



**THE EFFECT OF SCRABBLE METHOD FOR STUDENTS'
VOCABULARY ENRICHMENT AT THE VIII GRADE MTsN 2
PALOPAT PIJORKOLING PADANGSIDIMPUAN**

A THESIS

*Submitted to the English Department of State College for Islamic Studies
Padangsidimpuan in Partial Fulfillment of the Requirements of the Degree of
Islamic Education Schoolar (S.Pd.I) in English Program*

BY:

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Reg. No : 07 340 0003

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)**

PADANGSIDIMPUAN

2012



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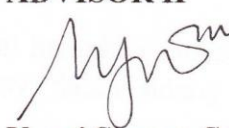
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Assalamu 'alaikum Wr. Wb

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap Skripsi a.n **Citra Indah** yang berjudul : **"The Effect of Scrabble Method for Students' Vocabulary Enrichment at the VIII Grade MTsN 2 Palopat Pijorkoling Padangsidimpuan "** Maka kami berpendapat bahwa Skripsi ini sudah dapat diterima untuk melengkapai tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd. I) dalam Ilmu Tarbiyah Tadris Bahasa Inggris pada STAIN Padangsidimpuan.

Untuk itu dalam waktu yang tidak lama kami harapkan saudari tersebut dapat dipanggil untuk mempertanggung jawabkan Skripsinya dalam sidang Munaqasyah.

Demikian kami sampaikan kepada Bapak atas kerja sama yang baik kami ucapkan terima kasih.

Wassalamu 'alaikum Wr.Wb

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First of all, the writer says thank to Allah SWT who has given her health and chance in writing and finishing this thesis. Next, the writer do not forget to send Shalawat to our prophet Muhammad SAW.

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Padangsidempuan, 03 May 2012
The researcher,



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ABSTRACT

This research was taken based on fact of the problem in learning English especially in vocabulary. The purpose of this research was to know whether the scrabble method effect to students' vocabulary enrichment at MTsN 2 Palopat Pijorkoling Padangsidimpuan.

The research was conducted by quantitative method by using experimental form. The population was 134 students of grade VIII MTsN 2 Palopat Pijorkoling Padangsidimpuan. Then, the sample of research intended 64 students. Next, the pre-test and post-test about vocabulary enrichment were given to the respondent. To analysis the data, the writer used the T-test formulation, as follows :

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma X_1 + \Sigma X_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

After calculating the data to show the description of the data was found that the score of t_0 is higher than t_s ($2,44 > 1,67$). It was mean that the hypothesis was accepted. It was concluded that there was a significant effect of using scrabble method to students' vocabulary enrichment at the grade VIII MTsN 2 Palopat Pijorkoling Padangsidimpuan.

Finally, the writer concluded that using scrabble method was effective to students' vocabulary enrichment.

CHAPTER I INTRODUCTION

A. Background of The Problem

English is an international language. As international language, it is used by millions of people in different countries to communicate each other in many activities. Such as in education, social, and bussiness. In education, a lot of scientific books or articles are written in English. Besides, many sources of information and entertainment are broadcasted in English too. Furthermore, in operating computer, students should know English because some instructions in the computer are written in English. In finding a job, an applicant should understand English. Because in the test, English is presented most of the time. In short, mastering English is important in this globalization era.

Since English has an important role as an international language, it constituted a special subject in Indonesian curriculum. English is one of the compulsory subjects that is taught in all levels of school in Indonesia, starting from elementary school to the university. Studying English involves four interrelated language skills. Namely, listening, speaking, reading, and writing. So, in order to posses the four language skills, the learners should mastery many vocabularies.

Vocabulary is very important in mastering English language skills and the role of vocabulary is very crucial in order to construct the phrases, clauses, sentences, and paragraphs are used in speaking, writing, reading and listening.

In short, the students will find the difficulties in mastering four language skills without they have many vocabularies, such as in reading, how the students can take and understand the meaning what they read without having many vocabularies. In listening, the students will not be able to take and understand the meaning what they listened. And in speaking and writing, how the students can tell and write their ideas without having many vocabularies. It was also found at the grade VIII students of MTsN 2 Palopat Pijorkoling Padangsidempuan that have less vocabulary. They did not know the meaning of what they have read and listened. They were lazy and uninterest to learn English, have less motivation because of unconditional environment, method, and so on.

So, vocabulary should be taught to students maximally since the first. It is caused by mastering English vocabulary is ore difficult than mastering Indonesia vocabulary or Arabic vocabulary. In English vocabulary, what is written is not same to what is utterance. Here, the students are asked to memorize the pronunciations, meanings, and the writings. While, in Indonesia vocabulary or Arabic vocabulary what is written is same to to what is utterance.

So, to maximaze or to enrich students' vocabulary, the teachers should choose a method or some methods for teaching vocabulary to their students.

Because method is one of the important aspects to make the education better. So a suitable method must be applied by teachers to improve the quality of learning.

According to Edgar Dale with his friends Yoseph O'Rourke and Henry A. Bamman as quoted by Henry Guntur Tarigan, there are some methods can be used to enrich students' vocabulary, they are :

1. Ujian sebagai pengajaran (Evaluation as a teaching)
2. Petunjuk konteks (Context showing)
3. Sinonim, antonim, homonim (Synonym, antonym, homonym)
4. Asal-usul kata (Word stem)
5. Prefiks (Prefix)
6. Sufiks (Suffix)
7. Akar kata (Root of word)
8. Ucapan dan ejaan (Utterance and spelling)
9. Semantik (Semantics)
10. Majas (Figure of speech)
11. Sastra dan pengembangan kosa kata (Literature and word expanding)
12. Penggunaan kamus (Using dictionary)
13. Permainan kata (word game or scrabble)¹

From the some methods above, the writer will focus on using word game method. Word game or permainan kata is also called scrabble. Scrabble is a method that can be used to enrich students' vocabularies. Scrabble is the kind of a game.

Telling about game, some masters of education assumpt that at the base, every individu or learners need game or entertainment after they has studied or when they are studying. The learning that have serious and concentration full

¹ Henry Guntur Tarigan, *Pengajaran Kosa Kata* (Bandung : Angkasa, 1995) p. 23.

conditions will make learners be tired, bored and lazy to learn.² So to avoid these conditions, the teachers should make a method or methods to teach vocabulary.

So, based on the several methods and explanation above, the writer plans to conduct a research about. THE EFFECT OF SCRABBLE METHOD FOR STUDENTS' VOCABULARY ENRICHMENT AT THE GRADE VIII MTsN 2 PALOPAT PIJORKOLING PADANGSIDIMPUAN The writer want to know whether the scrabble method give the positive effect more than the other methods to the students' vocabulary enrichment. And whether this scrabble method is able to motivate the students to learn and enrich their vocabularies.

B. Identification of The Problem

Based on the researchers' observation on the 03 October 2010, it can be assumed that the students at the grade VIII MTsN 2 Palopat Pijorkoling Padangsidimpuan have less vocabulary, they did not know the meaning of what they have read and listened. They were lazy and uninterest to learn English, they have less motivation because unconditional environment , method, and so on.

² Ahmad Rohani, *Pengelolaan Pengajaran* (Jakarta : Rineka Cipta, 2004) p. 30.

C. Limitation of The Problem

Based on the identification of the problem above, truly there are many methods can be used to enrich students' vocabulary. But the researcher limited her problem on the "Scrabble method (Anagram kind) for students' vocabulary enrichment capabilities " at the grade VIII MTsN 2 Palopat Pijorkoling Padangsidempuan.

D. Formulation of The Problem

Based on the background of the problems before, so the reseacher formulates the problem in the questions :

1. How was the students' vocabulary enrichment capabilities before using scrabble method?
2. How was the students' vocabulary enrichment capabilities after using scrabble method?
3. Was there the significant effect of using scrabble method for students' vocabulary enrichment capabilities?

E. Purposes of The Research

The purposes of the research are:

1. To know the result of the students' vocabulary enrichment capabilities before using Scrabble method.
2. To know the result of the students' vocabulary enrichment capabilities after using Scrabble method.

3. To know whether the significant effect of using scrabble method for students' vocabulary enrichment capabilities.

F. Significances of The Research

By doing this research, the researcher expects that this research useful practically and theoretically :

1. The practical useful :
 - a. For the Headmaster of MTsN 2 Palopat Pijorkoling Padangsidempuan to give direction to the English teacher about the English teaching method which one is more suitable to the students' situation and materials of the learning, so that the method can improve the students interest in learning English. Especially in vocabulary.
 - b. For the English teacher, the English teachers can use scrabble method as a method to enrich their students' vocabularies. And also the English teachers can get some positive points by using this method to their students. Because the teachers can help their students to enrich their students' vocabularies, so that the students can improve their ability in English language skills.
 - c. For the students, the researcher hopes that the scrabble method can increase their motivation to enrich or to expand their vocabularies so that they can mastery the four English language skills as well.

- d. For the reseacher, while for the researcher self, researcher hopes that this research will give contribution in obtaining her strata one (S1) degree and also can give benefit toward her knowledge.
2. The theoretical useful :
- For whoever wants to do a research in the same problem as information about the topics.

G. Definition of Operational Variables

To avoid misunderstanding and misinterpresentation in this study, there are two variables that researcher defines in specific terms as follow :

1. Method is the way of doing something.³
2. Scrabble is a board game and word game that is played up 2 or 4 people who accumulate points based on the value of words formed from pieces of letters on a board game boxes.⁴
3. Student is person who is studying at a college or university or any person who studies.⁵
4. Vocabulary is the total number of words in a language.⁶
5. Enrichment is improving something by adding something or make richer.⁷

262. ³ Martin H. Manser, *Oxford Learner's Pocket Dictionary* (Oxford University Press, 1995) p.

⁴ http://robbyswandanu.blogspot.com/2011/10/definition-of-scrabble-definisi_05.html

⁵ Martin H. Manser, *Op. Cit*, p. 369.

⁶ *Ibid*, p. 461.

⁷ *Ibid*, p. 139.

H. Outline of The Thesis

To easier the comprehending this research, the writer made the systematic of this research was divided into five chapters. Each chapter consist of many sub-chapters with detail as follows :

Chapter I, it consisted of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, the purpose of the research, significances of the research, definition of operasional variables and the outline of thesis.

Chapter II, it consisted of the theoretical description and review of related finding. In the theoretical description consists of definition scrabble method and definition of vocabulary.

Chapter III, it consisted of research methodology was divided into the design of research, time and place of research, population and sample, instumentation, the techniques of data collection and the techniques of data analysis.

Chapter IV, it consisted of the result of research.

And the last, Chapter V, it consisted of conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION, FRAME WORK, AND THE HYPOTHESIS

A. Theoretical Description

1. Vocabulary Enrichment

a. Definition of Vocabulary

Vocabulary is very important in mastering English language skills. Vocabulary is very crucial in order to construct the phrases, clauses, sentences, and paragraphs. Telling about the vocabulary, the write will give definition about the vocabulary etimologically and terminologically.

Etimologically, vocabulary come from Latin ‘Vocabulum’ that has meaning “words”.¹ While, terminologically, the writer give some definitions that are stated by some experts, like Shirley Burrige says, “Vocabulary is all the words in language, list of word in a lesson or books, all the words that one person knows”.² Thomas Nelson says, “Vocabulary is a list of word explained in alpabetical order”.³ While, R. Hindmars says, “Vocabulary is a core and provides much of the bisis for how all learner speak, listen, read and write”.⁴ And then, Hornby says, “Vocabulary is all

¹ Harper Collin, *Collins English Vocabulary* (Collin Publisher : 2003).

² Shirley Burrige, *Oxford Basic English Dictionary* (New York: Oxford University Perss, 1981) p. 477.

³ Thomas Nelson, *The Award Compact English Dictionar* (London: Award Publication, 1985) p. 612.

⁴ Jack C. Richrds and Williy A Renandiya, *Methodology In Language Teaching An Anthology of Current Practice* (USA : Cambridge University Press, 2002) p. 255.

the words known to a person or used in a particular book, subject, etc.”⁵

And then, Martin H. Manser says, “Vocabulary is total number of words in a language, words known to a person, list of words with their meaning”.⁶

From the some statements above, the writer concludes that vocabulary is a list or a series of words that is used to express the ideas or in other it is use for general communication.

b. The Kinds of Vocabulary

There are words that may be you recognize and understand as you read but you never use in your own writing. Similarly, there are words that you understand while listening but they are not part of your speaking vocabularies. So is caused it, vocabulary is divided into two kinds, they are :

1) Receptive Vocabulary

Receptive vocabulary is the vocabulary that readers recognize when they see it but do not use when they speak or write.⁷

Example :

- a) Conform (menyesuaikan diri / sesuai dengan)

⁵Hornby, *Oxford Advanced Learner's Dictionary* (Oxford University press :1995) p. 1506.

⁶ Martin H. Manser, *Oxford Learner's Pocket Dictionary* (Oxford University Press, 1995) p. 461.

⁷ Jo Anna Aebersold and Mary Lee Field, *From Reader to Reading Teacher : Issues and strategy for second language classrooms* (USA : Cambridge University Press, 1998) p. 139.

- b) Congenial (menyenangkan/ cocok)
- c) Contort (merubah bentuk)
- d) Cosmopolitan (internasional)

Those words we have known or have heard, but we seldom or never use them in our own speaking or writing.

These are examples in the sentences :

- a) This building conforms to our specification
- b) This building appropriates to our specification

Both of these sentences have the same meaning, “*Bangunan ini sesuai dengan perincian kita*”

Although we have known conform is also has the meaning “Sesuai”, but we do not use it in our speaking or writing. We usually use the word “appropriate” to translate the word “sesuai” in English. We seldom use the word “conform” even never use it.

2) Productive Vocabulary

Productive vocabulary is the vocabulary that people actually use to speak and write.⁸

Example :

- a) Appropriate (sesuai dengan)
- b) Enjoyed (menyenangkan)

⁸ *Ibid*,

- c) Change (berubah)
- d) Internasional

Those words we have known or have heard or seen before and often use them in our speaking or writing.

These are examples in the sentences :

- a) That praying changes our attitude (Sholat itu merubah tingkah laku)
- b) The moslem are enjoy to say salam (Orang Islam senang mengucapkan salam).

c. Classification of Vocabulary

Vocabularies are classified into function of words and contents. The classification of word intended of such as nouns, pronouns, verbs, adjectives, prepositions, conjunctions, and interjections, in classification the words, catagorized them as follows:

- 1) Adjective is the word is used to add the meaning of noun.
- 2) Adverb is the word is used to add something to the meaning of a verb, and adjectives, or another adverb.
- 3) Preposition is the word is used with a noun or pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something else.
- 4) Pronoun is the words is used instead of a noun.
- 5) Verb is the words is used to say the working of the person or thing.
- 6) Noun is the word is used as the name of a person, place or thing.
- 7) Conjunction is the word is used to join words or sentence.
- 8) Interjection is the word which expresses some sudden felling.⁹

⁹ Martin, *High School English Grammar* (Jakarta: Prasada Rao, 1990) p. 3.

d. Enrichment

The word enrichment is the noun of enrich. Martin H. Manser says, “Enrichment is improving something by adding something or make richer”.¹⁰ And Hornby says, “Enrichment is the improving the quality, flavor, value, etc.”¹¹

Based on the both definitions, the writer concludes that students’ vocabulary enrichment is improving students’ vocabulary by using something. It can be a method. So that the students can improve their knowledge and their ability in English.

2. Scrabble Method

a. Method

Method is a process to do something. So the teaching method is a way which used by teachers in teaching and learning process. It caused method can make the students are interesting and motivating in learning. Some literature of language teaching, the word “method” and “approach” and “technique” are often used by turns. Even though, those words don’t have the synonym meaning. This statement is appropriate with the definition that is given by Edward Anthony as follow :

¹⁰ Martin H. Manser, *Op.Cit*, p. 139.

¹¹ Hornby, *Op.Cit*, p. 384.

“...Approach is a set of correlative assumptions dealing with the nature of language, learning, an approach is axiomatic. It describes the nature of the subject matter to be taught. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural within one approach, there can be many methods. A technique is implementation. That which actually takes place in classroom. It is a particular trick stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well”.¹²

The explanation above tells us that the method is not the same as approach and technique. Method is more specific than approach but less specific than technique. Approach is the assumptions and beliefs about the nature of language and language learning, while method is an overall plan for the systematic presentation of language. And the technique is the specific activities in the classroom.

Furthermore, for the clearer about the definitions of method, the writer will give some definitions of method that were stated by some experts from the English and Indonesia. From English experts, Marianne Celce Murcia says, “Method is a set of procedures, i.e., a system that spells out rather precisely how to teach a language”.¹³ And Jack C. Richards and Theodore Rodgers say, “Method is umbrella term for the specification and

¹² Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (UK : Cambridge University Press, 2001) p. 11.

¹³ Marianne Celce Murcia, *Teaching English as A Second or Foreign Language* (Los Angeles : Newbury House, 1991) p. 5.

interrelation of theory and practice”.¹⁴ Then, John Wiley & Sons stated, “Method is a way of doing anything; mode; procedure; process, a regular, orderly, definite procedure or way of teaching, investigating, etc”.¹⁵ While, Houghton Mifflin Harcourt says, “Method is a technique of acting in which the actor recalls emotions and reactions from past experience and uses them in identifying with and individualizing the character being portrayed”.¹⁶ And then, David Nunan says in *Practical English Language Teaching* book, “Method is a single set of procedures which teachers are to follow in the classroom”.¹⁷

Furthermore, from the Indonesian experts. Like, Henry Guntur Tarigan’s statement in *Metodologi Pengajaran Bahasa I* book, “Metode adalah pengimplementasian suatu hirarki prioritas yang disusun sang guru atau perencana”.¹⁸ It means that method is the implementation of a priority hierarchy is arranged by the teachers or planners. And Ahmad Sabri says in *Strategi Belajar Mengajar dan Micro Teaching* book, “Metode adalah cara-cara atau teknik penyajian bahan pelajaran, baik secara individual

¹⁴ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (New Jersey : Printice Hall Regents, 1994) p. 48.

¹⁵ John Wiley & Sons, *Webster's New World College Dictionary*, 2010.

¹⁶ Houghton Mifflin Harcourt, *The American Heritage® Dictionary of the English Language*, 2010.

¹⁷ David Nunan, *Practical English Language Teaching* (Singapore :Mc. Graw Hill, 2003) p.

¹⁸ Henry Guntur Tarigan, *Metodologi Pengajaran Bahasa I* (Bandung : Angkasa, 1991) p. 6.

atau secara kelompok”.¹⁹ It means that method is the ways or presentation technique of the learning materies, as individually or grouply.

Meanwhile, Moekijat says in Pendidikan dan Pelatihan Dictionary, “Metode adalah suatu cara yang dapat memberikan gambaran secara luas serta yang dapat membuat suasana untuk mendorong peserta didik mengembangkan pengetahuan dan kecakapannya”.²⁰ It means that method is the way can give description largely and make the situation to motivate the students in expanding their knowledge. And Then, According to Adi Satrio, “Metode adalah tata cara yang disusun secara pasti, mapan, sistematis dan logis sebagai landasan untuk suatu kegiatan tertentu”.²¹ It means tat method is the procedures were arranged certainly, establish, systematic and logical as the base for the certain activity.

Based on the some definitions above, the writer concludes that method is the ways or procedures or techniques are used to do something or to presentate the matery of learning by the teachers or planners.

According to Edgar Dale with his friends Yoseph O’Rourke and Henry A. Bamman as quoterd by Henry Guntur Tarigan, there are some methods can be used to enrich students’ vocabulary, they are :

1. Ujian sebagai pengajaran (Evaluation as a teaching)
2. Petunjuk konteks (Contex showing)

¹⁹ Ahmad Sabri, *Strategi Belajar Mengajar dan Micro Teaching* (Padang : Quantum Teaching, 2005) p. 52.

²⁰ Moekijat, *Kamus Pendidikan dan Pelatihan* (Bandung: Mandar Maju, 1993) p.48.

²¹ Adi Satrio, *Kamus Ilmiah Populer* (Visi7, 2005) p. 374.

3. Sinonim, antonim, homonim (Synonym, antonym, homonym)
4. Asal-usul kata (Word stem)
5. Prefiks (Prefix)
6. Sufiks (Suffix)
7. Akar kata (Root of word)
8. Ucapan dan ejaan (Utterance and spelling)
9. Semantik (Semantics)
10. Majas (Figure of speech)
11. Sastra dan pengembangan kosa kata (Literature and word expanding)
12. Penggunaan kamus (Using dictionary)
13. Permainan kata (word game or scrabble)²²

Because there are many method that can be used to enrich vocabulary, so the writer will focuss on scrabble method. Scrabble method is one of some method that can used to enrich students' vocabulary.

b. Scrabble

Scrabble is the kinds of a game. Also scrabble is usually used by teachers as a method to explain or to teach their materies to their students. It caused scrabble can make the students are interest to learn.

In the Oxford Advanced Learner's Dictionary, Hornby says "Scrabble is to scratch and scrape the ground trying to keep one's balance and not fall".²³ And then, Melvin L Siberman says in *Active Learning : 101 Strategies to Teach Any Subject* book that, "Scrabble is a technique that enables students to join together at the end of a class and celebrate

²² Henry Guntur Tarigan, *Pengajaran Kosa Kata* (Bandung : Angkasa, 1995) p.23.

²³ Hornby, *Oxford Advanced Learner's Dictionary* (Oxford University press, 1995) p. 1053.

what they have experienced together. This is achieved by creating a giant scrabble board”²⁴.

Furthermore, John Wiley & Sons says, “Scrabble is to scratch, scrape, or paw as though looking for something”²⁵. Houghton Mifflin Harcourt says, “Scrabble is to scrape or grope about frenetically with the hands”²⁶. Robbyswandanu says, “Scrabble is a board game and word game that is played up 2 or 4 people who accumulate points based on the value of words formed from pieces of letters on a board game boxes”²⁷.

Based on the some definitions above, the writer concludes that scrabble is a kind of game. scrabble is a word game is played by two or three or four players using special board that they can acquire new words by combining the letters according to their direction. Also scrabble can accure students’ motivation in learning.

So, From the some scrabble and method definitions above the writer concludes that the scrabble method is a method of a word game is played by two, three, or four players using board or paper that they can acquire new words by combining the letters.

²⁴ Melvin L. Siberman, *Active Learning : 101 Strategies to Teach Any Subjec*, (USA : Allyn and Bacon Boston, 1996) p. 186.

²⁵ John Wiley & Sons, *Loc. Cit*,

²⁶ Houghton Mifflin Harcourt, *Loc. Cit*,

²⁷ *Robbyswandanu.blogspot.com, Loc. Cit*,

c. Some kinds of Scrabble Method

1) Anagram

Etimologically, the word anagram come from Yunani language, “ana is kembali atau kebelakang” and “gramma is huruf”.²⁸ It means that “ana is return or to the rear” and “gramma is letter”. Meanwhile terminologically, “Anagram adalah pengubahan urutan huruf-huruf suatu kata untuk membentuk kata yang lain”.²⁹ It means that anagram is the changing of the position of letters in a word to form the other word, such as :

Word	Changing
a) Lived (hidup)	=> devil (setan)
b) Draw (menarik)	=> ward (menghindari/menangkis)
c) Eat (makan)	=> tea (teh)

2) Asosiasi Konsep (Association Concept)

According to Edgar Dale with his friends Yoseph O'Rourke and Henry A. Bamman is quoted by Henry Guntur Tarigan, “Asosiasi konsep adalah pemberian latihan kepada siswa dengan mendeskripsikan ciri-ciri suatu benda yang dimaksud sehingga siswa

²⁸ *Ibid*, p. 256.

²⁹ *Ibid*,

dapat mengasosiasikannya dengan sesuatu yang cocok untuk itu”.³⁰ It means that Association concept is giving the examination to students with describe the characteristics of something so they can associate to something that matching with it. Such as :

- a) Like to work together and enjoy to sugar => Ant
(Suka kerjasama dan senang kepada gula) => (Semut)
- b) This animal is funny and it like fish or mouse => cat
(Hewan ini lucu dan suka kepada ikan dan tikus) => (Kucing)

3) Awal dan Akhir (Beginning and Ending)

In this part, from a certain word we can form a new word by adding a phonem at the beginning or the ending of that word. This activity can enjoy for students, because they can make their creation in this situation.

Example :

- a) **K** + now (Sekarang) => know (Mengetahui)
- b) **S** + it (Ini) => Sit (Duduk)
- c) Are (Adalah) + **a** => Area (Wilayah)
- d) New (Baru) + **s** => News (Berita)

4) Conundrum

³⁰ *Ibid*, p. 257.

“Conundrum adalah teka-teki yang mengandung permainan kata di dalam masalahnya maupun di dalam jawaban atau penyelesaiannya”.³¹ It means that conundrum is puzzle is contain the word game in the questioning and the answering or the finishing.

Example :

- a) When the *garden* can be the people ?
 (Kapankah kebun bisa menjadi orang?)
 - If we add the suffix *er*.
 - (Jika kita tambah dengan akhiran *er*.)
- b) Who is our mother’s husband ?
 (Siapakah suami ibu kita?)
 - Father.
 - (Ayah)

5) Teka-teki Silang (Crossword Puzzle)

It is can enrich the students’ vocabulary, because it is very enjoying. They can improving their knowledge about something and can enrich their vocabulary while playing.

6) Palindrom

Etimologically, the word “Palindrom” come from Yunani, it means “lari kembali lagi”. And terminologically, “Palindrom adalah

³¹ *Ibid*, p. 260.

kata-kata atau kalimat yang dibaca dari depan kebelakang atau dari belakang ke depan, bunyi, arti, serta susunan hurufnya sama saja”.³² It means palindrom is words or sentence are read from the beginning to ending or the opposite, sound, meaning, and the arrangement of words are same.

Example :

- a) Did
- b) Civic
- c) Sees

From the some scrabble methods above, the writer focussed on using Anagram kind.

d. The Procedures in using Scrabble Method

There are some procedures in using scrabble method, they are :

- 1) Create a large display of the title of the course or subject matter.

Merge the words in the title if there are more than one.

- 2) Give students marking pens. Explain, if necessary, how words can be created in scrabble fashion, using the displayed title as a basereview the ways that words can be created :

- a) Horizontally or vertically

³² *Ibid*, p. 263.

- b) Beginning with, ending with, and incorporating any available letters.
- 3) Set a time limit and invite students to create as many key words as they can that are associated with the subject matter or the learning experiences that have taken place.
- 4) Suggest that they divided up the labor so that some students are recording while others are searching for new words.
- 5) Call “time” and ask the students count up the words and applaud the srunning visual record of their experience with one another.³³

B. Review of Related Finding

According to the Sangkot Supiah’s script, “The Effect of Memory Game to The Student’s Achievement in Learning Vocabulary”. The aim of the research was to find out the effect of memory game to the student’s achievement in learning vocabulary. The research was conducted by experimental method. After calculating and analyzing the date, it stated that there was any significantly effect of memory game to the grade VII student’s achievement in learning vocabulary.³⁴

³³ Melvin L. Siberman, *Loc. Cit*,

³⁴ Sangkot Supiah, *Effect of Memory Game to The Student’s Achievement in Learning Vocabulary*, (Padangsidimpuan: UMTS, 2010), p. 30.

And then, according to Muhammad Yusuf Nasution's script, "The Effect of Total Physical Response on Grade V Students' Vocabulary Mastery At SD Negeri 142612 Panyabungan". The aim of the research was to find out the effect of TPR method to the student's vocabulary mastery. The research was conducted by experimental method. After calculating and analyzing the data, it stated that there was any significantly effect of V grade students' vocabulary mastery at SD Negeri 142612 Panyabungan.³⁵

So, their research have similarity with writer's title. The aim of this research was to find the effect of Scrabble method (Anagram kind) for student's vocabulary enrichment. This research will be conducted by experimental.

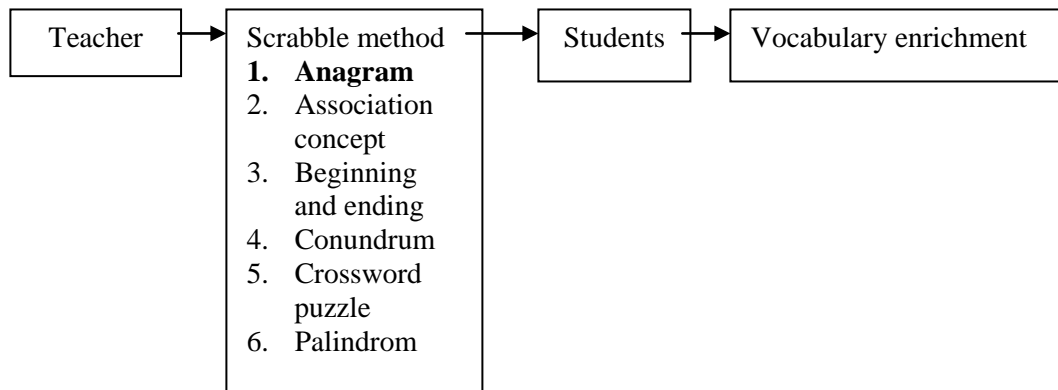
C. Conceptual Framework

This research has been concerned by using scrabble method (Anagram kind) for students' vocabulary enrichment. It will be experimented with the teaching process. The students were divided into two groups, they are : the experimental group and control group. The experimental group was taught by scrabble method (Anagram kind) and control group was not taught by scrabble method (Anagram kind)(and in the end of learning, they has been given test. So,

³⁵ Muhammad Yusuf Nasution, *The Effect of Total Physical Response (TPR) on Grade V Students' Vocabulary Mastery at SD Negeri 142612 Panyabungan* (Padangsidempuan : STAIN, 2011) p. 30.

from the end result we can see the effect of that scrabble method to the students' vocabulary enrichment. It can be seen as picture follows :

Picture 1.



D. Hypothesis

Hypothesis is one of essential element of a research. Suharsimi Arikunto stated : “Hipotesis dapat diartikan sebagai suatu jawaban yang bersifat sementara terhadap permasalahan penelitian sampai terbukti melalui data yang terkumpul”.³⁶ The quotation means that the hypothesis is tentative answer to the research problem, until it can be proved through the data collected.

Based on the explanation above the writer formulated the hypothesis as follow:

Ha = There is significant effect of Scrabble method for the student's vocabulary enrichment.

³⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta : Rineka Cipta, 2006) p. 71.

H_0 = There is not significant effect of Scrabble method for the student's vocabulary enrichment.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research was quantitative design in experimental research form by using one group pre-test – post-test control group design . L.R. Gay says “Experimental research is the only type of research that can test hypotheses to established cause and effect”.¹ And according John W. Creswell, “Experimental research is random assignment of subject to treatment condition as well as quas, an experimental that use non randomized”.² While, according Bambang Prasetyo and Lina Miftahul Jannah, “ Penelitian experiment merupakan salah satu jenis penelitian kuantitatif yang sangat kuat mengukur hubungan sebab akibat”.³ It means that experimental research is a kind of quantitative research that is very powerful to measure the causal effect relationship. Then, according Ibnu Hajar, “Metode eksperimen adalah metode penelitian yang digunakan untuk melihat pengaruh variable-varibel”.⁴ It means that experimental method is the research method is used to look the affect of the variables.

¹L.R. Gay and Peter Airasian, *Educational Research* (New Jersey : Merrill, 2000) p. 367.

²John W. Creswell, *Research Design* (USA: Sage Publication, 2002) p. 14.

³ Bambang Prasetyo and Lina Miftahul Jannah, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta : Rineka Cipta, 2003) p. 158.

⁴ Ibnu Hajar, *Dasar-Dasar Metodologi Penelitian Kuantitatif Dalam Pendidikan* (Jakarta : Raja Grafindo, 1999) p. 2.

From the some quotations above, the writer concludes that the experimental research is a kind of research which has aim to know causal effect between two or more variables.

B. Place and Time of Research

This research has been done in MTsN 2 Palopat Pijorkoling Padangsidimpuan. The subject of this research was at the grade VIII students of MTsN 2 Palopat Pijorkoling Padangsidimpuan 2011-2012 Academic years. This research has been done from 01 February until 31 March 2012. So that, this research has been done a long two months.

C. Population and Sample

1. Population

Population is the important in a research. Because by knowing the population of the research, the researcher can decide the data collection that is needed.

L. R. Gay and Peter Airasian say, "Population is the group of interest to the reseacher, the group to which she or he would like the result of the study to be generalizable".⁵ While according to Suharsimi Arikunto's theory that says, "Populasi adalah keseluruhan subject penelition".⁶ It means that the population is the all subjects of the research. And according to Syukur Kholil,

⁵ L.R. Gay and Peter Airasian, *Op. Cit*, p. 122.

⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta : Rineka Cipta, 2002) p. 108.

“Populasi adalah keseluruhan object penelitian dapat berupa manusia, wilayah, waktu, organisasi, kelompok, buku, kata-kata, surat kabar dan sebagainya”.⁷ It means that population is all objects of the research that can be a human, area, time, organization, group, book, word, newspaper and ect.

From the statements above, the writer concludes that population is all subjects of the research. So, the population of this research is the all of the grade VIII of MTsN 2 Palopat in academic years 2011-2012. The number of the grade VIII students were 134 students. The member of the population was devided into 4 classes.

Table I
Number Population

No.	Class	Number
1.	VIII 1	32 persons
2.	VIII 2	32 persons
3.	VIII 3	34 persons
4.	VIII 4	36 persons
Total Populasi		134 persons

⁷ Syukur Kholil, *Metodologi Penelitian Komunikasi* (Bandung : Cita Pustaka Media, 2006) p.

2. Sample

When will research a part of the population, so that research is called by sampling research. According to Syukur Kholil, “Sample adalah sebagian dari jumlah atau karakteristik yang dimiliki populasi”.⁸ It means that Sample is the part of the population or the characteristic is population have.

Moreover, Suharsimi Arikunto says, “Apabila subjeknya kurang dari 100, lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi. Selanjutnya, jika subjeknya besar dapat diambil antara 10–15% atau 20–25% atau lebih”.⁹ It means that if less than 100 students the sample can be taken about 10-15% or 20-25%.

But in this research, the writer didn't use that Suharsimi Arikunto's theory. Here, writer take the sample by using purposive sampling technique. “Purposive sampling adalah teknik sampling yang digunakan oleh peneliti karena peneliti mempunyai pertimbangan-pertimbangan tertentu dalam mengambil sampelnya”.¹⁰ It means that the purposive sampling technique is the technique of sampling that is used by researcher if the researcher has certain considerations in taking the sample. So, the writer has decided to take two classes as sample of this research that appropriated with the table I. So that, one class was experimental group and the one more was control group.

⁸ *Ibid.*,

⁹ Suharsimi Arikunto, *Op. Cit.*, p. 109.

¹⁰ Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta : Rineka Cipta, 2003) p. 128.

Then, the writer choice VIII-1 as the experimental group and VIII-2 as the control group. The writer's reason to choose this sample based on the observation before, the writer got information as quantity, both of these classes have the same number (32 persons/classes) and as quality, they have same vocabulary mastery capabilities. The sample can be seen from the table below :

Table 2
The Sample of Research

Experimental group (VIII-1)	Control group (VIII-2)
32 Students	32 Students

So, the total of sample was 64 students.

D. Instrumens of Research

The instrument of this research was the test. Test was used to get the data about the students' vocabulary enrichment (variable X) on the students were researched. The test was essay test form. It was 10 items.

In this research, the researcher has given the pre-test and post-test to experimental and control class. It can be seen from the following table :

Table 3
The Design of Instrumentation

Class	Pre-test	Treatment	Post-test
Experimental class	√	√	√

Control class	√	X	√
---------------	---	---	---

Next, below there are indicators of the instrument :

Table 4
Indicator of instrument

Matery	Submatery	Indicators	Number
Vocabulary	Noun	Enrich vocabulary from noun to the other part of speech as much as.	1 - 10

And the criteria of scoring, as below :

Table 5
Criteria of Scoring

Number of items	Answer (word)	Scoring/ word	Scoring
1	10	1	10
2	10	1	10
3	10	1	10
4	10	1	10
5	10	1	10
6	10	1	10
7	10	1	10

8	10	1	10
9	10	1	10
10	10	1	10
Total	100		100

The researcher made test with 10 items and asked 100 answers that was caused researcher has found the answer from this test was 200. So that, probably to asked a half from the answer. It can be seen in the appendix II.

E. Technique of Data Collection

The technique of data collection in this research was test technique. The test technique used to look the students' vocabulary enrichment on the class VIII (experimental and control classes) at MTsN 2 Palopat Pijorkoling Padangsidempuan.

Telling about the test, Suharsimi Arikunto says, "Tes adalah serentetan pertanyaan atau latihan serta alat lain yang digunakan untuk mengukur keterampilan, pengetahuan inteligensi, kemampuan atau bakat yang dimiliki individu atau kelompok." It means that the test is a set of statements that is used to measure the skill, intelligence, ability or talent that have by the individu or the group.

To get data from the students, the writer collects by giving the test to the students. The test is divided in to two kinds, those are :

1. Pre-test.

The pre-test was conducted to find out the homogeneity of the sample. The function of the pre-test was to find the mean scores of the Scrabble Method group and conventional group before the researcher gave treatment. In this case, the researcher hoped that the whole students vocabulary mastery were same, or if there was a difference between those group, the difference was hopefully not significant.

And then, the students has been divided into two group, they were: The experimental group and the control group. The experimental group and the control group were given same materials, which was consisted of communication aspects that has been taught by the teacher in different ways. The experimental group was given treatment, it was taught by using the Scrabble Method (Anagram kind) and the control group was taught by the conventional method.

2. Post-test.

After given treatment, the researcher conducted a post-test which the same test with the pre-test, and has been conducted in the previous of the research. This post-test was the final test in the research, especially measuring the treatment, whether was significant or not. After conducting the post-test, the researcher analyzed the data. And the reseacher found out the effect of the using Scrabble Method (Anagram kind) in the experimental group.

F. Technique of Analysis Data

The analysis of data is done to find out the ability of the two groups, that have been divided in to experimental and control class. The data will be analyzed by using the following t-test formula :¹¹

$$T\text{-test : } Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma X_1 + \Sigma X_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

T : The value which the statistical significance

X1 : The average score of the experimental class.

X2 : The average score of the control class.

X1² : Deviation of the experimental class.

X2² : Deviation of the control class.

n1 : Number of experimental.

n2 : Number of control.

¹¹Suharsimi Arikunto, *Op. Cit*, p. 275.

CHAPTER IV DATA ANALYSIS

As mentioned in the earlier chapter before, in ordering to evaluate the effect of scrabble method to students' vocabulary enrichment, the writer has calculated the data using pre-test dan post-test. Applying quantitative analysis, the writer used the formulation of T-test. Next, the writer described the data as follow :

A. Description of Data Before Using Scrabble Method

1. The Score of Pre-test Experimental Group

Table 6
The score of Pre-test of Experimental Group

No	Initial Name of Students	Pre-test
(1)	(2)	(3)
1	Af	66
2	AM	68
3	AS	65
4	AS	65
5	AF	70
6	Ard	69
7	AI	65
8	DR	70
9	EK	70
10	ES	67
11	El	70
12	Er	63
13	FR	67
14	HG	64
15	HM	68

16	IW	68
17	LM	62
18	MM	70
19	Ma	68
20	M.AM	67
21	Nik	75
22	NI	66
23	NH	70
24	RA	71
25	RM	70
26	RS	65
27	Ris	75
28	RA	72
29	SM	68
30	SA	72
31	SB	70
32	Tir	70
	Total	2186
	Mean	68,21
	Mode	70
	Median	58
	Lowest score	62
	Highest score	75

Based on the table above the sum of score in experimental group was 2186. Mean was 68,21, mode was 70, median was 58. The writer got the

lowest score was 62 and highest score was 75. Next, the calculation of how to get it can be seen in the appendix III.

Table 7
The frequency distribution of students' score in experimental group

No.	Interval	Frequency	Percentages
1.	62 – 64	3	10 %
2.	65 – 67	9	28 %
3.	68 – 71	16	50 %
4.	72 – 74	2	6 %
5.	75 – 77	2	6 %
Total		32	100%

2. The Score of Pre-test in Control Group

Table 8
The Score of Pre-test in Control Group

No.	Initial Name of Students	Pre-test
(1)	(2)	(3)
1	Al	62
2	AM	63
3	AS	72
4	DR	73
5	DS	68
6	DA	68
7	EM	70
8	HP	73
9	Ham	73
10	Hak	70
11	IS	73
12	RS	70

13	RH	66
14	Sur	65
15	Mel	73
16	RK	63
17	TL	62
18	RH	70
19	LA	64
20	HM	73
21	Mus	72
22	MT	73
23	WF	70
24	NS	72
25	Lam	70
26	JH	68
27	KH	72
28	Pan	68
29	HH	70
30	RR	72
31	Hot	70
32	NS	68
	Total	2216
	Mean	69,31
	Mode	70
	Median	65,31
	Lowest score	62
	Highest score	73

Based on the table above the sum of score in control group was 2216. Mean was 69,31, mode was 70, median was 65,31. And the writer got lowest score was 62 and highest score was 73. Next, the calculation of how to get it can be seen in the appendix IV.

Table 9
The frequency distribution of students' score in control group

No.	Interval	Frequency	Percentages
1.	62 – 64	5	16 %
2.	65 – 67	2	6 %
3.	68 – 71	13	40 %
4.	72 – 74	12	38 %
Total		32	100%

From the table above, the writer concluded the students' vocabulary enrichment before using scrabble method was enough. It can be seen from the score of pre-test, they got 62 – 73, and the total score of control group is higher than experimental group.

B. Description of Data After Using Scrabble Method

1. Description Data of Scrabble Method

Table 10
The Score of Post-test in Experimental Group

No.	Initial Name of Students	Post-test
(1)	(2)	(3)
1	Af	70
2	AM	70
3	AS	70
4	AS	70

5	AF	73
6	Ard	72
7	AI	70
8	DR	72
9	EK	74
10	ES	70
11	El	76
12	Er	78
13	FR	70
14	HG	70
15	HM	72
16	IW	72
17	LM	65
18	MM	75
19	Ma	73
20	M.AM	70
21	Nik	80
22	NI	70
23	NH	73
24	RA	75
25	RM	75
26	RS	68
27	Ris	80
28	RA	76
29	SM	70
30	SA	75
31	SB	73

32	Tir	72
	Total	2309
	Mean	71,68
	Mode	70
	Median	64,68
	Lowest score	65
	Highest score	80

Based on the table above the sum of score in experimental group was 2309. Mean was 71,68, mode was 70, median was 64,68. The writer got the lowest score was 65 and highest score was 80. Next, the calculation of how to get it can be seen in the appendix V.

Table 11
The frequency distribution of students' score in experimental group

No.	Interval	Frequency	Percentages
1.	65 – 67,5	1	3%
2.	67,6 – 70	13	41 %
3.	71 – 73,5	9	28 %
4.	73,6 – 76	7	22 %
5.	77 – 79,5	0	0%
6.	79,6 – 81	2	6%
Total		32	100%

2. Description Data of Control Group

Table 12
The Score of Post-test in Control Group

No	Initial Name of Students	Post-test
(1)	(2)	(3)
1	Al	70
2	AM	68
3	AS	68
4	DR	73
5	DS	75
6	DA	70
7	EM	70
8	HP	72
9	Ham	76
10	Hak	78
11	IS	73
12	RS	76
13	RH	73
14	Sur	67
15	Mel	67
16	RK	76
17	TL	68
18	RH	66
19	LA	72
20	HM	65
21	Mus	75
22	MT	73
23	WF	76

24	NS	71
25	Lam	75
26	JH	70
27	KH	72
28	Pan	73
29	HH	70
30	RR	70
31	Hot	75
32	NS	72
	Total	2295
	Mean	71,32
	Mode	75
	Median	65
	Lowest score	65
	Highest score	78

Based on the table above the sum of score in control group was 2295. Mean was 71,32 mode was 70, median was 65. The writer got the lowest score was 65 and highest score was 78. Next, the calculation of how to get it can be seen in the appendix VI. Then, the computed of frequency distribution of the students' score in post-test can be applied into table frequency distribution as follow :

Table 13
The frequency distribution of students' score in control group

No.	Interval	Frequency	Percentages
1.	65 – 67	4	13 %
2.	68 – 70	9	28 %
3.	71 – 73	10	31 %
4.	74 – 76	8	25 %
5.	77 - 79	1	3 %
Total		32	100

Next, from calculation above the writer concluded the students' vocabulary enrichment after using scrabble method was increase. It can be seen from the mean score of experimental group was higger than control group ($71,68 > 71,32$).

C. The Effect of Using Scrabble Method (Anagram kind) for Students' Vocabulary Enrichment

Table 14
The Score Pre-test and Post-tes of Experimental and Control Group

No	Initial Name of Students		Pre-test Experimal group	Pre-test Conrol group	Post-test Experimental group	Post-test Control group
	Experimental	Control				
1	Af	Al	66	62	70	70
2	AM	AM	68	63	70	68
3	AS	AS	65	72	70	68
4	AS	DR	65	73	70	73
5	AF	DS	70	68	73	75
6	Ard	DA	69	68	72	70
7	AI	EM	65	70	70	70

8	DR	HP	70	73	72	72
9	EK	Ham	70	73	74	76
10	ES	Hak	67	70	70	78
11	El	IS	70	73	76	73
12	Er	RS	63	70	78	76
13	FR	RH	67	66	70	73
14	HG	Sur	64	65	70	67
15	HM	Mel	68	73	72	67
16	IW	RK	68	63	72	76
17	LM	TL	62	62	65	68
18	MM	RH	70	70	75	66
19	Ma	LA	68	64	73	72
20	M.AM	HM	67	73	70	65
21	Nik	Mus	75	72	80	75
22	NI	MT	66	73	70	73
23	NH	WF	70	70	73	76
24	RA	NS	71	72	75	71
25	RM	Lam	70	70	75	75
26	RS	JH	65	68	68	70
27	Ris	KH	75	72	80	72
28	RA	Pan	72	68	76	73
29	SM	HH	68	70	70	70
30	SA	RR	72	72	75	70
31	SB	Hot	70	70	73	75
32	Tir	NS	70	68	72	72
Total			2186	2216	2309	2295

The students' vocabulary enrichment after using scrabble method (Anagram kind) increased. It can be seen from the different between pre-test and post-test score of experimental and control group, the total score pre-test of the control and experimental group (2286 & 2216), while the score of post-test control group was lower than experimental group. (2295 > 2309).

D. Hypothesis Testing

The hypothesis testing of research was "There was a significant effect of scrabble method to students' vocabulary enrichment. Based on the data collected, the data will analyzed to prove hypothesis by using formula T-test. There were many steps to analysis data, they were :

1. The first step, to find average score each group

a. The average score of experimental group

$$\begin{aligned} M_1 &= \frac{Y_1^2}{Y_1} \\ &= \frac{515}{123} \\ &= 4,18 \end{aligned}$$

b. The average score of control group

$$\begin{aligned} M_2 &= \frac{Y_2^2}{Y_2} \\ &= \frac{273}{81} \\ &= 3,37 \end{aligned}$$

2. The second step, to find deviation score each group

a. The deviation score of experimental group

$$\begin{aligned} \sum X_1 &= \sum Y_1^2 - \frac{(\sum Y_1)^2}{n_1} \\ &= 515 - \frac{(123)^2}{n_1} \end{aligned}$$

$$32$$

$$= 515 - \frac{15129}{32}$$

$$= 515 - 472,78$$

$$= 42,22$$

b. The deviation score of control group

$$\sum X_2 = \sum Y_1^2 - \frac{(\sum Y_1)^2}{n_1}$$

$$= 273 - \frac{(81)^2}{32}$$

$$= 273 - \frac{6561}{32}$$

$$= 273 - 205,03$$

$$= 67,97$$

3. The third step, to use the formulation of T-test

Table 15
List of Score

No	Symbol	Score
1	M ₁	4,18
2	M ₂	3,37
3	X ₁ ²	42,22
4	X ₂ ²	67,97
5	n ₁	32
6	n ₂	32

$$\begin{aligned}
Tt &= \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma X_1 + \Sigma X_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
&= \frac{4,18 - 3,37}{\sqrt{\left(\frac{42,22 + 67,97}{32 + 32 - 2}\right)\left(\frac{1}{32} + \frac{1}{32}\right)}} \\
&= \frac{0,81}{\sqrt{\left(\frac{110,19}{62}\right)\left(\frac{2}{32}\right)}} \\
&= \frac{0,81}{\sqrt{1,77\left(\frac{2}{32}\right)}} \\
&= \frac{0,81}{\sqrt{\left(\frac{3,54}{32}\right)}} \\
&= \frac{0,81}{\sqrt{0,110}} = \frac{0,81}{0,331} \\
&= 2,44
\end{aligned}$$

d. $b = (n_1 + n_2 - 2) = 32 + 32 - 2 = 62$. Next, did test missing one.

in the table X (table lampiran X) the score $t_{s 0,05} = 1,67$ and $t_{s 0,01} = 2,39$ to $= 2,44$. or $(2,44 > 1,67 > 2,39)$. So that, from the calculation above, it is concluded that the result of experimental is significant. So, scrabble method has significant effect in enriching students' vocabulary at MTsN 2 Palopat Pijorkoling Padangsidimpuan. So, the hypothesis is accepted.

Next, to know the categorize how far the effect of scrabble method in enriching students' vocabulary, it will be interpreted from the table below :

Table 16
Table Coefficient Effect of Interpretation¹

Coefficient Effect of Interpretation	Effect Level
0,00 – 0,20	Very Low
0,20 – 0,40	Low
0,40 – 0,70	Enough
0,70 – 0,90	High
0,90 – 1,00	Very high

To know the effect of scrabble method for students' vocabulary enrichment, t_0 minimized t_s ($2,44 - 1,67 = 0,77$). Next, the result of it interpretate to above table. So that, the effect of scrabble method (Anagram kind) for students' vocabulary enrichment is categorized into high.

E. Discussion

Based on the principles of scrabble method in the chapter II. Melvin L. Siberman says that the scrabble is a technique that enables students to join together at the end of a class and celebrate what they have experienced together. This is achieved by creating a giant scrabble board. Scrabble is the kinds of a game. Also scrabble is usually used by teachers as a method to explain or to teach their materies to their students. And scrabble method can enrich students' vocabulary. So, from the calculation above, the writer appropriate that the result of research has related with the above theory, this fact can be seen from means

¹ Anas Sujiono, *Pengantar Statistik Pendidikan* (Jakarta : Grapindo Persada,1991) p. 40

score between the experimental group and control group. It is indicated that the score of experimental group is bigger than control group (71,68 >71,32). Finally, the writer concludes scrabble method is effective in enriching students' vocabulary.

E. Threats of the Research

The writer found the threat of this research, as follow :

1. The students were develop the words into some words in the class.
2. The limited in literature make into writer difficult for collected the recent theory and relevant with the research.
3. The students needed more time for working pre-test and post-test.
4. The limited of English books (especially about scrabble book) in the writer's campus.
5. The limited of the instrument of research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter on The Effect of scrabble method (Anagram kind) for students' vocabulary enrichment on the VIII grade at MTsN 2 Palopat Pijorkoling Padangsidempuan, gains the significant effect. Based on the result of data analysis, the writer concludes as follow:

1. The students' vocabulary enrichment capabilities before using scrabble method on the VIII grade at MTsN 2 Palopat Pijorkoling Padangsidempuan was categorized enough, it can be seen from the score of pre-test they got 62-75, and the mean score of experimental group was 68,21 and control group was 69,31.
2. The students' vocabulary enrichment capabilities after using scrabble method is increase. It can be seen from different score pre-test and post test of experimental group, the total score of post-test was higher than pre-test (71,68 > 68,21).
3. The result of the data, the hypothesis in this research was accepted. It mean that, t_0 was the higher than t_s (2,44 > 1,67) so, the hypothesis was accepted.

B. Suggestion

Based on the result and conclusion of the research above, the writer wants to give some suggestions as follows :

1. For the headmaster of MTsN 2 Palopat Pijorkoling Padangsidempuan, researcher suggests to be more pro-active in getting and transferring informations about the education. So that, he order the teachers to follow educational upgradings. Like, workshop, Diklat, etc. So that the teachers can be more active in choosing a suitable method in teaching their students to the students' situation and materials of the learning.
2. For English teachers, researcher suggests to be more active in following the educational upgradings. So that, they can transfer what has they got from that upgradings in teaching and learning process.
3. For the students, researcher suggests to increase their motivation in enriching their vocabulary. So that, they can mastery the four English language skill as well.

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APPENDIX I

THE INSTRUMENT OF PRE-TEST AND POST-TEST

School : MTsN 2 Palopat Pijorkoling Padangsidempuan

Class : VIII

Subject : English

Times : 35 minutes

Direction : 1. This test is made to collect data of the research.
2. Enrich your vocabulary by developing these words by changing the positions of letters minimize 10 words for each number !

1. Teacher
2. Student
3. Table
4. Black Board
5. Picture
6. Dictionary
7. Flower
8. Powder
9. Stone
10. Headmaster

GOOD LUCK

APPENDIX II

THE ANSWER KEY OF THE TEST

No.	Item	Answer			
		no.	answer	no.	answer
1.	TEACHER (GURU)	1	Tea = teh	16	A = sesuatu
		2	Each = masing-masing	17	Hate = benci
		3	Her = dia perempuan	18	Cat = kucing
		4	He = dia laki-laki	19	Earth = bumi
		5	Ear = telinga	20	Ache = sakit
		6	Hear = mendengar	21	Rate = tarif
		7	Heart = jantung	22	React = beraksi
		8	Tear = cabikan/ sobekan	23	Act = aksi
		9	Era = masa	24	Rat = penghinaan
		10	Eat = makan	25	There = ada/ disana
		11	Ate = makan	26	Here = disini
		12	Car = mobil	27	Three = tiga
		13	Teach = mengajar	28	Tree = pohon
		14	Heat = memanaskan	29	Hat = topi
		15	The = sesuatu	30	Care = peduli

No.	Item	Answer			
		no.	answer	no.	answer
2.	STUDENT (SISWA)	1	End = akhir	8	Set = mengatur
		2	Dent = melekukkan	9	Den = gua / liang
		3	Sent = mengirim	10	Sue = menggugat
		4	Send = mengirim	11	Suet = gemuk/ lemak
		5	Due = hak	12	Tent = tenda
		6	Sun = matahari	13	Test = ujian
		7	Tend = memelihara/ cendrung	14	Ten = sepuluh

No.	Item	Answer			
		no.	answer	no.	answer
3.	TABLE (MEJA)	1	Able = mampu	9	Bale = karung
		2	Tab = puncak	10	Bat = kelelawar
		3	Tea = teh	11	Bate = menurunkan
		4	Eat = makan	12	Beat = memukul
		5	Ate = makan	13	Belt = ikat pinggang
		6	A = sesuatu	14	At = di
		7	Late = terlambat	15	Bet = taruhan
		8	Let = biarkan	16	Tale = hikayat

No.	Item	Answer			
		no.	answer	no.	answer
4.	BLACK BOARD (PAPAN TULIS)	1	A = sesuatu	12	Coral = karang
		2	Black = hitam	13	Coal = batubara
		3	Board = papan	14	Dab = colek
		4	Back = kembali	15	Dark = kegelapan
		5	Bad = buruk	16	Lack = kekurangan
		6	Car = mobil	17	Lock = kunci
		7	Card = kartu	18	Lord = tuhan
		8	Cab = taksi	19	Road = jalan
		9	Cad = orang biadab	20	Rack = rak
		10	Calk = tapal kuda	21	Or = atau
		11	Cord = tali/ kawat		

No.	Item	Answer			
		no.	answer	no.	answer
5.	PICTURE (GAMBAR)	1	I = saya	8	Pit = lubang/ terowongan
		2	Ice = es	9	Cutie = gadis cantik
		3	Tie = dasi	10	Cure = obat
		4	Cut = memotong	11	Curt = perdek
		5	Cup = mangkok	12	Pet = binatang kesayangan
		6	Put = meletakkan	13	True = benar
		7	Up = lebih/ atas	14	Rice = nasi

No.	Item	Answer			
		no.	answer	no.	answer
6.	DICTIONARY (KAMUS)	1	Air = udara	16	Try = mencoba
		2	Act = tindakan	17	To = kepada
		3	Acid = asam	18	Today = hari ini
		4	At = di	19	No = tidak
		5	Car = mobil	20	Not = tidak
		6	Cat = kucing	21	One = satu
		7	Cry = menangis	22	On = di
		8	Can = bisa	23	Or = atau
		9	City = kota	24	At = di
		10	Dry = kering	25	And = dan
		11	Do = mengerjakan	26	An = sesuatu
		12	Day = hari	27	In = didalam
		13	Tic = gerenyet	28	It = ini
		14	Tidy = rapi	29	Nail = benang
		15	Tin = timah	30	Yard = halaman

No.	Item	Answer			
		no.	answer	no.	answer
7.	FLOWER	1	Low = rendah	8	Few = beberapa
		2	Lower = lebih rendah	9	Lore = pengetahuan adapt lama
		3	Row = baris	10	Role = peran
		4	Flow = aliran	11	We = kami
		5	Foe = lawan	12	For = untuk
		6	Fowl = unggas	13	Or = atau
		7	Wolf = serigala	14	Of = dari

No.	Item	Answer			
		no.	answer	no.	answer
8.	POWDER (BUBUK/ BEDAK)	1	Power = kekuasaan	8	Doe = kijang betina
		2	Pore = pori-pori	9	Doer = pelaku
		3	Red = merah	10	Dope = obat bius
		4	Row = baris	11	Pew = bangku gereja
		5	Drew = menarik	12	Or = atau
		6	Wore = memakai	13	Wed = nikah
		7	Ore = biji	14	Word = kata

No.	Item	Answer			
		no.	answer	no.	answer
9.	STONE (BATU)	1	Sent = mengirim	9	Note = catatan
		2	Tone = nada	10	Onset = serangan
		3	Not = tidak	11	Set = mengatur
		4	No = tidak	12	Nose = hidung
		5	On = diatas	13	Ten = sepuluh
		6	One = satu	14	To = kepada
		7	Son = anak laki-laki	15	So = jadi
		8.	Toes = jari kaki		

No.	Item	Answer			
		no.	answer	no.	answer
10.	HEADMASTER (KEPALA SEKOLAH)	1	A = sesuatu	16	Here = disini
		2	At = di	17	Herd = kumpulan
		3	Are = adalah	18	Hem = keliman
		4	Ate = makan	19	Has = telah/ mempunyai
		5	Area = wilayah	20	Head = kepala
		6	Era = masa	21	Hard = keras
		7	Eat = makan	22	Harm = kerugian
		8	He = dia laki-laki	23	Tea = teh
		9	Her = dia perempuan	24	The = sesuatu
		10	Hear = mendengar	25	Ear = telinga
		11	Heart = jantung	26	Hate = benci
		12	Heat = panas	27	Set = mengatur
		13	Mast = tiang kapal	28	Master = tuan rumah
		14	Red = merah	29	Read = membaca
		15	Rest = istirahat	30	Tree = pohon

APPENDIX III

THE SCORE OF PRE-TEST EXPERIMENTAL GROUP

1. The score of pre-test experimental group from low score to high score

62	66	68	70
63	67	69	70
64	67	70	70
65	67	70	71
65	68	70	72
65	68	70	72
65	68	70	75
66	68	70	75

2. Highest score = 75

3. Lowest score = 62

4. Range = Highest score – lowest score

$$= 75 - 62 = 13$$

5. The total of classes (BK) = $1 + 3,3 \log n$

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

$$= 1 + 3,3 (1,505)$$

$$= 1 + 4,9665$$

$$= 5,9665$$

$$= 6$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{13}{6} = 2,16 = 2$$

$$7. \text{ Mean Score } (\bar{x}) = \sum \frac{f_i x_i}{f_i}$$

Interval	f_i	x_i	$f_i x_i$
62 – 64	3	63	189
65 – 67	9	66	594
68 – 70	15	69	1035
71 – 73	3	72	216
74 – 75	2	74,5	149
Σ	32	344,5	2183

$$\bar{x} = \sum \frac{f_i x_i}{f_i} = \frac{2183}{32} = 68,21$$

8. Median

$$\text{Me} = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$b = \frac{68 + 70}{2} = 69$$

$$p = 15$$

$$F = 27$$

$$f = 15$$

$$\text{Me} = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 69 + 15 \left(\frac{16 - 27}{15} \right)$$

$$= 69 + (-11)$$

$$= 58$$

9. Modus = 70

APPENDIX IV

THE SCORE OF PRE-TEST CONTROL GROUP

1. The score of pre-test control group from lowest score to highest score

62	68	70	72
62	68	70	73
63	68	70	73
63	68	70	73
64	70	72	73
65	70	72	73
66	70	72	73
68	70	72	73

2. Highest score = 73

3. Lowest score = 62

4. Range = High score – low score

$$= 73 - 62 = 11$$

5. The total of classes (BK) = $1 + 3,3 \log$
= $1 + 3,3 (\log 32)$
= $1 + 3,3 (1,505)$
= $1 + 4,9665$
= $5,9665$
= 6

6. Interval (i)

$$i = \frac{R}{BK} = \frac{11}{6} = 1,83 = 2$$

7. Mean Score (x) = $\sum \frac{fixi}{fi}$

Interval	fi	xi	fixi
----------	----	----	------

62 – 64	5	65	325
65 – 67	2	66	132
68 – 70	13	69	897
71 – 73	12	72	864
i=2	32	272	2218

$$\bar{x} = \sum \frac{f_i x_i}{f_i} = \frac{2218}{32} = 69,31$$

8. Median

$$\text{Me} = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$b = \frac{67 + 68}{2} = 67,5$$

$$p = 13$$

$$F = 13 + 2 + 5 = 20$$

$$f = 13$$

$$\begin{aligned} \text{Me} &= b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\ &= 69,31 + 13 \left(\frac{16 - 20}{13} \right) \\ &= 69,31 + (-4) \\ &= 65,31 \end{aligned}$$

9. Modus = 70

APPENDIX V

THE SCORE OF POST-TEST EXPERIMENTAL GROUP

1. The score of post-test experimental group from lowest score to highest score.

65	70	72	75
68	70	72	75
68	70	72	75
70	70	73	75
70	70	73	76
70	70	73	76
70	72	73	80
70	72	74	80

2. High score = 80

3. Low score = 65

4. Range = highest score – lowest score
= 80 – 65 = 15

5. The total of classes (BK) = $1 + 3,3 \log n$
= $1 + 3,3 (\log 32)$
= $1 + 3,3 (1,505)$
= $1 + 4,9665$
= $5,9665$
= 6

6. Interval (i)

$$i = \frac{R}{BK} = \frac{15}{6} = 2,5$$

7. Mean score (x) = $\sum \frac{fixi}{fi}$

No.	Interval	fi	xi	fixi
1.	65 – 67,5	1	66,25	66,25
2.	67,6 – 70	13	68,8	894,4
3.	71 – 73,5	9	72,25	650,25
4.	73,6 – 76	7	74,8	523,6
5.	77 – 79,5	0	78,25	0
6.	79,6 – 81	2	80,8	161,6
Total		32	440,35	2296,1

$$\bar{x} = \sum \frac{fixi}{xi} = \frac{2296,1}{32} = 71,75$$

8. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$Me = \frac{1}{2}n = \frac{1}{2}(32) = 16$$

$$b = \frac{73,5 + 73,6}{2} = 73,55$$

$$p = 9$$

$$F = 1 + 13 + 9 = 23$$

$$f = 9$$

$$\begin{aligned}
 Me &= b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\
 &= 71,68 + 9 \left(\frac{16 - 23}{9} \right) \\
 &= 71,68 + (-7) \\
 &= 64,68
 \end{aligned}$$

9. Modus = 70

APPENDIX VI

THE SCORE OF POST-TEST CONTROL GROUP

1. The score of post test control group from low score to high score

65	70	72	75
66	70	72	75
67	70	73	75
67	70	73	76
68	70	73	76
68	71	73	76
68	72	73	76
70	72	75	78

2. High score = 78

3. Low score = 65

4. Range = Highest score – lowest score
= 78 – 65 = 13

1. The total of classes (BK) = $1 + 3,3 \log n$
= $1 + 3,3 (\log 32)$
= $1 + 3,3 (1,505)$
= $1 + 4,9665$
= $5,9665$
= 6

5. Interval (i)

$$i = \frac{R}{BK} = \frac{13}{6} = 2,16 = 2$$

6. Mean Score (\bar{x}) = $\sum \frac{f_i x_i}{f_i}$

Interval	f_i	x_i	$f_i x_i$
65 – 67	4	66	264
68 – 70	9	69	621
71 – 73	10	72	720
74 – 76	8	75	600
77 – 78	1	77,5	77,5
Σ	32	359,5	2282,5

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{2282,5}{32} = 71,32$$

7. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$b = 72$$

$$p = 10$$

$$F = 4 + 9 + 10 = 23$$

$$f = 10$$

$$\begin{aligned} Me &= b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\ &= 72 + 10 \left(\frac{16 - 23}{10} \right) \\ &= 72 + (-7) \\ &= 65 \end{aligned}$$

8. Modus = 70

APPENDIX VII

The Score Pre-test and Post-test of Experimental Group

Number of student (n)	Pre-test	Post-test	Y ₁	Y ₂ ²
(1)	(2)	(3)	(4)	(5)
1	66	70	4	16
2	68	70	2	4
3	65	70	5	25
4	65	70	5	25
5	70	73	3	9
6	69	72	3	9
7	65	70	5	25
8	70	72	2	4
9	70	74	4	16
10	67	70	3	9
11	70	76	6	36
12	63	78	5	25
13	67	70	3	9
14	64	70	6	36
15	68	72	4	16
16	68	72	4	16
17	62	65	3	9
18	70	75	5	25
19	68	73	5	25
20	67	70	3	9
21	75	80	5	25
22	66	70	4	16
23	70	73	3	9
24	71	75	4	16
25	70	75	5	25
26	65	68	3	9
27	75	80	5	25
28	72	76	4	16
29	68	70	2	4
30	72	75	3	9
31	70	73	3	9
32	70	72	2	4
Total	2186	2373	123	515

APPENDIX VII

The Score Pre-test and Post-test of Control Group

Number of student (n)	Pre-test	Post-test	Y ₁	Y ₂ ²
(1)	(2)	(3)	(4)	(5)
1	62	70	2	4
2	63	68	6	36
3	72	68	5	25
4	73	73	1	1
5	68	75	2	4
6	68	70	4	16
7	70	70	2	4
8	73	72	2	4
9	73	76	3	9
10	70	78	5	25
11	73	73	3	9
12	70	76	3	9
13	66	73	3	9
14	65	67	1	1
15	73	67	2	4
16	63	76	3	9
17	62	68	5	25
18	70	66	4	16
19	64	72	2	4
20	73	65	1	1
21	72	75	2	4
22	73	73	1	1
23	70	76	3	9
24	72	71	1	1
25	70	75	3	9
26	68	70	0	0
27	72	72	4	16
28	68	73	1	1
29	70	70	2	4
30	72	70	0	0
31	70	75	3	9
32	68	72	2	4
Total	2216	2295	81	273

APPENDIX IX

Nilai persentil
Untuk distribusi t
NU= db
(bilangan dalam Badan Daftar Menyatakan t)

NU	t _{0,995}	t _{0,99}	t _{0,975}	t _{0,95}	t _{0,925}
1	63,66	31,82	12,71	6,31	3,08
2	9,92	6,96	4,30	2,92	1,89
3	5,84	4,54	3,18	2,35	1,64
4	4,60	3,75	2,78	2,13	1,53
5	4,03	3,36	2,57	2,02	1,48
6	3,71	3,14	2,45	1,94	1,44
7	3,50	3,00	2,36	1,90	1,42
8	3,36	2,00	2,31	1,86	1,40
9	3,25	2,82	2,26	1,83	1,38
10	3,17	2,76	2,23	1,81	1,37
11	3,11	2,72	2,20	1,80	1,36
12	3,06	2,68	2,18	1,78	1,36
13	3,01	2,65	2,16	1,77	1,35
14	2,98	2,62	2,14	1,76	1,34
15	2,95	2,60	2,13	1,75	1,34
16	2,92	2,58	2,12	1,75	1,34
17	2,90	2,57	2,11	1,74	1,33
18	2,88	2,55	2,10	1,73	1,33
19	2,86	2,54	2,09	1,73	1,33
20	2,84	2,53	2,09	1,72	1,32
21	2,83	2,52	2,08	1,72	1,32
22	2,82	2,51	2,07	1,72	1,32
23	2,81	2,50	2,07	1,71	1,32
24	2,80	2,49	2,08	1,71	1,32
25	2,79	2,48	2,06	1,71	1,32
26	2,78	2,48	2,06	1,71	1,32
27	2,77	2,47	2,05	1,70	1,31
28	2,76	2,46	2,05	1,70	1,31
29	2,76	2,46	2,04	1,70	1,31
30	2,75	2,46	2,04	1,70	1,31
40	2,70	2,42	2,02	2,68	1,30
60	2,66	2,39	2,00	1,67	1,30
120	2,62	2,36	1,98	1,66	1,29
00	2,58	2,33	1,06	1,645	1,28

Sumber: Statistical Tables for Biological, Agricultural, and Medical Research, Fisher.
R.A dan Yates, F. Table 111, Oliver and Boyd Ltd. Edinburgh.
t_{0,995} untuk test 2 ekor dengan t_{0,01}
t_{0,975} untuk test 2 ekor dengan t_{0,05}

CURRICULUM VITAE

A. Identity

Name : CITRA INDAH
Reg. No : 07 340 0003
Place and Birthday : Padangsidempuan, 03 September 1988
Sex : Female
Religion : Islamic
Adress : Padangsidempuan

B. Parents

1. Father's name : (The late) ABD. RAHMAN
2. Mother's name : ROSLIANA

C. Sisters

Sister's name :

1. Meini Elita
2. Sri Hastuti
3. Nikma Hannum
4. Sarianti
5. Ummi RAK

D. Brother

Brother's name : Ikhwan Habibi

E. Education Background

1. Graduated from Elementary School in SD Negeri 26 Sumba from 1994-2000
2. Graduated from Junior High School in MTsS H. Abdullah Alin tagak from 2000-2004

3. Graduated from Senior High School in MTsS H. Abdullah Alin tagak from 2004-2007
4. Be University student in State Collage for Islamic Studies (STAIN) Padangsidimpuan



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1. Drs. Syahid Muammar Pulungan, S.H
2. Yusni Sinaga, S.Pd., M.Hum

Di -

Padangsidempuan

Assalamu Alaikum Wr. Wb

Yang terhormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkaji Kelayakan Judul yang telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut :

Nama : CITRA INDAH

NPM : 07. 340004

Tahun Akademik : VII (Tujuh)2010/2011

Program : Tarbiyah/TBI-I

Judul Skripsi : THE EFFECT OF SCRABBLE METHOD TO STUDENTS' VOCABULARY ENRICHMENT ON THE VIII GRADE AT MTsN 2 PALOPAT

Sehubungan dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

Sehubungan dengan demikian, kami sampaikan, atas kesediaan dan kerja sama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.

Yours truly,
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Padangsidimpuan, 17 Januari 2012

Nomor :Sti.14/B.2/PP.00.9/ 57/2012

Lamp. :-

Hal : **Mohon Bantuan Informasi
Penyelesaian Skripsi.**

Kepada Yth,
Kepala MTs N 2 Palopat
Kota Padangsidimpuan
di-

Tempat.

Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)
Padangsidimpuan menerangkan bahwa :

Nama : Citra Indah
Nomor induk mahasiswa : 07. 340 00 03
Jurusan/prog.Studi : Tarbiyah/TBI
Alamat : Hutatonga Kec.Batang Angkola
Kab.Tapanuli Selatan

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi
dengan Judul " **The Effect Of Scrabble Methode To Students' Vocabullary
Enrichment On The VIII Grade At MTsN 2 Palopat**".

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan
informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.



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