

A PRE-EXPERIMENTAL STUDY ON TEACHING ENGLISH VOCABULARY THROUGH SCRABBLE GAME TO THE TENTH GRADE STUDENTS OF SMK NEGERI 1 SENGAH TEMILA IN ACADEMIC YEAR 2018/2019

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ABSTRACT

The researcher intends to use the scrabble game in teaching English at SMK Negeri 1 Sengah Temila and it is hoped this teaching can help to increase their vocabulary English easier. This case also attracts the researcher's attention to conduct a research because the research that has been conducted to investigate this issue was not much enough especially in the Teachers' Training and Education Faculty at Tanjungpura University. The purpose of this research is to investigate how high is the tenth grade students of SMK Negeri 1 Sengah Temila's achievement in vocabulary taught by using scrabble game in the academic year 2018/2019. The measurement technique was applied for collecting the data and the descriptive method is used to describe the data. 39 students of class X a and X b out of 70 students (population) were taken as samples. The analysis displays that the average score of the students' achievement vocabulary taught by using scrabble game is 65.95 in the post-test, 19.61 higher than the one in the pre-test (45.95). The obtained t-value is 11,65, higher than the t-table value, 2.00 ($19.61 > 2.00$), indicating that the difference is significant. The figures show that teaching vocabulary by using scrabble game to the tenth grade students of SMK Negeri 1 Sengah Temila in academic year 2018/2019 increased the students' vocabulary achievement.

Keyword: Teaching English, vocabulary, scrabble game

INTRODUCTION

In Indonesia, English is a compulsory subject taught from Secondary level until the University. English language is a foreign language which is one of the basic needs in this globalization era. That is why, English is one of the important subjects taught in formal education institution to develop the education quality.

One of languages that is often used as a means of communication is English. It is an international language. English has an important role, particularly in process of getting and giving information through direct or indirect interactions among people all over the world. Such information is badly needed by those

who would like to keep up with the development in the fields of science, technology and business in the international level.

As an international language, it is very important for performing such communication. The need to give and to receive information and the need to understand and to be understood, motivate people to learn and to use English language. One of many foreign languages that has widely been learnt all over the world is English. Therefore, it becomes a basic need for students especially in vocational high school. English is one of the main subject in vocational high school that has been

taught to students from the tenth grade to the third grade.

The students learn English is not only able to speak it well but also they want to get a good grade. To help the students achieving the target, vocabulary is one of the language skills besides speaking, listening, reading and writing.

As a new formal subject English is still regarded strange by students when they get lesson especially vocabulary. They will find difficulties in recognizing a sufficient number of words. Therefore, they fail in reforming the four language skills satisfactorily. So the teacher has important role to help students reaching their goals. In conclusion, the mastery of a number of vocabularies is a basic requirement of English language acquisition. Most students still consider that English as a difficult subject to learn. After learning language for years, they are still unable to perform it well, the four language skills.

In accordance with the foregoing discussion, it is imperative to enrich students' mastery on vocabulary, since a person with a wide vocabulary is able to choose the most effective words and phrases for each occasion. A wide vocabulary is essential, because there are many words with almost but not quite the same meaning. For instance: large, huge, vast, and great, all have their own meaning, with reference to any good dictionary will be quickly revealed. Vocabulary is a part of language. The adult speakers of language think that language largely in terms of vocabulary. Furthermore, we use it in sentences because it harmonizes into a network of grammatical patterns that are second nature of us.

It is important for the learners to master large vocabulary because mastering a large vocabulary gives some advantages as follows:

1. With a large vocabulary, they will have a better performance in all aspect of English-language work.
2. A large vocabulary helps them to express their ideas precisely, vividly, and without unnecessarily repeating themselves in composition.
3. They cannot do well in conversation without a large vocabulary, for the passages and question involve a range of words much wider than that of daily conversation.
4. When summarizing, it is essential that we have a large stock of words from which to make an exact selection.

The role of vocabulary helps them to understand reading, writing, listening, and speaking. Knowing the vocabulary as many as possible, make the students be able to read, write, listen and speak well. The foreign language learners have to use the new words in context and in communicating with other people in daily life.

SMK Negeri 1 Sengah Temila has become the selected school for the investigation because of many reasons:

- a. The number of the teachers is very limited. Teacher is one of important aspect in teaching-learning process. If a school does not have sufficient number of teacher, it will influence the process of teaching and learning.
- b. The teaching method is not supported by the suitable technique and make the students have no motivation in learning English.
- c. The teaching-learning process is going monotonously. The teacher come into the class, gives a little explanation, and asks the student to do assignment/task from the textbook and leaves the class when the teaching time is over. This situation can make students feel bored and lazy to learn English.

It is the teachers' task to introduce as many words as possible to the students

so that they manage to have a good command of English. Teachers must be creative and innovative in their task to teach their students. They must think hard to find a new method and media which are appropriate to the student. The new method must be able to guarantee the success of teaching and learning process. The media for teaching have to be attractive.

The use of game changes the boring class activity into an interesting one. The students' interest to study a lesson would be higher through the use of game. Therefore, this might be another new alternative way of teaching which can guarantee the success of study. Game enhances the students' motivation, interest, and concentration to study. So far, many teachers seem to ignore this important issue. Most teachers simply come into the class and do their routine job and then leave the students after the teaching time is over.

The research is important to find out whether the use of scrabble game in the teaching of vocabulary to the Vocational high school students could increase the students' vocabulary mastery. If the fact identifies that the use of scrabble game can increase the students' vocabulary mastery, the researcher will suggest teachers to take the advantages of this simple teaching media. The use of scrabble game can at least be used as the interlude to chase the students' boredom and enrich the variation of teaching media and strategy.

The researcher intends to investigate whether scrabble game can increase student' vocabulary. The investigation will be conducted to the tenth grade students of SMK Negeri 1 Sengah Temila with several reasons:

1. The game is never used in teaching vocabulary to the students at SMK Negeri 1 Sengah Temila before.

2. It can enlarge the students' vocabulary building in English because it is an interesting technique.
3. This game can make the students creative because the scrabble model will be made by the students. The scrabble is made by wood and it is home made.

The researcher intends to use the scrabble game in teaching English at SMK Negeri 1 Sengah Temila and it is hoped this teaching can help to increase their vocabulary English easier.

This case also attracts the researcher's attention to conduct a research because the research that has been conducted to investigate this issue was not much enough especially in the Teachers' Training and Education Faculty at Tanjungpura University.

This research outcome is important for the English Teacher to find ways to solve the problem in added faced by the student in their attempt to enlarge their vocabulary of English.

LITERATURE REVIEW

The Nature of Teaching and Game

Teaching refers to showing or helping someone to learn how to do something, giving instruction, guiding the knowledge, causing to know or understand (Brown, 1980 : 7).

The teaching learning process is as old as human being on earth. It has been carried out by human being to have their young generations successfully to adjust their environment. The process has undergone changes from formal and informal.

Teaching, as conventionally understood by a traditional teacher is the act of disseminating of the learners classroom. Teacher may deliver information by various ways, for example some students are silently follow the teacher in their own text books.

Chauhan (1979: 12) defines the teaching as follows:

- a. Teaching is communication between two or more persons who influence each other by their ideas and learns something in process of interaction.
- b. Teaching is to fill in the mind of the learner by information and knowledge of facts for future use.
- c. Teaching is process in which learner, teacher, curriculum and other variables are organized in systematic way to attain some pre determined goal.
- d. Teaching is to cause motivation to learn.

Vocational high school students must recognize as many words as possible since the earliest stage. However the most important thing to be considered is the way of teaching the words so that the students will find it interesting. To achieve this purpose, teachers must take advantage the use of language games. Games can eradicate the students' boredom. Through language games students are unaware that they are studying the language.

According to Halt Rinehart and Winston (1989: 310), games are useful to students and teachers because:

1. They break classroom routines in pleasant way.
2. They provide an opportunity to see familiar material in a new relationship.
3. They are excellent motivation for all students for the kind of learning that requires drill.
4. The fact that students become interested and competitive in the games, acts to balance their reaction against drill.

Games as media in teaching vocabulary

A teaching media is very important in the teaching and learning process because it

can enhance the students understanding to the given lesson. In the vocabulary lesson, for example the teaching media is helpful for the students to find the answer for the questions, and furthermore they want to be the winner of the game. The teaching media is also believed to be very effective in encouraging the students' motivation. Therefore the students study vigorously in the classroom responding the media given out by their teacher.

The teacher of English language may take advantage of teaching media to establish a certain directed teaching condition. For example: When a teacher in vocabulary instruction would like to encourage the students to mention English words activity in the classroom, the teacher may show a picture that may attract the students attention. Thereafter, the teacher may inquire the students about the English words relating directly or indirectly to the picture exposed. By using colorful pictures the media must be more interesting to the students.

Gerlach and Ely (1980:2) argues the teaching medium is any person material, or event that establish condition which enable the learners to acquire knowledge, skill, and attitude. The above opinion indicates the importance of teaching and learning activity because games can help students to obtain knowledge skill and new positive attitude.

The Nature of Scrabble Game

P D Harris "Pete claim (2005), Scrabble is a word game that anybody can play as long as they can spell in the language in which the game is being played. It can be a lot of fun but it's wise to have a dictionary at hand to settle disputes that arise when somebody creates a dubious word or spelling. The dictionary should only be used to settle disputes - leafing through its pages trying to find a word that fits your letters is definitely cheating.

The game is intended to be played by between two and four players but it is possible to practice alone and I'll explain how later, though it isn't as much fun as playing against another person. If more than four people are available, they can either team up or just find something else to use instead of racks to hold the tiles.

Scrabble comes in various editions but all of them have certain things in common. There are 100 tiles each with a letter on them, four racks (one to hold each payer's tiles) and a bag into which all tiles are placed at the start of the game and from which all players draw letters as the game progresses. The main playing area is a board of 15 x 15 squares, most of which are of a standard gray color. Some squares are red, pink, dark blue or pale blue - these are premium-scoring squares (triple word, double word, triple letter, double letter respectively).

To begin with, each player draws seven tiles from the bag. The tenth player makes a word from any or all of their letters and places it on the board, beginning, ending or crossing the central square, which automatically gives them a double word score. (it is pink) and replaces the used tiles with a corresponding number of tiles from the bag. Subsequently, players take turns to create a new word (thereby building a crossword on the board), attempting to score as many points as possible. Any tiles added must all form part of one word and link to tiles already on the board but strategy as well as vocabulary is useful.

Karim (1986:34) states that scrabble game is worthily applied in English lesson. It is commendable for at least two kinds of teaching and learning activities, namely: the teaching of vocabulary and the presentation of variation in teaching and learning activity. The scrabble game is

appropriate for the teaching of vocabulary because the game deals with words and terms language. Through scrabble game, students may remember the words that they have ever recognized previously. The scrabble game may also introduce the new English words that they have not know before to the students.

Spaventa cited in Nababan (1993:211) suggested the use of scrabble game for vocabulary teaching. He argued that the game can raise the students learning interest. Beside this, Smith (1997:2) argued that students learn vocabulary more effectively when they are directly involved in constructing meaning rather than in memorizing definition or synonyms. Hence, by employing scrabble game in the teaching of vocabulary, the students will learn enthusiastically. The students also remember the vocabulary that they have learnt as they are involved in constructing the meaning of the word in the given game.

Meanwhile, Production and Marketing Company Newtown Conn defines (2004) that Scrabble game is a word for 2, 3, or 4 players. The play consist of forming interlocking words, cross- word fashion, on the scrabble playing board using letter tiles with various score values. Each player competes for high score by using his/her letter values and premium squares on the board. The combined total score for a game may range from about 500 point to 700 or more depending on the skill of the players.

Scrabble game can motivate and challenge the students to find the meaningful words among the scrabble letters within a limitation of time. A teaching condition which is relaxed but serious and competitive, needs developing to attract the students' motivation. The purpose of giving a joyful and relaxed language game

(scrabble game) to students is to attract the students' interest to study a lesson that has been prepared.

The Nature of Vocabulary

Every language has its own arbitrary symbols or words to express the meaning objects or ideas. People agree that words help them to organize their ideas and experience: they are part of thinking, Fisher (1982:98) states that words are the unit of speech of language. Words are experience, names, and our stock of words influences our view, our perception and conception of the word. Vocabulary development is a matter of seeing conceptual relationship, putting handles on objects and ideas so we can manipulate the effectively".

The English grammar consists of eight parts called part of speech: noun, verb, adjectives, adverb, pronoun, preposition, conjunction and interjection. The tenth four categories are known as the content words, the four major ones in English. The great bulk of English vocabulary fall into these categories only some words belong solely to one part of speech: child is a noun, learns a verb, diligent is an adjective and especially is an adverb.

A good vocabulary is a vital part of communication. Vocabulary helps students understand reading, writing, listening and speaking. Knowing the vocabulary as many as possible, will make the student a better speaker listener, and leader. In contrast, a poor vocabulary can seriously slow their reading speed and their comprehension.

Kinds of vocabulary.

There are many aspect will be found if learners study about English vocabulary like synonym, antonym, phonology, and morphology. In general, there are two types of lexical items: the functional words and content words.

Fromkin and Rodman (1978:111) say that in English, verb, noun, adjective and adverb create the largest part of the vocabulary, it means that content word classes dominates English language.

The vocabulary or words is divided into two kinds, they are functional words and content words as defined by Rachmadie (1985: 6)s:

a. The functional words.

The functional words are used chiefly to express grammatical functions. Functional words are those that often have little meaning in the dictionary sense but which serve important functions in the relation to other words in the language to each other. For example: is, at, to, which, for, by and so forth.

b. The content words.

The content words are used to express cultural content and the consist of nouns, verb, adjective, and adverbs making up the largest part of vocabulary.

In this research, the writer focuses on one of the part of speech that is:

The eight *parts of speech* that are used to describe English words are:

- a. Nouns
- b. Verbs
- c. Adjectives
- d. Adverbs
- e. Pronouns
- f. Prepositions
- g. Conjunctions
- h. Articles

A *noun* is often defined as *a word which names a person, place or thing.*

Here are some examples of *nouns*: boy, river, friend, Mexico, triangle, day, school, truth, university, idea, John F. Kennedy, movie, aunt, vacation, eye, dream, flag, teacher, class, grammar. John F. Kennedy is a noun because it is the name of a person; Mexico is a noun because it is the name of a place; and boy is a noun because it is the name of a thing.

Some grammar books divide *nouns* into 2 groups - *proper nouns* and *common nouns*. *Proper nouns* are nouns which begin with a capital letter because it is the name of a specific or particular person place or thing. Some examples of *proper nouns* are: Mexico, John F. Kennedy, Atlantic Ocean, February, Monday, New York City, Susan, Maple Street, Burger King. If you see a word beginning with a capital letter in the middle of a sentence, it is probably a *proper noun*. Most nouns are *common nouns* and do not begin with a capital letter.

Many *nouns* have a special *plural* form if there is more than one. For example, we say one book but two books. *Plurals* are usually formed by adding an -s (books) or -es (boxes) but some *plurals* are formed in different ways (child - children, person - people, mouse - mice, sheep - sheep).

A *verb* is often defined as *a word which shows action or state of being*. The *verb* is the heart of a sentence - every sentence must have a *verb*. Recognizing the *verb* is often the most important step in understanding the meaning of a sentence. In the sentence The dog bit the man, bit is the *verb* and the word which shows the action of the sentence. In the sentence The man is sitting on a chair,

even though the action doesn't show much activity, sitting is the *verb* of the sentence. In the sentence She is a smart girl, there is no action but a state of being expressed by the verb is. The word be is different from other *verbs* in many ways but can still be thought of as a *verb*.

Unlike most of the other parts of speech, *verbs* change their form. Sometimes endings are added (learn - learned) and sometimes the word itself becomes different (teach-taught). The different forms of *verbs* show different meanings related to such things as tense (past, present, future), person (tenth person, second person, third person), number (singular, plural) and voice (active, passive). *Verbs* are also often accompanied by verb-like words called modals (may, could, should, etc.) and auxiliaries(do, have, will, etc.) to give them different meanings.

One of the most important things about *verbs* is their relationship to time. *Verbs* tell if something has already happened, if it will happen later, or if it is happening now. For things happening now, we use the present tense of a verb; for something that has already happened, we use the past tense; and for something that will happen later, we use the future tense. Some examples of *verbs* in each tense are in the chart below:

Present	Past	Future
look	Looked	will look
move	Moved	will move
talk	Talked	will talk

Verbs like those in the chart above that form the past tense by adding -d or -ed are called *regular verbs*. Some of the most common *verbs* are not regular and

the different forms of the *verb* must be learned. Some examples of such *irregular verbs* are in the chart below:

Present	Past	Future
see	saw	will see
hear	heard	will hear
speak	spoke	Will speak

The charts above show the *simple tenses* of the *verbs*. There are also *progressive* or *continuous* forms which show that the action takes place over a period of time,

and *perfect* forms which show completion of the action. These forms will be discussed more in other lessons,

but a few examples are given in the chart below:

Present Continuous	Present Perfect
is looking	has looked
is speaking	Has spoken
is talking	has talked

Simple present tense verbs have a special form for the *third person singular*. *Singular* means "one" and *plural* means "more than one." *Person* is used here to show who or what does the action and can have the following forms:

1st person or the self (I, we)

2nd person or the person spoken to (you)

3rd person or a person not present (he, she, it, they)

The *third person singular* forms are represented by the pronouns he, she, it. The chart below shows how the *third person singular verb* form changes:

Singular		Plural	
1st Person (I)	see hear come	1st Person (we)	see hear come
2nd Person (you)	see hear come	2nd Person (you)	see hear come
3rd Person (he, she, it)	sees hears comes	3rd Person (they)	see hear come

A *verb* must "agree" with its *subject*. *Subject-verb agreement* generally means that the *third person singular verb* form must be used with a *third person subject* in the simple present tense. The word *be* - the most irregular

and also most common *verb* in English - has different forms for each person and even for the simple past tense. The forms of the word *be* are given in the chart below:

Number	Person	Present	Past	Future
Singular	1st (I)	Am	Was	will be
	2nd (you)	Are	Were	will be
	3rd (he, she, it)	Is	Was	will be
Plural	1st (we)	Are	Were	will be
	2nd (you)	Are	Were	will be
	3rd (they)	Are	Were	will be

Usually a *subject* comes before a *verb* and an *object* may come after it. The *subject* is what does the action of the *verb* and the *object* is what receives the action. In the sentence Bob ate a hamburger, Bob is the *subject* or the one who did the eating and the hamburger is

the *object* or what got eaten. A *verb* which has an *object* is called a *transitive verb* and some examples are throw, buy, hit, love. A *verb* which has no *object* is called an *intransitive verb* and some examples are go, come, walk, listen.

As you can see in the charts above, *verbs* are often made up of more than one word. The future forms, for example, use the word *will* and the perfect forms use the word *have*. These words are called *helping* or *auxiliary*

verbs. The word *be* can serve as an *auxiliary* and *will* and *shall* are also *auxiliary* forms. The chart below shows two other verbs which can also be used as *auxiliaries*:

Number	Person	Present	Past
Singular	1st (I)	have do	had did
	2 nd (you)	have do	had did
	3rd (he, she, it)	has does	had did
Plural	1 st (we)	have do	had did
	2 nd (you)	have do	had did
	3rd (they)	have do	had did

There is a type of *auxiliary verb* called a *modal* which changes the meaning of a *verb* in different ways. Words like *can*, *should*, *would*, *may*, *might*, and *must* are *modals* and are covered in other lessons.

There are other lessons that cover the use of *verbs*. This lesson presents some of the important features of *verbs* and also shows some common forms.

An *adjective* is often defined as a *word which describes or gives more information about a noun or pronoun*. *Adjectives* describe nouns in terms of such qualities as size, color, number, and kind. In the sentence *The lazy dog sat on the rug*, the word *lazy* is an *adjective* which gives more information about the noun *dog*. We can add more *adjectives* to describe the dog as well as in the sentence *The lazy, old, brown dog sat on the rug*. We can also add *adjectives* to describe the rug as in the sentence *The lazy, old, brown dog sat on the beautiful, expensive, new rug*.

The *adjectives* do not change the basic meaning or structure of the sentence, but they do give a lot more information about the dog and the rug. As you can see in the example above,

when more than one adjective is used, a comma (,) is used between the *adjectives*.

Usually an *adjective* comes before the noun that it describes, as in tall man. It can also come after a form of the word *be* as in *The man is tall*. More than one *adjective* can be used in this position in the sentence *The man is tall, dark and handsome*. In later lessons, you will learn how to make comparisons with *adjectives*.

Most *adjectives* do not change form whether the noun it describes is *singular* or *plural*. For example we say big tree and big trees, old house and old houses, good time and good times. There are, however, some *adjectives* that do have different *singular* and *plural* forms. The common words *this* and *that* have the *plural* forms these and those. These words are called *demonstrative adjectives* because demonstrate or point out what is being referred to.

Another common type of *adjective* is the *possessive adjective* which shows possession or ownership. The words my dog or my dogs indicate that the dog or dogs belong to me. I would use the *plural* form *our* if the dog or dogs belonged to me and other

people. The chart below shows the forms of *possessive adjectives*.

Person*	Singular	Plural
1st Person	My	Our
2nd Person	Your	Your
3rd Person	his/her/its	Their

**Person* is used here as a grammar word and has these meanings:

1st person or the self (I, me, we),

2nd person or the person spoken to (you)

3rd person or the person spoken about (he, she, him, her, they, them).

We have seen that an adjective is a word that gives more information about a noun or pronoun. An *adverb* is usually defined as *a word that gives more information about a verb, an adjective or another adverb*. *Adverbs* describe verbs, adjectives and adverbs in terms of such qualities as *time, frequency and manner*. In the sentence Sue runs fast, fast describes how or the *manner* in which Sue runs. In the sentence Sue runs very

fast, very describes the *adverb* fast and gives information about how fast Sue runs.

Most, but not all *adverbs* end in -ly as in But not all words that end in -ly are adverbs (ugly is an *adjective*, supply and reply can both be *nouns* or *verbs*). Many times an adjective can be made into an *adverb* by adding -ly as in nicely, quickly, completely, sincerely.

Adverbs of time tell when something happens and *adverbs of frequency* tell how often something happens. Below are some common *adverbs of time* and *frequency* which you should learn:

Adverbs of time	Adverbs of frequency
Do it now.	I always do my homework
I will see you then.	We sometimes get confused.
They will be here soon.	He usually gets good grades.
I can't meet you today.	I never went skiing.
Let's go tomorrow.	She rarely eats a big breakfast.
They told me yesterday.	He was once on TV.
Have you traveled recently?	He saw the movie twice.

A *pronoun* is often defined as *a word which can be used instead of a noun*. For example, instead of saying John is a student, the *pronoun* he can be used in place of the noun John and the sentence becomes He is a student. We use pronouns very often, especially so that we do not have to keep on repeating a noun. This chapter is about the kind of *pronoun* called a *personal pronoun* because it often refers to a person. Like nouns, *personal pronouns* sometimes have *singular* and *plural* forms (I-we, he-they).

Unlike nouns, *personal pronouns* sometimes have different forms for *masculine/male, feminine/female* and *neuter* (he-she-it). Also unlike nouns, *personal pronouns* have different forms depending on if they act as *subjects* or *objects* (he-him, she-her). A *subject* is a word which does an action and usually comes before the verb, and an *object* is a word that receives an action and usually comes after the verb. For example, in the sentence Yesterday Susan called her mother, Susan is the *subject* and mother is the *object*. The *pronoun* she can be

used instead of Susan and the *pronoun* her can be used instead of mother. The form of a *personal pronoun* also changes according to what *person* is referred to. *Person* is used here as a grammar word and means:

- 1st person or the self (I, me, we),
- 2nd person or the person spoken to (you),
- 3rd person or the person spoken about (he, she, him, her, they, them).

There is also a *possessive* form of the *pronoun*. Just as we can make a noun *possessive* as in the sentence That is my father's book to mean That is the book of my father, we can make the *pronoun possessive* and say That book is his. There are possessive adjective forms (such as my, your, his, her etc.) that are

Singular

Person	Subject	Object	Possessive	Intensive Reflexive
1 st	I	Me	Mine	myself
2 nd	You	You	Yours	yourself
3 rd	he/she/it	him/her/it	his/hers	himself/herself/itself

Plural

Person	Subject	Object	Possessive	Intensive Reflexive
1 st	We	Us	Ours	ourselves
2 nd	You	You	Yours	yourselves
3 rd	They	Them	Theirs	themselves

Notice that the form you is the same for *subject* and *object*, *singular* and *plural* and that there is no *neuter singular possessive* form.

There are also *interrogative pronouns* (who, which, what) used for asking questions and *relative pronouns* (who, which, what, that) used in complex sentences which will be discussed in another place. Some grammar books also talk about *demonstrative pronouns* (this, that, these, those) and *indefinite pronouns* (some, all, both, each, etc.) which are very similar to adjectives and do not need to be discussed here.

discussed with other adjectives in chapter 4. *Possessive pronouns* can stand by themselves without nouns, but possessive adjectives, like other adjectives, are used together with nouns.

There is also an *intensive* form of the *pronoun* which intensifies or emphasizes the noun that it comes after as in the sentence I myself saw him. The *reflexive* form of the *pronoun* looks exactly like the *intensive* form but is used when the *subject* and *object* of a verb refers to the same person as in the sentence I saw myself in the mirror.

All of this may sound confusing, but if you study the chart below, it will be clearer:

A *preposition* is a word which shows relationships among other words in the sentence. The relationships include *direction*, *place*, *time*, *cause*, *manner* and *amount*. In the sentence She went to the store, to is a *preposition* which shows *direction*. In the sentence He came by bus, by is a *preposition* which shows *manner*. In the sentence They will be here at three o'clock, at is a *preposition* which shows *time* and in the sentence It is under the table, under is a *preposition* which shows *place*.

A preposition always goes with a noun or pronoun which is called the *object of the preposition*. The

preposition is almost always before the noun or pronoun and that is why it is called a preposition. The *preposition* and the *object of the preposition* together are called a *prepositional phrase*. The

Preposition	Object of the Preposition	Prepositional Phrase
To	The store	to the store
By	Bus	by bus
At	Three o'clock	at three o'clock
Under	The table	under the table

Prepositional phrases are like idioms and are best learned through listening to and reading as much as possible. Below are some common *prepositions* of *time* and *place* and examples of their use.

Prepositions of time:

at two o'clock
 on Wednesday
 in an hour, in January; in 1992
 for a day

Prepositions of place:

at my house
 in New York, in my hand
 on the table
 near the library
 across the street
 under the bed
 between the books

A *conjunction* is a *word that connects other words or groups of words*. In the sentence Bob and Dan are friends the *conjunction* and connects two nouns and in the sentence He will drive or fly, the *conjunction* or connects two verbs. In the sentence It is early but we can go, the *conjunction* but connects two groups of words.

Coordinating conjunctions are *conjunctions* which connect two equal parts of a sentence. The most common ones are and, or, but, and so which are used in the following ways:

and is used to join or add words together in the sentence

following chart shows the *prepositions*, *objects of the preposition*, and *prepositional phrases* of the sentences above.

They ate and drank.
or is used to show choice or possibilities as in the sentence
 He will be here on Monday or Tuesday.
but is used to show opposite or conflicting ideas as in the sentence
 She is small but strong.
so is used to show result as in the sentence
 I was tired so I went to sleep.

Subordinating conjunctions connect two parts of a sentence that are not equal and will be discussed more in another class. For now, you should know some of the more common *subordinating conjunctions* such as:

after	before	unless
although	if	until
as	since	when
because	than	while

Correlative conjunctions are pairs of *conjunctions* that work together. In the sentence Both Jan and Meg are good swimmers, both . . . and are *correlative conjunctions*. The most common *correlative conjunctions* are:

both . . . and
 either . . . or
 neither . . . nor
 not only . . . but also

An *article* is a kind of adjective which *is always used with and gives some information about a noun*. There are only two *articles* a and the, but they are used very often and are important for using English accurately.

The word a (which becomes an when the next word begins with a vowel - a, e, i, o, u) is called the *indefinite article* because the noun it goes with is indefinite or general. The meaning of the *article* a is similar to the number one, but one is stronger and gives more emphasis. It is possible to say I have a book or I have one book, but the second sentence emphasizes that I do not have two or three or some other number of books.

The word the is known as the *definite article* and indicates a specific thing. The difference between the sentences I sat on a chair and I sat on the chair is that the second sentence refers to a particular, specific chair, not just any chair.

Many nouns, especially *singular* forms of *countable* nouns which you will learn about later, must have an *article*. In English, it is not possible to say ~~I sat on~~

~~chair~~ without an *article*, but a demonstrative or possessive adjective can be used instead of an article as in the sentences I sat on that chair and I sat on his chair.

Whenever you see an *article*, you will find a noun with it. The noun may be the next word as in he man or there may be adjectives and perhaps adverbs between the *article* and the noun as in the very angry, young man.

Now that you have learned all the *parts of speech*, you can identify the words in a sentence. This chapter will give you some clues that will make identification easier.

Tenth of all, a word can be more than one *part of speech* and you have to look at how the word works in a particular sentence to know what *part of speech* it is. The chart below shows examples of words that have more than one *part of speech*.

Word	Sentence	Part of Speech
can	I think I can do it.	verb
can	Don't open that can of beans.	noun
only	This is my only pen.	adjective
only	He was only joking.	adverb
his	That book is his.	pronoun
his	That is his book.	adjective
English	Can you speak English?	noun
English	I am reading an English novel.	adjective

The verb is the heart of a sentence, so it is a good idea to identify the verb tenth when looking at a sentence. Verbs can be recognized through:

past tense ending (looked)
3rd person singular ending (says)

auxiliary verb (will see)
modal verb (can hear)

There are also verb endings or suffixes that can help you recognize verbs.

Teaching Vocabulary

Vocabulary is fundamental to the mastery of all language skills because words are the smallest element of a sentence. Nobody will be able to perform English skill satisfactorily without mastering a sufficient number of vocabularies. One is unable to read with high comprehension, or to speak fluently without understanding of words meaning. In short the recognition of words

are fundamental aspect to be mastered for the tenth time.

Vocabulary mastery may be enable students to demonstrate their understanding of spoken words and to use vocabulary orally, In addition, students may be enable to recognize pictorial steps. Which may be applied in teaching vocabulary.

1. Hearing the word.

In this step, the teacher must let the students hear the word. Then, if the sounds of the word have been mastered. The students will hear it correctly with the two or three repetition.

2. Pronouncing the word

Let the students pronounce the word. The advantages of doing this are that it will help the students remember the word longer and identify it more readily when they hear or see it .

3. Grasping the meaning

This step applied by getting to the class without using translation, except possibly as last sort. It is proposed because it teacher uses the tenth language every time in any real communication. It is necessary, the target language will remain a useless seriously rather than the vital communication system.

1. Illustrative sentences.

The sentences are used to illustrate the range and variation of usage.

Example: Think

a. Think it before you speak

b. I think so.

c. Did you think he was here?

2. Practice from meaning to expression.

After the students have know the meaning of the word, they must then practice it use reinforce the trace and turn it into habit. The students are not asked to create new context, but merely remember the ones presented.

3. Reading the word.

Now the class have heard and pronounced the word and know what it means, they must see it and read it aloud. Interference from the writing system will eventually have to faced. The activities can be in the form of :

4. Writing the word.

Ask the students to write the word while their auditory memories are fresh, even if the goal is only to read. Copying the word from the blackboard can be done.

a. Using the word more freely.

b. This step can lead to trouble with some class that become too bold.

The result may be that the students miss- use the word too often and derive more harm than good from the practice.

Teaching English Vocabulary By Using Scrable Game

As we know, learning English as a foreign language is not an easy process. Teacher plays an important role to guide and motivate her students to be active in the teaching and learning process. She must able to be a leader, manager, facilitate in the classroom, a teacher should have

performance, skill and competence in managing the class. She/he also more attention to the students.

As a facilitator of a classroom the teacher must be able to transfer knowledge to her student to master or comprehend the material. Hence, she should apply the suitable approach method and technique to the subject matter the teacher. As a manager of a classroom the teacher must be able to make class planning the curriculum, organizer classroom the, participate in class, to control and evaluate the classroom activities.

As a leader of a classroom the teacher must be able to arrange cooperative planning that is relevance with the class activities, to help the student solving problem or to help students in developing their responsibilities and to participate students that feel accepted by the class.

Once vocabulary may play an important role in developing knowledge and skill to the student. Teacher may apply an appropriate teaching technique or methods to enable the student to master vocabulary as the on going process of identifying appreciating and using the word meaning and backgrounds, with accompanying concept, in a progression that continue adds dept and breath of understand to oral pretend messages.

From the definition above, vocabulary mastery may enable student to demonstrate their understanding of spoken words and to use vocabulary orrally. SMK Negeri 1 Sengah Temila is a state

vocational high school. There are four classes of Multimedia Major, consist of :

- a. X a Multimedia
- b. X b Multimedia
- c. X c Multimedia
- d. X d Multimedia
- e.

The tenth grade students at SMK Negeri 1 Sengah Temila consists of 70 students, and each class distribution as follows:

Class X a	33 students
Class X b	37 students

In carrying out teaching English vocabulary by using scrabble game to the tenth grade students of SMK Negeri 1 Sengah Temila, the researcher applies some steps as follow:

1. The researcher begins the lesson by making warming up about five minutes, how the learning process will be going on.
2. The researcher divided the class into groups, each group consist of 4 students. To make the researcher can manage the groups; the groups will be present in two main groups. So, each main group consists of 5 groups.
3. The researcher gives pre test, in order to know the students pre condition to the vocabulary about 20 minutes.
4. The researcher explains how is the rule of playing will run about 40 minutes.
5. The researcher gives post test. (20 minutes).

METHOD

In accordance with the problems, this research employs pre experimental design or single group pretest-posttest

design, and the process of study described as follow:

The pre test (Y_1), was given at the beginning of the learning process in the classroom. The purpose is to know the

students pre condition of the vocabulary. X is the treatments. After having the treatment, the researcher conducts post-test (Y_2).

The influence of the experimental treatment can be seen by analyzing or comparing the result of pre-test and post test.

POPULATION AND SAMPLE

1. Population

The population is any group of individuals that have one or more characteristic in common that are interest to the research “The population may be all the individuals of a particular type or more restricted part of that group” (Best 1981: 8). Meanwhile, Nawawi 1987), defined population as all subject of research which may consist of human being, thing animals, plants, phenomenon, test score or events which have characteristic as sources of data in a research.

In this research the population is 70 tenth grade student of SMKN 1 Sengah Temila.

2. Sample

39 student of class Xa and Xb where treated as sample taken randomly from the population (70 Students).

TECHNIQUE AND TOOL OF DATA COLLECTING

1. Technique of data collecting

In collecting the data, the writer applies the measurements technique. The measurement is administered twice.

- a. Pre test to collect the data before the experiment
- b. Post test, to collect the data after an experimental treatment is given

2. Tool data collecting

Before the research is conducted the write prepares thing as follows:

- a. the lesson plan
- b. scrabble game model

INSTRUMENT ANALYSIS

The write arranged the plan of data analysis as follows:

1. The measurement of Mean Score of Pre-test and Post-test

The Mean Score is the sum of the individual score divided by the total number of individuals (Theobold, 1974:42).

The Mean Score or also called the average score is formulate as follows:

$$M = \frac{X}{N}$$

M : The mean score

X : The sum of individual score

N : The total number of students.

To find out the students' interval score of post-test and pre-test, the writer applies $X_1 - X_2$. Whole X_2 is the mean score of post-test and X_1 is the mean score of pre-test.

The difference of the scores between post-test and pre-test is assumed to have been affected by the treatment (Arikunto, 1985:67).

2. Significance Analysis

To figure out the significance of the students interval score of post-test and pre-test, the t-test for the treatment of one group pre-test and post-test design is applied.

To analyze the result of the experiment applying one group pre-test and post-test design, the separate variance t-model is applied. The formula is as follows:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S_1}{n_1} + \frac{S_2}{n_2} - 2r \left[\frac{S_1}{n_1} \right] \left[\frac{S_2}{n_2} \right]}}$$

$$r_{xy} = \frac{N \sum XY - \sum X \sum Y}{\sqrt{(\sum X^2 - (\sum X)^2) (\sum Y^2 - (\sum Y)^2)}}$$

Note :

X1 = the mean score of pre-test

X2 = the mean score of post-test

S1 = Standard deviation from pre-test that is squared (Variance)

S2 = Standard deviation from post-test

N1 = Total subject from pre-test

N2 = Total subject from post-test

The criteria for the test result is as follows:

Test Score	Class Performance
80-100	Good to excellent
60-79	Average to good
50-69	Poor to average
0-49	Poor

The Implementation of the Research.

The try out test was on March 1, 2019 to class X a and X b of the tenth grade students of SMK Negeri 1 Sengah Temila. Item test analysis was then carried out, and new standard test was prepared.

1. Test-test

Pre-test was given before the teaching was held. The purpose is to know the students' pre conditional to the vocabulary. The pre-test was given to the tenth grade students of SMK Negeri 1 Sengah Temila class Xa and Xb as the sample. The pre-test was held on March 76, 2019. The students were given 40 minutes to do the test, that is they have to write down the English vocabulary that they have before.

2. Treatments

Treatments were held on March 14, 2019 and continue on March 16, 2019, and lasted on May 19, 2019. The treatments were teaching vocabulary by using scrabble game. In presenting the material, the teacher and the students involved in teaching-learning process. The teacher, tenthly, explained about kinds of vocabulary, then she introduced the scrabble game model to the class. The teacher asked the students to play the scrabble game.

3. Post-test

The Post-test was held on March 21, 2019 to evaluate the students' progress of learning vocabulary applying scrabble game.

FINDINGS AND DISCUSSION

This research is conducted to get an accurate data whether teaching vocabulary by using scrabble game to the tenth grade students of SMK Negeri 1 Sengah Temila can increase the students' vocabulary or not, the test must be given as pre-test and post-test to the students.

The students' achievement after the treatment (post-test) was compared with the one before the treatment (pre-test).

1. The students' average score on the pre-test is as follows:

$$\frac{1792}{39} = 45.95$$

2. The students' average score on the post-test is as follows:

$$\frac{2557}{39} = 65.56$$

3. The students' vocabulary improvement is as follows:

$$2557 - 1792 = 765$$

4. The significance of the difference:

$$n1 = 39 \quad n2 = 39$$

$$5. S_1^2 = \sqrt{\frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N}}{N}}$$

$$6. S_1^2 = \sqrt{\frac{101276 - \frac{3211264}{39}}{39}}$$

$$7. S_1^2 = \sqrt{\frac{101276 - 82340.10}{39}}$$

$$8. S_1^2 = \sqrt{\frac{18933.10}{39}}$$

$$9. S_1^2 = \sqrt{485.48}$$

$$10. S_1^2 = 22.02$$

$$1. S_1^2 = \sqrt{\frac{\sum X_2^2 - \frac{(\sum X_2)^2}{N}}{N}}$$

$$2. S_2^2 = \sqrt{\frac{183621 - \frac{6538249}{39}}{39}}$$

$$3. S_2^2 = \sqrt{\frac{183621 - 167647.41}{39}}$$

$$4. S_2^2 = \sqrt{\frac{15973.59}{39}}$$

$$5. S_2^2 = \sqrt{587.58}$$

$$6. S_2^2 = 24.24$$

$$7. F = \frac{24.24}{22.02}$$

$$8. F = 1.10$$

1. db from pre-test groups is:
39 - 1 = 38

2. db from post-test groups is:
39 - 1 = 38

3. Mean Score of pre-test is 45.95

4. Mean Score of post-test is 65.56

5. The formula for the T-test is:

$$6. t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left[\frac{S_1}{n_1} \right] \left[\frac{S_2}{n_2} \right]}}$$

$$7. t = \frac{45.95 - 65.56}{\sqrt{\frac{22.02}{39} + \frac{24.24}{39} - 2(0.06) \left(\frac{4.69}{6.25} \right) \left(\frac{4.92}{6.25} \right)}}$$

$$8. t = \frac{-19.61}{\sqrt{0.56 + 0.62 - 0.12(0.75)(0.79)}}$$

$$9. t = \frac{-19.61}{\sqrt{1.18 - 0.07}}$$

$$10. t = \frac{-19.61}{\sqrt{1.11}}$$

$$11. = -18.68$$

Whether or not the value of t is statistically significant, the writer examines the t-distribution table. The t-distribution table with the value of 38 (N-1 = 39 - 1) indicates 2.00 with the significance at the 05 level. It means that the obtained t-value is higher than the t-critic (18.68 > 2.00). It can be interpreted that the students' achievement on vocabulary mastery through scrabble game is high.

The result of the students' vocabulary achievement of pre-test and post-test can be seen in the table below.

STUDENTS' VOCABULARY ACHIEVEMENT OF PR-TEST AND POST-TEST

Students' Number	Pre-test (x1)	Post-test (x2)	X1 ²	X2 ²
01	61	93	3721	8649
02	44	63	1936	3969

03	63	86	3969	7396
04	47	64	2209	4096
05	87	97	7569	9409
06	85	92	7225	8464
07	40	60	1600	3600
08	64	92	4096	8464
09	52	66	2704	4356
10	55	72	3025	5184
11	70	95	4900	9025
12	98	100	9604	10000
13	79	100	6241	10000
14	62	82	3844	6724
15	40	65	1600	4225
16	39	60	1521	3600
17	62	82	3844	6724
18	40	68	1600	4624
19	33	48	1089	2304
20	57	71	3249	5041
21	34	54	1156	2916
22	32	45	1024	2025
23	92	100	8464	10000
24	19	47	361	2209
25	28	45	784	2025
26	44	62	1936	3844
27	40	64	1600	4096
28	41	66	1681	4356
29	28	48	784	2304
30	47	79	2209	6241
31	24	50	576	2500
32	14	38	196	1444
33	24	48	576	2304
34	45	58	2025	3364
35	22	41	484	1681
36	34	52	1156	2704
37	18	44	324	1936
38	15	33	225	1089
39	13	27	169	729
Total	$\Sigma X_1=1792$	$\Sigma X_2=2557$	$\Sigma x_1^2=101276$	$\Sigma x_2^2=83621$

TESTING HYPOTHESIS

Based on the result of t-test, it can be interpreted that the t-table of 11.65 with the df (Degree of Freedom) of 38 is significant at the level of 05. As the result, the null hypothesis is rejected and the alternative hypothesis is accepted. In other

words, the tenth grade students of SMK Negeri 1 Sengah Temila mastered vocabulary at the significant level.

DISCUSSION

Statistically the results of data analysis indicate that the students'

achievement of the tenth grade students of SMP Negeri 1 Lunar Bengkulu on mastery vocabulary through scrabble game is high. Why does the statistical finding of the vocabulary mastery of the tenth grade students class Xa and Xb significant different? The possible answer to these questions are as follows.

Having analyzed the data collected through questionnaire, the writer found out that the tenth grade students SMP N 1 Lunar Bengkulu never teaches by using the scrabble game before. It means, that this method is a new thing for them and attract their attention.

Before having taught by using the scrabble game, the students did not want to bring a dictionary to class. But after the treatment, most of

them bring the dictionary in order to help them to find a new vocabulary formulated by the letter that they having from the scrabble game.

1. The obtained t-value is 11.65 with 38 degree (N-1) in the distribution table, the value for degree of freedom is 2.00. The result of t-value is higher than t-table ($11.65 > 2.00$). It can be interpreted that teaching vocabulary by using scrabble game to the tenth grade students of SMK Negeri 1 Sengah Temila has increased the students' vocabulary mastery.
2. Since the obtained t-value is higher than t-table ($11.65 > 2.00$), it means that the interval is significant.

Table of the students' interval score after taught by using scrabble game.

Students' Score	Number of Students	Class Performance
80 – 100	10	Good to Excellent
60 – 79	14	Average to Good
50 – 59	4	Poor to Average
0 – 49	11	Poor

CONCLUSION

The general conclusion of this research after getting the hypothesis is that the interval score of pre test and post test on teaching vocabulary by using scrabble game to the tenth grade students of SMK Negeri 1 Sengah Temila in the academic year 2018/2019 is significant.

1. The students' score of post test is better than the score of pre test. In other words, the mean score of post test is bigger than the mean score of pre test and post test is bigger than the mean score of pre test ($65.56 > 45.95$)
2. The obtained t value of teaching vocabulary by using scrabble game is 11.65, means that the student vocabulary mastery is significantly different from pre

test and post test. The Null hypothesis is accepted.

3. teaching vocabulary by using scrabble game can increase the students' vocabulary mastery.

In reference to the research findings, the writer puts forward suggestion to improve teaching and learning vocabulary in SMK Negeri 1 Sengah Temila in particular and Indonesia vocational high school in general.

The suggestion include:

1. The English teachers need to encourage and to motivate his/her student to study more about vocabulary in order to get better outcome of his/her teaching and learning. The English teacher can

motivate students to learn vocabulary by playing games:

2. The English teacher can say the word without letting the student see the teacher's mouth or writing the word in code in teaching the student to identify the parts of the word.
3. The English teacher can ask the students to find words in passage that match the set of meaning given at the end of the passage in the teaching the students to choose the form from among other possible choices. The English teacher can make this exercise easier by putting the meanings in the same order as the words appear in the passage.
4. The English teacher can use the real object in teaching the students to get the meaning of the word. For example, he can wrap the real object in a piece of paper or cover it with a cloth and ask the students to guess by rubbing it.

An English teacher may use different media in each teaching learning process, so the students are not bored. For example, if the teacher uses a picture one day, she will use a real object afterwards. The different media are used in turn.

The teacher may turn the students' assignments after correcting them to make the students have the feedback from the teacher.

The students may learn more about English in general, vocabulary in particular, because the vocabulary is one of the important aspects to understand and comprehend English, beside structure. The students can read books of vocabulary in the library or buy at the bookstore and learn by themselves by making a

note of words and keeping the relevant words in their mind. For example, the words relevant with human body include head, brain, hair, face, nose, mouth, ear, eye, leg, hand, finger, breast, heart, arm, liver, bone, tooth, shoulder, neck, and so forth.

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