

CHAPTER II

LITERATURE REVIEW AND HYPOTHESIS

This chapter presents literature review and hypothesis. It is divided into previous studies, theoretical review, conceptual framework, and hypothesis of the study.

2.1 Previous Studies

In this research, the researcher takes some references from previous studies. The first reference was from an article entitled *The Effect of Using Scrabble Media on Students' Achievement in Vocabulary*. It was written by (Hasibuan & Pohan, 2018). The research design was using quantitative experimental research. The research classes were divided into two classes, Experimental Class and Control Class. Each group was given a pre-test, treatment and post-test. The t-test was 15,71 and the t-table was 1.68 and 0.05 was as the significant level of this research. Because the t-test count was higher than t-table ($15,71 > 1.68$). It showed that the result in t-test was accepted (H_a). Based on the result of this research, it could be concluded that there was significant effect of Using Scrabble Media on the Students' Achievement in vocabulary.

The second reference was from article entitled *The Effect of Using Scrabble Game at SMP N 6 Bondowoso in 2014/2015 Academic Year*. It was by (Asmaharesti, 2015). The result of data analysis shows the obtained count of t-test is 17.935 and the critical count (t-table) from the

degree of freedom 45 with the significant level 5% is 1.67. The Data show that the obtained count of t-test is higher than the critical count. It mean that there was a different significant effect of using scrabble game on the seventh grade students' vocabulary mastery at SMPN 6 Bondowoso in the academic year 2014/2015.

The next reference written by Lidiasari, Sofian, & Supardi (2016) entitled *Using Scrabble Game in Improving Students' Vocabulary Mastery of Smp Negeri 1 Jawai*. The mean score of students' individual test score improved in each cycle. In the first cycle, the mean score was 64.06 categorized into average, it increased to 78.75 categorized into average to good in the second cycle, and it increased to 92.18 categorized into good to excellent in the third cycle. In conclusion, Scrabble Game improved students' vocabulary.

Then, the researcher took reference from thesis entitled *Reinforcing Students' Vocabulary Trough Scrabble Game* conducted by (Tanjung, 2011). The result of this research shows that using scrabble game activities in teaching vocabulary at first grade of MTs Nurussalam Pondok Pinang can motivate the students to learn English and reinforce their vocabulary ability. The students' average score in pre-test was 62,84 and the average score in post-test was 76,38 while the improvement of students' average score in pre-test and post-test was 13,54. From this result, the researcher concludes that teaching vocabulary using scrabble game can reinforce vocabulary of students.

The last reference was from thesis entitled *Reinforcing Students' Vocabulary Trough Scrabble Game* conducted by (Hakim, 2014). From the research, the researcher concludes that teaching vocabulary using scrabble game activities at tenth grade students of SMA Kartika X-1 can improve students' vocabulary ability.

From previous studies above, the similarities with this study is the use of Scrabble Game in teaching vocabulary. The differences are the subject of research and the research design that is used by the researcher. In this study, the researcher use quasi experimental design which is use nonequivalent control group design. It is used to teach vocabulary in MTs Mamba'ul Ulum Mambak Pakis Aji Jepara. Another difference is, the researcher modified the way of scrabble game by sticking the result of scrabble game (the big paper) in the wall after the game was finished to make them see and know the vocabularies that the students have written.

2.2 Theoretical Review

2.2.1 Vocabulary

a. Definition of Vocabulary

Vocabulary is list of words with their meanings, especially in a book for learning a foreign language (Bull, 2008:495). It means that there are so many vocabulary that we should know in learning English because we are a foreign language learners. Although Hornby (1995:1331) define vocabulary as follows:

- a. The total number of words in a language.
- b. All the words known to a person or used in a particular book, subject, etc.
- c. A list of words with their meanings, especially one that accompanies a textbook in a foreign language.

Vocabulary is a part of language system that is used to communicate each other which consists of a large basic. Vocabulary is knowledge of how the words fit into the world (Putri, 2013:26).

b. Kinds of Vocabulary

According to Madya (1980) in (Putri, 2013), there are two types of vocabulary. They are productive and unproductive vocabulary. Productive vocabulary is vocabulary use in speaking and writing. Meanwhile, unproductive vocabulary made up of words which one understands when one hears or reads them.

According to Tarigan (1986: 3-4), there are seven classifications of basic vocabulary. Each basic vocabulary has word family. They are:

- 1) Kindship : mother, father, grandmother, grandfather, etc.
- 2) Parts of body : eyes, mouth, hand, leg, etc.
- 3) Pronouns : I, you, they we, etc
- 4) Number : one, seven, three, nine, etc.

- 5) Verbs : cry, run, sweep, wash, etc.
- 6) Adjective : beautiful, fat, thin, bad, etc
- 7) Universal matters : ground, sand, water, wind, etc.

Furthermore, the National Reading Panel (NICHD, 2000) in (Putri, 2013) identified four types of vocabulary. Those are listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. Listening vocabulary is all the words people can listen from speech. Speaking vocabulary is all the words people can use in utterance. Speaking vocabulary is often misused while someone speaking unintentionally as like compensated by facial expressions, tone of voice, or hand gestures. Reading vocabulary is a list of words or vocabularies that people use when they are reading. And the last is writing vocabulary, that is, all the words used by people to express their ideas in the form of writing. In another word, vocabularies which are developed in each skill functions in different usage.

2.2.2 Scrabble Game

a. Definition of Scrabble Game

Scrabble is a game that can be used to teach vocabulary as like fruits, vegetables, animal, job, transportation, numeral, singular or plural, countable or uncountable, and verb. This game is for all level especially children and teenager. This game is very useful to reinforce vocabulary before, especially

to reinforce meaning, pronounce word, and reinforce word writing (Priasudiarja & Purwaningsih, 2014:63).

According to (Kobzeva, 2015) Board Game Scrabble is one of the most popular board games widely used by English Foreign Language (EFL) teachers. Scrabble is a useful supplement to teaching that is alive with authentic, interesting and stimulating learning opportunities.

Hornby, AS (1985:1991) as cited in (Hakim, 2014) state that Scrabble is a board game played with two to four players with the players using their vocabulary to create words. They can make a word from 7 letters given to each player to put on an available scrabble board in the game. One of the players must get the highest score to win the game. In Oxford Advance dictionary, scrabble is a board game in which players try to make words from letters printed on small plastic blocks and connect them to words that have been already placed on the board.

b. Procedure of Playing Scrabble Game

We must know that scrabble game has different name and procedures based on the creator and region. Here, the researcher takes reference from a book by (Priasudiarja & Purwaningsih, 2014:63).

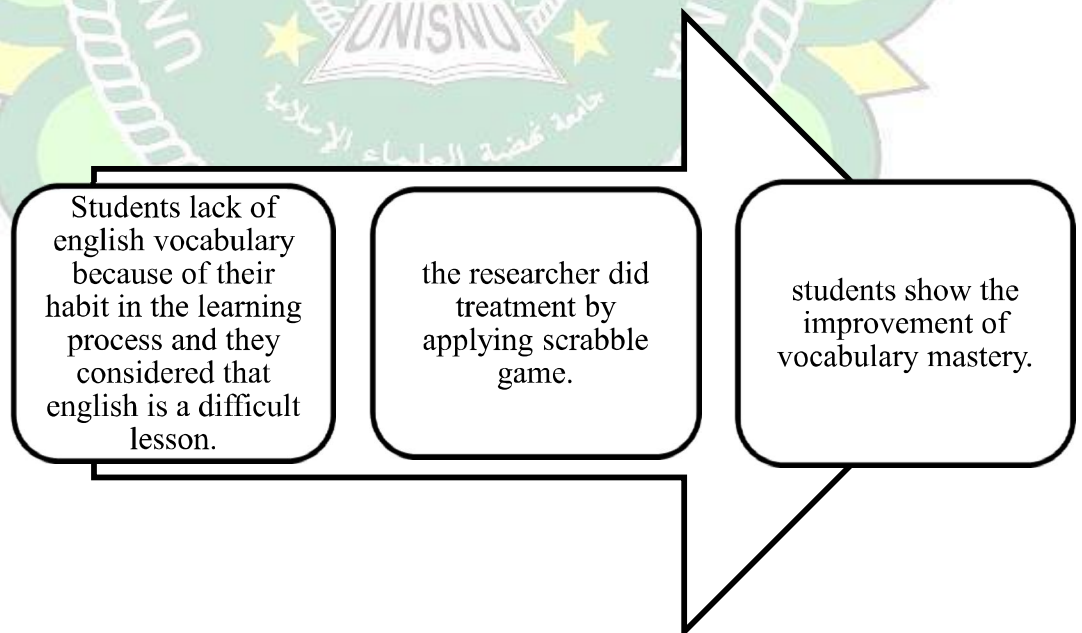
Scrabble game is a class game, which consist of 6 to 40 students. This game needs a big white board and board marker as media. These are the procedure of playing scrabble game:

- a. Students are divided into some groups. If students consist of 6 to 20 students, students can divided into two groups. If more, number of group can be suit, it is better if each group not more than 12 students.
- b. After that, ask each group to make a long back line. Give enough space between whiteboard and students.
- c. Give each group one board marker.
- d. Teacher mentions category and the first word, for example the category is animal and the first word is *dog*.
- e. Student in the first line, write the word in the whiteboard. As fast as possible he/she must add one vocabulary with the same category, use letter available.
- f. Then, the next student (in the back of first student) has to do same rule. He/she writes different word.
- g. The procedure repeated about 5 to 8 minutes. Then, teacher stops the game.
- h. Next, teacher count the true words.
- i. The win is the group who writes most true word.

2.3 Conceptual Framework

Based on the interview with English teacher, the teacher stated that the students were lack of English vocabulary because of the habit in English learning activity. They prefer used Indonesian than English language. Then, students considered that English was a difficult lesson because they only knew little meaning of vocabulary. So in this case, they needed a way out to make them memorize English vocabulary with the meaning. So, here the researcher will apply an English game namely Scrabble game with the goal to enrich students' vocabulary mastery. In this game they were cooperated each other to do the rule.

Figure 1. Conceptual Framework



2.4 Hypothesis of the Study

The hypothesis of the research was:

a. Alternative Hypothesis (Ha)

There was a significant difference of the students' achievement in learning vocabulary mastery between students who were taught by using scrabble game and students who were not taught by using scrabble game.

b. Null Hypothesis (Ho)

There was no significant difference of the students' achievement in learning vocabulary mastery between students who were taught by using scrabble game and students who were not taught by using scrabble game.

