THE IMPLEMENTATION OF SCRABBLE GAME IN
TEACHING VOCABULARY AT FOURTH GRADE
SDN 3 GADINGKEMBAR JABUNG

THESIS

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This thesis is submitted to meet one of the requirements to achieve Sarjana Degree in English Language Education

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Motto and Dedication

"Man Jadda Wajada, Man Shobaro Zafiro, Man Saaro 'Alaa Darbi Washola"

(Al-Hadist)

"Karena sesungguhnya sesudah kesulitan itu ada kemudahan. Sesungguhnya sesudah kesulitan itu ada kemudahan"

(QS. Asy Syarh: 5-6)

"Do Not Feel Remorse. Everybody Makes Mistakes in War"

(Abu Abbas)

DEDICATION:

I dedicate this thesis to:

My beloved late father and mother,

My beloved husband and my lovely daughter,

My beloved sister and brother,

And all my friends.
Letter of Authenticity

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I hereby declare that in this thesis there is no thesis or paper that have been proposed to receive a bachelor degree, and there is no ideas or notions written or published by another person, unless what has been written in this thesis and mentioned in the references.

Malang, 24th July 2019

Lu’lu’a Mauliyatuz Zahra
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ABSTRACT

This study focuses on the implementation of a scrabble game in teaching vocabulary at fourth grade SDN 3 Gadingkembar Jabung. The purposes of this study are: (1) to describe the implementation of scrabble game in teaching vocabulary, (2) to know the problems faced by the teacher in applying scrabble game in teaching vocabulary, (3) to know how the teacher solve her problems in applying the scrabble game.

In this study, the descriptive qualitative research design was used because the researcher wanted to investigate some phenomenon in its natural setting. The subject of this study was the teacher who taught first grade students at SDN 3 Gadingkembar Jabung. There were two techniques to collect the data. They were observation and interview with the observation checklist and interview guide as the instruments.

The research findings showed in implementing the scrabble game used several steps are: (1) Pre-teaching. In this activity, the teacher started the class with greeted and pray together. Then, the teacher gave an material about things about school and she gave a little brainstorming about the material. (2) Main teaching activity. In the main teaching activity, the teacher prepared the scrabble game board and gave a clue of the word, each group took eight letters randomly before playing scrabble. Then, the first group continued to create a word by those eight letters. After creating a new word, that group should count and announce the score, it would be continued by the next group until they could not create word again. (3) Post-activity. In post-activity, the teacher asked the students to discussing the meaning of the words and write down every single word. The last the teacher devided the students to discussion and memorize each word. In applying scrabble game, she also faced some problems and did some ways to cope them. First problem is the students have less motivation on teaching learning process. Second, the student make a mistake with their spelling. The way the teacher solved her problems are: she tried to hold the students’ attention by making the teaching and learning activities more interactive. Secondly, when the student make a mistake with their spelling, the teacher allowed to check in dictionary.

Keywords: scrabble game, teaching, vocabulary
ACKNOWLEDGEMENTS

Alhamdulillah, praised to God Allah SWT, the Almighty and Merciful. By His guidance and blessing, I can finish this thesis. Sholawat and salam should always be given to the beloved Our prophet Muhammad SAW who has brought us from the darkness to the lightness era, namely Islam.

I would like to express my deep appreciation and gratitude to my first advisor Dra. Thathit Manon Andini, M.Hum and my second advisor LaelaHikmah, M.A., M.Ed. Lead their patience, correction, and invaluable guidance as well as suggestion for the completion of this thesis. My greatest appreciation also goes to my first examiner (Dr. Sri Hartiningsih, M.M) and my second examiner (Aninda Nidhomil Hima, M.Pd) for the advice, supervision, and crucial contribution in the improvement of the result of this undergraduate thesis. My sincere gratitude is also extended to the headmaster of SDN 3 Gadingkembar Jabung Ms. Siti Maslikah, S.Pd, who has given me permission to do this research and also for the English teacher of SDN 3 Gadingkembar Jabung, Ms. Yulianti Rohmah who helped me during the research.

I am also grateful to my beloved parents (Alm. bapak Sugeng Budiono), (ibu Sudarti) for their never ending love, prayers, and support for my study. Gratitude is also addressed to my lovely husband (Hermawanto), and daughter (Ummaila Nur Al Qhumairah) who always give their support in any condition. Besides, I also reveal a big thanks to my sisters and brother (Nara, Nirma, Wida, Tri Widi, Lastiawan, Hermawan, Khoirul) who always support. Finally, I sincere gratitude goes to my beloved friends (Bang Udin, Fendy, Andy, Dhewi, Tika and Indri, Ncuss, Satria, Fikri, Ryo, Arif, Anggi, Cindy) Thank you for supporting me.

Malang, 24th July 2019
The researcher

Lu’lu’a Mauliyatuz Zahra
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