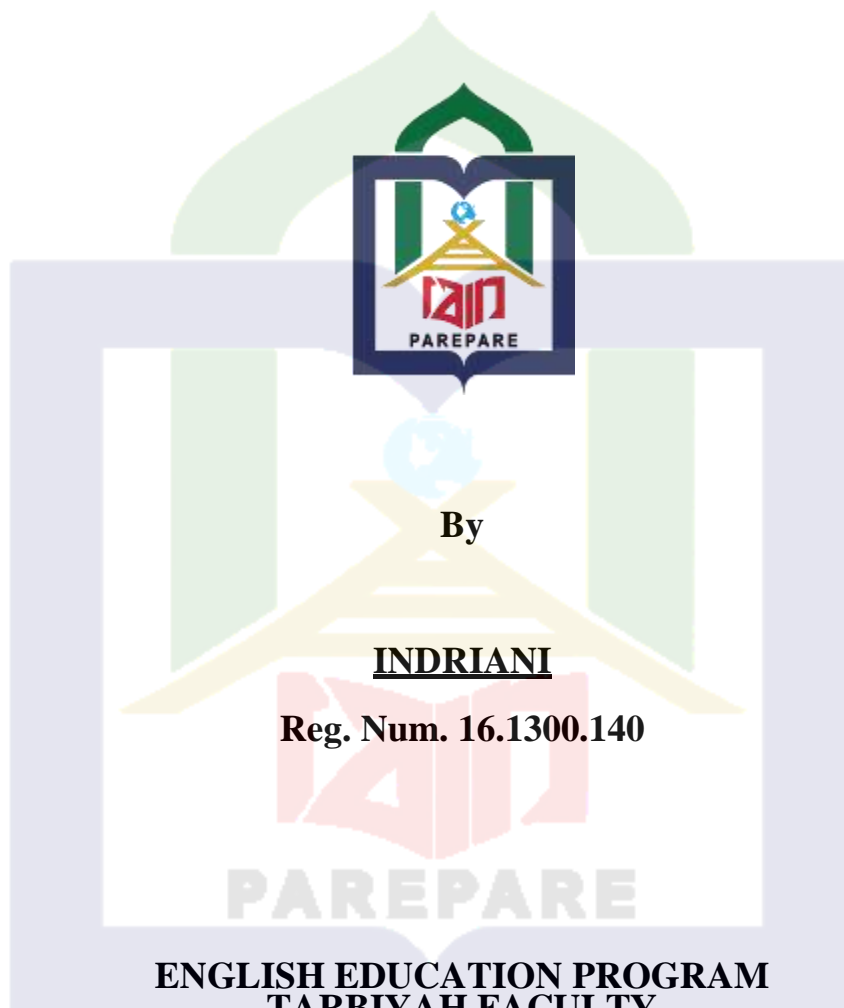


**A THESIS**

**THE CORRELATION BETWEEN ONLINE SCRABBLE GAME  
AND VOCABULARY MASTERY AT THE MEMBER  
OF LIBAM IAIN PAREPARE**



**By**

**INDRIANI**

**Reg. Num. 16.1300.140**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial of Fulfilment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)

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**To**

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TARBIYAH FACULTY  
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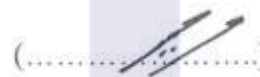
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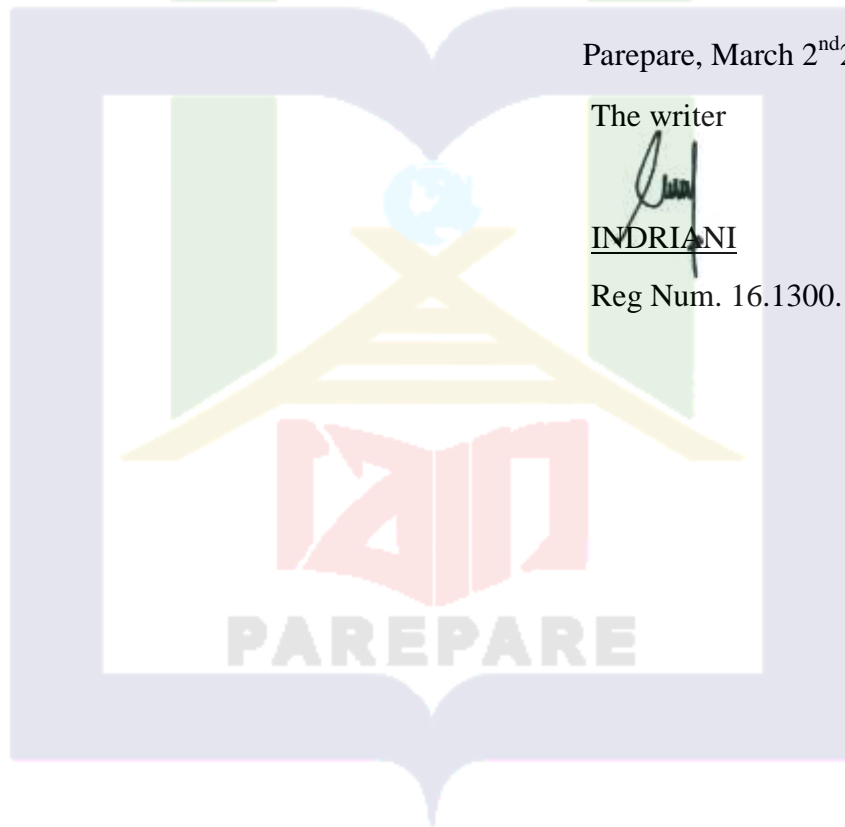
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Stated that herself conducted their skripsi, if it can be proved that is copied, duplicated or complied by other people, The degree that has been gotten would be postponed.

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## ABSTRACT

**Indriani.** *The Correlation between Online Scrabble Games and Vocabulary Mastery at the Member of LIBAM IAIN Parepare* .(Supervised by Amzah Selle and Wahyu Hidayat).

Scrabble game is known as kind of game which dedicated for students which related to arranging word and training cognitive aspect and inelegancy while vocabulary mastery is known as knowledge of words, the meaning of words, and the use of words to express people opinion through oral or written communication. The purpose of this research was to find out the correlation between online scrabble game with vocabulary mastery at the member of LIBAM IAIN Parepare.

The results of this study were beneficial for the teacher and students because they get proper information about the correlation between online scrabble games and students vocabulary mastery. The samples of this study were 35 students by simple strata sampling which lottery method. The researcher conducted the research by Quantitative correlation. The data collecting technique by test and analyzed with descriptive and inferential analysis.

The data was analyzed by used descriptive analysis showed vocabulary mastery 97.00% categorized for high score, inferential analysis which showed that there is positive correlation which value of Sig=0,68 and R= 0.917, it can be sum that, there is positive correlation between online scrabble games and vocabulary mastery at member LIBAM IAIN Parepare which explained that, the more high scrabble game score students get the more mastery students on vocabulary.

*Keyword: Online Scrabble Game, Vocabulary mastery*

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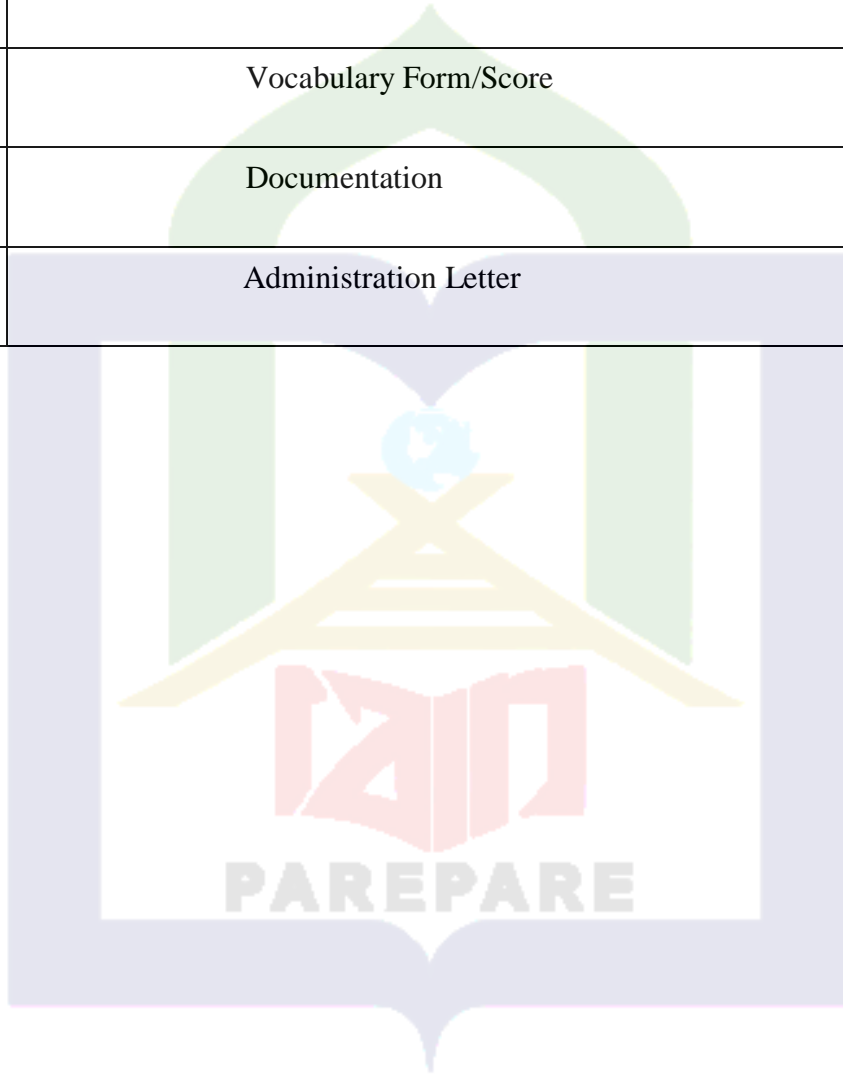
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## CHAPTER 1

### INTRODUCTION

#### A. Background

English plays an important role the world. English is a global language. This statement means that English is used by people all over the world. They use it as a medium of communication. Some countries such as USA, Canada, and Australia consider English as their mother tongue, but some others such as Indonesia consider it to be a foreign language.<sup>1</sup>

Even though English is not our mother tongue, it is still studied by Indonesian students from the elementary levels to the university levels. Even Crystal notes that a quarter of the world's population is already fluent and competent in English. This means that most students in the world still need to learn English language.<sup>2</sup> Master English well, they must learn not only the language skills: listening, speaking, reading and writing but also the language components covering vocabulary, pronunciation, and grammar.

English is very important thing in the actual people's reality in the world because English is as an international language. Nowadays, these can be see it almost in aspect of life such as education, politics, economics and daily relationship. Therefore, without capability or knowledge of English, people cannot understand and express their feelings, ideas, emotions, and wish to other people in the world. But people need English because English as an international language that occupies the first position in the world communication today.

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<sup>1</sup>D Cristal, *English as a Global Language*, (New York: Cambrigde University Press, 2002), p. 2.

<sup>2</sup>D Cristal, *English as a Global Language*, p. 6.

One of English components taught to the learners is vocabulary because it has primary role for all language skills as Linda said “vocabulary may have special importance for adult’s learners, since it is the one area of the language learning that does not appear to be showed down by age.<sup>1</sup> Vocabulary makes good students’ performances in all aspects in English language. But it does not mean the other components are ignored such as: phonology and syntax. All of these aspects are learned together, they are attached one to another.

Vocabulary is one of the language components which is learnt by the students. The students have to enlarge their vocabularies in order to master four language skills. In fact, many students have some problems in learning vocabulary. It is caused by 3 possible factors: Firstly, the students may learn passively because they only listen to the teacher’s explanation. Secondly, the students only think and memorize meaning of the new word, therefore they ignore the function of the words. Thirdly, the students usually acquire new vocabulary through new in their text books. As a result, many students have less motivation in learning vocabulary. It can be seen from the student’s activities in the teaching learning process.

Vocabulary is the collection of words that an individual knows. There are some experts who give definitions of vocabulary. Vocabulary is not only limited to the meaning of words but also depends on how the Vocabulary is shared: how student’s use and store vocabulary and how they learn words and relationship between words, phrases, categories of words and phrases. It means that the vocabulary controlled by learners must be known that the vocabulary covers the various categories of the words and how to use the vocabulary.

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<sup>1</sup>Linda Taylor, *Teaching and Learning Vocabulary* (New York: Cambridge University Press, 1990), p. 1.

The vocabulary mastery is the most basic thing that is learned in English for all students. To study vocabulary is must be handled by teacher who has adequate competences and knowledge about English. So that, teacher can share their knowledge with students to improve four language skills are, listening, speaking, reading and writing. Without vocabulary, student cannot understand these skills of English. One of media English learning is with use media game that can be improved the students' vocabulary because media is anything that is used by sender to receiver in order to grab student' thought, feeling, and interesting in learning. The learning media must be suitable with the condition and the learning material. It can be interpreted that using in teaching vocabulary is really important and truly recommended since to help student improving vocabulary mastery.

There are many media that can be used to teach vocabulary such as picture, video as well as games. Games can improve the students' vocabulary because games can encourage creative behaviour and divergent thought.

There are many games of English teaching vocabulary such as sweater game, rolling game, including scrabble game. In this case, the researcher use a scrabble game to improve vocabulary because this media has some advantages, one of them is to help the students in learning vocabulary because while playing this game the students are able to spell, understand, and use the words.

There are a number of ways that can be used to solve the problems. One of them is by using games. According to Lucas games are wonderful ways to relax learners while giving them a chance to review and remember topic concept.<sup>2</sup> It means that game can make the students more enjoyable and fun during the teaching learning process. In this research, Scrabble Game is used as media in teaching vocabulary. It is one of the challenging boards games which is easy to be used to teach vocabulary in a big class. Moreover, Lucas states that the use of Scrabble Game or similar word

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<sup>2</sup>R.W Lucas, *The Creative Training Idea Book*, (United States: AMACOM Div American Mgmt Assn, 2003), p. 60.

games becomes a basis for reinforcing program concepts.<sup>3</sup> This statement means that game can help students in strengthening creative and mental processes. So, it can make the teaching learning process not only more enjoyable and fun but also can give some variations in the teaching learning process including the vocabulary teaching learning process.

The advantages of the scrabble game are, 1) Student are skilled in listening, reading and writing because the students get a lot of imitation, especially on topics that have been trained in the classroom. 2) Students master the writing well. 3) Learners know a lot of vocabulary. 4) This strategy is suitable for applying to advanced students. 5) This strategy has principles that more appropriate for use in large and small classes.

Several problem faced by the students at LIBAM members which identified by the researcher as one of tutor in this organization, which identified of students performing in vocabularies mastery, several students find difficulties in memorizing vocabularies which impact on their cognitive aspect, another problem also find because of the monotone method in learning English vocabularies. By that problem, the researcher should interest to identify either the scrabble game able to improve students vocabulary or the correlate between them.

After observe shortly in field, the researcher assumed that scrabble game is the right choice. Scrabble is the ultimate crossword game in which every letter counts. Besides making the students are attracted to the study, this game also easy for play but very attract for student, because many type of this game we can use. So the students will not boring in learning process. In IAIN Parepare there is an organization named Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) which is supporting and improving the English skills and Arabic skills of its member. One of activities Libam especially Scrabble game, the researcher are interested in researching about “The

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<sup>3</sup>R.W Lucas, *The Creative Training Idea Book*, (United States: AMACOM Div American Mgmt Assn, 2003), p. 61.

Correlation between Online Scrabble Game and Vocabulary Mastery at the Member of LIBAM IAIN Parepare”

### **B. Research Question**

Based on the background above, the researcher formulates a question as follow:

Is there any positive correlation between online scrabble game and vocabulary mastery at the member of LIBAM IAIN Parepare?

### **C. The objective of Research**

In relation the problem statements mentioned previously, the objectives of the research are formulated as follow: To find out the correlation between online scrabble game with vocabulary mastery at the member of LIBAM IAIN Parepare.

### **D. Significance of the Research**

The result of this research is expected to be useful or great information and positive contribution for both English teacher and the students in applying and appropriate method in teaching vocabulary and the next researcher’ such as:

1. The Students

Teaching vocabulary by using online scrabble game can motivate the students in order to be more interested in learning vocabulary.

2. The teacher

The teacher can motivate students to encourage their vocabulary toward some models of online scrabble game

3. Next Researcher

This research should can motivate the other research to do more detail, especially to increase students vocabulary mastery.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Some Pertinent Ideas

##### 1. The Concept of Online Scrabble Game

###### a. The Definition of Online Game

Online is the condition of being connected to a network of computers or other devices. The term is frequently used to describe someone who is currently connected to the internet.<sup>1</sup> A game is a system in which players engage in an artificial conflict, defined by rules that result in a quantifiable outcome.<sup>2</sup>

According to Jeremy Harmer, games are a vital part of a teacher's equipment, not only for the language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide amusing and challenging respite from other classroom activities about their English class.<sup>3</sup> In the Oxford Advanced Learner's Dictionary states that "game is an activity or a sport with rules in which people or teams compete against each other: cards games, board games, a game of chance/skill, ball games".<sup>4</sup>

Game in learning activity are learning media that is use by the teacher as a strategy or technique to catch student's attention in creating fun and

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<sup>1</sup> <https://searchnetworking.techtarget.com/definition/online>

<sup>2</sup> Game,"Wikipedia. <http://en.wikipedia.org/wiki/Game>, (Oktober, 12<sup>th</sup> 2020).

<sup>3</sup> Jeremi Harmer, *The Principle of English Language Teaching* (New York: Longman, 1991), p.159.

<sup>4</sup> A S Homby, *Oxford Advanced Learner's Dictionary of Current English: International Student's Edition* (New York: Oxford University Press, Sixth Edition, 2000), p.553.

challenge learning. It makes the teaching learning process can run well. According to Freeman as cited in Warner and Brown, game are important because they have certain feature in common with real communication events – there is a purpose to exchange.<sup>5</sup>

Game is an activity that is played for fun purposes which have rules, so there are a winner and loser. In other thing, game has meaning physic contest or mental contest that depends on some rules to entertaining, recreation, or winning bet. Eddy Liem, Indonesian Gamers Director says that Online games is a game played by internet connection or network connection via Personal Computer (PC), XBOX , PlayStation, Smartphone, etc.

Online game is a type of computer game that utilizes a computer network. The network commonly used are internet networks and always use current technology, such as modems and cable connections. Usually online game are provided as additional services from an online service provider company, or can be accessed directly through the system provided by the company who providing the game. An online game can be played simultaneously by using a computer connected to a particular network.<sup>6</sup>

Based on the explanations above, it can be concluded that Games are increasingly utilized by teachers to aid students learn English with creating a competition for the learners to work together and stimulate communicative

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<sup>5</sup> H. Warner and Pascal Brown T , Adult ESL Students' Perception of Scrabble as a classroom Learning Tool, Macquarie University Journal. Retrieved from [https://is.muni.cz/th/153068/pdf\\_b/Game\\_like\\_activities\\_FINAL.pdf](https://is.muni.cz/th/153068/pdf_b/Game_like_activities_FINAL.pdf) (November, 10<sup>th</sup> 2020).

<sup>6</sup> Tegisa Dwi Septian, Student's Perception on online game practice and their vocabulary attainment in englis related to online game (University Negeri Semarang, 2019), p.27 [https://lib.unnes.ac.id/34060/1/2201413031\\_Optimized.pdf](https://lib.unnes.ac.id/34060/1/2201413031_Optimized.pdf) (November, 13<sup>th</sup> 2020)

skills. Game can make learning process more fun, developing communication and social skills. Furthermore, by integrating playing and learning.

b. Type Game

Game may be classified according to whether they emphasize skill, chance, reality or fantasy, as well as according to whether they strategy or shadow game.<sup>7</sup>

- 1) In game of skill the outcome depends on the capabilities of the players, as in chess, tennis. Game of skill reward achievement, encourage individual responsibility and initiative and discourage laziness.
- 2) In game of chance the outcome is depended of player capabilities, as indices, roulette and pure financial speculation. Game of chance has the educational advantages of dramatizing the limitations of effort and skill, bumbling the overachievers and encouraging the under achievers.
- 3) Games of reality are essentially models or simulation of no play, as in theater, fiction, military, maneuvers and such games as monopoly and diplomacy.

From the types of game, scrabble is the kind of board game. It uses squares on the board games and also it has aim to provoke a communication exchange. In addition, it can be played by two people (or team).

If the teacher chooses to use game in teaching, they should have essential things that need to be done to make the games can run well in the

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<sup>7</sup>Warkiyah, *Teaching Vocabulary Through Alphabet Game Technique Can Make the Fifth Year Students of SDN 97 Pinrang Interest in Learning Vocabulary*” (Skripsi Sarjana; Jurusan Tarbiyah Parepare 2009), p. 18.



class. There are some steps that are needed to be remembered in learning the games, they are:<sup>8</sup>

- 1) Choosing a good time to show the games in teaching
- 2) Mastering and understanding well the games materials that will be taught
- 3) Focusing to achievements while doing the games
- 4) Giving spirit and motivation to the games
- 5) Giving reward to winner
- 6) Ending the games while the students feel anxious.

c. Importance of using games

The games are a form of teaching which may be used in circumstances where ordinary approaches are not well tolerated, when attention is hard to get and harder to keep. With the use of games, the teacher can create various contexts in which students have to use the language to communicate, exchange information and express their own opinions.<sup>9</sup>

Implement games in English class, teachers should consider numerous factors. One is choosing appropriate games to a group of learners which depend on number of students in class, level of age, level of language proficiency, duration and the content, and difficulties of language. In addition, teachers should further consider how to implement games to class.

Vocabulary can be built chiefly by two methods: reading and formal vocabulary drill and practice. Obviously, reading is an exercise that has its own rewards, and many students are motivated to enjoy it as a pastime.

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<sup>8</sup> Susanto, E, 60 Gmes Untuk Mengajar Pembuka Kelas. Yogyakarta: Lumbung Kita, 2012)  
Accessed on 11<sup>th</sup> october 2020.

<sup>9</sup>[http://www.irjabs.com/files\\_site/paperlist/r\\_1335\\_130913183107.pdf](http://www.irjabs.com/files_site/paperlist/r_1335_130913183107.pdf)

However, formal vocabulary building is usually not viewed as a “fun” task and is typically left in neglect.<sup>10</sup>

Based on the statement above, the researcher concluded that learning vocabulary through games is one effective and interesting way that can be applied in any classrooms.

#### d. The Criteria of The Game

There are criteria which apply to all games and will be explain as follow:

##### 1) Game rules

Everything that is in the rules is part of the game. Everything that is not in the rules does not belong in the game. The rules are the borders and the heart of the game. They only refer to the game and never exist outside of the game. Although the game has rules which are likes laws, playing a game is vocabulary and cannot be forced on the players. Whoever plays a game, voluntarily binds them to the rules. Where force is involved, there is no game. All games without rules are not “games with rules”.

##### 2) Goal

Every game has a goal. Thus, there are two definition namely the victory condition or requirement and the strategy needed to win the game. There are thousands of games, but only a small number of game goals. That means that most games have the same game goal. At first this seems surprising. But when we look at it closely and see that every

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<sup>10</sup><http://www.spellingcity.com/importance-of-vocabulary.html>

has a winner and a loser, the goal of the game must be something measurable, relatively simple to measure, and depicted in a game.

3) The course of the game is never the same – change

This attribute, of all entertainment media, is only found in a game. Someone who reads a book, watches a movie, or listens to music, can repeat the experience at any time, but the course and the content is always the same. You can play a game any number of times, however, and the course will always be different. Also, with each game, the course is unknown and it is uncertain who will win the game. Uncertainty and unknown that is what make games so exciting and delightful. The reason for this is in the game rules and the change, which play a larger or smaller role in each game.

4) Competition

Each game demonstrates competition. Players compete in a game. There are winners and losers. Even in cooperative games or when players work as a team, competition exists. In this case, the players compete against one of the predetermined situations, that means the players play cooperatively against the game system. The same applies to solitaire game (e. g *Patience, Solitaire*). A competition needs a system, in which the game results can be compared. The competition and the measurement of the game result are criteria which limit the game and the cause that certain feelings won't be fulfilled throughout the game as in books, movies, and music.<sup>11</sup>

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<sup>11</sup>Wolfgang Kramer, 2000. <http://thegamesjournal.com/articles/WhyIsaGame.shtml>. Accessed on 12<sup>th</sup> October 2020

e. The Definition of Scrabble Game

Scrabble is a board game played with two four players with the players using their vocabulary to create words. They can make a word from 7 letters given to each player to put on an available scrabble board in the game. One of the players must get the highest score to win the game.<sup>12</sup> In Oxford Advance dictionary (1985), 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.<sup>13</sup>

Scrabble is one of board games, Warner and Brown state that scrabble is proprietary board game, which involves the building of words for point score, for two or more players (or team). Scrabble is fun way to improve the student's vocabulary, reading, and overall grammar skill.<sup>14</sup> According to definition above, it can be concluded scrabble game is a board game for two or more players (or team) to make word from letters printed for point score, and a good game may help students in spelling word in order to make them easy to write well.

The idea of scrabble game is found by Alfred Mosher Butts, Elliot said that the idea for scrabble to the creative genius of Alfred Mosher Butts who developed the idea in 1938. It was an inspired blending of anagrams and crossword puzzles to which he added a more competitive edge by devising a

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<sup>12</sup> www.gamehouse.com

<sup>13</sup> A S. Hornby, *Oxford Advance Learner's Dictionary* (Oxford University Press, 1985), p. 1991

<sup>14</sup> Scrabble, An Entertaining Way to Improve Your' Child Vocabulary and Spelling Skills. [http://math-and-reading-help-for-kids.org/articles/Scrabble%3A An Entertaining Way\\_to\\_Improve\\_Your\\_Child%27s\\_Vocabulary\\_and\\_Spelling\\_Skills.html](http://math-and-reading-help-for-kids.org/articles/Scrabble%3A%20An%20Entertaining%20Way%20to%20Improve%20Your%20Child%27s%20Vocabulary%20and%20Spelling%20Skills.html), (October, 11<sup>th</sup> 2020).

point numbering system for the letters based on how frequently they are use in forming word.<sup>15</sup>

Scrabble game consist of tiles, where the tiles have alphabets and score in them, they are:

Table 1.1 Score of tiles from letter

Letter	Score of Tiles
A	1
B	3
C	3
D	2
E	1
F	4
G	2
H	4
I	1
J	8
K	5
L	1

<sup>15</sup> Elliot S, The History of Scrabble, [http://americanhistory.suite.101.Com/article.c/the history of\\_scrabble](http://americanhistory.suite.101.Com/article.c/the%20history%20of%20scrabble), p.1, (October, 11<sup>th</sup> 2020).

M	3
N	1
O	1
P	3
Q	10
R	1
S	1
T	1
U	1
V	1
W	4
Z	8
Y	4
Z	10

*Source: Google search*

## 2. The Concept of Vocabulary

### a. The Definition of Vocabulary

There are some definition been found by researcher from several literatures. Based on Oxford learner's Pocket Dictionary vocabulary are:<sup>16</sup>

- 1) All the word that a person knows or uses
- 2) All the word in language
- 3) List of words with their meanings, especially in a book for learning a foreign language.

Based on Cambridge advanced Learner's Dictionary definition of vocabulary are: all the words known and used by a particular person

- 1) A wide/limited vocabulary. By the age of two a child will have a vocabulary of about two hundred words.
- 2) All the words which exist in a particular language or subject

Beside that vocabulary can be defined roughly, as the word we teach in the foreign language.<sup>17</sup>

Based on several definition above that have been given, it can be concluded that vocabulary is all of words in language that using people to express the opinion, feeling statement consist of some letters and has meaning. A vocabulary usually develops with age and serves as fundamental tool for communication. To have mastering vocabulary is of much importance because you will be judged based on the word you use.

#### b. Types of Vocabulary

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<sup>16</sup>Victory Bull, *Oxford Learner's Pocket Dictionary Fourth Edition* (New York: Oxford University Press, 2011), p. 495.

<sup>17</sup>Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambridge, Cambridge University Press, 1996), p. 60.

Words and phrases are small elements but can make up a language as function to express idea. It is important to know types of vocabulary. Harmer divided vocabulary into two types:

1) Active vocabulary

Active vocabulary refers to vocabulary that students have learned. They are expected to be able to use by the students. Martin Manser notes that an active vocabulary “consists of the words that [people] use frequently and confidently. If someone asks them to make up a sentence containing such and such a word—and they can do it—then that word is part of their active vocabulary.

2) Passive vocabulary

Passive vocabulary refers to words which students will recognize when they meet them but they will probably not be able to produce.<sup>18</sup> A learner’s passive vocabulary is the words that they understand but don’t use yet. This can be compared with active vocabulary, which are words that learners understand and use in speaking or writing. The active and passive vocabulary of a learner changes constantly.

Passive vocabulary refers to words, which students will recognize when they meet them but they will probably not be able to produce.<sup>19</sup> A learner’s passive vocabulary is the words that they understand but don’t use yet. This can be compared with active vocabulary, which are words that learners understand and use in speaking or writing. The active and passive vocabulary of a learner changes constantly.

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<sup>18</sup>Jeremy Harmer, *The Principle of English Language Teaching* (New York: Longman 1991), p. 159.

<sup>19</sup>Jeremy Harmer, *The Principle of English Language Teaching*, p. 159.



Based on the explanation above, Words and phrases are small elements but can make up a language as function to express idea. So that's why, The researcher has to know types of vocabulary that are active and passive vocabulary. It is better to recognize both of them.

c. Kinds of Vocabulary

Good in Ni'matul Wafaa divided four kinds of vocabulary:

- 1) Oral Vocabulary consist is words actively used in speech that comes readily to the tongue of the one conversation. Talking about speaking vocabulary refers to speaking someone. Most of the adults use almost 5000 to 10000 words to communicate. The number of words used in this case is far less than listening vocabulary, the reason being the level of comfort in usage. It means that a person's speaking vocabulary is all the words that uses in communication.
- 2) Writing vocabulary is stock of words that come readily to ones things vocabulary. It is commonly used in writing. *This* kind of vocabulary represents those words which we regain while wilting to express ideas. It easy to explain what they want to show to people with using express their self, but using the same words for communicating the same concept or thought through writing, It is not easy to think because writing vocabulary is influenced by vocabulary. It means that vocabulary is important in writing.<sup>20</sup>
- 3) Listening vocabulary is stock of words, which a person can understand when they hear it. This types of vocabulary refers to the words people can hear and understand. Starting in the content can perceive sound when their age is sixteen weeks. Moreover, babies keep on listening to various word when they are

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<sup>20</sup>Types of Vocabulary” *Wikipedia the Free Encyclopedia* (accessed on 10 november 2020).

awake and thus someone grow up listening to different word. Most people can identify and comprehend almost 50.000 words. Children who are deaf are exposed to visual listening as they are exposed to sign language. But In this case, the number of words developed is far less than a normal child's secondary listening vocabulary.

- 4) Reading vocabulary is the words someone can recognize when they find it in written material.<sup>21</sup> This vocabulary refers to the words the people recognize when read any text because reading is the activity of perception, analyze, and interpreted by the reader to obtain messages to be conveyed by the author in the media *writing*. People can read and understand many words. But people do not use them in speaking vocabulary. This is the second largest vocabulary. Needless to say, vocabulary grows with reading.

So the text above explain, the most important that the researcher has to know types vocabulary. The types of vocabulary can help the researcher to stimulate students' vocabulary and also easy do these types. However, for advance classes needs all of types vocabulary because it is not easy to do these types without understand such as listening, speaking, reading and writing. Reading vocabulary may become the first stage before processing the speaking and listening vocabulary.

d. The Importance of vocabulary

Vocabulary is used in human daily life to communicate each other's. People express their ideas, love desire, ambition, gratitude, joys, sorrow, frustration, etc.

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<sup>21</sup>Good in Ni'matul Wafaa, *Teaching Students Vocabulary by Using Spelling Bee Game*" (Unpublished skripsi UIN Alauddin Makassar, 2017) p. 11.

by using vocabulary to communicate; people need to understand what the others mean.

In the context of learning and teaching English, the vital vocabulary is inevitable. This has been claimed by many linguists. According to Michael Lessad Clouston, vocabulary is central of English language teaching because without enough vocabulary students are not able to understand others or express their own ideas.<sup>22</sup> If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little grammar, but you can say almost anything with words.<sup>23</sup>

Based on the explanation above, it does not necessarily mean lowering the importance of grammar. That merely shows that learning vocabulary plays an equally vital role as a grammar. If the students are mastering the vocabulary, they will be easy to study all parts of English.

e. Function of vocabulary

Gains and Redman conclude that by learning vocabulary, the learners can recognize and comprehend the context of reading, listening, material and later as productively learners can use them appropriately in speech and writing. In this case, the statement noted by Legget said that by vocabulary the learners can recognize all the words in written and oral context and finally they can use them daily in speaking and writing. Based on this research the researcher can be concluded that function of vocabulary is the students can be recognize all

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<sup>22</sup> Michael Lessad-Clouston, *Teaching Vocabulary*, p. 2.

<sup>23</sup> Scott Thornbury, *How to Teach Vocabulary* (Longman: Malaysia, 2002), p. 13.

the words in writing. comprehend the context of reading and can remind and use them speaking and writing.

Vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, server as a useful and fundamental tool for communication and acquiring knowledge. A cquiring an extensive vocabulary is one of largest challenges in learning a second language.<sup>24</sup>

### **B. The Previous Related Finding**

There have been some finding related to this study. Some of them are:

Andi SaputraTanjung in his research “Reinforcing Student Vocabulary through Scrabble Game” Based on the findings, the conclusion is the students' response with the learning process is very good. Most of students stated pleasure with the scrabble game, and their vocabulary is better than before they are taught with the scrabble game.<sup>25</sup>

A journal by Yulianti and Dwi Anggani Linggar Bharati, Universitas Negeri Semarang 2017. The title is The Effectiveness of Scrabble and Word search Game to Teach Vocabulary to Students with Different Interests at SMP Negeri 1 Bodeh.<sup>26</sup> Based on the findings, the conclusion is this present study has proved that Scrabble and Word search strategies could help the students in increasing vocabulary achievement for both students with high and low interest. They also can use a teaching method where students a chance to be more active. It has also

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<sup>24</sup>Wikipedeia, *The Free Encylopedia 2019*, (assessed on November 11<sup>th</sup> 2020.)

<sup>25</sup>Andi SaputraTanjung, *Reinforcing Student Vocabulary through Scrabble Game* (Unpublished skripsi UIN SyarifHidayatullah Jakarta, 2011). p. 59.

<sup>26</sup>Yulianti and DwiAngganiLinggarBharati, Unpublished journal under title “*The Effectiveness of Scrabble nadWordsearch Game to Teach Vocabulary to Students with Different Interests*” (Semarang: UniversitasNegeri Semarang, 2017). accessed on 13<sup>th</sup> October 2020.

been made clear that game help create diversity and that can be very helpful in sustaining interest among students in the school.

A thesis by Yeni Rahmawati, students number 120210401016, English Learning Education Study Program Language and Arts Department Faculty of Teacher Training and Education Jember University 2016. The title is The Effect of using Scrabble Game on the Sevent Grade Students' Vocabulary Achievement at Mts Negeri Sukowono 2015/2016. She was using Scrabble Game to students' vocabulary achievement. There is significant effect of using Scrabble Game on the seventh grade students' vocabulary achievement at Mts Negeri Sukowono. It means that the experimental group who was taught vocabulary using Scrabble Game got better vocabulary achievement test than the control group.<sup>27</sup>

### C. Conceptual Framework

The conceptual framework underlying this research given in the following diagram:

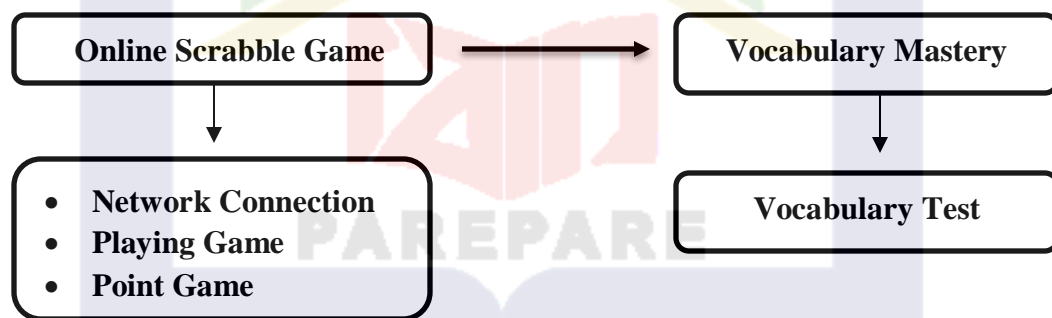


Figure 2.3 Conceptual Framework

<sup>27</sup>YeniRahmawati, unpublished thesis under title “*The Effect of Using Scrabble Game on The Seventh Grade Sudents Vocabulary Achievement at MtsNegeriSukowono*” (Jember: UniversitasJember 2016)

<file:///E:/Proposal/Referensi/YENI%20RAHMAWATI%20%20120210401016%20%20%23.pdf>  
online accessed on 14<sup>th</sup> October 2010.

Online scrabble game is the game is played with an internet connection or a network connection where there are 7 letters which will be arranged into a familiar word and each letter has a certain point from the results of compiling the word will get a score until the game is over and get the last score from playing the scrabble game. The researcher correlated the online scrabble game and vocabulary mastery. The connection with vocabulary is being able to add new vocabulary from the results of composing words in the scrabble game. New vocabulary that can be obtained in the game can improve vocabulary skills or vocabulary mastery.

## 5) Hypothesis

Hypothesis is the conclusion of the research that has not been perfect, so it needs to be refined to prove the truth of the hypothesis through research.<sup>28</sup> Based on the conceptual framework, the researcher formulates hypothesis as follows: There is significance positive correlation between online scrabble games and vocabulary mastery at LIBAM IAIN Parepare.

## 6) Variable and Operational Definition

### a) Variable of the research

Variable is something that becomes object of research that from gist of research problem.<sup>29</sup>

#### 1) Variable X (game scrabble online score)

Variable in this researcher is the student play online scrabble game and get total score from playing online scrabble game.

#### 2) Variable Y (vocabulary test score)

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<sup>28</sup>Burhan Bungin, *Metodologi Penelitian Kuantitatif* (Jakarta: Kencana, 2008), p.75.

<sup>29</sup>SuharsimiArikunto, *Manajemen Penelitian* (Jakarta: RinekaCipta, 2013), p. 22.

Variable in this researcher is total score generated from the result of the vocabulary ability.

**b) Operational Definition**

1) Scrabble Online Media

Variable in this researcher is the student play online scrabble game and get total scores from playing online scrabble games. The media is used for identifying the student vocabulary mastery; the media used for the student score in this test, the implementation of the scrabble media followed the instruction of the teacher at class.

2) Vocabulary

Vocabulary mastery which becomes the second variable, this approach of variable focused on affixes, part of speech, synonym/antonym, phrase and conjunction. These all indicator become the question term in this instrument. This researcher conducted the result from the instrument, the total score generated from the results of the vocabulary mastery.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Method

The Researcher used quantitative research by using online scrabble game through vocabulary mastery. Basically this research was kind of associative quantitative research design with the level of explanation of quantitative correlation design. This was presented as follows:



Where:

X = Online scrabble game (score)

Y = Vocabulary mastery (score)

#### B. Location and Duration of the research

The location of this research was at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare. The duration of this research was about 45 days.

#### C. Population and Sample

##### a) Population

Population of this research was the whole students of the member LIBAM IAIN Parepare, where the numbers of faculty were four faculties. The number of population can be seen as the table follow:



Table 3.1 Population of the members

<b>FACULTY</b>	<b>GENERATION</b>	<b>NUMBER OF MEMBERS</b>
FEBI	2018	28
SYARIAH	2018	4
FUAD	2018	9
TARBIYAH	2018	29
<b>TOTAL</b>		<b>70</b>

*Source : The Member of LIBAM IAIN Parepare*

b) Sample

The researcher used simple strata sampling technique in this research. The samples of this research based on population above, the sample of this research were 35 students from 70 members. The researcher took the sample by lottery system. The researcher lots the sample name and found 35 numbers of participants that chosen as sample.

Table 3.2 Sample of the Research

<b>FACULTY</b>	<b>GENERATION</b>	<b>NUMBER OF MEMBERS</b>	<b>SAMPLE</b>
FEBI	2018	28	14
SYARIAH	2018	4	2
FUAD	2018	9	5
TARBIYAH	2018	29	14

<b>TOTAL</b>		<b>70</b>	<b>35</b>
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Source : The Member of LIBAM IAIN Parepare

#### D. The instrument of collecting data

Instrument in collecting data is a tool used to collect data. The instrument was used in this research based on the existing data collection techniques are:

##### 1. Test

Test was giving questions or drills that used to measure the knowledge, intelligence, the ability from individual or group work.<sup>1</sup>

The researcher carried out the writing test in this research. Writing test could represent someone's mastery in using a language. Writing was an appropriate test for measuring the students' mastery of the whole language aspects that had been taught in the teaching and learning process. Besides that, the researcher asked students to spell the letter of words in every cycle although it was explained on observation checklist. The test consisted of 40 questions by multiple choices and online scrabble games which identify systematic score of each question.

Table 3.3 Research Instrument

<b>Variable Test</b>	<b>Indicator</b>	<b>Number Item</b>
Vocabulary Test	Affixes	1,2,3,29,30
	Part of speech	7,8,9,10,38,39,40
	Synonym/Antonym	4,5,6/11,12,13,14

<sup>1</sup>Sugiono. *Metode Penelitian Kuantitatif & Kualitatif R & D*. (Bandung: Alfabeta, 2010),p.115

	Phrase	16,17,18,19,20
	Conjunction	20,21,22,23,24,25,26,27,28

*Source : Book test your English Vocabulary in Use*

## 2. Documentation

Documentation in this researcher used to know some information of data is the results of the last score playing the game scrabble. Students had schedule for playing the games which guided by mentor, in the game, students had their time to play the scrabble game, which the role of each player should provide and arrange the word in maximum arranged until the Colom fulfill with the word, each column has their own score which explained clearly on the games regulation. The researcher took the last performing of the sample from the mentor at LIBAM division scrabble game as a document of the research which becomes the instrument of the research.

## E. Technique of Data Analysis

### 1. Descriptive Analysis

The researcher applied the process of analyzing data as follow:

- a) Identify the students score based on Online Scrabble games and students answered of multiple choice in vocabulary mastery test..
- b) Mean

Finding out the mean score used the following formula:

$$\text{Score}(x) = \frac{\sum xi}{N}$$

Where:

$\bar{X}$  : Mean

$\sum xi$  : Total Score

N : Total Number of Sample<sup>2</sup>

## 2. Inferential Analysis

### a) Person Product Moment

The analyzing of Data inferential was follow the rule below:

Correlation Decision:

- 1) If the Significant  $<0,05$ , It Correlates
- 2) If the Significant  $>0,05$ , It doesn't Correlate.

Level of Correlation:

No	Interval Coefficients	Correlation Degree
1	0,000 - 0,199	Very Low
2	0,200 - 0,399	Low
3	0,400 - 0,599	Middle
4	0,600 - 0,799	Strong
5	0,800 - 1.000	Very Strong

<sup>2</sup>Sugiyono, *Statistika Untuk Penelitian*. (Edisi 21), (Bandung: Alfabeta CV.2010)p.228

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The research findings were the answering of problems statements that formulated in the first chapter. The researcher showed the findings of the Scrabble Games and vocabulary mastery. These findings divided into two kind explanations, which showed about the description of Scrabble game score and vocabulary mastery than hypothesis test.

##### 1. Description of Scrabble Game score

The following table below was the description of students scrabble game online score which conducted from the games that played by students as showed below:

Table 4.1 Description of Scrabble Game score

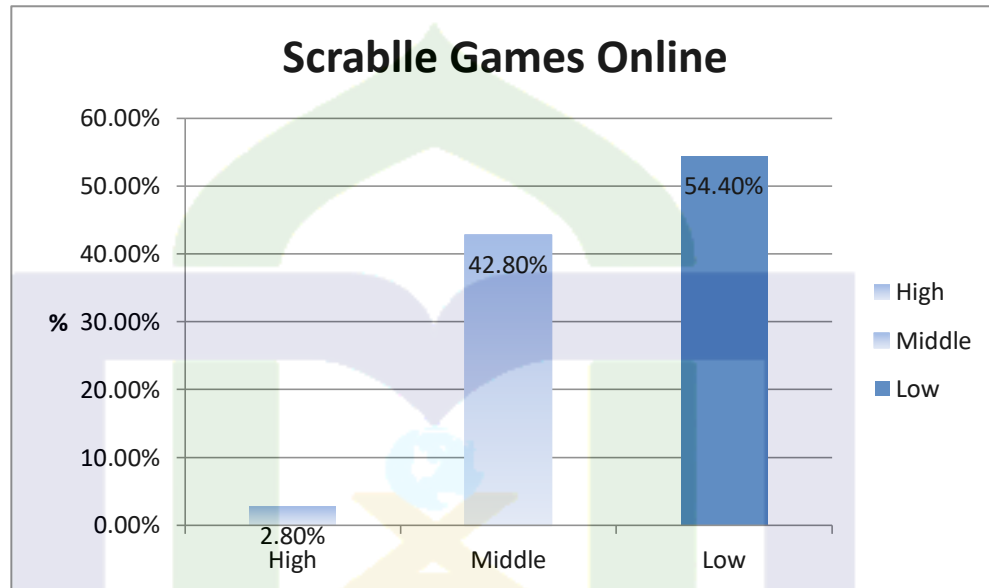
Score	Frequency	Percentage	Criteria
301-350	1 Respondent	2,8%	High
251-300	15 Respondent	42,8%	Middle
201-250	19 Respondents	54,4%	Low

*Source: Score game result data processing*

Based on the table 4.1 can be explained that all the respondents achieve good performing at scrabble game, it showed that interval 201-250 there were 19 respondents which criteria of low score while interval 251-300 consisted of 15 respondents which criteria on middle score and interval 301-350 was from 1

respondents which criteria High score. The score collected after conducting scrabble game for stimulating their vocabulary skill.

The researcher showed the diagram for clearly explanation following below:



Based on diagram above, it showed there was 54, 40% for low score while 42,805 for middle score and 2,80% for high score.

## 2. Description of Vocabulary Score

The following table below was the description of students' vocabulary score which conducted from the test as showed below:

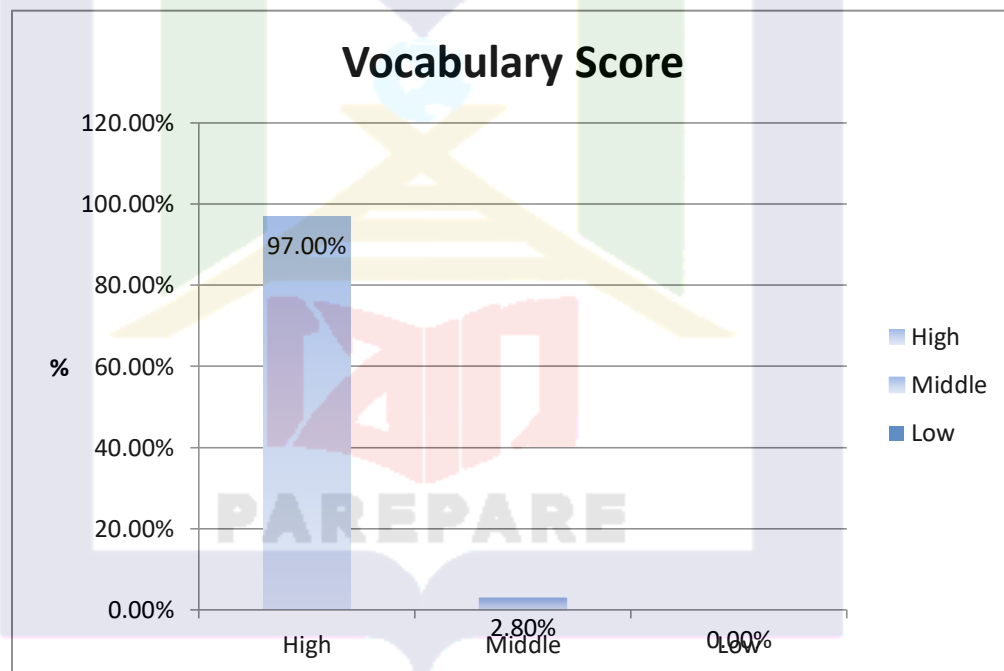
Table 4.2 Description of Vocabulary Score

No	Score	Frequency	Percentage	Criteria
1	31-40	34	97%	High
2	16-30	1	2,8%	Middle

3	0-15	0	0	Low
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*Source: Score vocabulary test result data processing*

Based on the table above, the result of vocabulary test showed significant result which categorized as good mastery for students' vocabulary, it showed that interval 0-15 there were nothing respondents while interval 15-30 consisted of 1 respondents which criteria on middle score and interval 31-40 conducted 34 respondents which criteria High score. It conducted from the vocabulary test. The researcher showed the diagram for clearly explanation following below:



Based on diagram above, it showed there was 2,80% for middle score and 97.00% for high score.

### 3. Assumption Test

Before doing the test, the researcher must done the pra-syarat of the correlation test such normality test for both variables:

#### a) Normality Test

Table 4.3 Normality test for Scrabble Game

Uji Normal  
One-Sample Kolmogorov-Smirnov Test

		Scrabble
N		35
Normal	Mean	244.828
Parameters(a,b)		6
	Std. Deviation	23.0019
		0
Most Extreme	Absolute	.183
Differences		.140
	Positive	.140
	Negative	-.183
Kolmogorov-Smirnov Z		1.080
Asymp. Sig. (2-tailed)		.194

a Test distribution is Normal.  
b Calculated from data.

Based on the table 4.3 the result data of Scrabble Game distributed normal ( $\text{sig} = 0.194 > 0.05$ ). It can be sums that, the data is available for the next analysis.



Table 4.4 Normality Test for Vocabulary Test

One-Sample Kolmogorov-Smirnov Test		Vocabulary
N		35
Normal Parameters(a,b)	Mean	34.3429
	Std. Deviation	1.41302
Most Extreme Differences	Absolute	.222
	Positive	.150
	Negative	-.222
Kolmogorov-Smirnov Z		1.313
Asymp. Sig. (2-tailed)		.064

a Test distribution is Normal.

b Calculated from data.

The table 4.4 shows that Vocabulary test distributed normal which ( $\text{sig} = 0.064 > 0.05$ ) It can be sums that, the data is available for the next analysis.

Table 4.5 Nilai Uji Normalitas One-Sample Kolmogorov-Smirnov Test

Uji Normalitas One-Sample Kormorov-Smirnov Test	Scrabble Online Games (X)	Vocabulary Mastery (Y)
Kolmogorov-Smirnov Z	1,080	1,131
Asymp. Sig. (2-tailed)	0,197	0,064

Based on table 4.5 the form of Scrabble Game Online (X)  $1.080 > 0.05$  and Vocabulary mastery (Y)  $1,131 > 0.05$ . The result of Kolmogorov-Smirnov Z is distributed normal.

## 4. Hypothesis Test

Table 4.6 Result of Pearson *product moment*

		Scrabble	Vocabulary
Scrabble	Pearson Correlation	1	.917(**)
	Sig. (2-tailed)		.000
	N	35	35
Vocabulary	Pearson Correlation	.917(**)	1
	Sig. (2-tailed)	.000	
	N	35	35

\*\* Correlation is significant at the 0.01 level (2-tailed).

Based on the table 4.7 above, it can be sum that:

Correlation between Scrabble Game and Students Vocabulary Mastery	R	Sig r
	0.917**	0.000

Based on the theory, it sums that, there is correlation between Scrabble game and students vocabulary mastery because (Sig 0.00 < 0.05),  $H_1$  is accepted which shows positive correlation because the score of Person Correlation in Positive Score. In identifying the coefficient of correlation, researcher referred to the source of Analyzing Result as showed below:

No	Interval Coefficients	Correlation Degree
1	0,000 - 0,199	Very Low
2	0,200 - 0,399	Low
3	0,400 - 0,599	Middle
4	0,600 - 0,799	Strong
5	0,800 - 1.000	Very Strong

According to the theory, the value of person Correlation in 0,917, it means that the category of correlation in very strong correlation. In other word, the correlation between scrabble games online and vocabulary mastery at Lebam's member is very strong correlation.

## **B. DISCUSSION**

This section explained the correlation between scrabble game and vocabulary mastery at LIBAM IAIN Parepare. In this case the researcher used multiple choice tests and applying the scrabble game to the students for instrument of research.

This explanation answered the research question about the correlation of scrabble game and vocabulary mastery, the researcher conducted several tests before knowing whether there was a positive either negative correlation between Scrabble games and vocabulary mastery, the researcher first carried out a regression test to determine whether there was a relationship between the dependent variable and the independent variable.

Furthermore, the researchers carried out the normality test where the normality test aims to determine whether the data is normally distributed or in other words the normality test was a test to determine whether the data obtained from the field or in accordance with a certain theoretical distribution. Many researchers assume that if a lot of data or samples were more than 30, then the data can be said to be normally distributed, but in reality this is not always the case because sometimes even though the number of samples has reached hundreds, the data can still not be normally distributed.

The researcher tried to test whether the data that the researchers get in the field really has a normal distribution. From the results of the normality test it was found

that the Scrabble game get score which ( $\text{sig} = 0.194 > 0.05$ ) and vocabulary mastery get score which ( $\text{sig} = 0.065 > 0.05$ ) can be said that the data normally distributed.

After the researcher tested the data normally status, Furthermore, the researcher conducted a regression test either to identify the correlation of the variable.

The regression analysis / test is a study of the relationship between one variable, namely the explained variable (dependent variable) with one or more variables, namely the independent variable. If there is only one independent variable, the regression analysis is called simple regression.<sup>1</sup>

The final result of analysis refereed to the correlation significant of person correlation which sum that, there is positive correlation between online game scrabble and vocabulary mastery as categorized as full correlation which conducted by inferential analysis.

The researcher explained several aspect on online scrabble game and vocabulary mastery, the researcher conducted the online game to the students of LIBAM which become one of LIBAM program to improve students English vocabulary, basically online scrabble game had become one of LIBAM technique to develop the quality of their member.

Vocabulary can be built chiefly by two methods: reading and formal vocabulary drill and practice. Obviously, reading is an exercise that has its own rewards, and many students are motivated to enjoy it as s pastime. However, formal vocabulary building is usually not viewed as a “fun” task and is typically left in neglect.<sup>2</sup>

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<sup>1</sup>Andi SaputraTanjung, Reinforcing Student Vocabulary Through Scrabble Game (Unpublished skripsi UIN SyarifHidayatullah Jakarta, 2011). p. 59.

<sup>2</sup><http://www.spellingcity.com/importance-of-vocabulary.html>

The researcher describe the rules of playing scrabble game In playing scrabble game, there are any differences in conducting the rules due to different rules, which is made by each country or even region. To play scrabble game needs rules to play it. The rules of playing the scrabble wick did by the researcher were: researcher first, Determine the discussion subject that will be used in the game, Place every stones, face to down and stir it. Then, researcher determine who is the first player, every player takes a stone and who gets the letter A or the nearest of it, so he is the first player. And then, return the stone and stir it. Now every players takes 8 stones. After that it using that stones in the particular time, the first player create a word on the board. The word can be placed from left to right or from above downward and the first word must pass the (center of the board). And then the player finishes his return by accounting the number that he achieves in his return. Then, he can take the new stone as many it has already used. So, he still has 8 stones on his hand.

The main rule of this media were adding one or more of the letter in one word or the letter has already put on the board, and putting the letters crossly in a word or letter that has already on the board. Than placing a word in an equal line that has already on the board, with the result that create a complete word, the game is going on until all of the stones finished and one of the players has used all his stones. The scores of each player can be assisted by totaling the letter's score that has already been on the board.

Playing scrabble game needs the techniques in making a new word from the tiles given. Making a new word needs to recognize the letter that will form a wordIt was very effective for students at LIBAM in developing their quality on vocabulary as main program here, this kind of online game really develop the students vocabulary

mastery because it contains of game and study which referred to arranging word by word to be complete word has meaning. The online scrabble games really help the students to develop their vocabulary mastery, it indicated that students more remember the word after playing the games better than memorizing the word by memorizing technique, the students will get more attractive after playing the scrabble game than other games, this kind of games has become an education game for stimulate the students creativity, and cognitive also from the affective side, which really convert the students in memorizing the vocabulary, so it also guide the students for knowing types of vocabulary. The types of vocabulary can help the researcher to stimulate students' vocabulary and also easy do these types.

Online scrabble games stimulate the students' creativity toward their achievement and cognitive stimulation.<sup>3</sup> This support the students to stimulate their skill and their comprehension toward English materials which really has correlate to the scrabble game.

This explanation also support the findings above which really show a very positive correlation, the researcher belies that, the more often students play the scrabble game, the more master there are in vocabulary, so the researcher really appreciate the program of LIBAM in using online scrabble games in developing their members quality specially for vocabulary mastery.

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<sup>3</sup> Ricardi, *Online Scrabble Implementation Towar D Students Junior School*, (Skripsi:Jogjakarta, 2009)

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings and the result of the data analysis in the previous chapter, the conclusion can be drawn as follows:

The Correlation between Online Scrabble games and Students vocabulary mastery showed on the result of the SPSS software, in identifying either the online scrabble games has correlation toward students vocabulary mastery or not, the researcher done an analyses data by software which valid data, it showed that there is positive correlation between online scrabble games and students vocabulary mastery which identifying in full correlation level. The researcher may conclude that, the more score the students get from the online scrabble games the more students master the vocabulary; it indicated validity on this research followed the rule of the positive correlation which the higher variable X the more variable Y is. While analyzing all the data by regulation of research, it found that, the hypothesis Alternative ( $H_a$ ) is accepted while the Hypothesis Null ( $H_0$ ) is rejected. There is positive correlation between online scrabble games and students vocabulary mastery which identifying in full correlation level.

#### B. Suggestion

Based on the research and discussion, researcher offer two points of ideas aimed to the teacher and researchers. These points were described as follow:

1. The LIBAM Mentors are person who can influence the students in using online games scrabble as much as possible, so the mentor should provide

more scrabble media in teaching process, it cause of improvement students vocabulary mastery.

2. The result of this research can be used for the research to identifying the student's vocabulary mastery and also for the next researcher who wants to doing an experimental class, by reading and understand the result of this research, they can done better research than this research.





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# APPENDICES





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**

**INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH**

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon  
(0421) 21307, Fax. (0421) 24404

**VALIDASI INSTRUMEN PENELITIAN SKRIPSI**

### Vocabulary test

#### Petunjuk Pengisian Angket:

1. Isilah identitas anda secara lengkap dan benar.
2. Cek dan bacalah pertanyaan sebelum menjawab.
3. Berilah tanda silang pada jawaban yang paling tepat.

Nama :

Nim :

*Choose the best answer for each question by crossing (x) the options (a, b, c or d)*

**Choose the affixes suitable can make new vocabulary for the numbers 1, 2 and 3.**

1. Shore
  - a. Ashore
  - b. Beshore
  - c. Misshore
  - d. Unshore
2. Jugde
  - a. Judgment
  - b. Judgness
  - c. Judgable
  - d. Judgment
3. Wool
  - a. Whoolen
  - b. Woolable
  - c. Woolness
  - d. Woolize

**What are the meaning the words based on sentences below for the numbers 4, 5 and 6.**

4. Standard: Her standards are very high.

- a. The bits at the back under her shoes
- b. The marks she gets in school everything
- c. The money she asks for
- d. The levels she reaches

5. Patience: He has no patience.

- a. Will not wait happily
- b. Has no free time
- c. Has no faith
- d. Does not know what is fair

6. Pub: They went to the pub.

- a. Place where people drink and talk shops
- b. Place that looks after money
- c. Large building with may
- d. Building for swimming

**Clarification the underlined words whether they include Noun, Adverb, Adjective, Verb, Preposition and Conjunction for the numbers 7, 8, 9, and 10.**

7. "She drives very carefully because she has a traumatic car accident."

The underlined word is....

- a. Noun
- b. Adverb
- c. Adjective
- d. Verb

8. "It is nice to meet you since we haven't met each other for two months."

The underlined word is....

- a. Noun
- b. Adjective
- c. Adverb
- d. Verb

9. The car is parked in driveway

The underlined word is....

- a. Noun
- b. Adjective
- c. Adverb
- d. Verb

10. I put my shoes between my sister's and my brother's in the garage.

The underlined word is....

- a. Adjective
- b. Verb
- c. Preposition
- d. Conjunction

Select an answer below that includes synonym and antonym for the numbers 11, 12, 13, and 14.

11. In addition to harness the solar power, solar cells are needed to **convert** the sunlight directly into electricity. The synonym of convert is....

- a. Supply
- b. Rebuilt
- c. Spend
- d. Change

12. All of you are good, nice, **gentle** and kind. The synonym of gentle is....

- a. Honorable
- b. Diligent
- c. Cheerful
- d. Easy going

13. Antonym of the word "anomaly" is....

- a. Omen
- b. Possibility
- c. Regularity
- d. Aberration

14. Antonym of the word "precise" is....

- a. Appropriate
- b. Suitable
- c. Inaccurate
- d. Inadequate

**Choose the correct meaning of given phrase for numbers 16, 17, 18, 19 and 20.**

15. To pick holes

- a. To find some reason to quarrel
- b. To destroy something
- c. To criticise someone
- d. To cut some part of an item

16. To have an axe to grind

- a. A private end to serve
- b. To fail to arouse interest
- c. To have no result
- d. To work for both side

17. To cry wolf

- a. To listen eagerly
- b. To give false alarm
- c. To turn pale
- d. To keep of starvation

18. To smell a rat

- a. To see signs of plague epidemic
- b. To get bad smell of a bad dead rat
- c. To suspect foul dealings
- d. To be in a bad mood

19. To keep one's temper

- a. To become hungry
- b. To be in good mood
- c. To preserve one's energy
- d. To be aloof from

**Choose the word which best completes each sentence.**

20. Almost everybody takes a very strong interest... Her method of raising her rowdy children
- In
  - With
  - On
  - At
21. A bed on board a ship is called a....
- Sleeper
  - Cabin
  - Bunk
  - Dormitory
22. I have no brothers or sisters, I am... child.
- An only
  - A sole
  - A unique
  - A single
23. I'm terrible sorry, I seem to have... my book at home.
- Lost
  - Forgotten
  - Left
  - Hidden
24. My sister and I are always quarrelling. We just don't seem to....
- Get off
  - Get together
  - Get on
  - Get by
25. Most parents find it difficult to... their children nowadays.
- Grow up
  - Foster
  - Develop
  - Bring up



26. I... to inform you that your mother died ten minutes ago.
- Sorry
  - Regret
  - Apologize
  - Pity
27. I think everyone should... the Human Rights movement.
- Agree
  - Support
  - Stand up
  - Supply
28. I always try to... something each month for my holidays.
- Save
  - Spare
  - Spend
  - Put
29. I don't have a job. I'm...
- Lonely
  - Sick
  - Unused
  - Unemployed
30. My work's got worse and worse. Unless I... I'll fail my exams in the summer.
- Get well
  - Improve
  - Increase
  - Get back
31. Oh dear! My watch has...!
- Ended
  - Stopped
  - Finished
  - Completed
32. If you work for someone, then you are....
- A slave
  - Unemployed
  - An employer

- d. An employee
33. I'm afraid there's no... of seeing Mr Brown until tomorrow.
- Possibility
  - Wish
  - Opportunity
  - Chance
34. The... around this town is quite beautiful.
- Countryside
  - Scene
  - Nature
  - Country
35. He's always telling me what to do. He's so....
- Cruel
  - Bossy
  - Helpful
  - Charming
36. His parents gave him everything he asked for. He was thoroughly....
- Disturbed
  - Ashamed
  - Full up
  - Spolit
37. I still feel like a cigarette even though I... smoking two years ago.
- Gave in
  - Gave up
  - Gave over
  - Completed
38. He wants to get to the top before he is thirty. He is very....
- Tall
  - Ambitious
  - Intelligent
  - Industrial
39. John always arrives on time. He's so....
- Careful
  - Boring

c. Punctual

d. Timeless

40. I was very... for all the advice she gave me.

a. Glad

b. Grateful

c. In debt

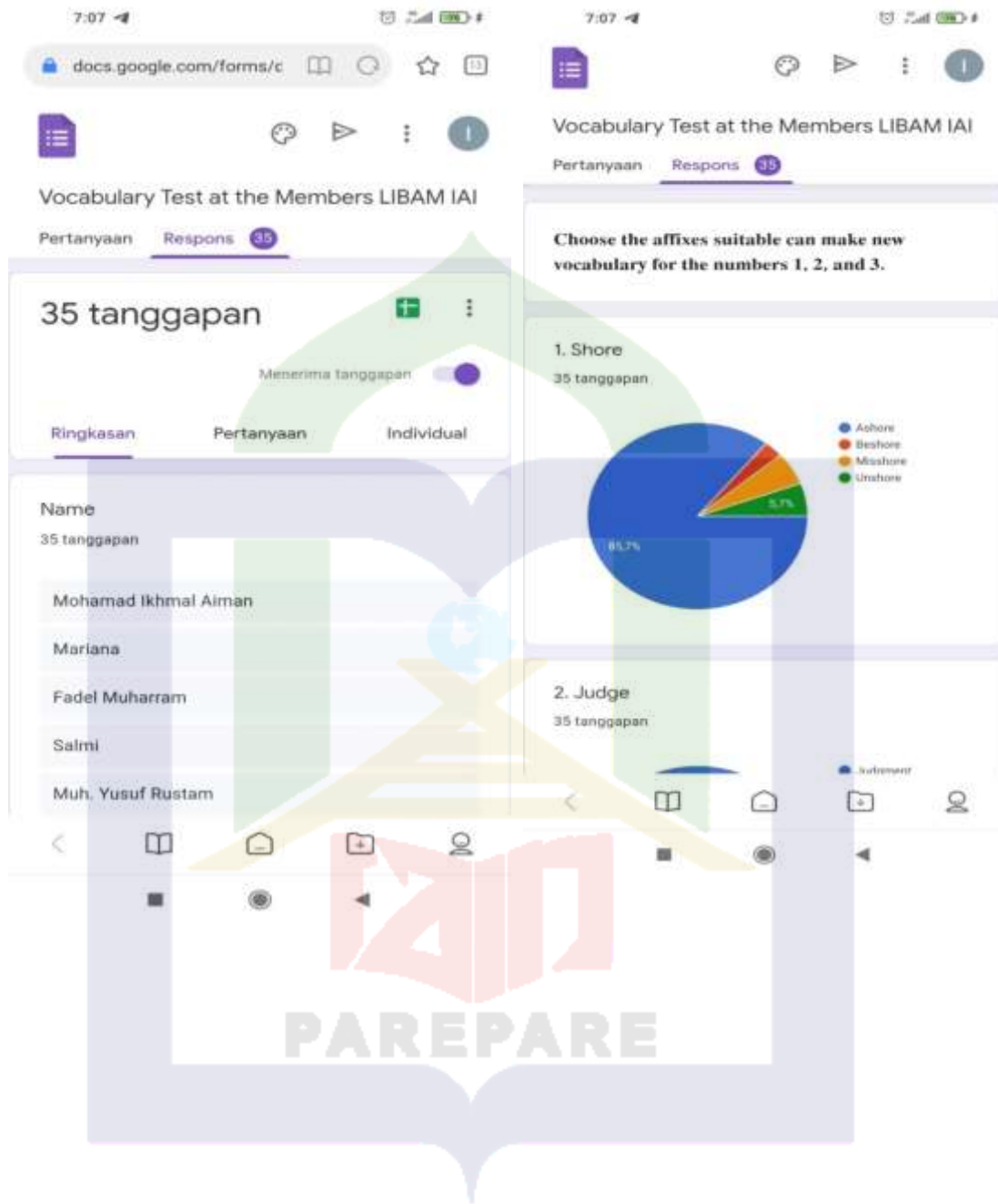
d. Pleased

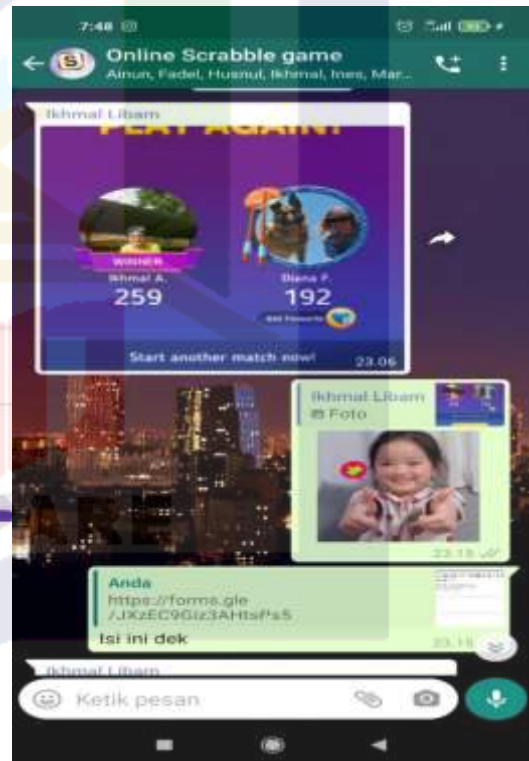
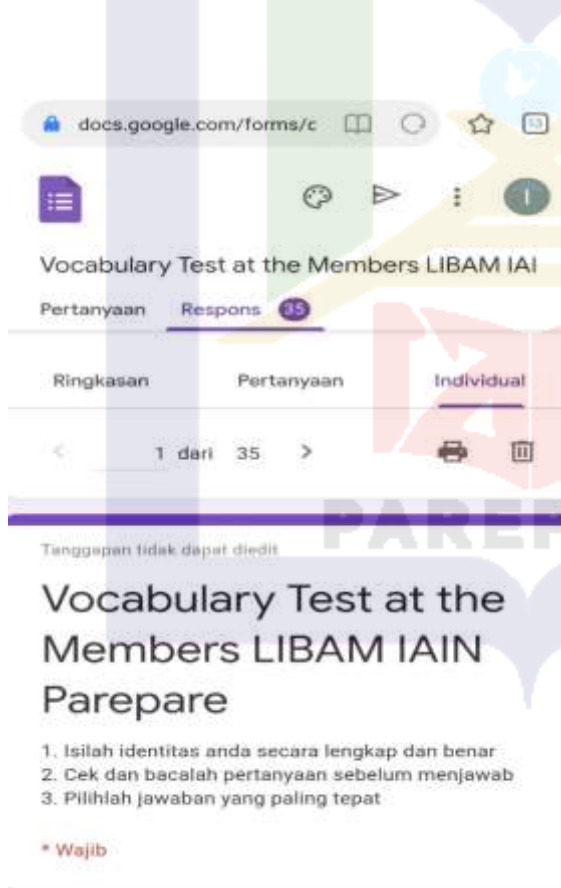


No	Responden	SKORE MENTAH		NILAI AKHIR	
1	Salmi	301	37	301	92.50
2	Yusuf	274	36	274	90.00
3	Ikhmal	259	35	259	87.50
4	Ainun	214	33	214	82.50
5	Mariana	275	36	275	90.00
6	Fadel	260	35	260	87.50
7	Ayu annisa	258	35	258	87.50
8	Husnul khatimah	255	35	255	87.50
9	Nafilah	245	34	245	85.00
10	Suci amaliah	213	33	213	82.50
11	Khairunnisa	214	33	214	82.50
12	Wanda	243	34	243	85.00
13	Rasmi rasyid	255	35	255	87.50
14	Reski musdalifa	258	35	258	87.50
15	Fani	218	33	218	82.50
16	Mulyanti	259	35	259	87.50
17	Risma ansari	204	32	204	80.00
18	Musdiana	257	35	257	87.50
19	Ismi	246	34	246	85.00
20	Risna	213	33	213	82.50
21	Intan	252	35	252	87.50
22	Suci hanawali	257	35	257	87.50
23	Mursia	255	35	255	87.50
24	Ines	244	34	244	85.00
25	Rosmiati	248	34	248	85.00
26	Yaumul haeri	250	35	250	87.50
27	Syamsul maarif	201	30	201	75.00
28	Sarpiah	210	32	210	80.00
29	Nadia	254	35	254	87.50

30	Irnayanti	277	36	277	90.00
31	Julia	240	34	240	85.00
32	Erni	248	36	248	90.00
33	Ayu	246	36	246	90.00
34	Jumarni	249	34	249	85.00
35	Desi	217	33	217	82.50







**SURAT KEPUTUSAN  
DEKAN FAKULTAS TARBIIYAH  
NOMOR : 11-56 TAHUN 2020  
TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH  
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

**DEKAN FAKULTAS TARBIIYAH**

- |               |   |
|---------------|---|
| Menimbang     | : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;   |
| Mengingat     | : b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa;<br>1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;<br>2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;<br>3. Undang-Undang Nomor 12 Tahun 2012 tentang Perguruan Tinggi;<br>4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;<br>5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;<br>6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;<br>7. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;<br>8. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare;<br>9. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pedoman Pendirian Perguruan Tinggi;<br>10. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam; |
| Memperhatikan | : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;<br>b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor 139 Tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah;   |
| Menetapkan    | : <b>MEMUTUSKAN</b><br>a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;<br>b. Menunjuk Saudara: 1. Drs. Amzah, M.Pd.<br>2. Wahyu Hidayat, Ph.D.<br>Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa:<br>Nama Mahasiswa : INDRIANI<br>NIM : 16.1300.140<br>Program Studi : PENDIDIKAN BAHASA INGGRIS<br>Judul Penelitian : THE EFFECT OF ONLINE SCRABLE GAME FOR THE MEMBER LIBAM IAIN PAREPARE<br>c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;<br>d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;<br>e. Surat keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.  |

Ditetapkan : Parepare  
Pada Tanggal : 4 Oktober 2020

Dekan,

  
H. Saepudin





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakri No. 08 Soreang Parepare 91031 ☎ (0421) 213077 Fax:24404  
PO Box 909 Parepare 91100, website: [www.iainparepare.ac.id](http://www.iainparepare.ac.id), email: [mail@iainparepare.ac.id](mailto:mail@iainparepare.ac.id)

Nomor : B.313/In.39.5.1/PP.00.9/02/2021  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare  
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di,  
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Indriani  
Tempat/Tgl. Lahir : Benteng, 27 Juli 1998  
NIM : 16.1300.140  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : X (Sepuluh)  
Alamat : Benteng No. 50 Kel. Benteng, Kec. Patampanua, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

**"The Correlation Between Online Scrabble Game And Vocabulary Mastery At The Member Of LIBAM IAIN Parepare "**

Pelaksanaan penelitian ini direncanakan pada bulan Februari sampai bulan Maret Tahun 2021. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 04 Februari 2021

Wakil Dekan I,



Muhi Dahlan Thalib

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

SRN IP000086



**PEMERINTAH KOTA PAREPARE**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
*Jalan Veteran Nomor 28 Telp (0421) 25194 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id*

---

**REKOMENDASI PENELITIAN**  
 Nomor : **89/IP/DPM-PTSP/2/2021**

Dasar : 1. Undang-Undang Nomor 28 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.  
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.  
 3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

**MENGIZINKAN**

KEPADA  
 NAMA : **INDRIANI**  
 UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**  
 Jurusan : **PENDIDIKAN BAHASA INGGRIS**  
 ALAMAT : **BENTENG NO. 50 KEC. PATAMPAUVA KAB. PINRANG**  
 UNTUK : melaksanakan Penelitian/kuwajiban dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE CORRELATION BETWEEN ONLINE SCRABBLE GAME AND VOCABULARY MASTERY AT THE MEMBER OF LIBAN IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **09 Februari 2021 s.d 09 Maret 2021**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung  
 b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**  
 Pada Tanggal : **11 Februari 2021**

**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE**



**HJ. ANDI RUSIA, SH.MH**  
 Pangkat : Pembina Utama Muda, (IV/c)  
 NIP : 19620915 198101 2 001

PAREPARE

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1.
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah.
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**.
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode).



**LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM)  
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Sekretariat: Jl. Areal Bakri No. 4 Sorong Kota Parepare, hp: 08224995594, email: [Shanti.lampir@iainuz.com](mailto:Shanti.lampir@iainuz.com)



**SURAT KETERANGAN PENELITIAN**

Nomor : 10/LIBAM/In.39/PR/II/2021

Yang bertanda tangan dibawah ini adalah Ketua Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) Institut Agama Islam Negeri (IAIN) Parepare menerangkan bahwa:

Nama : Indriani  
Nim : 16.1300.140  
Jurusan : Tarbiyah  
Prodi : Pendidikan Bahasa Inggris  
Tempat/ tgl.Lahir : Benteng/ 27 Juli 1998  
Jenis Kelamin : Perempuan  
Pekerjaan : Mahasiswa  
Alamat : Benteng No. 50, Kec.Patampanua, Kab. Pinrang

Benar-benar telah melakukan penelitian dengan judul "THE CORRELATION BETWEEN ONLINE SCRABBLE GAME AND VOCABULARY MASTERY AT THE MEMBER OF LIBAM IAIN PAREPARE" Pada tanggal 09 Februari - 09 Maret 2021 di Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) Institut Agama Islam Negeri (IAIN) Parepare.

Demikian surat ini kami buat untuk diberikan kepada yang bersangkutan agar digunakan sebagaimana mestinya.

Parepare, 17 Februari 2021

Mengetahui,-  
Ketua LIBAM IAIN Parepare,-

  
**MUHAMMAD IRSAN**  
LIBAM NRA. 17.19.33  
**PAREPARE**

## CURRICULUM VITAE



Indriani, the writer was born on July 27<sup>th</sup> 1998 in Benteng of South Sulawesi. She is the first child from two children in her family, her father's name is A. Rahim and Her mother's name is Nur Ani. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her study on 2004 - 2010 at SDN 118 Patampanua, while at the same year she continue her study in SMPN 2 Patampanua and finish on 2013, then continued her study in SMA Negeri 5 Pinrang and graduated on 2016. Then continued her study at Tarbiyah Faculty of IAIN Parepare and completed he study with the title "The Correlation between Online Scrabble Game and Vocabulary Mastery at the Member of LIBAM IAIN Parepare"