IMPROVING THE STUDENTS' VOCABULARIES THROUGH SCRABBLE GAMES AT SMP SWASTA DHARMA KARYA BERINGIN PANTAI LABU ACADEMIC YEAR 2020/2021

Azhary Tambusai[1] , Rika Nurwayuni[2]
azharytambusai60@gmail.com[1], rikanurwayuni29@gmail.com[2]
Universitas Muslim Nusantara Al-Washliyah Medan

ABSTRAK

Penelitian ini bertujuan untuk sistem meningkatkan kemampuan siswa melalui permainan scrabble di SMP Swasta Dharma Karya Beringin. Jenis penelitian ini adalah penelitian tindakan kelas yang dilaksanakan 2 siklus, dimana setiap siklus 5 pertemuan. Instrumen pengumpulan data adalah observasi, wawancara, tes dan dokumentasi. Data diperoleh dianalisis dengan cara analisis kuantitatif untuk menghitung persentase ketuntasannya. Berdasarkan analisis data ternyata kemampuan kosakata siswa mengalami peningkatan pada setiap siklusnya. Dari Hasil analisis data menunjukkan peningkatan skor siswa dari pre-test ke post-test I dan II. Itu dibuktikan oleh data;skor siswa dalam pre-test, skor terendah adalah 50 dan yang tertinggi adalah 76; skor siswa pada post-test I, skor terendah adalah 65 dan yang tertinggi adalah 80: skor siswa pada post-test II, skor terendah adalah 66 dan yang tertinggi adalah 85. Pada pre-test, ada 8% (2 dari 25 siswa) yang mendapat skor ≥75. Dalam post-test I, ada 52% (13 dari 25 siswa) yang mendapat skor ≥75. Pada post-test II, ada 84% (21 dari 25 siswa) yang mendapat skor ≥75. Kesimpulan dari penelitian ini adalah metode pembelajaran dengan menggunakan teknik tekatekisilang di kelas 7 SMP Swasta Bina Bersaudara Medan berjalan lebih efektif dan lebih aktif.

Kata Kunci: Permainan Scrabble, Meningkatkan Kosakata Siswa.

ABSTRACT

The objective of the research was to improve students' vocabularie through scrabble games at SMP Swasta Dharma Karya Berngin. This was a classroom action research conducted in 2 cycles, where each cycle consisted of five meetings. The instrument of collecting the data was observation sheet, interview, test and documentation. The data was obtained with quantitative analysis to calculate the percentage of completeness. Based on the analysis of the data it turned out that the students' vocabularies had increased in each cycle. From the results of data analysis it showed an increase on students' scores from pre-test to post-test I and post-test II. That was proven by data; students' scores in the post-test I, the lowest score was 65 and the highest score was 80; Students' scores in post test II, the lowest score was 66 and the highest score was 85. In the pre-test, there were 8% (2 of 25 students) who scored ≥75. In post-test, there were 52% (13 out of 25 students) who scored ≥75. In post-test II, there were 84% (21 of 25 students) who scored ≥75. The conclusion of the research was 1 the learning method by using scrabble games on grade VII SMP Swasta Dharma Karya Beringin was more effective and more active.

Keywords: Scrabble Games, Improving Students' Vocabularies.

INTRODUCTION

According to Misbahuddin (2001), Vocabulary is one of the English components taught to the learners and it has primary role for all language skills. Vocabulary is important for adult"s learners, since it is the one area of the language learning that does not appear to be showed down by age. It is mean, without a proportional amount of vocabulary anyone will get trouble in speaking, reading, listening, and writing.

According to Elfierda H (2007), Vocabulary is not a developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies are something that for lifetime. It holds a special place among the components. In other hand, vocabulary was the first step for all learners to learn English. Vocabulary is not a single process, because many

aspects of the language is related, such us the sound and the structure. All the aspects are related, they are attached one another.

Problem in learning and teaching English still exist in school, because English language is completely different from Indonesian language. As people know, one of the important components languages is vocabulary. But now days, there are many technique and methods of language teaching that can be selected for teaching vocabulary. Game is one of suitable way to help the students learn more effectively. Besides that, game allows students to work more cooperatively, and allow the students to have fun.

Based on the observation did by researcher at the seventh grade students of SMP Swasta Dharma Karya Beringin, It can be assumed that class VII A need to improve their vocabulary, because the students have poor vocabulary. In teaching vocabulary, the teacher just asks the students to memorize the words from the textbook. It caused the students felt bored during teaching and learning process. Besides that, the students had difficulty in memorizing a large number of words, had low motivation, and participation in English class.

In this case, those problems of vocabulary must be solved, because it can be difficulties for the students to continue the next level of grade. A Teacher should pay attention about the level of the students, materials, media, method, and technique. Based on the problem above, the researcher purpose one media in teaching vocabulary, that can give more opportunities for the learner. The media is scrabble game.

Game is a wonderful way to break the routine of classroom drill, because it provides fun and relaxation. It means that the game is one of way to relax, make students enthusiastic to play, fun, enjoy in the classroom during the learning process.

According to Rogiska (2013), Scrabble game is one of game that can use in teaching vocabulary. It provided board contains of word that consisted of different score in every word, it can be played by two players or teams. The scrabble game is very useful, easy and entertaining game to practice any set of vocabulary. The students had to arrange the letters that they get and gives meaning to every word. Playing Scrabble Game enable students to apply their vocabularies to learn the spell and makes students memorize vocabularies easily.

According to Warmer and Brown T (2013), Scrabble Game is very proprietary board game, which involves the building of words for point score, for two or more players. Michael Lampis et all, stated that Scrabble Game is a board game that consist of two or more players. In this game, the players arrange the word from the lettered tiles, and tries to forming words on a board. Therefore, after knowing those research results, the researcher find out further information about whether or not Scrabble Game can improve students" vocabulary for the seventh grade of SMP Swasta Dharma Karya Beringin.

Board Game Scrabble is one of the most popular board games widely used by English foreign language teachers. Scrabble is a useful supplement to teaching that is alive with authentic, interesting and simulating learning opportunities. Scrabble is a board and tile game in which from two to four players compete in forming words with lettered tiles on a 225 square board, word spelled out by letters on the tiles interlock like words in a crossword puzzle.

The reason of the writer uses scrabble game in teaching vocabulary is the students can study how spell the words, how to write the words and what the meaning of the words in the same time. The other reason why the writer choose the media for teaching vocabulary is it trains the students memorizing the words. The writer is also interested with the study about media in order to motivate children to learn English with fun and enjoy. Scrabble game is considered as an effective and enjoyable game to teach vocabulary because it enables students to practice and discuss the meaning of vocabulary through team work. By applying this game, the students' vocabulary achievement is hoped to improve. Scrabble game is going to be apply in the classroom of junior high school where the students will divided into some groups. Then they are asked to match the question cards with the right answer cards. In addition the answer

cards are in the scrabble form, so the students should arrange the random words first before they match it to the questions cards. This study will be useful and meaningful to increase the students' vocabulary maste. (Kobzeba:2014).

METHOD OF RESEARCH

The design of this research is Classroom Action Research (CAR). Classroom Action Research (CAR) is a reflective process in which instructors gather empirical data, to improve their teaching practices. Classroom Action Research (CAR) is a method of finding out what works best in your own classrooom so that you can improve student learning. A systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives. according to Sagor (2004) that "Action research is a tool that is used to help teachers and other.educators uncover strategies to improve teaching practices".

The researcher will use Classroom Action Research Kemmis and Me Taggart's model design with consist of two cycles. Each cycle consist of four phases. These are planning, acting, observing and reflecting.
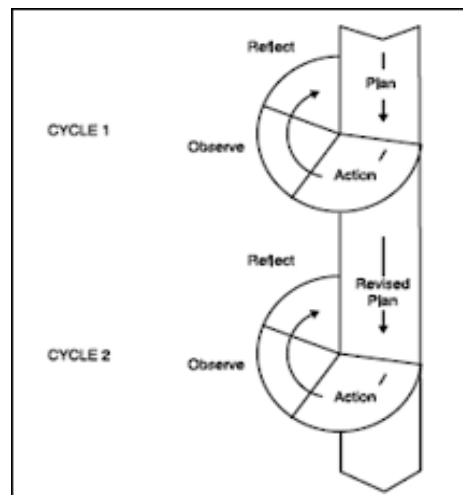
THE RESULT OF THE RESEARCH AND DISCUSSION

This chapter consisted of three sections, they were The Result of The Reseach and Discussion of the Research.

The Result of The Research

The data of this study was quantitative data. Quantitative data was obtained from the main score of students in the test pre test,post test I and post test II. This research was conducted in SMP Swasta Dharma Karya Beringin class with 25 students. This research was conducted in VII class with 25 students.

This research was accomplished in two cycles in four meetings. Each cycle consisted of four steps of action research(observation, test, interview and documentation). Before doing the cycles, the researcher gave the pre-test to the students. So there were five meeting in this research.

The Quantitative Data

Quantitative data was taken from the result of the tests given by the researcher in the class, which was carried out in two cycles that consisted of five meetings. The test was given to the students in the form of the pre-test, post-test. The result of the students' score could be seen in the following tables.

The

TABLE 1 Quantitative Data

No.	The Initials of The Students	Pre-test	Post-test 1	Post-test 2
1.	A R	65	72	76
2.	A S	66	72	75
3.	D A	62	70	72
4.	D L N	60	65	66
5.	F A	72	78	78
6.	I S	67	75	77
7.	I S R	70	75	80
8.	M D	68	78	79
9.	M A	65	75	78
10.	M B S	55	75	80
11.	M H A	65	78	82
12.	M R S	70	75	78
13.	N	75	78	78
14.	P R M	70	80	80
15.	R M A	70	76	76
16.	R W B	66	75	76
17.	R H W H	67	70	77
18.	R A B	60	70	76
19.	T A R	60	70	80
20.	T A	76	77	78
21.	V K	69	72	79
22.	W	50	68	78
23.	W S	52	70	70
24.	Y S	70	77	77
25.	Z F	67	72	73
Total ∑X		1637	1843	1947

Quantitative Data Analysis

The researcher gave test in the end of each cycle. It has been found that the means of students' score were increasing from pre-test until post-test. The data was explained in the following table:

TABLE 2 The Result Students' Score for Pre-Test

No	The Initials of The Students	Pre-Test Score	Successful Criteria(>75)
1.	A R	65	Unsuccesful
2.	A S	66	Unsuccessful
3.	D A	62	Unsuccessful
4.	D L N	60	Unsuccessful
5.	F A	72	Unsuccessful
6.	I S	67	Unsuccessful
7.	I S R	70	Unsuccessful
8.	M D	68	Unsuccessful
9.	M A	65	Unsuccessful
10.	M B S	55	Unsuccessful
11.	M H A	65	Unsuccessful
12.	M R S	70	Unsuccessful
13.	N	75	Successful
14.	P R M	70	Unsuccessful
15.	R M A	70	Unsuccessful

4

No	The Initials of The Students				Score		Criteria
16.	R		W	B	6	6	Unsuccessful
17.	R	H	W	H	6	7	Unsuccessful
18.	R		A	B	6	0	Unsuccessful
19.	T		A	R	6	0	Unsuccessful
20.	T			A	7	6	Successful
21.	V			K	6	9	Unsuccessful
22.			W		5	0	Unsuccessful
23.	W			S	5	2	Unsuccessful
24.	Y			S	7	0	Unsuccessful
25.	Z			F	6	7	Unsuccessful
Total					1 6 3 7		
Mean					6 5 , 4 8		

From the table of pre-test, the total score of students was 1637 and the number of students who took the test was 25 students', so the students' mean was:

$$X = \frac{\sum X}{N}$$
$$= \frac{1637}{25}$$
$$= 65,48$$

From the table above, students' vocabulary was still very low. The mean of students' was 65,48. To know the students who were competent was calculated by applying the formula below:

$$P = \frac{R}{T} X 100\%$$
$$P_1 = \frac{2}{25} X 100\% = 8\%$$
$$P_2 = \frac{23}{25} X 100\% = 92\%$$

Table 3 Distribution of Students' Vocabulary Mastery for Pre-Test

Criteria		Total Students	Percentage
P1	Passed	2	8 %
P2	Failed	23	92 %
TOTAL		25	100 %

From the table analysis above, the students' vocabulary was still low. From the criteria above, 2 students' got successful score or it was only 8% in other side, 23 Students got unsuccessful score or it was 92%. It could be concluded that the students' vocabulary was still low. Then post-test continued in cycle I. In the post-test of the cycle I, the data analysis can be seen in followed below:

Table 4. The Result of Students' Score for Post-Test I

No	The Initials of The Students			Post-Test 1		
				Score		Successful Criteria (>75)
1.	A		R	7	2	Unsuccessful
2.	A		S	7	2	Unsuccessful
3.	D		A	7	0	Unsuccessful
4.	D	L	N	6	5	Unsuccessful
5.	F		A	7	8	Successful
6.	I		S	7	5	Successful
7.	I	S	R	7	5	Successful
8.	M		D	7	8	Successful
9.	M		A	7	5	Successful
10.	M	B	S	7	5	Successful
11.	M	H	A	7	8	Successful
12.	M	R	S	7	5	Successful

No.	Name	Score	Criteria
13.	N	78	Successful
14.	P R M	80	Successful
15.	R M A	76	Successful
16.	R W B	75	Successful
17.	R H W H	70	Unsuccessful
18.	R A B	70	Unsuccessful
19.	T A R	70	Unsuccessful
20.	T A	77	Successful
21.	V K	72	Unsuccessful
22.	W	68	Unsuccessful
23.	W S	70	Unsuccessful
24.	Y S	77	Successful
25.	Z F	72	Unsuccessful
Total		1843	
Mean		73,72	

From the table of post-test, the total score of students was 1843 and the number of students who took was 25 students, so the students' mean was:

$$X = \frac{\sum X}{N}$$
$$X = \frac{1843}{25}$$
$$= 73,72$$

From the analysis above, students' vocabulary skills in English lesson got increasing, but I didn't reach the criteria of success which is 75. The mean of students was 73,72. The number of students who were competent in vocabulary test was calculated by applying the following formula:

$$P = \frac{R}{T}X100\%$$
$$P_1 = \frac{13}{25}X100\% = 52\%$$
$$P_2 = \frac{12}{25}X100\% = 48\%$$

Table 5 Distribution of Students' Vocabulary for Post-Test I

Criteria		Total Students	Percentage
P 1	Passed	13	52 %
P 2	Failed	12	48 %
TOTAL		**25**	**100 %**

The mean of studentss were 73,72. 13 students got successful or it was 52%. On the other side 12 students got failed score or it was 48%. Post-test in cycle I is categorized unsuccess. The result of standard of success criteria (SKM) minimum was >75 score. Based on the result of the students'

vocabulary in the cycle I, there was an improvement of students' mean score from the students' vocabulary on the pre-test to the students' vocabulary on post-test for the first cycle. It was from pre-test, the mean of the students were 65,48 and increased to the post test in cycle 1 which was 73,72. From 2 students' who passed the standard of success criteria to 13 students'.

Based on the explanation above, the students' vocabulary was classified unsuccessful, so cycle II is needed to increase the score of students' in vocabulary, the following analysis for cycle II is:

Table 6 The Result of Students' Score for Post-Test II

No	The Initials of The Students	Post-Test II	
		Score	Successful Criteria (>75)
1.	A R	76	Successful
2.	A S	75	Successful
3.	D A	72	Unsuccessful
4.	D L N	66	Unsuccessful
5.	F A	78	Successful
6.	I S	77	Successful
7.	I S R	80	Successful
8.	M D	79	Successful
9.	M A	78	Successful
10.	M B S	80	Successful
11.	M H A	82	Successful
12.	M R S	78	Unsuccessful
13.	N	78	Unsuccessful
14.	P R M	80	Successful
15.	R M A	76	Successful
16.	R W B	76	Successful
17.	R H W H	77	Successful
18.	R A B	76	Successful
19.	T A R	80	Succcessful
20.	T A	78	Successful
21.	V K	79	Successful
22.	W	78	Successful
23.	W S	70	Unsuccessful
24.	Y S	77	Successful
25.	Z F	73	Unsuccessful
Total		1947	
Mean		77,88	

From the table above, the students' vocabulary was increased and improved through Scrabble technique. The standard of maximum criteria was achieved with mean 77,88 that will be explained as follow :

$$X = \frac{\sum X}{N}$$
$$X = \frac{1947}{25}$$
$$= 77,88$$

From the analysis above, students' vocabulary has increased. The mean of students was 77,88 and the number of students' who were competent in vocabulary test was calculated by applying the following formula :

$$P = \frac{R}{T} X 100\%$$
$$P_1 = \frac{21}{25} X 100\% = 84\%$$
$$P_2 = \frac{4}{25} X 100\% = 16\%$$

Table 7 Distribution of Students' Vocabulary for Post-Test II

Criteria		Total Students	Percentage		
P 1	P a s s e d	2	1	8	4	%
P 2	F a i l e d	4		1	6	%
T O T A L		**2**	**5**	**1 0 0**	**%**

From the table analysis above, the students' vocabulary have increased The mean of students was 77,88 from the criteria of 21 students got success score or it was 84%. In the other side 4 students got failed score or it was 16%. From the explanation above, it could be concluded that the students' vocabulary with Scrabble technique was increased. So, Post-test cycle II was categorized success.

From the explanation above, the students' vocabulary were classified in superior level while doing action research on cycle II. So, the students' vocabulary was improved through Scrabble technique.

Table 8 The Result of Students' Score for Pre-Test, Post-Test I and Post-Test II

N O	The Initials of The Students'	C y c l e I				C y c l e I I	
		Pre-test	Criteria Passed (>75)	Post-test I	Criteria Passed (>75)	Post-test II	Criteria Passed (>75)
1 .	A R	7 0	Unsuccessful	7 2	Unsuccessful	7 6	Successful
2 .	A S	7 6	Successful	7 2	Unsuccessful	7 5	Successful
3 .	D A	7 0	Unsuccessful	7 0	Unsuccessful	7 2	Unsuccessful
4 .	D L N	6 0	Unsuccessful	6 5	Unsuccessful	6 6	Unsuccessful
5 .	F A	7 8	Successful	7 8	Successful	7 8	Successful
6 .	I S	6 7	Unsuccessful	7 5	Successful	7 7	Successful
7 .	I S R	8 0	Successful	8 0	Successful	8 0	Successful
8 .	M D	7 8	Successful	7 8	Successful	7 9	Successful
9 .	M A	7 5	Successful	7 5	Successful	7 8	Successful
1 0 .	M B S	7 5	Successful	7 5	Successful	8 0	Successful
1 1 .	M H A	7 5	Successful	7 8	Successful	8 2	Successful
1 2 .	M R S	7 6	Successful	7 5	Successful	7 8	Successful
1 3 .	N	7 8	Successful	7 8	Successful	7 8	Successful
1 4 .	P R M	8 0	Successful	8 0	Successful	8 0	Successful
1 5 .	R M A	7 6	Successful	7 6	Successful	7 6	Successful
1 6 .	R W B	7 6	Successful	7 6	Successful	8 6	Successful
1 7 .	R H W H	7 7	Successful	7 5	Successful	7 7	Successful
1 8 .	R A B	8 0	Successful	7 0	Unsuccessful	7 6	Successful
1 9 .	T A R	8 0	Successful	7 0	Unsuccessful	8 0	Successful
2 0 .	T A	7 6	Successful	7 7	Successful	7 8	Successful
2 1 .	V K	7 9	Successful	7 9	Successful	7 9	Successful
2 2 .	W	7 8	Successful	7 8	Successful	7 8	Successful
2 3 .	W S	8 0	Successful	7 8	Successful	8 0	Successful
2 4 .	Y S	7 8	Successful	7 7	Successful	8 5	Successful
2 5 .	Z F	7 2	Unsuccessful	7 2	Unsuccessful	7 3	Unsuccessful
Total ∑ X		1 6 3 7		1 8 4 3		1 9 4 7	
M e a n		6 5 , 4 8		7 3 , 7 2		7 7 , 8 8	

Table 9 The Result of Students' Percentage for Pre-Test, Post-Test I and Post-Test II

C y c l e		The Students' Who Got Score ≥ 75		P e r c e n t a g e		
Cycle I	Pre-test	2		8		%
	Post-test I	1	3	5	2	%
Cycle II	Post-test II	2	1	8	4	%

From the table above, the result showed the increasing of the students' scores from the pre-test to the post-test of cycle I, post-test of cycle I to post-test cycle II. In the first test (pre-test) the students who got the score ≥ 75 were 2 students of 25 students (8%). In the second test (post-

test cycle I) the students who got the score ≥ 75 were 13 students of 25 students (52%). In the third test

(post-test cycle II) the students who got the score≥ 75 were 21 students of 25 students (84%). The increasing of the pre-test to the post-test of cycle I was about 44% and the increasing of post-test of cycle I to the post-test of cycle II was about 32%. It can be concluded that vocabulary through Scrabble technique worked effectively and efficiently in helping students' vocabulary at the seventh grade of SMP SWASTA DHARMA KARYA BERINGIN, and this learning has applied successfully and able to increased students' vocabulary.

Test

Based on test data that has been given to students at DHARMA KARYA BERINGIN that can be used to measure a person's attitudes, opinions and perceptions about the method researcher teach for one month and I can concluded that students respond well to the answers.

Discussion

Based on the quantitative data calculation and analysis of the data, the result of research was indicated that were improvement on the students' vocabulary through Scrabble technique. It was proved by the data; the students' score in pre-test, the lowest score was 50 and the highest one was 76; the students' score in post-test I, the lowest score was 65 and the highest one was 80; the students' score in post-test II, the lowest score was 66 and the highest one was 85. In the pre-test, there was 8% (2 of 25 students') who got score ≥ 75. In the post-test I, there were 52% (13 of 25 students') who got score ≥ 75. In the post-test II, there were 84% (21 of 25 students') who got score ≥ 75.

CONCLUSION AND SUGGESTION

Based on the research, it was found that the students' vocabulary improved in each cycle. The result of analyzing data showed the improvement of the students' score from pre-test to post-test I and II. It was proved by the data: students' score in pre-test, the lowest score was 50 and the highest one was 76; the students' score in post-test I, the lowest score was 65 and the highest one was 80: the students' score in post-test II, the lowest score was 66 and the highest one was 85. In the pre-test, there were 8% (2 of 25 students') who got score >75. In the post-test I, there were 52% (13 of 25 students') who got score >75. In the post-test II, there were 84% (21 of 25 students') who got score >75.

Suggestion

This research showed that the suggestion offered :

1. For the English teacher, a applying Scrabble technique in teaching learning process so the students' will feel spirit.
2. For the students, they will feel spirit and interest so that they can understand the material.
3. For the other researcher, who wants to develop Crossword Technique for those who have interest in doing research related the topic in make this researh in other step.

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