

THE EFFECTIVENESS OF USING SCRABBLE GAME IN MASTERING ENGLISH VOCABULARY

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Abstract: *This research aims to determine the effectiveness of using scrabble game in students' vocabulary mastery in seventh grade of junior high school. The study was carried out at SMPN 1 Gudo Jombang. Pre-experimental research techniques and a quantitative research design were used in this study. A one-group pretest-posttest design was adopted by the researcher. Thirty students from class VII-H of SMPN 1 Gudo made up the sample for this study. Tests were utilized by the researcher to gather data. The findings of this study suggest that playing scrabble can help students learn more vocabulary. The significant value obtained from the data analysis utilizing the paired sample t-test and normality test in SPSS version 25 statistics supports this. From normality test a significance result of $0.106 > 0.05$, indicating that the data are normal. The paired sample t-test additionally displays a significance value of $0.000 < 0.05$, indicating that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Given that the scrabble game has a considerable impact on students' vocabulary knowledge, it is advised that it be used to help students learn vocabulary.*

Keywords: *Effectiveness, Scrabble Game, Vocabulary Mastery*

Abstrak: Penelitian ini bertujuan untuk mengetahui keefektifan penggunaan scrabble game dalam penguasaan kosakata siswa di kelas tujuh Sekolah Menengah Pertama (SMP). Penelitian ini dilakukan di SMPN 1 Gudo Jombang. Penelitian ini dilakukan dengan menggunakan desain penelitian kualitatif, dan metode penelitian pra-eksperimental. Peneliti menggunakan one-group pretest-posttest design. Sampel penelitian ini adalah siswa kelas VII-H SMPN 1 Gudo yang berjumlah 30 siswa. Dalam mengumpulkan data, peneliti menggunakan test. Hasil penelitian ini menunjukkan bahwa scrabble game dapat meningkatkan penguasaan kosakata siswa. Hal ini dibuktikan dengan nilai signifikansi atau rata-rata menggunakan statistik SPSS versi 25 untuk menganalisis data dengan uji normalitas dan uji t sampel berpasangan. Melalui uji normalitas diperoleh signifikansi sebesar $0.106 > 0,05$ yang berarti data tersebut normal. Selain itu, uji t sampel berpasangan juga menunjukkan nilai signifikansi $0.000 < 0.05$ yang berarti hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Kesimpulannya, penguasaan kosakata siswa mengalami peningkatan melalui penggunaan scrabble game.

Kata Kunci: Efektivitas, Game Scrabble, Penguasaan Kosakata

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INTRODUCTION

Learning English is very important in an increasingly advanced era. Many countries utilize English as one of their international languages. Such as, America, England, Germany, Australia and other countries. Based on data from Puspa (2020), English users are currently more than 1.7 billion people in the world. Many videos, website, books, and other things that support informal education are presented in English. So, learning English is very important to deepen knowledge and skills. The existence of social media also makes learning English easier to learn. Many content creators use English to create many videos especially useful videos for students. Thus, the existence of such learning feels more interesting for students. Therefore, students can learn vocabulary, grammatical structures, and also the meaning of sentences. Moreover, they can be good at speaking, writing, reading and listening.

There are four skills to learn in English: speaking, reading, writing, and listening. Sadiku (2015) explain that mastery of these four English skills is the pinnacle of language that can take students to a higher level of understanding. Talking about proficient in English, especially Indonesian people. There are many students in Indonesian who cannot apply vocabulary well. This difficulty exists because English has language elements that are quite difficult to learn, one of which is morpheme (vocabulary). Therefore, in English vocabulary mastery is required not only to memorize but also to uses or implement to the real usage. According to Richards in Nurhayati (2017) that “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, read, write and listen”. Therefore, the researcher tried to examine the students’ vocabulary mastery.

In this research, the researcher required some information from the English teacher there related to student vocabulary, method used there, and the ability of the students. Based on the information obtained by researcher was carried out PPL (Practice Field Experience). The researcher found that students’ vocabulary mastery at SMPN 1 Gudo needed to be improved. Students still have difficulty in memorizing certain vocabulary. Even some students still do not understand the vocabulary that is often used in class. The researcher found that students vocabulary mastery at SMPN 1 Gudo was still low below the KKM 75 (Minimum Completeness Criteria). The low mastery of students’ vocabulary can be caused by several factors, including learning materials, facilities, motivation, and

learning media. There are many learning methods used in SMPN 1 Gudo, but there is one game that has never been implemented, namely the scrabble game. Therefore, the researcher was interested to tried the scrabble game at SMPN 1 Gudo.

Teaching vocabulary especially in English by using games is one solution. Through the game students can more easily understand what is conveyed by the teacher. According to Alzaabi (2017), learning vocabulary through game provides students with more opportunities to learn while having more fun. This means that using game in class will help students enjoy English lessons. One of interesting media to see its effectiveness in the classroom is scrabble. Scrabble is a well-liked board game that offers a pleasant opportunity for students to develop their vocabulary, reading, and general grammar abilities, according to Lee (2012). Students will not realize that they are still learning and having fun in class. Referring to a prior study by Andi (2011), which involved MTS Nurussalam first-graders and the scrabble game. According to the findings of his study, students' vocabulary mastery has enhanced thanks to the scrabble game. As a result, the researcher decided to use the scrabble game to vocabulary learning.

THEORITICAL REVIEW

Several previous researchers have applied Scrabble Game in teaching English. Some of these studies are as follows:

1. According to Falianti (2014) this research is quantitative research. The research design used in this research is experimental design (pretest posttest control group design). The population in this research 660 students. The sample is 60 students. As a sample, 30 as the experimental class and 30 as the control class. In this research, two media were used, namely scrabble game and bingo game. The difference between the two media is that Scrabble Game can make students feel happy, creative and challenged and Bingo Game provides an opportunity for students to identify words in an interesting way. So, there is a significant difference in the use of Scrabble and Bingo Game media on the vocabulary mastery of the students.

The difference between the previous research above and this research is in the use of media. In the previous research, researcher used two media, namely scrabble game and bingo game. Meanwhile, in this research, the researcher only used one medium, namely the scrabble game with a population and a sample of seventh grade students at SMPN 1 Gudo.

2. According to Lidiasari (2017) this research is intended to solve students' problems in mastering vocabulary by applying the Scrabble Game. The research use CAR (Classroom Action Research) which consists of Planning, Acting, Observing, and Reflecting. This research carried out in three stages. English teachers and 32 students from class VII C took part in this research. To collect data, the researcher used observation and measurement tests. The average student test scores increased in each stages. In the first stages, the average score was 64.06 in the moderate category, increased to 78.75 in the moderate to good category, and increased to 92.18 in the good to very good category in the third stages. In conclusion, this research shows that Scrabble Game can increase students' vocabulary and motivate students in the learning process.

In the previous research above, the researcher used the CAR (Classroom Action Research) method with research conducted for three stages. Meanwhile, this research used an experimental method with tests (Pre-test and Post-test) to see the effectiveness of using scrabble Game in 7H grade students of SMPN 1 Gudo.

3. According to (Nurmawaddah, 2021) the researcher conducted a research to determine the effect of students' speaking skill competence. This research uses a quantitative descriptive method. Data collection took a long time about one month using a questionnaire and speaking test. The researcher used total sampling as a sample selection technique. The researcher took a sample of ten students majoring in English at the Language Student Activity Unit (UKM) of the University of Muhammadiyah Makassar. From the results of the questionnaire and speaking test, most of the students gave a positive response to the game of scrabble. Scrabble game affects the competence of students' speaking skills. This research was declared successful because the students became better in speaking skills by applying the scrabble game.

The difference between this research and previous research. The previous researcher used quantitative descriptive methods and focused on improving students' speaking skills using scrabble game. Meanwhile, the researcher in this research focused on students' vocabulary mastery with experimental methods and using tests (Pre-test and Post-test).

METHOD

At SMPN 1 Gudo Jombang, this research was carried out. Pre-experimental research techniques were used in this study's quantitative research design. One-group pretest-posttest was the research method used. The sample for this study consisted of 30 students from class VII-H of SMPN 1 Gudo. The researcher employed tests to gather data.

1. Pre-test

Before the classroom scrabble game treatment was introduced. To assess the students command of language, the researcher administered a pre-test.

The test can be allocated 80 minutes, the procedure:

- a. The researcher gives students test materials
- b. The researcher gives students test instructions
- c. The researcher supervises the students while they take the test.
- d. Following the test, the researcher collects student worksheets.

2. Post-test

The researcher gave the students a post-test following the conclusion of the treatment. The effectiveness of using the scrabble game to improve students' vocabulary knowledge will be assessed using the post-test result data, which will be processed by the researcher. The pre-test and post-test both cover the same material.

RESULT AND DISCUSSION

RESULT

1. Students' Vocabulary Mastery Before Treatment by Using Scrabble Game

The purpose of the pre-test was to determine the students' vocabulary ability or student scores before being treated using the scrabble game. The pre-test consists of 20 multiple choice questions. From the results of the pre-test that has been given, the students' pre-test scores are obtained with the explanation in the table below.

Tabel 1.1 Students' Score of the Pre-test

No	Students	Pre-test
1	AA	50
2	AAP	25
3	ASP	35
4	AEM	45
5	AIM	30
6	BRR	65
7	DMF	45
8	DRA	40
9	EA	25
10	FY	55
11	FL	35
12	FNL	35
13	GRW	50
14	HS	40
15	JVP	35
16	LF	20
17	LDM	55
18	MNA	40
19	MRM	60
20	MIA	20
21	NFNH	30
22	NB	35
23	QSA	30
24	RSIA	35
25	RAP	55
26	SDS	60
27	SS	45

28	SRA	30
29	YIR	30
30	PRD	50
Mean		40.17
Minimum Score		20
Maximal Score		65

Based on the table above, the average pre-test score in class VII-H was 40.17 with a total of 30 students. In addition, the minimum score for the students' pre-test was 20 while the maximum score was 65. This showed that most of the students in grade VII-H was still low in vocabulary mastery. In order to determine whether or not the media was successful in improving students' vocabulary mastery, the researcher conducted a study utilizing the scrabble game.

2. Students' Vocabulary Mastery After Treatment by Using Scrabble Game

following the application of the scrabble therapy. The next stage is to administer a post-test to the students in order to ascertain their performance following their use of the scrabble game. The post-test questions carry the same weight as the ones from the pre-test. Then, it may be determined from the students' post-test results whether or not there was a significant improvement in the treatment utilizing the scrabble game. The table below shows a description of the post-test results for the students.

Tabel 1.2 Students' Score of the Post-test

No	Students	Post-test
1	AA	90
2	AAP	95
3	ASP	80
4	AEM	95
5	AIM	95
6	BRR	90
7	DMF	95
8	DRA	90
9	EA	95
10	FY	95

11	FL	80
12	FNL	95
13	GRW	85
14	HS	85
15	JVP	85
16	LF	80
17	LDM	95
18	MNA	90
19	MRM	90
20	MIA	60
21	NFNH	75
22	NB	80
23	QSA	80
24	RSIA	90
25	RAP	75
26	SDS	85
27	SS	90
28	SRA	80
29	YIR	85
30	PRD	90
Mean		86.50
Minimum Score		60
Maximal Score		95

The number of students who have reached the KKM is 27, according to the table above. The students' mean post-test score was 86.50. The post-minimum tests and highest scores for the students were 60 and 95, respectively. The post-test results so revealed that the students' vocabulary mastery had enhanced as a result of the scrabble game.

3. The Significant Difference of the Students' Mastery Vocabulary Between Before and After Treatment by Using Scrabble Game

It is known that there was a variation in the student scores based on the outcomes of the pre-test and post-test that were administered. The researcher discovered a discrepancy in the students' vocabulary mastery ratings between the pre-test and post-test. Furthermore, the researcher used descriptive statistical analysis to analyse the data based on the variations between the pre-test and post-test outcomes. After doing the descriptive analysis, the researcher used the Kolmogorov-Smirnov to test for normalcy. Then, if the data is normally distributed, the researcher continues the analysis with a paired sample t-test. All data were analyzed and calculated using IBM Statistics SPSS 25.

a. Descriptive Statistical Analysis

The table showed the total of students in one class was doing the pre-test and post-test, the minimum and maximum scores in the pre-test and post-test, sum of the scores that has been achieved in the score minimum and maximum in pre-test and post-test. The table below also showed the mean, standard error and standard deviation statistic.

Tabel 1.3 Descriptive Statistics

	N	Min Score	Max Score	Sum	Mean	Std. Error	Std. Deviation
Pre-test	30	20	65	1205	40.17	2.242	12.281
Post-test	30	60	95	2595	86.50	1.481	8.110

There were 30 students in the sample for the pre-test and post-test. The chart displayed that the pre-test scores of students ranged from 20 for the lowest score to 65 for the highest, for a total of 1205. The post-minimum test and highest scores were 60 and 95, respectively, with a sum of 2595. The table also revealed that, on the pre-test, students' mean vocabulary mastery score was around 40.17, with a standard error of 2.242 and a standard deviation of 12.281. The highest score achieved by students on the post-test was 86.50, with a standard deviation and standard error of 8.110 and 1.481, respectively. So, it can be said that after

treatment, students’ vocabulary mastery increased significantly. The fact that students’ post-test average scores were greater than their pre-test averages demonstrated this.

b. The Result of Normality Test

Normality test was conducted to know whether the data was distributed normal or not. This research followed *Kolmogorov-Smirnov* to conduct the normality test. The table below showed the result of *Kolmogorov-Smirnov* normality test.

Table 1.4 One-Sample Kolmogorov-Smirnov Test

N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	11.53369050
Most Extreme Differences	Absolute	.145
	Positive	.145
	Negative	-.074
Test Statistic		.145
Asymp. Sig. (2-tailed)		.106 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

It is known that the data had a significant value of 0.106 based on the normalcy table above. Therefore, it may be argued that the test is normally distributed because the sig (2-tailed) value of the normality test on the data in the table was higher than 0.05. The researcher then used the paired sample t-test formula to calculate the significance between the pre-test and post-test after ensuring that the data was normally distributed.

c. The Result of Paired Sample Test

From the result of the normality test that has been carried out, it is known that the data was normally distributed, and the following step is a paired sample t-test. The following table showed the paired sample t-test.

Table 1.5 Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test	-	12.172	2.222	-50.878	-41.788	-	29	.000
Post-test	46.333					20.849		

The statistics above indicated that sig (2-tailed) 0.000. As a result of the data being less than 0.05, "Ha is accepted" and "H0 is rejected." It indicates that, in the academic year 2021–2022, there is a substantial difference between the mean pre–test and post–test utilizing the scrabble game in grades VII–H of SMPN 1 Gudo.

DISCUSSION

In this research, the researcher aimed to determine the effectiveness of using scrabble game on students’ vocabulary mastery. In this latest research, researcher used a pre-experimental research design. The researcher used pre-test and post-test as a benchmark to know the students’ abilities. Based on the findings and observations at the beginning of the study of the research, there were several problems in students’ vocabulary mastery such as; pronunciation difficulties, lack of known vocabulary and difficulty knowing the meaning of vocabulary. Then in the experimental class, students were motivated to learn and play at the same time using the scrabble game. Students are guided to collect new vocabulary from the treatment that has been given.

Teaching vocabulary is important given to students especially with the problems that have been found in the classroom. It is well known that mastery of vocabulary is important for students to master as the initial foundation for developing other abilities. Teaching vocabulary is an important aspect of language learning. According to Al-

qahtani (2015), language is mainly based on words. Learning language without words is impossible, even human to human communication is based on words. In teaching students, teachers should use performance to teach vocabulary to students. This means that when the teacher apply vocabulary to students, the teacher knows it is characteristics so that the teacher can choose the right technique or method to make students comfortable and active in learning vocabulary in class. Based on the statement above, the researcher concludes that teaching vocabulary is important for students to learn as the basis for language acquisition. Mastering a lot of vocabulary will make it easier for students to read, write listen and speak in English.

The researcher conducted the treatment for two meeting to the students. The researcher conveyed the stages of learning using the scrabble game. The researcher conveyed coherently to students about the steps in the scrabble game. The steps in the treatment activity using the scrabble game are; first, the researcher formed student into 4 group consisting of 4 students. Second, the researcher explained the use of the scrabble game. Third, the researcher set a theme according to the main material for playing scrabble, namely about people, animals and things. Fourth, the scrabble game begins and groups of students collect as much new vocabulary as possible from the scrabble game. Each group that manages to get a new vocabulary must record the vocabulary found in the book. The next step, the new vocabulary that has been found and then searched for its meaning in the dictionary owned by each group of students. At the end, the researcher asked students to read out one by one the new vocabulary that had been collected during the game.

In giving treatment using scrabble game in students' vocabulary mastery. The researcher made the classroom atmosphere more relaxed and fun, so that all students involved were motivated and more enthusiastic in learning. This is also in line with the opinion of Harmer (2001) who said that it is very important both teachers and students have confidence in how to learn. If someone loses self-confidence it will greatly affect motivation, but when both feel comfortable with the method or media used, success in learning is most likely to be achieved.

The students' vocabulary mastery experienced a significant change. This can be seen during the treatment applies, students' vocabulary increases slowly and students consciously get new vocabulary from the scrabble game. Through the game of scrabble, students are easier to understand and remember new vocabulary. According to Alzaabi (2017), learning vocabulary through games given student more opportunities to learn while having fun. This means that the use of scrabble game can train students to concentrate more and memorize vocabulary well. Scrabble game are one of the alternative media that can helped teacher in teaching vocabulary. Therefore, it is easier for students to master vocabulary because they can relate new things to the information they already have. This is in accordance with Kobzeva (2015) statement to form learning that is more lively, interesting, and able to stimulate various opportunities in learning.

In teaching and learning process, scrabble game are quite interesting media for students. The nature of the game is not monotonous, it can even eliminate student boredom learning. Scrabble is a game that is often played by everyone regardless of age. Students arrange words on the board and are played by students in groups. Based on the word value formed 15 rows and 15 columns long. The game can increase vocabulary mastery by remembering one by one word that is adjusted to the order of rows and columns. Students will be more interested in continuing to solve word by word during the learning process. Lynne (2011) defines vocabulary as a list of terms arranged alphabetically and defined to explain or interpret various languages.

The results of the research using the scrabble game showed a significant change in students' vocabulary mastery. At the end of the meeting, the students seemed to have managed to collect some new vocabulary from the scrabble game. Apart from increasing students' vocabulary mastery, the researcher found new findings in this research. Students' writing ability also increases. Because the vocabulary that has been found makes students excited in arranging words into the form of several sentences. According to Mubasyiro (2017) this brain-stimulating scrabble game will inadvertently improve vocabulary mastery while making students able to compose sentences and even paragraphs. Scrabble game are suitable for students because they can foster fun learning. Students become enthusiastic about taking part in learning in class and the teacher is also helped by the use of scrabble game. These learning activities make it easier to transfer lessons to students in class. One aspect that must be pursued by teachers in learning is

that students must play an active role both physically, mentally and emotionally. According to Riduwan (2014) teacher can also clarify learning messages and provide concrete directions. Thus, this latest research confirms the research in the previous chapter. The research conducted by Falianti (2014) uses scrabble game in teaching to improve students' vocabulary mastery. The previous research was successfully carried out and showed an increase in students' vocabulary mastery for the better. The use of the scrabble game made students become more enthusiastic in acquiring new vocabulary.

CONCLUSION

Based on the results of the research, the result of data analysis and the discussion. The use of scrabble game in the classroom is an effective media used to teaching vocabulary. That was evidenced by the results of the t-test calculation, where the data shows sig. (2-tailed) was 0.000, data shows <0.05 . If the value of sig. <0.05 , H_a was accepted and H_0 was rejected. This means that there is a significant difference between the pre-test and post-test learning outcomes using the game of scrabble for class VII-H students of SMPN 1 Gudo. Therefore, it can be concluded that the scrabble game is effectively used in increasing students' vocabulary mastery.

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