USING SCRABBLE GAME AS EXTRACURRICULAR ACTIVITY TO SUPPORT STUDENTS' ENGLISH VOCABULARY LEARNING

(An Experimental Study at SMP Negeri 1 Banda Aceh)

THESIS

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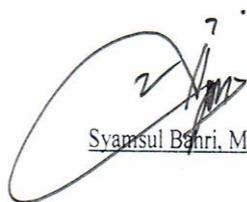On Teacher Education

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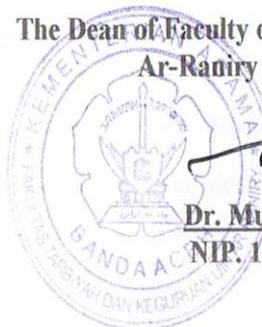
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Finally, she believed that this thesis was far from perfect and need to be criticized in order to be useful especially for English Department of UIN Ar-Raniry.

Banda Aceh, 27 Desember 2017
Researcher

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya

Banda Aceh, 23 Januari 2018
Saya yang membuat surat pernyataan,

Suci Pidia Sari

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ABSTRACT

This thesis is entitled **"Using Scrabble Game as Extracurricular Activities To Support Students' English Vocabulary Learning".** The purpose of this study are to find out difference score between the students' vocabulary mastery before and after being taught by using scrabble game and investigate students' responses in implementing scrabble game technique. The study was conducted in the second grade at SMP Negeri 1 Banda Aceh, involving 64 students as the sample divided into two classes, the students' selected rendomly. The sample of this research were VIII-7 consists 32 of students' as experimental class and VIII-8 consists 32 of students' as control class. The research used test and questionnaire to collect the data. The result of this research showed that scrabble game support English vocabulary leaerning. It was proved that based on the data from students' t-score of experimental and control class. It was shown that the students t-score of experimental class higher than control class, t-score of experimental class is 8.39 and control class is 1.10 as well as t_{table} at significant level of $\alpha = 0,05$ was 1.69. Therefore, the experimental class $T_{score} > T_{table,}$ and the control class $T_{score} < T_{table}$. In others word, based on the students' responses in questionnaire, they agree that scrabble game is suitable approach applied to support English vocabulary learning.

Keyword; *Vocabulary , Support, and Scrabble game*

CHAPTER I

INTRODUCTION

A. Background of Study

English language has an important position in education for each country, including Indonesia and English language used to become obligatory subject since the elementary school until university level. In English learning there are four skills such as listening, reading, speaking and writing which the students are expected to master all of it. Studying a language can not be separated from studying vocabulary. The students will learn English easily if they know english vocabulary first (Hanson and Jennifer, 2011: 5). However, in learning foreign language, the first element is master vocabulary because it is very useful in conducting communication and studying other language, by learning vocabulary first, learners will be able to communicate in English.

Mastery of vocabulary is very important bacause vocabulary can improve many subjects. Vocabulary is deemed important for student academic achievement, particularly for EFL learners with limited exposure to the target language (Suwantarathip, Ornprapat & Wiwat, 2015: 164). In English class, the students should have good ability in english vocabulary because it can support all skill in English. The fisrt, the students must have many vocabularies in English that can help them to know the meaning of what they learn in english.

The mastery of vocabulary is very important in language teaching. Rivers argues that the acquisition of an adequate vocabulary is essential for successful second language use, because without an extensive vocabulary the students wil

be unable to use the structures and functions, the students may have learned for comprehensible communication (Nunan, 1991: 117).

However, in English learning especially Junior High School at SMP Negeri 1 Banda Aceh, the students still have problem about vocabulary mastery. commonly, most of the students still consider that English is difficult lesson, especially in vocabulary mastery. Many students do not understand what the teacher teaches in English when the teacher gave them text or paragraph. The students do not understand the meaning of the text or paragraph, so they can not answer the question from the teacher. Although the teacher explains material clearly, the students still confused about the material because they lack of vocabulary. In fact, the writer did an observation at second grades on teaching and learning process, can be said that almost all of the students are not success yet.

In that situation, the teachers have an important role. They must create the class situation becomes interesting and make the students enjoy in the class. Certainly the method of the teaching learning process also support the situation. Although language structure is considered "the skeleton of the language," it agreed that vocabulary is "the vital organs and flesh" (Harmer, 1991 as cited by Bakhsh, Ameer. S, 2016: 120). Vocabulary is the basic part and a key element to learn any language. Teaching vocabulary through the use of games has become crucially important for English language learners because the students sustain enjoyment and interest in learning and encourage using the language in a fearless and creative manner.

Games are advantageous and effective in learning vocabulary. Games are motivating because games usually involve friendly competition and create cooperative learning environment, so students have an opportunity to work together. Games improve students' communicative skills and they have a chance to use the target language (Sorayaie- Azar, 2012 as cited by Derakhshan, A and Elham, 2015: 40).

Most of students are taught not to memorize vocabulary, commonly if vocabulary is taught by appropriate methods, the students will receive easily a lesson is taught for example by using game in learning. For example, the more often a word is successfully retrieved from memory, the easier it becomes to recall it. Therefore, useful games encourage learners to recall words and preferably (Thornbury, 2002: 102). In this case, the writer tries to build the spirit of the students to support their vocabulary by scrabble game. This game provides opportunities for students to learn while play fun game in the classroom. Using game in learning English is very important in learning English in order to make students easily to catch the material.

Based on the explanation above, the writer intended to conduct an experimental research to know whether the scrabble game can support the students or not used in teaching vocabulary under the title.

"USING SCRABBLE GAME AS EXTRACURRICULAR ACTIVITIES TO SUPPORT STUDENTS' ENGLISH VOCABULARY LEARNING"

B. Research Questions

Based on the background of the study above, the writer wants to answer the following questions:

1. Is there any significant difference score between the students' vocabulary mastery before and after being taught by using scrabble game?

2. What are the students' responses on learning English vocabulary by using scrabble game?

C. The Aims of Study

1. To know whether there is any significant difference score between the students' vocabulary mastery before and after being taught by using scrabble game.

2. To elicit students' responses on learning English by using scrabble game.

D. Hypothesis

Hypothesis is a temporary answer for research question (Bambang, 2005: 76). In analysing hypothesis, the writer need to determine the hypothesis. There are two types of hypothesis; H_o and H_a, (H_o) is null hypothesis and (H_a) is alternative hypothesis.

H_a is a statement or a temporary answer to the formula proposed research that will be accept. Whereas H_o is statement or a temporary answer to the formula proposed research that will be rejected. After considering the problem of study above the writer would like to draw the hypotheses that are:

a. H_a = there is significant difference score between the students' vocabulary mastery before and after being taught by using scrabble game.

b. H_o = there is not significant difference score between the students' vocabulary mastery before and after being taught by using scrabble game.

E. Significant of Study

The significance of the study is concerned with the four main elements of education namely: the students, the teachers, researcher and other researchers. The study has significance on contributing theoretically and practically:

Theoretically, this research finding are expected to support the existing theories and empirical evidence of the working knowledge and principles of English language teaching, particularly to the achievement of the students in learning vocabulary using scrabble game. Moreover, this research is also expected to contribute some researcher's theories.

Practically, the study is thought to be practical in its nature that is so provide educational feedback such as the students, through this study is expected that the achievement of the student's vocabulary can be improved. Besides:

1. For the Teachers

The finding of this study can help teachers in get more information about one of the appropriate activities, in this case is game. So the teacher hoped to create an interesting teaching-learning process by using games.

2. For the Students

Hopefully, this study can motivate to be better in vocabulary. Through games, students are expected to have good enrichment in vocabulary and changes of behaviour in vocabulary.

3. For Researcher

Through this study will be able to improve her knowledge in writing good thesis and to improve her knowledge in writing English learner.

4. For the Other Researchers

This study will be very useful references for those who are interested in the same study and give useful consideration to conduct another study which is still related to the area of the study.

F. Terminology

To avoid misconception and misunderstanding of the study, the researcher would like to explain some key terms, as follows:

1. Vocabulary

A set of lexemes, including single words, compound words and idiom (Longman dictionary of language teaching & applied linguistic, 4th education, P.629). All the words that a person knows or uses, a list of word with their meanings, especially in a book for learning a foreign language (Oxford advanced learner's dictionary, International student's edition, P.1506)

2. **Scrabble Game**

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 already been placed on the board. (Oxford advanced learner's dictionary, International student's edition, 2000: 1191)

3. **Extracurricular Activity**

Extracurricular activities are activities that someone does that are not part of their normal work, routine, etc. In the school, extracurricular activities can be fun activity, getting involved in groups, sports or other pursuit outside the classroom that can give new skills and help the students learning. Retrived from www.collinsdictionary.com

G. **Previous Study**

The previous studies about knowing the effectiveness by using scrabble game to support English vocabulary learning have been conducted by two researchers from those previous studies, the researcher can take lessons and also their discrepancies on the basis on the found gabs, the recent study is done.

First research was conducted by Hamdiah (2012) with title using scrabble game to improve students' vocabulary, this research used true experimental design. The researcher used the pre-test, treatment and postest on collect data and the research was conducted at the second grade of SMP Negeri 3 Banda Aceh and than the objective of research is to find out whather there was a significant difference of the student's vocabulary achievement after being taught through scrabble game.

Second research was conducted by Andi Saputra Tanjong (2011) with title reinforcing students' vocabulary through Scrabble game, this research used CAR (classroom action research) design by using observation, test and interview to collect data. The research was conducted at first grade of MTs Nurussalam Pondok Pinang and found the result that students' activity for the learning process in cycle one and two, has improved that involved understanding words, autonomy, and success in playing scrabble game.

CHAPTER II

LITERATURE REVIEW

A. Vocabulary as Part of Language

1. Definition of Vocabulary

Vocabulary is the main component in a language. Learning vocabulary is fundamentally about definition of words. Vocabulary is one of the elements in English to be mastered, because the language related to the words, without having enough vocabulary a student can not communicate. So, the students should have enough vocabulary to convey an idea in developing skill of language. There are some experts who give definitions of vocabulary. Linse (2005: 121) state that vocabulary is the collection of words that an individual knows. It means that students must have a lot of vocabularies to simplify the communication with others. Students who have enough vocabulary be arranged in making good language and will be more confident and easier to convey ideas in a applied vocabulary.

According to Richards and Renandya (2002: 255), vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and written. Based on this statement, vocabulary gives a real effects for skills in English language, without mastering vocabulary the students can not develop English because all of the skills in English are related to words. If the students have less vocabulary, they will not be successful in

speaking, listening, reading, and writing. So, learning English will be successful, if the students master vocabulary.

Furthermore, Mofareh (2015: 24) stated that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. Based on statement above, vocabulary is central point in learning English. Knowing of vocabulary, the students will easier to deliver an idea or information to the other and easier to catch the meaning from the speakers'.

Based on explanation above, the writer can conclude that vocabulary is the number of the words in a language that must known by students to develop all skill of English, without have vocabulary the students can not master of English as foreign language. Moreover, vocabulary can help students in understanding the speakers' meaning and easier to solve problem in communicating. If the students have lack of vocabulary, she or he will be confused and make unconfident in communication because of all the skills in the English language dealing with words.

2. Type of Vocabulary

Some experts are groups vocabulary into four type and then each type has a different purpose and vocabulary development in one type facilitates growth in another. Cummins (1999 as cited in Herrel, 2004 as cited in Joseph, 2014) states that there are different types of vocabulary. That's are listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. Reading vocabulary includes all the words a person is able to know while reading any text. Listening vocabulary is vocabulary that an individual is able to understand while listening to speech. Writing vocabulary encompasses the words a person makes use

of in writing while speaking vocabulary consists of words which an individual uses in speech.

According to Hiebert and Kamil (2005: 3), the different type of vocabulary that exist "vocabulary comes into two forms: oral and print." Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Second, print vocabulary consists of those words for which the meaning is known when we write or read silently. They also specify the diverse types of vocabulary that is "vocabulary comes in two forms: receptive and productive". Receptive vocabulary includes word that we recognize when hear or see them. Productive vocabulary includes words that we use when speak or write.

Moghadam, Zainal & Ghaderpour (2012) differentiate the vocabulary in two types, they are active vocabulary (Productive) and passive vocabulary (Receptive). Conforming to Nation (2001, as cited in Moghadam, Zainal & Ghaderpour, 2012), productive use of vocabulary is defined as wanting to express the meaning through speaking or writing and retrieving its meaning. In other word, productive vocabulary is the word that involved when we apply them in speaking and writing. In addition, productive vocabulary is the output of convey massage through speaking and writing. In the other hand, receptive vocabulary is the word that learners receive from reading when we see them and listening when we hear them.

Based on the explanation above, the writer concludes that vocabulary is divided into several kinds of vocabulary that are active vocabulary (Productive) and

passive vocabulary (Receptive). In addition, vocabulary also divided in oral vocabulary and print vocabulary.

3. Difficulties in Learning Vocabulary

The first steps in successful teaching vocabulary are to identify the difficulties that faced by the students. Thornbury (2002: 27) proposes some factors that make some words more difficult as follows:

a. Pronunciation Research shows that words that are difficult to pronounce are more difficult to learn.

b. Spelling Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc.

c. Length and complexity long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favouring their "learnability".

d. Grammar also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an–ing form (swimming) can add to its difficulty.

e. Meaning when two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire.

f. Range, connotation and idiomatically 80 Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus, put is a very wide ranging verb, compared to impose, place, position, etc. Likewise, thin is a safer bet than skinny, slim, slender. Uncertainty as to the connotations of some words may cause problems too. Thus, propaganda has negative connotations in English, but its equivalent may simply mean publicity. On the other hand, eccentric does not have negative connotations in English, but its nearest equivalent in other languages may be deviant. Finally, words or expression that are idiomatic (like make up your mind, keep an eye on...) will generally be more difficult than words whose meaning is transparent (decide, watch).

B. Description of Scrabble Game

1. Definition of Scrabble Game

According to Warner and Brown (2005: 47), scrabble is a proprietary board game, which involves the building of words for point scores, for two or more players (or teams).

In Cambridge Advanced Learner's dictionary Third edition, scrabble is a game played on a board covered in squares in which players win phoints by creating

words from letters with different values and connecting these words with ones already on the board.

In Oxford Advanced dictionary (1985: 1191), 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.

According to Christopher (2009: 1), scrabble is a board games and a game for arranging letter that will be played by 2 or 4 people who set the point base on the score of word which is formed by letter on board game that it is forming square word/ cross word (15 rows and 15 columns).

2. Procedure for Playing Scrabble Game

To play scrabble game needs some steps to play it. The steps of playing the scrabble game as follows (Andrea Hermitt, 2009: 1):

a. Step 1

Place all of the tiles face down on the table and make sure that each person takes their tiles. After their have tiles, each person should turn their tiles over and quickly try to form words with their tiles.

b. Step 2

The person who gets the letter "A" or the nearest of it, so he/she is the first player and uses all of the tiles to creat a word and check the word with dictionary whether is corrects or not. Next, each person would pick up a new tile. This new letter must be integrated into the existing puzzle rearranging their puzzles if necessary. Once again, the firts person uses all of the tiles would yell "draw".

c. Step 3

Keep working the new letter into the individual puzzles until all of the words are used up. Each hand can last a number of seconds or minutes, and if everyone is stuck, the player need to decide to draw again.

C. Using Scrabble Game for Learning English Vocabulary

English words relate to science and scientific concepts that can be the most of difficulties to spell and memorize it. Teachers are always in need of additional ways to help students learn and retain science of vocabulary. Many people build their English vocabulary through some technique, such as through a bland of methods by taking English classes, reading books, watching movies and studying English with English language software. Playing word and vocabulary game is a valuable part of learning English, because you approve of them and want them to be successful.

There is a lot of learn about teaching and learning English and the more fun that can be had in the process will be better. Learning the alphabet can be made more exciting by singing, chanting or game. Cameron said that simple games may help interest and motivation, for the example, the teacher says a letter at random from the alphabet and children about out the next letter (or the next but one, or the one before) (Cameron, 2001: 143).

According to Cruickshank and Telfer, (2001: 76 as cited in Warner and Brown, 2005: 48) stated that, The former includes many type of game commonly used in second language learning. The latter includes Scrabble and puzzles,'in

which players use principles of a subject or discipline and solve related problems, as in math or spelling'.

Scrabble can be used in developing problem-solving skill and is motivating for students. Petersen-Perlman et al (1999: 255) as cited in Warner and Brown, (2005: 48) present Up Words, the three-demensional Scrabble-type board game, as a 'prototypical partnership model', whose rules can also apply in classroom generally. There is reasonable case to be made that the standard game needs to be adapted, the rules changed, so scrabble can be used more effectively as a linguistic aid.

Hopefully scrabble would make students excited in teaching learning process of vocabulary, because all skill of a language related with vocabulary. The students need much time to memorize some vocabulary. So by using scrabble game, the teachers may help students easy to memorize the vocabulary. To get the students do not feel bored, the teacher can provides the full colour of letters. By arranging letter to be word, automatically they learn how to write well and the students know how to spell it.

CHAPTER III

RESEARCH METHOD

A. Research Design

A research design used in this study is experimental design. According to Creswell (2012) an experimental design is the approach for conducting quantitative research. On the other hand, Leedy & Ormrod (2010, as cited in Levy and Ellis, 2011: 152) define experimental research as a study in which participants are randomly assigned to groups that undergo various researcher-imposed treatments or interviews, followed by observation or measurements to assess the effect of the treatment. Moreover, type of experimental design is true experimental or lab experimental. Besides, (Levy and Ellis, 2011: 153) reveal that:

> "*True experimental is a type of experimental design where the researcher has a great leverage and control over the study experiment including the randomization of the sample into two groups (experimental and control) and performance of the measurement before the treatment after it, or both. In true experiments, pretest-posttest with control group design is the most commonly used experimental design*".

Furthermore, in this research the writer used a game that applied in the experimental teaching. The game namely scrabble game, which is used to support the mastery of English vocabulary.

B. Population and Sample

1. Population

According to Ary (as cited in Sukardi, 2008) stated that population is all members of well-defined class of people, objects, or events. It is mean that population referred to whole targets of this study are observed by the writer. Moreover, the population of this study are all of students in SMP Negeri 1 Banda Aceh in academic year 2017/2018. It consisted of 24 classes. Each grade consisted 8 classes. There are 256 students in this population

2. Sample

A Sample is a subset of the individuals in a population, there is typically data available for individuals in samples (Hanlon and Larget, 2011: 7). A sample is simply a subset of all the units which make up the population. In choosing the class, the researcher used random method to decide students. The simple random sampling used in this research. Hanlon & Larget (2011: 10) stated that simple random sampling is a sample chosen in such a manner that each possible sample of same size has the same chance of being selected.

In addition, the sample of this research is the students of class VIII-7 (as experimental groups) and VIII-8 (as control groups) of SMP Negeri 1 Banda Aceh, in academic year 2017-2018. Each class consists of 32 and 32 students. Thus, the total number of the sample is 64 students.

C. Technique of Data Collection

To obtain the result, the writer implemented several ways in collecting the data. The writer used some steps that are:

1. Teaching

Teaching was conducted to find out and to get information about the efficiency and effectiveness of scrabble game in supporting students' ability in mastery vocabulary. The researcher gave tests to the students' to measure they ability in mastering vocabulary.

2. Test

Test is a tool or procedure to know or measure something in the condition, by the manner and arrangement that has been decided (Suharsimi Arikunto, 2008: 52). Test was one of the technique used to collect data and information in this research. It was also intended to find out the result of experiment. Test had been held in two meetings, they were Pre-test and Post-test.

2.1. Pre-Test

In the first meeting, both classes (experimental and control) are given the pre-test and it is implemented in order to gain the data of the students' knowledge.

2.2. Post-test

Post-test is a test which was given after the writer finishing teaching them. It is useful to evaluate students' achievement in mastering vocabulary after teaching learning process by using scrabble game. After having the results

of pre-test and post-test the writer analyzed and than compared the result of both test.

3. **Questionnaire**

Questionnaire is the list of questions that has to be filled by respondents, (Sigit Nugroho, 2008: 10). The researcher distributed the questionnaire to the students to find out the students' responds about the implementation of scrabble game to support the mastery of English vocabulary. The questionnaire will distribute to the experimental class at the last meeting. The writer used close ended questionnaire to make the students easily in answering the questionnaire and the students do not get miscomprehension about the statements or the questions in questionnaire. Foddy (1993, cited in Ferligoj & Mrvar, 2003: 161) states that close-ended questions limit the respondent to the set of alternatives being offered. The questioner is in *bahasa* because her respondents are junior high school level.

D. **Technique of Data Analysis**

After collecting data, then the writer analyzed it by using some techniques that appropriate with the necessity. The writer refers to the data analysis method to *Metode Statistika* written by Sudjana (2009). Here are formulations that used by analyzing the data:

1. Range is the differences of the higest score with the lowest score. To find the result, the writer used the following formula:

$$R = Hs - Ls$$

Where:

R   = Range

Hs   = the highest score

Ls   = the lowest score

2. Interval is amount of class and to find the score we use the following formula:

I= 1+ 3,3 Log N

Where:

I   = Interval

1+ 3,3 = Available score

Log   = Logarithm

N   = Number of students

3. Class interval is the amount of score that has been grouped on the expected interval. The formula is in the following:

$P=\frac{R}{I}$

Where:

P   =Length of the interval

R   =Range of the score

I   =the amount of interval class

4. Means average score of the students. It is symbolized by X. It can be obtained by using the following formula:

$$X = \frac{\Sigma fixi}{\Sigma fi}$$

Where:

xi =Middle score of interval

fi =Frequency

$fixi$ =The amount of multiplication between frequency and middle interval

5. Standard Deviation, the stantard deviation is a measure of variabiliry that is calculated from mean. It symbolized by SD. The formula used is:

$$SD = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2}$$

Where:

SD   =Standard Deviation

D   =Difference

N   =the amount of frequency or $n = \Sigma fi$

6. The standard Error of Mean difference (SEM_D). It is used to find out the score. According to Ary et al (2002: 195) The formula used is:

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

Where:

SEM_D = The standard Error of Mean difference

N   =the amount of frequency

SD   = Standard deviation

7. The writer T–score is used to see the significant difference between two means.

    The formula is:

    $$T = \frac{MD}{SEMD}$$

    Where:

    T   = t- score

    MD   = Avarage Differance

    SE   =Variants

8. The questionnaire was analyzed in chapter four by using the formula as follow:

    $$P = \frac{F}{N} \times 100\%$$

    Where:

    P   =Percentage

    F   = Frequency of respondents

    N   =Number of sample

    100% =Constant value

CHAPTER IV

FIELD RESEARCH DATA

A. A Brief Description about the School

1. The School

SMPN 1 Banda Aceh is the first junior high school in Banda Aceh which is established in Dutch Colonial period in 1820. It is one of junior high schools under the control of Ministry city of Education. It is located at Jl. Prof. A. Majid Ibrahim, Punge Jurong, Banda Aceh. At this time, the school is led by Drs. Bustamai.

Table 4.1: The Facilities in the School

No	Facilities Name	Total
1	Class Room	35 unit
2	Teachers' Room	1 unit
3	Counseling room	1 unit
4	Head master's Office	1 unit
5	Administration Office	1 unit
6	Multimedia Room	1 unit
7	Canteen	2 unit
8	Toilet	5 unit
9	Sport field	1 unit
10	Medical room	1 room
11	Language Laboratory	1 unit
12	Physics and Chamistry laboratory	1 unit
13	Biology laboratory	1 unit
14	Libtary	1 unit

| 15 | Musholla | 1 unit |
| 16 | Security post | 2 rooms |

Source: The administration office of SMP Negeri 1 Banda Aceh

2. The Teachers

Teachers are the educators and facilitators for the students learning. Teachers have an important role in helping the students to achieve a good academic achievement. SMP Negeri 1 Banda Aceh has fivety two teachers, eight of them are male and others are famele. In addition, fourty two of them are full time teachers and the others are part-time teachers. Among all teachers, there are 4 English teacher; 3 females and 1 male. The table below shows the name of English Teachers of SMP Negeri 1 Banda Aceh.

Table 4.2: The Name and Graduated University of English Teacher in SMPN 1 Banda Aceh

No	Names of English Teachers	Graduated
1	Syukri, S. Pd	Serambi Mekkah University
2	Mariani S. Pd	Serambi Mekkah University
3	Asmaniar S. Pd	Syiah Kuala University
4	Salmi Harun S.Pd	Serambi Mekkah University

Source: The administration office of SMP Negeri 1 Banda Aceh

3. The students

Students are also very important in teaching learning process, bacause the role of students is as subject of educatition. Now, the total number of the students studying in SMP Negeri 1 Banda Aceh is 769 students, they are consisting of 348 males and 421 females. The table below shown the total numbers of the students at SMP Negeri 1 Banda Aceh in academic year 2017/2018.

Table 4.3: The Students Number of SMPN 1 Banda Aceh

Grade	Class	Number of Students
	VII^1	32 students
	VII^2	32 students
	VII^3	32 students
1st grade	VII^4	32 students
	VII^5	32 students
	VII^6	32 students
	VII^7	32 students
	VII^8	33 students
	$VIII^1$	33 students
	$VIII^2$	31 students
	$VIII^3$	32 students
	$VIII^4$	32 students
2nd grade	$VIII^5$	30 students
	$VIII^6$	31 students
	$VIII^7$	32 students
	$VIII^8$	32 students

	IX^1	32 students
	IX^2	31 students
	IX^3	32 students
3rd grade	IX^4	33 students
	IX^5	33 students
	IX^6	33 students
	IX^7	32 students
	IX^8	33 students

Source: the administration office of SMP Negeri 1 Banda Aceh

4. The Curriculum

In teaching learning process, SMP Negeri 1 Banda Aceh applied kurikulum 2013 (K13). Every day the students start studying at 07.45 until 14.00. The allocated time of teaching English is 4 hours lesson in a week and 1 hour lesson take 40 minutes. All classes in each grade use *when english rings a bell* as their textbook. And sometimes the english teachers also used the other books, such as grammar textbook.

B. Data Collecting Procedure

To find out the data needed in the research, the writer collected the data from teaching experiment in five meetings. The allocation of time for each meeting was about 40 minutes. Before the writer did the research, the writer had consulted with headmaster and the english teacher. The writer taught directly two classes, the class

VIII-7 as the experimental class and class VIII-8 as the control class. In the experimental class, the writer applied scrabble game as a teaching technique. Meanwhile in the control class writer did not apply any technique. These classes were given the same material to find out the result of implementation of Scrabble game in the experimental class showed different result than the control class in learning vocabulary. Here was information about the teaching process:

1. Experimental Class

a. The first meeting

At the first meeting, the writer entered to the classroom. Then the students prayed for their success in studying. Afterwards, the writer chacked the attendent list and called the students name. Afterthat, the writer introduced herself to the students and explained the students about the reason of her coming and other useful things related to the teaching learning process of vocabulary through scrabble game. Next, the writer gave them a pre- test for 30 minutes. When the time was over the writer motivated them to study hard.

b. The second meeting

In second meeting, before the beginning of study, as usual, the writer checked the attendent list and celled the students name. Then the writer used first 10 to 15 minutes for warming up. Afterthat, the writer showed the students the scrabble and

explained them about how to play scrabble included the steps in playing, arranging, challenging, scoring and ending the play.

Then, the writer asked the students to make several groups. Each groups consisted of 4 students and there were eight groups. Then the writer gave each group a scrabble. Each scrabble could only played by four groups. Two students who want to be volunteer as the timer and also as the score writer. All the players started playing. The writer asked students to creat word that related in daily life. The play held until the time was ended or until the entire letter tiles had been played by the players.

c. The third meeting

As the in the previous meeting, the students prayed for their success in studying and the writer called the students' attendent list. Then for ten minutes, the students repeated the vocabulary that they got of previous meeting. It was aimed to make them remember for their vocabulary. Andthan, the writer asked the students to make groups, gave each group one scrabble and pleased them to play until the time was ended.

d. The fourth meeting

As usual, at the beginning of meeting, the writer called the students name. The writer asked the students to make groups, gave each group one scrabble and pleased them to play it. After that, the writer told to the students that they would have a post test and answered the questionnaire for the next meeting. Because of that then the writer asked the students to repeat the vocabulary that had gotten from the first meeting up to four meeting. The students created some santance with vocabulary that they got. In the last minutes, the writer aske the students whether they have understood or not.

e.   The fifth meeting

It was the last meeting, while the writer chacked the attendent list. The writer asked the students condition, it was aimed make them feel comfortable in doing their test. The writer explained the purpose of this test either for the writer or for the students themselves. The writer gave post-test for abour thirty minutes. Afterthat, the writer explained them about questionnaire and it purpose. The questionnare was given to the students for about twenty minutes. The questionnaire was aimed to evaluate whether the technique helps students in supporting their vocabulary or not and to know students' responses on learning English by using scrabble game.

2.   Control Class

In control class, the writer did not applay scrabble game in teaching learning process. The students tought the same material as in the experimental class. The writer also distributed Pre-test in the first meeting, tough the material in the second meeting until the fourth meeting and distributed post-test in the last meeting. Here was the information about the teaching process.

a.   The first meeting

At the first meeting, the writer entered to the classroom. Afterwards, the writer checked the attendant list and called the students name then introduced herself to the students. Afterthat, the writer explained a general purpose of teaching them. Next, the

writer distributed pre-test that should be done by the students in about 30 minutes. When the time was over, the writer motivated the students to study hard.

b. The second meeting

In second meeting, before beginning of study, as usual, the writer checked the attendant and called the students name. Then the writer used first 10 to 15 minutes for warming up. Afterthat, the writer asked to the students to mention vocabularies that related with daily life. then, the writer wrote them in the whiteboard. Next, the students looked for the meaning of those vocabularies in dictionary and wrote it on the whiteboard.

c. The third meeting

Before learning and teaching process started, as usual, the wrier called the students' attendent list. Then for ten minutes, the writer asked the students to repeat the vocabulary of previous meeting. It was aimed to make the students remember for their vocabulary. In this meeting, the writer write one vocabulary on the whiteboard and asked students to write the next word based on the last letter on the word written by the writer.

d. The fourth meeting

As usual, at the beginning of meeting, the writer called the students name. The for ten minutes, the writer repeat the vocabularies that the students got of previous meeting. After that, the writer gave a new activity in learning vocabulary. In this meeting, the activity given an game. The name of game is blindfold. The students play

that game. Then, the writer told to the students that they would have a post test. In the las minutes, the students repeat the vocabulary.

e. The fifth meeting

It was the last meeting, the writer checked the attendant list and the writer asked the students condition, it was aimed to make students feel comfortable before doing post-test. The writer explained the purpose of this test either for the writer or for the students themselves. The length time of post-test was about forty minutes.

C. The Result of Data

1. The analysis of test

The writer provided pre-test and post-test to measure students' ability in mastering vocabulary. Both of the tests consist of 25 questions 10 in multiple choice items and 15 translate the words. The students were expected to choose the correct for multiple choices and fill in the blank for essay. One correct answer was 4, if the students can answer test completely correct, they will get one hundred points. The data both of pre-test and post-test scores shown on the table 4.4 and table 4.5.

The data about capability of the students in learning English vocabulary were collected through post-test. On the other hand, the additional data about the students were collected by giving questionnaire.

The following table shows the result bof students' pre-test and post-test of experimental class and control class of the second year students of SMP Negeri 1 Banda Aceh.

Table 4.4 The score of pre-test and post-test of Experimental **Class (VIII-7).**

No	Initial's Name	Score		X-Y (D)	D^2
		Pre-test (Y)	Post-test (X)		
1	AJ	60	80	20	400
2	AA	60	72	12	144
3	AAL	68	76	8	64
4	AR	68	100	32	1024
5	AN	92	100	8	64
6	CZ	64	88	24	576
7	CC	92	100	8	64
8	DN	56	76	20	400
9	DP	84	96	12	144
10	EW	52	72	20	400
11	EA	88	88	0	0
12	FA	80	84	4	16
13	FAP	64	88	24	576
14	FR	56	76	20	400
15	IF	68	76	8	64
16	KA	80	84	4	16
17	LA	92	92	0	0
18	MA	88	88	0	0
19	MI	68	88	20	400
20	MF	76	92	16	256
21	MFH	76	80	4	16
22	MH	80	92	12	144
23	MR	84	92	8	64
24	NZ	56	76	20	400

No	Initial's Name	Pre-test	Post-test	X-Y	D²
25	NP	64	84	20	400
26	RP	64	96	32	1024
27	RS	72	92	20	400
28	RR	92	96	2	4
29	SD	72	92	20	400
30	SW	56	76	20	400
31	WS	80	84	4	16
32	SA	68	76	8	64
	N = 32			$\sum$430	$\sum$8342

Table 4.5 The score of pre-test and post-test of Control Class (VIII-8)

No	Initial's Name	Experimental Class		X-Y (D)	D²
		Score			
		Pre-test (Y)	Post-test (X)		
1	AH	72	84	12	144
2	AM	80	76	-4	16
3	AD	72	76	4	16
4	CA	64	64	0	0
5	CN	92	92	0	0
6	ER	72	68	-4	16
7	FD	92	88	-4	16
8	FB	88	80	-8	64
9	JN	80	76	-4	16
10	KN	88	80	-8	64
11	KA	76	80	4	16
12	MR	80	76	-4	16
13	MA	40	64	24	576

14	MDA	80	80	0	0
15	MD	84	84	0	0
16	MG	84	80	-4	16
17	MK	64	76	12	144
18	MS	68	64	-4	16
19	NA	52	72	20	400
20	NF	72	68	-4	16
21	RRA	76	72	-4	16
22	RM	68	64	-4	16
23	ST	80	72	-8	64
24	SA	68	64	-4	16
25	SYA	84	80	-4	16
26	SN	84	92	8	64
27	TH	52	68	16	256
28	MA	68	64	-4	16
29	NH	84	88	4	16
30	WS	64	72	8	64
31	AZ	92	100	8	64
32	SA	68	76	8	64
	N = 32			$\sum 52$	$\sum 2224$

After finding the data, the writer analyzed the data were collected by giving test. In line with this, the writer used some statistical formula. The aim of this was to get tha range, interval, mean, and standard diviation score.

a. **The Result of Experimental Class**

The score of pre-test

52   56   56   56   56   60   60   64

64	64	64	68	68	68	68	68
72	72	76	76	80	80	80	80
84	84	88	88	92	92	92	92

Based on the score above, it can be seen that the highest score was 92 and the lowest score was 52. The writer determined the range of pre-test presented above by using the following formula:

$$R = Hs- Ls$$

$$= 92- 52$$

$$= 40$$

After finding the range score, the writer find out amount of interval, and the result is:

$$I = 1+ 3,3 \log N$$

$$= 1+ 3,3 \log 32$$

$$= 1+ 3,3(1.50)$$

$$= 1+ 4,95$$

$$= 5,95$$

$$= 6$$

So, the number of interval is 6. By knowing the number of interval, the writer found the class interval score by using the following formula:

$$P = \frac{R}{I}$$

$$= \frac{48}{6}$$

$$= 8$$

After getting the score range, interval, and class interval, the writer put the data into the frequency distribution table as follow:

Table 4.6: Frequency Distribution Pre-test of Experimental class

No	Class Interval	Fi	Xi	FiXi
1	52 – 57	5	54,5	272,5
2	58 – 63	2	60,5	121
3	64 – 69	9	66,5	598,5
4	70 – 75	2	72,5	145
5	76 – 81	6	78,5	471
6	82 – 87	2	84,5	169
7	88 – 93	6	90,5	543
	Total	32		2320

Based on the frequency of the students' above, the mean of the students' pre-test score is:

$$X = \frac{\Sigma fixi}{\Sigma fi}$$

$$X = \frac{2320}{32}$$

$$X = 72{,}5$$

After finishing calculation of the students' pre-test score, the writer continued to analyze the student's post-test score in experimental class by using the same formula as before:

The score of post-test

72	72	76	76	76	76	76	76
76	80	80	84	84	84	84	88
88	88	88	88	92	92	92	92
92	92	96	96	96	100	100	100

Based on the score above, it can be seen that the highest score was 100 and the lowest score was 72. The writer determined the range of post-test presented above by using the following formula:

R = Hs- Ls

= 100 - 72

= 28

After finding the range score, the writer find out amount of interval, and the result is:

I = 1+ 3,3 log N

$$= 1+ 3{,}3 \log 32$$

$$= 1+ 3{,}3(1.50)$$

$$= 1+ 4{,}95$$

$$= 5{,}95$$

$$= 6$$

So, the number of interval is 6. By knowing the number of interval, the writer found the class interval score by using the following formula:

$$P = \frac{R}{I}$$

$$= \frac{28}{6}$$

$$= 4.66$$

$$= 5$$

After getting the score of range, interval, and class interval, the writer put the data into the frequency distribution table as follow:

Table 4.7: Frequency Distribution Post-test of Experimental class

No	Class Interval	Fi	Xi	FiXi
1	71 – 76	9	73,5	661,5
2	77 – 82	2	79,5	159
3	83 – 88	7	85,5	598,5
4	89 – 94	8	91,5	732

5	95 – 100	6	97,5	585

Total	32	2736

Based on the frequency of the students' above, the mean of the students' pre-test score is:

$$X = \frac{\Sigma f i x i}{\Sigma f i}$$

$$X = \frac{2736}{32}$$

$$X = 85,5$$

After finding the difference score of the pre-test and the post-test in experimental class, the writer has to find Standard Deviation of two variables, X and Y by using the following formula:

$$SD = \sqrt{\frac{\Sigma D2}{N} - \left(\frac{\Sigma D}{N}\right)^2}$$

$$SD = \sqrt{\frac{8342}{32} - \left(\frac{430}{32}\right)^2}$$

$$SD = \sqrt{260.68 - (13.43)^2}$$

$$SD = \sqrt{260.62 - 180.36}$$

$$SD = \sqrt{80.26} = 8.95$$

Therefore, the Mean of Difference (M_D) was counted by using the following formula:

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{430}{32}$$

$$M_D = 13.43$$

After getting the score of Standard Deviation Difference, the writer calculated the Standard Error of Mean difference (SEM_D) between two variables: X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{8.95}{\sqrt{32-1}}$$

$$SEM_D = \frac{8.95}{\sqrt{31}}$$

$$SEM_D = \frac{8.95}{5.56}$$

$$SEM_D = 1.60$$

Then, the score of t_0 could be calculated with this formula:

$$t_0 = \frac{MD}{SEMD}$$

$$t_0 = \frac{13.43}{1.60}$$

$$t_0 = 8.39$$

The last step was to examine the t_0 by determining degree of freedom (df) by using the following formula:

$$Df = N\text{-}1$$

$$= 32\text{-}1$$

$$= 31$$

b. **The Result of Control Class**

After obtaining the result of pre-test and post-test in experimental class, the writer continued analyzing the result of students' pre-test and post-test in the control class to see the different score both experimental and control class. The result is as follows:

The score of pre-test

40	52	52	64	64	64	64	68
68	68	68	72	72	72	72	76
76	80	80	80	80	80	84	84
84	84	84	88	88	92	92	92

Based on the score above, it can be seen that the highest score was 92 and the lowest score was 40. The writer determined the range of pre-test presented above by using the following formula:

R = Hs- Ls

= 92- 40

= 52

After finding the range score, the writer find out amount of interval, and the result is:

I = 1+ 3,3 log N

= 1+ 3,3 log 32

= 1+ 3,3(1.50)

= 1+ 4,95

= 5,95

= 6

So, the number of interval is 6. By knowing the number of interval, the writer found the class interval score by using the following formula:

$$P = \frac{R}{I}$$

$$= \frac{52}{6}$$

= 9

After getting the score range, interval, and class interval, the writer put the data into the frequency distribution table as follow:

Table 4.8: Frequency Distribution Pre-test of control class

No	Class Interval	Fi	Xi	FiXi
1	40 – 45	1	42,5	42,5
2	46 – 51	-	48,5	-
3	52 – 57	2	54,5	109
4	58 – 63	-	60,5	-
5	64 – 69	8	66,5	532
6	70 – 75	4	72,5	290
7	76 – 81	7	78,5	549,5
8	82 – 87	5	84,5	422,5
9	88 – 93	5	90,5	452,5
	Total	32		2398

Based on the frequency of the students' above, the mean of the students' pre-test score is:

$$X = \frac{\Sigma fixi}{\Sigma fi}$$

$$X = \frac{2398}{32}$$

$$X = 74,9$$

After finishing calculation of the students' pre-test score, the writer continued to analyze the student's post-test score in the control class by using the same formula above:

The score of post-test

64	64	64	64	64	64	68	68
68	72	72	72	72	72	76	76
76	76	76	80	80	80	80	80
80	84	84	88	88	92	92	100

Based on the score above, it can be seen that the highest score was 100 and the lowest score was 64. The writer determined the range of post-test presented above by using the following formula:

R = Hs- Ls

   = 100 - 64

   = 36

After finding the range score, the writer find out amount of interval, and the result is:

I = 1+ 3,3 log N

   = 1+ 3,3 log 32

$$= 1 + 3{,}3(1.50)$$

$$= 1 + 4{,}95$$

$$= 5{,}95$$

$$= 6$$

So, the number of interval is 6. By knowing the number of interval, the writer found the class interval score by using the following formula:

$$P = \frac{R}{I}$$

$$= \frac{36}{6}$$

$$= 6$$

After getting the score of range, interval, and class interval, the writer put the data into the frequency distribution table as follow:

Table 4.9: Frequency Distribution Post-test of control class

No	Class Interval	Fi	Xi	FiXi
1	64 – 69	9	66,5	598,5
2	70 – 75	5	72,5	362,5
3	76 – 81	11	78,5	863,5
4	82 – 87	2	84,5	169
5	88 – 93	4	90,5	362

6	94 – 100	1	96,5	96,5
	Total	32		2452

Based on the frequency of the students' above, the mean of the students' post-test score is:

$$X = \frac{\Sigma f i x i}{\Sigma f i}$$

$$X = \frac{2452}{32}$$

$$X = 76,6$$

After finding the difference score of pre-test and post-test in control class, the writer has to find Standard Deviation of two variables, X and Y by using the following formula:

$$SD = \sqrt{\frac{\Sigma D2}{N} - \left(\frac{\Sigma D}{N}\right)^2}$$

$$SD = \sqrt{\frac{2224}{32} - \left(\frac{52}{32}\right)^2}$$

$$SD = \sqrt{69.5 - (1.62)^2}$$

$$SD = \sqrt{69.46 - 2.62}$$

$$SD = \sqrt{66.88} = 8.17$$

Therefore, the Mean of Difference (M_D) was counted by using the following formula:

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{52}{32}$$

$$M_D = 1.62$$

After getting the score of Standard Deviation Difference, the researcher calculated the Standard Error of Mean difference (SEM_D) between two variables: X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{8.17}{\sqrt{32-1}}$$

$$SEM_D = \frac{8.17}{\sqrt{31}}$$

$$SEM_D = \frac{8.17}{5.56}$$

$$SEM_D = 1.46$$

Then, the score of t_0 could be calculated with this formula:

$$t_0 = \frac{MD}{SEMD}$$

$$t_0 = \frac{1.62}{1.46}$$

$$t_0 = 1.10$$

The last step was to examine the t_0 by determining degree of freedom (df) by using the following formula:

$$Df = N\text{-}1$$

$$= 32\text{-}1$$

$$= 31$$

D. Examining Hypothesis

In examining hypothesis, the writer used "t" test (t_0) to determine the significant difference in examining the students' pre-test and post-test scores of both experimental and control class. Firstly, the hypothesis was examined as using scrabble game to support students' English vocabulary learning of the second grade students of SMP

Negeri 1 Banda Aceh. Secondly, the writer listed the pre-test and post-test scores in order to find up the difference score among the tests.

After finding the different of pre-test and post-test of both experimental and control class, the writer has to find Standard Deviation of two variables. Based on the result of calculation, t-score value of control class was 1.10 and t- score value of experimental class was 8.39. Hypothesis of this study used T_{table} at significant level of $\alpha = 0.05$. According to T_{table} list, the value of distribution table at 31 as degree of freedom was 1.69. However, in this study both of control class and experimental class have $T_{score} > T_{table}$, $1.10 < 1.69$ and $8.39 > 1.69$. Therefore, the study can be concluded that H_a was accepted and H_0 was rejected.

E. Analysis of Questionnaire

The questionnaire was given to the second year students as experimental class after giving post-test. The data obtained from distribution of the questionnaires to the students. It used simple statistic with cumulative frequency distribution method used to count percentage from all alternative of the answers at every question.

In order to collect the data, the formula will be used on Sudjana's book is:

$P = \frac{F}{N} \times 100\%$

Table 4.10 Students' interest in studying English

No	Options	Frequency	Percentage
1	a. Very interested	9	28,1 %
	b. Interested	19	59,3 %
	c. Less interested	4	12,5 %
	d. Not interested	0	0 %
		32	100 %

From the table above, it could be understood that there were 9 students (28,1 %) stated that they are very interested in studying English, and 19 students (59,3 %) stated that they are interested in studying English, and only 4 students (12,5 %) stated that she/he less interested in studying English and no one student who was not interested at all in studying English. In conclution, most of students are interested in studying English.

Table 4.11 Students' opinion about vocabulary in English

No	Options	Frequency	Percentage
2	a. Very important	21	65,6 %
	b. Important	9	28,1 %
	c. Less important	2	6,3 %
	d. Not important	0	0 %
		32	100 %

Based on the table, the writer concludes that 21 (65,6 %) students agree that English vocabulary is very important to study, although some students 9 (28,1 %) said it is important and 2 students (6,3 %) stated that it is less important.

Table 4.12 Students' opinion how difficult in learning vocabulary

No	Options	Frequency	Percentage
3	a. Very difficult	6	18,7 %
	b. Difficult	15	46,9 %
	c. Less difficult	8	25 %
	d. Not difficult	3	9,4 %
	Total		100 %

From the table above, there are 6 (18,7 %) of students said that difficult to learn vobabulary, 15 (66,7 %) of students said that difficult in learning vocabulary, 8 (25 %) of students said that less difficult to learn vocabulary, and 3 (9,4 %) of students said that not difficult to learn vocabulary. In conclusion, most of students said that learning vocabulary is difficult.

Table 4.13 The students' interest in learning vocabulary through scrabble game

No	Options	Frequency	Percentage
4	a. Very interested	21	65,6 %
	b. Interested	11	34,4 %
	c. Less interested	0	0 %
	d. Not interested	0	0 %

Total	32	100 %

From the table above, it could be understand that there were 21 students (65,6 %) stated that they are very interested in studying vocabulary through scrabble game and some other students 11 (34,4 %) stated that they are interested in learning English vocabulary through scrabble geme, and no one student who was less interested or not interested in learning English vocabulary through scrabble game. In conclution, All of students said that they are interested in learning vocabulary through scrabble game.

Table 4.14 Students' opinion whether they face some difficulties in studying vocabulary through scrabble game.

No	Options	Frequency	Percentage
5	a. Yes	1	3,1 %
	b. No	8	25 %
	c. Sometimes	20	62,5 %
	d. Not at all	3	9,4 %
	Total	32	100 %

Based on the table, only 1 student (3,1 %) said that he/she face some difficulties in studying vocabulary through scrabble game, 8 (25%) of students said that there are no difficulties in studying vacabulary through scrabble game, and 20 (62,5 %) of students said that sometimes they face difficulties and other students 3 (9,4 %) said that not at all face difficulties.

Table 4.15 Students' opinion how difficult in learning vocabulary

No	Options	Frequency	Percentage
6	a. Method was difficult	2	6,3 %
	b. Lack of vocabulary	18	56,3 %
	c. Limited time	11	34,4 %
	d. No dictionary	1	3,1 %
	Total	32	100 %

Based on the table, it can be seen that 2 (6,3 %) of students said that the method was difficult, and 18 (56,3 %) of the students said they lack of vocabulary, and 11 (34,4 %) of the students said the time is not enough, and only 1 (3,1 %) of students said that they not have vocabulary.

Table 4.16 Students' opinion about the applying scrabble game can increase their vocabulary.

No	Options	Frequency	Percentage
7	a. Yes	26	81,3 %
	b. No	2	6,3 %
	c. A little	4	12,5 %
	d. No at all	0	0 %
	Total	32	100 %

From the data above, it shown that 26 (81,3 %) of students agree that applying scrabble game can help them in improving their vocabulary and 2 (6,3 %) of students said that applying scrabble game can not help them in improving their vocabulary. Otherwise, 4 (12,5 %) of students said a little.

Table 4.17 After studying vocabulary through scrabble game the students practice in daily activities.

No	Options	Frequency	Percentage
8	a. Very often	5	15,6 %
	b. Sometimes	7	21,9 %
	c. Often	15	46,9 %
	d. Never	5	15,6 %
	Total	32	100 %

Based on the table above, 5 (15,6 %) of students said that they were very often practice scrabble game with their friends, 7 (21,9 %) said that they sometimes practice in daily life, 15 (46,9 %) said that they often practice scrabble game after applying in the classroom, and 5 students (15,6 %) said that they never practice. The writer concluded that avarage of students said that they often practice vocabulary through scrabble game.

Table 4.18 How often the teacher gives them vocabulary through scrabble

No	Options	Frequency	Percentage

9	a. Often	7	21,9 %
	b. Sometime	12	37,5 %
	c. Rarely	9	28,1 %
	d. Never	4	12,5 %
	Total	32	100 %

From the table above, it shown that 7 (21,9 %) of students said the teacher often geve them vocabulary through scrabble game, 12 (37,5 %) of students said that the teacher sometime gave them vocabulary through scrabble game, 9 (28,1 %) of students said that the teacher rarely gave them vocabulary through scrabble game. Meanwhile, 4 (12,5 %) of students said that the teacher never gave them vocabulary through scrabble game.

Table 4.19 Students' opinion about the method applied by English teacher in studying English.

No	Options	Frequency	Percentage
10	a. Very good	16	50 %
	b. Good	16	50 %
	c. Not so good	0	0 %
	d. Bad	0	0 %
	Total	32	100 %

According to the table above, it shown that 16 (50 %) of students agree with the method use by teacher in teaching English. Meanwhile, 16 (50 %) of the students method is good.

F. Discussion

After the writer conducting the study by using experimental teaching, test, and questionnaire as instruments to answer the research questions and hypothesis. The research found that the application of scrabble game to the second year students of SMP Negeri 1 Banda Aceh could help them to support their vocabulary learning.

Based on the analyzed data, the writer founded some important points. The first point related to the first research questions. The question was "Is there any significant difference score between the students' vocabulary mastery before and after being taught by using scrabble game?". It could be seen based on the research finding of the both experimental and control class students, with mean score of post-test that given to the experimental class students was 85,5. Meanwhile, the mean score of control class was 76,6.

Furthermore, the writer also distribute a set of questionnaire to the students in collecting the data to get the real data about their response toward learning English vocabulary by using scrabble. The result of the questionnaire showed that the students agree that scrabble game is suitable approach applied to support English vocabulary learning.

Moreover, to answer the second research question, "What are the students' responses on learning English vocabulary by using scrabble game?, it was found the most of students (65,6%) said that they very interest and the other students (34,4%) said that they interest in learning vocabulary through scrabble game. No one students answer that they less interest or not interest in learning vocabulary through scrabble game. Beside that, it was found that most of students (81,3%) said that the application of scrabble game can help them in improving their vocabulary and (12,5%) of the students said that applying scrabble game is sometimes helpful and only (6,3%) said that the application of scrabble game can not help them in improving their vocabulary.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After conducting the research by using experimental teaching about learning English vocabulary by using scrabble and after analyzing the data and discussion the result in previous chapter, the writer would like to draw some conclution:

1. Learning English vocabulary by using scrabble could support and develop students' vocabulary skill in second grade students' at SMP Negeri 1 Banda Aceh. It proved by average score of post-test of the experimental class (85.5) which is higher than that of post-test of the control class (76.6). This shows that there are significant difference score between the students' vocabulary mastery before and after being taught by using scrabble.

2. There are some responses by the students' in learning vocabulary through scrabble game. Based on the questionnaire, the students found some obstacles in learning vocabulary, such as (56,3 %) of students' said that they lack of vocabulary and (34,4 %) of students' said that they have limited time for studying in classroom. The other responses related the students interest in learning vocabulary through scrabble game, it showed that all students' (100%) had interested in using scrabble game.,

B. Suggestions

According to implementation of scrabble game technique in SMP Negeri 1 Banda Aceh and the result of test and the questionnaire, the writer would like to provide several suggestion, there are:

1. The teacher should use suitable techniques in teaching learning process to motivate the students in learning English especially vocabulary.

2. The teacher should suggest the students to memorize the vocabulary that they have learnt.

3. In teaching vocabulary, it is better for the teacher in applying scrabble game in classroom. Therefore, it can help the students' support and develop their vocabulary.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/146/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 Desember 2016

MEMUTUSKAN

Menetapkan :

PERTAMA : Menunjuk Saudara:
1. Syamsul Bahri, M.A. TESOL   Sebagai Pembimbing Pertama
2. Rita Hermida, M.Pd   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : Suci Pidia Sari
NIM   : 231324197
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Using Scrabble Game As Extracurricular Activities to Support Students' English Vocabulary Learning

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 10 Januari 2017
An. Rektor
Dekan,

Dr. Mujiburrahman, M. Ag
NIP. 197109082001121001

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor : B-8719 /Un.08/TU-FTK/ TL.00/10/2017

Lamp : -

Hal : **Mohon Izin Untuk Mengumpul Data**
Menyusun Skripsi

4 Oktober 2017

Yth,

di-

Tempat

Assalamu'alaikum Wr.Wb.

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara (i) memberi izin dan bantuan kepada:

N a m a	: **Suci Pidia Sari**
N I M	: 231324197
Prodi	: Pendidikan Bahasa Inggris (PBI)
Semester	: IX
A l a m a t	: Lambaro, Kec. Ingin Jaya - Aceh Besar

Untuk mengumpulkan data pada:

SMPN 1 Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Using Scrabble Game as Extracurricular Activities to Support Students' English Vocabulary Learning

Demikianlah harapan kami atas bantuan dan keizinan serta kerjasama yang baik kami ucapkan terima kasih

An. Dekan,
Kepala Bagian Tata Usaha,

M. Saja Farzah Ali

PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1
JALAN PROF. A. MAJID IBRAHIM 1 BANDA ACEH Telp. (0651) 22506
E-mail: smpn1@disdikbna.net   website: smpn1bna.sch.id
Kode Pos 23321

SURAT KETERANGAN PENELITIAN
No. 421/ SMPN 1/ 631/ 2017

Kepala Sekolah Menengah Pertama (SMP) Negeri 1 Banda Aceh dengan ini menerangkan :

Nama   : **SUCI PIDIA SARI**

NIM   : 231324197

Prodi   : Pendidikan Bahasa Inggris (PBI)

Jenjang   : S-1

Yang tersebut namanya diatas telah melakukan pengumpulan data sesuai dengan judul Skripsi: **"USING SCRABBLE GAME AS EXTRACURRICULAR ACTIVITIES TO SUPPORT STUDENTS' ENGLISH VOCABULARY LEARNING".** Tanggal 16 Oktober 2017 s.d.01 November 2017 sesuai dengan surat izin dari Dinas Pendidikan dan Kebudayaan Kota Banda Aceh No. 074/ A4/9877 tanggal 06 Oktober 2017.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

BANDA ACEH, 03 NOVEMBER 2017
KEPALA SMPN 1 KOTA BANDA ACEH,

DRS. BUSTAMI
PEMBINA TK. 1
NIP 19621130 198803 1 005

MT

MATERIAL OF THE PRE-TEST

Name :
Class :

1. Put a cross on either A, B, C, or D for the best answer!

1. Husna always reads a lot of books. She is a .... student.
   a. Stupid   c. dilligent
   b. Dirty   d. Pretty
2. What room do you use for sleeping?
   a. Bathroom   c. Kitchen
   b. Bedroom   d. Living room
3. The Farmers.....................the rice in the field.
   a. Kill   c. Peal
   b. Break   d. Cut
4. My father alweys reads..........everymorning.
   a. Radio   c. Computer
   b. Telivision   d. Newspaper
5. Rossi alweys...............his father after school.
   a. Goes   c. Finds
   b. Gets   d. Helps
6. My sister will get married next week. She is very.....
   a. Happy   c. Sad
   b. Anggry   d. Afraid
7. Una and nurul ....the clothes in the bathroom.
   a. Cook   c. Wash
   b. Srub   d. Close
8. Mrs. Luna goes to......to buy television.
   a. Market   c. Cafeteria
   b. Electrical shop   d. Restaurant
9. I can not hear anything since my.........are sick
   a. eyes   c. nose
   b. nose   d. mouth
10. A good.......... always studies hard in order to get success in the future.
    a. Student   c. Fisherman
    b. Farmer   d. Student

II. Translate into Indonesia!

1. Plant   =
2. Hunter   =
3. Forest   =
4. Zoo   =
5. Come   =
6. Picture   =
7. Watch   =
8. Lazy   =
9. Butterfly   =
10. Bird   =
11. Elephant   =
12. Eagle   =
13. Try   =
14. Dictionary =
15. Live   =

MATERIAL OF THE POST-TEST

Name :
Class :

1. She forget to bring........... .it is raining
   a. Knife   c. Skirt
   b. Umbrella   d. Book
2. .... is used for cooking.
   a. Bedroom   c. Kitchen
   b. Bathroom   d. Living room
3. The carpet is .... I want to clean it.
   a. Shiny   c. Dirty
   b. Large   d. Soft
4. What kind of equipment does doctor use in checking patients?
   c. Washing machine   c. Medicine
   d. Stethoscope   d. Bandage
5. Suger is .... , but honey is sweeter than suger.
   a. Salty   c. Small
   b. Sweet   d. Smooth
6. The weather is very hot today. Please switch on the.........
   a. Lamp   c. Radio
   b. Fan   d. Television
7. I am ...., so I will buy a piece of cake.
   a. Hungry   c. Shy
   b. Clean   d. Beautiful
8. The butterfly.............Above the flower.
   a. Flies   c. Jump
   b. Run   d. Run
9. Our teacher always................ English every day.
   a. Sit   c. run
   b. cook   d. Speak
10. The Teacher's duty is to......... the students in the school.
    a. Teach   c. Make
    b. Play   d. Work

II. Translate into Bahasa Indonesia

1. Born   =
2. Smile   =
3. Reading   =
4. Diligent   =
5. Beautiful   =
6. Dream   =
7. Experiance =
8. Rabbit   =
9. Shy   =
10. Happy   =
11. Sad   =
12. Carrot   =
13. Forget   =
14. Cow   =
15. Equipment   =

Questionnaire

Nama   :

Kelas   :

Nis   :

I.   Petunjuk Pengisian
1. Bacalah angket di bawah ini baik- baik dan jawablah pertanyaan berikut dengan melingkari salah satu jawaban yang menurut anda benar.
2. Jawablah dengan jujur.

II.   pertanyaan
1. Apakah anda senang dengan Bahasa Inggris?
   a. Sangat Senang   c. Kurang senang
   b. Senang   d. Tidak senang
2. Bagaimana pendapat anda terhadap vocabulary dalam bahasa inggris?
   a. Sangat penting   c. Kurang penting
   b. Penting   d. Tidak penting
3. Menurut anda apakah sukar mempelajari vocbulary?
   a. Sangat sukar   c. Biasa saja
   b. Sukar   d. Tidak sukar
4. Apakah anda senang mempelajari vocabulary dengan menggunakan Scrabble?
   a. Sangat senang   c. Kurang senang
   b. Senang   d. Tidak senang
5. Apakah anda mengalami hambatan/ kesulitan dalam mempelajari vocabulary dengan menggunakan Scrabble?
   a. Ya   c. Kadang- kadang
   b. Tidak   d. Tidak sama sekali
6. Apa kendala anda dalam mempelari vocabulary menggunakan scrabble?
   a. Metodenya sulit di pahami
   b. Kurangnya penguasaan vocabulary
   c. Terbatasnya waktu
   d. Tidak adanya kamus
7. Apakah pengajaran vocabulary dengan menggunakan Scrabble bisa meningkatkan penguasaan vocabulary anda?
   a. Ya   c. Sedikit
   b. Tidak   d. Tidak sama sekali
8. Apakah setelah mempelajari vocabulary dengan menggunakan scrabble anda sering mempraktekannya dalam kehidupan sehari-hari?
   a. Sangat sering   c. Kadang-kadang

b. Sering   d. Tidak sama sekali

9. Apakah guru anda sering mengajarkan vocabulary dengan menggunakan Scrabble?
    a. Sering   c. Jarang
    b. Kadang-kadang   d. Tidak sama sekali

10. Bagaimana pendapat anda tentang teknik yang di terapkan oleh guru bahasa inggris?
    a. Sangat baik   c. Tidak terlalu baik
    b. Baik   d. buruk

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMPN 1 Banda Aceh

Mata pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII / 1

Materi Pokok   : Vocabulary

Alokasi waktu   : 6 x 45 Menit

A. Kompetensi Inti (KI)

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi dasar dan indikator

Kompetensi dasar	Indikator
- Menjawab pertanyaan yang diberintahkan dalam pre-test. - Memperoleh kata- kata baru. - Mengingat kata- kata yang ada dalam Scrabble Game. - Menjawab pertanyaan yang diberintahkan dalam post-test.	- Memahami vocabulary yang diberikan. - Menterjemahkan kata- kata yang ada dalam Scrabble Game.

	- Mampum mengidentifikasi makna..

C. Materi Pembelajaran

Vocabulary

D. Metode
  o Practice , discussion, dan presentation.

E. Media Pembelajaran
  - *When English Rings a Bell* for junior high school students year VIII
  - Scrabble
  - Dictionary

F. Sumber Belajar
  - Kamus Bahasa Inggris

G. Langkah-langkah pembelajaran
1. Pertemuan pertama (2jp)
    a. Kegiatan pendahuluan
      - Guru memberikan salam, dan mempersilahkan ketua kelas memimpin untuk memulai dengan doa bersama.
      - Guru menyampaikan tujuan pembelajaran yang ingin dicapai dan siswa meresponnya.
    b. Kegiatan inti
      - Guru memberikan pre-test sebelum memulai materi.
      - Guru membagi siswa dalam kelompok.
      - Guru menjelaskan aturan permainan Scrabble Game.
      - Siswa mempraktekan permainan Scrabble.
      - Siswa memahami makna dari vocabulary yang telah dibuat diatas papan scrabble.

c. Kegiatan penutup

- Guru membuat kesimpulan materi ajar.

2. Pertemuan kedua (2jp)

a. Kegitan pendahuluan

- Guru memberikan salam dan mempersilahkan ketua kelas memimpin untuk memulai dengan doa bersama.
- Guru menanyakan vocabulary yang sudah di dapat pada pertemuan sebelumnya.
- Guru mendengarkan / mengamati siswa menjawab.
- Guru menyampaikan tujuan pembelajaran yang ingin dicapai dan siswa. meresponnya.

b. Kegiatan inti

- Siswa dengan arahan guru dikelompokkan ke dalam 4 anggota kelompok dan tiap kelompok dalam tim diberi stik scrabble.
- Siswa mempraktekkan permainan scrabble.
- Siswa memahami makna dari vocabulary yang telah dibuat diatas papan scrabble.
- Guru memberi evaluasi

3. Pertemuan ketiga (2 jp)

a. Kegiatan pendahuluan

- Guru memberikan salam, dan mempersilahkan ketua kelas memimpin untuk memulai dengan doa bersama.
- Guru mengecek kehadiran siswa.
- Guru mengkondisikan kelas dalam suasana kondusif untuk berlangsungnya pembelajaran.
- Guru mengulang kembali vocabulary yang sudah di dapat pada pertemuan sebelumnya.

b. Kegiatan inti

- Dengan bimbingan dan arahan guru siswa duduk dalam kelompok yang terdiri dari 4 orang.
- Siswa mempraktikan permainan Scrabble.
- Guru memberikan post- test dan questionnaire.

c. Kegiatan penutup

- Guru bersama siswa menyimpulkan inti pembelajaran yang telah dipelajari hari ini.
- Guru memberi nasehat kepada siswa.
- Guru memberikan salam, dan mempersilakan ketua kelas memimpin untuk mengakhiri dengan doa bersama.

(INSTRUMEN PENILAIAN)

Penilaian

1. Jenis/teknik penilaian:

a. Penilaian Sikap

Pengamatan oleh guru, Penilaian diri

b. Penilaian Pengetahuan

Tes Tulis

1. Sikap Spiritual

a. Teknik Penilaian   : Observasi

b. Bentuk instrument : Lembar observasi

c. Kisi – kisi   :

No.	Sikap/nilai	Butir Instrumen
1.	Mengagumi suara, dialek, dan gesture temannya sebagai kesempurnaan makhluk ciptaan tuhan.	1 – 3

2.   Sikap Sosial
   a. Teknik Penilaian   : Penilaian diri

b. Bentuk instrument   : Lembar penilaian diri
c. Kisi – kisi   :

No.	Sikap/nilai	Butir Instrumen
1.	Kesopanan	1
2.	Tanggung jawab	2
3.	Percaya diri	3

3.   **Pengetahuan**
   a. Teknik Penilaian   : jumlah soal x 4
   b. Bentuk instrument   : multiple choice dan terjemahkan kata
   c. Kisi – kisi   :

No.	Indikator	Butir Instrumen
1.	Menjawab pertanyaan yang di perintahkan dalam pre-test dan post-test.	

Mengetahui   Banda Aceh, 11 Oktober 2017
Kepala Sekolah,   Guru Mata Pelajaran,

Drs. Bustami   Syukri, S.Pd
NIP. 196211301988031005   NIP. 195808061983021001

Guru Praktikan

Suci Pidia Sari

Nim: 231324197

AUTOBIOGRAPHY

1. Name   : Suci Pidia Sari

2. Place/Date of Birth : Sigli/June 1rd 1995

3. Sex   : Female

4. Religion   : Islam

5. National/ethnic   : Indonesia/ Acehnese

6. Marital Status   : Single

7. Address   : Jl. Kayee Lee- Peukan Bileue, Lambaro, Aceh Besar

8. Registration No.   : 231 324 197

9. Parents

 a. Father's Name : Saifullah Ismail

 b. Mother's Name : Elida Damanik

10. Education Background

 a. SD   : SDN Dayah Teungoh, Graduated in 2007

 b. SMP   : SMPS Unggul YPPU Sigli, Graduated in 2010

 c. SMA   : SMAN 1 Sigli, Graduated in 2013

 d. University   : Department of English Language Teaching, Faculty of Tarbiyah and Teacher Training, UIN Ar- Raniry 2013-2018

Banda Aceh, January 2018

The writer

Suci Pidia Sari