. Media of Teaching Vocabulary

Many languages’ teachers state that to improve students’ ability in second language, they must given any stimulus such as pictures, cards, song and music, gesture, scrabble and etc.

a. Picture

There are many examples of ways of using pictures in order to illustrate the principles described in the language learning. In this way the teacher has wide range of example to try out and can see how
widely the principles given are usually for beginners and intermediate students. Picture is not just an aspect of method but through their representation of places, objects and people. They are an essential part of the overall experiences.

Picture can stimulate and motivate students to become more observant and express them. It is inexpensive, many even be free and fairly easy to locate. It is can use by individual or groups. On the other hand, it can be displayed for as long as necessary. So the students can work at their own rate. In a contrast, it can not motion as films do it. If the picture is not unique, so it seem uninteresting to students (Wright, 1989: 3).

b. Cards

Cards are a part from the technique of teaching vocabulary. There is probably no vocabulary learning technique more rewarding than use of word card. It is arguably more affective and fun than others. Since, there are some learners who find imaging difficult, but all learners can be trained to prepare and use sets of word cards. The way students use them depend on the creatively and purpose the teacher have for our lesson and students. This way has problem to students, when they get difficult word so they will boring (Thornbury, 2002: 146).
c. Song and music

Song and music in the classroom are often used as a filter activity to change the mood or pace of a lesson. So, it used to media as teaching vocabulary. Songs can also be usefully integrated into the Main flow or course. The interesting of lyrics and clarity of vocals are help to make a song into appropriate classroom materials. The type of music can be influence of the students' mood. If the students dislike the type of music, so they will bored and can not give the vocabulary effectively. This way has a part with listening. Some listening tasks are obviously more difficult than others (Scivener, 1994: 176).

d. Gesture

Gesture is a movement of the hand or head to show an idea or felling. This is an essential technique to maximize learners talking. The students will fell challenged to answer the question. They are enthusiasm and struggle to answer by looking for vocabulary. Sometimes, they feel bored with this way. Because they will need to learn the meaning of teacher's gesture. They will not magically know that your painting means. Gestures can mean different things in different countries.

e. Scrabble

Scrabble is a word game for 2, 3 or 4 players. The play consists of forming interlocking words, cross-word fashion on the scrabble playing board. On this game the playing board using letter with
various scores values. Each player competes for high score by using his letters in combinations that take best advantage of letter values and premium squares on the board. It presents opportunities for its players to enjoy the game particularly in the classroom.

(en.wiktionary.org/wiki/Scrabble), accessed on Tuesday 11.05, April 26, 2011.

B. Scrabble as Media of Teaching Vocabulary

In the curriculum of Senior and Junior High School, English is one of major lesson. Generally teaching learning process in Indonesia is lack of facilities. There is no available teaching aid in the school, especially in Junior High School. Therefore it can be use as one of media. In order to get better understanding of scrabble, the writer is going to explain it in the following:

1. Definition of Scrabble

There are many definitions of scrabble, they are:

a. Scrabble is a board game in which words are formed from letters in patterns similar to a crosswords puzzle; each letter has a value and those values are used to score the game.

(wordnet.princeton.edu/perl/webwn), accessed on Tuesday 10.45, April 26, 2011.

b. Scrabble is also a board game in which players draws letter tiles and take turns to make interlocking words like a crossword, scoring points according to the letters played and their positions on the board.
(en.wiktionary.org/wiki/Scrabble), accessed on Tuesday 11.05, April 26, 2011.

c. Scrabble is a word game in which two to four players score points by forming words from individual lettered tiles on a game board marked with a 15-by-15 grid. (http://en.wikipedia.org/wiki/Scrabble), accessed on Wednesday 14.23, May 4, 2011.

Regarding, the above definition, so scrabble is a board game in which two to four players with forming letters tiles by scoring point.

2. The Instruction of Using Scrabble

The instruction of using scrabble is included in the package of scrabble set, fully of used as the following;

To Begin:

Turn all letters face down at the board and shuffle. Draw for first play. The player drawing the letter nearest the beginning of the alphabet plays first. Put the exposed letters back and reshuffle. Each player then draws seven new letters and places them on his rack.

The Rule:

a. The first player combines two or more of his letters to form a word and places them on the board to read across or down with one letter on the center square. Diagonal words are not permitted.
b. A player completes his turn by counting and announcing score for the turn. He then draws as many new letters as he has played, thus always keeping seven in his rack.

c. Play passes to the left. The second player, and then each in turn, adds one or more letter to those already played so as to form new words. All letters played in any one turn must be placed in one row across or down the board. They must form one complete word and if at the same time, they touch other letters in adjacent rows, they must form complete words, cross-word fashion, with all such letters. The player gets full credit for all words formed or modified by his play.

d. New words may be formed by:

1) Adding one or more letters to a word or letter already on the board.

2) Placing a word at night antes to a word already on the board. The new word must use one of the letters of word already on the board or must add a letter to it (Turn 2, 3 and 4 below).

e. No letter may be moved after it has been played.

f. The two blank tiles may be used as any letters desired. When playing a blank the player must state what letter it represents, after which it cannot be changed during that game.

g. Any player may use his turn to replace any or all of his letters in his rack. He does so by discarding they face down, drawing the same number of new letters, then mixing the discarded letters with those remaining in the pool. Then he awaits his next turn to play.
h. Any words found in a standard dictionary are permitted except proper names, etc. Usually commencing with a capital letter, those designated as foreign words, abbreviation and word requiring.

i. Play continuous until all tiles have been drawn and one of the players has used all of the letters in rack or possible plays have been made.

Scoring:

a. Keep of each player's score, entering it after each turn. The score value of each letter is indicated by a number at the bottom err the title. The score value of a blank is zero.

b. The score of each turn is tie sum of the score values of al the letters in each word fanned or modified in the play plus the premium value resulting from pawn letters on premium squares.

c. Premium latter squares: A right square doubles the score of latter placed (it a dark blue square trebles the letter score).

d. Premium word square: The score for the entire word is doubted when one of its letters is placed on a right red square; it is trebled when a latter is placed on a dark red square. Include premiums for doubted of tripped letter values, before doubting of trebling the word score. If word is formed that covers two premium word squares, the score is doubled and that redoubled (4 times letter count), or trebled and re- trebled (9times letter count) as the case may be. Note that the center
square is a light red square and therefore doubles the score for the first word.
e. The above letter and word premiums apply in the turn in which they are first played, subsequent turns letters count at value.
f. When a blank tile fakon a right red or a dark red square then sum of the letters in the word is doubled or trebled even though the blank itself has no score value.
g. At the end of the game each player's score is reduced by the sum of his unplaced letters, if one player has used all of his letters, his score increased by the sum of the unplaced letters of all.

Table 2.1

3. Sources of Scrabble

In 1938, Alfred Mosher Butts (architect) created the game as a variation on an earlier word game he invented called Lexiko. The two games had the same set of letter tiles. The new game, which he called "Criss-Crosswords," added the 15-by-15 game board and the crossword-
style game play. And in 1948, James Brunot (a resident of Newtown), bought the rights to manufacture the game in exchange for granting Butts a royalty on every unit sold. Though he left most of the game (including the distribution of letters) unchanged, Brunot slightly rearranged the squares of the board and simplified the rules. He also changed the name of the game to "Scrabble," a real word which means "to scratch frantically."

In 1949, Brunot and his family made sets in a converted former schoolhouse in Dodging town, a section of Newtown. According to legend, Scrabble's big break came in 1952 when Jack Straus, president of Macy's, played the game on vacation. Upon returning from vacation, he was surprised to find that his store did not carry the game. He placed a large order and within a year, "everyone had to have one."

In 1984, Scrabble was turned into a daytime game show on NBC. Scrabble ran from July 1984 to March 1990, with a second run from January to June 1993. The show was hosted by Chuck Woolery. The tagline of the show in promo broadcasts was, "Every man dies; not every man truly scrabbles." Scrabble is slated for a new television adaptation in 2011, and is expected to air on "The Hub" cable channel, which is a joint venture of Discovery Communications, Inc. and Hasbro.


4. Advantage and Disadvantage Using of Scrabble

Advantage using of scrabble:

a. Scrabble helps improve the language
The scrabble can help improve the language in the following three ways:

1) It builds vocabulary.
2) It helps to improve the spellings.
3) It helps to develop skill of grammar.

b. Scrabble is good for the brain

Playing scrabble is god for the brain in the following to ways:

1) The game can prove to be a good stimulant for the memory.
2) It polishes the skill of strategy building.

c. Scrabble can also help emotional.


Disadvantage of using scrabble:

The disadvantage of scrabble is if one does not like word games, there is a good chance they may not like scrabble. Scrabble may be a little to slow pace for some people, perhaps making it less of an attraction. Scrabble is game for words lovers, playing the game may eventually lead one to become familiar with the most unusually of two letter words. Otherwise, it is unused or unconsidered as relevant in the use of language.

http://www.helium.com/items/755386-board-game-reviews-scrabble,

accessed on June 25, 2011.
CHAPTER III

RESEARCH REPORT AND DATA PRESENTATION

A. General Description of MTs N 1 Kaliangkrik

1. The General Situation of Madrasah Tsanawiyah Negeri (MTs N) 1 Kaliangkrik

The name of this school is MTs N 1 Kaliangkrik that was opened in 1970. The location is at Jl Mayor Ismulloh No. 18 Kaliangkrik, Beseran, Kecamatan Kaliangkrik, Magelang, Central Java 56153, Phone 02935538104, email: mtsnkaliangkrik@jateng.depag.go.id. This location is strategic, because near the main street. The width of the campus is about ± 8,505 m², with the details of building is 1,859 m², yard is 2,978 m², sport field is 3,350 m², garden is - m², and others is 318 m².

MTs N 1 Kaliangkrik is permanently owned and financed by the government. The students’ populations of MTs N 1 Kaliangkrik in the academic year of 2010/2011 are 698. They consist of 246 students of the first year, 232 students of the second year, 220 students of the third year. MTs N 1 Kaliangkrik has 18 classrooms, which cover for the first grade 6 classrooms, 6 classrooms for second grade, 6 classrooms for third grade.

2. The Identity of School

a. Name : Madrasah Tsanawiyah Negeri 1 Kaliangkrik

b. Address : Jl Mayor Ismulloh No. 18 Kaliangkrik

c. Phone number : (0293) 5538104
d. E-mail : mtsnkaliangkrik@jateng.go.id

e. School Status : State School

f. Established in : 1970

g. Head Master : Abdul Ghofar S.Pd

B. Situation of Educational Facilities and Tools

Table 3.1

EDUCATIONAL FACILITIES AND TOOLS IN MTs N 1 KALIANGKRIK

MAGELANG IN ACADEMIC YEAR OF 2010/2011

<table>
<thead>
<tr>
<th>Number</th>
<th>Facilities</th>
<th>Total Number</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Classroom</td>
<td>18</td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>Administration room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher room</td>
<td>2</td>
<td>Good</td>
</tr>
<tr>
<td>4.</td>
<td>Head master room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>5.</td>
<td>Library</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>6.</td>
<td>Language lab</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>7.</td>
<td>Computer lab</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>8.</td>
<td>Mosque</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>9.</td>
<td>Health room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>10.</td>
<td>Koperasi</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>11.</td>
<td>Toilet</td>
<td>20</td>
<td>Good</td>
</tr>
<tr>
<td>12.</td>
<td>House of Guard</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>13.</td>
<td>Science lab</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>14.</td>
<td>Warehouse</td>
<td>5</td>
<td>Good</td>
</tr>
</tbody>
</table>
C. Situation of the Teacher and Staff

Table 3.2

THE SITUATION OF THE TEACHER AND STAFF OF MTs N 1

KALIANGKRIK MAGELANG IN ACADEMIC YEAR OF 2010/2011

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Abdul Ghofar, S.Pd</td>
<td>Head Master</td>
</tr>
<tr>
<td>2.</td>
<td>Drs. Imam Subarkah</td>
<td>Teacher of Socials</td>
</tr>
<tr>
<td>3.</td>
<td>Drs. Djuni</td>
<td>Teacher of Mathematics</td>
</tr>
<tr>
<td>4.</td>
<td>Nurrochim, S.Pd</td>
<td>Teacher of Mathematics</td>
</tr>
<tr>
<td>5.</td>
<td>Aris Suranto, A.Md</td>
<td>Teacher of English Language</td>
</tr>
<tr>
<td>6.</td>
<td>Nunik Murniningsih, S.Pd Bio</td>
<td>Teacher of Biology</td>
</tr>
<tr>
<td>7.</td>
<td>Nur Sakinah, S.Pd</td>
<td>Teacher of Indonesian Language</td>
</tr>
<tr>
<td>8.</td>
<td>M. Syaifurrohman, S.S</td>
<td>Teacher of Information and Communication Technology</td>
</tr>
<tr>
<td>9.</td>
<td>Tajudin Masnun, M.S.I</td>
<td>Teacher of Arabic Language</td>
</tr>
<tr>
<td>10.</td>
<td>Sri Rahayu, S.Pd</td>
<td>Teacher of Moral Education</td>
</tr>
<tr>
<td>11.</td>
<td>Hik Hidayati S.Ag</td>
<td>Teacher of Fiqh</td>
</tr>
<tr>
<td>12.</td>
<td>Noor Hamidah, S.Pd.I</td>
<td>Teacher of Counseling</td>
</tr>
<tr>
<td>13.</td>
<td>M. Karimah, S.Pd.I</td>
<td>Teacher of <em>Hadist</em> and Holy Al Qur’an</td>
</tr>
<tr>
<td>14.</td>
<td>Akhmad Hasyim, S.Pd.I</td>
<td>Teacher of Arabic Language</td>
</tr>
<tr>
<td>15.</td>
<td>Robiah, S.Pd</td>
<td>Teacher of Mathematics</td>
</tr>
</tbody>
</table>
C. The Situation of the Teacher and Staff

Table 3.2

THE SITUATION OF THE TEACHER AND STAFF OF MTs N 1
KALIANGKRIK MAGELANG IN ACADEMIC YEAR OF 2010/2011

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Abdul Ghofar, S.Pd</td>
<td>Head Master</td>
</tr>
<tr>
<td>2.</td>
<td>Drs. Imam Subarkah</td>
<td>Teacher of Socials</td>
</tr>
<tr>
<td>3.</td>
<td>Drs. Djuni</td>
<td>Teacher of Mathematics</td>
</tr>
<tr>
<td>4.</td>
<td>Nurrochim, S.Pd</td>
<td>Teacher of Mathematics</td>
</tr>
<tr>
<td>5.</td>
<td>Aris Suranto, A.Md</td>
<td>Teacher of English Language</td>
</tr>
<tr>
<td>6.</td>
<td>Nunik Muminingsih, S.Pd Bio</td>
<td>Teacher of Biology</td>
</tr>
<tr>
<td>7.</td>
<td>Nur Sakinah, S.Pd</td>
<td>Teacher of Indonesian Language</td>
</tr>
<tr>
<td>8.</td>
<td>M. Syaifurrohman, S.S</td>
<td>Teacher of Information and Communication Technology</td>
</tr>
<tr>
<td>9.</td>
<td>Tajudin Masnuh, M.S.I</td>
<td>Teacher of Arabic Language</td>
</tr>
<tr>
<td>10.</td>
<td>Sri Rahayu, S.Pd</td>
<td>Teacher of Moral Education</td>
</tr>
<tr>
<td>11.</td>
<td>Ilik Hidayati S.Ag</td>
<td>Teacher of Fiqh</td>
</tr>
<tr>
<td>12.</td>
<td>Noor Hamidah, S.Pd.I</td>
<td>Teacher of Counseling</td>
</tr>
<tr>
<td>13.</td>
<td>M. Karimah, S.Pd.I</td>
<td>Teacher of Hadist and Holy Al Qur'an</td>
</tr>
<tr>
<td>14.</td>
<td>Akhmad Hasyim, S.Pd.I</td>
<td>Teacher of Arabic Language</td>
</tr>
<tr>
<td>15.</td>
<td>Robiah, S.Pd</td>
<td>Teacher of Mathematics</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Title</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>16</td>
<td>Dra. Nur Wafirotulalea</td>
<td>Teacher of Moral Education</td>
</tr>
<tr>
<td>17</td>
<td>Chalimah, S.Pd</td>
<td>Teacher of Hadist and Holy Al Qur'an</td>
</tr>
<tr>
<td>18</td>
<td>Eko Sari Mulyono, S.Pd</td>
<td>Teacher of Indonesian Language</td>
</tr>
<tr>
<td>19</td>
<td>Heny Ismayanti, S.Pd</td>
<td>Teacher of Social</td>
</tr>
<tr>
<td>20</td>
<td>Sarnik Saputri, S.Pd</td>
<td>Teacher of Mathematics</td>
</tr>
<tr>
<td>21</td>
<td>Siti Nurul M. S.Pd.I</td>
<td>Teacher of English Language</td>
</tr>
<tr>
<td>22</td>
<td>Siti Muawanah, S.Pd</td>
<td>Teacher of Physic</td>
</tr>
<tr>
<td>23</td>
<td>Siti Kotijah, S.Pd</td>
<td>Teacher of Javanese Language</td>
</tr>
<tr>
<td>24</td>
<td>Timur Ar Rasyid, S.Pd</td>
<td>Teacher of Sport</td>
</tr>
<tr>
<td>25</td>
<td>Siti Asiyah, S.Pd</td>
<td>Teacher of Indonesian Language</td>
</tr>
<tr>
<td>26</td>
<td>Siti Ch. Sjarifah, S.Ag</td>
<td>Teacher of Art and Culture</td>
</tr>
<tr>
<td>27</td>
<td>Sri Wahyuni, S.Pd</td>
<td>Teacher of Indonesian Language</td>
</tr>
<tr>
<td>28</td>
<td>Rofiatur M, S.Pd.I</td>
<td>Teacher of Javanese Language</td>
</tr>
<tr>
<td>29</td>
<td>Maesaroh, S.Ag</td>
<td>Teacher of English Language</td>
</tr>
<tr>
<td>30</td>
<td>Nur Rohmah, S.Pd</td>
<td>Teacher of the History of Islam</td>
</tr>
<tr>
<td>31</td>
<td>A. Al Kafi, S.Ag</td>
<td>Teacher of Arabic Language</td>
</tr>
<tr>
<td>32</td>
<td>Retno Sujiwati, A.Md</td>
<td>Teacher of Biology</td>
</tr>
<tr>
<td>33</td>
<td>Hamzah Fathullah, S.E</td>
<td>Teacher of Economics</td>
</tr>
<tr>
<td>34</td>
<td>Zuzun Herawati, S.Pd</td>
<td>Teacher of Socials</td>
</tr>
<tr>
<td>35</td>
<td>Suharto, S.E</td>
<td>Teacher of Information and Communication Technology</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>36</td>
<td>Sarwo Mulyono, S.Pd</td>
<td>Teacher of Sports</td>
</tr>
<tr>
<td>37</td>
<td>Shobari Dwi I, S.Pd.I</td>
<td>Teacher of Physics</td>
</tr>
<tr>
<td>38</td>
<td>Ina Eka S, S.Pd</td>
<td>Teacher of Skill and Civic Society</td>
</tr>
<tr>
<td>39</td>
<td>Dian Intan Ayu S, S.Pd</td>
<td>Teacher of the History of Islam</td>
</tr>
<tr>
<td>40</td>
<td>Siti Sakinatul M, S.Pd.I</td>
<td>Teacher of Art and Culture</td>
</tr>
<tr>
<td>41</td>
<td>Uswatun Chasanah, S.Pd.I</td>
<td>Teacher of Physics</td>
</tr>
<tr>
<td>42</td>
<td>Siti Nasihatul Azizah, S.Pd.I</td>
<td>Teacher of English Language</td>
</tr>
<tr>
<td>43</td>
<td>Siti Romlah</td>
<td>Head of Administration</td>
</tr>
<tr>
<td>44</td>
<td>Mukhamad Fatkhurahman</td>
<td>Administration</td>
</tr>
<tr>
<td>45</td>
<td>Nur Misbahudin</td>
<td>Librarian</td>
</tr>
<tr>
<td>46</td>
<td>Zubaedah. S.E</td>
<td>Administration</td>
</tr>
<tr>
<td>47</td>
<td>Ahmad Khuzaimi</td>
<td>Administration</td>
</tr>
<tr>
<td>48</td>
<td>Mandzur</td>
<td>Gardener</td>
</tr>
<tr>
<td>49</td>
<td>Syaefudin Zuhri</td>
<td>Security</td>
</tr>
<tr>
<td>50</td>
<td>Romadhon</td>
<td>Security</td>
</tr>
<tr>
<td>51</td>
<td>Anni Fajriyah, S.E</td>
<td>Librarian</td>
</tr>
<tr>
<td>52</td>
<td>Chososi</td>
<td>Guard</td>
</tr>
<tr>
<td>53</td>
<td>Setya Palupi</td>
<td>Secretary</td>
</tr>
<tr>
<td>54</td>
<td>Uswatun Chasanah</td>
<td>Secretary</td>
</tr>
<tr>
<td>55</td>
<td>M. Zuhad Alwi</td>
<td>Security</td>
</tr>
</tbody>
</table>
D. Situation of the Students

Table 3.3

THE SITUATION OF THE STUDENTS OF MTs N 1 KALIANGKRIK

MAGELANG IN THE ACADEMIC YEAR OF 2010/2011

<table>
<thead>
<tr>
<th>Number</th>
<th>Class</th>
<th>Total Class Group</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I</td>
<td>6</td>
<td>92</td>
<td>154</td>
<td>246</td>
</tr>
<tr>
<td>2.</td>
<td>II</td>
<td>6</td>
<td>85</td>
<td>147</td>
<td>232</td>
</tr>
<tr>
<td>3.</td>
<td>III</td>
<td>6</td>
<td>81</td>
<td>139</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>18</td>
<td>258</td>
<td>440</td>
<td>698</td>
</tr>
</tbody>
</table>

E. Organization Structure

Table 3.4

ORGANIZATION CHART OF MTs N 1 KALIANGKRIK MAGELANG

```
Head Master
    ↓
Vice Head Master of Curriculum
    ↓
Data & ADM
    ↓
Supervisor
    ↓
Library
    ↓
Teacher
    ↓
Students

Public Relation
    ↓
Vice Head Master of Student
    ↓
Elder Members of students' Organization
    ↓
Counseling Coordinator
    ↓
PMR
    ↓
Scout

Official Head
```
## F. Data of Students Vocabulary Mastery

### Table 3.5

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Right Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre-test I</td>
</tr>
<tr>
<td>1</td>
<td>Ahmad Saepodin Zuhri</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Andriyani</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>Ani fatillah</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Arjun Naim</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>Diah Nugraheny</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Dimas Arif Nur Aulia</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>Emi Safitri</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>Eri Fatayati</td>
<td>16</td>
</tr>
<tr>
<td>9</td>
<td>Faris Hidayat</td>
<td>13</td>
</tr>
<tr>
<td>10</td>
<td>Heni Ulfa Karimah</td>
<td>17</td>
</tr>
<tr>
<td>11</td>
<td>Imroatin Nandifah</td>
<td>16</td>
</tr>
<tr>
<td>12</td>
<td>Istianah</td>
<td>15</td>
</tr>
<tr>
<td>13</td>
<td>Karimah</td>
<td>14</td>
</tr>
<tr>
<td>14</td>
<td>Khoirul Anam</td>
<td>15</td>
</tr>
<tr>
<td>15</td>
<td>Khusnul Wilanten</td>
<td>18</td>
</tr>
<tr>
<td>16</td>
<td>Luqman Agus Saputra</td>
<td>13</td>
</tr>
<tr>
<td>17</td>
<td>Luqman Hakim</td>
<td>16</td>
</tr>
<tr>
<td>18</td>
<td>Maryatul Kiptiyah</td>
<td>15</td>
</tr>
<tr>
<td>19</td>
<td>Masadi Naim</td>
<td>16</td>
</tr>
<tr>
<td>20</td>
<td>Muhammad Zazim Lutfi</td>
<td>15</td>
</tr>
<tr>
<td>21</td>
<td>Muhammad Abdul W.</td>
<td>16</td>
</tr>
<tr>
<td>22</td>
<td>Muhammad Adib M.</td>
<td>16</td>
</tr>
<tr>
<td>23</td>
<td>Muhammad Aziz</td>
<td>15</td>
</tr>
<tr>
<td>24</td>
<td>Muhammad Darulqumti</td>
<td>15</td>
</tr>
<tr>
<td>25</td>
<td>Muhammad Saiful Anwar</td>
<td>16</td>
</tr>
<tr>
<td>26</td>
<td>Munoratul Ulya</td>
<td>16</td>
</tr>
<tr>
<td>27</td>
<td>Mushikhatul Hanayati</td>
<td>16</td>
</tr>
<tr>
<td>28</td>
<td>Nurhikmatul Aini</td>
<td>16</td>
</tr>
<tr>
<td>29</td>
<td>Robith Arrosif Iman S</td>
<td>15</td>
</tr>
<tr>
<td>30</td>
<td>Roikhatul Janati I</td>
<td>16</td>
</tr>
<tr>
<td>31</td>
<td>Silna Kumala Hinayah</td>
<td>16</td>
</tr>
<tr>
<td>32</td>
<td>Siti Asiah</td>
<td>15</td>
</tr>
<tr>
<td>33</td>
<td>Siti Nurul Azizati Z</td>
<td>15</td>
</tr>
<tr>
<td>34</td>
<td>Siti Uswatun Khasanah</td>
<td>16</td>
</tr>
<tr>
<td>35</td>
<td>Siti Zaeamul Ulya</td>
<td>13</td>
</tr>
<tr>
<td>36</td>
<td>Suryo Setiyawan</td>
<td>15</td>
</tr>
<tr>
<td>37</td>
<td>Umi Kulsum</td>
<td>16</td>
</tr>
<tr>
<td>38</td>
<td>Umi Miftahul Janah</td>
<td>17</td>
</tr>
</tbody>
</table>
Table 3.6

<table>
<thead>
<tr>
<th>Level of Ability</th>
<th>Quality</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>81 - 100</td>
<td>High</td>
<td>3 14 22 28</td>
<td>10,21% 36,84% 50,46% 73,68%</td>
</tr>
<tr>
<td>70-80</td>
<td>middle</td>
<td>30 20 16 10</td>
<td>78,65% 52,63% 32,01% 26,32%</td>
</tr>
<tr>
<td>51-69</td>
<td>Low</td>
<td>5 4 4</td>
<td>11,14% 10,53% 17,53%</td>
</tr>
<tr>
<td>0-50</td>
<td>Poor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>38 38 38 38</td>
<td>100% 100% 100% 100%</td>
</tr>
</tbody>
</table>
CHAPTER IV
IMPLEMENTATION OF THE RESEARCH

A. Field Note

In this implementation, we (researcher and observer) has arranged two cycles. In every cycle, the steps are: planning, acting, observing, and reflecting.

1. Cycle I
   a. Meeting I
      1) Planning
         The first activity in this research is planning. The activities are prepared:
         a). Materials and making lesson plan, such as: looking for the materials that suitable for the lesson, lesson plan (RPP).
         b). List of the students’ name.
         c). Teaching aids (ex: scrabble, puzzle, flash card, picture etc).
         d). Sheet of the classroom observation
         e). Test (pre-test and post test).
      2) Implementation of the Action
         On Saturday, 16th April 2011 the teacher (the writer) begin to practice the lesson plan
         The teacher enters the English class, and greeting, introducing, gave some information about activities that would be done and introduced the mode of presentation in studying vocabulary.
The steps were students as follows filled in the scrabble that was prepared by the teacher and played game together. Before starting the lesson, the teacher gave pre-test for about 30 minutes. After having pre-test, she began to teach vocabulary. She told to students: “Okay students, now we will study vocabulary with theme recount text and sub theme letter. I have some words related to theme, and before you mentioned some words, we will play with some words. Do you understand?” Yes Mom... (Students answered the teachers’ question together).

All of the students then kept silent, and took a look at the teacher carefully. Then the teacher (writer) began playing scrabble. Teacher gave example to beginning game with English language to add the students’ vocabulary. Then there was a student who asked to the teacher,” (Tapi siapa saja yang bias mengisinya bu?) (But, who can fill the scrabble mom?)” And then teacher said: ”To the students that knew the answers, please raise your hand and then I will choose who will answer, Okay... are you ready?” students answered together.

Teacher made the first word “recount”. Then one of the students asked to the teacher explained to all students that the meaning of “recount” is “menceritakan”. Teacher asked to the students to read that word together and the students said “recount” together. Then she asked to the students “Come this one who can fill
the empty box in the board to continue game, please raise your hand.
You can add one or more letter to those already played so as to form new words”. Anyone raise their hand. She asked “Do you know wit
my mean?” Students answer “Okay, I know”. “Why you did not raise your hand?” teacher said.

The teacher gives instruction how to play scrabble again. You can continue this game with to fill the board. The first player combines two or more of his letters to form a word and places them on the board to read across or down with one letter on the center square. Diagonal words are not permitted. The second player, and then each in turn, add one or more letter to those already played so as to form new words. All letters played in any one turn must be placed in one row across or down the board. They must form one complete word and if at the same time, they touch other letters in adjacent rows, they must form complete words, cross-word fashion, with all such letters. The player gets full credit for all words formed or modified by his play. No letter may be moved after it has been played

“Okay, in order to this game easier I will take a group. One group consists of four students.” said teacher. So she gives some letters box to each group. Then each group must make a word to fill the board appropriate with letters boxes’. “Wah bu kok dapat huruf-
huruf yang sulit, ini bisa disusun gag ya bu? Wouw, I get difficult some letters mom, can it be arranged to be a word?” students said.
Then she asked to the students "Do not worry, you can look for word by open your dictionary. Do you brink dictionary?". "Okay, mom...I am always brink a dictionary" students said.

First group can make word "rubbish". "Is this true or false?" teacher asked to the students and the students answered "true" together. Let's read this word together and the students said "rubbish". "What the meaning of rubbish?" teacher said. First group answered "sampah" mom.

Second group fill the board "noun". "Okay, this is right. What the meaning of noun?" teacher said. The students answered together: "kata benda" "Very good" teacher said. The next group makes word "tend". "What the meaning of tend mom?" said on of the student. The meaning of tend is "merawat". Is this true or false third group? teacher said. Then third group answered "true mom..." together.

Then the teacher gave opportunity for third group to fill the scrabble. They are filled the board "open". What is the meaning of open? teacher said. Almost of the students answered the teacher's question "buka". The next group fills the board "child". Teacher asked to the students "what the meaning of child and how to read the word together?" The students said "child" that has meaning "anak" together.

Fifth group can fill the board "break". After that, they read the word "berhenti" together. "Very good" said the teacher. The teaching
learning process had a problem. Sixth group had a problem to fill the board. So the teacher gave some clues to them. Finally, they fill the board with "unique". "Very good", "what the meaning of unique?" said the teacher. Almost of the students answered "unik/antik" together. Okay this game finished.

3) Observation

In the first meeting, the writer and observer (collaborator) observed teaching learning process. By monitoring the students' activity in this action, the writer can saw that the students were not ready yet when the writer come to class. It could be seen for the students' attitudes that were confused when the teacher explained about activity that would be done. They were not familiar with the new teacher and the English lesson, so they looked busy and the condition was noisy.

After the teacher gave pre-test, students looked enthusiastic. Students who knew answer actively filled the scrabble. On the other hand, the students had problems about this game in the beginner section. It is no problem, because it could be finished. The male students were more active than female, so male students answered the question more. Most of the students did enthusiastically and they ware struggled with their friends to answered. They looked happy and enjoyed with the teaching and learning process. Firstly, the class was not conducive after the teacher gave pre-test. The class was
conducive until the end of the lesson. A good point is when the teacher close the meeting they asked to the teacher and hoped to use scrabble again for the next meeting.

4) Reflection

After analyzing the result of the meeting I, the teacher (writer) and observer can conclude that teacher should gave brief explanation about the game and how to play it, because there were some students confused and did not understand. Students were motivated. They were crowded and active to answer some questions and to fill the scrabble. However, they were less interested at the early meeting especially when the teacher gave pre-test to them. They were not ready yet when the teacher came and started lesson, and there are some of the students were noisy but they also could answer and fill the scrabble.

To solve the problems above the teacher should ask the students to mention some words before starting the lesson. It can be concluded the meeting. It is important to continue to the next meeting. The second meeting is carried out as follow up.

2. Cycle II

a. Meeting II

1) Planning

The activities prepared:

a). Material and making lesson plan
b). List of the students' name.

 c). Teacher aids (e.g. scrabble).

d). Sheet of the classroom observation.

e). Preparing scrabble.

f). Test (pre-test, post-test).

2) The Implementation of the Action.

On Friday, 23 of April 2011, the teacher (writer) entered the English class to continue the previous meeting.

Teacher : "Good morning students"

Students : "Good morning mom"

Teacher : "How are you today?"

Students : "I'm fine and you?"

Teacher : "Very well, thank you. Okay students, in this meeting we continue the lesson or the game that we have studied yesterday, do you remember?"

Students : "Yes, mom... (Many of students do not answer the teachers' question)"

Teacher : "Okay, yesterday we have played some words using Scrabble. Do you remember what words we have got yesterday?"

Students : "Masih bu, kita masih ingat. (Of course mom, we still remember it)."
Teacher : “Okay please mention the words we have got yesterday one by one!”

Students : “Recount, rubbish, break, child, open, noun, tend.
(Almost all the students answer the teachers’ question)”

Teacher : “Baik, seperti kemarin, sebelum pelajaran dimulai saya akan memberikan kamu pre-test. Tolong bantuin ibu membagikannya. Kalian harus mengerjakan yang serius. (Okay, such as yesterday, before I’m beginning the lesson, I will give pre-test to you. Now help me to distribute exercise please!).”

After all of the students were accepted pre-test, they did seriously. Class situation is enough quite. Sometime a student walked to his friends to asked about the answer. Teacher monitoring students’ activities, students did pre-test for about 20 minutes.

Teacher : “Bagaimana gampang pa sulit soalnya? (How about the test, it is easy or difficult?)”

Students : “Ada yang sulit dan ada yang mudah bu”

Teacher : “Never mind, after you are playing this game, you will fell”

After she put on scrabble in the black board, there is a word (fainted). Okay students read this word together. “Fainted” said students together. What is the meaning of fainted mom? asked one
of students. She said that the meaning of fainted is *pingsan*. Then the students repeat it together.

Okay, such as yesterday, I will make groups that once group consist of four students easy to did test"

Then the students make a group. The teacher will start the game by first group. The first group has “blanket”. What the meaning of “blanket”, asked the teacher. One of first group answers “*selimut*”. True or false about this answer, asked the teacher. The students answer together, true mom. That right.

Then the second group makes “fish”. The game can quickly until finally groups. On the other hand, the fifth group has a problem. Then the teacher helps to solve the problem. So, the fifth group gets “second”. The third make “fruit”, and “topic” by fourth group. Then the next group is “people”.

After students found the words, then the teacher asked to them to read all of the words that they have got in the board. After that, the teacher gave them post test and she gave time to doing it for about 20 minutes. Having finishing post test, students submitted their post test to the teacher. Because at that time English lesson is in the last time, before students take a rest so the teacher asked them to mentioned about words that they got until time was up.
3) Observation

In the second cycle, the teacher and observer as usual carried out the implementation of the action. The teacher has new topic, almost all of the students very enjoy and enthusiasm for the lesson. The students can answer the question one by one. However, there was mistake that students done that are one of them having the problem in their spelling. Although they have that problem they still happy and enjoyed the game and teacher also gave opportunity to them.

The teacher was monitoring and helped the students when they got difficulties. The teacher tries to activate for the students who still quite about the game with asked them to read the words and to mentions the meaning of the words. This cycle was interesting. The students who quite in action one, they looked confidence and enjoy to fill the scrabble. In the middle game, there were some students who found difficulties. They did not know how to arrange the English word. Nevertheless, this can be handled by the teacher ask to the students to look for in their dictionary.

By observing the teaching and learning process in meeting I and II, the teacher concludes that the scrabble can improve the students' vocabulary. The improvement can be seen through the result of activity from cycle I and Cycle II.
4) Reflection

After analyzing the result of second cycle, it can be concluded that the scrabble can motivate the students to involve actively in learning vocabulary in the class. On the other hand there are some problems in their spelling or do not knowing the English words. In this meeting the game is very smoothly, almost all of the students can answer the questions and fill the scrabble.

The teacher decides that it is the last meeting because scrabble can improve the students’ vocabulary mastery. In addition, it can be seen in the score of pre test and post test in each cycle.

B. Verbal Scores of Students Achievement

1. Score verbal of cycle 1

   a. The result of pre test cycle

      The mean of pre test

      Score of pre-test in cycle 1

      Table 4.1

<table>
<thead>
<tr>
<th>No of respondent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>27</td>
<td>16</td>
</tr>
<tr>
<td>28</td>
<td>16</td>
</tr>
<tr>
<td>29</td>
<td>15</td>
</tr>
<tr>
<td>30</td>
<td>16</td>
</tr>
<tr>
<td>31</td>
<td>16</td>
</tr>
<tr>
<td>32</td>
<td>15</td>
</tr>
<tr>
<td>33</td>
<td>15</td>
</tr>
<tr>
<td>34</td>
<td>16</td>
</tr>
<tr>
<td>35</td>
<td>13</td>
</tr>
<tr>
<td>36</td>
<td>15</td>
</tr>
<tr>
<td>37</td>
<td>16</td>
</tr>
<tr>
<td>38</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>584</td>
</tr>
</tbody>
</table>

\[ M_x = \frac{\sum X}{N} \]

\[ = \frac{584}{38} \]

\[ = 15.37 \]

Based on the result of observation, the score of mean is 15.37. It means that the score of mean is middle.
Score of pre-test in cycle 2

Table 4.2

<table>
<thead>
<tr>
<th>No respondent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>22</td>
<td>16</td>
</tr>
<tr>
<td>23</td>
<td>18</td>
</tr>
<tr>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>25</td>
<td>18</td>
</tr>
<tr>
<td>26</td>
<td>20</td>
</tr>
<tr>
<td>27</td>
<td>16</td>
</tr>
<tr>
<td>28</td>
<td>18</td>
</tr>
<tr>
<td>29</td>
<td>16</td>
</tr>
<tr>
<td>30</td>
<td>16</td>
</tr>
<tr>
<td>31</td>
<td>19</td>
</tr>
<tr>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td>33</td>
<td>17</td>
</tr>
<tr>
<td>34</td>
<td>18</td>
</tr>
<tr>
<td>35</td>
<td>18</td>
</tr>
<tr>
<td>36</td>
<td>16</td>
</tr>
<tr>
<td>37</td>
<td>20</td>
</tr>
<tr>
<td>38</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>667</td>
</tr>
</tbody>
</table>

\[ M_x = \frac{\sum X}{N} \]
\[
= \frac{606}{38} = 15.95
\]

Based on the result of observation, the score of mean is 15.95. It means that the score of mean is middle.

b. The result of post test cycle

Score of Post-test in cycle 1

<table>
<thead>
<tr>
<th>No of respondent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>
36 | 15  
37 | 18  
38 | 18  
Total | 606

\[ M_y = \frac{\sum Y}{N} \]

\[ = \frac{667}{38} = 17.55 \]

Based on the result of observation, the score of mean is 17.55. It means that the score of mean is high.

Score of post-test in cycle 2

Table 4.4

<table>
<thead>
<tr>
<th>No of respondent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>32</td>
<td>17</td>
</tr>
<tr>
<td>33</td>
<td>18</td>
</tr>
<tr>
<td>34</td>
<td>16</td>
</tr>
<tr>
<td>35</td>
<td>18</td>
</tr>
<tr>
<td>36</td>
<td>18</td>
</tr>
<tr>
<td>37</td>
<td>18</td>
</tr>
<tr>
<td>38</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>787</td>
</tr>
</tbody>
</table>

\[ M_y = \frac{\sum Y}{N} \]

\[ = \frac{787}{38} \]

\[ = 20.71 \]

Based on the result of observation, the score of mean is 20.71. It means that the score of mean is high.

The calculation the t-test

a. T-test of cycle 1

\[ T-test.1 = \frac{\frac{M_x - M_y}{\sqrt{\sum X^2 + \sum Y^2}}}{\sqrt{\frac{N(N-1)}}} \]

\[ = \frac{15.37 - 15.95}{\sqrt{\frac{341056 + 367236}{38(38-1)}}} \]

\[ = \frac{-0.58}{\sqrt{708.292}} \]

\[ \sqrt{1406} \]
\[ T_{\text{test.1}} = \frac{M_y - M_x}{\sqrt{\frac{\sum y^2 + \sum x^2}{N(N-1)}}} \]

\[ = \frac{15.95 - 15.37}{\sqrt{\frac{367236 + 341056}{38(38-1)}}} \]

\[ = \frac{0.58}{\sqrt{\frac{708.292}{38(38-1)}}} \]

\[ = \frac{0.58}{22.44685} \]

\[ = 0.025841 \]

Based on the calculation of cycle 1, it can be concluded that before using scrabble gives low ability to master vocabulary. It is showed that \( \Sigma x^2 \) (341056) lower than \( \Sigma y^2 \) (367236) while the score of t-test of pre test is -0.025841 than t-test of post test is 0.025841.

b. T-test of cycle 2

\[ T_{\text{test.2}} = \frac{M_x - M_y}{\sqrt{\frac{\sum x^2 + \sum y^2}{N(N-1)}}} \]

\[ = \frac{17.55 - 20.71}{\sqrt{\frac{444889 + 619369}{38(38-1)}}} \]
\[-\frac{3,16}{\sqrt{1064258 \div 1406}}\]

\[-\frac{3,16}{27,512547}\]

\[-0,114857\]

\[T - test.2 = \frac{My - Mx}{\sqrt{\frac{\sum Y^2 + \sum X^2}{N(N-1)}}}\]

\[= \frac{20,71 - 17,55}{\sqrt{619369 + 444889}}\]

\[= \frac{3,16}{\sqrt{1064258 \div 1406}}\]

\[= \frac{3,16}{27,512547}\]

\[= 0,114857\]

Based on the calculation of cycle 2, it can be concluded that after using scrabble gives high ability to master vocabulary. It is showed that \(\Sigma y^2 (619369)\) higher than \(\Sigma x^2 (444889)\). Besides that the score of t-test of post test is 0,114857 than t-test of pre-test is -0,114857.

C. Result of analysis data

In order to find the significant different between two group is by compare the result of the t-test with the t-table. It is expected that there is no significant different between two groups. So the first theoretical hypothesis is
accepted if the result of the t-test is less than or equal with table. If the score the calculation indicates that t-test is less than or same with t-table, there I no different between the non scrabble and using scrabble.

The accepted or refusal of the hypothesis is based on the comparison of the coefficient score by calculating score by t-table and t-test. The coefficient of t-table obtained from the statistic test calculation that is (n-1). Then this case n= 38, and the “degree of freedom” is 38-1=37. The result of the calculation is based on the significant level 5% that is 1.645.

If the calculation is less than t-table, the statical hypothesis than there is no difference between non scrabble and using scrabble to vocabulary mastery is refused. Nevertheless, if the calculation is more than or same with t-table, than there is significant difference between methods is accepted.
CHAPTER V
CLOSURE

A. Conclusion

Based on the data presentation and data analysis, the writer will explain the conclusion of this research as follows:

1. The process of teaching vocabulary using scrabble is going smoothly and almost all of the students are enthusiastic to fill the scrabble. It can be seen at the result of observation in the class that is almost all of the students feel enjoyable and happy in the teaching and learning. It can be seen all of students active to answer some questions and to play the scrabble.

2. The students’ mastery vocabulary before using scrabble among second year of MTs N 1 Kaliangkrik, Magelang in the academic year 2010/2011 are 15,37 of the cycle 1 and 17,55 of the cycle 2. Based on the pre test, the result of te-test = - 0,025841 and - 0,114857 t-table = 1,645. It can be concluded, there is no different between the non scrabble and using scrabble because Mx is lower than My. In addition, there is no significant difference between non scrabble and using scrabble. Because the result of t-test show that t-calculation is lower than t-table.

3. The students’ mastery vocabulary after using scrabble among second year of MTs N 1 Kaliangkrik, Magelang in the academic year 2010/2011 are 15,95 of the cycle 1 and 20,71 of the cycle 2. Based on the post-test, the result of the t-test = 0,0025841 and 0,114857, t-table = 1,645. It can be
concluded there is difference between the non scrabble and using scrabble method because the result of t-test shows that t-calculation is lower than t-table by the level of significant 5%. It means that using scrabble in teaching vocabulary can be effective media to improve vocabulary mastery.

B. Suggestion

At the last, writer would like to purpose some suggestions that hopeful would be useful for all institution sides, students, and the next researcher as follow:

a. For the English Teacher

The English teachers should improve their ability in the process of teaching and learning, and teacher should know toward students’ problem. The strategy of teaching vocabulary will influence the students’ ability to learn. They should pay attention to the fact that the students are more encouraged to improve the teaching learning process.

The English teacher should motivate the students’ and explain that learning English especially vocabulary is such an easy and interesting to learn. The use of instructional media should be encouraged.

b. For the Students

Students should always be active in the process of teaching and learning and not afraid or lazy in the English lesson, so the students should develop their motivation

The students should give more attention, keep their attitude when teacher explained the lesson, and teach them. In addition, students should study English harder to reduce their difficulties of English learning.
c. For the Next Researcher

The students' achievement of lesson is very important, in teaching learning process the teacher should use media of instruction that make the students' be interested to learn and understand more about the material. Therefore, the following researcher can develop similar study that is detail by other media in vocabulary mastery, for example sing, card or picture and scrabble.
BIBLIOGRAPHY


Shofa, Fella Nuru. 2010. Improving Students’ Vocabulary mastery Through Crossword Puzzle (A Classroom Action Research of The first Year Students


APPENDIX
KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI
Jalan Mayor Ismuloh No.18 Beseran Kaliangkrik
☎ (0293) 5538104 📧 mtsnkaliangkrik@jateng.depag.go.id
KALIANGKRIK KAB. MAGELANG 56153

SURAT KETERANGAN

Nomor : MTs.11.21/TI.00/665/2011

Yang bertanda tangan di bawah ini Kepala MTs Negeri Kaliangkrik Kabupaten Magelang menerangkan dengan sesungguhnya bahwa:

Nama : Siti Mukaromah
Jurusan : Tarbiyah
Program : Tadris Bahasa Inggris (TBI)
NIM : 11307128
Semester : VIII
Tahun Akademik : 2010/2011

Benar-benar telah melaksanakan penelitian tindakan kelas di MTs Negeri Kaliangkrik Kab. Magelang pada tanggal 14 April s/d 26 April 2011
Demikian surat keterangan ini diberikan untuk digunakan seperluanya.

Ditetapkan di : Kaliangkrik
Pada tanggal : 8 Agustus 2011

Kepala
Abdul Ghofar, S.Pd
NIP. 195610101981031006
RENCANA PELAKSANAAN PEMBELAJARAN

SATUAN PENDIDIKAN : MTs NEGERI KALIANGKRIK
MATA PELAJARAN : BAHASA INGGRIS
KELAS/SEMESTER : VIII A GENAP
POKOK MATERI : GENRE
SUB POKOK MATERI : RECOUNT AND NARRATIVE
TAHUN PELAJARAN : 2010/2011
ALOKASI WAKTU : 2 x 40 MENIT

A. STANDAR KOMPETENSI

11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar.

B. KOMPETENSI DASAR

11.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative.

C. INDIKATOR

- Siswa dapat menjelaskan makna dalam esei pendek sederhana berbentuk nareative.
- Siswa dapat menjelaskan bagian-bagian teks narative untuk berinteraksi dengan lingkungan sekitar.

D. TUJUAN PEMBELAJARAN

- Guru dapat menjelaskan makna dalam esei pendek sederhana berbentuk narative.
- Guru dapat menjelaskan bagian-bagian teks narative untuk berinteraksi dengan lingkungan sekitar.

E. MATERIAL
- Text narative

F. METODE PENGAJARAN

EEK (Eksplorasi, Elaborasi, Konfirmasi)

G. SUMBER DAN BAHAN MEDIA PENGAJARAN

SUMBER PENGAJARAN:
- Buku paket bahasa inggris untuk kelas VIII
- LKS PAKAR bahasa inggris untuk kelas VIII semester genap

MEDIA PENGAJARAN:
- Buku panduan / teks
- Scrabble

H. STRATEGI PEMBELAJARAN

KEGIATAN AWAL
- Guru memberikan salam dan memulai pelajaran dengan mengucapkan basmalah dan berdoa sebelum memulai pelajaran
- Guru melakukan presensi kehadiran siswa dan mengondisikan kelas
- Siswa menyiapkan bahan ajar
- Guru mengajukan pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan diajarkan
- Guru menjelaskan secara singkat mengenai materi yang akan diajarkan
- Guru memotivasi dan mengajak siswa untuk berpartisipasi aktif
KEGIATAN INTI

- EKSPLORASI
  - Guru membacakan text narative
  - Siswa menirukan guru membaca text
  - Guru menanyakan soal yang terkait dengan text narative
  - Guru dan siswa bersama-sama mencari jawaban atas soal yang ditanyakan
  - Guru memberikan materi dengan menggunakan metode scrabble.

- ELABORASI
  - Guru menerangkan materi tentang text narative
  - Siswa menulis informasi yang didapat dari penjelasan guru
  - Guru memberikan kesempatan kepada siswa untuk bertanya
  - Siswa berdiskusi secara kelompok untuk memecahkan soal dengan menggunakan metode yang ada
  - Siswa mengemukakan hasil jawaban
  - Guru dan siswa secara bersama menentukan juara hasil kompetisi

- KONFIRMASI
  - Dengan arahan guru, siswa merefleksi kegiatan pembelajaran yang telah dilalui
  - Guru memotivasi siswa yang belum berpartisipasi aktif dalam pembelajaran

- KEGIATAN AKHIR
  - Guru dan siswa bersama-sama membuat kesimpulan dari materi yang telah diajarkan
  - Guru merefleksi kegiatan pembelajaran yang telah terlaksana
  - Guru memberi umpan balik terhadap proses pembelajaran
- Guru memberikan soal-soal latihan yang telah disiapkan kepada siswa
- Guru menginformasikan mengenai materi yang akan datang
- Guru bersama siswa menutup pembelajaran dengan bacaan hamdalah dan salam

I. PENILAIAN

1. JENIS PENILAIAN : Tes Tertulis
2. BENTUK INSTRUMEN : Pilihan Ganda

PEDOMAN PENSKORAN

<table>
<thead>
<tr>
<th>Pedoman penskoran pada pilihan ganda</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menjawab dengan tepat</td>
<td>1</td>
</tr>
<tr>
<td>Tidak menjawab atau menjawab tidak tepat</td>
<td>0</td>
</tr>
</tbody>
</table>

Magelang, 22 April 2011

Guru Pamong

Siti Nurul M. S. Pd. I

NIP. 197804182005012003

Guru Praktikan

Siti Mukaromah

NIM. 1130728

Mengetahui,

NIP. 19561010101981031006
RENCANA PELAKSANAAN PEMBELAJARAN

SATUAN PENDIDIKAN : MTs NEGERI KALIANGKRIK
MATA PELAJARAN : BAHASA INGGRIS
KELAS/SEMESTER : VIII A GENAP
POKOK MATERI : GENRE
SUB POKOK MATERI : RECOUNT AND NARRATIVE
TAHUN PELAJARAN : 2010/2011
ALOKASI WAKTU : 2 x 40 MENIT

A. STANDAR KOMPETENSI

11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar.

B. KOMPETENSI DASAR

11.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative.

C. INDIKATOR

- Siswa dapat menjelaskan makna dalam esei pendek sederhana berbentuk recount.
- Siswa dapat menjelaskan bagian-bagian teks recount untuk berinteraksi dengan lingkungan sekitar.

D. TUJUAN PEMBELAJARAN

- Guru dapat menjelaskan makna dalam esei pendek sederhana berbentuk recount.
Kupang, May 7, 2008

Dear Paula,

Hello Paula, how are you? It’s been a month since I last heard from you. Well, I just wanted to tell you that I was in a hospital last week. According to the doctor; I was infected by dengue fever.

At first, I felt my body became weak then I fainted when I studying in the classroom. Then, I was taken to the hospital because of the high fever.

At the hospital, I was brought into the emergency unit. The doctor immediately gave some treatment. Finally, I had to stay there for one week. Everyday the doctor kept me on a drip.

At the seventh day, my condition was getting better. After the final check, the doctor gave me permission to go home. Now, I’m okay and because of my illness. I’m now more careful about keeping in my house clean especially my room, I don’t want to get the same illness again.

Ok, I think that’s all from me, write to me soon ok?

Regard

Nadira
F. METODE PENGAJARAN

EEK (Eksplorasi, Elaborasi, Konfirmasi)

G. SUMBER DAN BAHAN MEDIA PENGAJARAN

SUMBER PENGAJARAN:
- Buku paket bahasa inggris untuk kelas VIII
- LKS PAKAR bahasa inggris untuk kelas VIII semester genap

MEDIA PENGAJARAN:
- Buku panduan/teks
- Scrabble

H. STRATEGI PEMBELAJARAN

KEGIATAN AWAL
- Guru memberikan salam dan memulai pelajaran dengan mengucapkan basmalah dan berdoa sebelum memulai pelajaran
- Guru melakukan presensi kehadiran siswa dan mengondisikan kelas
- Siswa menyiapkan bahan ajar
- Guru mengajukan pertanyaan yang mengaitkan pengetahuans ebelumnya dengan materi yang akan diajarkan
- Guru menjelaskan secara singkat mengenai materi yang akan diajarkan
- Guru memotivasi dan mengajak siswa untuk berpartisipasi aktif

KEGIATAN INTI
- EKSPLORASI
  - Guru membacakan text recount
  - Siswa menirukan guru membaca text
  - Guru menanyakan soal yang terkait dengan text recount
- Guru dan siswa bersama-sama mencari jawaban atas soal yang ditanyakan

- Guru memberikan materi dengan menggunakan metode scrabble.

- ELABORASI

- Guru menerangkan materi tentang text recount

- Siswa menulis informasi yang didapat dari penjelasan guru

- Guru memberikan kesempatan kepada siswa untuk bertanya

- Siswa berdiskusi secara kelompok untuk memecahkan soal dengan menggunakan metode yang ada

- Siswa mengemukakan hasil jawaban

- Guru dan siswa secara bersama menentukan juara hasil kompetisi

- KONFIRMASI

- Dengan arahan guru, siswa merefleksi kegiatan pembelajaran yang telah dilalui

- Guru memotivasi siswa yang belum berpartisipasi aktif dalam pembelajaran

- KEGIATAN AKHIR

- Guru dan siswa bersama-sama membuat kesimpulan dari materi yang telah diajarkan

- Guru merefleksi kegiatan pembelajaran yang telah terlaksana

- Guru memberi umpan balik terhadap proses pembelajaran

- Guru memberikan soal-soal latihan yang telah disiapkan kepada siswa

- Guru menginformasikan mengenai materi yang akan datang

- Guru bersama siswa menutup pembelajaran dengan bacaan hamdalah dan salam
I. PENILAIAN

1. JENIS PENILAIAN : Tes Tertulis

2. BENTUK INSTRUMEN : Pilihan Ganda

PEDOMAN PENSKORAN

<table>
<thead>
<tr>
<th>Pedoman penskoran pada pilihan ganda</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menjawab dengan tepat</td>
<td>1</td>
</tr>
<tr>
<td>Tidak menjawab atau menjawab tidak tepat</td>
<td>0</td>
</tr>
</tbody>
</table>

Magelang, 15 April 2011

Guru Pamong
Siti Nurift M. S. Pd. I
NIP. 197804182005012003

Guru Praktikan
Siti Mukaromah
NIM. 1130728

Mengetahui,

[Signature]

NIP. 195610101981031006
Pre-Test

Name:

Class:

Choose the best answers by (X) in the answer sheet!

1. Ann helps ... son with his homework.
   a. your
   b. her
   c. his
   d. its

2. Jamez is studying English ... they want to travel to England.
   a. but
   b. because
   c. that
   d. it

3. Charles is Lady Diana's son, we call he as ...?
   a. prince
   b. princess
   c. queen
   d. king

4. The people call Lady Diana as ...?
   a. prince
   b. princes
   c. queen
   d. king

5. She ... goes jogging on the park at the weekend.
   a. a lot of
   b. much
   c. often
   d. some

6. They can ... basket ball very well.

7. Eliana work in the night club as ...?
   a. waiter
   b. waitress
   c. host
   d. hostess

8. Her son sale electronic as a ...?
   a. saleswoman
   b. sales
   c. salesman
   d. steward

9. Viona work in the plane as ...?
   a. stewardess
   b. steward
   c. actress
   d. actor

10. People call men who not marry yet as ...?
    a. spinster
    b. infant
    c. bachelor
    d. girl

11. My uncle get job in the factory as a ...
    a. manageress
b. conductress
c. steward
d. manager

12. Dian Sastro likes to act, so she wants to be ...?
a. actor
b. actress
c. artist
d. dancer

13. Pricilia will become ... because she will marry tomorrow.
a. bridegroom
b. bride
c. king
d. price

14. The antonym of seldom is ...?
a. often
b. ever
c. never
d. not yet

15. You should stay home ... you get your household chores finished.
a. as long as
b. but
c. while
d. until

16. I spent the whole day in the swimming pool. The synonym of whole is ...?
a. entire

17. Mrs. Jhon would like to take a nap in the evening. The synonym of nap is ...?
a. cookies
b. rest
c. job
d. tired

18. His girl’s friend bought a lovely scarlet hat. The synonym of scarlet is ...?
a. velvet
b. dark
c. violet
d. red

19. The antonym of cry is ...?
a. laugh
b. bad
c. hope
d. sad

20. I’m only working ... I wait to win the letter.
a. or
b. as if
c. but
d. while
Choose true answer with give (x)

1. “Give me a dollar ... give me a sandwich” said the beggar.
   a. but
   b. or
   c. until
   d. while

2. She has to call home ... the family knows she is going to be late.
   a. until
   b. so that
   c. as if
   d. or

3. The tax collector checked my tax papers ... I sat there and sweated.
   a. while
   b. yet
   c. as if
   d. so that

4. George likes pizza ... it is salty and tasty.
   a. because
   b. until
   c. and
   d. or

5. It is hard for me to believe Clark Kent is Superman ... they say he really is.
   a. as long as
   b. but
   c. because
   d. or

6. The winning team of the World Series often has a jovial attitude.
   **Jovial** means ....
   a. sad
   b. somber
   c. laborious
   d. merry

7. Workman who makes and repairs the wooden part of building and other structures of wood is called ...?
   a. teacher
   b. farmer
   c. carpenter
   d. painter

8. When having the problem, it is dissect the situation then act.
   **Dissect** means ...?
   a. ignore
   b. control
   c. discuss
   d. analyze

9. The aural component of balance is critical for postural control during ambulation. Aural means related to the ...?
   a. nose
   b. eyes
   c. ears
   d. hands

10. A lyre was played in ancient Rome. The **lyre** is a ...?
    a. percussion instrument
    b. stringed instrument in the harp class
    c. wind instrument in the wind class
    d. rhythmical percussion device

11. A person who trained or expert in chemistry or person who prepares medicines and sells is called ...?
    a. chemotherapy
    b. chemical
    c. chemist
Name: 
Class: 

Post-test

Choose true answer with give (x)

1. “Give me a dollar … give me a sandwich” said the beggar.
   a. but
   b. or
   c. until
   d. while

2. She has to call home … the family knows she is going to be late.
   a. until
   b. so that
   c. as if
   d. or

3. The tax collector checked my tax papers … I sat there and sweated.
   a. while
   b. yet
   c. as if
   d. so that

4. George likes pizza … it is salty and tasty.
   a. because
   b. until
   c. and
   d. or

5. It is hard for me to believe Clark Kent is Superman … they say he really is.
   a. as long as
   b. but
   c. because
   d. or

6. The winning team of the World Series often has a jovial attitude. 
   *Jovial* means …
   a. sad
   b. somber
   c. laborious
   d. merry

7. Workman who makes and repairs the wooden part of building and other structures of wood is called …?
   a. teacher
   b. farmer
   c. carpenter
   d. painter

8. When having the problem, it is dissect the situation then act. *Dissect* means …?
   a. ignore
   b. control
   c. discuss
   d. analyze

9. The aural component of balance is critical for postural control during ambulation. Aural means related to the …?
   a. nose
   b. eyes
   c. ears
   d. hands

10. A lyre was played in ancient Rome. The *lyre* is a …?
    a. percussion instrument
    b. stringed instrument in the harp class
    c. wind instrument in the wind class
    d. rhythmical percussion device

11. A person who trained or expert in chemistry or person who prepares medicines and sells is called …?
    a. chemotherapy
    b. chemical
    c. chemist
12. A person who head cook in hotel or restaurant is called ...?
   a. painter
   b. carpenter
   c. chef
   d. nurse

13. A person whose work is filling, cleaning, taking out teeth and fitting artificial teeth is called ...
   a. denude
   b. denture
   c. dental
   d. dentist

14. A person who lives by begging money or food (poor person) is called ...?
   a. begat
   b. beggar
   c. begin
   d. began

15. The antonym of stationary is ...
   a. around
   b. get
   c. moving
   d. behind

16. The antonym of drenched is ...
   a. dry
   b. smooth
   c. hard
   d. soft

17. The antonym of sour is ...
   a. sweep
   b. sweet
   c. swim
   d. swam

18. The synonym of tardy is ...
   a. late

19. The synonym of couch is ...
   a. sofa
   b. sad
   c. simple
   d. suitcase

20. The synonym of depart is ...
   a. leave
   b. luggage
   c. horrible
   d. vacant
Pre-Test

Name:

Class:

Choose true answer with give (x)

1. “What...is your shirt?” M, medium.
   a. Color
   b. Size
   c. Shape
   d. Short

2. The size of elephant is ....
   a. Small
   b. Big
   c. Little
   d. Thin

3. The shape of a coin is ....
   a. Circle
   b. Round
   c. Square
   d. Rectangle

4. The shape of a box is ....
   a. Oval
   b. Pyramid
   c. Rectangle
   d. Cube

5. The shape of ... is cylinder.
   a. Book
   b. House
   c. Pipe
   d. Ball

6. The color of our blood is ....
   a. White
   b. Black
   c. Blue
   d. Red

7. The color of water is ....
   a. White
   b. Blue
   c. No color
   d. Brown

8. The MTs students wear blue
   skirts and ... blouse.
   a. White
   b. Blue
   c. Brown
   d. Cream

9. The color of ... is green.
   a. Sky
   b. Grass
   c. Mountain
   d. Snow

10. Bread is made of ....
    a. Eggs
    b. Butter
    c. Flour
    d. Sugar

11. The man has .....  
    a. Beard
    b. Moustache
    c. Scar
    d. Pointed noise

12. a. Beard
    b. Moustache
    c. Scar
    d. Narrow eyes

13. The woman has ... hair.
    a. Wavy
    b. Short
    c. Straight
    d. Curly
14. The man has ... noise.
   a. Flat
   b. Pointed
   c. Sharp
   d. Big

15. The woman has ... face.
   a. Round
   b. Oval
   c. Square
   d. Circle

16. December 12, 1995
   The true sentence below is....
   a. December the twelfth, nineteen ninety five.
   b. December the twelfth, nineteen ninety five.
   c. December the twelfth, nineteen ninety fifth.
   d. December the twelve, ninety nineteen five.

17. There is ...tea in the cupboard
    but there isn’t...coffee.
   a. Any-some.
   b. Any-any.
   c. Some-any.
   d. Some-some.

18. 253 256 259 ...
    How the next number to fill the blank?
   a. Three hundred and sixty two.
   b. Two hundred and sixty three.
   c. Two hundred and sixty five.
   d. Two hundred and sixty two.

19. Erna will celebrate her birthday on the twenty third of October. It will be on the...week.
   a. First.
   b. Second.
Name:
Class:

**Choose true answer with give (x)**

1. He felt ... because he has won the swimming competition.
   - a. worried
   - b. happy
   - c. hopeless
   - d. angry

2. Indra asked Lia to turn off the TV last night because his father . . . .
   - a. slept
   - b. are sleeping
   - c. is sleeping
   - d. was sleeping

3. | No | Student's name | Age |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ira</td>
<td>14</td>
</tr>
<tr>
<td>2.</td>
<td>Erma</td>
<td>15</td>
</tr>
<tr>
<td>3.</td>
<td>Rudi</td>
<td>15</td>
</tr>
<tr>
<td>4.</td>
<td>Yuda</td>
<td>16</td>
</tr>
</tbody>
</table>

From the table above we know that . . . .
- a. Ira is older than Erna.
- b. Rudi is older than Ira.
- c. Yuda is younger than Rudi.
- d. Erna is the oldest of them all.

4. Shanty left her home for school at half past six this morning. Just thirty minutes after that, her father arrived from Bali.
   What time did Shanty’s father arrive home this morning?
   - a. at six
   - b. at six thirty
   - c. at seven
   - d. at half past six

5. *Tania:* I like the “Galaxy Radio” very much. The programs are very interesting.
   *Vita:* I know, it is good, but the “Family Radio” is . . . I think.
   - a. good
   - b. worse
   - c. better
   - d. bad

6. Traveling by train Rp 5,000
   Traveling by bus Rp 2,500
   From the text above shows that traveling by train is . . . than by bus.
   - a. more expensive
   - b. faster
   - c. cheaper
   - d. more comfortable
7. Ma’ruf is different with Latif. Latif has long hair but Ma’ruf ....
   a. high
   b. tall
   c. wide
   d. short

   At first, I felt my body became weak then I fainted when I was studying in the classroom. Then, I was taken to the hospital because of the high fever.

8. The antonym of weak is ....
   a. lazy
   b. full
   c. short
   d. energetic

9. The synonym of high is ....
   a. upper
   b. long
   c. short
   d. tall

10. The mean of fainted is ....
    a. jatuh
    b. tidur
    c. pingsan
    d. sakit

    At the hospital, I was brought into the emergency unit.

The doctor immediately gave some treatment. Finally, I had to stay there for one week. Everyday the doctor kept me on a drip.

11. Based on the text, what sentence is true?
    a. I was brought into the emergency unit
    b. The doctor didn’t give some treatment
    c. I was brought into the hospital room
    d. I had to stay there for one month

12. Last week, Tono ... to the beach.
    a. goes
    b. gone
    c. go
    d. went

13. Shela : What are you ...?
    Majid : I am looking for dictionary.
    a. reading
    b. looking for
    c. doing
    d. thinking

14. The policemen ... searching the criminal last week...
    a. is
    b. am
    c. are
15. My father has worked hard all day yesterday. He must be very tired. After that he ....
   a. sliped
   b. sliping
   c. slipped
   d. slept

d. was

c. watched
d. watches

16. Angga ... doll to her friend yesterday in market.
   a. bought
   b. brought
   c. bring
   d. gave

   a. sit
   b. sitting
   c. sat
   d. sits

17. They ... football together last week.
   a. play
   b. played
   c. playing
   d. plays

The following text is for the question number 18-20

   Yesterday, they sat together in the classroom. They ... (18) movie in the cinema. They ... (19) spare time to listen music. They watched a film. On Saturday there is no class. So on Saturday they did not ... (20) in the classroom.

18.
   a. watching
   b. watch
### KEY ANSWER

<table>
<thead>
<tr>
<th>Pre-test 1</th>
<th>Post-test 1</th>
<th>Pre-test 2</th>
<th>Post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>B</td>
<td>B</td>
<td>D</td>
</tr>
<tr>
<td>B</td>
<td>D</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>D</td>
<td>C</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>D</td>
<td>A</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>C</td>
<td>D</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>A</td>
<td>D</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>C</td>
<td>C</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>B</td>
<td>A</td>
<td>D</td>
<td>A</td>
</tr>
<tr>
<td>B</td>
<td>D</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>D</td>
<td>C</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>B</td>
<td>D</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>A</td>
<td>D</td>
<td>D</td>
<td>C</td>
</tr>
<tr>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>C</td>
<td>B</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>D</td>
<td>C</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>C</td>
<td>C</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>
**LEMBAR KONSULTASI SKRIPSI**

**NAMA MAHASISWA:** SITI MAHFUZAH

**NIM:** 1307128

**PEMBIMBING:** Dr. H. N. Zaidi, M.Ag.

**JUDUL:** THE USE OF CURABLE IN ENGLISH TEACHING TO IMPROVE VOCABULARY MASTERY AT THE SECOND YEAR STUDENTS OF MTS. N.S. KALIANGKIE, MAGELANG, IN THE ACADEMIC YEAR 2010/2011

<table>
<thead>
<tr>
<th>NO.</th>
<th>TANGGAL</th>
<th>ISI KONSULTASI</th>
<th>CATATAN PEMBIMBING</th>
<th>PARAF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12/03/11</td>
<td>Proposal</td>
<td>To be revised. Be careful. Be more clear.</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>26/05/11</td>
<td>Proposal</td>
<td>To be revised. By revision.</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>21/06/11</td>
<td>Chapter 1</td>
<td>Mention your sources, especially not only from internet but from books.</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>07/07/11</td>
<td>Chapter 2</td>
<td>Chapter II to be revised.</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>22/11</td>
<td>Chapter 3</td>
<td>Chapter III to be revised.</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>08/12</td>
<td>Chapter 4</td>
<td>Chapter IV to be revised.</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>08/12</td>
<td>Chapter 5</td>
<td>Chapter V to be revised.</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>12/12</td>
<td>Chapter 6</td>
<td>Chapter VI to be revised.</td>
<td>1</td>
</tr>
</tbody>
</table>

**CATATAN:**

SETIAP KONSULTASI LEMBAR INI HARUS DILAYAKAN

Pembimbing

Dr. H. N. Zaidi, M.Ag.