

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

This chapter discusses about the data which collected in the field of the study. The data of this research contains about the result of how the scrabble games applies at MTs Al-Huda Lembung Barat Lenteng Sumenep. This will be described systematically using descriptive analysis. This chapter covers two main parts they are; data result and discussion

A. Research Finding

This section presents the data result based on the research method that is used. The researcher used observation and interview to obtain the data. Additionally, this point is also answered the research problems of this study as stated on the first chapter. Therefore, for answered the research problems of this study, the researcher needs to present the result of the research. Here are the more explanations of the research result:

There are two points that will explained by researcher in this part. The first one is about about how the teacher implements scrabble game in teaching vocabulary at the first grade students of MTs Al-Huda Lembung Barat Lenteng Sumenep. The second is how the students' responses toward the use scrabble game in teaching vocabulary at the first grade students of MTs Al-Huda Lembung Barat Lenteng Sumenep.

1. How does the teacher implement scrabble game in teaching vocabulary at the first grade students of Mts Al-Huda Lembung Barat Lenteng Sumenep?

a. The first Observations

Responds to this research problem, the researcher conducted a data by coming to the school on 30th September 2021 for the first observations. Starts from 07:00 am until 08:30 am At the time, the researcher came to the class as passived participant observe. Its mean that, researcher only observe the activities of teaching and learning process without joined with teacher in teaching and learning process. In this case the researcher conducted an interview to the teacher in the class after the teaching and learning process. The teacher explained that there are some preparations which she used to implement scrabble game in the class in teaching vocabulary. At the time, the material that is explained in the class is about adjective. The researcher felt curious

about it, then she asked a permission to get a clear data from the teacher by asking some questions relate with the research problem.

The teacher applied three processes of teaching and learning; they are pre-teaching, whilst teaching and post teaching.

1) **Pre-Teaching**

Is the first steps in teaching and learning process before teacher start to teach in the class room. The activity showed as below:

- a) Teacher come to the class by saying Assalamualaikum Wr. Wb.
- b) Teacher open the class with checking absent class
- c) Teacher give stimulation related the topic that will discuss

2) **Whilst-Teaching**

Whilst-teaching is the main activity of the learning process in the class. In this part, teacher explain the materials about "Adjective". The activity as followed:

- a) The teacher gives example related to the topic that will discuss repeatedly and explain what she was doing.
- b) The teacher make a students in class to five groups.
- c) The teacher give one blank paper instead of block as to one group and some vocabulary that must arranged by the students with they own group.
- d) The teacher ask the student to looking for dictionary if their do not know what is that vocabulary or the meaning
- e) The teacher ask who have arrange vocabulary to stick on the blank paper that has been given.
- f) The teacher check every groups to make sure they can answer the question on the board game (blank paper).
- g) Teacher get the winner and the winner is a group who arrange fastest, they are first group.

3) **Post-Teaching**

Post-Teaching is the last steps in the teaching and learning process in the classroom, the activity as below:

- a) Teacher checking the students who have difficulties when doing their assignment.
- b) Teacher ask students to submit they assignment in her table.
- c) Teacher close the class because bell is ringing.

Based on the role of scrabble game in this whilst teaching related with the first and two role of scrabble game on based on eliot perspective, because the teacher make the students in her class to somes groups and ask to the students to arranged the letter on their blank paper one by one.

After the teacher ended` the class, then the researcher started to interview some questions related with the research problem.

The first question is “since when did you start applying games in teaching English in your class?”, “sejak kapan anda mulai menerapkan permainan dalam mengajar bahasa Inggris di kelas?” The teacher answered:

“Saya biasa menerapkan berbagai permainan di kelas tentang pembelajaran bahasa Inggris sejak saya mengajar di lembaga ini”¹

Based on the teacher’s statement, the researcher got point that the teacher often uses some various game to teach in the class. The researcher also wants to know about the preparation and asked to the teacher “Apa saja hal yang harus dipersiapkan untuk menerapkan permainan scrabble di kelas?” The teacher responded:

“Sebelum saya ngajar, saya harus memepersiapkan media yang akan digunakan untuk materi yang akan disampaikan yaitu kertas yang berisikan huruf-huruf yang sudah yang sudah di potong-potong untuk dirangkai anak-anak. Ketika di kelas, saya membagi anak-anak menjadi beberapa kelompok agar mereka bisa bekerja sama untuk menyusun huruf menjadi sebuah vocab”²

From her statement, the researcher got point that the teacher having a clear preparation to apply the game in the class, so that the learning process can comprehend in maximal.

Next question that the researcher ask to the teacher was related with indicators of success used by teacher to measure vocabulary skills in applying Scrabble game “Apa indikator keberhasilan yang anda gunakan untuk mengukur kemampuan vocabulary siswa di kelas dengan menggunakan game scrabble?” She answered:

“jadi misal hari ini belajar menggunakan game, jadi minggu depan saya coba mereka dengan me review vocab yang dipelajari hari ini, jika masih banyak yang ingat maka saya rasa penerapan game ini berhasil”³

¹ Misnati, S.Pd., As English Teacher at The First Grade MTs Alhuda Lembung Barat Lenteng Sumenep, Directly Interview, (On Thursday 30th September 2021 at 10:00)

² *Ibid*, (On Thursday 30th September 2021 at 10:00).

³ *Ibid*, , (On Thursday 30th September 2021 at 10:00).

Another question is about the students response in applying Scrabble Game “Bagaimana respon siswa saat anda menerapkan game scrabble di kelas?” The teacher answered:

“mereka sangat senang, seakan akan memancing semangat mereka yang biasanya ngantuk ketika menggunakan game mereka lebih responsive dalam mengikuti pembelajaran”⁴

Last question that researcher ask to the teacher is about the difference in learning vocabulary before and after applying Scrabble Game “apakah ada perbedaan yang terjadi kepada siswa dalam belajar vocab sebelum dan sesudah menerapkan game scrabble di kelas?” the teacher responded:

“ada, menambah vocab tanpa menghafalnya, mereka mudah mengingat vocab yang dipelajari menggunakan permainan ini.”⁵

Based on the first meeting or the first observation that researcher observed. It has been clear enough, how the teaching and learning process in the classroom it running well and also the researcher got point that the teacher having a clear preparation to apply the game in the class, so that the learning process can comprehend in maximal.

b. The Second Observations

The second observations in conducted at Monday, 4th October 2021. The observations starts from 07:00 am until 08:30 am at the time, the researcher come to the class as passive participant observe again without join in teaching learning in the class. In this part there are three steps to like in the first observation. The activity below.

1) Pre-Teaching

Pre-teaching in the first and the second observations are the same but not really the same because there are activity that passed by teachers, is like below:

- a) Teacher come to the class by saying Assalamualaikum Wr. Wb.
- b) Teacher open the class with checking absent class
- c) Teacher review the last lesson before start the lesson at the time.
- d) Teacher give stimulation related the topic that will discuss

2) Whilst-Teaching

⁴ Ibid, , (On Thursday 30th September 2021 at 10:00).

⁵ Ibid, , (On Thursday 30th September 2021 at 10:00).

In whilst-teaching of second observation different with first observation. The teacher continue the previous subject matter, namely “Telling Days, Month and Year”. In this steps teachers starts with games. The activity as followed:

- a) The teacher gives example related to the topic that will discuss repeatedly and explain what she was doing.
- b) The teacher give information to her student that today they will study with scrabble game again.
- c) The teacher make a students in class to six groups.
- d) The teacher giving a clue related with lesson at the time.
- e) The teacher ask the student to looking for dictionary if their do not know what is that vocabulary or the meaning
- f) The teacher ask who have arrange vocabulary to stick on the blank paper that has been given.
- g) The teacher check every groups to make sure they can answer the question on the board game (blank paper).
- h) The winner of this game is the fifth group they are managed to finish quickly.
- i) The teacher write the vocabulary and the meaning that students found in the game.

3) **Post-Teaching**

In Post-Teaching also different with the first observation. This is the last steps in the teaching and learning process in the classroom, the activity as below:

- a) Teacher give feedback and some conclusion.
- b) Teacher ask students to study again what have they studied in the boarding house.
- c) Teacher close the class because the lesson finish and also bell is ringing.

In this case, based on second observation the researcher found that the teacher applying svcrabble game based on the role of Eliot but there are some steps she use her own role to the students to applying scrabble game in her class. On the whilst teaching related with the role by Eliot the teacher in this scholl applying first until fourth role, it can known from the whilst teaching that applied by teacher, she make her students into some groups and make they to arrange the letter into a board (blank paper) in this research, and after that teacher determaining the winner.

Based on the explanation of the researcher about the teaching and learning process in the second observation. It was clear enough how teacher use scrabble game in the classroom. Teacher can explain the materials of teaching deeply to students and also the process of teaching learning process is runs well, students can understand the lesson that delivered by teacher.

To make this observation more clear enough, after conducted the research, the researcher give some of questions again to the teacher. The question is “apakah ada persiapan yang berbeda ketika menerapkan scrabble untuk materi pertama dan kedua?.” The teacher response.

“persiapannya sama Sebelum saya masuk kelas saya harus mempersiapkan medianya terlebih dahulu, untuk materi. Untuk materi “Telling Days, Month and Year” saya juga mempersiapkan kertas yang berisikan huruf-huruf yang sudah di potong-potong untuk dirangkai murid murid kelas 1 ini. Ketika di kelas, saya membagi anak-anak menjadi beberapa kelompok dan untuk pertemuan kedua ini saya membagi mereka menjadi 6 kelompok, agar satu kelompok lebih sedikit anggotannya jadi mereka lebih maksimal dalam bekerja sama untuk menyusun huruf menjadi sebuah vocab.”⁶

From the teacher statement, the researcher can conclude that between first material and second material that teacher delivered are have same preparation. The researcher also give a question, the question is “Do you think the application of this scrabble game successful for the material you have conveyed?”

Saya rasa penerapan game ini bisa dikatakan berhasil baik pada materi pertama ataupun materi kedua, karena goals saya dalam menerapkan scrabble game ini adalah ketika murid-murid saya paham dan bisa mengingat vocabulary nya dengan mudah maka itu sudah bisa dikatakan berhasil”.

Based on the teacher statement, the researcher get the point that applying scrabble game to teach vocabulary in first grade of Mts Al-Huda Lembung Barat Lenteng in successful because the teacher goals achieved.

From the statement of the teacher above, the researcher know that the teacher has same preparation before she teach, the teacher also prepares paper containing letters that have been cut for students to assemble, but in “Telling Days, Month and Year” materials teacher divides students into sixth group to

⁶ Misnati, S.Pd, Directly Interview, (On Monday 4th October 2021 at 10:00).

make students work optimally. So the researcher can conclude there are different preparations between two materials above, and applying this game also successful because teacher goals achieved to her students.

c. The Third Observation

The third observations were conducted on Thursday, 7th October 2021. The observations began on 07:00 am until 08:30 am at the time, the researcher came to the class as a passive participant to observe again without joining in teaching and learning in the class. In this part there are three steps to follow in the first observation. The activity is as follows:

1) Pre-Teaching

Pre-teaching in the second and the third observations are the same, the activity is as follows:

- a) Teacher came to the class by saying Assalamualaikum Wr. Wb.
- b) Teacher checked their attendance list.
- c) Teacher asked the student what the material was two meetings ago.

2) Whilst-Teaching

In whilst-teaching of the third observation, it was different from the first and second observations. The teacher only reviewed and repeated the material from the first observation, namely "Adjective", and the second observation, namely "Telling Days, Month and Year". The activity was as follows:

- a) The teacher gave information to her students that today they will review two materials that have been studied using a scrabble game.
- b) The teacher gave some questions related to the two materials above.
- c) The teacher asked the student to take a piece of paper.
- d) The teacher asked the students to close their books.
- e) The teacher asked the student to write vocabulary and the meaning that they remember related to the two materials above.
- f) The teacher asked three students in turn to come to the front of the class to read the vocabulary that has been written.
- g) The teacher corrected the students' pronunciation.

3) Post-Teaching

In Post-Teaching also different with the first and second observations. This is the last steps in the teaching and learning process in the classroom, the activity as below:

- a) Teacher give feedback and some conclusion.
- b) Teacher ask students to study the next subject in their boarding house.
- c) Teacher close the class by saying Hamdalah together.

Based on the explanation of the researcher about the teaching and learning process in the third observations, it was clear enough about three point above the researcher can conclude that on third observations, it was clear enough how the students understand very well about the material that delivered by teacher.

To make this research more clearly, after conducted the third observation, the researcher give question to the teacher. The question about students vocabulary and target achievement. Teacher's answered:

“pada saat mereview materi dengan murid-murid bisa mengingat apa yang sudah dipelajari di dua pertemuan sebelumnya saya rasa penerapan scrabble game dalam mempelajari dua materi di dua pertemuan yang saya sampaikan itu bisa dikatakan berhasil, dan juga ketika pembelajaran dikelas tidak ada drama murid mengantuk bahkan tidur dikelas karena mereka beraktivitas bukan hanya menerima dan mendengarkan dari saya ketika menerapkan scrabble game ini sebagai media pembelajaran mereka lebih responsive dalam mengikuti pembelajaran”⁷

Based on teacher statement above the researcher can conclude that scrabble game that stimulate the students memory, make students active in the class not only listen from the teacher explanation they can looking for their self.

2. How Do The Student's Response Toward The Use Scrabble Game In Teaching Vocabulary At The First Grade Students Of Mts Al-Huda Lembung Barat Lenteng Sumenep?

The next at the last discussion is about The Students Response Toward The Use Scrabble Game In Teaching Vocabulary At The First Grade Students Of Mts AL-Huda Lembung Barat Lenteng Sumenep. Answering this research problem, the researcher asked four questions to six different students on Thursday 7th October 2021 at 09:00 until 09:30.

⁷ Misnati, S.Pd, Directly Interview, (On Thursday 7th October 2021 at 08:30).

The first, researcher give question to the some students related with student's feeling during teaching learning process when their teacher applying game in the class "apakah kamu senang belajar bahasa inggris dengan menggunakan permainan di kelas?" Nor Aini Jalisah answered:

*"iya senang sekali karena saya bisa belajar sambil bermain jadi meskipun belajar bahasa inggris menurut saya sulit jadi lebih enjoy"*⁸

While Nadmi Adilia also answered:

*"sangat senang karena saya tidak merasafokus hanya pada pelajaran yang ibu miming sampaikan"*⁹

Firdausiyah also responded:

*"senang sekali"*¹⁰

Hozaimah give her opinion about it

*"saya sangat senang karena saya suka bermain, tapi saya cepat bosan karena kosakatanya menggunakan bahasa inggrisn karena saya tidak suka bahasa inggris terlalu sulit bagi saya, meskipun sambil bermain"*¹¹

Tartila also answer:

*"iya, saya sangat senang sekali saya memang pengen sekali bisa berbahsa inggris seperti miss miming"*¹²

The last students Shela Putri Prastika also answer:

*"saya memang sangat suka belajar bahasa inggris apalagi dalam belajar saya sambil bermain jadi saya tambah semangat belajarnya"*¹³

⁸ Nor aini Jasilah, As Student at The First Grade MTs Alhuda Lembung Barat Lenteng Sumenep, Directly Interview, (On Thursday 7th October 2021 at 09:00)

⁹ Nadmi adilia, As Student at The First Grade MTs Alhuda Lembung Barat Lenteng Sumenep, Directly Interview, (On Thursday 7th October 2021 at 09:00)

¹⁰ Firdausiyah, As Student at The First Grade MTs Alhuda Lembung Barat Lenteng Sumenep, Directly Interview, (On Thursday 7th October 2021 at 09:00)

¹¹ Hozaimah, As Student at The First Grade MTs Alhuda Lembung Barat Lenteng Sumenep, Directly Interview, (On Thursday 7th October 2021 at 09:00)

¹² Tartila, As Student at The First Grade MTs Alhuda Lembung Barat Lenteng Sumenep, Directly Interview, (On Thursday 7th October 2021 at 09:00)

¹³ Shela Putri Prastika, As Student at The First Grade MTs Alhuda Lembung Barat Lenteng Sumenep, Directly Interview, (On Thursday 7th October 2021 at 09:00)

From these statements, the researcher can conclude that the students feel so excited and very happy in studying English using game although some students feel bored because she think that english vocabulary is so difficult to understand.

The second question related with students understanding when their teacher applying game in teaching learning process “apakah kamu lebih cepat paham dalam belajar bahasa inggris menggunakan permainan di kelas?” Nor Aini Jalisah answered:

“ya saya lebih cepat paham dari pada tidak menggunakan permainan karena saat belajar saya tidak merasa sedang belajar”¹⁴

While Nadmi Adilia also answered:

“iya saya lebih paham karena saya merasa lebih enjoy dalam belajar jadi yang disampaikan bu miring gampang masuk ke otak saya”¹⁵

Firdausiyah also responded:

“ya, saya sekarang sangat paham malahan saya suka sekali belajar bahasa inggris kalo ada permainannya kalo belajar biasa saya malas”¹⁶

Hozaimah also answered:

“kalo menurut saya tetap saja sulit bagi saya untuk mengingat kosakata yang sudah diberikan dikelas oleh miss miring”¹⁷

Tartila also give her opinion:

“Alhamdulillah saya bisa sedikit paham, rasanya kosa kata yang diajari dikelas itu gampang saya ingat tidak seperti biasanya”¹⁸

Shella Putri Prastika also give her opinion as the students:

“saya paham sekali sekarang, apalagi pelajarannya mudah di ingat”¹⁹

¹⁴ Nor aini jalisah, As Student at The First Grade MTs Alhuda Lembung Barat Lenteng Sumenep, Directly Interview, (On Thursday 7th October 2021 at 09:00)

¹⁵ Nadmi adilia, As Student at The First Grade MTs Alhuda Lembung Barat Lenteng Sumenep, Directly Interview, (On Thursday 7th October 2021 at 09:00)

¹⁶ Firdausiyah, As Student at The First Grade MTs Alhuda Lembung Barat Lenteng Sumenep, Directly Interview, (On Thursday 7th October 2021 at 09:00)

¹⁷ Hozaimah, As Student at The First Grade MTs Alhuda Lembung Barat Lenteng Sumenep, Directly Interview, (On Thursday 7th October 2021 at 09:00)

¹⁸ Tartila, As Student at The First Grade MTs Alhuda Lembung Barat Lenteng Sumenep, Directly Interview, (On Thursday 7th October 2021 at 09:00)

¹⁹ Shella Putri Prastika, As Student at The First Grade MTs Alhuda Lembung Barat Lenteng Sumenep, Directly Interview, (On Thursday 7th October 2021 at 09:00)

From this responds, the researcher found that students in this school tend to understand the topic by applying game in the class and some students think that English to be easier but some students also say that is still difficult to understand it .

The next question is about students opinion when learn vocabulary with using scrabble game in the class “bagaimana menurutmu belajar vocab dengan menggunakan game scrabble di kelas?” Nor Aini Jalisah gives her responded:

“menurut saya lebih gampang dan tidak ngantuk lagi kalo belajar bahasa inggris dan vocab-vocab yang sudah saya pelajari dikelas mudah saya ingat”²⁰

While Nadmi Adilia also answered:

“menurut saya lebih gampang karena tanpa saya sadari saya ingat vocab yang sudah saya pelajari dari pada harus di hafalkan kadang gampang hilang”²¹

Firdausiyah also responded:

“menurut saya lebih gampang dan lebih mudah untuk saya ingat”²²

Hozaimah also responded:

“Menurut saya memepermudah, saya jadi ingat ketika ditanya oleh miss miming jadi saya gak usah menghafal lagi”²³

While Tartila’s response:

“iya menurut saya lebih paham dan ingat kosakatanya”²⁴

Shela Putri Prastika also give her opinion:

“menurut saya scrabble game ini sangat membantu saya dalam belajar bahasa inggris”²⁵

²⁰ Nor aini jasilah, As Student at The First Grade MTs Alhuda Lembung Barat Lenteng Sumenep, Directly Interview, (On Thursday 7th October 2021 at 09:00)

²¹ Nadmi adilia, As Student at The First Grade MTs Alhuda Lembung Barat Lenteng Sumenep, Directly Interview, (On Thursday 7th October 2021 at 09:00)

²² Firdausiyah, As Student at The First Grade MTs Alhuda Lembung Barat Lenteng Sumenep, Directly Interview, (On Thursday 7th October 2021 at 09:00)

²³ Hozaimah, As Student at The First Grade MTs Alhuda Lembung Barat Lenteng Sumenep, Directly Interview, (On Thursday 7th October 2021 at 09:00)

²⁴ Tartila, As Student at The First Grade MTs Alhuda Lembung Barat Lenteng Sumenep, Directly Interview, (On Thursday 7th October 2021 at 09:00)

²⁵ Shela Putri Prastika, As Student at The First Grade MTs Alhuda Lembung Barat Lenteng Sumenep, Directly Interview, (On Thursday 7th October 2021 at 09:00)

From this statements, the researcher got point that scrabble game helps the students a lot to be more active in the class and the students also easier to memorize vocabulary that have studied without memorize. It is clearly enough that scrabble game gave a good impact to the students.”

Based on all the statements above the researcher can conclude that students enthusiastic and interested in learning English, more understand about lesson that delivered by teacher. Students also feel happy and so excited to following the teaching learning process. Scrabble game also helps the students a lot to be more active in the class and the students also easier to memorize vocabulary that have studied without memorize.

B. Discussion

In this part the researcher will discussed all of the data had written above. Which the data is found while the researcher conducted the study. In analyzing being, the researcher hopes could give an understanding more to th reader the use of Scrabble game to teach vocabulary at the first grade students of MTs Al-Huda Lembung Barat Lenteng Sumenep, and the students response toward the use scrabble game in teaching vocabulary at the first grade students of Mts Al-Huda Lembung Barat Lenteng Sumenep. This research composes two research problems which need to be answered. They are:

1. How does the teacher implement scrabble game in teaching vocabulary at the first grade students of Mts Al-Huda Lembung Barat Lenteng Sumenep?

In the teaching and learning process teacher must used appropriate methods and media to make it easier in the teaching and learning process and help students to understood the lesson conveyed by the teacher easily. The selection of media in the learning process, also needs to be done carefully.

Based on result of the first, second and third observation. It has been clear enough, how the teaching and learning process in the classroom it running well and also the researcher got point that the teacher having a clear preparation to applied the game in the class, so that the learning process can comprehend in maximal. Teacher make preparation before she teach, the teacher also prepares paper contained letters that have been cut for students to assemble, but in “Telling Days, Month and Year” materials teacher divided students into sixth group to make students work optimally.

Teacher applying scrabble game also successful because teachers goal achieved to her students

Based on the direct interview that taken with the english teacher of MTs Al-huda the data result which is conducted by the researcher, it was found that teacher really understood enough about how to learnt English vocabulary using an interesting media and games in the class. The teacher also prepares well about how to conduct the game in the class in order it can give a big influence on students' understanding about the material.

Moreover, the way of the teacher explained about the learning output or learning indicator was clearly focus on how the students are acquiring some vocabularies that did not need to memorize manually. As we know that, vocabulary is one of the important skill which needs to understand enough by the students.

Media of learning is defined as a tool or material that contains information or lessons.²⁶ The use of media in learning is proposed to facilitate the course of communication in the learning process. If the selection of media that is not accordance with the lessons, it will make students difficulties to understand the subject matter that they gets. The English teacher at the first grade students of Islamic Junior High School Al Huda Lembung Barat Lenteng Sumenep whose name Mrs. Misnati, S.Pd she use scrabble game in her teaching and learning process because this media can make students enjoyed and happy feeling and the important thing is this game can make students understand the lessons easily.

While scrabble game is a proprietary board game, which involves the building of words for point scores, for two or more players (or teams).²⁷ In this case, the students have more time to learn. Besides, they can learn something, they can make association with others. By using scrabble game may certainly be an active way for students in teaching learning English. Through experience and students center the teachers did not necessary to teach longer because the students have had a background of knowledge and did many activities in process of learning.

The data result of this study also supported and appropriate with the theory used in this thesis. Averil stated that vocabulary is a central part of language. The

²⁶ Dr.Beny A. Pribadi, M.A, Merry Noviyanti, S.Si, Drs. Ario, Dra. Andayani, M.Ed, *Komputer dan Media Pembelajaran*, (Tangerang Selatan, 1 ed Universitas Terbuka:2017), p.16

²⁷ Arie Wijaya Hajar, p.40

more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances. It means that vocabulary gives a big figure and impact of other skill in English such reading, listening and writing. Averil also emphasized that vocabulary lead with the communication that will be used in a wide situation.

Another theory of this research also support this study David L. Stepherd also revealed that vocabulary is a basic skill to communicate; people will not be able to communicate easily without knowing it.²⁸ It is clearly enough that understanding vocabulary can help the students easily arrange a sentence and understand it well.

2. How do the students' response toward the use scrabble game in teaching vocabulary at the first grade students of Mts Al-Huda Lembung Barat Lenteng Sumenep?

In this case, the researcher focused on interviewing how students' respond toward the game usage by the teacher. It is found that scrabble game really gives new perspective and understanding to the students. the students also feel easier in understanding the vocabulary.

From the six students that asked by the researcher, they give almost similar answer about the game in the class which means they are really happy and understand in studying English using game. But one of the sixth students above still feel difficult to learn vocabulary althought she feel excited with applying scrabble game in the class.

From the six students only one students that give answered that little different with others, five of the six students above feel excited and easier to learn english with scrabble game but only one of them has different answere, hozaimah said that she still difficult to understand but in other answere she said that althought she fell english still difficult but when her teacher asking about vocabulary she can answere the questions.

The class ran effectively and the students more active while learning, the students focused and paid attentions to the teacher when the teacher explained about the lessons and the students were enthusiastic and interested in learning English. The, there was the improvement of the teacher in teaching English especially vocabulary. It

²⁸ David L. Stepherd. *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods.* (USA: Bell and Howel Company, Co, 1973) p. 39

made the students score improved and achieved the target minimum passing grade. It indicated that the implementation of scrabble game can help the students in vocabulary.

It can be concluded from the researcher that the use scrabble game can improve the student vocabulary, and also scrabble game is an effective way in helping students understand the vocabulary at Mts Al-Huda Lembung Barat Lenteng sumenep.